

State of New York

Race to the Top-Early Learning Challenge

Application for Initial Funding

Appendix



New York State

Andrew M. Cuomo, Governor

October 2013

CFDA Number 84.412A

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Intermediary Organizations

**Child Care Resource
&
Referral Agencies**



ACCORD Corporation

Allegany County Community Opportunities and Rural Development
Helping People. Changing Lives. Since 1972.

Community Action Agency • Rural Preservation Company

Child Care Services Division

Charles Kalthoff
Executive Director

Lesley Gooch Christman
Deputy Executive Director

Lynn Langworthy
Division Director

Corporate Office
84 Schuyler Street
PO Box 573
Belmont, NY 14813-0573
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Crisis Hotline
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Website
www.accordcorp.org

Division Office
PO Box 573
Belmont, NY 14813
Tel: (585) 268-7605
Ext. 1323
Fax: (585) 268-7241

Programs:

- Head Start
- Early Head Start
- Head Start CACFP
- Child Care Resource & Referral
- Child Passenger Seat
- Day Care Registration
- Day Care CACFP

Center Locations:

- Belmont
- Bolivar
- Cuba
- Friendship
- Rushford
- Wellsville

October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. As the designated community action agency in Allegany County, New York, ACCORD Corporation provides an array of services that improve and expand opportunities for young children and their families including, Child Care Resource and Referral (in Allegany, Cattaraugus, and Wyoming counties), Head Start, Early Head Start, and Universal Pre Kindergarten. Our mission is "As a Community Action Agency we believe in the strength, dignity, and potential of all people. We offer access to opportunities, resources, and services to strengthen individuals, families and communities. We are committed to improving the community's response to rural poverty and giving a voice to the unheard."

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely, (b)(6)

Deputy Executive Director
ACCORD Corporation

Head Start is funded by the Department of Health and Human Services Administration for Children and Families. ACCORD Corporation is an equal opportunity provider and employer. To file a complaint of discrimination, write: USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). To contact ACCORD Corporation TTY/TDD: 1-800-877-8339

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Adirondack Community Action Programs, Inc.



7572 Court Street, Suite 2
PO Box 848
Elizabethtown, NY 12932
(518) 873-3207
Fax (518)873-6845
Toll Free 1-877-873-2979
acapinc.org

(b)(6) Executive Director/CEO

October 2, 2013

Aging Services
Nutrition Program
Senior Transportation

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Child and Family
Services
After School
Child Care Resource
and Referral
Early Head Start
Family Development
Head Start

Dear Governor Cuomo:

I welcome the opportunity to express my support for New York's Race to the Top – Early Learning Challenge Grant application on behalf of Adirondack Community Action Programs, Inc. (ACAP) As the CCR&R for Essex County NY, ACAP supports the need for high quality early childhood programs and services, especially for our rural community. As a high need community this support would be crucial in expanding participation in QUALITYstarNY (QSNY) and New York Works for Children, increasing the quality of services to our children.

Community Services
Emergency Needs
Food Pantry
Homeless Assistance

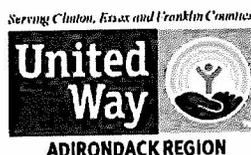
The mission of ACAP Child Care is to create quality childcare opportunities in our community. As the main source for professional, well trained and highly educated child care providers, the program seeks to educate and promote the availability of licensed and registered child care providers to residents of Essex County. Having provided services to this population for over 30 years, we are positioned to expand participation in QSNY and New York Works for Children initiatives in our community by:

Employment and
Training
OneWorkSource
Business &
Employment
Center
(Partner Agency)

- educating parents, providers and our community about QSNY and increase their understanding of the components that define quality in early child care and learning programs.
- providing effective assessment, consultation, technical assistance and mentoring for early care and learning programs of all modalities.
- providing training and support for NY State's early childhood workforce.

Weatherization and
Energy Services
EmPower NY

As a member of the Early Care & Learning Council we have been directly involved in the implementing QSNY and New York Works for Children and support the



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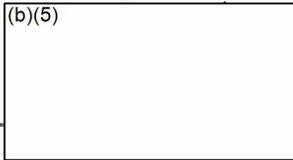
important work the council has done to expand these efforts statewide. With this new initiative, the state will be able to support programs, such as ours, that serve children with high needs in improving the quality of their services. Work which has proven to be successful in improving outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce.

Finally, I strongly believe these efforts will improve the health, nutrition, and social emotional development of young children in our communities and better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

We are grateful for your commitment to the children of New York State and commend you and your administration for developing this bold proposal and offer our full support for the successful implementation of this important initiative.

Sincerely,

(b)(5)

A rectangular box with a black border, used to redact the signature of the Executive Director/CEO. The text "(b)(5)" is written in the top-left corner of the box.

Executive Director/CEO



**Capital District
Child Care
Council**

91 Broadway
Menands, NY 12204
518 426-7181
fax 518 426-9649

www.cdcccc.org

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Albany, Fulton,
Montgomery,
Rensselaer,
Saratoga, and
Schenectady
Counties**

October 8, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo;

I am writing to express the Capital District Child Care Coordinating Council's (CDCCCC's) strong support for the New York State in the application to the U.S. Department of Education for the Race to the Top - Early Learning Challenge Grant. New York State has a long history of providing critical early childhood development support serves to ensure the well-being of children and families. New York's comprehensive education, health, nutrition, and social services plan provides a strong foundation for young children's school readiness outcomes.

The CDCCCC is dedicated to promoting quality, accessible early care and learning experiences for all of the Capital Region's diverse communities, including Albany, Rensselaer, Fulton, Montgomery, Saratoga, and Schenectady counties. CDCCCC assumes a leadership role in supporting families, child care professionals, and employers through referral counseling, education, training, and advocacy. The agency's vision is to champion the right of all children to start life with the best possible foundation of early learning, care, and health.

Founded in 1971, CDCCCC has forty-two years of experience supporting families by helping them to understand the care and education needs of young children. CDCCCC, a strong supporter of QUALITYstarsNY, has already seen improved quality in early care and education services received by children and families residing in two communities with which we work; Albany and Schenectady. CDCCCC actively supports investments that provide high quality early and school-age care for all of New York's children; QUALITYstarsNY is one of those investments. At CDCCCC, we have partnered with school districts, community foundations, community action programs, universities, industry associations, and government offices to align our work with statewide goals related to early childhood quality improvement activities.

We feel that New York State is positioned to expand the essential work of QUALITYstarsNY and we have dedicated our time, resources, and skills to the effort. CDCCCC is counting on the statewide network to bring QUALITYstarsNY to all the communities in our region. In fact, our work





**Capital District
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Counties

with Albany City School District and QUALITYstarsNY has had impressive quality outcomes for every Universal Pre-kindergarten classroom in the city. These results are tremendously important for a struggling urban school district where poor families are without the resources to afford quality early education for their children.

Last year CDCCCC provided professional development coursework and workshops to 10,000 child care providers. Early and school-age care providers count on a strong system for professional development. Advanced training opportunities and professional standards are critical for the advancement of quality initiatives. Additionally, New York's plan to build a comprehensive early childhood data system will create a baseline for quality indicators, and will inform instructional strategies, professional development plans, and community outreach activities. Currently CDCCCC uses a private sector data system to aggregate scores from the Early Childhood Environment Rating Scales conducted in classrooms across the Capital Region. Reports of program strengths and needs have greatly influenced private funding and quality enhancement initiatives. Statewide data could positively influence policy and practice related to quality outcomes.

Needs assessments conducted in New York's Capital Region indicate that effective strategies for improving the health, nutrition, and social-emotional development of young children; particularly poor children in our community are greatly needed. This year CDCCCC facilitated a program that brought fresh fruits and vegetables to child care programs located in poor urban neighborhoods. We were amazed by the strong positive response from the community. Families and children visited the farm stand weekly to try new foods and to learn about how good nutrition contributes to healthy growth in children.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

(b)(6)

Executive Director



17 LEADING THE WAY TO QUALITY CARE



Center for Children's Initiatives
Building Bright Futures for Children

September 26, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

The Center for Children's Initiatives (CCI), a champion for the right of all children to start life with the best possible foundation of learning, care and health, is pleased to submit a strong letter of support for New York State's response to the Race to the Top- Early Learning Challenge Grant RFP.

CCI is one of the oldest child care resource and referral agencies in the country as well as a nationally recognized policy and advocacy organization that has been in operation for more than 30 years. Located in New York City, CCI provides direct services in all five boroughs through its parent support and training programs. Our policy and advocacy work extends across New York State and we have been instrumental in the development of state policies that have moved us toward a more comprehensive system of early care and learning for New York's children.

CCI's broad array of services includes support for parents seeking quality early learning experiences for their children in addition to an extensive range of training opportunities for early childhood programs and providers. CCI offers technical assistance training and supports to all types of early childhood centers, family child care programs and family child care support organizations. Our technical assistance and training is designed to support continuous quality improvement and our staff is experienced in the launch of research based program assessment tools. CCI is also deeply invested in several initiatives to support health and nutrition and is working to embed effective strategies, including the introduction of research based tools, in programs that strengthen the social emotional development of young children.

As a founder of both Winning Beginning NY and the Ready for Kindergarten Campaign, CCI has provided significant leadership on a multitude of issues in early childhood. CCI was instrumental in the development and passage of New York's UPK program and worked hard to ensure its successful implementation in early childhood programs in the community as well as in public schools.

CCI has always been committed to ensuring the highest quality of services for our youngest children. As such, we actively participated in the design and implementation of QUALITYstarsNY and fully support the expansion of New York State's quality rating and improvement system as a strategy for promoting the delivery of high quality services. We are prepared to work with participants by

Building Bright Futures for Children

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info@www.centerforchildrensinitiatives.org

developing quality improvement plans and providing the technical assistance, coaching and mentoring support necessary to aid in their continuous growth. We will incorporate this information into our consultation with parents to provide them with the most up to date and comprehensive information on how to find and choose quality options for their children. We view the work we do as a CCR&R, as well as the work done by other CCR&Rs across the State, as a core anchor of the quality coordinated system that we envision for New York.

Both CCI's Executive Director and its Board President serve on the Early Childhood Advisory Council. The Executive Director is the Co-Chair of the Finance Work Group of the ECAC which has focused on bringing new information to the State on effective strategies for braiding and blending funding as well as developing an innovative cost modeling system. The cost modeling system utilizes information on current state funding to make data-based projections and can be an important tool in guiding policy decision-making. It includes a specially developed return on investment modeling to further assist in the development of a system of services that meets the highest quality standards. The Finance Work Group also explored the role of social impact funds and other innovative funding strategies to address the important need for increased investment in these services. The Executive Director also serves on the Quality Improvement and Data Development Work Groups and she has served on numerous other advisory boards in the city and the state.

The Board President is the co-chair of the Data Development Committee which is working to develop a comprehensive statewide coordinated early childhood data system. Once developed, the data system will provide critical information to policymakers, early childhood professionals and community advocates about the early care and education system in NYS. Before retiring as the Executive Director of the Early Care and Learning Council, she wrote a grant to fund the National Center on Children in Poverty to assess the early care and learning data currently available in NYS and NYC as a first step in determining what the data needs were here. The ECAC Data Development Workgroup subsequently incorporated the report in its work. The Workgroup is now developing an iterative proposal to move the initiative for a comprehensive data system forward and will continue to work in partnership with state agencies and community representatives to ensure the data work of the Early Learning Challenge Grant is achieved.

The CCI team is excited to support the work proposed under the Early Learning Challenge Grant with our multiple resources and through our diverse venues.

Sincerely,

(b)(6)

[Redacted signature area]

Executive Director

Board President



CHAUTAUQUA OPPORTUNITIES, INC.

A COMMUNITY ACTION PARTNERSHIP



Helping People. Changing Lives

Date October 4, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

On behalf of (COI) Chautauqua Opportunities, Inc., I'm writing to support New York's Race to the Top – Early Learning Challenge Grant application.

The Chautauqua Count Child Care Council, a division of COI, welcomes the opportunity to be part of New York State's proposal aiming to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

As Child Care Council Director of a Child Care Resource and Referral (CCR&R) agency, I have addressed the roles that New York's CCR&R Network can play in supporting the activities outlined in the Early Learn Challenge Grant proposal. CCR&R's have the experience and capacity to support participating QSNY programs. Working diligently through a two-and-a-half-year process, the Chautauqua Child Care Council earned Quality Assured Accreditation by Child Care Aware® of America. Through this intense process, it became all the more evident that the need for public investment in opportunities for children to experience high-quality early learning experiences is crucial. This investment is critical not only for children, but for community success as well. The Council looks forward to working with you on behalf of all children and their families and strategizing to ensure that our most valuable resources remain our top priority.

Finally, we strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

Chautauqua Opportunities, Inc., fully supports New York State's application for the Race to the Top—Early Learning Challenge Grant funding source as a critical need to expand services to the youngest and most at risk children in our state. We appreciate the Governor's office for the leadership on this issue and pursuit of additional resources that will have tremendous impact throughout our state.

Sincerely,

Bonny Scott-Sleight
Director of Chautauqua Child Care Council

Central Administrative Offices

17 West Courtney Street, Dunkirk, NY 14048 (716) 366 - 3333 FAX (716) 366 - 7366 TTY/TDD: (716) 366 - 3420



571 St. Joseph's Blvd. - Suite 205, Elmira, NY 14901
(607) 734-3941 Fax: (607) 737-7293
www.chemchildcare.com: info@chemchildcare.com
"A United Way Partnership Agency"

The Honorable Andrew M. Cuomo
Governor of New York
State of New York State Executive Chamber - State Capitol Building
Albany, New York 12224

October 9, 2013

Dear Governor Cuomo:

The Chemung County Child Care Council would like to express strong support for New York's Race to the Top - Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

We are a not-for-profit planning and coordinating organization dedicated to making quality child care available and affordable for all Chemung County residents. The agency has a leadership role in supporting children, families, the Early Care and Education workforce and local employers.

As a Lead Agency for the field test of QualitystarsNY, the Council has been intimately involved in the rolling out of this important quality rating system for early care and education.

We are a key partner in the Chemung County School Readiness Project which has made significant strides in preparing children for Kindergarten as attested by the evaluation conducted by SUNY Albany.

We are pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. These strategies align perfectly with our NYSOCFS Child Care Resource and Referral contract, our role as a Registrar and our local School Readiness Project.

Finally, we strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. Our local Every Child Matters Coalition knows that it is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative. Thank you in advance for your support.

Sincerely,

(b)(6)

Executive Director



**CHINESE-AMERICAN
PLANNING COUNCIL, INC.**
150 Elizabeth Street, New York, NY 10012
Website: <http://www.cpc-nyc.org>
Tel.: (212) 941-0920, Fax: (212) 966-8581

A not-for-profit, multi-social service
educational and planning organization

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(b)(6)

EXECUTIVE DIRECTOR

(b)(6)

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HIV/AIDS Services 646.613.8369
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Special Needs 212.941.0030

CHILD CARE

(b)(6)

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Queens Youth Services 718.358.8899

Oct. 4, 2013

The Honorable (b)(6)

Governor

State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

The Chinese-American Planning Council is one of the five agencies that form the New York City Child Care Resource and Referral Consortium. Our service goals are to serve the child care needs of families through providing information and referrals, as well as to increase the supply and improve the quality of child care services through technical assistance and training. Additionally, CPC has been a catalyst in the development of QUALITYstarsNY (QSNY) and is fully committed to its success as a vehicle for a stronger early learning system delivering greater benefits to children, families, and our economy.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely, (b)(6)

Executive Director



CHILD & FAMILY RESOURCES, INC.

October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

www.cfresources.org

cfr.info@cfresources.org

Dear Governor Cuomo:

GENEVA
41 Lewis St., Suite 103
Geneva, NY 14456
(315) 781-1491
Fax: (315) 781-1493

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. As a Child Care Resource & Referral agency serving three counties in the Finger Lakes region and recently one of fifteen CCRR's receiving National Quality Assurance, our mission is driven to improving the lives of children and families. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

PENN YAN
263 Lake St.
Penn Yan, NY 14527
(315) 536 1134
Fax: (315) 536-9918

I am pleased to know that New York State's proposal aims to expand the QUALITYstarsNY program, strengthen efforts to support programs serving young children and includes strategies to increase the knowledge and skills of the early childhood workforce. All of these efforts will thereby increase the number of high quality early learning and development programs. As it has been proven that the early years are crucial, this work will result in improved outcomes for children. We eagerly anticipate how we can continue to support this initiative through our work with the early care and education community.

SENECA FALLS
115 Fall St.
Seneca Falls, NY 13148
(315) 568-0945
Fax: (315) 568-0978

I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. As an agency that also provides parenting support, education and the prevention of child abuse through NY State's Family Resource Network, along with our work with early childhood education, we strongly support a comprehensive approach to improving the lives of children so they have what they need to succeed in school and life. We eagerly anticipate how we can continue to support this initiative through our connections with families.

I commend you and your administration for developing this proposal and offer my support for the successful implementation of this important initiative.

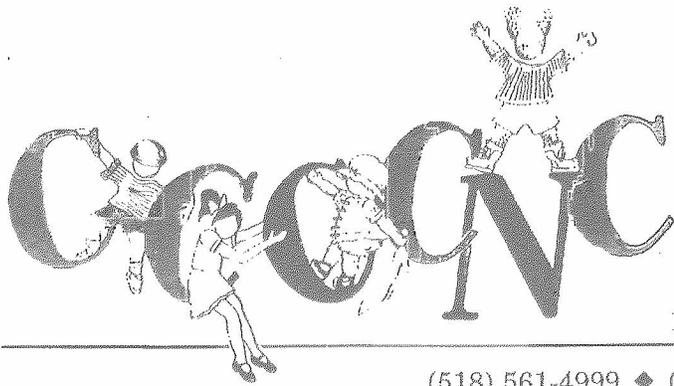
*"Child and Family
Resources, Inc.
provides
equal program
opportunities."*

Sincerely,

(b)(6)

Executive Director





*Child
Care
Coordinating
Council
of the North Country, Inc.*

194 US Oval ♦ P.O. Box 2640 ♦ Plattsburgh, NY 12901

(518) 561-4999 ♦ (518) 566-7517 ♦ 1-800-540-2273 ♦ Fax (518) 561-6956

October 7, 2013

The Honorable Andrew M. Cuomo
Governor

State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Our mission is to support and strengthen families and child care professionals who endeavor to raise healthy, educated and well-adjusted children throughout the North Country of NYS (Clinton, Essex and Franklin). To do this we offer myriad programs and services including the following:

- Child Care Resource and Referral Services including child care referrals, child care start up, ongoing professional development for child care providers and employer support child care initiatives
- Parenting Education and Support Programs at our Adirondack Network of Family Resource Centers in Plattsburgh, Tupper Lake and Malone
- Developmental Screenings
- Supervised Visitation Services
- Kinship Caregiver Services

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. We have seven early care and learning programs in the Clinton and Franklin County region who have been part of the QUALITYstarsNY Field Test for the past 3 ½ years. We have seen tangible improvements made to all seven programs and this is just so very exciting! With this initiative, the state will be able to support programs serving

The only future our society has is the next generation.



children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Executive Director



October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

Child Care Aware® of Steuben and Schuyler a department of Pro Action, Inc. provides resource and referral services to parents looking for child care, professional development programs and quality initiatives to child care practitioners in Steuben and Schuyler Counties. As Director, I am pleased to express my support for and commitment to New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

As one of the early team members working on the development of QUALITYstarsNY, I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

(b)(6)

Director



Child Care Council of Dutchess and Putnam, Inc.

Dutchess Office
70 Overocker Road
Poughkeepsie, NY 12603
Telephone (845) 473-4141
Fax (845) 473-4161
www.childcaredutchess.org



Putnam Office
Office Location: 110 Old Rt. 6, Bldg.#3
Carmel, NY 10512
Mailing Address: P.O. 1029
Carmel, NY 10512
Telephone (845) 808-1659
Fax (845) 225-1279

October 3, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Child Care Council of Dutchess and Putnam, Inc. (the Council) enthusiastically supports New York State's Race to the Top – Early Learning Challenge Grant application. This is a great opportunity for New York State to expand QUALITYstarsNY to more programs and providers; to expand our early childhood education professional development system – New York Works for Children; to implement new strategies for improving the health, nutrition, and social-emotional development of young children; to strengthen efforts to support young children and families; and to build a comprehensive early childhood data system.

The Child Care Council of Dutchess and Putnam, Inc. works to promote affordable and quality child care, to provide information and support to families, and to strengthen the early childhood workforce in Dutchess and Putnam Counties. The Council serves as a community coordinating and planning agency for local child care services and offers a variety of supports to child care providers, parents, businesses, and local government.

The Council is a member of local, state and national organizations that support quality initiatives for children, families and child care providers. The Council was recently awarded national Quality Assurance by Child Care Aware of America, establishing the agency as one of the nation's leading Child Care Resource and Referral agencies for providing quality services to child care providers, parents and the community. The Council is also a member of the Early Care and Learning Council, a statewide network of Child Care Resource and Referral agencies, and Winning Beginning New York, a statewide coalition that supports and strengthens strategies for quality early care and education.

The Council is especially supportive of expanding QUALITYstarsNY as it has been involved in that initiative to improve the quality of child care in one of the "persistently low achieving" school districts. The Council recruited child care providers to participate in QUALITYstarsNY, informed them about the steps in the process, and educated participants on how to use the Environmental Rating Scales. With funding from its Child Care Resource and Referral contract with the New York State Office of Children and Family services, the Council has developed a



Advisory Committee
to Dutchess County

Quality Improvement Program utilizing the rating scales and providing grants to child care providers to improve programs and raise the quality of care. The Council would welcome the opportunity to be involved in the expansion of QUALITYstarsNY to more programs and services to children with high needs.

The Child Care Council of Dutchess and Putnam, Inc. strongly supports New York State's application for the Race to the Top – Early Learning Challenge Grant as these additional resources are critical to support services for young, at risk children and families throughout New York State.

Sincerely,

(b)(6)



Executive Director



Child Care Council of Nassau, Inc.

"Every Day Counts in the Life of a Child"

October 9, 2013

(b)(6)

Executive Director

BOARD OF DIRECTORS

(b)(6)

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Vice President

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Treasurer

(b)(6)

Secretary

(b)(6)

The Honorable Andrew M. Cuomo

Governor

State of New York State Executive Chamber – State Capitol Building

Albany, New York 12224

Dear Governor Cuomo:

The Child Care Council of Nassau, Inc. (the "Council") applauds your decision to submit a proposal for New York's Race to the Top – Early Learning Challenge Grant. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. This is an incredible opportunity for New York State to make strategic advances in imbedding a high quality and coordinated early childhood system into a more comprehensive statewide education system, aligning standards and addressing current disparities.

ADVISORY COMMITTEE

(b)(6)

Child Care Council of Nassau, Inc., founded in 1972, is a private, not-for-profit organization. Council works directly with parents, employers, child care professionals, community members and policy makers to promote affordable, quality child care and early education. Council provides child care counseling and referrals to families, professional development and technical assistance to active and potential child care professionals and serves as an informational resource and public voice for child care issues facing Nassau's diverse communities.

(b)(6)

Counsel

Participating in local, state, and national collaborations has enhanced our ability to be in the forefront of many initiatives, including both the pilot and implementation stages of New York State's Quality Rating and Improvement System, QUALITYstarsNY. As a lead agency for one of the largest field test sites of QUALITYstarsNY we were intricately involved with the New York State Early Childhood Advisory Council from implementation to the final evaluation report. Since the field test, Council continued to be a leader in the region for recruitment, training and technical assistance through a comprehensive range of professional development opportunities to meet the needs of programs both involved and interested in participating in QUALITYstarsNY.



I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

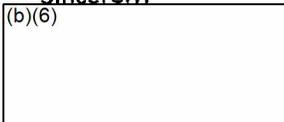
Our Resource and Referral contract with the Office of Children and Family Services allows much of our training and technical assistance to the provider community to be offered either at low or no cost. In addition, active membership in Winning Beginning NY, a broad based coalition of more than 200 members statewide enables us to make our voices heard regarding the importance of investing in sound, accountable, quality early learning programs that yield lifelong lasting effects on learning and life skills.

I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

We are most grateful for your extraordinary commitment to our youngest citizens, recognizing that cost-effective investments in early learning will provide both short and long term educational, social and economic benefits. We look forward to continued work with your Administration.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of the Executive Director. The text "(b)(6)" is written in the top left corner of the box.

Executive Director



Cornell University
Cooperative Extension
Oneida County



121 Second Street
Oriskany, NY 13424

Telephone: (315) 223-7850
Toll-free: 888-814-KIDS

Fax: (315) 223-7855

www.mycccc.org

*The Child Care Council is a program of Cornell
Cooperative Extension of Oneida County*

*Cornell Cooperative Extension provides equal
program and employment opportunities*

October 4, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

On behalf of the Child Care Council of Cornell Cooperative Extension, I am writing to express my strong support for New York's Race to the Top – Early Learning Challenge Grant application. It is absolutely essential to the future of our State and our economy to provide the young children of New York State with high-quality early childhood education. This provides our state with an opportunity to align early learning within the standards our education system and increase awareness about the significance of the brain development of a child prior to elementary school.

Our Child Care Council is dedicated to educating families, child care professionals, business leaders and our community that quality child care is at the core of a vibrant and healthy economy. Through education, coaching, mentoring and modeling, we work with early educators to improve the quality of existing programs and expand the number of high quality programs. Our goal is to provide parents with the ability to go to work confident that their children are in safe, stable early learning environments and this enables them to be productive employees and students. So often, we see children from low income homes with the greatest need for quality care, but they are enrolled in programs that do not measure up to those that enroll their private-pay peers. We are excited to have the opportunity to actively participate in the initiative to increase the number of programs and providers that seek to raise the quality of their services to children with high needs. This is especially important in our community since we have a large number of children from refugee families for whom the language barrier creates a learning deficit and a large number of low income families struggling with providing life's necessities to their children.

This initiative will allow our state to improve the quality of programs, resulting in improved outcomes for all children. Once we have defined this as a vital component of our infrastructure, we will also attract young professionals back to our state. Economists and well-documented research tells us that for every \$1 investment in quality early learning there is a return of \$7-\$16, so we must do everything in our power to garner the funds to support a greater investment

in young children.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY and I am excited about the opportunity for our Child Care Resource and Referral agencies to play a role in that endeavor. As a society, we have a duty and responsibility to provide all children with the best start in life, something for which we will all reap the rewards. A key component of this initiative is to increase the knowledge and skills of the early childhood workforce and to provide them with increased support and technical assistance. As the great State of New York, we owe it to our children, families, early childhood workforce and our economy to be a leader in offering quality care and education.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

In closing, I want to commend you and your administration for developing this cogent proposal and enthusiastically extend my support for the successful implementation of this crucial and worthy initiative.

Sincerely,

(b)(6)

Director
Child Care Council of Cornell Cooperative Extension

CHILD CARE COUNCIL OF ORANGE COUNTY, INC.

CONSUMER EDUCATION and REFERRAL SERVICE; A RESOURCE TO PRESENT AND PROSPECTIVE CHILD CARE PROGRAMS

October 2, 2013

CHILD CARE COUNCIL
OF
ORANGE COUNTY, INC.

New York



The Honorable Governor Andrew Cuomo
Executive Chamber
State Capital
Albany, NY 12224

Website:

www.childcarecounciloc.org

Email:

info@childcarecounciloc.org

40 Matthews Street
Suite 103
Goshen, NY 10924

Phone: (845) 294-4012

Toll free :(800) 827-1751

Fax: (845) 294-4045

Council Awarded:

Best Practices Certified



Quality Core Competencies and
Provider Services



Member of:



Dear Governor Cuomo:

The Child Care Council of Orange County, Inc. strongly supports New York's application for the Race to the Top Early Learning Challenge Grant that would ultimately benefit our state's young children and their families. We believe that all families and young children should have access to high quality child care. This is an incredible opportunity for New York State to ensure alignment of quality standards in the early childhood system of child care.

As the local child care resource and referral agency for all of Orange County, the Council is committed to enhancing the quality of child care. The Council's mission is to assist parents, child care programs and the community with information and resources to choose child care and to support child care and early learning options in Orange County. The Council helps parents by providing free child care referrals. Parents are given information to help them identify high quality child care in order to make the best choice of care for their child. Additionally, the Council provides technical assistance to child care providers to improve and enhance the quality of their programs by familiarizing them with early learning and development best practices. The Council has given small grants to child care programs that have demonstrated their desire for professional development by achieving NAFCC Accreditation and/or CDA credential.

We have been supportive of the QUALITYstarsNY initiative to increase the number of high quality early learning and development programs. The funding from the Early Learning Challenge Grant will enable New York to fully implement QUALITYstarsNY, an eagerly anticipated quality rating and improvement system, that would increase access for children to high quality early childhood programs. Our agency would be actively involved in implementing this initiative at the local level and coaching child care providers interested in preparing for QUALITYstarsNY to ensure our youngest citizens have the highest quality programs possible.

Finally, the Council strongly supports proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life. You and your administration are to be commended in your leadership and we offer our support for the success of the Early Learning Challenge Grant being awarded to the State of New York.

Sincerely,

(b)(6)

Executive Director

As a Child Care Resource and Referral Agency, the Council is a funded partner of OCFS NY State; and national activities, as a leader in local initiatives to bring about accessible, affordable, quality Child Care and Early Learning Services.



CHILD CARE COUNCIL OF SUFFOLK, INC.

EXECUTIVE DIRECTOR

Janet Walerstein

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October 4, 2013

The Honorable Governor Andrew Cuomo
Governor of New York
Executive Chamber
Albany, NY 12224

Dear Governor Cuomo:

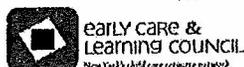
The Child Care Council of Suffolk, Inc. (the "Council") strongly supports your decision to submit a proposal for the New York State's Early Learning Challenge Grant. Quality early learning childhood systems are important to the future success of our children and the economic recovery of our state. The Council strongly believes in the need for a systematic approach by New York State to improve accessibility, affordability, and availability of programs for all children. A comprehensive state-wide approach is an incredible opportunity to strengthen New York's position as a national leader in early care and learning.

The Child Care Council of Suffolk, Inc. is the not-for-profit planning and coordinating agency dedicated to making child care work for all of Suffolk County's diverse communities. Through advocacy, education, and resource and referral, the Council takes a leadership role in supporting children, families, providers, employers, and the public to ensure that quality child care takes its place as an integral part of society.

In 2011, the Child Care Council of Suffolk, Inc. was the second Child Care Resource & Referral (CCR&R) agency to receive the Quality Assurance certification from the National Association of Child Care Resource & Referral Agencies (NACCRRRA), a comprehensive, voluntary validation process that recognizes the Council as one of the nation's leading CCR&Rs. This national seal of approval shows that the Council has succeeded in its mission for the last 28 years.

The Council is a member of many national and state organizations that support the development of quality initiatives for children, families, and child care providers, including the Early Care & Learning Council, a state-wide network of CCR&Rs and Winning Beginning New York, a state-wide coalition

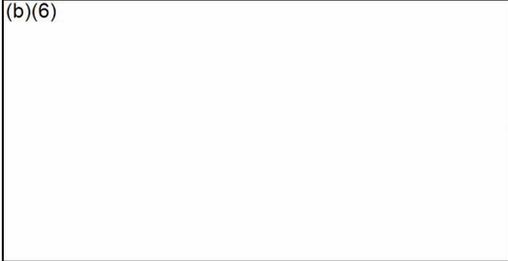
60 CALVERT AVENUE, COMMACK, NEW YORK 11725 TELEPHONE: 631.462.0303 RIVERHEAD: 631.905.0184 FAX: 631.462.1617
EMAIL: INFO@CHILDCARESUFFOLK.ORG WEBSITE: WWW.CHILDCARESUFFOLK.ORG



that advances strategies and concepts to improve early care and learning for all. Participation in such initiatives has increased our ability to be in the forefront of many related efforts, such as the initial field testing and rollout of QUALITYstarsNY. Funding from this grant will enable the expansion of QUALITYstarsNY to more programs and providers and raise the quality of services to children with high needs in communities across the state.

The Child Care Council of Suffolk, Inc. believes that all families should have access to high-quality child care, as it has a positive impact on infants, toddlers, and preschoolers by providing them with a strong start in life, attending to their social-emotional development, and providing a solid foundation for lifelong learning. The Council admires your extraordinary commitment to children, recognizing that cost-effective investments in early learning will provide both short and long term educational, social, and economic benefits. We look forward to continued work with your administration.

(b)(6)





Quality Early Care and Education... where our future begins

October 7, 2013

The Honorable Andrew M. Cuomo
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my enthusiastic support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly those with high needs, with high-quality early childhood education cannot be overstated. A survey of Westchester parents in late 2006 by a national research team found wide dissatisfaction with the quality of child care options in our community. Shortly thereafter, my organization launched new efforts to improve the quality of child care and to deepen parents' understanding of quality indicators.

We were proud to serve as the Lead Agency for the QUALITYstarsNY (QSNY) Field Test. Last year's recruitment campaign for QSNY participants generated twice as many applicants as we sought, clear evidence that child care businesses want to improve the quality of their operations and have embraced QSNY as the mechanism to do so. I am pleased to know that New York State's proposal aims to expand QSNY which will assist parents in making the best choices for their families and reinforce the industry's progressive achievement of higher quality standards. The inclusion of strategies to increase the knowledge and skills of the early childhood workforce is integral to the success of the overall effort.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

(b)(6)

Executive Director



October 4, 2013

Honorable Andrew M. Cuomo
Governor
State of New York Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

As a member of your Early Childhood Advisory Council and CEO of Child Care Council, Inc., I am pleased to have the opportunity to express my support for the New York Race to the Top – Early Learning Challenge Grant application. During my 30 years of work with the early childhood community in Western New York, and across the state, it has always been my belief that high quality early childhood programs were the key to improvement in school graduation rates. This grant will provide the opportunity for our state to put some real emphasis on this important work.

Rochester was one of first communities to have the opportunity of working with the Quality Stars New York Program and we know, from that limited experience, how truly transformative this work can be for providers, parents and children. As our Education Specialists have had the chance to spend some real quality time with the staff of child care centers and the family child care providers in their homes we have realized that this individualized training and mentoring will produce amazing results. Clearly the education of the adult caregiver is the key to the quality of education for young children in their care.

The other equally important aspects of this grant application is its emphasis on the health, and social emotional development of the children in child care plus the care and personal communication with their families. Together the parents and caregivers partner to nurture and protect the child in the process of maturity and preparation for success in school, work and life.

Please accept my sincere thanks and that of the child care community in Monroe, Wayne and Livingston County as you and your administration proceed with the submission of a perfect proposal for this important funding opportunity for New York State's youngest citizens. Please feel free to contact me if I can offer any additional information or support.

(b)(6)

CEO

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Livingston County Branch
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(315) 331-5443 Fax: (315) 331-5271



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October 7, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

Child Care Resource Network enthusiastically supports New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Our mission is to support families, child care providers and the community by developing and advocating for high quality, accessible, and affordable child care for all children. We believe strongly in the need for a systematic approach by New York State to improve accessibility, affordability, and availability of programs for young children. In conjunction with QUALITYstarsNY, we have supported high quality child care by hosting Learning Communities for family and center based programs and designing professional development opportunities to meet the identified areas of needed improvement. We have committed resources to provide Quality Improvement Planning and Intensive Technical Assistance to implement strategies to achieve high quality. We are committed to improving and expanding high quality services for young children and their families.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.



Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Chief Executive Officer



October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

(b)(6)
Executive Director

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Child Care Resources of Rockland has been providing services to children, families and early childhood educators since 1974. Our mission is to promote, support and enhance the healthy development of all children. Funding from this grant would ensure that we would be able to continue to develop high-quality early learning opportunities for all children in Rockland County.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. This work that will result in improved outcomes for children. Child Care Resources of Rockland participated in the pilot program for QUALITYstarsNY, and we are certainly aware of the importance of quality early childhood education for young children. With this funding we look to expand and improve early learning opportunities in areas of high need in Rockland County. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable. Child Care Resources of Rockland will support this work by providing specialized training and technical assistance services to the early childhood programs in our county.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social/ emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life. The work we do with families, at Child Care Resources of Rockland, will strengthen the support system to meet the needs of the families and achieve the outcomes of the QUALITYstarsNY system.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

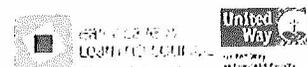
(b)(6)

Executive Director

235 N. Main St., Suite 11
Spring Valley, NY 10977

(b)(6)

Office Hours: M-F 8:30-4:30





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Child Care Resource & Referral in Cayuga & Onondaga Counties

October 5, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing as the Executive Director of Child Care Solutions to express my whole-hearted support for New York State's Early Learning Challenge Grant proposal. My organization and the other Child Care Resource & Referral agencies that serve families and providers in New York State are ready and able to provide support for the initiatives contained in the proposal.

Child Care Solutions has provided Child Care Resource & Referral Services in Central New York since 1975. I've been with the agency as a Board member and then a staff member during that entire period. Based on my experiences working with parents and early care and learning programs in the communities we serve, I believe that New York's Early Learning Challenge Grant proposal is right on target in prioritizing initiatives which will help build a strong, coordinated, high quality and accessible early care and learning delivery system in our state.

The central component of the proposal is implementation of QUALITYstarsNY. I've been working for over eight years with the Early Care & Learning Council and then with the Quality Improvement Sub-Committee of the NYS Early Childhood Advisory Council to develop QualitystarsNY. Child Care Solutions was the lead agency coordinating the QSNY field test in Syracuse in 2010, so I had the opportunity to see the program in action and the impact on the local child care centers, Prekindergarten programs and family child care homes that participated. I believe that QualitystarsNY can provide an engine to drive quality improvement and better outcomes for young children. I believe that QualitystarsNY can provide a state-wide infrastructure that will integrate all of the other initiatives included in the Early Learning Challenge Grant proposal.

As the Executive Director of a Child Care Resource & Referral (CCR&R) agency, I can address the roles that New York's CCR&R Network can play in supporting the activities outlined in the Early Learning Challenge Grant proposal and providing coordination for QSNY in each of the State's 10 Economic Development Regions.

- CCR&Rs can play a pivotal role in educating parents about QSNY and increasing their understanding of the components that define quality in early care and learning programs. We are strategically positioned to help parents use QSNY as a tool to inform and guide their decisions as service consumers.

email: ccs@childcaresolutionscn.org
phone: 315-446-1220
toll free: 888-729-7290
fax: 315-446-2010



- CCR&Rs have the experience and capacity to support participating QSNY programs in implementing their quality improvement plans and improving program quality and outcomes for children across the state. We have a long history of providing effective assessment, consultation and mentoring for local early care and learning programs of all modalities.
- CCR&Rs can support QSNY by helping to develop the skills and abilities of NY State's early childhood workforce. CCR&Rs are a primary training and technical assistance resource for the child care workforce in our state. We also implement NY State's regional Infant/ Toddler Network which provides a specific array of services and supports for programs that work with New York's youngest children and families. In addition to working with child care programs and providers, many CCR&Rs, like Child Care Solutions, also provide training and collaborate on training initiatives for practitioners who work in school district Pre-kindergartens, nursery schools and Head Start.

The Early Learning Challenge Grant and the resources it would bring to New York State represent an enormous opportunity to take the next steps in developing our state-wide early childhood system. I look forward to working with other partners in my region and across the State to implement this critical work.

Sincerely,

(b)(6)

Executive Director (b)(6)
Child Care Solutions, Syracuse, NY



October 1, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State
Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my full support for and participation in New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. My organization, the Child Development Council of Central New York, Inc. ("Council") is both Child Care Resource and Referral (CCRR) agency and offers an array of parenting education/home visiting programs. Our overall mission is to promote the healthy development of children and families at home, in child care and in the community. Quality early learning experiences are critical to the future success of our children and all the children of New York State.

The Child Development Council is one of the oldest CCRR agencies in New York State, and was founded on the principle that all families should have access to high quality child care and early learning enrichments; the Council has focused voluntary, local, state and federal resources in a community effort to improve the array of supports for families. We provide professional development for caregivers and intensive onsite evaluations of the program, developmental questionnaires, goal planning for improvements, coaching, and resources to improve evidence-based quality benchmarks. Children are at the heart of our work and they are the true beneficiaries.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Chief Executive Officer

Board of Directors

(b)(6)
President

(b)(6)
Vice President

(b)(6)
Secretary

(b)(6)
Treasurer

(b)(6)

Chief Executive Officer

(b)(6)

Chief Financial Officer

(b)(6)

Child Care Resource and Referral • Family Support Services • Teen Pregnancy/Parenting Program

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www.cdscnyc.org

October 8, 2013

The Honorable Governor Andrew M. Cuomo
State of New York State Executive Chamber
State Capitol, Albany, New York 12224

Dear Governor Cuomo:

**Child Development
Support Corporation**

Executive Director
Marcia Rowe-Riddick

Board of Directors
Fela Barclift
Jeffery Batts
Lena Hayes
Damon Wadsworth
Sandra Watson, *Chair*

Programs
Child Care Resource & Referral
Head Start & UPre-K
Infant & Toddler Resources

Services
Emergency Food Pantry
Public Wi-Fi
Training & Workshops
Youth Development

The Child Development Support Corporation, CDSC would like to express our support for **New York's Race to the Top –Early Learning Challenge Grant application**. CDSC is a not-for-profit social services agency located in Brooklyn, New York, that has over the past 35 years dedicated our efforts to provide needed services to the underserved in the community. One such service is the Child Care Resource and Referral Program. Through this program we have been able to provide training and technical assistance to families and early care and learning providers. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. It is very important that the children of New York City be given a chance to succeed, by having available high quality programs and safety nets that will support their dreams and the will of their parents.

We are pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children as well as improve the quality of early childhood education by implementing strategies to increase the knowledge and skills of the early childhood workforce.

Finally, we strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the support and services they need to succeed in school and life.

We commend you and your administration for developing this bold proposal and offer our support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Executive Director

NIAGARA COMMUNITY ACTION PROGRAM, INC.

1521 Main Street, Niagara Falls, New York 14305-2521 716/ 285-9681 Fax 716/ 285-9693
E-mail niagaracap@prodigy.net

Serving Niagara County



October 7, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education is greatly needed.

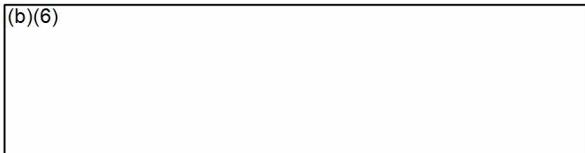
I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs. Work that will result in improved outcomes for children. For example, the Niagara County Child Care Resource and Referral (CCR&R) program works with all child care providers in an effort to improve the quality of services for young children and their families. The CCR&R provides technical assistance, on-site intensive technical assistance, training, and quality incentive grants to registered, licensed and legally-exempt child care programs. We also work to educate parents on what a quality child care program looks like.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children through family support and encouragement. It is only through this comprehensive approach that we will be able to ensure that all children, particularly those with high needs, have the support and service needed to succeed in school and life.

Please look favorably upon the proposal.

Sincerely,

(b)(6)



Executive Director

SS/spb



The Committee for Hispanic Children and Families, Inc.

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

October 8, 2013

(b)(6)

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Board of Directors

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Guillermo Sucre
Treasurer

(b)(6)

Secretary

(b)(6)

Corporate Advisory Board

(b)(6)

Chairperson

(b)(6)

The Honorable Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Committee for Hispanic Children & Families, Inc. (CHCF) is pleased to submit a letter of intent for New York's application for the Race to the Top Early Learning Challenge Grant. The Early Learning Challenge Grant will:

- Expand QUALITYstarsNY to more early childhood programs and providers, and raise the quality of services to children with high needs in communities across the state;
- Continue our efforts to strengthen and expand our early childhood education professional development system – New York Works for Children;
- Implement new strategies for improving the health, nutrition, and social-emotional development of young children;
- Strengthen efforts to support programs that are serving young children and engaging and supporting families; and
- Build a comprehensive early childhood data system that will guide the program and policy decisions that will help us operate a more effective system of services.

CHCF has a long history of providing quality early care and education, youth development and policy services in low-income communities in New York City. For more than 30 years, CHCF has worked to improve the quality of local child care programs through bilingual training of providers and individualized technical assistance services. CHCF has offered a variety of child development trainings, in addition to CPR, First Aid, Medication Administration, Health & Safety, and the Child Development Associate, to name a few. Moreover, CHCF provides families of all income levels with information, consultation and referrals to early care and learning options in their area. We are partners in the New York City Child Care Resource and Referral Consortium and the Regional Infant Toddler Resource Center serving the five boroughs of New York City. In the policy arena, CHCF also works with state and city lawmakers, education experts and community members in order to address the educational needs of Latino English Language Learners of all ages.





The Committee for Hispanic Children and Families, Inc.

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 www.chcflnc.org

The federal Early Learning Challenge Grant is timely and will be instrumental in addressing child care from a comprehensive perspective by aligning and enhancing existing resources, incorporating linguistic and cultural competency aspects that affect learning, language acquisition and cognitive development. As QSNY implementation moves forward, the infrastructure should be constructed to bring QSNY to scale throughout the state. This infrastructure should be integrated with existing delivery systems to achieve coherence, cost-effectiveness, sustainability and accessibility to low-income families.

(b)(6)

Founder & President/CEO

Board of Directors

(b)(6)

Chairperson

(b)(6)

Vice Chairperson

(b)(6)

Treasurer

(b)(6)

Secretary

(b)(6)

CHCF has a well- trained and experienced bilingual professional staff, with ample knowledge in accessing local community resources. CHCF has maintained long -standing relationships with local early care and education programs and with parents of all income levels. Moreover, CHCF has been actively engaged in the process of designing and implementing QSNY. Some highlights of our participation include the field test design and taking a leadership role as a recruitment agency for QSNY by enrolling child care programs into the system.

CHCF has vast experience regarding local training and technical assistance resources to direct and support QSNY participants in the implementation of their Quality Improvement Plans (QIPs). We are also positioned to collaborate with higher education institutions and other training agencies to fill resource gaps and help QSNY participants meet their goals. Additionally, CHCF is familiar with the NYS child care regulations that apply to the vast majority of QSNY participants and which will ensure an alignment between regulatory and QSNY quality standards. Most importantly, CHCF has the capacity, cultural sensitivity, knowledge and expertise of serving the diverse Latino communities of NYC.

CHCF has also served on the Quality Improvement Work Group of the Early Childhood Advisory Council, and provided cultural competence training to the QSNY Quality Improvement Specialists. Furthermore, CHCF has created the Latino Coalition for Early Care & Education (LCECE), a policy initiative to ensure the availability and quality of culturally and linguistically appropriate early education programs for Latino children and English Language Learners.

CHCF will continue with its commitment in combining education and advocacy to expand opportunities for children and families, and strengthen the voice of the Latino community. The Early Learning Challenge Grant will help support our commitment to continuous quality improvement in early education programs.

I thank you for your work and commitment to the early education of all children in New York.

Respectfully Yours,

(b)(6)

President/CEO

Corporate Advisory Board

(b)(6)





October 8, 2013

OFFICERS

(b)(6)

President

(b)(6)

Vice President

(b)(6)

Vice President

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Vice President

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Treasurer

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(b)(6)

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PRESIDENT EMERITUS

(b)(6)

Queens Office

(b)(6)

The Honorable Andrew M. Cuomo
Governor State of New York
Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The Day Care Council of New York strongly supports New York's Race to the Top – Early Learning Challenge Grant application. We are excited that the importance of providing New York's children with high-quality early childhood education is a centerpiece in your administration. We sincerely thank you for all that you have already done to make early childhood education a priority.

The Day Care Council of New York (DCCNY), a 501(C) 3 membership organization, was established in 1952 for nonprofit child care and family child care programs serving low-income families in New York City. Currently, our membership includes 112 non-profit organizations that operate 240 early childhood programs throughout the City, serving more than 40,000 young children. Our mission is to seek support for and assist in the development of quality child and family care services. We are committed to programs and services which are designed to promote the sound growth and development of children and their families necessary for a healthy society.

For more than 25 years, the DCCNY has operated a child care resource and referral agency devoted to assisting child care providers, parents and policymakers understand the importance of quality early childhood services and their impact on maintaining a productive community for future generations. We are proud to note that the DCCNY was the first agency to receive a CCR&R grant in NYC in 1988. Over the years through this funding, we have maintained a sterling commitment to early childhood professionals and families in our City.

We are pleased to know that New York State's grant application aims to increase the number of high quality early childhood education programs by expanding QUALITY Stars NY. The expansion of QUALITY Stars will provide much needed training, assessment and support for all early childhood settings. We are eager to become a part of this endeavor which

will open new opportunities for existing and new early childhood programs by instituting a roadmap to excellence in education. Currently, we operate an Early Childhood Professional Development Training Institute designed to offer early childhood training workshops for individuals and nonprofit organizations. Workshop participants are eager to learn the necessary knowledge and skills to operate a program that includes high quality social, developmental and educational components. We strive to help them accomplish their goals.

In addition, the inclusion of strategies to increase the knowledge and skills of the early childhood workforce cannot be overstated. Our member agencies' workforce is unionized under two separate labor unions: District Council 1707 (teachers and support staff) and the Council of Supervisors and Administrators (administrative staff). As their membership organization, we have the unique role of serving as the management representative for collective bargaining discussions with the unions, a position the Day Care Council assumed in the 1970's. The Council and the unions are united in the goal of sustaining a highly skilled workforce. Together, we know it's critical to have statewide quality standards and a defined career ladder to achieve a successful early childhood system.

In 2012, we were awarded funding by the New York City Council to assist displaced child care professionals and support staff due to the City's implementation of the Early Learn system for agencies contracted by the Administration for Children Services to operate child care and Head Start programs. We created the *Early Childhood Employment Partnership* by working closely with the unions to identify individuals who need work and recruit employers to advertise jobs on our website. Our work in this area has been successful in helping to generate on average 200 job openings which are readily available on our website and approximately 60 job placements over the past year. This is only one example of how much professional development initiatives are solely needed in the system and how on target the strategies are in the Race to the Top proposal.

We commend you and your administration for its continuing efforts to recognize the importance of early childhood education. We applaud and will work with you to achieve the goals delineated in New York's Race to the Top proposal.

Again, thank you for your vision and all that you do for New York's youngest citizens and their families.

(b)(6)

Executive Director



DELAWARE OPPORTUNITIES INC.

35430 STATE HIGHWAY 10, HAMDEN, NY 13782

PHONE (607) 746-1600 • FAX (607) 746-1605
email: delopp@delawareopportunities.org
website: www.delawareopportunities.org

October 11, 2013

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AND SHELTER

HOMELESS ASSISTANCE

TRANSPORTATION

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing on behalf of Delaware Opportunities Inc. to express our support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Delaware Opportunities has supported this concept beginning in 1966 with the initiation of Head Start Services in Delaware County. In 1983 we began the process of developing high quality early child education and development in a family and group family day care network. We have continued this commitment as a Child Care Resource and Referral agency, recently accredited by the Child Care Aware of America.

We are pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services which will result in improved outcomes for children. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is right on target

Finally, we strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and

"Helping people become self-sufficient and attain a better quality of life." since 1965

ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

We commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of the Executive Director. The text "(b)(6)" is written in the top-left corner of the box.

Executive Director



Family Enrichment Network, Inc.

24 Cherry Street, Johnson City, NY 13790
Phone: 607-723-8313 Fax: 607-723-6173
info@familyenrichment.cc

October 1, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Family Enrichment Network, Inc. provides many services and programs for the optimal development of children and families. We believe in coordinating children and family services using a comprehensive and collaborative approach to improve their quality of life while ensuring the greatest value for investment in child, adult, and parent development.

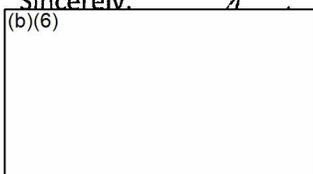
I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)



Executive Director



A UNITED WAY AGENCY

www.fowinc.org

(b)(6)

Executive Director

ADMINISTRATION

Family of Woodstock, Inc.
POB. 3516 - 39 John St.
Kingston, NY 12402
845.331.7080

ADOLESCENT SERVICES

Family House
845.338.5953

Youth Case Management Services
845.331.7080/255.8801/647.2443

MidWay I / MidWay II
845.339.5508 / 845.647.1346

CHILD CARE SERVICES

Child Care Council of Ulster Co.
845.331.5197

CCC of Columbia/Greene Counties
518.822.1944

Columbia Co. Child Care Subsidy
518.822.0087

HIV/AIDS SERVICES

845.331.7080

DOMESTIC VIOLENCE SVS

Domestic Violence Outreach Svs
845.338.2370

Family Shelter
845.338.2370

Evolve
845.331.7080

HOMELESS SERVICES

Darmstadt Shelter
845.331.1395

Family Inn
845.340.1847

Adult Case Mgmt Svs.
845.331.7080/255.8801/647.2443

HOTLINE/WALK-IN CTRS

Family of Ellenville
845.647.2443/647.5700

Family of New Paltz
845.255.8801

Family of Woodstock
845.679.2485/338.2370

COMMUNITY SERVICES

Supervised Visitation
845.331.1395

Kingston Cares
845.331.1110

10/9/13

The Honorable Andrew M. Cuomo
Governor

State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

On behalf of the Board of Directors and staff of Family of Woodstock Inc, I would like to support your efforts to improve the quality of early childhood education throughout New York State and specifically the states effort to access federal funding from the Race to the Top initiative. Family's child care resource and referral program is committed to supporting the implementation of the initiatives contained in the proposal.

Family was part of the first wave of child care resource and referral agencies established by Work Family Directions to respond to IBM's request for a national network of CCRR agencies. We provide support for families through referrals and counseling, and support provider through training, technical assistance, and administration of the Child and Adult Food Program.

We are aware of the significant potential to improve school readiness, parental knowledge, and quality of care provided to New York State's residents through the Race to the Top initiative. If successful the state would expand the Quality Stars NY program and would be able to: expanded staff training; improved parent knowledge of what constitutes quality care; and improve services to children with disabilities.

We wish to support your efforts to improve early childhood development and create a seamless transition from quality early care to school. We are pleased that you recognize that investment in early childhood care is critical to the economic and social wellbeing of New York State residents.

Good luck with your proposal.

Best regards

(b)(6)

Executive Director



CAPC

COMMUNITY ACTION PLANNING COUNCIL
OF JEFFERSON COUNTY, INC.

October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

Jefferson-Lewis Childcare Project fully supports New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. As a member of New York's Child Care Resource & Referral network, we are actively engaged in building the quality of child care programs, and ensuring that parents have access to care that meets their needs. We know that the health of our local economy depends on parents who can work confidently, children who are prepared for school success, and employers who can grow because of a skilled and capable workforce.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

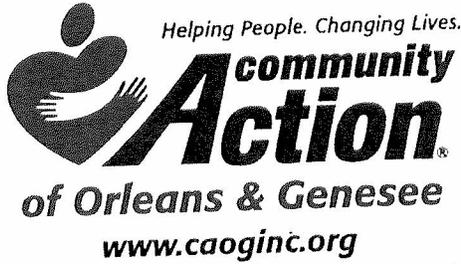
I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely, (b)(6)
(b)(6)

Director
Jefferson-Lewis Childcare Project

513 Davidson Street, Watertown, New York 13601 Telephone: (b)(6) Fax: (b)(6)

409 East State Street
Albion, NY 14411
Phone: (b)(6)
Fax: [redacted]



5073 Clinton Street Road
Batavia, NY 14020
Phone: (b)(6)
Fax: [redacted]

October 3, 2013

The Honorable Andrew M. Cuomo, Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

• ACT - Helping Youth
Act Responsibly

Dear Governor Cuomo:

• CATS - Community Action
Transportation System

We are writing to express our support (individually and as representatives of Community Action of Orleans and Genesee, Inc.) for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. Our agency has proven our commitment to this cause through providing Head Start since 1965 and CCR&R services since 1992 to children at risk in both Orleans and Genesee counties.

• Child Care
Resource & Referral

• Community Action
Angels

We are very pleased that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs by improving the quality of their services. We desire to see QUALITYstarsNY available to providers in all counties so that quality care is available to all high needs children. This will result in improved outcomes for children. In addition, we are pleased that the proposal seeks to improve the quality of early childhood education by including strategies that increase the knowledge and skills of early childhood providers. This combined set of strategies to improve the quality of early childhood education is admirable.

• Eastern Orleans
Community Center

• Emergency Services/
Family Development

Finally, we strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

• Head Start

• Home Rehabilitation

You and your administration are to be commended for developing this bold proposal and we offer our support for the successful implementation of this important initiative.

• The Main Street Store/
Employment Services

Sincerely,

(b)(6)

(b)(6)

Executive Director

Director of Children & Youth Services CCR&R Supervisor

CC: (b)(6) Deputy Director NYS Council on Children and Families
(b)(6) Executive Director Early Care and Learning Council



Integrated Community Planning of Oswego County, Inc.

Child Care & Development Council

Tobacco Free Network

Traffic Safety Board

317 West 1st Street, Suite 111, Oswego, NY 13126

(b)(6)

www.icpoc.org

October 9, 2013

Governor Andrew M. Cuomo
Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

On behalf of Integrated Community Planning of Oswego County, Inc. (ICP), I am pleased to offer this letter of intent for New York's Race to the Top – Early Learning Challenge Grant application. High-quality early care and learning experiences for New York's young children, especially those with special needs, is central to improving health and developmental outcomes for this most vulnerable population. ICP's demonstrated commitment to providing superior services to that end is evidenced by our recent validation from the Child Care Aware of America Quality Assurance program, establishing us as one of the nation's leading Child Care Resource & Referral agencies.

New York State's proposal to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY further supports improved outcomes for children. Through this initiative, the state will be able to support programs serving children to improve the quality of their experiences. An integral step to reach this goal is the proposed improvement in the quality of early childhood education by including strategies to increase the knowledge and skills of the early childhood workforce. ICP also supports this objective through the training and technical assistance opportunities our organization provides to these professionals.

I am particularly encouraged by the proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life. Currently, ICP leads a group of Oswego County health and human service providers who convene regularly to provide a collaborative approach to these same issues. The availability of additional resources through this proposal will strengthen our coordination of these local efforts to connect with and assist families with young children.

ICP stands ready to support the successful implementation of this critical initiative and applauds you and your administration for your dedication to the children and families of our State.

Sincerely,

(b)(6)

(b)(6)

Executive Director



Schoharie County

Community Action Program, Inc.

795 East Main Street Suite 5, Cobleskill, New York 12043

(518) 234-2568 / 296-8523 Fax 234-3507

Toll Free - (866) 849-2402

www.secapinc.org e-mail: admin@secapinc.org

October 11, 2013

The Honorable Andrew M. Cuomo

Governor

State of New York State Executive Chamber – State Capitol Building

Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

Meg Parsons

Director, Child Care Resource Center

Schoharie County Community Action Program, Inc



October 11, 2013

Honorable Andrew M. Cuomo
Governor
State of New York Executive Chamber-State Capital Building
Albany, New York 12224

Dear Governor Cuomo:

Please accept this letter as an expression of our complete support of New York State's Race to the Top- Early Learning Grant application. The expansion of high quality early childhood education is of paramount importance to the youngest children in all of our New York communities.

The Southern Adirondack Child Care Network is a child care resource and referral agency serving child care providers, parents and businesses in Hamilton, Warren and Washington Counties. Our mission is to strengthen the quality of children's early care and learning, and to this end our services include:

- Recruiting, training and providing technical assistance for child care providers
- Assisting parents with finding and selecting quality child care
- Working with employers to support the child care needs of their employees
- Educating the community about child care needs and issues

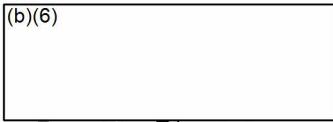
I am aware that the goal of the Early Learning Challenge Grant is to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. As a member of the State's Child Care Resource and Referral Network, our agency is prepared to deliver the following services to promote and expand the level of quality among child care programs in our service delivery area:

1. Parent outreach and orientation to QUALITYstarsNY and consumer referrals to QUALITYstarsNY-related programs.
2. Program and provider outreach, recruitment and orientation to QUALITYstarsNY.
3. Training, technical assistance and mentoring to help QUALITYstarsNY participants implement quality improvement plans and reach progressively higher levels of quality.
4. Localized management of grants and stipends that service a QUALITYstarsNY incentives.
5. Ongoing engagement of community stakeholders, including parents and business leaders, in support of a high quality system of early care and learning.

The Southern Adirondack Child Care Network believes that the Early Learning Challenge funding will have a profound impact on the expansion of high quality early care and learning programs in our region, which in turn, will help ensure that our youngest citizens receive the high quality child care that they deserve and that they need in order to build the solid foundation to support their successful development in school and life.

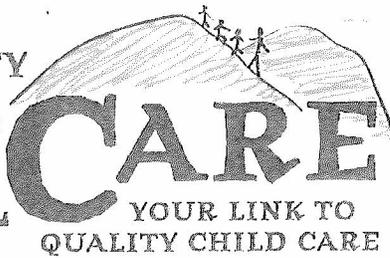
I thank you and your administration for developing the Early Learning Challenge proposal and we offer our support for the successful implementation of this important initiative.

(b)(6)



Executive Director

SULLIVAN COUNTY
CHILD CARE
COUNCIL
YOUR LINK TO
QUALITY CHILD CARE



October 2, 2013

Governor Andrew M. Cuomo
State of New York State Executive Chamber
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support and gratitude for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. We here in Sullivan County serve a large population of low income and at risk children. We have been encouraging our child care providers to continue working to become a high quality program for the past several years hoping that when there finally is funding for QUALITYstarsNY, our providers are well positioned to receive at least a three star rating.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the State will be able to support programs serving children with high needs by improving the quality of their services. Work that will result in improved outcomes for children. I am pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. The Sullivan County Child Care Council, Inc. is a 501(C)(3). We have been providing resources to the families and child care providers in Sullivan County, New York since 1984. We believe in high quality early care and education and fully understand the impact it has on our community and society as a whole. Our agency is committed to providing high quality services; for example, our training staff is required to be credentialed through NAEYC (National Association of Early Childhood Education) to maintain their position as a trainer.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the support and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support and gratitude for the successful implementation of this important initiative.

Sincerely,

(b)(6)

(b)(6)

Executive Director

7 Community Lane, Liberty, NY 12754

MAIL: P.O. Box 186, Ferndale, NY 12734-0186

PHONE: (b)(6)

TOLL FREE: (b)(6)

FAX: (b)(6)

E-MAIL: (b)(6)

WEBSITE: www.scchildcare.com



**St. Lawrence
Child Care Council, Inc**

"Quality Child Care ... Good Beginnings Never End"

October 7, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

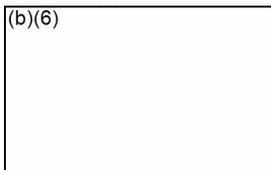
I am writing as the Executive Director of the St. Lawrence Child Care Council to express my support of New York State's Early Learning Challenge Grant proposal. The St. Lawrence Child Care Council has been St. Lawrence County's central source for early childhood information and support services for over 20 years serving families, employers, child care and early care and learning programs, community partners and community members.

One of the critical components of this proposal is the implementation of QualitystarsNY which will develop a strong, high quality early care and learning system for all children and families in New York State. I believe that quality child care and early learning environments are critical key infrastructure components that will have a direct impact upon and support future economic development efforts in my county and throughout New York State.

I also strongly support proposed efforts to improve the health, nutrition, social emotional development of young children and to better engage and support families in meeting the needs of their children. Through this comprehensive approach we will be better able to close the achievement gap and ensure that all children have the supports and services they need to succeed in school and life.

I commend you and your administration for developing such a bold proposal. My organization and the entire network of Child Care Resource & Referral agencies in New York State are ready and capable of providing support for these initiatives.

Sincerely,

(b)(6)


Executive Director

314 Ford Street Ogdensburg, NY 13669

(b)(6)

Tel.

(b)(6)

Fax

www.stlawrencechildcare.org



Other Intermediary Organizations



October 7, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Early Care & Learning Council (ECLC) and New York State's Child Care Resource and Referral (CCR&R) agencies wholeheartedly support New York State's Race to the Top Early Learning Challenge (RTT-ELC) grant application. As the network hub for NYS CCR&R agencies, we provide a variety of services that will support the high quality system components included in the RTT-ELC grant including coordination, technical support and training, mentoring and coaching to the CCR&R network that provides a framework for joint problem solving and program expansion.

CCR&Rs are organized by county or multi-county regions, many of which include a mix of urban and rural communities. This important network provides information about early care and education to parents, public officials, the media, civic leaders and the public. All perform annual needs assessments, and are active in community collaborations to improve the quality and availability of early care and learning services. All of New York State's CCR&R agencies and the ECLC are engaged in the process of meeting national accreditation standards for CCR&R practice developed by the National Association of Child Care Resource & Referral Agencies, NACCRA. This will ensure high quality standard service delivery across the state.

CCR&R agencies have the unique ability to provide the links to parents, child care providers, community agencies, local governments and employers. Each CCR&R agency provides families of all incomes with information, consultation and referrals to child care and early learning options. Each year, CCR&Rs connect via phone, e-mail, internet and in-person with thousands of parents in every part of the state and participate in community efforts to improve the quality and availability of early care and education services.

The Early Learning Challenge funding is critical in expanding services to the youngest and most at risk children in our state. The development of this grant application is the culmination of larger efforts in New York State to fully implement a Quality Rating and Improvement System (QUALITYstarsNY) and align various early learning standards and guidelines. The CCR&R network had a central role in the development of the QRIS system and will continue to provide leadership and services as the system is expanded.

The Early Care & Learning Council is well-positioned to provide state-level coordination to the CCR&R network agencies supporting QUALITYstarsNY implementation throughout the state. This will include technical assistance, training and curriculum development to ensure consistent service provision; participation in statewide planning efforts; coordination of data collection and reporting; evaluation of services and providing quality assurance for CCR&R network services.

The ECLC and our network of CCR&R agencies will support the continued implementation of QUALITYstarsNY in their communities whether directly or through partnering relationships in multiple ways. Highlights of our work to support NYS's efforts will include:

- Continued parent and community outreach and orientation to the QUALITYstarsNY system and standards.
- Consumer referrals to QSNY-rated programs in their area (the existing CCR&R database software is already programmed to provide and track these referrals).
- Program and provider outreach, recruitment and orientation to QUALITYstarsNY, including project evaluation.
- Assisting QUALITYstarsNY participants with the development of program improvement plans based on assessments.
- On-site Technical Assistance and mentoring designed to implement quality improvement plans and advance programs along the quality continuum.
- Individualized professional development.
- Specialized Technical Assistance provided by Infant/Toddler Specialists and Child Care Health Consultants.
- Regional QUALITYstarsNY service centers.
- Providing a continuum of learning opportunities in many formats, schedules and locations, including training on NYS framework tools. (QUALITYstarsNY, Core Body of Knowledge, Early Learning Guidelines)

We enthusiastically support the New York State application for the Early Learning Challenge grant. Together we will establish a high quality system of early care and education that meets the needs of our youngest New Yorkers and moves our state forward.

Sincerely,

(b)(6)

(b)(6) Executive Director

Early Care & Learning Council

(b)(6)

(b)(6) Board Chair

Early Care & Learning Council

We submit this letter on behalf of the Early Care & Learning Council and the network of CCR&R agencies across New York State. Our network of agencies is in full support of the grant application and is listed on the next page.

■ 230 Washington Avenue Extension, Albany, NY 12203 ■ Phone: (b)(6) ■ Fax: (b)(6)

(b)(6) Child Care Services Director
ACCORD Corporation

(b)(6) Executive Director
Adirondack Community Action Programs, Inc.

(b)(6) Program Director
Catholic Charities of Delaware & Otsego

(b)(6) Executive Director
Capital District Child Care Council, Inc.

(b)(6) Executive Director
Center for Children's Initiatives

(b)(6) CCR&R Director
Chautauqua Child Care Council

(b)(6) Executive Director
Chemung County Child Care Council, Inc.

(b)(6) Director
Chinese American Planning Council, Inc.

(b)(6) Executive Director
Child Care Coordinating Council of the North
Country, Inc.

(b)(6) Executive Director
Child Care Council of Orange County, Inc.

(b)(6) CCR&R Director
Child Care Council of Oneida County, Cornell
Cooperative Ext.

(b)(6) Executive Director
Child Care Council of Dutchess & Putnam, Inc.

(b)(6) CEO
Child Care Council, Inc.

(b)(6) Executive Director
Child Care Council of Nassau, Inc.

(b)(6) Executive Director
Child Care Council of Suffolk, Inc.

(b)(6) Executive Director
Child Care Council of Westchester, Inc.

(b)(6) Executive Director
Child Development Council

(b)(6) Executive Director
Child Care & Development Council of Oswego

(b)(6) Executive Director
Child Care Resource Network

(b)(6) Executive Director
Child Care Resources of Rockland, Inc.

(b)(6) Executive Director
Child Care Solutions

(b)(6) CCR&R Director
Family Enrichment Network, Inc.

(b)(6) Project Director
Family of Woodstock, Inc.

(b)(6) Project Director
Jefferson-Lewis Child Care Project

(b)(6) Program Coordinator
Schoharie County Community Action Program, Inc.

(b)(6) Executive Director
Child & Family Resources, Inc.

(b)(6) Executive Director
Southern Adirondack Child Care Network, Inc.

(b)(6) Project Director
Child Care Aware of Steuben and Schuyler

(b)(6) Director
St. Lawrence Child Care Council

(b)(6) Executive Director
Sullivan County Child Care Council, Inc.

(b)(6) Executive Director
Committee for Hispanic Children & Families, Inc.

(b)(6) CCR&R Coordinator
Community Action of Orleans & Genesee

(b)(6) Child Care Services Director
Child Development Support Corporation

(b)(6) Program Director
Community Child Care Clearinghouse of Niagara

(b)(6)

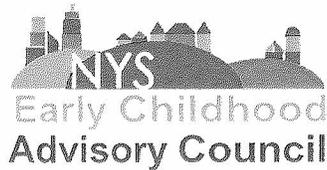
CCR&R Director

Delaware Opportunities, Inc.

(b)(6)

Executive Director

Day Care Council of New York, Inc.



Building Success for Children
Ensuring Success for New York

October 12, 2013

Governor Andrew Cuomo
Executive Chamber
State Capital
Albany, NY 12224

Dear Honorable Governor Cuomo,

It is with great enthusiasm that the New York State Early Childhood Advisory Council wholeheartedly endorses New York State's application for the Race to the Top Early Learning Challenge Grant. The Early Childhood Advisory Council (ECAC), established in 2009, serves as the state's coordinating body for promoting our early childhood agenda and includes representatives of state agencies and public and private individuals and organizations that are committed to the vision that: All New York's young children are healthy, learning and thriving in families that are fully engaged in their child's education and supported by high quality early learning and development programs and the additional supports and services needed to ensure school readiness.

The ECAC has been instrumental in advancing, especially in high-needs areas where many vulnerable children and families reside, the key priorities addressed in the proposal, including:

- QUALITYstarsNY, a tiered quality rating and improvement system, that is being implemented across the state;
- *New York Works for Children*, a system of early childhood workforce and professional development;
- Professional development and supports for professionals addressing the social-emotional development needs of young children;
- Developmental screening that includes appropriate referrals and strong community and parental support;
- Evidenced-based parenting education to support parents in raising healthy and happy children;
- Obesity prevention including initiatives to reduce screen time, improve nutrition, and increase physical activity, and
- Comprehensive child assessment including efforts to develop the Common Metric.

The ECAC is committed to continue working with the Office of Children and Family Services, as well as other state agencies and intermediary organizations throughout the state, to implement the Early Learning Challenge Grant priorities. The ECAC is well-positioned to promote and advance the priorities in the Early Learning Challenge through its extensive networks at the state, regional and local levels. We greatly appreciate your enthusiastic support and

leadership in promoting early childhood through this proposal. Together we will establish a high-quality, comprehensive system of early learning and development that meets the needs of our youngest New Yorkers and moves our state forward.

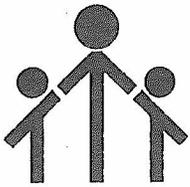
Sincerely,

(b)(6)

Deputy Director NYS Council
on Children and Families

(b)(6)

Executive Director, NY Early
Childhood Professional Development
Institute



Family Child Care Association of New York State, Inc.

P.O. Box 5486 Albany, New York 12205
518-463-4794
www.fccanys.org

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

September 30, 2013

Dear Governor Andrew Cuomo,

We are writing to show intent for the Race to the Top: Early Learning Challenge. We understand that this initiative is designed to support NY in developing early childhood systems that will give children access to high quality early childhood programs and services.

The Family Child Care Association of New York State, Inc. was founded in 1975. The mission of FCCANYS is to act as a united voice to promote and strength the professionalism of providers thereby improving the quality of family child care. We are a non-profit, professional statewide organization dedicated in supporting NYS family child care providers and local family child care associations.

Continual training and education is critical in providing quality child care. FCCANYS has offered an annual conference to NYS providers since 1991. We take great pride in seeking high caliber keynotes and presenters who are highly educated professionals in the early childhood field. These professionals captivate, motivate, educate and inspire child care providers. Training opportunities include; QUALITYstarsNY, CACFP, National accreditation and issues addressing children's health, behavior, and developmental needs. These trainings positively affect the children of NYS.

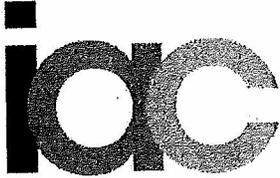
FCCANYS, Inc. is run by dedicated volunteers who are passionate about the profession of Family Child Care and increasing the quality of child care in New York State. Our board members are involved in other organizations, nationally internationally and statewide, including but not limited to:

- QUALITYstarsNY
- Early Childhood Advisory Council
- Career Development Initiative
- National Association for Family Child Care
- International Family Day Care Organisation
- New York State Association for the Education of Young Children
- Family Child Care Credential
- Winning Beginnings

FCCANYS supports the Race to the Top: Early Learning Challenge. This funding will provide essential foundations for the children of all ages.

Sincerely,
Heather Schwegler
FCCANYS, President

The mission of the Family Child Care Association of New York State, Inc. is to act as a united voice to promote and strengthen the professionalism of providers thereby improving the quality of family child care.



INTERAGENCY COUNCIL
of Developmental Disabilities Agencies, Inc.

OFFICERS

(b)(6)

President

(b)(6)

Vice-Presidents

(b)(6)

Treasurer

(b)(6)

Asst. Treasurer

(b)(6)

Asst. Secretary

(b)(6)

Asst. Secretary

DIRECTORS

(b)(6)

[Redacted box for Directors]

Executive Director

October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York’s Race to the Top – Early Learning Challenge Grant application. The importance of providing New York’s young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. The InterAgency Council of Developmental Disability Agencies, Inc. (IAC) a nonprofit membership organization of more than 120 providers supporting individuals with disabilities and representing over sixty early intervention and preschool providers in the greater metro-New York area, shares New York’s commitment to expanding and improving high quality services for young children and their families.

I am pleased to know that New York State’s proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY to more UPK, Head Start and Early Head Start programs serving children with special needs. I know that many of our preschool providers have faced challenges integrating their programs and offering opportunities for children with special needs to be educated alongside their non-disabled peers. It is my hope that this proposal will increase those opportunities and allow for increased opportunities for integration. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. I am also pleased that New York’s proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. The IAC supports this commitment to professional development of the workforce and stands ready to work with the State to achieve this goal.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and

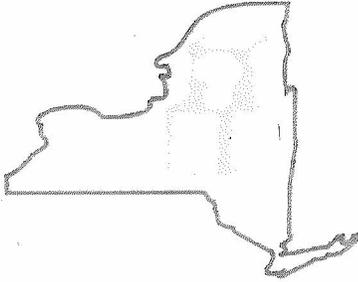
ensure that all children, particularly children with special needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Executive Director



NEW YORK STATE HEAD START ASSOCIATION

September 10, 2013

Governor Andrew Cuomo
C/O Katie Campos, Asst. Secretary for Education
Executive Chamber
State Capitol
Albany, New York 12224

Dear Governor Cuomo:

On behalf of the New York State Head Start Association (NYSHSA), representing over 57,000 children and families served by Head Start and Early Head Start Programs across the State of New York, and the Board of Directors composed of Head Start Program Directors, Head Start Staff, Head Start Parents as well as Friends of Head Start, we applaud your initiative to apply for the Race to the Top: Early Learning Challenge Grant. The early childhood community in New York State, in our opinion, is among the best in the country. We have been working tirelessly for years to improve learning opportunities for young children.

With this grant the collaboration and cooperation of the New York State Early Childhood Advisory Council should exceed all of the benchmarks they have set: implementing Quality Stars NY, developing standards and using effective comprehensive assessment systems for children Birth to Five. The engagement of parents in their child's education will also be included in their strategies along with the child's health and developmental progress.

NYSHSA provides training opportunities to over 230 Head Start and Early Head Start programs. As the awareness of brain development in young children increases, as well as the benefits of early child education grows, the Head Start community is prepared to lead and assist with this great opportunity.

This grant is an opportunity for seamless services for all children from birth to five by strengthening collaborations among all early childhood organizations and associations. We enthusiastically support your efforts to secure these funds.

Sincerely,

(b)(6)

President
New York State Head Start Association

New York Zero-to-Three Network

Fostering collaboration among those who work with babies, toddlers and their families

Infancy Leadership Circles

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Director

October 2, 2013

The Honorable Andrew M. Cuomo
Governor

State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to you in support of New York State's application for an Early Learning Challenge Grant. As co-director of the Infancy Leadership Circles movement in the state, I have had the privilege of bringing together professionals who work with infants and toddlers in disparate counties, listening to their concerns, and brainstorming together what we can do locally and on the state level to better prepare young children for school and life.

Issues that come up again and again include:

- Lack of public awareness of the importance of the early years and specific issues such as breast feeding
- Need for parenting education and knowledge of resources
- Limited focus on strengthening the parent-child relationship
- Significant gaps in the continuum of services to families with infants and toddlers (within and across counties), including lack of quality child care
- Weaknesses in recruitment, retention, and promotion within the professions, including incentives for improving quality
- Missed opportunities for inclusion of professionals in related fields and parents
- Administrative challenges for programs and services such as travel distances between clients, decline in reimbursement rates for service, cuts in funding, and difficulty in merging resources

I believe New York State's Early Learning Challenge Grant addresses many of these issues and deserves to be funded at this time. New York has made critical efforts through its Early Childhood Advisory Council to draft a comprehensive plan that will include structures to address these issues, such as the QUALITYstarsNY for improving quality of child care and increasing the knowledge and skills of the early childhood workforce. I am pleased to see the state is taking a comprehensive approach to meet the needs of our youngest children and engage families to put all our children, especially the most vulnerable, on a successful trajectory to school and life.

The mission of the Infancy Leadership Circles is to be the communication pipeline for the infancy movement in New York State. This pipeline moves local issues to the state level and takes state issues and initiatives directly to communities to advance comprehensive services for babies and their families. The professionals in our Infancy Leadership Circles want to cooperate and coordinate services across systems to address health, behavioral health, and developmental needs of infants and toddlers. They have each set specific short-term goals to help in this process within their counties. At the same time, the circles are eager to learn about activities on the state level and help with overall implementation of the projects described in the Early Learning Challenge Grant. Our *Performance Reports* are at www.nyztt.org.

The evidence is mounting that experiences in the infant and toddler years are vitally important for so many aspects of healthy development and a productive life. I hereby heartily endorse New York's Early Learning Challenge proposal and will work with the Infancy Leadership Circles to implement it.

Sincerely,

(b)(6)

Co-director, Infancy Leadership Circles
A Project of New York Zero-to-Three Network
Email: (b)(6)

New York Zero-to-Three Network

Infancy Leadership Circles: Building Cross System Partnerships

October 1, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber-State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

As Co-Director of New York State Infancy Leadership Circles, a project of New York Zero To Three Network, I am pleased to convey my support to New York's Race to the Top: Early Learning Challenge Grant application. The New York State Infancy Leadership Circles mission is consistent with the mission of this grant initiative.

The Circles aim to serve as a communication pipeline by moving local issues to the state level and taking state issues and initiatives directly to the community to advance comprehensive services for babies and their families. There are presently twelve communities of Infancy Leadership circles engaged in this process across New York State. They each act as a catalyst to create partnerships across systems. At monthly meetings, linkages form across diverse professions and programs serving babies. Communities set priorities realistically achievable to improve local issues by creatively identifying strengths, gaps and solutions.

The outcomes of all the Circles are to assist New York State babies to reach their fullest potential. For example, based on a specific issue, twelve core messages were developed to place emphasis on how new parents and parents-to-be are the first teachers of their child; workshops about parent engagement were identified and a list was circulated to child care centers to encourage their staff attendance; a directory for new parents and parents-to-be was created, shared with 211 and distributed to local agencies and programs; a public service announcement was created for the community to stress the importance of the 0-3 years; a workshop for 97 professional participants was organized and held on the topic of attachment to develop further understanding about the social-emotional health of young children. The Circles are working to strengthen professional development and improve the health, nutrition and social-emotional development of our youngest children. I believe the Race to the Top: Early Learning Challenge Grant will benefit our babies and their families. It will enhance our efforts as we strive to build the infrastructure needed to develop a continuum of comprehensive, coordinated systems essential to high quality services. Success will be reflected as we close the achievement gap and ensure that all children, including children at high risk, will receive the support and services they need.

I support the expansion of QualitystarsNY to support programs, staff, children and families. Through efforts to improve the quality of these services, the outcomes for children will be improved. This will greatly impact the path toward a positive future, not only for our children but also for our state and nation.

It has been my privilege and pleasure to have contributed to this effort by being a member of the Early Childhood Advisory Council, the Early Learning Workforce Group and the QualitystarsNY Implementation Group. I will continue to offer my support for this important initiative.

I commend you and your administration for developing this bold and impressive proposal. Thank you for your commitment to New York's children.

Sincerely,

(b)(6)

Co-Director of NYS Infancy Leadership Circles
New York Zero To Three Network
186 Highland Drive
Williamsville, New York 14221

(b)(6)

New York Zero-to-Three Network

Fostering collaboration among those who work with babies, toddlers and their families

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Pamela A. Guarrera
Director

October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. As Co-President of the New York Zero-to-Three Network, a mental health clinician who works with children and families, and a longstanding advocate for programs that support young children and their families, I am acutely aware of the need for programs like QUALITYstarsNY that address the needs of this population in a comprehensive and holistic manner. For the past 5 years, the New York Zero-to-Three Network has worked to develop Infancy Leadership Circles throughout the State to help develop local communities' awareness of the importance of strengthening programs for young children and their families by bringing together all of the stakeholders from across disciplines. In doing so we are creating a Statewide Network of Leaders who are developing local and statewide strategies to improve the lives of our most youngest and most vulnerable children and families.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable and pivotal.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this holistic and comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life. The New York Zero-to-Three Network is very pleased to have advocated, through the Infancy Leadership

Circles, for the QUALITYstarsNY initiatives and will continue to support this endeavor.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

PMHNP-BC

Honorable Andrew Cuomo
Governor of New York
Executive Chamber
Albany, New York 12224

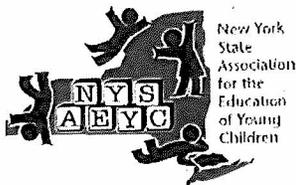
October 4, 2013

Dear Governor Cuomo:

On behalf of the New York State Association for the Education of Young Children (NYSAEYC), we would like to express our ardent support for New York State's Race to the Top - Early Learning Challenge application. NYSAEYC is a professional association for early childhood educators with more than 4,500 members in New York. Our members represent all aspects of the early care and education field including educators, administrators, teacher educators, researchers and policy makers. We are committed to promoting excellence in early care and education and ensuring that all New York 's children have access to high quality programs with well prepared and effective teachers.

The Race to the Top -Early Learning Challenge recognizes the success of quality program improvement efforts and improved outcomes for children must be linked to a system that prepares excellent early childhood administrators and educators. The experience and education of early childhood professionals in New York is as diverse as our early learning and development programs and the children and families they serve. Therefore, we need a system of professional preparation and ongoing professional development that meets the needs of individuals in our field and ensures each possesses the knowledge, skills and dispositions to be excellent educators.

NYSAEYC and our members have played an integral role in many of the current initiatives designed to improve the quality of early learning and development programs with a particular focus on the professional preparation and development of the early childhood workforce. NYSAEYC has participated in the development of the standards for QUALITYstarsNY, the Early Learning Guidelines, the Prekindergarten Foundation for the Common Core, and; serves as the co-chair of the Early Childhood Advisory Council workforce development workgroup which is charged with overseeing the development and implementation of our comprehensive workforce development system; New York Works for Children.



New York State Association for the Education of Young Children
230 Washington Avenue Extension, Albany, New York 12203
518-867-3517/ Fax 518-867-3520
contactus@nysaeyc.org / www.nysaeyc.org

NYSAEYC 's work has always focused on programs and services that support early childhood professionals in deepening their knowledge and competencies. We have consistently aligned our professional development work the Core Body of Knowledge, New York 's knowledge and competency framework. We currently administer four credit-bearing credentials. The NYS Infant Toddler Credential, NYS Family Child Care Credential and the NYS Program Administrators' Credential are designed to provide educators and administrators with the specialized knowledge and competencies they need. The NYS Early Learning Trainer credential was developed to evaluate the qualifications, experience and competencies of those providing professional development. Each of these is a critical component of a comprehensive workforce development system.

We thank you for your commitment to young children and leadership on The Race to the Top - Early Learning Challenge application. This affords New York an unprecedented opportunity to implement a comprehensive and coordinated high quality early learning system that supports program quality improvement, increased efficacy of early childhood educators and a robust data system that will continually inform our work. NYSAEYC stands ready to contribute to these efforts and looks forward to working with the state to ensure all New York 's children are ready to succeed in school and life.

Sincerely,

(b)(6)

(b)(6)

President

NYS Association for the Education of Young Children

(b)(6)

Executive Director

NYS Association for the Education of Young Children

New York Zero-to-Three Network

Fostering collaboration among those who work with babies, toddlers and their families

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Pamela A. Guarrera
Director

October 7, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing on behalf of the New York Zero to Three Network to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education is critical. As Jack Shonkoff, from the Harvard Center for the Developing Child has said, "We know that what happens to children in the early years either sets the stage for a sturdy or fragile existence". New York Zero to Three Network is an organization devoted to promoting the optimal development of infants, toddlers and their families. We applaud the focus of this grant on young children and helping to prepare children for school and success in life.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. Investing in young children is wise financially—economists have shown the significant return on the dollars spent on high-quality early childhood programs. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts, starting at birth, to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach, starting at the earliest years, that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this comprehensive and innovative proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Co-President

September 18, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

WNET New York Public Media is pleased to support New York State's application for a federal Race to the Top: Early Learning Challenge grant. We believe that quality early education is necessary for all New York's children to succeed in school and in life, and for providing New York State with a productive, highly skilled future workforce.

Extensive research confirms that program quality is key to achieving desired cognitive and social-emotional outcomes for young children. Research and service experiences also are clear about essential components of a high quality, highly accountable, early education system. The lack of several critical system elements seriously impeded New York's competitiveness in securing an Early Learning Challenge grant in 2010, and it also resulted in the perpetuation of poor quality programs.

In recent years through public-private partnerships, many critical system components have been designed and implemented. These elements include the NYS Core Body of Knowledge, workforce and trainers' registries, a professional development institute housed at CUNY, and a quality rating and improvement system (QUALITYstarsNY).

As one of America's most respected and innovative public media providers, WNET recognizes the importance and power of public-private partnerships to support teaching and learning for our youngest learners. Fully leveraging strong relationships with New York City early childhood educators, and an organizational commitment to incorporate developmentally appropriate media into the education of young children, WNET's Early Education division has had over 20 years of success in providing sustained, intensive educational outreach services to the early childhood community. Through the creation of high quality children's programming content and accompanying standards-aligned resources, community-based outreach extensions, school-based curriculum, and teacher professional development, WNET's Early Education team has helped thousands of young children - particularly children living in poverty - learn the basic skills they need to succeed in school, earning us the position of a trusted partner with schools and educators both locally and statewide.

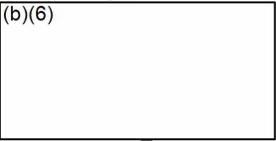
For New York to be as competitive as possible for an Early Learning Challenge grant, the application should include a commitment from you for the statewide expansion and effective utilization of a quality assurance process. The expansion of the State's professional development system, New York Works for Children, and the building of a comprehensive early childhood data system.

WNET is a longstanding partner in New York State's educational efforts. As an organizational member of the University of the State of New York (USNY), WNET works closely with the New York State Education Department (NYSED) to align all of our digital media and instructional resources directly to NYSED's strategic goals. These resources leverage public media's high quality media content, and are distributed free-of-charge, making them available to high-need audiences throughout New York State. We look forward to working closely with NYSED to align our ongoing production and distribution efforts in direct support of the Early Learning Challenge grant.

The Obama administration has made quality early childhood education a major goal. We hope New York will be a leader in this effort.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact a signature. The text "(b)(6)" is written in the top-left corner of the box.



THE DIVISION FOR EARLY CHILDHOOD

The Honorable Andrew M. Cuomo, Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. The Division for Early Childhood (DEC) is an international membership organization for those who work with or on behalf of young children with disabilities and other special needs. Our mission is to promote policies and advance evidence-based practices to support the optimal development of young children with special needs. We fully support NYS Council on Children and Families in their grant application.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6) Executive Director

Division for Early Childhood

(b)(6)



October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. **As a national leader in parenting education and family engagement in education, EPIC's mission of helping families, schools and communities raise children to become responsible and capable adults positions us to support the Race to the Top through many of our programming options. In particular we will utilize our parenting programs as a means of assisting families to better care for their children and support their education.**

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

President

EPIC National Center for
Parenting & Character Education

1000 Main Street
Buffalo, NY 14202
716-332-4100
716-332-4101 fax

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716-332-4100
716-332-4101 fax

New York State Family Engagement Coalition
1000 Main Street – Buffalo, NY 14202 – Phone (716) 322-4100 – Fax (716) 332 4101

October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. **The New York State Family Engagement Coalition (NYSFEC) is the culmination of several years of On the Same Page Summit leaders collaborating to research and precipitate the advancement of family engagement in education. With members from the NYS PTA, EPIC – Every Person Influences Children, and the NYS Education Department, we are well positioned to assist with the latest information on family engagement as a means of improving student achievement.**

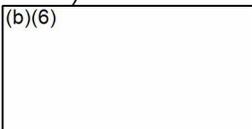
I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services, work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

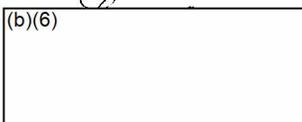
Sincerely,

(b)(6)



Co-Chair

(b)(6)



Co-Chair

Unions.

Since 1910



Local 1000 AFSCME, AFL-CIO

Danny Donohue
President

Mary E. Sullivan
Executive Vice President

Denise Berkley
Secretary

Joe McMullen
Treasurer



October 1, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I write to support Early Learning Challenge Grant proposal.

Civil Service Employees Association (CSEA) represents more than 250,000 public and private sector employees in New York. We work with 20,000 registered and licensed group family and legally-exempt enrolled child care providers in 57 counties outside NYC. Denise Dowell, CSEA's Director of Early Learning and Care Programs, is an appointed member of the NYS Early Childhood Advisory Council and the Quality Improvement Workgroup.

CSEA's Early Learning and Care Program initiatives build a foundation for family child care providers to successfully participate in QUALITYstarsNY. Since 2011, CSEA administered 11,385 Quality Child Care Grants. These grants help providers pay for professional development and credentials, curriculum, and educational materials to meet QUALITYstarsNY standards. Over 1,100 grants were used to purchase computers so providers can participate in a new automated time and attendance system implemented in 57 counties across the state.

CSEA's Work Institute delivers six on-line learning modules – "The Business Side of Family Care". This on-line training, designed to meet QUALITYstarsNY "Management and Leadership" standards, enables providers to complete family child care business administration training at no cost and without leaving their homes. CSEA worked collaboratively with OCFS and SUNY's Professional Development Program to design, develop and deliver classroom curriculum for enrolled, legally-exempt family child care providers to support all providers to deliver quality early learning and care. Over 700 providers have attended the trainings to date.

Governor Andrew Cuomo
October 1, 2013
Page 2

Our Child Care Resource Center fields hundreds of toll-free calls from regulated and legally-exempt providers each week. CSEA's Early Learning and Care staff members answer questions, provide information and technical assistance to home-based providers about regulations, licensing, registration, and enrollment; professional development; child care assistance program payments; CACFP; and QUALITYstarsNY.

Over 50% of children eligible for and receiving child care subsidies outside New York City are currently enrolled in family child care. Parents choose family child care because it offers small group sizes, continuity of care, and a nurturing, home environment that functions like extended family and is more flexible and affordable. Family child care is often the best option for parents working low-wage service sector jobs with non-traditional hour shifts and "just-in-time" scheduling. Our work with thousands of providers across the state each year uniquely positions us to help inform and support regulated and legally-exempt family child care providers to participate in QUALITYstarsNY.

The Early Learning Challenge Grant will help support New York to promote positive, healthy outcomes for young children and their families in our communities.

Sincerely, (b)(6)
(b)(6)

DD (b)(6)

Other Organizations

Advocacy



Advocates for Children of New York

Protecting every child's right to learn

September 29, 2013

Honorable Andrew Cuomo
Governor of New York
Executive Chamber
State Capitol
Albany, New York 12224

Dear Governor Cuomo:

On behalf of Advocates for Children of New York (AFC), we are writing to express our support for New York State's Early Learning Challenge Grant proposal. For 40 years, AFC has worked to promote the best education New York can provide for all students, especially students of color and students from low-income backgrounds. Five years ago, AFC expanded our work in the area of early learning because early childhood education is essential for school readiness and school success.

AFC's Early Childhood Education Project uses several strategies to improve access to early childhood education for low-income children at risk of academic difficulties in New York City. First, we provide individual case assistance to families of infants, toddlers, and preschoolers to help them access appropriate services and preschool programs. When families with young children with special needs require additional assistance, we provide in-depth advocacy to help families obtain appropriate Early Intervention, preschool special education services, and kindergarten services. Second, we provide outreach and training to educate parents and professionals about Early Intervention, preschool special education, the transition to kindergarten, and other early childhood education programs. The professionals we have trained include Head Start directors and disability coordinators, child care staff, child protective workers, and medical professionals. Third, we provide policy advocacy to strengthen investments in quality early childhood education programs for low-income children.

In our direct case work, we have encountered families who have had difficulty determining the quality of different preschool options for their children. These families would benefit from the implementation of QUALITYstarsNY and the development of high-quality early learning standards. With the implementation of QUALITYstarsNY, AFC would be able to give direction to families looking for guidance about how to choose high-quality early childhood education programs.

We have also recognized the need for additional professional development for early childhood staff so that staff can work most effectively with young children, including children with special needs. The Early Learning Challenge Grant proposal would

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Executive Director
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Deputy Director
Matthew Lenaghan



help facilitate professional development opportunities. The combination of QUALITYstarsNY, the implementation of early learning standards, and new professional development opportunities would help strengthen the quality of various programs for the children AFC serves.

We are also pleased that the state's proposal includes components to engage and support families and to address the health and social-emotional development of young children. AFC receives many calls from families of young children with social-emotional delays who are having trouble getting the support they need.

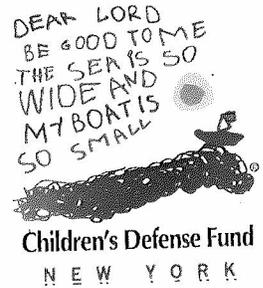
We support New York State's Early Learning Challenge Grant proposal and look forward to working with you to strengthen high-quality early childhood education programs that prepare children to succeed in school.

Sincerely yours,

(b)(6)

Executive Director

Project Director, Early Childhood Education



September 23, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Children's Defense Fund of New York (CDF-NY) supports the State of New York's application for the Early Learning Challenge Grant. The Children's Defense Fund (CDF), and its' state offices, are non-profit child advocacy organizations that have worked relentlessly for 40 years to ensure a level playing field for all children. We champion policies and programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation. CDF advocates nationwide on behalf of children to ensure children are always a priority.

In regards to its' early childhood work, CDF fully understands the need for consistent, quality education and care beginning at birth. Our nation simply can't afford not to significantly increase investments in early childhood development and care, or to keep leaving so many poor babies and toddlers behind. We strongly believe that the Early Learning Challenge grant would expand important programs and quality initiatives to ensure that young children in NY get the solid start they need to put them on a successful path in school and in the future. Specifically, as outlined in the proposal, we support the expansion of QUALITYstarsNY; the expansion of the child care professional development system- New York Works; new strategies for improving the health, nutrition, and social-emotional development of young children; strengthening efforts to engage and support families of young children; and building a comprehensive early childhood data system. CDF-NY sees these initiatives as essential to its' early childhood agenda focused on building a comprehensive, seamless and effective governance structure for the early childhood service delivery system in New York State that supports increased access to and raises the quality of services for young children with high needs.

Sincerely,

(b)(6)

(b)(6)

Executive Director, Children's Defense Fund- New York



October 2, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

As the Executive Director of Citizens' Committee for Children of New York (CCC), the oldest municipally based child advocacy organization in the country, I am writing to you today to support New York State's application for a federal Race to the Top Early Learning Challenge Grant.

CCC has spent seven decades identifying the facts, educating the general public and advocating for policy, legislation and budgetary decisions needed to ensure all children are healthy, housed, educated and safe. Early education has been a primary focus of our work since our founding in 1944.

We know from our local experience, and the national research confirms, that access to high quality early education ensures that children are prepared for school success. Furthermore, these programs also produce long-term returns on investment of public dollars by lowering the need for special and remedial education and reducing youth involvement in crime and incarceration as they age. We know as well that far too many children in New York State and across the nation do not benefit from early childhood education as demand for high quality services outstrips supply.

That said, we support New York State's proposal to improve service quality, provide professional development for the workforce, engage and support families in programming, and develop a comprehensive system to collect, track and disseminate data on the state's early education system.

We believe that New York State and the state's children and families would greatly benefit from a Race to the Top Early Learning Challenge Grant award, as the funding would strategically inform not only wide scale quality improvement and data collection efforts, but lay the ground work for a comprehensive strategy to reach greater numbers of children with high quality early education.

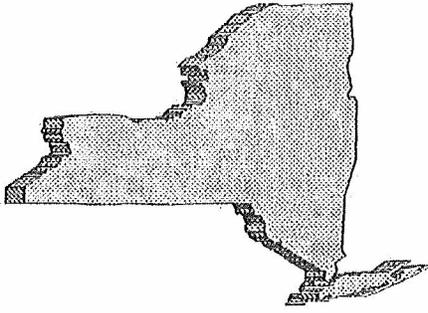
We wish you the best of luck in the proposal process.

Sincerely,

(b)(6)

[Redacted signature box]

Executive Director



NEW YORK STATE ALLIANCE FOR CHILDREN WITH SPECIAL NEEDS

October 3, 2013

The Honorable Andrew M. Cuomo
Governor, State of New York
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing on behalf of The New York State Alliance for Children with Special Needs - - a coalition of five regional coalitions and councils representing approximately 150 early intervention, pre-school and school-age special education programs throughout the state - - to express our profound support for New York's Race to the Top – Early Learning Challenge Grant application.

Alliance members and representatives are recognized partners with the State Department of Health, the State Education Department, municipalities and school districts in the successful implementation of IDEA and the development of sound public policies to assure the meaningful participation of families, clinicians and teachers in the decision making process which makes vital early intervention and special education services available to eligible families in the most cost-effective manner possible. Alliance members and representatives have, since the inception of the Early Intervention Program and the transferral of special education programming from the Family Court System, served on the State Early Intervention Coordinating Council; Local Early Intervention Coordinating Councils and innumerable special education work groups, task forces and advisory panels to inform discussions around clinical guidelines, development of the initial regulations, reimbursement, provider approval, registration of provider entities and Medicaid compliance.

We understand from reviewing the Grant application and in our discussions with Department of Health and State Education Department representatives, that our network of highly skilled providers may be uniquely qualified to assist the State in accomplishing the goals set out in Section B of the application around High Quality Accountable Programs. Our early intervention and preschool special education programs are invaluable resources in shared commitment with the State to provide a vast array of quality programming models dedicated to the provision of services individualized to the needs of children and families. In our experience, the early intervention group developmental intervention service model has been profoundly under-utilized in the State. Through Grant funding, this invaluable program model can be strengthened and supported to the benefit of all children and families across all regions of the State.

The Honorable Andrew M. Cuomo
October 3, 2013
Page 2

Consistent with the provisions of the federal IDEA (Parts B and C) which govern the State's early intervention and special education systems, Alliance members currently provide multi-disciplinary evaluations and screenings to assure appropriate services are made available to families with children with identified developmental delays. Replication of IDEA's "child find" and early detection protocols is essential to improving the mental and physical health of both children and their families, and encourages meaningful family engagement at the earliest possible point. Accordingly, the Alliance supports the State's efforts to enhance these opportunities as part of the Grant application.

The early intervention and preschool education community has long recognized the role of the engaged family in the development of children both with and without special needs. We commend the State for recognizing the profound need to enhance parental awareness of that vital role, and to support parents through a comprehensive system of resources - - fiscal and educational - - to heighten parent involvement and thus encourage the positive and healthy development of New York's children.

The relevance of early learning to ultimate student success is undeniable. The Alliance applauds the leadership reflected in this Grant application and offers our support for the realization of its vision.

Very Truly Yours,

(b)(6)

New York State Alliance for Children with Special Needs Albany Contact:

(b)(6)
(b)(6) phone
-fax

(b)(6)

cc: (b)(6) NYS DOH,
Co-Director, Bureau of Early Intervention

ALB 1726790v1

The Children's Agenda



Effecting Change. Affecting Children.

September 30, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

As the leading advocacy organization for children and youth in Monroe County NY, we are writing to express our strongest support for the State's proposed plan in the Early Learning Challenge Grant. Quality early education and childcare, as well as effective home visitation for young families, have been top priorities of The Children's Agenda for the past ten years and are a critical need in our community. A focus on school readiness and an investment in Quality Stars, including quality improvement processes and professional development, are timely and essential approaches needed to promote the healthy growth and development of our children. Implementation of new strategies to improve the health and social emotional development of children, including linking and coordinating home visitation and early childhood education, are necessary next steps to promote the school readiness and life success of New York's children.

The Children's Agenda's mission is to improve the health, education and success of our community's children and youth, especially the most vulnerable, through advocacy for evidence-based solutions and policy change at the local, state and federal levels. We are an independent advocacy organization; we do not accept any government funding, nor do we provide any direct service to children and youth. We helped Monroe County establish its Nurse Family Partnership (NFP) program here in 2006, and we have championed its expansion to serve over 300 families per year annually. We have also helped to lead community efforts to assure high quality early care and education. Our City of Rochester has among the State's highest enrollment in preK programs for 4 year olds and among the highest quality center-based childcare in the U.S. New York State and Rochester have a track record to build on, but there is much more to do. For example, our 3 year olds need pre K, home visitation is currently serving only a fraction of the families who need and want it, we need to better align systems of early learning from birth through early elementary school, and quality and professional development need to be expanded to all settings serving young children

In our respective roles as a pediatrician and senior policy analyst focused predominantly on early learning, we also want to see better linkages between health care and early care and education. We are looking forward to engaging pediatricians and pediatric residency programs in New York by sharing resources and training supported by this grant; for example in disseminating developmental screening training to address New York's low rates of screening, as well as in bringing their voices to discuss quality early care and education in the policy arena and directly with the patients and families whom they see daily. New York is developing a collaborative of pediatrics residency programs creating a learning community and there will be many opportunities to ensure that they are informed and aligned with the agenda proposed in the Early Learning Challenge Grant.

As an organization, we are prepared to support the work of the ELCG through communications with our networks and serving in an advisory and supportive role as needed. We will also play a key role in linking and aligning this state effort and investment in early childhood to the those of our local Monroe County and Rochester community, including settings in which we play a key champion role for young children such as pre-K and child care, home visitation, and health. We are very excited about the State's proposed plan in its Early Learning Challenge Grant and look forward to the potential opportunity to help you further strengthen the health, well-being, and education of New York's youngest citizens and future leaders.

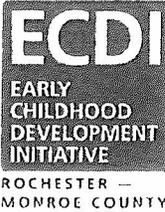
Sincerely,

(b)(6)

President

(b)(6)

Senior Policy Analyst



October 2, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

On behalf of the membership of the Rochester early childhood coalition, ECDI, we write to you today in support of New York State's application for the Race to the Top's Early Learning Challenge Grant proposal.

The Early Childhood Development Initiative (ECDI) and its local member organizations have long been supporters of the QUALITYstarsNY pilot program having a very high participation in both child care centers and in family child care homes. Our community has a long history of supporting quality. With solid, consistent funding, QUALITYstarsNY would standardize expectations and language, to raise the bar in a clear and user-friendly format. This grant would allow a broad expansion of programs that have access to QUALITYstarsNY in our community.

The Early Learning Challenge Grant complements our efforts that focus on children, prenatal through age eight, and their families. Families with few resources and supports are the highest priority. In a community that ranks 7th percentage wise, in poverty across the nation, we need to multiply our efforts to address issues related to the health, nutrition and social-emotional development of our young children. We have successfully started initiatives that support secure attachments in children birth – three: Talk, Sing and Play with your Baby (media messaging), workshops on the impact of trauma and Nurturing Communities (a child care program which permits mothers to care for their own babies while they pursue college education). ECDI supported a multi-year BASIC proposal funded by United Way, which brings in a pyramid of mental health services for young children in several child care programs.

We recently raised over \$90K in private funding to purchase developmentally appropriate materials for the Rochester CSD Kindergarten, critical to the success of the transition from PreK to Kindergarten. We need to strengthen and expand our early childhood professional development system to include administrators and teachers in K-2 classrooms so the value of these materials and active learning is embraced. Additional funding through this grant for New York Works for Children's professional development system would assist this effort.

RECAP is a 15-year data collection and assessment system developed and implemented here in Rochester by Children's Institute. It measures quality in UPK programs. Findings demonstrate that by using this system, Rochester now has the highest quality classrooms for 4 year olds across the country. We need this system of data collection and measurement statewide to assess quality improvement efforts and to inform policy decisions that result in higher outcomes for children.

As demonstrated above, ECDI engages in its vision, that every child in Greater Rochester has the foundation to succeed in school and in life. To make this vision a reality, ECDI works to actively:

- Mobilize the community to expand and improve developmentally appropriate early care and education;
- Serve as a catalyst for change by promoting significant, broad-based and steadfast community commitment to improving the quantity and accessibility of quality early care and education; and
- Engage public and private stakeholders and advocates for public policies that support and encourage those services.

The Early Learning Challenge Grant would invest in efforts such as ours to create a coherent system integrating data, professional development, quality and supports for New York State's children and families. We are proud to offer our voice in support of this effort and applaud your administration for sharing this vision.

Sincerely,

(b)(6)

Co-Chair

(b)(6)

Co-Chair

 <p>ECDI EARLY CHILDHOOD DEVELOPMENT INITIATIVE ROCHESTER — MONROE COUNTY</p> <p>Vision & Mission</p>	<p>Vision: Every child in Greater Rochester has the foundation to succeed in school and in life. To make this vision a reality, The Early Childhood Development Initiative (ECDI)'s mission is to:</p> <ul style="list-style-type: none"> ▪ Mobilize the community to expand and improve developmentally appropriate early care and education; ▪ Serve as a catalyst for change by promoting significant, broad-based and steadfast community commitment to improving the quantity and accessibility of quality early care and education; and ▪ Engage public and private stakeholders and advocates for public policies that support and encourage those services. <p><i>ECDI is not funded. Sponsors and partners fund programs directly.</i></p>
<p>Focus</p>	<p>Children, prenatal through age eight, and their families; families with few resources and supports are the highest priority.</p>
<p>Selected Accomplishments</p>	<ul style="list-style-type: none"> ▪ Early childhood voice represented at local initiatives and statewide committees. ▪ Raised \$90K to purchase developmentally appropriate materials for RCSD Kindergarten, critical to success of new 2011-12 Kindergarten curriculum. ▪ Brought back \$8M dollars to the County for child care subsidies from NYS. ▪ Local accreditation system for early childhood programs, <i>Pathways</i>, launched. ▪ Child Care Council, Inc. key leader on statewide efforts on improving infant & toddler care through NYS Infant Toddler Network. ▪ Initiatives that support secure attachments in children birth – three: Talk, Sing and Play with your Baby (media messaging) and Nurturing Communities (a child care program which permits mothers to care for their own babies while they pursue college education). ▪ RECAP: 14-year assessment system measuring quality in UPK programs developed and implemented; findings include Rochester has highest quality classrooms for 4 year olds in Western world. New assessment measure (CLASS) introduced to measure quality of teacher-student interactions. ▪ Rochester one of 13 NYS Quality STARS pilot communities. ▪ Monroe County leadership continues to support and maintain the differential for accredited childcare providers, rewarding quality. ▪ RCSD UPK: wrote proposal and leveraged resources to bring UPK to RCSD; fully integrated with 20 community partner agencies and reaches nearly 2,000 4-year olds each year. ▪ BASIC proposal funded by United Way, implementation has increased access to mental health services for young children in Rochester. ▪ PLTI – Started a local branch of this national initiative – a 20 week class for parents on civic engagement – public/private funded partnership
<p>Chairpersons</p>	<p>Mary Jo Brach (mbrach@hillside.com) Marsha Dumka (marsha@dumka.com)</p>
<p>ECDI Committees</p>	<p>Advocacy, Social Emotional Wellness, Parenting, PreK-3, Professional Dev.</p>

October 3, 2013



737 Madison Avenue
Albany, NY 12208

(b)(6)

info@ftnys.org
www.ftnys.org

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing on behalf of Families Together in New York State to support the New York State Office of Children and Family Services as they apply for the Race to the Top: Early Learning Challenge Grant that leads the way in assisting young children and families in high needs communities. Families Together is a non-profit, family-run organization that strives to establish a unified voice for children and youth with social, emotional, behavioral and other cross-systems challenges and values the importance of family support. Our mission is to ensure that every family has access to needed information, support and services.

At Families Together, we recognize that social and emotional development and learning are necessary counterparts to academic models and child growth and development. As a statewide agency with thousands of advocates and family members, we are able to share information regarding important programs like QUALITYstarsNY. Our Annual Conference and trainings offered by regional staff and chapters reach early childhood professionals and family members needing to strengthen and expand their knowledge, particularly regarding children with mental health and other cross-systems challenges. Our agency is committed to strengthening the family voice, engaging and supporting families and ensuring that family input and expertise is valued in shaping policy and shifting attitudes.

Our partnership with the New York State Council of Children and Families to develop and deliver the Children's Plan has been essential, and we know that the principals and values of the Children's Plan have transferability to the 0 – 5 population. Our additional collaborations with leaders and agencies throughout New York State have worked to address and engage children, youth and families with cross-systems challenges, state leaders and advocates and family members. Evidenced by our years of peer to peer, family-run programming, leadership and peer credentialing, Families Together believes strongly in the significance of the family and youth voice and of empowering youth and parent involvement in critical educational and collateral decisions.

If the Office of Children and Family Services is awarded this grant, Families Together pledges our support and assistance and will contribute our expertise and connections with thousands of family members and advocates throughout New York State.

If you have any questions or need further information, please do not hesitate to contact me at (b)(6)

Sincerely,

(b)(6)

The New York State Chapter
of the Federation of Families for
Children's Mental Health

(b)(6)

Executive Director
Families Together in New York State



October 3, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

On behalf of the New York State Afterschool Network (NYSAN), I am pleased to write this letter in strong support of New York State's Early Learning Challenge Grant proposal. NYSAN recognizes that a well-functioning system of high-quality services is essential to reducing the achievement gap and ensuring that children enter kindergarten ready to succeed. In addition, strong early care and learning experiences set the stage for children and youth to succeed in- and out-of-school in preparation for college and career.

NYSAN is a public-private partnership of organizations throughout New York State dedicated to increasing the quality and availability of afterschool and other expanded learning programs. NYSAN facilitates connections among a broad range of state, regional and local partners representing afterschool program providers, youth, parents, public agencies, advocates, funders, evaluators, technical assistance and training providers, policymakers, businesses, researchers and community leaders. Through policy development, communications, partnership development, and capacity building, NYSAN works to build a coordinated, high-quality system of youth services from birth through young adulthood. As such, NYSAN is an active partner with leaders in the early care and learning community, and vice versa.

Examples of NYSAN's support of the early care and learning community's agenda include participation in the Early Childhood Advisory Council's efforts focused on workforce development and quality improvement. NYSAN is partnering with the ECAC to develop school-age standards as part of New York State's Quality Rating Improvement System, *Quality Stars New York*, and draft school age standards are currently being tested by volunteer agencies. In addition, we have been in conversation with the statewide workforce registry and hope in future stages of that work to establish high levels of alignment between early care and school age systems to ensure coherence, quality, and efficiency. Finally, NYSAN is a partner to Winning Beginning New York (WBNY), the state's early care and learning coalition, as a strategy for creating seamless pathways of support and success for children.

NYSAN applauds the Governor's reform and policy agenda for children and youth, as well as that of the New York State Education Department. Thank you for your strong leadership on the Early Learning Challenge Grant proposal, and NYSAN stands ready to assist in any way possible and in the collective efforts required to strengthen and expand supports for children and families while making the wisest possible use of resources. We look forward to future work with your Administration, and hope for a favorable outcome on this funding opportunity on behalf of the

Promoting young people's safety, learning, and healthy development outside the traditional classroom.

1440 Broadway, 16th Floor | New York, NY 10018 | 646.943.8671 (p) | 646.943.8800 (f) | www.nysan.org

children of New York State. Please contact me if you have questions or require further information.

Sincerely,

(b)(6)



Executive Director
New York State Afterschool Network

PARENTING RESOURCE NETWORK

FOR PARENTS OF
CHILDREN BIRTH TO FIVE

An Initiative of



BARRY AND FLORENCE
FRIEDBERG
JEWISH COMMUNITY CENTER

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

September 30, 2013

Dear Governor Cuomo,

I am writing this letter in support of New York State's Race to the Top Early Learning Challenge Grant application. As an early childhood professional for the past 30+ years I have witnessed first hand the difference early education can make in the life of a child. Currently I am Director of the Parenting Resource Network (PRN) at the Friedberg JCC in Nassau County. The goals of New York's proposal coincide significantly with the concerns and efforts of the coalition of organizations that participate in the Network as well as the parents we serve.

The Parenting Resource Network is an information and referral service for parents and caregivers of children birth to five. It was created to provide reliable child development information and parenting skills to parents when their children are young so as to help them start off on the right foot as well as to connect parents with community resources that most do not know exist. The PRN links together agencies and organizations that are involved in early childhood and parenting education. Each organization recognizes the importance of the first five years of life to a child's future education achievements and wants to help parents maximize that potential.

The parents I speak with are hungry for information about quality, affordable child care options so that they can go to work without worry about their child's welfare. The QUALITYstarsNY program will serve to provide families with that information in a user friendly way. One noteworthy component of QUALITYstarsNY is the focus on helping all programs to achieve the highest rating possible through guidance and support for improvements. This will not only raise the level of care for all children but provide important opportunities for professional development for child care staff.

I am currently involved with the Family Support Long Island Initiative at Molloy College, working to implement programs that will strengthen families and increase family engagement in the agencies and organizations that are a part of the PRN.

On behalf of the families we serve and the organizations of the PRN I am urging you to fully support New York State's RFP for the Race to the Top Early Learning Challenge Grant application. Thank you.

Sincerely,

A handwritten signature in cursive script that reads 'Karen Horowitz'.

Karen Horowitz, MA, Director
Parenting Resource Network

UJA Federation
of New York



www.ParentingResourceNetwork.org

15 Neil Court • Oceanside, NY 11572 • 516-766-4341 ext. 162

An Affiliate of



Winning Beginning N^Y

an early care and learning coalition

September 20, 2013

Honorable Andrew Cuomo
Governor of New York
Executive Chamber
Albany, New York 12224

Dear Governor Cuomo:

On behalf of *Winning Beginning NY (WBNY)*, the state's early care and learning coalition, we wish to express our strong support for New York State's Early Learning Challenge Grant proposal. The coalition recognizes that a well-functioning system of high-quality services is essential to reducing the achievement gap and ensuring that children enter kindergarten ready to succeed.

WBNY is a broad based and growing coalition with more than 200 supporters from across the state. They include children's advocates, early childhood professionals, and higher education professionals, as well as non-traditional allies such as organizations like local United Ways and trade unions. The coalition continues to build and expand its work in local communities as well as statewide and is recognized as a strong and consistent voice for wise investments in early childhood services. Our agenda includes prenatal, postpartum, and early childhood home visiting; child care; Pre-K and Kindergarten; QUALITYstarsNY; Early Intervention; and afterschool programs.

WBNY is actively engaged in national and state initiatives to support the highest quality outcomes for children. The coalition advocated strongly for the formation of New York's Early Childhood Advisory Council (ECAC) to develop a coherent strategy and build a comprehensive system that embraces early care and learning, family support and healthy development. A number of coalition members serve on the ECAC and look forward to supporting the state's efforts in that capacity as well. In addition, the coalition is actively supporting the President's Early Learning Initiative through mobilization and outreach efforts throughout the state.

WBNY works collaboratively with the Public Policy and Education Fund of New York (Citizen Action and the Alliance for Quality Education) to embed the early years within K-12 education. Our focus is on increasing access to high-quality programs, with particular attention on QUALITYstarsNY, a Quality rating and improvement system, as a strategy to guide investment and promote quality. The groups are working to broaden the base of support for investments in early education as a core foundation of improving educational opportunities for young children.

To that end, we are extremely pleased that New York State is seeking to invest in Race to the Top Funds to expand QUALITYstarsNY, recognizing that the long-term improvements in educational opportunity have to begin before kindergarten. Early childhood programs are critical to success in school and beyond.

Substantial background work undertaken by advocates and the ECAC has begun to improve accountability by developing sufficient data and data systems to assess student progress and program quality. We now have the opportunity to build that system and break down the traditional silos that have existed for far too long. The resources from the federal grant will give New York State the opportunity to significantly address that need.

Finally, early education programs rely on and are guided by the staff, particularly the staff in the classrooms with children. The Early Learning Challenge Grant funds will help New York build a coherent system of supports for pre-service and in-service education for the early childhood workforce. The effective integration of learning standards requires a well-prepared workforce.

Thank you again for your strong leadership on the Early Learning Challenge Grant proposal. We look forward to future work with your Administration to ensure that New York State continues to strengthen and expand its supports for children and families and makes the wisest possible use of resources. It represents an opportunity to ensure much-needed investments in the early education system.

Sincerely,

(b)(6)

WBNY Co-Chair
Policy Director
Center for Children's Initiatives

(b)(6)

WBNY Co-Chair
Senior Staff Attorney
Empire Justice Center

Business Leaders



(b)(6) **ESQ.**
President & CEO

October 14, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

One of the top priorities for The Business Council of New York State, Inc. is fostering a trained, skilled workforce to fit the needs of the 21st economy.

Early childhood education is an integral part of the "cradle to career" continuum. For this reason, The Business Council supports New York's application for a federal Early Learning Challenge Grant.

The National Institute for Early Education Research found that children who go through quality pre-K programs have stronger math and reading skills. Ensuring that students develop these skills early on will help to foster later success in college and the work world.

The Business Council will continue to support initiatives that boost the quality of education in New York State.

Sincerely,

(b)(6)



One CA Plaza
Islandia, NY 11749

(b)(6)

ca.com

September 30, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

At CA Technologies we believe in doing things better and smarter. That is why we fully support New York State's application for a federal Early Learning Challenge Grant. This funding will provide an opportunity to take what we already have in place to the next level. In essence, it will allow New York to build a comprehensive early learning system on our existing foundation.

Headquartered in Suffolk County, CA Technologies is a Fortune 500 company with approximately 13,000 employees worldwide and one of the largest independent software corporations in the world. We are committed to serving the workforce of today while preparing the workforce of tomorrow. That is why we subsidize seven on-site early learning programs, for children aged six weeks to six years, for our employees. These Montessori classrooms are NAEYC accredited and of the highest quality. We also recently opened a state-of-the-art infant-toddler play area. We believe that children benefit from the experiences we are able to provide and that their parents—our employees—are better workers because they know that their children are thriving.

Through our partnerships with Sesame Workshop, Boys and Girls Clubs of America, and DonorsChoose. Org, we continue to support access to high-quality education for children of all ages. We support New York State's Early Learning Challenge Grant because we believe that it will specifically benefit our youngest children. We wish you luck in your application.

Sincerely,

(b)(6)

Vice-President, Human Resources CA Technologies
Member of America's Edge



CAPITAL REGION SMART

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

October 5, 2013

Dear Governor Cuomo:

The Albany-Colonie Regional Chamber represents 2,200 businesses and organizations that employ more than 110,000 area residents. Many of those employees are parents who choose where they live and work based in no small part on the quality of education in the area. Therefore, the Capital Region (and New York State in general) must provide access to a continuum of education that meets the highest quality standards. In order to be truly effective, that education must begin in the very earliest years.

This is why our Regional Chamber fully supports New York State's application for a federal Early Learning Challenge Grant. We are specifically supportive of the provisions that will increase the quality of programs through implementation of QUALITYstarsNY, as well as explore a tax credit for programs that meet those new quality standards. These provisions will support the workforces of today and tomorrow.

QUALITYstarsNY will raise program quality standards and help ensure that children's early learning needs are met and that they are kindergarten-ready before they ever enter a classroom. A tax credit will increase access to high-quality programs while supporting small businesses.

I hope that the application is successful and that New York State continues to support initiatives that encourage workers to move to the Capital Region to raise and educate their children.

Sincerely,

(b)(6)

President & CEO, Albany-Colonie Regional Chamber
Member of America's Edge

At the Center of New York's Tech Valley

5 Computer Drive South, Albany, NY 12205-1608 t. 518.431.1400 acchamber.org

ECAC Members

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

As a current member of your Early Childhood Advisory Board (ECAC) I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. As an educator for the past thirty nine years and currently in my role as Department Chair person in the Teacher Preparation department at Hudson Valley Community College I can attest to the importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education. Our department's mission statement and conceptual framework outlined below clearly reflects the need for high quality teachers who are pedagogically skilled.

"The Teacher Preparation Department is committed to preparing sensitive, caring, reflective, and considerate students who are academically strong, pedagogically skilled, and culturally responsive to the needs of diverse learners within a global society.

We believe that students should demonstrate a strong foundation and knowledge of typical and atypical child development by modeling attitudes and beliefs which reflect socioeconomic and cultural sensitivity, consideration of others, and flexibility when working with children, adults, coworkers, community members and families within a global content and in diverse settings. Students should demonstrate developmentally appropriate best teaching practices in a culturally responsive, inclusive, adaptive and interactive learning environment. Each student should maintain a professional demeanor in which the student displays a positive, appropriate approach toward children and learning which demonstrates an awareness of each child's diverse learning needs. Our daily teaching practices are grounded in these beliefs and values which we strive to nurture within ourselves as well as in our students."

We expect our graduates to demonstrate the following fine components which are the foundations upon which all of our teaching is centered.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable. As a Community College, and a nationally accredited early childhood program, we are committed to assisting in this endeavor by providing professional development opportunities and course work for early childhood professionals

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Department Chair
Teacher Preparation Department
Hudson Valley Community College
80 Vandenburg Avenue
Troy, New York 12180

(b)(6)



...Because every child deserves a childhood

Central Administration
6339 Mill Street
P.O. Box 5005
Rhinebeck, NY 12572-5005
Tel: (b)(6)
Fax: (b)(6)
Email: (b)(6)
Website: www.astorservices.org

October 4, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber - State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top - Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated, AS a member of the ECAC and provider of early childhood services in NY, I have experienced first hand the benefits of high quality early childhood education. We have multiple stories of Head Start and Early Head Start Students who have overcome the barriers related to either their disability or poverty to achieve success as adults.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

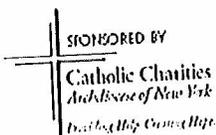
Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

(b)(6) Executive Director/CEO

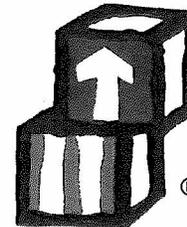


Cattaraugus & Wyoming Counties Project Head Start

101 South 19th Street • Olean, NY 14760-3325

(b)(6)

www.headstartnetwork.com



Ira Katzenstein, CEO

October 3, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. As the CEO of Cattaraugus and Wyoming Counties Project Head Start, I can attest to the great unmet need – there are about 1,700 low income (<100% poverty) children 3-4 in our area most who are not in programming.

I am pleased to know that New York State's proposal aims to increase the actual quality – not just the number due to including more of NYS in its reach - of all early learning and development programs and using QUALITYstarsNY to do so. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children.

As one who employs about 100 persons, I am also pleased that New York's proposal seeks to improve the quality of early childhood education and the knowledge and skills of the early childhood workforce.

Head Start has shown, and I strongly support proposed efforts, we can improve the health, nutrition, and social emotional development of young children. We can always better engage and support families in meeting the needs of their children. It is only through this comprehensive approach like Head Start's that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Ira Katzenstein

Families are the heart of Head Start . . . where great minds begin

Head Start & Early Head Start Centers ... educating parents and children birth to 5

Delevan
716-492-4720

Franklinville
716-676-8000

Olean
716-372-5959

Salamanca
716-945-5281

Warsaw
585-786-2770



The Children's Aid Society
www.childrensaidsociety.org

September 19, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Children's Aid Society (CAS) strongly supports New York State's proposal for a federal Early Learning Challenge grant. We believe that New York's proposal will go a long way in establishing and implementing a system to significantly improve early childhood opportunities for New York's children. CAS is committed to working with government partners, policy makers, fellow providers, parents and communities towards this end.

For 160 years, The Children's Aid Society has helped children in poverty to succeed and thrive. We do this by providing comprehensive supports to children and their families in targeted high-need New York City neighborhoods. Today, CAS serves 70,000 children and families in New York City each year, approximately 1,000 of whom attend our center-based and school-based early childhood programs. We also share New York State's commitment to the children of NY: ensure that all young children attend high quality early childhoods programs and are ready to achieve success in Kindergarten and beyond.

Children's Aid is particularly enthusiastic about the following components of New York's proposal: the implementation of QUALITYstarsNY, the tiered quality rating and improvement system; addressing the health, behavioral and developmental needs of children; engaging and supporting families; a focus on developing the skills, knowledge and ability of the early childhood workforce; and building an early learning data system. As a member organization of the NYS Early Childhood Advisory Committee, we have been actively involved in developing aspects of the proposal, especially in monitoring and advising the quality rating and improvement system pilot phase.

An Early Learning Challenge grant award to New York would help The Children's Aid Society strengthen our early childhood work in the neediest communities in NYC – Harlem, Washington Heights, Northern Staten Island and the South Bronx – using QUALITYstarsNY as the vehicle. We look forward to working with a coalition of providers, partners, advocates and representatives from higher education to ensure that there are enough high-quality early childhood options for the children who need them the most.

All children deserve to enter school ready to learn. An Early Learning Challenge grant in New York will do much to help us all realize that goal.

Sincerely,

(b)(6)

President & CEO



128 Breeley Boulevard
Melville, NY 11747

(856) DOC4TOT (856-362-4868)
docsfortots.org

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

To the Honorable Governor Cuomo,

It is a pleasure to write this letter in support of New York's Early Learning Challenge Grant. Docs for Tots is a non-profit, non-partisan organization led by pediatricians to promote practices, policies, and investments that will enable young children to thrive. Docs for Tots creates linkages between doctors, policymakers, early childhood practitioners, and other stakeholders to ensure that children grow up healthy. Our focus is on the youngest children and their families, from prenatal to children age five. Our vision is that all families are able to fully support the healthy development of their children during early childhood. Docs for Tots provides doctors and other stakeholders tools to transform practice and improve public policy with a focus on five priority issues: promoting the early childhood medical home, increasing developmental screening, promoting high quality early care and education, improving social-emotional health and addressing poverty.

We have been an integral part of New York's early childhood landscape for the past decade and have co-chaired New York's Early Childhood Advisory Council since its inception. In that role and others, we have worked collaboratively to infuse key health standards into Quality Stars New York, worked to develop resources to advance the standards, developed a plan for an early screening system in New York beginning with a focus on developmental screening and including elements of professional development, parent and public education and policy work, championed promotion of social emotional development with an initial focus on the early childhood education setting by exploring and sharing best practicing, developing key resources and partnerships to educate the field. We have also been integrally involved in advocating for advancing the capacity and training of the child care health consultant workforce in New York, most recently committing to



cultivating a Child Care Health Consultant Network in New York and a resource center to support their training. We have been a persistent voice for supporting cross systems alignment around early childhood as well as bring capacity to ensure that health is consistently at the early childhood table.

Co-director personal involvement as lead author of the Building Bridges between health and early childhood systems project speakers kit administered through National American Academy of Pediatrics, long term engagement on the National Section of Early Education and Childcare (emerging Council of Early Childhood) and continued education and promotion of Caring For Our Children : National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs brings organizational expertise around the most current thinking and best practices in this arena.

We are most excited about the proposed work of New York's Early Learning Challenge grant. We stand ready to provide: leadership in improving the health standards within the quality rating system, development of professional development, resources, training and technical assistance around health promotion, development of further professional development and systems level advocacy around developmental screening, social emotional health and screening and linkages to the medical home . We are prepared to work with the State on all of these areas as well as to further cultivate our Child Care Health Consultant Network and provide expertise around children with high and special needs.

We strongly believe that New York is uniquely poised for success to implement the proposed activities of the Early Learning Challenge Grant due to a tremendous amount of groundwork accomplished over the past years around health promotion standards, commitment to developing and training the health consultant network, momentum and resources developed around developmental screening and social emotional development.



These initiatives are ready to be taken to scale to provide New York's children with the start that would be realized from implementation of the proposed activities would have tremendous impact on their school readiness and lifelong health and success. We are honored and enthusiastic to share our support for this work.

Sincerely,

(b)(6)

Co-Director

Docs For Tots

Early Childhood Policy Research

Anne W. Mitchell

1250 Honey Hollow Road
Climax, New York 12042

Voice: (518) 966-4585

E-mail: anne.walsh.mitchell@gmail.com

September 10, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I write to express my sincere and passionate intent to support fully the standards-based system of early learning and development that New York State is committed to implementing and has described in its application for the federal Early Learning Challenge grant.

As a long-time elected member and former vice-president of the Greenville Board of Education, I have seen the significant effects that excellent early experiences have for young children as they enter kindergarten. Engaged families and great teachers in high quality settings can make all the difference in school success.

As a member of your Early Childhood Advisory Council since its inception and past co-chair of its Quality Improvement Workgroup, I am enthusiastically committed to implementing and have been deeply engaged in designing QUALITYstarsNY. QUALITYstarsNY truly is the hub that connects our essential standards together: early learning and development standards for children linked with the knowledge and credentials of the workforce, linked with the standards for programs and the supports that will create high-quality learning settings. QUALITYstarsNY undergirded by a robust data system will improve learning, change child outcomes, and advance our state and community systems.

As a leader in the movement to advance QRIS across this nation, I know that QUALITYstarsNY is an exceptionally high-quality QRIS with bold and rigorous standards based on the best evidence, solidly connected to family engagement, children's learning and health, and an

effective and highly qualified workforce. Our innovative implementation strategy focused on high-need communities, beginning with neighborhoods around persistently low-achieving schools, is unique in the nation. The potential to connect all of the crucial elements into one comprehensive system has the potential to transform education in this state – from the education of expectant parents right through kindergarten and on to college success and world-class careers.

I am proud to support New York in this ground-breaking endeavor.

Sincerely,

(b)(6)

President, Early Childhood Policy Research

September 26, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

(b)(6)
President

Board of Directors

(b)(6)
Chair
Adelphi University

(b)(6)
Vice-Chair
Winthrop-University Hospital

(b)(6) Treasurer
Morgan Stanley Smith Barney

(b)(6)
Bank of America

(b)(6)
Educational Consultant

(b)(6)
Noticia Hispanoamericana,
Inc.

(b)(6)
PHH Arval

(b)(6)
Fair Media Council

(b)(6)
Middle Country Public Library

(b)(6)
Life Planning Group

(b)(6)
Worldwide Who's Who

(b)(6)
Rivkin Radler

(b)(6)
ProActive Technology Group, LLC

Dear Governor Cuomo:

It is with enthusiastic pride that I write this letter supporting New York State's efforts to secure federal funds for the Early Learning Challenge Grant. As a member of your Early Childhood Advisory Council and an early proponent of QualitystarsNY, I can attest to the incredibly innovative and collaborative way in which New York has proposed to improve school readiness for our most vulnerable children.

As a regional nonprofit organization working to improve school readiness for children in our highest need districts, we see the need for more inter-agency collaboration, research-based policy, and flexible regulations that allow practices to be customized to the very diverse regions of the state. Our Early Learning Challenge Grant proposal strengthens these elements and builds on our strong history of support for early education and your recent leadership around investments in full-day pre-K and home visiting. This proposal is perfectly timed to take advantage of our progress to date and increase our focus on closing the achievement gap for children in underserved communities

This proposal engenders pride because it demonstrates how we, as a state, are practicing what we preach. We have incorporated family support principles in so many programs at the State Department of Education, Office of Child and Family Services (OCFS), and the Departments of Health and Mental Health. We have designed QualitystarsNY with the input of over 50 focus groups of parents. We know that low-income children are less likely to be using the regulated market of care than their more affluent peers. This reality requires that efforts to improve school readiness go beyond the formal market of programs and engage parents in places they frequent, e.g. libraries, pediatricians' offices, parks, places of worship. The proposed Early Learning challenge Grant calls for the active involvement of Docs for Tots, Family Place Librarians and other community institutions that can reach parents with messages about the importance of the early years for school readiness, as well as the resources in the community that can support them in their efforts to help their children be ready for school success.

I am grateful for the leadership you have shown around early childhood education and hope New York is successful in winning the Early Learning Challenge Grant, because we certainly are worthy.

Sincerely,

(b)(6)



Hundreds of Police Chiefs, Sheriffs, Prosecutors, other Law Enforcement Leaders, and Violence Survivors Preventing Crime and Violence

STATE CO-CHAIRS

(b)(6)
Sheriff Ontario Co.
(b)(6)

Chief of Police, Massena

(b)(6)

Director, Jenna Foundation
Daughter, Jenna was murdered in 1997

(b)(6)

District Attorney, Saratoga Co.
Chair, Board of Directors,
DA's Association of NYS

STATE ADVISORY COUNCIL

(b)(6)

Sheriff, Montgomery Co.

(b)(6)

Sheriff, Dutchess Co.

(b)(6)

District Attorney, Franklin Co.

(b)(6)

Chief of Police, Massena

(b)(6)

Sheriff, Suffolk Co.

(b)(6)

District Attorney, Onondaga Co.

(b)(6)

Chief of Police, Monroe

(b)(6)

District Attorney, Monroe Co.

(b)(6)

District Attorney, Warren Co.

(b)(6)

District Attorney, Kings Co.

(b)(6)

Chief of Police, Port Washington

(b)(6)

Sheriff, Oneida Co.

(b)(6)

Chief of Police, Skaneateles

(b)(6)

Chief of Police, Webster

(b)(6)

District Attorney, Nassau Co.

(b)(6)

Chief of Police, Dryden

(b)(6)

District Attorney, Albany Co.

(b)(6)

Sheriff, Lewis Co.

(b)(6)

Sheriff, Otsego Co.

(b)(6)

Chief of Police, Cheektowaga

STATE ENDORSEMENTS

NYS Association of Chiefs of Police
NYS District Attorneys Association
NYS Sheriffs' Association

STATE STAFF

(b)(6)

State Director

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

September 24, 2013

Dear Governor Cuomo:

On behalf of Fight Crime: Invest in Kids, we wish to submit this letter of intent with regard to the State's Early Learning Challenge Grant proposal.

Fight Crime is comprised of over 300 law enforcement leaders—chiefs of police, sheriffs, and district attorneys—and crime survivors across the State. Research and our first-hand experience show that it takes both strict law enforcement and proven prevention programs—such as early education—to keep our communities safe.

Our own experience tells us that we must invest early to prevent children and youth from becoming involved in the juvenile and criminal justice systems. In addition, we must support prevention programs that help strengthen families and keep children out of harms way. Therefore, Fight Crime supports strengthening the early learning system and has long advocated for the components included in the application, particularly for universal implementation of high-quality early care and education and home visiting programs. We are committed to continuing that advocacy and to ensuring that the communities we serve have access to and benefit from a comprehensive system.

Our role is to lend our voices so that policymakers and the public understand that early learning is imperative to building a strong, safe society—now and for the future. This fall, we will release a report entitled *I'm The Guy You Pay Later*, which outlines our position that investing now will result in fewer incarceration costs later on. Increased investments in a comprehensive system will result in better educational outcomes that, in turn, result in less crime. Today, New York State has 55,706 inmates in state prisons; 22,159 of those do not have a GED or high school diploma. Research shows that crime can be reduced by increasing high school graduation rates—and increasing school success starts before children ever enter a classroom.

If New York State doesn't want to pay law enforcement later, we need to implement the strategies included in the Early Learning Challenge Grant proposal. Fight Crime: Invest in Kids stands ready to work with the State to implement the proposal on the ground, in communities across New York.

Thank you.

(b)(6)

(b)(6)

Chief of Police,
Massena

(b)(6)

District Attorney,
Saratoga County

(b)(6)

Sheriff Ontario County



GODDARD RIVERSIDE COMMUNITY CENTER

GODDARD NEIGHBORHOOD CENTER 1901-1959
RIVERSIDE COMMUNITY HOUSE 1889-1959

October 1, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated. As a member of the NYS Early Childhood Advisory Council and administrator of NYC early childhood programs in School District 3, our goal of achieving academic readiness is directly tied to the larger objective of reducing the achievement gap and ultimately ensuring that our student population is equipped with the necessary skills to compete in our society.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.



593 COLUMBUS AVENUE • NEW YORK, NY 10024-1998
212.873.6600 • FAX 212.595.6498 • GODDARD.ORG



I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

(b)(6)

Director of Early Education Services



September 18, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
Executive Chamber - State Capitol
Albany, NY 12224

Dear Governor Cuomo:

It is my pleasure to support New York State's application for the Race to the Top Early Learning Challenge. The New York State Association of Early Childhood Teacher Educators (NYSAECTE) represents the faculty in higher education that are responsible for preparing the next generation of teachers and leaders serving children from birth to age eight. Our focus is to:

- To promote the professional growth of our membership
- To advocate for improvements in early childhood teacher education
- Provide a forum for consideration of issues and concerns of interest to educators of early childhood teacher educators
- Provide a communication network for early childhood teacher educators
- Facilitate the interchange of information and ideas about research and practice
- Use, as vehicles, the Journal of Early Childhood Teacher Education, conferences, resolutions, position papers, and other publications
- Cooperate with other national and international organizations concerned with the study and education of young children.

Several of our members participated on teams that helped to develop both New York's competency-based Core Body of Knowledge and the Early Learning Guidelines. We will work to ensure that these essential tools, critical to the success of the Early Learning Challenge, will be integrated into our coursework, yielding a more effective early childhood workforce.

We endorse the Early Learning Challenge application and pledge our support to strengthen New York's early childhood teaching workforce. We acknowledge the powerful leverage that QUALITYstarsNY can make in the lives of New York's youngest students. Our children deserve nothing less.

Sincerely,

(b)(6)

(b)(6)

President

Board of Directors

(b)(6)

President

(b)(6)

President Elect

(b)(6)

Vice President

(b)(6)

Treasurer

(b)(6)

Secretary

(b)(6)

Member, At-Large

(b)(6)

Member, At-Large

National Center for Children in Poverty
Mailman School of Public Health
Columbia University

NCCP

October 1, 2013

215 West 125th Street, 3rd floor
New York, NY 10027-4426

TEL (b)(6)

FAX

www.nccp.org

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

I am writing to convey whole-hearted support from the National Center for Children in Poverty (NCCP) for New York's Race to the Top/Early Learning Challenge Grant application and to pledge our ongoing assistance in achieving its important goals for our state's high-need young children. Affiliated with Columbia University's Mailman School of Public Health, NCCP conducts and synthesizes research on policies that support the healthy development of low-income children and their families.

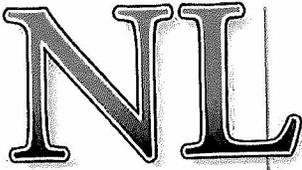
Among the co-authors of *QUALITYstarsNY: Field Test Evaluation Report* (2011), my NCCP colleague, Sheila Smith, and I have been pleased to help support development of New York's Quality Rating and Improvement System (QRIS)—a centerpiece of this application. We will continue to share with the New York's Early Childhood Advisory Council (ECAC)—and through it, the State Agencies participating in the Early Learning Challenge Grant—evidence and insights from ongoing research by NCCP and other groups on QRIS, professional development of the early childhood workforce, parent engagement, and other key aspects of a high quality early care and education system.

It has been my privilege to be a member of New York's ECAC from its inception, serving as Co-Chair of its Data Development Work Group and co-author of *Putting the Pieces Together* (2011), a benchmark look at the separate data systems of the state's early learning programs. I look forward to participating in the ECAC's continued planning for New York's coordinated early learning data system, including the data from QUALITYstarsNY and the Workforce Registry which this successful application promises to enhance.

Sincerely,

(b)(6)

Director, Child Care & Early Education Research Connections



September 24, 2013

New Lebanon
Central School
District

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

As a superintendent in a public school district I am acutely aware of the particular needs of young children and the benefits to our state when those needs are addressed. It is important for our society that all children enter school prepared to learn. A prepared student is more cost effective than supporting a child that enters school behind their classmates. Therefore, I support efforts to expand NYS's early childhood education system, which efforts would be forwarded by an Early Learning Challenge Grant.

One means to meet the needs of young children in New York State is through expanding QUALITYstarsNY so that high standards are present in all programs serving young children. This goal is compatible with the increased higher standards for grades K-12 now adopted by New York via the Common Core Standards. Research is clear that the earlier the intervention, the more dramatic is the impact on student learning.

A second action that would result in a high positive return is providing quality early childhood education professional development such as New York Works for Children. By improving and expanding professional development opportunities, New York would rapidly improve the educational experiences of our youngest citizens. Research demonstrates that the teacher is the number one factor on student achievement. Given this, it is essential that adults that work with our young children need to be appropriately prepared.

As governor you have demonstrated an understanding and support for early childhood education. I commend you for this and encourage your continued efforts for the children of our state. If there is any assistance I can provide, please do not hesitate to contact me.

Sincerely,

(b)(6)

Superintendent of Schools



14665 State Route 22
New Lebanon,
New York
12125

phone: 518.794.9016
fax: 518.766.5574

www.newlebanoncsd.org



NEW YORK CENTER FOR CHILD DEVELOPMENT

October 7, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing as a member of the Early Childhood Advisory Committee to express my strong support for New York's Race to the Top – Early Learning Challenge Grant application. We know the critical importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education. The Early Learning Challenge Grant offers the opportunity to amplify and enhance current efforts to significantly improve outcomes for young children and their families.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by developing strategies to increase the knowledge and skills of the early childhood workforce to help those working with young children to be better prepared to address the needs and social emotional challenges of the children and families they work with. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. We know that investing in young children has a high return on investment and helps prepare children for school and for success in life. Through our work in the Early Childhood Advisory Committee, we have worked to develop strategies to identify children at risk at the earliest possible point and at a time of maximum impact through increasing developmental screening and we have supported strategies to help those working with young children to engage more effectively with families to promote better outcomes. It is only through this comprehensive approach that we will be

able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Associate Executive Director



Department of Education

Dennis M. Walcott, Chancellor

Governor Andrew M. Cuomo
c/o Phil Alotta
NYS Council on Children and Families
52 Washington Street Suite 99 West
Rensselaer, NY 12144

October 4, 2013

Dear Governor Cuomo:

I am delighted to support the comprehensive agenda described in New York State's Race to the Top-Early Learning Challenge grant proposal and to partner closely with the State in executing those plans.

As Chancellor of the New York City Department of Education my responsibility is to ensure that each of our 1.1 million students graduates from high school ready for college and career. High-quality early childhood education provides the foundation of skills and knowledge children need to start school on that path.

New York States's application builds on progress made over the past few years in developing the systems necessary to realize the potential of early education for children, families, and our communities. The proposed expansion of New York's Quality Rating and Improvement System, QUALITYStarsNY (QSNY), outlines clear expectations for programs serving our youngest learners and supports programs in meeting those expectations. The state's focus on bringing these supports to the highest need areas would advance our citywide efforts to address achievement gaps early on.

New York City is well positioned to make the most of this expansion. Participation in QSNY would further advance the City's efforts to ensure children leave early childhood programs ready for school. First, the state's partnership with our Department's Office of Early Childhood Education aligns QSNY with citywide pre-kindergarten quality measures covering programs in both public schools and community based organizations. Additionally, QSNY would support programs in implementing citywide School Readiness Goals and Strategies developed jointly by the New York City Department of Education and the New York City Administration for Children's Services. In order to meet these expectations covering student learning outcomes in all domains, Head Start, Child Care, and UPK providers use the kinds of instruction, assessment and family engagement practices captured in QSNY. We are confident that further expansion would entail continued collaboration to maximize positive outcomes for children and families across all pre-k settings.

The state's decision to include a Kindergarten Readiness Tool in the proposal supports our efforts to maximize time with young children to advance positive learning outcomes in the short and long term. Educators will have information about the skills and knowledge children have when they enter elementary school needed to provide instruction that bests meets their needs. Administrators and policymakers will gain insight into the status of student learning at a critical time in their development needed to support high quality early childhood education that sets children on a path to college and career readiness.

I am committed to working closely with the state in implementing these reforms. New York State and New York City have a long history of collaborating to provide all children with the foundations needed to succeed. This application creates an opportunity to expand upon that partnership with a solid infrastructure and commitment to systemic change.

Sincerely,

(b)(6)



**New York City Early Childhood
Professional Development Institute**

Developing Adults Working with Developing Children

16 Court Street, 31st Floor, Brooklyn, NY, 11241
o. (718) 254-7353 | f. (718) 254-7365

September 18, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

It is my privilege to write in enthusiastic support of your leadership and the state's Race to the Top Early Learning Challenge Grant proposal. The Early Childhood Professional Development Institute (PDI), which is hosted at the City University of New York (CUNY), has demonstrated a strong partnership and commitment to the very essence of this work.

In the last five years, the PDI has had the privilege of coordinating New York State's field test for QUALITYstarsNY and now leads the current first phase of implementation. Additionally, *New York Works for Children*, New York's workforce development initiative targeted to early childhood educators at all levels, was designed and implemented through the PDI, in partnership with the Early Childhood Advisory Council (ECAC). These two components make up the spine of the Early Learning Challenge and position New York to be competitive in this *race to the top*.

I have had the good fortune of being an attentive witness to your commitment to our state's youngest children in your State of the State address, your funding of better prekindergarten initiatives, and your support of this application process. You have dedicated a strong, intelligent, and dynamic team to create an early childhood system that will serve to ensure that every child of this state will thrive in the first five years of life in rich and stimulating environments staffed with highly effective teachers, and arrive ready to succeed through school and into career.

I pledge the PDI's support for continued collaboration and look forward to a day when New York is seen as a leader of excellence in early childhood education.

Sincerely,

(b)(6)

(b)(6)

Executive Director



(b)(6)

Commissioner

(b)(6)

Deputy Commissioner
Division of Early Care and
Education

150 William Street,
18th Floor
New York, NY 10038

October 4, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing to express my strong support for New York State's application for the Race to the Top: Early Learning Challenge proposal. We at New York City's Administration for Children's Services (NYC ACS) are very appreciative of the State's decision to apply for these funds. This action underscores the State's leadership in developing a continuum of quality education starting with infancy through early childhood and primary school.

As you may know, on October 1, 2012, NYC ACS launched *EarlyLearn NYC*, a unique, ground-breaking education model that merges child care, Head Start and Universal Prekindergarten (UPK) into a single, seamless system, establishing a foundation for success for the City's most vulnerable children. *EarlyLearn NYC* serves over 37,000 children from birth to age five across the five boroughs.

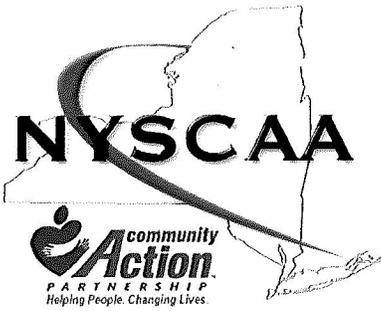
New York City is pleased to see that New York State's quality rating and improvement system, QUALITYstarsNY (QSNY), is central to the proposal. *EarlyLearn NYC* was designed to have strong linkages with the implementation of QSNY, which would support programs in implementing citywide School Readiness Goals and Strategies developed jointly by NYC ACS and the NYC Department of Education. Like QSNY, *EarlyLearn NYC* calls for the use of a comprehensive quality assessment system that addresses children's developmental and health needs. Head Start, child care and UPK providers must use the kinds of instruction, assessment and family engagement practices captured in QSNY in order to meet these expectations, which cover student learning outcomes in all domains.

We are also pleased that New York Works for Children, which includes Aspire, is a primary component of the State's proposal. Aspire, an online system designed to organize information on employment history, education and professional development will help document each step and milestone along the career path of teachers, providers, and direct care staff, allowing easy access and verification of professional development. Aspire will provide critical information to initiatives like QSNY as well as to regulatory agencies. NYC ACS plans to work with each of its *EarlyLearn NYC* contractor agencies to fully utilize Aspire to document and monitor the credentials of prospective candidates for employment vacancies within their programs. In addition, both *EarlyLearn NYC* and the State's Race to the Top proposal contain family support services targeting health, nutrition, and the social-emotional development of young children.

New York City is well positioned to make the most of proposed expansions in the proposal and we are very pleased to support the State's efforts, which we are confident will provide for local systems of high quality early childhood care and education.

(b)(6)

Commissioner



New York State Community Action Association

2 Charles Boulevard, Guilderland, New York 12084

518-690-0491 (p) 518-690-0498 (f)

October 10, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing express the New York State Community Action Association's support for New York's Race to the Top – Early Learning Challenge Grant application. New York State's network of 48 Community Action Agencies serves New York's most vulnerable families and children and is acutely aware of the need these families have for high quality early learning and development programs.

We are pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to help programs serving children with high needs improve the quality of their services. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the early childhood workforce.

Finally, we strongly support efforts to improve the health, nutrition, social and emotional development of young children and to better support families to meet their children's needs. Community Action Agencies have long embraced a comprehensive approach to early childhood education based on the knowledge that it is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

CEO, NYSCAA



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12230

OFFICE OF CULTURAL EDUCATION
Office of Educational Television & Public Broadcasting
10A75 Cultural Education Center, Empire State Plaza
Tel. 518-474-5862
Fax 518-474-2718
Elizabeth M. Hood, Director
E-mail: lhood@mail.nysed.gov

September 30, 2013

The Honorable Andrew Cuomo, Governor of New York
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing to express my strong support for New York's application for an Early Learning Challenge Grant from the US Departments of Education and Health and Human Services.

The mission of my office is to be a catalyst in connecting public broadcasting resources and practices to SED priorities while building a strong and thriving statewide public broadcasting system. Public television offers evidence-based television programs and related online resources designed to foster the early literacy, numeracy, and social and emotional development of children aged 2 and up. These resources have been rigorously evaluated, and it is clear that all children – especially those in poverty – exhibit learning gains after taking advantage of them.

As a member of the NYS Early Childhood Advisory Council (ECAC), I strongly support New York's agenda for young children. Improving the quality of childcare is a number one priority, especially for children whose families find it difficult to make ends meet. Public television's free resources, which are supported by Federal and State investments, can bolster the early learning environment, giving parents, caregivers and, most important, children the tools they need for success.

This investment in New York's youngest citizens will help them reap benefits throughout their lives – greater earning potential, decreased need for educational remediation, and improved achievement in all they aspire to. My office stands ready to do whatever we can to contribute to the efforts funded by New York's Early Learning Challenge Grant.

Very truly yours,

(b)(6)

(b)(6) Co-Chair, NYS ECAC

(b)(6) Co-Chair, NYS ECAC



Agri-Business Child Development Administrative Office

ABCD at Batavia
Batavia, NY

ABCD at Florida
Florida, NY

ABCD at Fredonia
Fredonia, NY

ABCD at Geneva
Geneva, NY

**ABCD at Goshen ~
House on the Hill**
Goshen, NY

**ABCD at Holley ~
Grace's Place**
Holley, NY

ABCD at Kingston
Kingston, NY

ABCD at Lake Ontario
Williamson, NY

ABCD at Middletown
Middletown, NY

ABCD at New Paltz
New Paltz, NY

**ABCD at Newfane ~
Rathgaber Center**
Lockport, NY

ABCD at Red Creek
Red Creek, NY

**ABCD at Seneca Falls
Seneca County Head Start**
Seneca Falls, NY

Administrative Office
Schenectady, NY

Community Relations
Hyde Park, NY

**Program Design and
Management**
Geneva, NY

Program Operations
Albion, NY
Goshen, NY

Program Support
Albion, NY

September 19, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

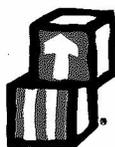
Dear Governor Cuomo:

I am writing this letter of support to you in regards to New York State's Early Learning Challenge grant (NYS ELCG). As an agency, Agri-Business Child Development (ABCD) fully supports the intent and goals as set forth in this initiative.

Since 1946, ABCD has been providing quality early childhood education, health and social services to farm worker and other eligible families across New York State. Children 8 weeks old through school age benefit from culturally and linguistically responsive Migrant and Seasonal Head Start, regional Head Start, Early Head Start, and State funded programming in each of our thirteen centers. In 2013, ABCD anticipates serving more than 1,400 children in our centers located in mostly rural areas within the fruit and vegetable belt of New York State. Given the rural nature of our program and parents' lack of transportation, access to specialty care, education and learning opportunities is severely restricted. Coordination among federal, state and local resources will greatly mitigate these obstacles and certainly enhance opportunities and accessibility for children, parents and staff.

ABCD is a model program of integrated services. Every child within an ABCD classroom receives the same comprehensive Head Start services without regard to the funding stream (Federal or State) under which the child is eligible. Although fiscal, demographic and other data are segregated and allocated by funding source, program delivery is seamless. Despite this great success, the challenge is in responding to the various rules, regulations, and standards that exist in the federal, state and local levels that are often incongruent with one another. The full implementation of high quality early learning and development standards would streamline programming and allow for more universal assessment of quality across all early care and learning settings based on one set of standards.

As a Head Start program, we are reviewed every three years by the Federal Government, we are audited by an external audit firm, and receive regular audits from other various sources of funds. ABCD has always received positive results from these reviews, audits and exams. ABCD centers are accredited by the National Association for the Education of Young Children (NAEYC). However, there is no universally defined standard in use throughout the state by which our program can be compared to any other program. ABCD fully supports the full implementation of *QUALITYstarsNY* which will allow parents to readily assess the quality of an early care and learning setting anywhere in New York State. Expanding *QUALITYstarsNY* to more programs and providers will raise the



847 Union Street, Schenectady, New York 12308
Phone (518) 346-6447 Fax (518) 346-4384



quality of services to children with high needs across the state.

One of the key components of any high quality program is the level of education and competency among its staff. Study after study shows that an educated and trained workforce leads to quality services for children and families. ABCD supports the implementation of *New York Works for Children*, the state's early childhood education professional development system. With funding cuts and stagnant funding, it is imperative that resources are provided for all teachers and caregivers to receive high quality and appropriate training in order to reach their full potential as professionals. The NYS ELCG strategic plan addresses this critical need.

For parents it is critical to make the best decision concerning where they are placing their children for a large portion of their work week. They want to choose a setting that will foster their child's physical and social-emotional well being and provide a learning environment that prepares children for success in school and life. The goal of Head Start is to prepare children for transitions into the public school system and life experiences. ABCD supports a holistic approach to early childhood education that includes children's health, nutrition, and social-emotional development. ABCD fully supports the strategies included in the NYS ELCG to improve the health, nutrition and social-emotional development of young children.

Based on our program's experience, we know that parents want to be involved in their children's development and education. They are their children's first and most important teacher. ABCD parents participate in Policy Groups, parent committees, education committees, health services advisory committees etc., and are active participants in the classrooms as volunteers. The Head Start model for family engagement should and could be replicated throughout New York State which would empower parents not only in the early learning years, but as children transition to the public school system. By involving parents, ABCD responds to their input and opinions which ultimately enhances program quality. ABCD supports NYS ELCG strategic efforts to support programs serving young children in their efforts to engage and support families.

Finally, as the State's only Migrant and Seasonal Head Start program, the agency is acutely attuned to the mobility of families within the state and interstate. At ABCD, a web based database system houses all family demographic information, health and immunization records, and family partnership records and contacts for children and families enrolled in ABCD's thirteen centers across the state. This system is limited to recordkeeping and tracking within our own agency. A universal data bank would allow for access to all early care and learning systems and would mitigate such things as the potential for children being over immunized and delays in services for children with special needs as they transition from one service provider to another. Such a system would promote greater continuity of care in all aspects of development for children and families, support program and policy decisions, and result in a more effective and efficient system of services on all levels across the state.

In conclusion, ABCD fully supports New York State's efforts in applying for the Early Learning Challenge grant funds. In an effort to support this initiative, ABCD will embrace the implementation of the innovative strategies that will be a result of this funding. ABCD will incorporate *QUALITYstarsNY* as part of our self assessment and ongoing monitoring systems. As a statewide organization that is housed in many rural communities, if needed or requested, ABCD will share its 67 years of expertise in: providing seamless service delivery, in family engagement, and in database management to other local agencies or child care providers. ABCD will share resources (facilities, trainings, etc.) with other community members when those collaborations are warranted. ABCD is committed to and will work diligently towards the goal of a more integrated approach to services that will provide increased access to parents in need, and will promote consistent high quality health and education services necessary for school readiness across the state.

Please do not hesitate to contact me at the phone number listed, or I can be reached at (b)(6)

Sincerely,

(b)(6)

ABCD Executive Director



PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

The Honorable Andrew Cuomo
Governor of New York
Executive Chamber
Albany, New York 12224

October 2, 2013

Dear Governor Cuomo:

I wish to express The Parent-Child Home Program's (PCHP) strong support for New York State's Early Learning Challenge Grant proposal. PCHP is committed to working with the state to support the development of a well-functioning system of high-quality early childhood services, a system that is essential to reducing the achievement gap and ensuring that children enter kindergarten ready to succeed.

The importance of early learning opportunities for bridging the achievement gap is why the Parent-Child Home Program has partnered with other early childhood programs to provide innovative, intensive home visiting services prior to pre-k entry. The Parent-Child Home Program, a two-year program designed to bring early literacy and school readiness to educationally and economically disadvantaged families with two and three-year-olds, supports the development of the literacy, language, and social-emotional skills children need to be successful in school and in life.

PCHP is extremely pleased that New York State recognizes that access to educational opportunities must begin well before kindergarten. The important systemic improvements the state has identified include: continuing efforts to strengthen and expand NYS's early childhood education professional development system – New York Works for Children; implementing new strategies for improving the health, nutrition, and social-emotional development of young children; strengthening efforts to support programs that engage and support families; and building a comprehensive early childhood data system that furnishes essential information, supports program and policy decisions, and ensures a more effective system of services.

PCHP is proud to be represented on the Early Childhood Advisory Council (ECAC) and to be participating in the work the ECAC has initiated to improve accountability by developing data and data systems to assess student progress and program quality, and to build a coherent system of supports for pre-service and in-service education for the early childhood workforce. To effectively integrate learning standards into all early childhood settings requires a well-prepared workforce. New York State has begun the work to build a quality early learning system and break down the traditional silos that have existed for far too long. An Early Learning Challenge Grant will ensure that the state can complete this critical work.

The Parent-Child Home Program
www.parent-child.org

1415 Kellum Place, Suite 101, Garden City, NY 11530
516-883-7480/516-883-7481 (fax)

Governor Cuomo
10/2/2013
Page 2 of 2

Thank you again for your strong leadership on the Early Learning Challenge Grant proposal. This grant represents a wonderful opportunity to make much-needed investments in our early education system. We look forward to working with your Administration to ensure that New York State continues to strengthen and expand its supports for children and families, preparing children for school success and eliminating the achievement gap.

Very truly yours,

(b)(6)

Chief Executive Officer



Prevent Child Abuse
New York

33 Elk Street, 2nd Floor
Albany, NY 12207
518-445-1273 / 800-children
www.preventchildabuse.ny.org

September 18, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing, as the executive director of Prevent Child Abuse New York and a member of the Early Childhood Advisory Council and its Strong Families committee, to express my support for New York's application for a Race to the Top: Early Learning Challenge grant.

Prevent Child Abuse New York's key area of concern is children's well-being and healthy development, starting in the earliest years. As such, I am pleased that with this initiative, the state will be able to support programs serving children with high needs in improving the quality of services, to improve outcomes for children.

We also strongly support proposed efforts to better engage and support families in meeting the needs of their children. This comprehensive approach is essential to closing the achievement gap and ensuring that all children have the supports and services they need to succeed in school and life.

Prevent Child Abuse New York is committed to continuing our work with the Early Childhood Advisory Council and the NYS Parenting Education Partnership to support child health and development, as well as family engagement, linking those areas to a quality rating and improvement system and cross-systems data development.

With appreciation for this insightful proposal, I offer my support for the initiative's successful implementation.

Sincerely,

(b)(6)

[Redacted signature box]

Executive Director



October 1, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Rauch Foundation is excited to support New York's Early Learning Challenge Grant proposal. The Rauch Foundation invests in ideas and organizations that spark and sustain early success in children and systemic change in our communities. Recognizing that 85% to 90% of brain development takes place from birth to age five, the Rauch Foundation supports programs and policies that support intervention early in life. We commission important research on young children and families, raise awareness of critical policy issues, and award grants to organizations and programs that are creating systemic change on Long Island and beyond. We believe in taking a comprehensive approach to problem solving, and our activities extend beyond traditional grantmaking to include significant research and communications efforts.

More specifically, we believe that all children should have access to high-quality early learning opportunities – especially vulnerable and disadvantaged children. We have targeted our grantmaking in ways that support communities in their efforts to prepare children for school success, while also focusing on state-level systems change.

We are very excited that New York is applying for the Early Learning Challenge Grant. This opportunity could help New York move forward in creating a stronger early childhood system and better prepare our children for school success. The Foundation has been particularly interested in improving the quality of care that children receive. We have been supporting QUALITYstarsNY since the field test, and have continued to provide support that allows early childhood programs from two high-need Long Island school districts to participate. Receipt of the Early Learning Challenge funds would enable New York to take the next steps in implementing QUALITYstarsNY and improve the quality of care for more of New York's children.

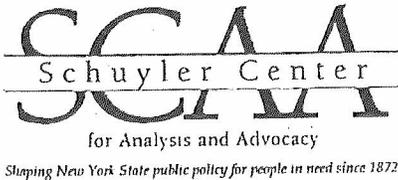
Another area of focus and critical importance to the Foundation is the use of good data. For the past ten years we have convened and underwritten the Long Island Index, which operates on the principle that "good information presented in a neutral manner can move policy". Data is essential to making good decisions and ensuring efficiency. Currently it is extremely difficult to compile data about the early childhood system – because there is not one system. The ELCG will allow New York to create a comprehensive data system that will inform policy and programmatic decisions and ultimately lead to a better system of care for New York's children and families.

We wholeheartedly support the state's application and will continue to leverage our resources in support of the state's work.

Sincerely,

(b)(6)

Vice President, Grants and Operations



September 24, 2013

Honorable Andrew M. Cuomo
Governor of New York State
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

On behalf of the Schuyler Center for Analysis and Advocacy (SCAA), I would like to express my organization's support for New York State's Early Learning Challenge Grant proposal. This federal opportunity is critically important for the future of our State. Your Administration's commitment to crafting a comprehensive plan for both short- and long-term transformation is greatly appreciated.

For over 140 years, Schuyler Center has worked to shape public policy and advocate for the rights of disenfranchised populations, including low-income and at-risk children and families. Our issue areas—health (including physical, mental and dental), child welfare, education and income security—are interconnected and reflect a dedication of the child as a whole being, influenced and impacted by the world around him/her. In this time of fiscal uncertainty, it is imperative that communities strengthen families with services that sustain them and prepare our children for school and for life.

Schuyler Center is a leader of *Winning Beginning NY (WBNY)*, the state's early care and learning coalition. As such, we fully support WBNY's priorities: prenatal, postpartum, and early childhood home visiting; child care; Pre-K and Kindergarten; QUALITYstarsNY; Early Intervention; afterschool programs; and the early childhood workforce. SCAA and WBNY are pleased that a number of our priority issues will be addressed by this grant, including implementation of QUALITYstarsNY, and development of a comprehensive early learning data system.

We also convene the New York State Home Visiting Workgroup, a diverse group of stakeholders working to develop a universal coordinated system of services for prenatal and postpartum women and their families. In addition, Schuyler Center is partnering with the Community Service Society, Children's Defense Fund New York and others working to ensure that the unique needs of children, youth and families are addressed as New York implements health care reform.

I serve as one of your appointees to the Early Childhood Advisory Council and Schuyler Center staff is serving on a workgroup identifying and addressing the health, behavioral and developmental needs of children to improve school readiness as part of the

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Laurie Shanks

Ronald F. Uba

Kate Breslin
President and CEO

application process. Thank you for your leadership in moving New York State forward on early care and education. We look forward to working with the Administration and with all of our partners in advancing the vision set forth in the State's proposal.

Sincerely,

(b)(6)

President and CEO



State of New York
David A. Paterson
Governor

omh Office of Mental Health
44 Holland Avenue
Albany, New York 12229
www.omh.state.ny.us

October 4, 2013

Honorable Andrew M. Cuomo
Governor of New York State
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

Consistent with your charge for more effective and efficient government, I am pleased to support the Race to the Top Early Learning Challenge Proposal (RTT-ELCG). This proposal articulates a vision toward early identification and intervention, collaboration with parents, school readiness and improved outcomes for many of our most vulnerable children living in high needs communities. We are poised to advance this initiative and leverage our resources to strengthen and advance young children's social emotional development.

New research shows the critical impact of a child's "environment of relationships" on developing brain architecture during the first months and years of life. We have long known that interactions with parents, caregivers, and other adults are important in a child's life, but new evidence shows that these relationships actually shape brain circuitry and lay the foundation for later developmental outcomes, from academic performance to mental health and interpersonal skills. This proposal offers solutions to challenging issues. We know that more states are expelling preschool-aged children at rates higher than school-aged populations. In NYS, it is estimated that nearly 700 young children could be expelled from preschool for behavioral reasons each year. We know that interventions such as the one proposed in this application has demonstrated results in lowering those rates. This work will be one of many initiatives within the proposed infant-early childhood social emotional resource center which supports cross system professional development and targeted interventions to reach high needs children across the ten designated state regions.

Thank you for the opportunity to express my support of the RTT-ELCG.

Sincerely,

(b)(6)

Acting Commissioner

Education

Providence Equity LLC
9 West 57th Street
Suite 4700
New York, NY 10019
212 588 6711
212 588 6701 Fax
r.parsons@provequity.com

PROVIDENCE EQUITY

October 14, 2013

Richard D. Parsons
Senior Advisor

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

On behalf of the New NY Education Reform Commission, I am pleased to submit this letter in support of New York State's Race to the Top Early Learning Challenge Grant application to increase access to and improve the quality of early learning and development programs. Last spring, you established the New NY Education Reform Commission, charging its members with identifying successful educational models and developing long-term strategies to improve student achievement while ensuring efficient use of public resources. In our view, New York State's Race to the Top Early Learning Challenge Grant application outlines a coherent, far-reaching plan to enhance the way our State's youngest citizens learn and develop in the earliest stages of their lives.

In our Preliminary Action Plan, the Education Reform Commission recommended increasing access to early educational opportunities – particularly for low-income and disadvantaged children. You and the NYS Legislature responded by allotting \$25 million for a competitive grant program to expand and improve prekindergarten for high-needs students across the State (in addition to the significant investment in the Universal Prekindergarten program). New York State's application for the Race to the Top Early Learning Challenge Grant is entirely consistent with the Commission's recommendation, in that it will further promote early learning and development outcomes for children and enable NYS to better measure outcomes and progress. If approved, this application would allow the State to increase the number of children who receive developmental screenings and adequate services; and bolster early learning programs by enabling them to more effectively support healthy eating habits, nutrition and physical activity.

The Commission's support of the Early Learning Challenge Grant application is a testament to New York State's commitment to elevating and expanding high-quality early learning and development. Providing quality early learning opportunities is essential to our continued success in preparing all of our children to compete in the 21st century global economy. On behalf of the Education Reform Commission, I applaud the State's efforts in championing great education for all New Yorkers and look forward to our continued partnership in this mission.

(b)(6)

Chairman, New NY Education Reform Commission

New NY Education Reform Commission

(b)(6)



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EMPIRE STATE COLLEGE

STATE UNIVERSITY OF NEW YORK

October 15, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, New York 12224

RE: Letter of Support

To the Honorable Governor Andrew Cuomo:

SUNY Empire State College is pleased to support the grant application for Race to the Top: Early Learning Challenge. The college has long recognized the importance of high-quality education for New York's young children, particularly those with high needs.

Empire State College looks forward to supporting the QUALITYstarsNY program by providing high quality, affordable and accessible educational programs to childcare professionals across the state. Through our Center for Distance Learning and our 35 locations throughout the state, we provide for these professionals coursework that is accessible statewide and meets the educational requirements for professional credentials through the New York State Association for the Education of Young. Over 230 individuals have graduated from the college in the last seven years with concentrations specific to early childhood development.

Representatives of the college, through participation in New York State's Early Childhood Advisory Council, are involved in conversations and planning around workforce development initiatives with the goal of advancing professional development opportunities for the early childhood workforce in the state, as well as fostering collaboration across the SUNY/CUNY system. We will be pleased to be a partner seeking to advance the strategies to increase the knowledge and skills of the early childhood workforce, as outlined in this proposal.

Finally, we support this proposed comprehensive approach that seeks to ensure that all children, including those with high needs, have the supports and services they need to succeed in school and life.

Sincerely,

(b)(6)

Acting Provost/Vice President for Academic Affairs
SUNY Empire State College



The New York State Association of Small City School Districts, Inc.

1280 New Scotland Road
Slingerlands, NY 12159

518-475-9500
518-475-7677 (fax)
@SmallCitySchool

October 10, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
New York State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The New York State Association of Small City School Districts, Inc. (NYSASCS D) is pleased to support New York State's Race to the Top Early Learning Challenge Grant application to increase access to and improve quality of early learning and development programs. NYSASCS D views the education system as a pipeline that extends from birth to retirement years. Quality early learning is the foundation for a successful academic career. *"Education is what survives when what has been learnt has been forgotten". (B.F. Skinner).*

If successful, this grant award will support the building and expanding of a Quality Rating Improvement System throughout the State, in part by broadening

- QUALITYstarsNY,
- Universal Prekindergarten,
- Head Start, and
- Early Head Start programs

It is imperative therefore that New York State must invest heavily in its QUALITYstarsNY programs in the lowest performing schools and districts around the State, in an effort to bolster program quality and enhance learning, development, and school readiness. The core curriculum program must start here.

Further, New York should

- increase the number of children receiving developmental screenings;
- enhance the health standards in QUALITYstarsNY;

- expand training on those standards;
- support early learning programs to more efficiently support healthy eating habits, nutrition and physical activity; and
- provide training and support to early learning programs to support children's social and emotional development.

Finally, New York will integrate its existing Core Body of Knowledge, which articulates early learning professional standards, in addition to training on the Prekindergarten Foundation for the Common Core, into all professional development to ensure broader knowledge and to facilitate essential components be implemented into practice throughout the State.

Consistent with your support of early learning education programs, NYSASCSD believes it is essential for early learning childhood educators to have a solid knowledge of how children grow and develop as the cornerstone of high quality early childhood practice. Our support of New York State's grant application represents a continued commitment toward elevating the field of early childhood education to reflect the need for high-quality early care instruction and education.

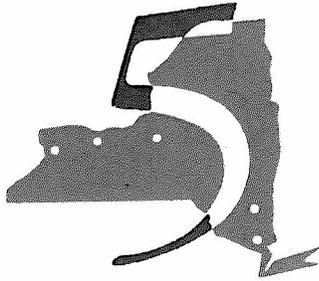
We appreciate the opportunity to submit this letter in support of New York State's Race to the Top Early Learning Challenge Grant application. Providing quality early learning opportunities is essential for the State to continue to be competitive in the 21st century global economy.

Sincerely,

(b)(6)

President, NYSASCSD and
Member, Board of Education,
Norwich City School District

*Albany Amsterdam Auburn Batavia Beacon Binghamton Canandaigua Cohoes Corning Cortland Dunkirk Elmira
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CONFERENCE OF BIG 5 SCHOOL DISTRICTS

74 Chapel Street
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Yonkers

EXECUTIVE DIRECTOR

(b)(6)

October 11, 2013

The Honorable Andrew Cuomo
Governor of the State of New York
State Capitol, Executive Chamber
Albany, New York 12224

Dear Governor Cuomo:

I am writing on behalf of the Conference of Big 5 School Districts to support your application for the federal Early Learning Challenge Grant Program. The Big 5 School Districts include the city school districts of Buffalo, New York, Rochester, Syracuse and Yonkers. Collectively, the five urban centers educate approximately 43% of the State's public school enrollment, 48% of the school-age special education population and more than 61% of New York's prekindergarten children. The pupils we serve are overwhelmingly poor, highly mobile and from diverse backgrounds.

The short and long term benefits of early learning and prekindergarten programs for children, particularly those living in poverty, have been well documented and include students achieving greater academic success and lifelong productivity. All of the Big 5 districts maintain prekindergarten programs to enhance their children's abilities to meet the higher learning standards throughout their school years. The Early Learning Challenge Grant Program would build upon local efforts to strengthen the continuum of learning for our students.

The goal of our society is to provide all people regardless of income, disability or special needs with an opportunity to succeed. While school districts are designed to provide the education and knowledge needed to fulfill these opportunities, the early learning community provides the initial foundation essential for schools to ultimately be successful. We look forward to expanding the partnerships with these community providers for the benefit of our students.

We support New York State's application for the Early Learning Challenge Grant Program and stand ready to assist you in any way we can.

Sincerely,

(b)(6)

c: (b)(6) Deputy Secretary for Education

Jumpstart

Children first.™

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

September 30, 2013

Dear Governor Cuomo,

Jumpstart believes every child deserves the chance to succeed, yet studies show that children from low-income neighborhoods are at a greater risk of school failure. Jumpstart is a national early education organization that helps these children develop the language and literacy skills they need to be successful in school, setting them on a path to close the achievement gap before it is too late. Since 1993, Jumpstart has trained nearly 25,000 college students and community volunteers to deliver its program to more than 100,000 preschool students nationwide.

Jumpstart is the only national supplemental pre-k program of its kind, leveraging adult-child relationships to deliver a carefully designed curriculum in classrooms twice a week for an entire school year. The children read core storybooks and participate in targeted and intentional activities based on these stories that help develop key language, literacy and social skills.

Jumpstart knows that without quality early childhood education, many children from low-neighborhoods will never have the same chance to succeed as their peers in more affluent neighborhoods. Jumpstart believes this can best be achieved by ensuring high quality education and care, supporting first-class educators, providing meaningful access to early education, and leveraging community-based solutions. For these reasons, Jumpstart is proud to support New York State in the Race to the Top-Early Learning Challenge Grant.

High-quality education and care can produce a return of 7-10% in education, social, health and economic outcomes¹. Jumpstart believes systems and resources must be created to ensure and support high-quality programs known to meet children's individual physical, social and cognitive needs. The quality assurance and data collection programs proposed by New York State will help ensure that all children receive high-quality education in an effective and consistent way, setting them up for equal learning and growth opportunities, and a lifetime of success.

Well-trained and prepared educators are the foundation of high-quality early education and care. Educators and leaders must be offered on-going and well-designed continuing education and professional development opportunities, as well as access to the latest research, to stay up-to-date with current trends and effective practice in the field relevant to the ages and needs of young children that they are serving. Programs like New York Works for Children can ensure that early childhood educators and leaders are at their most effective, and can continue working to improve the lives of young children.

Sincerely,

(b)(6)

Executive Director, Jumpstart's Tri-State Region

¹ Heckman, J. (2011, September 21). Letter to Joint Select Committee on Deficit Reduction. Retrieved from <http://www.heckmanequation.org/content/resource/letter-joint-select-committee-deficit-reduction>



THE COUNCIL
SCHOOL SUPERINTENDENTS
LEADERS • EDUCATORS • ADVOCATES

October 11, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
New York State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

New York State Council of School Superintendents (THE COUNCIL) is pleased to support New York State's Race to the Top Early Learning Challenge Grant application to increase access to and improve quality of early learning and development programs. THE COUNCIL views the education system as a pipeline that extends from birth to retirement years. Quality early learning is the foundation for a successful academic career.

If successful, this grant award will support the building and expanding of a Quality Rating Improvement System throughout the State, in part by broadening the QUALITYstarsNY, Universal Prekindergarten, Head Start, and Early Head Start programs. Specifically, New York seeks to invest heavily in its QUALITYstarsNY programs in the lowest performing schools and districts around the State, in an effort to bolster program quality and enhance learning, development, and school readiness. Further, New York seeks to increase the number of children who receive developmental screenings; enhance the health standards in QUALITYstarsNY and to expand training on those standards; support early learning programs to more efficiently support healthy eating habits, nutrition and physical activity; and to provide training and support to early learning programs to support children's social and emotional development. Finally, New York will integrate its existing Core Body of Knowledge, which articulates early learning professional standards, in addition to training on the Prekindergarten Foundation for the Common Core, into all professional development to ensure broader knowledge and to facilitate essential components be implemented into practice throughout the State.

Consistent with your support of early learning education programs, THE COUNCIL believes it is essential for early learning childhood educators to have a solid knowledge of how children grow and develop as the cornerstone of high quality early childhood practice. Our support of New York State's grant application represents a continued commitment toward elevating the field of early childhood education to reflect the need for high-quality early care instruction and education.

(b)(6)

Executive Director

(b)(6)

*Deputy Director for
Advocacy, Research and
Communications*

(b)(6)

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NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS

Seven Elk Street, Third Floor • Albany, New York 12207-1002 • (b)(6) FAX (b)(6) • www.nyscoss.org

We appreciate the opportunity to submit this letter in support of New York State's Race to the Top Early Learning Challenge Grant application. Providing quality early learning opportunities is essential for the State to continue to be competitive in the 21st century global economy.

Sincerely,

(b)(6)



Executive Committee

New York State Council of School Superintendents



New York State Prekindergarten-3 Administrators' Association
716 State Street
Schenectady, NY 12307

September, 30, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo;

The New State Prek-3 Administrator's Association (NYSP3AA) is pleased to submit this letter of support for the Race to the Top-Early Learning Challenge Grant application. The NYSP3AA has been actively involved in the education of young children for over 30 years and very active in ensuring that prekindergarten is universally available to all eligible students. As administrators, whose responsibilities include implementing high quality prekindergarten programs, we are able to see the immediate and long term benefits of early education and care for students and their families. Not only can we substantiate our experiences, but research on the benefits of early education and care is very strong. Few other areas are as well researched, from economics to the physical sciences, there is little doubt that high quality early care and education matters.

The goal of our organization is to support the expansion and implementation of high quality prekindergarten programs for children ages 3 and 4. The application for the Early Learning Challenge grant will help to ensure that New York State's efforts in early education are strong. As our state grows in attracting new global companies, families moving in from all over the world are seeking programs that are readily available in their country of origin, but not always in the U.S. This grant will help to ensure that professionals in the field are well prepared, that an array of supports is available for parents and that currently disjointed systems are more easily traversed.

The Early Learning Challenge Grant will align with other initiatives to ensure that New York's education system exceeds world class standards. The Early Learning Challenge grant will ensure an excellent foundation via a strong birth to age 5 system of early care and education.

Sincerely,

(b)(6)

Executive Director, NYS Prek-3 Administrators Association



New York State School Boards Association

Better School Boards Lead to Better Student Performance

24 Century Hill Drive, Suite 200
Latham, New York 12110-2125

Tel: 518.783.0200 | Fax: 518.783.0211
www.nyssba.org

October 11, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
New York State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The New York State School Boards Association (NYSSBA) supports New York State's Race to the Top Early Learning Challenge Grant application to support the building and expanding of a Quality Rating Improvement System throughout the State, in part by broadening the QUALITYstarsNY, Universal Prekindergarten, Head Start, and Early Head Start programs. NYSSBA supports efforts to increase the number of children who receive developmental screenings; enhance the health standards in QUALITYstarsNY; expand training on those standards; support early learning programs that encourage healthy eating habits, nutrition and physical activity; and provide training to support children's social and emotional development.

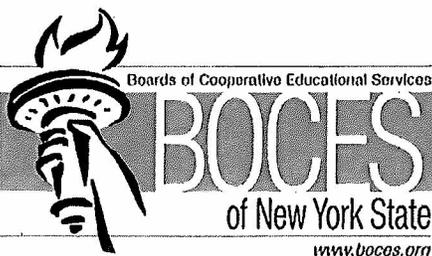
Our support of New York State's grant application also represents a commitment toward elevating the field of early childhood education to reflect the need for high-quality, early care instruction.

We appreciate the opportunity to submit this letter in support of New York State's Race to the Top Early Learning Challenge Grant application.

Sincerely,

(b)(6)

Executive Director



October 10, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
New York State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The District Superintendents of New York State are pleased to support New York State's Race to the Top Early Learning Challenge Grant application to increase access to and improve quality of early learning and development programs. The District Superintendents of New York State view the education system as a pipeline that extends from birth to retirement years. Quality early learning is the foundation for a successful academic career.

If successful, this grant award will support the building and expanding of a Quality Rating Improvement System throughout the State, in part by broadening the QUALITYstarsNY, Universal Prekindergarten, Head Start, and Early Head Start programs. Specifically, New York seeks to invest heavily in its QUALITYstarsNY programs in the lowest performing schools and districts around the State, in an effort to bolster program quality and enhance learning, development, and school readiness. Further, New York seeks to increase the number of children who receive developmental screenings; enhance the health standards in QUALITYstarsNY and to expand training on those standards; support early learning programs to more efficiently support healthy eating habits, nutrition and physical activity; and to provide training and support to early learning programs to support children's social and emotional development. Finally, New York will integrate its existing Core Body of Knowledge, which articulates early learning professional standards, in addition to training on the Prekindergarten Foundation for the Common Core, into all professional development to ensure broader knowledge and to facilitate essential components be implemented into practice throughout the State.

Consistent with your support of early learning education programs, we believe it is essential for early learning childhood educators to have a solid knowledge of how children grow and develop as the cornerstone of high quality early childhood practice. Our support of New York State's grant application represents a continued commitment toward elevating the field of early childhood education to reflect the need for high-quality early care instruction and education.

We appreciate the opportunity to submit this letter in support of New York State's Race to the Top Early Learning Challenge Grant application. Providing quality early learning opportunities is essential for the State to continue to be competitive in the 21st century global economy.

(b)(6)

Chair, New York State District Superintendents

Health Professionals

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



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Fax: 516/326-0316

October 7, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
NYS State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

The NYS Academy of Pediatrics, District II, representing more than 4,000 pediatricians across New York, is pleased support New York State's Race to the Top, Early Learning Challenge grant proposal.

The NYS AAP has worked closely with state Child Care Resource and Referral Agencies, (CR& R's) and with the State Office of Children and Family Services (OCFS) for many years supporting improved access, affordability and quality of infant and child care. We are committed to universally available high quality infant and child care and universal pre-K, and have been for many years.

During the last several state budget and legislative sessions NYS AAP and our members across the state have publically and vocally supported the state's development and implementation of the Quality Stars program as a way to assure not only the quality of child care and child care providers, but also as a way for families to understand the value of high quality care. Quality Stars is also a methodology to keep high quality child care providers in the business of providing care. Expansion of this effort is central to the work that pediatricians do with and for families to assure both children's health and well-being.

The additional support requested in this proposal to strengthen and expand early childhood education and professional development is crucial to assure high quality consistent care for all children, but especially children from low income high risk families. As pediatricians, we know that child care providers often struggle to make ends meet and yet they are responsible for taking care of our most precious resource, our youngest children. It is imperative that a structured budget process be developed and implemented to support the expansion of early childhood education and the professional development of child care providers.

As pediatricians we are committed to advocating and supporting all evidence-based efforts to improve the health, nutrition and social and emotional development of children in our offices and clinics and in everyday child care settings. We are also fully supportive of initiatives in all programs serving children to engage and support families. And, of course, our own work shares the focus of early care and learning programs to better understand and support services to strengthen children's learning and development at kindergarten entry.

For all of the above reasons, we fully support and look forward to working with New York on the implementation of our shared goals for children's healthy development and enhanced wellbeing that this grant can bring.

Sincerely,

(b)(6)

Chair, NYS AAP, District II

New York State Academy of Family Physicians

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E-mail: fp@nysafp.org • Home page: <http://www.nysafp.org>



October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. Family physicians see children every day in their practices and appreciate the important correlation between good health and sound education.

I strongly support the expansion of the number of high quality early learning and development programs by the expansion of the QUALITYstarsNY initiative contemplated in the State's application. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Executive Vice President

helping children soar



PROJECT LAUNCH

September 23, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Governor Cuomo:

I strongly support New York State's application for the Early Learning Challenge Grant.

New York's Project LAUNCH contributes to the mission of the proposal at the state and county levels by working to improve the outcomes of all young children, especially those most in need. NY Project LAUNCH, with funded projects at the community level, specifically in Westchester County and New York City, is designed to test effective ways to assess and address health behavior and developmental needs of very young children, from prenatal to age eight, and their families.

At the state and local levels, we are able to demonstrate the benefits of a comprehensive system of health assessment and response for young children, and the synergy that is created with cross-system collaboration. The LAUNCH strategies compliment the High Quality Plan proposed in New York's Early Learning Challenge Grant application and include:

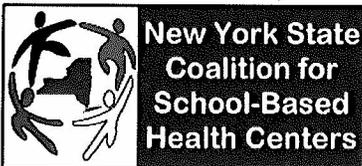
- Implementing an integrated system of health and social emotional development services for young children;
- Strengthening parenting education resources to engage parents in their relationship with their child and their community;
- Expanding a system of home visiting services;
- Enhancing workforce development opportunities for parenting educators, early childhood teachers, health and mental health professionals, among others; and
- Promoting public health messages of wellness in health, mental health, and childcare settings, home and community.

We recognize that optimal experiences in the early years create a critical foundation for success in school and life. With assistance from the Early Learning Challenge Grant funds and the coordination of the Early Childhood Advisory Council and its work groups, NY Project LAUNCH initiatives will contribute to the achievement of a high quality early learning system in New York State, particularly as it helps our most vulnerable children and families.

Sincerely,

(b)(6)

State Coordinator



Healthy Children. Healthy Teens. Healthy Schools

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September 12, 2013

Governor Andrew Cuomo
c/o Katie Campos, Asst. Secretary for Education
Executive Chamber
State Capitol
Albany, NY 12224

RE: Race to the Top: Early Learning Challenge

We are pleased to write this letter in support of New York State's application for the Race to the Top: Early Learning Challenge to develop early childhood systems which helps to develop a continuum of education in New York that begins at birth and lasts a lifetime.

The mission of the New York State Coalition for School-Based Health Centers ("Coalition") is to create access to comprehensive, high-quality primary care, including medical, mental, oral, and community health services, for all children and youth statewide through school-based health centers (SBHCs). The Coalition achieves this by advocating for policies that promote the sustainability of SBHCs; promoting the delivery of high-quality services; raising awareness of the school-based health model; and promoting the growth and expansion of SBHCs.

SBHCs are comprehensive primary care programs, located within elementary, middle, and high schools. They are linked to other community-based services and provide developmentally and culturally appropriate health care to students who otherwise may not have access to primary care. The Coalition supports this application given the similarity of many of the primary components of this application to our work. For example, addressing health, behavioral, and development needs of New York's children and engaging and supporting families. Providing early childhood initiatives will significantly support the work that we do with school aged children in the most underserved communities in New York.

The New York State Coalition for School-Based Health Centers appreciates the Federal Departments of Education and Health and Human Services consideration of New York's request for funding.

Sincerely,

A handwritten signature in black ink, appearing to read "Margaret E. Rogers".

Margaret E. Rogers
Chair
Coalition for School Based Health Centers

New York State Coalition for School-Based Health Centers
119 Washington Ave.
Albany, NY, 12210
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www.nystatesbhc.org



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of Local
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October 2, 2013

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Honorable Andrew M. Cuomo
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Dear Governor Cuomo:

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Darcie Miller, LCSW
Orange County

The New York State Conference of Local Mental Hygiene Directors supports New York's application for *Race to the Top: Early Learning Challenge Grant*. The Conference membership consists of the Director of Community Services in each of the state's 57 county mental hygiene departments and the City of New York. The Conference members are active in advancing federal, state and local policies, practices, regulations and financing services to meet the needs of individuals and their families, affected by mental illness, developmental disability and/or chemical dependency.

COMMITTEE CHAIRS

Chemical Dependency

Robert W. Anderson, Ph.D.
Allegany County

In line with its mission, the Children and Families Committee of the Conference has made cross systems collaboration on behalf of children with mental health challenges a priority. A meaningful and sustained collaboration between the educational and mental hygiene systems are imperative to improving early childhood outcomes across the state.

Developmental Disabilities

Ruth Roberts, LCSW-R
Chenango County

The Conference will contribute to New York's *Race to the Top* through participation with the QUALITY stars NY and New York Works for Children and in supporting new strategies for improving the health, nutrition, and social-emotional development of young children; strengthening efforts to support programs serving young children engage and support families; and working to build a comprehensive early childhood data system that answers the program and policy decisions that will help us operate a more effective system of services.

Mental Health

Arthur Johnson, LCSW
Broome County

Mental Hygiene Planning

Scott S. LaVigne, LCSW-R, MBA
Seneca County

Children and Families

Katherine G. Alonge-Coons, LCSW-R
Rensselaer County

Funding from the *Race to the Top Grant* supports the efforts of the local mental hygiene systems that will benefit from the state-wide strategies that will be introduced as a result of this initiative, such as comprehensive and common kindergarten entry assessment, early identification of behavioral and developmental needs, and enhanced training for all those working with preschool children.

Executive Director

Kelly A. Hansen

Counsel

Jed B. Wolkenbreit

In summary, the Conference of Local Mental Hygiene Directors most enthusiastically endorses and supports the NYS application for *Race to the Top: Early Learning Challenge*, and is fully committed to supporting these efforts.

Sincerely,

(b)(6)

Chair, Conference of Local Mental Hygiene Directors
Commissioner, Onondaga Co. Dept. of Mental Health

(b)(6)

Chair, Children & Families Committee,
Commissioner, Rensselaer Co. Unified Services
Dept. of Mental Health



October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo,

I am writing to express my strong support for New York's Race to the Top – Early Learning Challenge Grant application. I am the director of the Center for Early Childhood Health and Development (CEHD) at the NYU School of Medicine and the developer of ParentCorps, an innovative, equitable, effective program for creating high-quality environments at home and in the classroom and promoting family engagement as an essential component of early childhood education, with the ultimate goal of ending the cycle of disadvantage for low-income families. By listening to the voices of thousands of diverse families and educators across New York, ParentCorps has evolved into a program with three core components. Through ParentCorps Leadership Consultation, principals and school leaders are encouraged to articulate values and strengthen the organizational infrastructure for family engagement; Professional Development promotes high-quality classrooms and increases teachers' commitment to family engagement and enhances their skills and confidence in working collaboratively with parents; and the Family Program enables families to support children's learning by equipping them with practical skills and increasing their confidence in helping their children succeed. ParentCorps' evidentiary foundation has been established in two randomized trials in NYC. In the second larger trial, 1050 Black and Latino immigrant and US-born families participated. Relative to control schools, schools with ParentCorps had significantly more engaged families and higher-achieving and healthier students.

ParentCorps is the only family-focused early childhood program in the National Registry of Evidence-Based Programs and Practices that was developed specifically for low-income, ethnic minority children. We are currently implementing ParentCorps in 12 high-need communities in New York and are working with the NY Early Childhood Advisory Council, the Office of Mental Health, the Department of Health, and local and state policymakers reach children in high-need communities across the state. Our plan is to align with the many cross-systems initiatives of the Children's Plan and to build on the state's Quality Improvement Rating System for implementation and evaluation efforts.

For these reasons, I am extremely pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the early

childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable and necessary to meaningfully impact the lives of children.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Prevention Science Professor of Population Health
Director, Center for Early Childhood Health & Development (CEHD)
Department of Population Health
NYU Langone Medical Center

Higher Education



Bankstreet
College of Education

9.24.13

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

I write in support of the proposed expansion of New York's quality rating and improvement system, QUALITYstars NY. As Bank Street approaches its centennial in New York City, the strengthening of services for children across the state, especially high-needs children, is very much on our collective minds.

We are all painfully aware of the need. Putting systems in place, strengthening the workforce through continued training and education, and improving services by gathering and analyzing the data about what works should make a difference. I know I don't have to tell you that supporting and engaging families and increasing our focus on health and mental health will, in the end, pay off. It costs less money to help children get started in life than it costs to help them in middle school and, for that matter, beyond.

The arguments are in, the data are clear. It's time for New York to make this investment.

Cordially, (b)(6)

(b)(6)

Bank Street
College of Education
Office of the President
610 West 112th Street
New York, NY 10025
t: 212-875-4595
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www.bankstreet.edu



Office of the University Dean of Education
Office of Academic Affairs
205 East 42nd St.
New York, NY 10017
Tel: 646-664-8025; Fax: 646-664--2958

October 2, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

I write to give my strongest support and endorsement to New York's Early Learning Challenge Grant. The primary components of the proposal will secure the major goals of this grant competition, including scale-up of QUALITYstarsNY, putting systems in place to elevate the workforce, and creating a much-needed data system. Also, integral to New York's proposal will be measures to support and engage families and to increase our focus on health and mental health.

This proposal will have major, positive implications for the City University of New York (CUNY). CUNY has five Education Schools/Divisions and four additional Schools/Campuses with major departments of Education. Nearly all have teacher preparation programs in early childhood. Hence, we prepare hundreds of candidates to teach young children. The faculty in these schools and departments will be able to integrate the competencies described in the state's "Core Body of Knowledge" into coursework to ensure that the next generation of teachers is equipped with the knowledge, skills, and dispositions to support children- especially those in high need - to establish rich foundations for learning. The scale-up of a quality rating and improvement system, such as QUALITYstarsNY, will create the support and impetus for early childhood programs to elevate their practice. Our experience at CUNY, with our own campus children's centers, is that when children receive excellence in care and practice, the chances of their success (and that of their families) increase dramatically. CUNY's investment in early childhood programs yields a better prepared future K-12 student and helps ensure that the parents of the children in our centers (i.e., current students) can maximize their college experience.

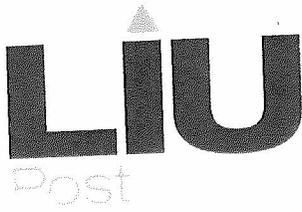
The establishment of an "early learning" data system will complement NYS's efforts and strength in establishing a P-20 data system, an initiative in which CUNY is also involved. Such a data system will enable NYS to achieve accountability in all its education systems and to

improve these systems based on evidence and data.

The receipt of this grant will be of enormous benefit to the children and families of New York, as well as to CUNY. I am committed to working with CUNY Education Schools, Divisions, and departments, and with the NYS Education Department, to support all the initiatives embodied in the proposal.

Sincerely,

(b)(6)



720 Northern Boulevard
Brookville, N.Y. 11548-1300

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, New York 12224

Dear Governor Cuomo,

This letter is support for New York to receive funds from the Race to the Top: Early Learning Challenge grant. Long Island University has acted as the Community-Based Organization (CBO) to provide services for pre-kindergarten in the Wyandanch Union Free School District since September 2008. The Wyandanch Pre-K program is located in the La Francis Hardiman Elementary School. The Pre-K includes six classes under the New York State Universal Pre-K grant, with Long Island University servicing two of the six classrooms. We would like to expand these services by providing full day programs and parent workshops for our growing population of Latino families. Close to 75% of the students attending the Pre-K program are dual language learners.

The UPK teachers in the Long Island University portion of Wyandanch Union Free School District are bilingual and hold several N.Y.S. teaching certifications in: Early childhood education (B-2); Childhood (1-6); Students with disabilities (Birth-2, 1-6), Bilingual Extension, and TESOL. The other prekindergarten teachers are certified, but teacher assistants are not. Funds from the Early Learning Challenge grant would allow LIU to provide professional training to teacher assistants, leading to a B.A. degree in Early Childhood.

We need a comprehensive assessment program to monitor the curriculum goals and learning of children in New York State. The grant would allow New York to track students that move from one district to another, particularly children in low SES areas. Maryland State Department of Education is using a very successful comprehensive assessment tool.

In summary, this grant would allow our university to provide parent workshops to Latino families, professional training to teacher assistants, and work towards the development of a comprehensive assessment program to continually monitor children's progress.

Sincerely,

(b)(6)



The State University
of New York

October 3rd, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

There are about 2000 days between the time a child is born and s/he enters kindergarten. During these 2000 days the brain grows faster than during any other stage of life. This is when a person's intellect and personality is formed. What happens during these 2000 days, the experiences a child has, sets the foundation for the rest of his/her life. If we want children to arrive at kindergarten, high school and college academically, socially and emotionally ready, we need to address the first 2000 days.

The State University of New York provides the people of New York educational services of the highest quality with the broadest possible access. That quality, and the access to it, extends to New York's youngest citizens, those still in their first 2000 days, who attend child care centers at 52 SUNY campuses. These centers serve as models of high quality early care and education in their communities.

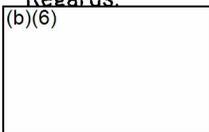
Each of SUNY's 52 child care centers serves the children of SUNY students. Many have services that extend to the community. SUNY child care centers host Universal Pre-Kindergarten (UPK), Headstart and integrated special education programs. Many of them also serve as lab schools, helping to education the next generation of educators, medical professional, social workers and psychologists.

Child Care Services at SUNY supports New York's Race to the Top-Early Learning Challenge Grant proposal. A number of SUNY centers currently participate in QUALITYstarsNY and we look forward to that opportunity expanding to other communities across the state. We applaud efforts to support families, especially those seeking to better themselves through higher education; children of college graduates are more likely to attend college themselves. When we can allow a parent to attend class by caring for his/her children, while providing the child with high quality care and education, we know we are setting that child up for long term success. We support the development of a comprehensive early childhood data system. This will help guide policy and practice in a scientific and data driven manner.

The Early Learning Challenge Grant would benefit not only New York's children but their families, communities and all of New York State. Investments in the first 2000 days, those that raise the quality of care and education we can provide, and the access to it, are investments in New York's future.

Regards,

(b)(6)



Coordinator of Child Care and Related Services
The State University of New York
State University Plaza - Albany, New York 12246
518.320.1357
mary.stalker@suny.edu

Molloy College



Division of Education

(b)(6)

1000 Hempstead Ave., PO Box 5002, Rockville Centre, NY 11571-5002
www.molloy.edu

October 3, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

This letter is being sent to support New York's proposal to increase high-quality early learning opportunities, especially for low-income children and those with high needs. For over 50 years, Molloy College has been a leader in teacher education in our region. Our mission and vision as an institution supports community service and good stewardship. We offer a dual certification on the undergraduate & graduate levels in Childhood/Early Childhood Education and Childhood/Teaching Students with Disabilities. Throughout the academic year, we offer professional development opportunities in the form of workshops and conferences and summer institutes for teachers. Recently, we were awarded a three year grant from the Hagedorn Foundation and the Horace and Amy Hagedorn Fund at the Long Island Community Foundation to implement the Family Support Long Island initiative that among other things promotes family engagement in early childhood settings.

Our Division of Education strongly supports the primary components of New York's proposal that will strengthen the early childhood delivery system and its quality of services through QualitystarsNY; professional development of its workforce; engagement and support of families; and improved data collection that informs policy decisions. Improvement of health, nutrition and social-emotional development in early childhood is critical. Our 2013 conference entitled, *A Multidisciplinary Perspective on Children's Mental Health – Impact on Families, Schools and Communities* stressed the importance of social-emotional development in the mental health of young children.

New York's children and families will truly benefit from these strategic objectives and we look forward to collaborating with this initiative as Molloy remains committed to the development of our future early childhood workforce.

Sincerely,

(b)(6)

[Redacted signature box]

Dean

(b)(6)

[Redacted signature box]

Early Childhood Consultant

Legislators/Local Government

Congress of the United States
Washington, DC 20515

October 15, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

We are pleased to support New York State's Race to the Top Early Learning Challenge Grant application to increase access to and improve the quality of early learning and development programs across the state. New York's application outlines a coherent, far-reaching plan to enhance the way our state's youngest citizens learn and develop in the earliest stages of their lives.

New York State's application for the Race to the Top Early Learning Challenge Grant will promote early learning and development outcomes for children and enable New York State to better measure outcomes and progress. A successful grant application would allow the state to increase the number of children who receive developmental screenings and adequate services; enhance health standards; and bolster early learning programs to more effectively support healthy eating habits, nutrition, and physical activity. It would also allow New York's quality rating and improvement system, Quality Stars NY, to cover more early learning and development programs, with a special focus on raising the quality of services for children with high needs. And, crucially, a successful application would provide for the development of a strategy to better understand the status of children's learning and development at kindergarten entry across New York State.

Providing quality early learning opportunities is essential for our continued success in the 21st century global economy. We applaud the State's efforts in championing great education for all New Yorkers and proudly support New York's application for the Race to the Top Early Learning Challenge Grant.

Sincerely,

(b)(6)

[Redacted signature area]

Member of Congress

(b)(6)

(b)(6)

[Redacted signature area]

(b)(6)

Member of Congress

(b)(6)

(b)(6)



Member of Congress

COMMITTEE ON RULES

RANKING MEMBER

WASHINGTON OFFICE:
2469 RAYBURN BUILDING
WASHINGTON, D.C. 20515-3221

(b)(6)



DISTRICT OFFICE:

3120 FEDERAL BUILDING
100 STATE STREET
ROCHESTER, NY 14614

(b)(6)

WEBSITE: <http://www.louisiana.house.gov>

(b)(6)

CONGRESS OF THE UNITED STATES
25TH DISTRICT, NEW YORK
October 4, 2013

The Honorable Andrew Cuomo
Governor of New York State
New York State Capitol Building
Albany, New York 12224

Dear Governor Cuomo,

I write in support of the New York State Office of Children and Family Services' (OCFS) application for the Race to the Top - Early Learning Challenge Grant (ELCG). The OCFS proposal seeks to strengthen efforts to support programs serving young children, to engage and support families and build a comprehensive early childhood data system that answers the program and policy decisions that will help us operate a more effective system of services.

If funded, this proposal will expand QUALITYstarsNY to more programs and providers. It will also raise the quality of services to children with high needs in communities across the state as well as continue their efforts to strengthen and expand their early childhood education professional development system - New York Works for Children. Programs such as these are vital in preparing children for school and for life.

We must continue to provide our children with well-balanced and healthy meals and educate them about the benefits of exercise and making good nutritional decisions. The OCFS proposal seeks to implement new strategies for improving the health, nutrition, and social-emotional development of young children.

Once again, I am pleased to offer my support for the application submitted by the New York State Office of Children and Family Services for the Race to the Top - Early Learning Challenge Grant. I urge you to give their application full consideration.

(b)(6)

(b)(6)

Member of Congress

(b)(6)



OFFICE OF THE MAYOR
THE CITY OF NEW YORK

(b)(6)

DEPUTY MAYOR HEALTH AND HUMAN SERVICES

October 4th, 2013

The Honorable Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

I am writing in strong support of New York State's proposal for The Early Learning Challenge Grant. As the Deputy Mayor for Health and Human Services of New York City, I am an advocate of early childhood education and we have recently enacted several new early childhood programs that support our youngest and most vulnerable children in the city. My office is responsible for launching and establishing an innovative early childhood program that serves 37,000 children with high needs in the City of New York, known as EarlyLearnNYC. In addition, we opened New York City's first Educare-inspired school, FirstStepNYC, on Sept. 9th and is co-located in a public school.

We are preparing our youngest students for a lifetime of success. More and more research points to the importance of early education in closing the achievement gap and helping children for all backgrounds achieve academically, and we are prioritizing the services that will help our students reach their full potential.

The Early Learning Challenge Grant will make it possible for New York State to continue to make the necessary investment in supporting our youngest citizens.

(b)(6)

Philanthropies



A.L. MAILMAN FAMILY FOUNDATION, INC.

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo;

I am honored to support New York State as it competes for the federal Race to the Top: Early Learning Challenge grant. As a philanthropist whose foundation has contributed significantly to early childhood education in general and to the specific components of this particular grant, as a Board member of a hospital/health system, and as a corporate executive who invests in education technology and medical real estate, I wholly endorse New York's efforts to build a comprehensive system of early childhood education.

We understand that supporting the education of our youngest citizens is a fiscally responsible way to reduce costs over the long-term and to create economic growth. The return on investments in early childhood has an impact on education, health and the economy. Failure to act responsibly, with the considerable body of research that currently guides us towards a strategic approach is unacceptable. The Early Learning Challenge provides a vehicle for New York to maximize its investments and to solidify a statewide commitment to create and sustain economic growth.

I understand that the key components of this grant are QUALITYstarsNY and a strong workforce that is well-educated and compensated. These are two areas that the Mailman Family Foundation has targeted over the last several years and has been happy to commit considerable resources to. As someone who works with the healthcare industry I am encouraged to see that the states' quality initiative includes a focus on health and the developmental needs of children and will strive to engage and support families. As an investor in education technology, I understand the importance of improving the quality of our education system and aligning educational goals with common standards. Finally, as one in the corporate sector I applaud the emphasis on comprehensive assessment to guide the work and to introduce a new level of accountability to the field.

I wish you the best of luck in this competitive process. The future welfare of New York is dependent on innovation like this to move us forward.

Sincerely

(b)(6)



President

A.L. Mailman Family Foundation, Inc.

CHILD CARE AND EARLY EDUCATION FUND

September 15, 2013

A.L. Mailman Family Foundation

Altman Foundation

Catherine & Joseph Aresty Foundation

JP Morgan Chase Foundation

Leona M. and Harry B. Helmsley Charitable Trust

Robert Sterling Clark Foundation

Stavros Niarchos Foundation

The Schott Foundation for Public Education

United Way of New York City

Viking Global Foundation

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The members of the Child Care and Early Education Fund, a pooled fund of foundations focused on improving the quality and availability of early care and education services in New York, are pleased that New York State is applying for a federal Race to the Top: Early Learning Challenge grant this year.

Extensive research confirms that program quality is key to achieving desired cognitive and social-emotional outcomes for young children. Research and service experiences also are clear about essential components of a high quality, highly accountable, early education system. The lack of several critical system elements seriously impeded NY's competitiveness in securing an Early Learning Challenge grant in 2010.

In recent years the Child Care and Early Education Fund and other funders have collaborated with the State's Office of Children and Family Services, Education Department, and Early Childhood Advisory Council to design, field-test, and begin implementation of some necessary system elements. These elements include the NYS Core Body of Knowledge, workforce registry, and quality rating and improvement system (QUALITYstarsNY). This year the State Education Department provided federal Race to the Top funds to support the expansion of QUALITYstarsNY in high-needs districts.

For New York to be as competitive as possible for an Early Learning Challenge grant, the application needs to include a commitment from you for the statewide expansion and effective utilization of a quality assurance process such as QUALITYstarsNY; the expansion of the State's professional development system, New York Works for Children, and the building of a comprehensive early childhood data system.

The Child Care and Early Education Fund looks forward to future public-private partnerships to advance quality services for all New York's young children, especially those from low-income families. We all want New York to be a leader on early education.

Sincerely,

(b)(6)

Chair, Child Care and Early Education Fund



Improving outcomes for children

PO Box 865
Chappaqua, NY 10514
www.frogrockfoundation.org

October 10, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly those in need, with high-quality early childhood education cannot be overstated.

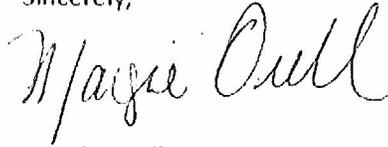
In 2009, The Frog Rock Foundation awarded a grant to the NYC Childhood Professional Development Institute to fund a field test for a Quality Rating and Improvement System, QUALITYstarsNY. The field test was a first step towards building excellence and accountability for New York States' youngest children within our Early Childhood Centers, schools and home based programs. This field test enabled QUALITYstarsNY to move forward.

I am pleased that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. This initiative will enable the State to support programs serving children with high needs by improving the quality of their services. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies will be effective in improving the quality of early childhood education.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children have the support and services they need to succeed in school and life.

I commend you and your administration for developing this proposal and support the successful implementation of this important initiative.

Sincerely,

A handwritten signature in cursive script that reads "Margie Orell". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Margie Orell

Executive Director

The Frog Rock Foundation

HAGEDORN  FOUNDATION

October 11, 2013

Governor Andrew M. Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Hagedorn Foundation is a private family foundation based in Port Washington, New York. The Hagedorn Foundation's mission is to support and promote social equity on Long Island. The Family, Children and Youth funding program is guided by the belief that all children deserve a happy, healthy and safe start to life. The Foundation considers parents and supportive communities to be essential players in the successful start of a young person's life and transition into adulthood. The Foundation supports projects and initiatives locally, in New York State and nationally that seek to improve early care and education, strengthen families and supportive communities and/or build public and political will to achieve these goals.

Hagedorn Foundation staff for the last eight years has worked in partnership with other local, state and national funders, local and state government, and various organizations such as The Parent Child Home Program, Nassau and Suffolk Child Care Councils, Schuyler Center for Analysis and Advocacy, Every Child Matters (both locally and nationally), and Docs for Tots, Council for a Strong America, Institute for Parenting at Adelphi university and Family Support Center Long Island to achieve these goals.

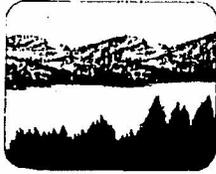
There is no doubt that receiving the U.S. Department of Education grant to develop new approaches to increase high-quality early learning opportunities, especially for low-income children and those with high needs would be of great benefit to strengthen families and children throughout New York State and across Long Island, especially in some of the most vulnerable neighborhoods. This grant opportunity will enhance efforts across the New York State to support programs serving young children, to engage parents, and support families, to support the expansion of New York's quality rating and improvement system, to develop and implement new strategies for improving the health, nutrition, and social-emotional development of young children, and to develop a comprehensive early childhood data system that answers the program and policy decisions that will help us operate a more effective system of services.

Many people, for many years have been working passionately and unwaveringly to ensure children have a healthy, happy and strong start to life that is provided by loving parents, families and communities. That this healthy start to life, helps children be ready for school and careers, and become healthy, productive adults. Receiving this U.S. Federal grant will build upon this work, strengthen these efforts and provide resources to build early child care and development systems that New York State needs to help strengthen the overall well-being of New York State's people and economy.

Sincerely,

(b)(6)

Program Director
Hagedorn Foundation



THE SANDY RIVER CHARITABLE FOUNDATION

349 Voter Hill Road • Farmington, Maine 04938

tel (207) 779-1682 fax (207) 779-1901

September 27, 2013

The Honorable Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor,

This letter is in support of New York State's application to the Federal Departments of Education and Health and Human Services Race to the Top: Early Learning Challenge.

The Foundation focuses considerable resources on international projects and programs to improve the lives of families and communities. Grants to New York organizations have historically been on the order of 10% of our budget, and a significant portion of those grants have been in support of families and high quality early/child care. We have supported programs including the Parent Child Home Program which have shown that engaging disadvantaged families with very young children for even a 1-2 year period positively affects the future of not only the target child, but often other children in the family, and sometimes the entire family. The Foundation support includes a number of efforts to improve and promote quality child care opportunities on Long Island. Examples are support for accreditation programs (NAEYC) directly to child care and education centers and broader support for data gathering and system level learning through the Early Years Institute. Other examples of support for families and children include the Family and Children's Association Hagedorn Family Resource Center in Hempstead NY which provides multiple family services, including child care, at a single convenient location, and Family Place Libraries (based at the Middle Country Public Library, Centereach NY) which provides models and training for libraries to engage families, particularly those with younger children.

The Foundation efforts, while useful and productive, are a small sample of what could occur given a comprehensive state wide effort to implement a full early care and education system including programs like QUALITYstarsNY, strengthening and expanding early childhood professional development, and advancing improved socio-emotional development of young children. The Race to the Top: Early Learning Challenge is an opportunity to realize such a system, allow New York's future generations to benefit from its existence, and become a model of success for other states to emulate.

(b)(6)

Program Director

Grants Administration Office: P.O.Box 1539, North Baldwin, NY 11510-0771
phone: (516) 379-6309 email: info@srcfoundation.org

Catherine & Joseph Aresty Foundation
24th Floor
1411 Broadway
New York, NY 10018

212-944-6660

September 18, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

The Catherine & Joseph Aresty Foundation, a foundation focused on improving the quality and availability of early care and education services in New York, is pleased that New York State is applying for a federal Early Learning Challenge grant this year.

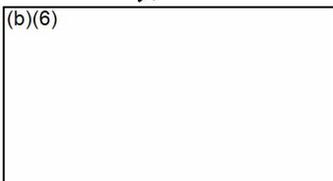
Extensive research confirms that early childhood program quality is key to achieving desired cognitive and social-emotional outcomes for young children. Research and service experiences also are clear about the essential components of a high quality, highly accountable, early education system. The lack of several critical system elements seriously impeded New York's competitiveness in securing an Early Learning Challenge grant in 2010.

In recent years the Catherine & Joseph Aresty Foundation through the Child Care and Early Education Fund has collaborated with the State's Office of Children and Family Services, Education Department, and Early Childhood Advisory Council to design, field-test, and begin implementation of some necessary system elements. These elements include the NYS Core Body of Knowledge, workforce registry, and quality rating and improvement system (QUALITYstarsNY). This year the State Education Department provided federal Race to the Top funds to support the expansion of QUALITYstarsNY in high-needs districts.

For New York to be as competitive as possible for an Early Learning Challenge grant, the application needs to include a commitment from you for the statewide expansion and effective utilization of a quality assurance process such as QUALITYstarsNY; the expansion of the State's professional development system, New York Works for Children, and the building of a comprehensive early childhood data system. The Obama administration has made quality early childhood education a major goal. We hope New York will be a leader in this effort.

Sincerely,

(b)(6)



Secretary/Treasurer

Professional Organizations

children's institute

STRENGTHENING SOCIAL AND
EMOTIONAL HEALTH

(b)(6)

September 30, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, New York 12224

Dear Governor Cuomo,

Children's Institute, Inc. is a not-for-profit 501(c)(3) organization whose mission is to strengthen children's social and emotional health. Through sound research and evaluation, Children's Institute develops and promotes effective prevention and early intervention programs for children, families, schools, and communities. For over fifty-five years, Children's Institute has served thousands of New York children through many initiatives. Please accept this letter as enthusiastic support of New York State's Early Learning Challenge Grant application.

Our organization's founding program, Primary Mental Health Project, is an award-winning nationally recognized prevention program that supports children's social-emotional health. Primary Mental Health Project is provided in 132 schools in New York State in addition to 853 schools across the United States and internationally. RECAP, another longstanding initiative, is an assessment of early childhood systems, including Universal Prekindergarten in Rochester and Chemung County, New York. In service to early childhood programs for over fifteen years, RECAP has been instrumental in the attainment of positive outcomes for at-risk students and the exemplary quality of programs in high need school districts.

In our services and programs, we contribute to strategies that improve the social-emotional development and positive outcomes of young children. By working with professionals who work with children, we provide support through data informed processes and continuous improvement efforts. Children's Institute supports the components of New York State's proposal, specifically in the area of strategies that improve the social-emotional development of young children, positive cognitive outcomes, and in the development of a comprehensive early childhood data system that informs program and policy decisions.

274 N Goodman Street, Suite D103
Rochester, New York 14607

(b)(6)

www.childrensinstitute.net

As consultant to the New York State Early Childhood Advisory Council (ECAC) Promoting Healthy Development Workgroup, we provided research-based information on developmental and social-emotional screening of children birth through five years. We synthesized comprehensive information on model systems, professional development, curricula, and policies that promote the screening, referral, and treatment of infants, toddlers, and preschool children. Through this work, we know firsthand that New York is committed to establishing effective practices and is doing so based on research. From our experiences, we are confident that New York State will continue to work across disciplines on behalf of children and families.

New York State has made great strides in its work to support positive child outcomes and the establishment of processes that improve policies, practices, and the success of young children. The primary components of the proposal for the Early Learning Challenge Grant application will strengthen our existing systems and contribute to the sustainability of positive gains for New York's youngest children.

Thank you for the opportunity to share our support.

Sincerely,

(b)(6)

Executive Director

Andrew M. Cuomo
Governor



New York State
Office of Children & Family Services
Commission for the Blind
Capital View Office Park
South Building, Room 201
52 Washington Street
Rensselaer, NY 12144-2834
www.visionloss.ny.gov

(b)(6)

Commissioner

October 9, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

I am pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable. Children who are legally blind have a wide range of unique and specialized needs. They require teachers who have disability-specific expertise to teach the adaptive and compensatory skills that visually impaired children need to succeed in school.

Finally, I strongly support proposed efforts to improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Associate Commissioner
New York State Commission for the Blind



An Equal Opportunity Employer



FEDERATION OF PROTESTANT WELFARE AGENCIES

September 27, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

On behalf of the Federation of Protestant Welfare Agencies (FPWA) and our membership, I am writing to express our support for New York State's Early Learning Challenge grant application.

For over 90 years, FPWA has been a prominent force promoting economic equity for vulnerable New Yorkers by advocating for just public policies and strengthening human service organizations. Founded in 1922, FPWA is today one of New York's premiere social service support organizations and has a membership of over 200 community and faith-based agencies. We have branched beyond our original faith-based membership and conduct advocacy campaigns, capacity building, and management assistance to member agencies throughout the City's five boroughs and beyond. Together, our network serves more than 1.5 million New Yorkers of all ages and backgrounds. Since 2000, FPWA has assisted over 200 early childhood programs in improving their quality and attaining high-quality standards by providing leadership development, teacher training, and technical assistance.

We understand the challenges which community based organizations face in meeting the needs of low-income families and providing services that promote positive child outcomes and prepare young children for school. Many of our member agencies have called for and worked toward creating a comprehensive system which promotes a continuum of high-quality learning opportunities for all children, coordinates and manages limited resources wisely, and provides accountability. Several of our members not only helped to create QUALITYstarsNY by providing feedback and field tests but also benefitted from research-based standards and resources available through the implementation of QUALITYstarsNY.

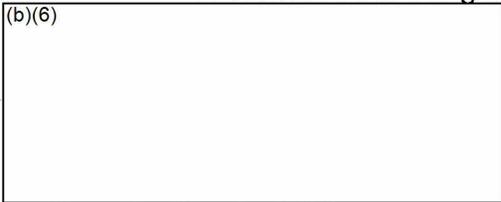
Support from the Early Learning Challenge grant program will provide critical funding to expand QUALITYstarsNY. In addition to reaching more programs and providers, QUALITYstarsNY will be able to raise the quality of services to children with high needs in communities across the State. We also see a positive impact for New York Works for Children, the State's professional development system for early childhood education, as more providers will benefit from capacity building opportunities. The strengthening and expansion of efforts to support early childhood programs will enable providers to serve young children and support families more effectively. Providers will be able to implement new strategies for improving the health, nutrition, and social-emotional

development of young children. The State will also build a comprehensive early childhood data system to answer the program and policy decisions that will help us operate a more effective system of services.

QUALITYstarsNY, New York Works for Children, and its data system are a win-win strategy for New York's families and the early childhood programs which serve them. Families will have the tools to make the best education choices for their children. Family child care providers and early childhood programs will have research-based standards and professional development opportunities to achieve these standards. Times are tough, which makes funding these initiatives even more important for community based organizations like our members. We envision an expanded system will create shared understanding of what is best for young children and how to achieve that.

FPWA looks forward to our continued partnership with your administration to promote the social and economic well-being of New York's most vulnerable.

(b)(6)



Executive Director/CEO

Cerebral Palsy Associations of New York State



Chairman

(b)(6)

President & CEO

(b)(6)

Executive Vice Presidents

(b)(6)

Medical Director

(b)(6)

Affiliates

WESTERN REGION

- Able2
- Aspire of WNY
- CP of Rochester
- E. John Gavras Center
- Franziska Racker Centers
- HCA of Southern NY
- Happiness House
- Niagara CP

CENTRAL REGION

- Center for Disability Services
- CP of the North Country
- Enable
- Prospect Child & Family Center
- Upstate Cerebral Palsy

HUDSON VALLEY REGION

- Cerebral Palsy of Ulster County
- CP of Westchester
- Hudson Valley CP Association
- Inspire of Orange County
- Jawonio
- The Center for Discovery

DOWNSTATE REGION

- Queens Centers for Progress
- UCPA of Nassau County
- UCP of NYC
- United Cerebral Palsy of Suffolk
- Metro Services

October 4, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

On behalf of Cerebral Palsy Associations of New York State (CP of NYS), and as a member of the Early Intervention Coordinating Council, I am writing to express our organization's support for New York's Race to the Top – Early Learning Challenge Grant application. CP of NYS was founded more than sixty years ago by families seeking services for their children with cerebral palsy, and today is comprised of twenty-four Affiliates providing an array of services to children and adults with a variety of disabilities and their families in all counties in New York State.

The State's intent to expand Quality Stars and to increase developmental screening and improve the health, nutrition, and social emotional development of young children is certainly consistent with the mission of our statewide CP of NYS Affiliate agencies. I have been particularly interested and involved in discussion with various state agencies and councils regarding the Quality Stars initiative and strategies to include programs and services which focus on young children with disabilities and developmental delays. I plan to continue this coordination to ensure that the specific goals and requirements of Quality Stars can successfully be merged with the evidence-based approaches and techniques used with young children with disabilities.

I am also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the early childhood workforce. This, combined with expansion of Quality Stars and a renewed focus on developmental screening and early childhood development, will certainly improve the quality of New York's early childhood education system and will ensure that all children, including those with developmental delays or

disabilities, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

(b)(6) Vice President, Policy & Program Services
Cerebral Palsy Associations of NYS



New York State Head Start Collaboration Project

52 Washington Street * West Building, Suite 99 * Rensselaer, NY 12144 * Phone: (518) 474-9352

September 4, 2013

Dear Governor Cuomo:

The New York State Head Start Collaboration Project is in full support of New York State's Early Learning Challenge grant proposal. Historically the Head Start Collaboration Project has supported the collaborative efforts of early childhood professionals and organizations in the state, and this proposal takes collaboration to a new height.

The Head Start Collaboration Project will continue to support the implementation of QUALITYstarsNY in the Head Start and Early Head Start programs in the state (874 centers) and will help to facilitate collaborative conversations to maximize resources to provide technical assistance to programs in need of support and improvement. We have also helped to support the dissemination of the *NYS Early Learning Guidelines* to all child care providers in the state that will in turn support the early childhood educators in strengthening their understanding of child development so the work they do with young children will produce better outcomes.

Historically Head Start has been a national leader in parent, family and community engagement, this will be a prime opportunity to share with the other early care and learning programs what we have learned over the past four decades, leading to more parent involvement in the education of their children.

Sincerely,

(b)(6)

Head Start State Collaboration Director

New York State Early Intervention Coordinating Council

*Empire State Plaza
Corning Tower, Room 287
Albany, New York 12237-0660*

October 2, 2013

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

We are writing to express our support for New York's Race to the Top – Early Learning Challenge Grant application. The importance of providing New York's young children with high-quality early childhood education, particularly children with developmental delays and disabilities, cannot be overstated.

The Early Intervention Coordinating Council (EICC) is the Governor-appointed body responsible for providing advice and assistance to the New York State Department of Health in its capacity as lead agency for the State's Part C Early Intervention Program for infants and toddlers with disabilities and their families. New York's Part C Program is one of the largest in the nation, delivering a variety of therapeutic and supportive services to approximately 70,000 infants and toddlers and their families annually. The EICC works diligently to advise and assist the Department of Health to ensure New York's Early Intervention Program on all aspects of the early intervention delivery system.

We are pleased to know that New York State's proposal aims to increase the number of high quality early learning and development programs by expanding QUALITYstarsNY. We are especially pleased that Early Intervention Program providers who deliver group developmental intervention services will be included in this expansion. With this initiative, New York will be able to support programs serving children with high needs, including infants and toddlers with developmental delays and disabilities, in improving the quality of their services and result in improved outcomes for children. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the early childhood workforce. This combined set of strategies to improve the quality of early childhood education is admirable.

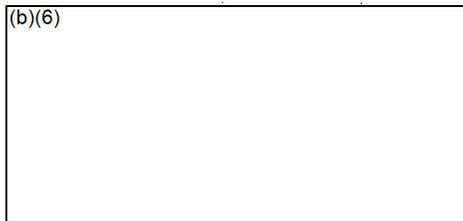
Finally, we strongly support proposed efforts to increase developmental screening and improve the health, nutrition, and social emotional development of young children, and to better engage and support families in meeting the needs of their children. The Early Intervention Coordinating Council is embarking on a joint task force with the Early Childhood Advisory Council to develop guidance on the assessment of social emotional development and delivery of appropriate interventions to infants and toddlers in the EIP with developmental needs in this area.

It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)



Early Intervention Coordinating Council



September 18, 2013

The Honorable Andrew Cuomo
Executive Chamber
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo,

On behalf of New York Nurse Family Partnership® (NFP) programs, I am pleased to write a letter of support for New York's Race to the Top: Early Learning Challenge (ELC) grant application for \$75 million in federal funding from the U.S. Departments of Education and Health and Human Services. NFP provided data on program participants, screenings and assessments, and intervention content for the application, and we are committed to collaborate with state and local partners as needed to support ELC efforts if New York is successful.

NFP is an evidence-based nurse home visiting program that helps transform the lives of vulnerable mothers who are pregnant with their first child. Each mother is partnered with a registered nurse early in pregnancy and receives ongoing nurse home visits that continue through her child's second birthday. Nurses help mothers have healthy pregnancies, improve their child's health and development, and become economically self-sufficient. The NFP National Service Office supports implementing agencies across the country with replicating the program model with fidelity, delivering high-quality services, and achieving sustainability.

Our mission aligns perfectly with New York's ECL application. Like other proven home visiting programs such as Healthy Families New York and the Parent-Child Home Program, NFP provides critical support to families during the earliest stages of their children's lives. During this window of opportunity, nurse home visitors can have a significant impact on both mother and child, leading to improvements in maternal and child health, early childhood language development, school performance, mental health, and life course development for families. By improving school readiness and social-emotional functioning for at-risk children, home visiting programs provide a foundation for educational achievement and enable them to chart a better course toward success in school and throughout life.

We feel confident that, if successful, New York's ELC initiative will take great strides in improving early learning programs as part of an effort to create a comprehensive and integrated early childhood system. For example, the grant application's emphasis on addressing health, behavioral and developmental needs and well as family support and engagement will help shift the trajectory for thousands of children and will help prevent a mediocre start in school that often leads to a lifelong struggle to achieve educational and employment success.

New York Nurse-Family Partnership applauds New York’s efforts for the Race to the Top ELC grant application and is excited by what it could mean for our state—giving New York’s children the very best possible chance for future success by cultivating and sustaining a comprehensive early learning system that is driven by quality and accountability.

Sincerely,

(b)(6)

Program Developer, Northeast Region
Nurse-Family Partnership National Service Office

cc: (b)(6) Co-Chairs
New York State Early Childhood Advisory Council



nysparenting
educationpartnership

33 Elk Street, 2nd Floor
Albany, NY 12207
518.445.1273 tel
518.436.5889 fax
www.nyspep.org
www.nysfamilyresources.org

September 18, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

As a convener of the NYS Parenting Education Partnership, I am writing to express our strong support New York's application for a Race to the Top: Early Learning Challenge grant.

The healthy development of our youngest citizens is critical to their futures in school, the workforce, and as contributing members of our communities. The state's long-term economic recovery depends on investments in early childhood, which are as critical to our infrastructure as investments in transportation and commerce.

No one has more influence over children's growth and development than their parents. The NYS Parenting Education Partnership (NYSPEP) collaborates with New York State's Council on Children and Families (CCF), Office of Mental Health, and Children and Family Trust Fund and more than 400 parenting educators from across New York. NYSPEP strengthens and expands access to parenting education, increasing families' ability to meet children's health, behavioral and developmental needs and to engage with needed early childhood serving systems.

NYSPEP supports early learning in New York by enhancing the skills and knowledge of parenting educators, who work with parents to give them greater confidence, skill and knowledge about child learning and development.

NYSPEP gives parents a voice through Community Cafes, a parent leadership and community engagement initiative that partners with early learning and development programs, neighborhood and community family centers, schools, immigrant and refugee agencies, faith-based organizations, and health clinics, to engage parents and other participants in meaningful discussion to uncover commonalities and themes that serve as the foundation of community action.

We are committed to continuing our work with New York State's Early Learning Initiatives, the Early Childhood Advisory Council, particularly in the areas of integrated child health and social-emotional development, and family engagement, linking those areas to a quality rating and improvement system and cross-systems data development.

Sincerely,

(b)(6)

Christine S. Deyss
Convener and Co-Chair NYS Parenting Education Partnership
Executive Director, Prevent Child Abuse New York



70 West 36th Street, 5th Floor, New York, NY 10018-8007
Phone: (212) 967-0322 Fax: (212) 967-0792 www.unhny.org

October 4th, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

We are writing to support New York State's application for the Early Learning Challenge Grant. Funding from the Early Learning Challenge Grant will aid New York in improving systems for high quality early childhood education and support a needed expansion child care and early childhood education programs. In particular, we are pleased to see that New York State has proposed:

- Expanding professional development for early childhood educators.
- Increasing resources for parents of infants and toddlers.
- Increasing the number of sites that participate in Quality Stars NY- New York's Quality Ratings Improvement System.
- Implementing new strategies for the health and emotional well-being of young children.

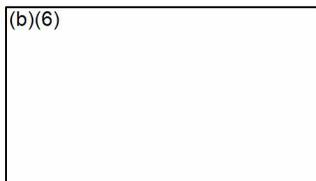
United Neighborhood Houses is New York City's federation of 38 settlement houses and community centers. UNH members provide early care and education for more than 20,000 children and their parents. UNH member agencies have a deep commitment to high-quality early childhood education and provide several models of early childhood education based on the specific needs of the communities that they serve. These include child care centers, Head Start, family child care networks that support home-based providers and Universal Pre-Kindergarten programs as well as privately funded pre-schools and child care programs. UNH member agencies are leaders in innovation in early childhood education and pioneered the blended funding model that is now used nationally.

UNH serves on the Steering Committees of Campaign for Children and Winning Beginnings NY which advocate for high quality early childhood education systems at the city and state level respectively. UNH and its member agencies work to engage parents and providers to advocate for improvement and expansion of the early childhood education system in New York City and New York State.

We look forward to working with your administration, providers, parents, advocates and stakeholders to improve early childhood education in New York State.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature has been redacted.

Executive Director

Parents

**City-Wide Head Start Policy Council
66 John Street 8th Floor
New York, NY 10038**

(b)(6)

Chairperson

(b)(6)

Assistant Commissioner

October 4, 2013

Governor Andrew Cuomo
Executive Chamber
State Capital
Albany, NY 12224.

Dear Governor Cuomo:

The members of the City of New York Administration for Children's Services (ACS) Head Start Policy Council support New York State's application for *Race to the Top: Early Learning Challenge* funds. As Policy Council members we are strongly committed to working in partnership with parents to create safe, nurturing and developmentally appropriate environments for young children. One of our primary goals is to encourage all parents to be actively involved in their children's learning.

Parents are recognized as the first teachers as well as the strongest most consistent lifelong advocates in the lives of their children. Each child's potential for educational success is greatly enhanced when parents play active roles in the process. Parent involvement is critical in building a quality child care and early learning system and in shaping policy and programs in Early Learn NYC.

The Policy Council has already contributed to the components of the grant by being actively involved in numerous initiatives to ensure maximum parent involvement in quality programming such as:

- QualitystarsNY - Policy Council members participated in various focus groups aimed at helping to inform literature for parents;
- NYU Parent Engagement Initiative – Members helped to develop a parent Bill of Rights as well as the Child Assessment tool;
- Fatherhood initiative – Dads Take Your Child to School Day - Members participated in working with fathers to provide resources and engage them in their child's program.
- United Way Nutrition Pilot Program – Members participated in a *train the trainer* program to increase parent involvement in health and nutrition in Head Start programs;
- Several Policy Council Members are presently enrolled in the Child Development Associate program to become better equipped to work in the EarlyLearn programs;
- Members are also involved in the *Engaging Parents of Dual Language Learners in their School Readiness* initiative;
- PC members are also involved in annual Child Assessments, Self-Assessment and Community Assessments;
- Several of our parent representatives are working to Support Emergent Literacy in the Home Environment.

We will continue to contribute as much as possible to strengthen programs providing services to young children and engaging and supporting families. Therefore the Head Start Policy Council must partner with this new Race to the Top initiative as it promises to ensure that our children are ready for school.

Sincerely,

(b)(6)

ACS Head Start Policy Council Chairperson

October 2, 2013

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo,

As parents of children/adults with disabilities and members of New York State's Early Intervention Coordinating Council (EICC), we are writing to offer our enthusiastic support for New York's Race to the Top—Early Learning Challenge Grant application. We are very pleased that the Race to the Top competition identifies children considered "high need" as primary targets, and will include infants and toddlers with developmental delays and disabilities and their families. It is our belief that all children are capable of success and growth, and that young children with disabilities deserve the opportunity to participate in high quality early childhood programs and services to ensure their optimal development.

The Early Intervention Coordinating Council (EICC) is required by federal and state law. The EICC is a Governor-appointed body responsible to advise and assist the New York State Department of Health in its capacity as lead agency for the State's Part C Early Intervention Program for infants and toddlers with disabilities and their families. Parents of children with disabilities are recognized as valuable partners and are mandated members of the EICC.

The Individuals with Disabilities Education Act (IDEA) created national and state educational policy for very young children with disabilities and promotes opportunities for children with disabilities to learn alongside their typically developing peers. However, coordination between the early intervention/preschool special education systems with the multitude of early education programs for children who are typically developing remains disjointed. As a result, parents of children with high needs have faced many barriers when seeking quality early learning programs and experiences for their children. It is therefore very exciting to know that New York's proposal intends to:

- Align and coordinate early learning and development across the state.
- Strengthen efforts to support programs serving young children to involve and support families.
- Expand QUALITYstarsNY to more programs, including those serving young children with disabilities, and programs serving children who receive child care subsidies. We are particularly gratified that Early Intervention Program providers who deliver group developmental intervention services will be included in this expansion.
- Provide support to programs serving children with high needs, including infants and toddlers with developmental delays and disabilities, to improve the quality of their services, and to enhance child outcomes by increasing the number of high need children who enter kindergarten ready to learn.
- Increase the number of children who receive developmental screenings; support early learning programs to more effectively support healthy eating habits, nutrition and physical activity; and provide training and support to early learning programs to support children's social and emotional development. Social and emotional development has

been a priority issue for parent members of the EICC for many years and we wholeheartedly support the proposal's efforts to focus attention on this very important domain of child development.

We applaud the proposal's recognition that a successful New York State early learning and development system is built on broad-based stakeholder participation supported by effective governance and leadership. We commend you and your administration for your commitment to reform and creating and implementing a statewide early learning and development system that will effectively provide a full array of services and supports needed by young children and their families. This comprehensive approach will create the pathway to a successful future and ensure that all children, especially children with high needs, have the supports and services they need to achieve in school and life.

Sincerely,

(b)(6)

On behalf of

(b)(6) Parent Member

(b)(6) Parent Member
, Parent Member

(b)(6) Parent Member
Early Intervention Coordinating Council

CC: (b)(6)

Standards for Center/School-based Early Learning and Development Programs

Revised January 10, 2012 – Amended October 3, 2013– Point Assignment April 8, 2012

Introduction

The QUALITYstarsNY standards were developed to provide New York State with a common understanding of the elements of high quality in early learning and development programs. The standards were designed using information from a number of sources including, but not limited to: New York State regulations for child care and prekindergarten, New York City regulations, Head Start Program Performance Standards, the former Programs of Excellence, assessment tools such as the Program Administration Scale (PAS) and the Environment Rating Scales (ERS), and the accreditation standards of the National Association for the Education of Young Children (NAEYC).

QUALITYstarsNY uses five star levels based on four categories of standards to rate center-based programs. The four standards' categories are: Learning Environment; Family Engagement; Qualifications and Experience; and Management and Leadership.

Each category section begins with a rationale statement that briefly details and substantiates the link between the individual standard and both program quality and child outcomes. The statements are paraphrased from *Paths to QUALITY – A Child Care Quality Rating System for Indiana: What is its Scientific Basis?* by James Elicker, Carolyn Clawson Langill, Karen Ruprecht and Kyong-Ah Kwon from the Center for Families and the Department of Child Development & Family Studies at Purdue University. This report is available at: http://www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf

Application Process

Any program or provider that is regulated by the State of New York or the City of New York can receive a One Star rating. Programs or providers that wish to advance beyond One Star must submit additional documentation.

Rating Process

Environment Rating Scales (ERS)

The Environment Rating Scales are a set of four program quality assessment tools developed at the Frank Porter Graham Center at the University of North Carolina. The scales are used to evaluate the learning environment. Three of the four scales have been revised; the revised editions of these now serve as the standard. The scales contain multiple items covering several subscales. For example, the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* contains 43 items organized into the following 7 subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning
4. Activities
5. Interactions
6. Program Structure
7. Parents and Staff

Introduction

Scale	Age of Children	Program Setting	Number of Items	Number of Subscales
Infant/Toddler Environment Rating Scale (ITERS-R)	Up to 30 months	Center-based	39	7
Early Childhood Environment Rating Scale (ECERS-R)	2 ½ – 5 years	Center-based	43	7
School-Age Care Environment Rating Scale (SACERS)	5 – 12 years	Center-based	49	7
Family Child Care Environment Rating Scale (FCCERS-R)	Infants – school-aged children	Home-based	37	7

For more information on these scales, see <http://www.fpg.unc.edu/~ecers/>

Programs that receive a Provisional Rating of Three, Four or Five Stars will receive an Environment Rating Scale assessment(s) conducted by an outside observer.

All observers will be trained in and have experience with the types of settings they will observe. The ERS observations will be offered, once per rating cycle, free of charge.

The Points

A program's rating is determined using a point system. Applicants receive points for meeting standards in each of the four categories. All programs provide supporting documentation to verify program policies, practices, and achievements. At least 10% of the total possible points must be earned in each category.

There are a total of 360 possible points associated with the standards for centers and schools. All sites can earn up to 290 possible points before receiving points for the ERS observations, up to 50 points based on the ERS observation scores, and up to 20 possible points depending on which of the standards that apply only under certain conditions are applicable to the site, if any. These conditions include:

- Serving infants
- Serving toddlers/preschoolers
- Serving children with special needs
- Serving children whose home language is not English

Below is a summary of the point structure.

	Learning Environment	Family Engagement	Qualifications & Experience	Management & Leadership	Total Possible for All Sites
Centers-Schools					
Total possible for all sites, without ERS	53	57	90	90	290
Minimum number required based on total possible for all sites	6	6	9	9	30
Total possible for all sites, with ERS	103	57	90	90	340
Total possible under all conditions, with ERS	108	72	90	90	360

The maximum percentages of points that can be earned in each category are:

Learning Environment	30%
Family Engagement	20%
Qualifications and Experience	25%
Management and Leadership	25%
Total = 100%	

There are two ratings in QUALITYstarsNY: the Provisional Rating and the Active Rating. The Provisional Rating is used to determine the programs that will receive independent ERS observations. The points earned for the independent ERS observations are then added to the provisional points to determine a program’s Active Rating.

To calculate a program’s Provisional Rating, divide the number of points earned, including any conditional points but without ERS points, by the total possible points (without ERS) and multiply that number by 100.

Regulated program	★	
10% – 39% points	★★	
40% – 59% points	★★★	(Provisional)
60% – 84% points	★★★★	(Provisional)
85% – 100% points	★★★★★	(Provisional)

Programs earning Provisional Ratings of Three Stars and higher will receive independent ERS observations. At least 50% of classrooms will be observed.

Programs that qualify can earn up to 50 additional points for their ERS assessment score. To achieve an Active Rating of Three, Four, or Five Stars a program must earn an average ERS score of 4.25 or higher.

If the minimum average ERS score is not met, a program will automatically receive a Two Star Active Rating.

Programs earning Provisional Ratings of Two Stars or lower will not have independent ERS observations. Their Provisional Rating and Active Rating will be the same. To calculate a program’s Active Rating, add the number of points earned in the independent ERS observation to the provisional points, divide that by the total possible points, now including total possible ERS points, and multiply that number by 100.

Regulated program	★	“meeting basic standards”
10% – 39% points	★★	“satisfactory quality”
40% – 59% points	★★★	“good quality”
60% – 84% points	★★★★	“very good quality”
85% – 100% points	★★★★★	“excellent quality”

The example below illustrates how Provisional and Active ratings are calculated.

Program A is a preschool program that serves children with special needs. Like all other programs, Program A is eligible for up to 290 points before factoring in the ERS points. Since Program A also serves children with special needs it can earn an additional 3 points. Therefore, Program A’s Provisional Rating is based on the number of points earned out of 293.

Introduction

Program A receives 165 points before factoring in independent ERS observations. 165 is divided by 293 and multiplied by 100 to obtain 56%. Program A therefore receives a Provisional Rating of Three Stars.

$$\text{Provisional Rating} = \frac{165}{293} * 100 = 56\% = \star\star\star$$

Three Stars

Program A's Provisional Rating of Three Stars indicates that independent ERS observations should be conducted. Program A receives an average ECERS-R score of 5.25 for a total of 40 additional points. The 40 points are added to the initial 165 points for a total of 205 points. Since all programs can receive up to 50 additional points for the ERS observations, Program A's total possible points is now 343. 205 is divided by 343 and multiplied by 100 to obtain 60%. Program A therefore receives an active rating of Four Stars.

$$\text{Active Rating} = \frac{205}{343} * 100 = 60\% = \star\star\star\star$$

Four Stars

Documentation

Each standard specifies one or more documents for meeting the standard. At least one of the specified documents is required in order to receive credit for meeting a standard, unless otherwise noted. All documentation submitted should be current, having been in practice within the previous 12 months, unless otherwise noted. Copies of materials are acceptable. Please remove parent and/or child identifying information from all documentation. Documentation for the Qualifications and Experience category will be automatically provided to QUALITYstarsNY from Aspire, New York's registry for early childhood professionals..

Accreditation

Programs that have been in operation for at least 5 years and are accredited by the National Association for the Education of Young Children (2006 NAEYC standards) have a streamlined rating process. Using a crosswalk between QUALITYstarsNY and NAEYC Standards, accredited programs only submit documentation for those Standards which are not aligned.

Appeals Process

Ratings will be able to be appealed through a process *to be determined*.

Supports for Quality Improvement

Specific training, professional development, technical assistance, and other supports for quality improvement will be available to programs that want to access these supports. These will include introductory trainings on the ERS and introductory workshops on the quality rating system itself, among other offerings.

Financial supports for quality improvement for programs at various star ratings will be provided. Eventually, QUALITYstarsNY will establish financial incentives for consumers who choose higher rated programs, such as by improving the NYS child and dependent care tax credit to recognize quality. More information will be available in later stages of the system's development.

For updates and additional information about QUALITYstarsNY, please visit: www.qualitystarsny.org

LEARNING ENVIRONMENT

*Refer to glossary at the end of the Standards for definitions and clarifications

30% of total possible points = 108 out of 360 | Points possible for all sites = 53 points; conditional points = 55 points

Research Rationale: There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.

Classroom Environment (CE) - 60 points

		POINTS	DOCUMENTATION <i>(At least one form of documentation is required)</i>
CE 1	Program administrative staff ¹ attends training ² on the Environment Rating Scales (ERS) ³ .	2	<input type="checkbox"/> Training as indicated by Aspire
CE 2	Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	8	<input type="checkbox"/> Completed ERS self-assessment report with overall score, subscale scores, and written improvement plan
CE 3	Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.	30	<input type="checkbox"/> Completed ERS report with written improvement plan
CE 4	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	40	<input type="checkbox"/> Completed ERS report with written improvement plan
CE 5	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	50	<input type="checkbox"/> Completed ERS report with written improvement plan

Child Observation & Assessment (COA) - 20 points

		POINTS	DOCUMENTATION
COA 1	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	2	<input type="checkbox"/> Policy/practice statement

¹ At least one administrative staff member

² At least 2.5 hours within the last 12 months

³ NOTE: no-cost training will be offered on introduction to the ERS and introduction to QUALITYstarsNY.

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COA 2	Program collects information at enrollment on children's development including social emotional concerns, dominant language, preferences and any special needs.	2	<input type="checkbox"/> Copies of 3 sample completed forms (with identifying information removed). <i>If information is collected on multiple forms, include an example of each completed form.</i>
COA 3	Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool.	2	Evidence of use from 3 children: <input type="checkbox"/> Dated enrollment form AND completed copy of developmental screening tool used (with identifying information removed).
COA 4	Program uses a developmental screening tool that is valid and reliable.	1	Evidence of use of one of the following tools: <input type="checkbox"/> Ages and Stages Questionnaires, Third Edition (ASQ-3) <input type="checkbox"/> Ages and Stages Questionnaires Social-Emotional <input type="checkbox"/> Batelle Developmental Inventory Screening Test <input type="checkbox"/> Brigance Inventories System II <input type="checkbox"/> Brigance Self-Help and Social-Emotional Scales <input type="checkbox"/> Denver Developmental Screening Test (DDST) <input type="checkbox"/> Developmental Indicators for the Assessment of Early Learning 3 rd Edition (DIAL 3) <input type="checkbox"/> Early Screening Inventory – Revised (ESI-R) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic Screens <input type="checkbox"/> Parents' Evaluation of Developmental Status (PEDS) <input type="checkbox"/> Parents' Evaluation of Developmental Status-Developmental Milestones (PEDS:DM) <input type="checkbox"/> Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2) <input type="checkbox"/> Other – submit evidence that tool is valid and reliable
COA 5	Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).	2	<input type="checkbox"/> One completed copy of each assessment tool used (one per age group with identifying info removed)

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COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	1	<p>Evidence of use of one of the following tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ages and Stages Questionnaires <input type="checkbox"/> Creative Curriculum Developmental Continuum Assessment <input type="checkbox"/> Bayley Scale of Infant and Toddler Development <input type="checkbox"/> Brigance Inventories <input type="checkbox"/> Galileo Preschool Assessment Scales <input type="checkbox"/> High Scope Child Observation Record (COR) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic (English or Spanish) <input type="checkbox"/> Mullen Scales of Early Learning <input type="checkbox"/> Ounce Scale <input type="checkbox"/> Work Sampling System <input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Other – submit proof that tool is valid and reliable
COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	2	<ul style="list-style-type: none"> <input type="checkbox"/> Statement/Policy/Plan
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	3	<ul style="list-style-type: none"> <input type="checkbox"/> Training as indicated by Aspire
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	3	<ul style="list-style-type: none"> <input type="checkbox"/> Individualized learning goals based on child observations and assessment (examples include IEPs or lesson plans with modifications for individual children) <input type="checkbox"/> Statement of how program uses assessment results and monitors children’s progress towards learning goals and makes appropriate adaptations.
COA 10	Program can document that aggregated assessment results are used to inform program practice.	2	<ul style="list-style-type: none"> <input type="checkbox"/> Statement of how program uses assessment data to inform program practices <input type="checkbox"/> Aggregated data report(s) and Improvement plan(s)

Standards for Center/School-based Early Learning and Development Programs

Curriculum Planning & Implementation (CPI) - 20 points

		POINTS	DOCUMENTATION
CPI 1	Program has a written education philosophy or statement.	2	<input type="checkbox"/> Education philosophy or statement
CPI 2	Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development.	3	<input type="checkbox"/> Curriculum or curriculum framework AND <input type="checkbox"/> Evidence of use such as teacher plans and lesson plans
CPI 3	Program uses a written curriculum or curriculum framework that is evidence-based, meaning research has been conducted regarding the relationship between the curriculum and children's learning.	3	Evidence of use of one of the following curricula: <input type="checkbox"/> Before ABCs: Promoting School Readiness in Infants and Toddlers <input type="checkbox"/> Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Second Edition), <input type="checkbox"/> Zero to Three Cradling Literacy <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Create Curriculum for Infants, Toddlers, and Two's <input type="checkbox"/> High Scope Curriculum <input type="checkbox"/> The Montessori Approach <input type="checkbox"/> Other – submit evidence that curriculum is evidence-based
CPI 4	Program uses a written curriculum or curriculum framework that aligns with the NYS Early Learning Guidelines and/or the Pre-K Foundation for the Common Core.	4	<input type="checkbox"/> Curriculum or curriculum framework <input type="checkbox"/> Completed curriculum crosswalk
CPI 5	Program uses a written curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	2	<input type="checkbox"/> 3 sample lesson plans <input type="checkbox"/> 3 sample activity descriptions
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	3	<input type="checkbox"/> Training as indicated by Aspire
Program serves children with IFSP or IEPs <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to Physical Well-being & Health			
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program's activities.	3	<input type="checkbox"/> Statement describing child(ren) with IFSPs or IEPs who are enrolled and how your program implements significant modifications and provides additional supports

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Physical Well-being and Health (PH) - 8 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH2			
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	1	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Curriculum <input type="checkbox"/> Daily schedule <input type="checkbox"/> Lesson plans or goal statements
Program enrolls children 12 months of age and older <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH3			
PH 2	Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	1	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Policy statement <input type="checkbox"/> Daily schedule or plan
PH 3	Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming.	2	<input type="checkbox"/> Policy statement
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	2	<input type="checkbox"/> If program is in CACFP provide evidence of CACFP participation such as CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract <input type="checkbox"/> If program is not in CACFP provide a statement of how menus or meal/snack log meet the equivalent meal patterns
PH 5	Program adopts a formal obesity prevention program.	1	<input type="checkbox"/> Evidence of adoption of an obesity prevention program such as program assessment, action plans, timelines or goal statements
PH 6	Teaching or administrative staff attends training regarding implementation of the obesity prevention program.	1	<input type="checkbox"/> Training as indicated by Aspire

Standards for Center/School-based Early Learning and Development Programs

FAMILY ENGAGEMENT

*Refer to glossary at the end of the Standards for definitions and clarifications

20% of total possible points = 72 out of 360 | Points possible for all sites = 57 points; conditional points = 15 points

***Research Rationale:** There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.*

Communication (C) - 25 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age		<input type="checkbox"/> Yes, continue	<input type="checkbox"/> No, go to C2
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	3	<input type="checkbox"/> 3 completed copies of form used for communication and evidence of use (e.g., referenced in teacher job descriptions or in parent handbook). <input type="checkbox"/> 3 completed copies of notes or notebook (with identifying information removed)
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, applicable regulations, parent involvement opportunities, and other policies.	5	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Handouts <input type="checkbox"/> Website posting(s)
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	3	<input type="checkbox"/> 3 copies of evidence, such as newsletters, e-newsletters, e-mails, website postings
C 4	Program meets one-on-one with parents about their individual child's developments at least twice a year.	3	<input type="checkbox"/> Invitation <input type="checkbox"/> Calendar showing schedule of teachers' conferences. <input type="checkbox"/> Conference announcement <input type="checkbox"/> Parent handbook <input type="checkbox"/> Conference report <input type="checkbox"/> Sign in sheet
C 5	Program communicates with families in writing about staff member's educational qualifications and professional experience.	3	<input type="checkbox"/> Handbook with staff qualification information <input type="checkbox"/> Photograph of bulletin board <input type="checkbox"/> Staff member profiles <input type="checkbox"/> Website
C 6	Program communicates with families about program activities and policies in a group setting.	3	<input type="checkbox"/> Evidence of program orientation <input type="checkbox"/> Evidence of open house or back to school day/night
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	5	<input type="checkbox"/> Photograph of resource area showing written materials <input type="checkbox"/> Resource area reference in program materials such as parent handbook <input type="checkbox"/> Resource handbook or lists

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	<input type="checkbox"/> Various handouts
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Family Involvement & Support (FIS) - 32 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to FIS 2			
FIS 1	Program supports breastfeeding.	2	<input type="checkbox"/> If program is in CACFP provide the CACFP Breastfeeding Friendly Certificate <input type="checkbox"/> If not participating in CACFP provide the Completed CACFP Self-Assessment
FIS 2	Program offers family social gatherings that intentionally include other family members, in addition to parents.	2	<input type="checkbox"/> Announcement or invitation <input type="checkbox"/> Calendar showing gathering(s) <input type="checkbox"/> Newsletter
FIS 3	Program provides workshops, training or other events for families on educational topics.	2	<input type="checkbox"/> Announcement or invitation <input type="checkbox"/> Calendar showing gathering(s) <input type="checkbox"/> Newsletter
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	2	<input type="checkbox"/> Policy Statement <input type="checkbox"/> Memo <input type="checkbox"/> Announcement or invitation
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	4	<input type="checkbox"/> 3 samples of completed surveys or other evaluation tools <input type="checkbox"/> Implementation plan based on survey responses
FIS 6	Program provides regular opportunities for parents to participate in program-level decisions.	4	<input type="checkbox"/> Parent Advisory Council member list <input type="checkbox"/> Governing Board member list
FIS 7	Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool and results are used for program improvement.	3	<input type="checkbox"/> Completed self-assessment <input type="checkbox"/> Self-assessment report <input type="checkbox"/> Program improvement plan
FIS 8	Program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist, the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence, or other tool. The results are used for program improvement.	3	<input type="checkbox"/> Completed self-assessment checklist <input type="checkbox"/> Improvement Plan
Program enrolls children whose home language is not English <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to Transitions			
FIS 9	Program staff greets children and parents in the home languages of the children and parents.	2	<input type="checkbox"/> Policies/ philosophy statement <input type="checkbox"/> Attestation statement <input type="checkbox"/> Evidence of training
FIS 10	Program staff is trained to address the needs of children whose home language is not English.	4	<input type="checkbox"/> Training as indicated by Aspire

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The home language of 50% or more of the children is a specific language other than English <input type="checkbox"/> Yes, list language and continue <input type="checkbox"/> No, go to Transitions			
FIS 11	Program employs at least one staff member who speaks the home language(s) of the children.	4	<input type="checkbox"/> Resumes of staff showing language fluency <input type="checkbox"/> Attestation statement from the staff person(s) <input type="checkbox"/> Evidence of bi-lingual CDA <input type="checkbox"/> Transcripts <input type="checkbox"/> Program Information Report (Head Start)

Transitions (T) - 15 points

		POINTS	DOCUMENTATION
T 1	Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	3	<input type="checkbox"/> Policy <input type="checkbox"/> Procedures
T 2	Program has a written policy and/or procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	3	<input type="checkbox"/> Policy <input type="checkbox"/> Procedures
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten).	3	<input type="checkbox"/> Policy <input type="checkbox"/> Procedures <input type="checkbox"/> Information from parent handbook <input type="checkbox"/> Sample of information given to families (e.g. kindergarten registration) <input type="checkbox"/> Evidence of meetings or other supports
T 4	Program promotes the quality and continuity of teacher-child relationships through teacher training, teacher scheduling or other policies such as ensuring no more than one transition within the child's first two years.	6	<input type="checkbox"/> Policy <input type="checkbox"/> Info from parent handbook <input type="checkbox"/> Sample written transition plan <input type="checkbox"/> Staffing schedule

Standards for Center/School-based Early Learning and Development Programs

QUALIFICATIONS AND EXPERIENCE⁴

*Refer to glossary at the end of the Standards for definitions and clarifications

25% of total possible points = 90 out of 360 | Points possible for all sites = 90

Research Rationale: There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience

Note: A program can earn points in both the administrator and the teaching staff categories. Points are earned for the highest degree completed AND for each of several credentials AND for experience. Teaching staff points are weighted by percent of time worked and averaged (to account for programs with different numbers of staff). Teaching staff and Administrator qualification and experience will be entered into ASPIRE: the New York Works for Children Registry. ASPIRE will verify this information and send it to QUALITYstarsNY.

Administrator Qualifications (AQ) - 27 points

		POINTS	DOCUMENTATION
AQ 1	Associate's degree in ECE or an Associate's degree in a related field and at least 9 credits in ECE, or any Associate's degree and at least 24 credits in ECE. -OR-	6	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 2	Bachelor's degree in ECE or a Bachelor's degree in a related field including at least 9 credits in ECE, or any Bachelor's degree including at least 24 credits in ECE. -OR-	12	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 3	Master's degree or higher in ECE, or a Master's degree or higher in a related field including at least 9 credits in ECE or any Master's degree or higher including at least 24 credits in ECE.	16	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 4	3 to 5 college credits (4.5 to 7.5 CEUs) in management, supervision, leadership, and/or administration. -OR-	1	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 5	6 to 8 college credits (9 to 12 CEUs) in management, supervision, leadership, and/or administration. -OR-	2	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 6	9 or more college credits (13.5 or more CEUs) in management, supervision, leadership, and/or administration.	3	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 7	Children's Program Administrator Credential (CPAC)	4	<input type="checkbox"/> Training as indicated by ASPIRE
AQ 8	NYS School Administrator certificate	4	<input type="checkbox"/> Training as indicated by ASPIRE

⁴ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience. Further, teaching certificates or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

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Administrator Experience (AE) - 3 points

		POINTS	DOCUMENTATION
AE 1	At least 3 years of experience in supervision or management in an early care and education program	3	<input type="checkbox"/> Experience as indicated by ASPIRE

Teaching Staff Qualifications (TSQ) - 52 points

		POINTS	DOCUMENTATION
TSQ 1	First Aid/CPR training	2	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 2	Child Development Associate (CDA) credential with Preschool specialization -OR- Child Development Associate (CDA) credential with Infant-Toddler specialization	20	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 3	Montessori Infant/Toddler Credential -OR- Montessori Early Childhood Credential -OR- Montessori International Credential	25	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 4	NYS Infant-Toddler Credential	28	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 5	18 college credits in ECE/CD -OR-	32	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 6	Associate's degree in ECE, or Associate's degree in a related field and 9 ECE credits, or any Associate's degree including at least 24 credits in ECE. -OR-	35	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 7	Bachelor's degree in ECE, or Bachelor's degree in a related field and 9 ECE credits, or any Bachelor's degree including at least 24 credits in ECE. -OR-	42	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 8	Master's degree or higher in ECE, or Master's degree in a related field and 9 ECE credits or any Master's degree or higher including at least 24 credits in ECE.	45	<input type="checkbox"/> Training as indicated by ASPIRE
TSQ 9	NYS Early Childhood Teacher (Birth – Grade 2) Certificate ⁵ -OR- NYS Students with Disabilities (Birth – Grade 2) Certificate	5	<input type="checkbox"/> Training as indicated by ASPIRE

Teaching Staff Experience (TSE) - 4 points

		POINTS	DOCUMENTATION
TSE 1	At least 3 years of experience teaching in an early care and education program	4	<input type="checkbox"/> Training as indicated by ASPIRE

⁵ N-6 certification also meets this requirement.

Standards for Center/School-based Early Learning and Development Programs

Retention (R) - 4 points

		POINTS	DOCUMENTATION
R 1	The overall retention rate for teaching staff is 80% or above.	4	<input type="checkbox"/> Retention calculation will be done automatically based on staff information in ASPIRE

MANAGEMENT AND LEADERSHIP⁶

*Refer to glossary at the end of the Standards for definitions and clarifications

25% of total possible points = 90 out of 360 | Points possible for all sites = 90 points

Research Rationale: *There is some evidence that implementation of program policies and procedures is related to other measures of quality and child development outcomes.*

Note: For multi-site organizations, this section may need to be completed by staff in the central office. Documentation must apply to the applicant site.

Administrative Self-Assessment (ASA) - 10 points

		POINTS	DOCUMENTATION
ASA 1	Program conducts a program management self-assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self-study or Head Start Monitoring Protocol or another administrative/management assessment tool.	5	<input type="checkbox"/> Report of self-assessment
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self-assessment.	5	<input type="checkbox"/> Plan indicating at least 3 areas of improvement and proof of progress in those areas

Financial Accountability & Sustainability (FAS) - 27 points

		POINTS	DOCUMENTATION
FAS 1	Liability insurance is current to date.	2	<input type="checkbox"/> Insurance declaration page <input type="checkbox"/> Proof of payment
FAS 2	Payroll and payroll taxes are paid on time.	2	<input type="checkbox"/> Receipts or other evidence of payments
FAS 3	State and federal taxes are paid or IRS Form 990 is filed on time.	2	<input type="checkbox"/> IRS Form 990 <input type="checkbox"/> Attestation statement from accountant
FAS 4	Program has a current-year operating budget related to the early care and education program showing revenues and expenses.	4	<input type="checkbox"/> Budget showing revenues and expenses

⁶ NOTE: For multi-site organizations and for multiple school programs in a single school district, some of these criteria may be met overall by reference to sections of a union contract or the organizational personnel policies.

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FAS 5	Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	4	<input type="checkbox"/> Quarterly financial reports for the previous 12 months <input type="checkbox"/> Attestation statement by on-site administrator and/or board members stating that program has a system to generate income and expense statements
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	5	<input type="checkbox"/> Fiscal policies and procedures
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	5	<input type="checkbox"/> Evidence of financial review AND <input type="checkbox"/> Statement of individual's relationship to program
FAS 8	Program has established procedures to market and fill open child care slots/vacancies.	3	<input type="checkbox"/> Marketing procedures/statement

Policies and Procedures (PP) - 27 points

		POINTS	DOCUMENTATION
PP 1	Program has written job descriptions for all positions.	1	<input type="checkbox"/> Job descriptions (one per position)
PP 2	Employees are given access to an employee handbook when hired.	2	<input type="checkbox"/> Employee handbook with signed employee receipts (at least one per job role) <input type="checkbox"/> Hiring procedures indicating sharing of employee handbook
PP 3	Program provides new employees with an orientation that includes: <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula 	2	<input type="checkbox"/> Staff orientation checklist <input type="checkbox"/> Description of orientation process
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	2	<input type="checkbox"/> Confidentiality policy
PP 5	All program staff participates in at least 4 staff meetings during operational months.	2	<input type="checkbox"/> Dated staff meeting attendance lists <input type="checkbox"/> Program calendar indicating staff meetings <input type="checkbox"/> Dated meeting notes <input type="checkbox"/> Dated meeting agendas

Standards for Center/School-based Early Learning and Development Programs

PP 6	Written notes are taken at program staff meetings and then shared with staff.	2	<input type="checkbox"/> Meeting notes from at least 2 meetings within previous 12 months AND <input type="checkbox"/> Email, memo, or picture referencing notes
PP 7	Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.	2	<input type="checkbox"/> Philosophy or policy statement <input type="checkbox"/> Recruitment strategy statement
PP 8	All employees have formal, written performance assessments annually.	4	<input type="checkbox"/> Policy statement AND <input type="checkbox"/> Documentation of written, completed performance assessments (one per staff position with identifying information removed)
PP 9	Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</u> (CBK) competency areas.	5	<input type="checkbox"/> Core Body of Knowledge Professional Development Plans (one completed plan with identifying information removed for each teaching and supervisory position) <input type="checkbox"/> Other Professional Development Plan AND <input type="checkbox"/> A statement of how Plan(s) refer to the CBK competencies
PP 10	Performance assessment, including observations and feedback, informs individual professional development plans.	5	Provide one example from three different staff positions i.e. assistant teacher, lead teacher, director <input type="checkbox"/> Performance assessment AND <input type="checkbox"/> Professional development plan with goal statements highlighted and showing link to performance assessments. Assessments must include observations and comments.

Standards for Center/School-based Early Learning and Development Programs

Staff Compensation and Benefits (SCB) -13 points

		POINTS	DOCUMENTATION
SCB 1	Program has an up-to-date written wage scale that is based on position, education, training, and years of relevant experience.	1	<input type="checkbox"/> Wage scale or union wage scale
SCB 2	Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM) <input type="checkbox"/> paid holidays <input type="checkbox"/> paid time off (sick, vacation, personal) <input type="checkbox"/> health insurance <input type="checkbox"/> professional development days	2	<input type="checkbox"/> Employee handbook detailing benefits <input type="checkbox"/> Compensation package <input type="checkbox"/> Employee policy
SCB 3	Program offers full-time staff a compensation package with at least 3 of the following benefit options: (1 POINT PER BENEFIT OPTION, UP TO 3 POINTS MAXIMUM) <input type="checkbox"/> family and medical leave (beyond what is required by law) <input type="checkbox"/> flexible scheduling <input type="checkbox"/> retirement <input type="checkbox"/> life insurance <input type="checkbox"/> flexible spending account <input type="checkbox"/> dependent care assistance plan <input type="checkbox"/> tuition discounts for employee's children <input type="checkbox"/> tuition reimbursement for education <input type="checkbox"/> employee assistance program <input type="checkbox"/> dental insurance	1	<input type="checkbox"/> Employee handbook detailing benefits <input type="checkbox"/> Compensation package <input type="checkbox"/> Employee policy
SCB 4	Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.	1	<input type="checkbox"/> Employee handbook detailing benefits <input type="checkbox"/> Compensation package <input type="checkbox"/> Employee policy

Staff Planning (SP) - 13 points

		POINTS	DOCUMENTATION
SP 1	Program has a written general plan to cover planned and unplanned absences.	3	<input type="checkbox"/> Plan
SP 2	Program provides lead teachers with at least 1 hour of paid planning time per week.	4	<input type="checkbox"/> Staffing plan indicating <input type="checkbox"/> Policy statement
SP 3	Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children).	4	<input type="checkbox"/> Policy statement <input type="checkbox"/> Staffing plan <input type="checkbox"/> Evidence of staff meeting <input type="checkbox"/> Attestation statement
SP 4	Staff has access to computers and the Internet during planning time.	2	<input type="checkbox"/> Staff handbook <input type="checkbox"/> Policy statement <input type="checkbox"/> Staff e-mails

Standards for Family-based Early Learning and Development Programs

Revised January 30, 2012 – Amended December 14, 2012 – Points Assignment April 8, 2012

Introduction

The QUALITYstarsNY standards were developed to provide New York State with a common understanding of the elements of high quality in early learning and development programs. The standards were designed using information from a number of sources including, but not limited to: New York State regulations for child care and prekindergarten, New York City regulations, Head Start Program Performance Standards, the former Programs of Excellence, assessment tools, such as the Business Administration Scale (BAS), the Environment Rating Scales (ERS), and the accreditation standards of the National Association for Family Child Care (NAFCC).

QUALITYstarsNY uses five star levels based on four categories of standards to rate family-based programs. The four standards' categories are: Learning Environment; Family Engagement; Qualifications and Experience; and Management and Leadership.

Each category section begins with a rationale statement that briefly details and substantiates the link between the individual standard and both program quality and child outcomes. The statements are paraphrased from *Paths to QUALITY – A Child Care Quality Rating System for Indiana: What is its Scientific Basis?* by James Elicker, Carolyn Clawson Langill, Karen Ruprecht and Kyong-Ah Kwon from the Center for Families and the Department of Child Development & Family Studies at Purdue University. This report is available at: http://www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf

Application Process

Any provider that is regulated by the State of New York or the City of New York can receive a One Star rating. Providers that wish to advance beyond One Star must submit additional documentation.

Rating Process

Environment Rating Scales (ERS)

The Environment Rating Scales are a set of four program quality assessment tools developed at the Frank Porter Graham Center at the University of North Carolina. The scales are used to evaluate the learning environment. Three of the four scales have been revised; the revised editions of these now serve as the standard. The scales contain multiple items covering several subscales. For example, the *Family Child Care Environment Rating Scale-Revised (FCCERS-R)* contains 38 items organized into the following 7 subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Listening and Talking
4. Activities
5. Interaction
6. Program Structure
7. Parents and Provider

Introduction

Scale	Age of Children	Program Setting	Number of Items	Number of Subscales
Infant/Toddler Environment Rating Scale (ITERS-R)	Up to 30 months	Center-based	39	7
Early Childhood Environment Rating Scale (ECERS-R)	2 ½ – 5 years	Center-based	43	7
School-Age Care Environment Rating Scale (SACERS)	5 – 12 years	Center-based	49	7
Family Child Care Environment Rating Scale (FCCERS-R)	Infants – school-aged children	Home-based	37	7

For more information on these scales, see <http://www.fpg.unc.edu/~ecers/>

Providers that desire to earn a star-rating of Three to Five Stars must have Environment Rating Scale assessments conducted by a reliable outside observer. All observers will have experience with the types of settings they will observe. All observers will be trained and required to maintain a high degree of reliability. The ERS observations will be offered, once per rating cycle, free of charge by QUALITYstarsNY.

The Points

A provider's rating is determined using a point system. Applicants receive points for meeting standards in each of the four categories. All providers submit supporting documentation to verify provider's policies, practices, and achievements. At least 10% of the total possible points must be earned in each category.

There are a total of 360 possible points associated with the standards for family home providers. All sites can earn up to 290 possible points before receiving points for the ERS observations, up to 50 points based on the ERS observation scores, and up to 20 possible points depending on which of the standards that apply only under certain conditions are applicable to the site, if any. These conditions include:

- Serving infants
- Serving toddlers/preschoolers
- Serving children with special needs
- Serving children whose home language is not English

Below is a summary of the point structure.

	Learning Environment	Family Engagement	Qualifications & Experience	Management & Leadership	Total Possible for All Sites
Family Homes					
Total possible for all sites, without ERS	53	57	90	90	290
Minimum number required based on total possible for all sites	6	6	9	9	30
Total possible for all sites, with ERS	103	57	90	90	340
Total possible under all conditions, with ERS	108	72	90	90	360

The maximum percentages of points that can be earned in each category are:

Learning Environment	30%
Family Engagement	20%
Qualifications and Experience	25%
Management and Leadership	25%
Total = 100%	

There are two ratings in QUALITYstarsNY: the provisional rating and the active rating. The provisional rating is used to determine the providers that will receive independent ERS observations. The points earned for the independent ERS observations are then added to the provisional points to determine a provider’s active rating.

To calculate a provider’s provisional rating, divide the number of points earned, including any conditional points but without ERS points, by the total possible points (without ERS) and multiply that number by 100.

Regulated program	★	
10% – 39% points	★★	
40% – 59% points	★★★	(Provisional)
60% – 84% points	★★★★	(Provisional)
85% – 100% points	★★★★★	(Provisional)

Providers earning provisional ratings of Three Stars and higher will receive independent ERS observations. Providers earning provisional ratings of Two Stars will not have independent ERS observations and will receive final ratings of Two Stars. Providers that earn less than a Two Star rating will remain in the One Star level or regulated program status.

To calculate a provider’s active rating, add the number of points earned in the independent ERS observation to the provisional points, divide that by the total possible points, now including total possible ERS points, and multiply that number by 100.

Regulated program	★	“meeting basic standards”
10% – 39% points	★★	“satisfactory quality”
40% – 59% points	★★★	“good quality”
60% – 84% points	★★★★	“very good quality”
85% – 100% points	★★★★★	“excellent quality”

The example below illustrates how provisional and active points are calculated.

Provider A is a family home provider that serves children with special needs. Like all other family home providers, Provider A is eligible for up to 290 points before factoring in the ERS points. Since Provider A also serves children with special needs, she or he can earn an additional 3 points. Therefore, Provider A's provisional rating is based on the number of points earned out of 293.

Provider A receives 165 points before factoring in independent ERS observations. 165 is divided by 293 and multiplied by 100 to obtain 56%. Provider A therefore receives a provisional rating of Three Stars.

$$\text{Provisional Rating} = \frac{165}{293} * 100 = 56\% = \text{★ ★ ★} \\ \text{Three Stars}$$

Provider A's provisional rating of Three Stars indicates that independent ERS observations should be conducted. Provider A receives an average FCCERS-R score of 5.25 for a total of 40 additional points. The 40 points are added to the initial 165 points for a total of 205 points. Since all providers can receive up to 50 additional points for the ERS observations, Provider A's total possible points is now 343. 205 is divided by 343 and multiplied by 100 to obtain 60%. Provider A therefore receives an active rating of Four Stars.

$$\text{Final Rating} = \frac{205}{343} * 100 = 60\% = \text{★ ★ ★ ★} \\ \text{Four Stars}$$

Documentation

Each standard specifies one or more documents for meeting the standard. At least one of the specified documents is required in order to receive credit for meeting a standard. All documentation submitted should be current, having been in practice within the previous 12 months, unless otherwise noted. Copies of materials are acceptable. Please remove parent and/or child identifying information from all documentation. Documentation for the Qualifications and Experience category will be automatically provided to QUALITYstarsNY from Aspire: New York's Workforce Registry.

Accreditation

Providers that have been in operation for at least 5 years and are accredited by the National Association for Family Child Care will have a streamlined application process. All providers may be expected to have independent Environment Rating Scale observations. Eventually, other accreditation systems may be recognized in QUALITYstarsNY.

Appeals Process

Ratings will be able to be appealed through a process *to be determined*.

Supports for Quality Improvement

The expectation of the designers of QUALITYstarsNY is that specific training, professional development, technical assistance, and other supports for quality improvement will be available to providers that want to access these supports. These will include introductory trainings on the ERS and introductory workshops on the quality rating system itself, among other offerings.

Financial supports for quality improvement for providers at various star ratings will be provided. QUALITYstarsNY will also eventually establish financial incentives for consumers who choose higher rated providers, such as by improving the NYS child and dependent care tax credit to recognize quality. More information will be available in later stages of the system's development.

For updates and additional information about QUALITYstarsNY, please visit: www.qualitystarsny.org

LEARNING ENVIRONMENT

*Refer to glossary at the end of the Standards for definitions and clarifications

30% of total possible points = 108 out of 360 points | Points possible for all sites = 53 points; conditional points = 55 points

Research Rationale: There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children’s development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcome.

Home Environment (HE) - 60 points

		POINTS	DOCUMENTATION (At least one form of documentation is required)
HE 1	Provider attends training on the Family Child Care Environment Rating Scale-R (FCCERS-R).	2	<input type="checkbox"/> Training as indicated by Aspire
HE 2	Provider completes a self-assessment using the FCCERS-R and writes an improvement plan to address subscale scores below 3.25.	8	<input type="checkbox"/> Completed FCCERS-R self-assessment report with written improvement plan.
HE 3	Provider has an independent FCCERS-R assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.	30	<input type="checkbox"/> Completed FCCERS-R assessment report with written improvement plan.
HE 4	Provider has an independent FCCERS-R assessment and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	40	<input type="checkbox"/> Completed FCCERS-R assessment report with written improvement plan.
HE 5	Provider has an independent FCCERS-R assessment and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	50	<input type="checkbox"/> Completed FCCERS-R assessment report with written improvement plan.

Child Observation and Assessment (COA) - 20 points

		POINTS	DOCUMENTATION
COA 1	Provider collects information at enrollment about the child’s development, including social emotional concerns, dominant language, preferences and any special needs.	2	<input type="checkbox"/> 2 completed questionnaires (with identifying information removed).
COA 2	Provider documents the developmental status of each child within 45 days of entering the home using a child development screening tool.	2	<input type="checkbox"/> One completed copy of each developmental screening tool used (with identifying information removed) <input type="checkbox"/> Policy and procedures for screening
COA 3	Provider uses a developmental screening tool that is valid and reliable.	1	Evidence of use of one of the following tools: <input type="checkbox"/> Ages and Stages Questionnaires,

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			<p>Third Edition (ASQ-3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ages and Stages Questionnaires Social-Emotional <input type="checkbox"/> Batelle Developmental Inventory Screening Test <input type="checkbox"/> Brigance Inventories System II <input type="checkbox"/> Brigance Self-Help and Social-Emotional Scales <input type="checkbox"/> Denver Developmental Screening Test (DDST) <input type="checkbox"/> Developmental Indicators for the Assessment of Early Learning 3rd Edition (DIAL 3) <input type="checkbox"/> Early Screening Inventory – Revised (ESI-R) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic Screens <input type="checkbox"/> Parents’ Evaluation of Developmental Status (PEDS) <input type="checkbox"/> Parents’ Evaluation of Developmental Status-Developmental Milestones (PEDS:DM) <input type="checkbox"/> Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2) <input type="checkbox"/> Other – submit proof that tool is valid and reliable
COA 4	Provider documents the developmental progress of each child at least quarterly using a child development assessment tool or anecdotal records.	2	<ul style="list-style-type: none"> <input type="checkbox"/> One completed copy of assessment tool used (with identifying information removed) <input type="checkbox"/> Anecdotal records (one per age group, with identifying information removed)
COA 5	Provider uses a developmental assessment tool that is valid and reliable.	1	<p>Evidence of use of one of the following tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ages and Stages Questionnaires <input type="checkbox"/> Creative Curriculum Developmental Continuum Assessment <input type="checkbox"/> Bayley Scale of Infant and Toddler Development <input type="checkbox"/> Brigance Inventories <input type="checkbox"/> Galileo Preschool Assessment Scales

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			<input type="checkbox"/> High Scope Child Observation Record (COR) <input type="checkbox"/> Learning Accomplishment Profile-Diagnostic (English or Spanish) <input type="checkbox"/> Mullen Scales of Early Learning <input type="checkbox"/> Ounce Scale <input type="checkbox"/> Work Sampling System <input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Other – submit proof that tool is valid and reliable
COA 6	Provider and any regular assistants have annual training(s) in child observation and assessment including recognition of developmental milestones, identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	6	<input type="checkbox"/> Training as indicated by Aspire
COA 7	Provider can document that child observations and assessments are used to inform instruction that guide curriculum implementation and individual child learning.	6	<input type="checkbox"/> 2 samples of weekly or daily lesson plans that include individualized learning goals based on child observations and assessment <input type="checkbox"/> Statement of how provider monitors children's progress towards learning goals and makes appropriate adaptations

Curriculum Planning and Implementation (CPI) - 20 points

		POINTS	DOCUMENTATION
CPI 1	Provider has lesson plans that outline learning goals and contain associated intentional activities.	2	<input type="checkbox"/> 2 samples of weekly or daily lesson plans
CPI 2	Provider uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development.	3	<input type="checkbox"/> Curriculum or curriculum framework AND <input type="checkbox"/> Documentation of use, such as daily plans or notes to parents.
CPI 3	Provider uses a written curriculum or curriculum framework curriculum that is evidence-based, meaning research has been conducted regarding the relationship between the curriculum and children's learning.	3	Evidence of use of one of the following curricula: <input type="checkbox"/> Before ABCs: Promoting School Readiness in Infants and Toddlers <input type="checkbox"/> Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Second Edition), Zero to Three <input type="checkbox"/> Cradling Literacy <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Create Curriculum for Infants, Toddlers, and Two's

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			<input type="checkbox"/> Family Childcare Curriculum <input type="checkbox"/> High Scope Curriculum <input type="checkbox"/> The Montessori Approach <input type="checkbox"/> Other – submit proof that curriculum is evidence-based
CPI 4	The curriculum or curriculum framework aligns with the NYS Early Learning Guidelines and/or the Pre-K Foundation for the Common Core.	4	<input type="checkbox"/> Curriculum or curriculum framework <input type="checkbox"/> Completed curriculum crosswalk
CPI 5	The curriculum or curriculum framework is adapted to be culturally competent by incorporating into the learning environment culturally sensitive books, themes and projects.	2	<input type="checkbox"/> 2 sample lesson plans <input type="checkbox"/> 2 sample activity descriptions
CPI 6	Provider and any assistants receive annual training to implement the curriculum.	3	<input type="checkbox"/> Training as indicated by Aspire
Home serves children with IFSPs or IEPs <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to Physical Well-being & Health			
CPI 7	Provider implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program’s activities.	3	<input type="checkbox"/> Statement describing child(ren) with IFSPs or IEPs who are enrolled and how your home implements significant modifications and provides additional supports

Physical Well-being & Health (PH) - 8 points

		POINTS	DOCUMENTATION
Provider enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH2			
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	1	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Curriculum <input type="checkbox"/> Daily schedule <input type="checkbox"/> Lesson plans or goal statements
Provider enrolls children 12 months of age and older <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to PH3			
PH 2	Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	1	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Evidence of policy <input type="checkbox"/> Daily schedule or plan
PH 3	Provider has a policy that details the use of TV/video for children, including that TV/video time is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational/movement-based commercial-free programming.	2	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Policy statement
PH 4	Provider promotes the consumption of meals and snacks that	2	<input type="checkbox"/> If provider is in CACFP provide

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	meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.		<p>evidence of CACFP participation such as CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract</p> <p><input type="checkbox"/> If provider is not in CACFP provide a statement of how menus or meal/snack log meet the equivalent meal patterns</p>
PH 5	Provider implements a formal obesity prevention program.	1	<p><input type="checkbox"/> Evidence of adoption of an obesity prevention program such as self-assessment, action plans, timelines or goal statements</p>
PH 6	Provider attends training regarding implementation of the obesity prevention program.	1	<p><input type="checkbox"/> Training as indicated by Aspire</p>

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FAMILY ENGAGEMENT

*Refer to glossary at the end of the Standards for definitions and clarifications

20% of total possible points = 72 out of 360 points | Points possible for all sites = 57 points; conditional points = 15 points

Research Rationale: There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent’s dominant language is necessary for optimum results.

Communication (C) - 32 points

		POINTS	DOCUMENTATION
Provider enrolls children under 12 months of age		<input type="checkbox"/> Yes, continue	<input type="checkbox"/> No, go to C2
C 1	Provider communicates with parents of infants in writing on a daily basis about care giving routines, such as feeding, sleeping, and diapering/toileting.	3	<input type="checkbox"/> Form used for communication and evidence of use (e.g. referenced in paid employee job descriptions or parent handbook)
C 2	Program communicates with families in a comprehensive, written format about the program’s history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	8	<input type="checkbox"/> Parent handbook <input type="checkbox"/> Handouts <input type="checkbox"/> Website posting(s)
C 3	Provider periodically communicates in writing with families about program and child activities and other pertinent information.	4	<input type="checkbox"/> 2 copies of evidence, such as newsletters, e-newsletters, e-mails, website postings, etc.
C 4	Provider meets one-on-one with parents about their individual child’s developments at least twice a year.	4	<input type="checkbox"/> Announcement, invitation, list, etc. <input type="checkbox"/> Photograph of bulletin board <input type="checkbox"/> Calendar showing schedule of conferences
C 5	Provider shares information with parents about the provider’s, and any assistant’s, educational qualifications and professional experience.	4	<input type="checkbox"/> Handbook with staff qualification information <input type="checkbox"/> Photograph of bulletin board <input type="checkbox"/> Staff member profiles <input type="checkbox"/> Website
C 6	Provider provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	9	<input type="checkbox"/> Photograph of resource area <input type="checkbox"/> Resource list or resource book <input type="checkbox"/> Various handouts

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Family Involvement & Support (FIS) - 32 points

		POINTS	DOCUMENTATION
Provider enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to FIS 2			
FIS 1	Provider supports breastfeeding.	2	<input type="checkbox"/> If participating in CACFP provide CACFP Breastfeeding Friendly Certificate <input type="checkbox"/> If not participating in CACFP provide a completed CACFP Self-Assessment
FIS 2	Provider offers family social gatherings that intentionally include other family members, in addition to parents.	3	<input type="checkbox"/> Announcement or invitation <input type="checkbox"/> Calendar showing gathering(s) <input type="checkbox"/> Newsletter
FIS 3	Provider offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	3	<input type="checkbox"/> Policy <input type="checkbox"/> Memo <input type="checkbox"/> Announcement or invitation
FIS 4	Families complete a program evaluation or survey annually and results are used for program improvement.	4	<input type="checkbox"/> 2 samples of completed surveys or other evaluation tools <input type="checkbox"/> Implementation plan based on survey responses
FIS 5	Provider completes a self-assessment on family-responsive practices using a tool, such as the Center for the Study of Social Policy’s Family Strengthening Self-Assessment tool, and results are used for program improvement.	5	<input type="checkbox"/> Completed self-assessment <input type="checkbox"/> Self-assessment reports <input type="checkbox"/> Provider improvement plan
FIS 6	Provider and any assistants complete a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Toolkit, the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings the Checklist for Promoting Cultural & Linguistic Competency for ECE Personnel from the National Center on Cultural Competence, or some other tool. The results are used for program improvement.	5	<input type="checkbox"/> Completed self-assessment <input type="checkbox"/> Self-assessment reports <input type="checkbox"/> Provider improvement plan
Provider enrolls children whose home language is not English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to Transitions			
FIS 7	Provider and any assistants greet children and parents in the home languages of the children and parents.	2	<input type="checkbox"/> Policy statement <input type="checkbox"/> Attestation statement

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FIS 8	Provider has access to at least one English speaker who also speaks those languages who can assist with translation or other requests (e.g., another parent, community volunteer, or neighbor).	2	<input type="checkbox"/> Policy statement <input type="checkbox"/> Resumes showing language fluency <input type="checkbox"/> Statement from person(s) who speaks the dominant language
FIS 9	Provider obtains training to address the needs of English language learners.	6	<input type="checkbox"/> Training as indicated by Aspire

Transitions (T) - 8 points

		POINTS	DOCUMENTATION
T 1	Provider has a written policy and procedures to support children and families transitioning into the home childcare setting, which includes providing information on separation and attachment.	4	<input type="checkbox"/> Policy or procedures <input type="checkbox"/> Information from parent handbook
T 2	Provider has a written policy and procedures to support children and families transitioning out of the home child care setting including when children transition to another care or educational setting (e.g., other family home, kindergarten).	4	<input type="checkbox"/> Policy <input type="checkbox"/> Procedures <input type="checkbox"/> Information from parent handbook <input type="checkbox"/> Sample of information given to families (e.g. kindergarten registration) <input type="checkbox"/> Evidence of meetings or other supports

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QUALIFICATIONS AND EXPERIENCE¹

*Refer to glossary at the end of the Standards for definitions and clarifications

25% of total possible points = 90 out of 360 points | Points possible for all sites = 90 points

Research Rationale: *There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience.*

Note: Points are earned for the highest degree completed AND for each of several credentials AND for experience. The provider earns points in Management (qualifications and experience). Both the provider and any assistants earn points in the Provider and Assistants Qualifications and Experience sections. If there is an assistant, these points are weighted by percent of time worked by the provider and the assistant and averaged. To be equitable between group family and family child care, the provider's qualifications and experience count more heavily than the assistant's.

Provider and any assistant qualification and experience will be entered into Aspire: New York's Workforce Registry. Aspire will verify this information and send it to QUALITYstarsNY.

Provider Management Qualifications - 12 points

		POINTS	DOCUMENTATION
PMQ 1	15 clock hours in management, leadership, and/or administration (or for Group FCC in supervision) -OR-	2	<input type="checkbox"/> Training as indicated by Aspire
PMQ 2	3 to 5 credits in management, leadership, and/or administration (or for Group FCC in supervision) -OR-	6	<input type="checkbox"/> Training as indicated by Aspire
PMQ 3	6 to 8 credits in management, leadership, and/or administration (or for Group FCC in supervision) -OR-	9	<input type="checkbox"/> Training as indicated by Aspire
PMQ 4	9 or more credits (13.5 CEUs) in management, leadership, and/or administration (or for Group FCC in supervision)	12	<input type="checkbox"/> Training as indicated by Aspire

Provider Administrative Experience - 2 points

		POINTS	DOCUMENTATION
PAE 1	At least 3 years of experience in an administrative position in an early care and education program	2	<input type="checkbox"/> Experience as indicated by Aspire

Provider & Assistant Qualifications - 58 points

		POINTS	DOCUMENTATION
PAQ 1	Child Development Associate (CDA) credential with Infant-Toddler specialization -OR- Child Development Associate (CDA) credential with Family	23	<input type="checkbox"/> Training as indicated by Aspire

¹ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience. Further, teaching certificates or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

Standards for Family-based Early Learning and Development Programs

	Child Care specialization -OR- Child Development Associate (CDA) credential with Preschool specialization		
PAQ 2	Montessori, Infant/Toddler Credential -OR- Montessori, Early Childhood Credential -OR- Montessori, International Credential	28	<input type="checkbox"/> Training as indicated by Aspire
PAQ 3	NYS Infant-Toddler Credential -OR- NYS Family Child Care Credential	31	<input type="checkbox"/> Training as indicated by Aspire
PAQ 4	No higher education degree but at least 9 college credits in ECE -OR-	28	<input type="checkbox"/> Training as indicated by Aspire
PAQ 5	No higher education degree but at least 18 college credits in ECE -OR-	35	<input type="checkbox"/> Training as indicated by Aspire
PAQ 6	Associates degree in ECE, or Associates degree in a related field and 9 ECE credits, or any Associates degree and at least 24 credits in ECE -OR-	38	<input type="checkbox"/> Training as indicated by Aspire
PAQ 7	Bachelor's degree in ECE, or Bachelor's degree in a related field and 9 ECE credits, or any Bachelor's degree and at least 24 credits in ECE. -OR-	45	<input type="checkbox"/> Training as indicated by Aspire
PAQ 8	Master's degree or higher in ECE, or Master's degree in a related field and 9 ECE credits or any Master's degree or higher and at least 24 credits in ECE	48	<input type="checkbox"/> Training as indicated by Aspire
PAQ 9	NYS Early Childhood Teacher (Birth – Grade 2) Certificate ² -OR- NYS Students with Disabilities (Birth – Grade 2) Certificate	5	<input type="checkbox"/> Training as indicated by Aspire
PAQ 10	Family Development Credential	5	<input type="checkbox"/> Training as indicated by Aspire

Provider & Assistant Experience - 6 points

		POINTS	DOCUMENTATION
E 1	At least 3 years of experience in any teaching position in an early care and education program	6	<input type="checkbox"/> Experience as indicated by Aspire

Retention - 12 points

		POINTS	DOCUMENTATION
R 1	Provider has been a registered or licensed (group) family day care operator continuously for 5 or more years.	12	<input type="checkbox"/> License status as indicated by Aspire

² N-6 certification also meets this requirement.

MANAGEMENT and LEADERSHIP

*Refer to glossary at the end of the Standards for definitions and clarifications

25% of total possible points = 90 out of 360 points | Points possible for all sites = 90 points

Research Rationale: There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.

Note: For multi-site organizations, this section may need to be completed by staff in the central office. Remember that documentation must apply to the applicant site.

Administrative Self-Assessment (ASA) - 10 points

		POINTS	DOCUMENTATION
ASA 1	Provider conducts a self-assessment using a tool, such as the Business Administration Scale (BAS) or the self-study for National Association for Family Child Care Accreditation (NAFCC).	5	<input type="checkbox"/> Report on self-assessment
ASA 2	Provider demonstrates progress on a plan aligned to the self-assessment.	5	<input type="checkbox"/> Plan indicating at least 3 areas of improvement and progress in those areas

Financial Accountability & Sustainability (FAS) - 27 points

		POINTS	DOCUMENTATION
FAS 1	Liability insurance premium is current to date.	2	<input type="checkbox"/> Insurance declaration page <input type="checkbox"/> Proof of payment
FAS 2	Local, state and federal taxes are paid on time.	2	<input type="checkbox"/> Receipts or other evidence of payments
FAS 3	Provider has a current-year operating budget showing revenues and expenses.	3	<input type="checkbox"/> Budget
FAS 4	Provider records income and expenses at least monthly and reviews income and expense statements, comparing actual revenues and expenses to budget quarterly.	4	<input type="checkbox"/> Quarterly financial reports <input type="checkbox"/> Attestation statement by on-site administrator and/or board members stating that program has a system to generate income and expense statements
FAS 5	Provider has a system of record keeping that tracks incomes and expenses for tax purposes and individual cost of care.	4	<input type="checkbox"/> Evidence of record keeping system
FAS 6	Provider calculates cost of care, has goals for her own compensation, and uses both to set tuition rates.	2	<input type="checkbox"/> Cost of care calculation sheet or printout
FAS 7	There is an independent preparation of taxes by someone with accounting or bookkeeping expertise.	4	<input type="checkbox"/> Bill/invoice from tax preparer <input type="checkbox"/> Tax form with preparer's signature
FAS 8	Provider uses technology to manage finances and enrollment, e.g., uses Minute Menu for CACFP or automated time and attendance.	2	<input type="checkbox"/> Enrollment or financial monitoring report(s) <input type="checkbox"/> Minute Menu reports

Standards for Family-based Early Learning and Development Programs

FAS 9	Provider has established procedures to market and fill open child care slots/vacancies.	4	<input type="checkbox"/> Marketing plan, communication materials and other documents <input type="checkbox"/> Waiting list <input type="checkbox"/> Telephone logs
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Policies and Procedures (PP) - 27 points

		POINTS	DOCUMENTATION
PP 1	Provider uses substitutes no more than 20% of the time (e.g., no more than one day per week).	9	<input type="checkbox"/> Attestation statement noting use of substitutes
PP 2	Provider maintains confidentiality regarding children and family information and communicates this confidentiality policy to any family members, employees and substitutes.	6	<input type="checkbox"/> Confidentiality policy
PP 3	The provider and any paid employees have professional development plans that match the <i>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</i> competency areas.	12	<input type="checkbox"/> Core Body of Knowledge Professional Development Plans for provider and any assistants <input type="checkbox"/> Other Professional Development Plan AND a statement of how Plan(s) refer to the CBK competencies

Compensation and Benefits (CB) - 13 points

		POINTS	DOCUMENTATION
CB 1	Provider offers for self and any paid, full-time employees: (3 POINTS PER BENEFIT OPTION, UP TO 9 POINTS MAXIMUM) <input type="checkbox"/> 5 days of time off (sick and/or personal); <input type="checkbox"/> holidays; <input type="checkbox"/> professional development days	3	<input type="checkbox"/> Payroll records <input type="checkbox"/> Attestation statement <input type="checkbox"/> Memo to parents <input type="checkbox"/> Contract <input type="checkbox"/> Employee Handbook
CB 2	Provider and any paid, full-time employees have health insurance.	4	<input type="checkbox"/> Health insurance card <input type="checkbox"/> Health insurance policy <input type="checkbox"/> Health care bill

Program Planning (PPL) - 13 points

		POINTS	DOCUMENTATION
PPL 1	Provider spends at least one hour per week in program planning using appropriate resources such as printed materials, the internet, and curriculum-based planning tools.	13	<input type="checkbox"/> Weekly schedule <input type="checkbox"/> Planning sheet <input type="checkbox"/> Staff Schedule

Standards for School Age Child Care Programs

Revised July 31, 2012 - Amended November 6, 2012

Learning Environment

There is substantial evidence that:

- Program environment features are central to program quality and there is limited evidence that varied and appropriate program materials support children’s development.
- Quality of staff-child interactions contributes to quality in out-of-school time settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures.
- Developmentally appropriate curriculum is related to other measures of program quality
- Developmentally appropriate curriculum is related to positive child and youth outcomes.

There is a moderate amount of evidence that:

- Developmentally-appropriate assessment is associated with improved child and youth development outcomes.

Program Environment	Documentation ¹
PE 1. Program staff attend training on the School Age Care Environment Rating Scale (SACERS).	Evidence of training completion.
PE 2. Program ² staff complete a self -assessment on the School Age Care Environment Rating Scales (SACERS) ³ , NYSAN Quality Self-Assessment (QSA) Tool, and/or ASWNY Accreditation Self-Study materials.	Self-assessment report.
PE 3. Program completes a self-assessment and writes an improvement plan to address: <ul style="list-style-type: none"> • SACERS subscale scores below 3.25, or • Ratings of 0 or 1 on ASWNY Self-Study or • Areas identified as in need of improvement in QSA Tool Action Plan. 	Completed: ERS self-assessment report with improvement plan, OR NYSAN QSA action plan, OR ASWNY self-study plan for improvement
PE 4. Program has an <u>independent</u> SACERS ⁴ observation and assessment and achieves an overall score of 4.25 – 4.99. Written	Completed SACERS report with written improvement plan.

¹ All documentation requirements are subject to change. Documentation listed in bold text is required and must be submitted for credit. Documentation listed in regular text is optional; at least one form of documentation must be submitted to receive credit for meeting the standard.

² Program means all types of out-of-school time settings such as community centers, child care centers, public or private schools’ non-school hours, parks, libraries, etc.

³ The School Age Care Environment Rating Scales (SACERS) is one of a family of tools to measure program quality. These include the Early Childhood Environment Rating Scale, revised (ECERS-R); the Infant/Toddler Environment Rating Scale, revised (ITERS-R); the Family Child Care Environment Rating Scale, revised (FCCERS-R) and the School Age Care Environment Rating Scale (SACERS). **NOTE: no-cost training will be offered on introduction to the ERS and introduction to QUALITYstarsNY.**

⁴ **NOTE: ERS assessment will be offered at no cost to programs.**

improvement plan for subscale scores below 3.50.	
PE 5. Program has <u>independent</u> SACERS observations and assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	Completed SACERS report with written improvement plan.
PE 6. Program has <u>independent</u> SACERS observation and assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	Completed SACERS report with written improvement plan.
Youth Observation and Assessment	Documentation
YOA 1. Program collects information at enrollment related to children’s social, emotional, academic, and physical development; dominant language; and any special needs.	Copies of at least 3 sample completed questionnaires and or sufficiently robust enrollment forms.
YOA 2. Program documents relevant information about each child’s social, emotional, academic, and/or physical development within 45 days of enrollment using a systematic screening process aligned to program content.	Copy of systematic and/or screening process or tool Copies of 3 developmental screening tools/enrollment form to conduct assessment (with identifying info removed)
YOA 3. Program regularly documents the progress of children’s social, emotional, academic, and/or physical development.	Copies of at least 3 samples of written records used by program to document progress (with identifying info removed). Copy of written policy describing how youth assessments inform program design and implementation.
YOA 4. All lead staff (i.e. site coordinators and program directors) has annual training in youth observation and assessment, including recognition of developmental milestones and identifying possible developmental delays, and linking youth observation and assessment to program design and implementation.	Training as indicated by Aspire.
YOA 5. Program can document that information on children’s progress is used to inform program practice.	Statement of how program uses children progress information to Aggregated data reports Improvement plan(s)

Curriculum⁵ Planning and Implementation	Documentation
CPI 1. The program has a written education and/or youth development philosophy.	Copy of education and/or youth development philosophy statement
CPI 2. The program selects and/or develops and uses a written curriculum / curriculum framework that is developmentally appropriate and addresses the key domains of child and youth development.	Copy of curriculum/ curriculum framework
CPI 3. The program uses a curriculum / curriculum framework that is evidence-based, meaning it is grounded in science and is shown to improve child outcomes.	Copy of curriculum or curriculum framework
CPI 4. Program curricula align with the NYSED Learning Standards and/or Social Emotional Learning and Development Guidelines. ⁶	Name and publisher of curricula Completed curriculum crosswalk
CPI 5. The program uses curricula that are responsive to youth of different genders, races/ethnicities, languages, and abilities.	Evidence of adaptation or other evidence of culturally competence (lesson plans, activities)
CPI 6. Appropriate program staff receives training and supervision support from their organization, school district, funding agency, and/or an intermediary partner to implement the curricula.	Training certificates Evidence in Registry Training logs
CPI 7. Program uses activity guides, curricula, specific techniques, and/or other protocols to minimize transition time within program activities so that children remain occupied and are kept engaged throughout activities and transitions.	Name and publisher of curricula Assessment tool and explanation of connection
CPI 8. Program seeks information from, and coordinates with, feeder schools to offer activities that are linked to school-day content and skills.	Weekly or daily lesson plans Individualized learning goals based on child observations and assessment.
Physical Well-Being and Health	Documentation
PH 1. Program has a policy that details the use of TV/video for youth. When used, TV/video should be of high-quality educational or movement-based commercial-free programming for purposes of extending learning and integrating or enriching the curriculum.	Evidence of policy
PH 2. Program provides opportunities for youth to learn healthy nutrition and/or active play practices that lead to healthy weight.	Copy of program schedule Weekly or daily lesson plans

⁵ *Curriculum* means the goals for knowledge and skills to be acquired by children and the plans for learning opportunities through which such knowledge and skills will be achieved

⁶– See http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf for more information

<p>PH 3. Program provides children with learning and practice opportunities related to good health and personal hygiene.</p>	<p>Copy of program schedule Weekly or daily lesson plans</p>
<p>PH 4. Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.</p>	<p>Evidence of CACFP participation OR if not in CACFP Policy, menus or menu logs AND Statement of how menus or meal/snack log meet the equivalent meal patterns</p>

DRAFT

Family Engagement

Research Rationale: *There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent’s dominant language is necessary for optimum results.*

Communication	Documentation
C1. Program communicates, at least quarterly, with parents and/or families about child’s/youth’s experiences, including achievements as well as challenges.	Copies of 3 sample completed forms (print or electronic) used for communication and evidence of use (e.g., referenced in job descriptions or in parent handbook). Copy of notes or notebook (with identifying information removed)
C 2. Program communicates with families in a comprehensive, written format about the program’s history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	Family handbook Handouts Website posting(s)
C 3. Program periodically communicates in writing with families about program and youth activities and other pertinent program information.	3 copies of evidence (acceptable documentation include newsletters, e-newsletters, e-mails, website postings)
C 4. Program offers parent/guardian-staff conferences at least once annually and as requested by families.	Invitation Calendar showing schedule of teachers’ conferences. Newsletter showing conference announcements
C 5. Program communicates with families in writing about lead staff members’ educational qualifications and professional experience.	Handbook Photograph of bulletin board Staff member profiles Website
C 6. Program communicates with families about program activities in a group setting.	Invitation to program orientation Evidence of open house or meeting
C 7. Program provides written information about family resources and supports, such as information on youth development, health and other community services.	Photograph of resource area Resource area reference in program materials Resource handbook Resource lists
Youth Involvement & Family Support	Documentation
IFS 1. Program offers family social gatherings.	Copy of agenda, announcement, invitation list, etc. Handbook

IFS 2. Program offers workshops, training or other events for families on educational topics.	Announcement/Invitation Notes from family meetings Handbook
IFS 3. Program offers volunteer opportunities for families including opportunities to share talents and expertise with staff and youth.	Copy of agenda, announcement, invitation list, etc. Handbook
IFS 4. The program has documented policies and procedures in place to ensure children feel safe, engaged, and have opportunities to develop and share their interests and expertise through activity choice and/or through meaningful interactions with program staff.	Policies and procedures
IFS 5. Families and/or youth participants complete a survey, at least annually, and results are used for program improvement.	Copies of completed program evaluation or surveys Self-assessment report Program improvement planning documents.
IFS 6. Program conducts self-assessment using a tool on family responsive practices, such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool, and results are used for program improvement. ⁷	Copies of completed self-assessment Self-assessment report Program improvement planning documents.
IFS 7. Program uses a self-assessment tool to measure and improve cultural competence. ⁸	Copies of completed self-assessment Self-assessment report Program improvement planning documents.
Program enrolls youth whose home language is not English: Yes, continue No, go to IFS 11	
IFS 8. Program staff greet youth in the home languages of the youth	Copies of policies
IFS 9. Program staff is trained to address the needs of English language learners.	Training as indicated by Aspire

⁷ The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at http://strengtheningfamilies.net/self_assessment/

⁸ This tool is available at <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>

The home language of 50% or more of the youth is a specific language other than English: Yes, continue No, go to IFS 11	
IFS 10. When 50% of enrolled children are speakers of a particular language other than English, program employs at least one staff member who speaks that language.	Resumes of staff showing language fluency. Attestation statement from the staff person(s) Transcripts
Program enrolls youth with functional differences Yes, continue, No, go to Transitions	
IFS 11. Program can document how it supports the needs of children with functional differences.	Evidence of support(s)
IFS 12. Appropriate program staff is trained to address the needs of functional differences.	Training as indicated by Aspire
Transition	Documentation
T 1. Program has a written policy for transitioning children into the program.	Copies of policies
T 2. Program has a written policy for transitioning children out of the program.	Copies of policies
T 3. The program has systems in place that check participants in and out each day, track attendance, guides participants to proper activities, and generally employs effective arrival and dismissal procedures (inclusive of ensuring for safe travel home).	Documented protocol for arrival and dismissal procedures. Attendance forms

Qualifications and Experience⁹

Research Rationale: *There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience.*

Note: A One Star program meets the NYS or NYC regulations for administrator and staff qualifications and ongoing training. To advance, a program can earn points in both the administrator and the teaching staff categories. Points are earned for the highest degree completed AND for each of several credentials AND for experience. Teaching staff points are weighted by percent of time worked and averaged (to account for programs with different numbers of staff).

Administrator Qualifications ¹⁰ (Program Director)	Documentation
AQ 1. Associate degree	Training as indicated by Aspire
AQ 2. Bachelors degree	Training as indicated by Aspire
AQ 3. Masters degree	Training as indicated by Aspire
AQ 4. 3 to 5 college credits (4.5 Continuing Education Units (CEUs)) in management, supervision, leadership, and/or administration. OR	Training as indicated by Aspire
AQ 5. 6 to 8 college credits in management, supervision, leadership, and/or administration. OR	Training as indicated by Aspire
AQ 6. 9 or more college credits (13.5 CEUs) in management, supervision, leadership, and/or administration.	Training as indicated by Aspire

⁹ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience.

¹⁰ *Degree* means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.

Credits in management, supervision, leadership, and/or administration means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.

Credits in ECE/CD means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

AQ 7. Children’s Program Administrator Credential (CPAC) ¹¹	Training as indicated by Aspire
AQ 8. School-Age Child Care Credential	Training as indicated by Aspire
AQ 9. NYS Teacher Certificate.	Training as indicated by Aspire
AQ 10. NYS School Administrator certificate ¹²	Training as indicated by Aspire
Administrator Experience	Documentation
AE 1. At least 3 years experience in supervision or management in a child care setting. ¹³	Training as indicated by Aspire
Site Coordinator Qualifications	Documentation
SCQ 1. First Aid/CPR training	Training as indicated by Aspire
SCQ 2. 18 college credits in child development, elementary education, physical education, or recreation. OR	Training as indicated by Aspire
SCQ 3: Associate’s degree in child development, elementary education, physical education, recreation or a related field including at least 24 credits in the aforementioned fields. OR	Training as indicated by Aspire
SCQ 4: Bachelor’s degree in child development, elementary education, physical education, recreation or related field including 24 credits in the aforementioned fields. OR	Training as indicated by Aspire
SCQ 5: Master’s degree or higher in child development, elementary education, physical education, recreation or a related field including at least 24 credits in the aforementioned fields.	Training as indicated by Aspire

¹¹ The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

¹² *School administrator certificates* include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

¹³ Child care setting includes school age, early care, and/or out-of-school time program. ages .

SCQ6: Children’s Program Administrator Credential (CPAC) ¹⁴	Training as indicated by Aspire
SCQ 7: School-Age Care Credential	Training as indicated by Aspire
SCQ 8: NYS Teacher Certificate	Training as indicated by Aspire
SCQ 9: NYS School Administrator certificate ¹⁵	Training as indicated by Aspire
Site Coordinator Experience	Documentation
SC 1. At least 3 years experience in supervision or management in an out-of-school time setting.	Training as indicated by Aspire
Program Staff Qualifications (Head of Group)	Documentation
PSQ 1. High school diploma or equivalent.	Training as indicated by Aspire
PSQ 2. 3 to 5 college credits in child or youth development, elementary education, physical education, or recreation. OR	Training as indicated by Aspire
PSQ 3. 6 to 8 college credits in child or youth development, elementary education, physical education, or recreation. OR	Training as indicated by Aspire
PSQ 4. 9 or more college credits in child or youth development, elementary education, physical education, or recreation.	Training as indicated by Aspire
PSQ 5. 18 college credits in child development, elementary education, physical education, or recreation.	Training as indicated by Aspire
PSQ 6. Associate degree in child development, elementary education, physical education, or recreation, or any Associate degree including at least 24 credits in the aforementioned fields.	Training as indicated by Aspire

¹⁴ The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

¹⁵ *School administrator certificates* include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

PSQ 7. Bachelors degree in child development, elementary education, physical education, or recreation, or any Bachelors degree including at least 24 credits in the aforementioned fields.	Training as indicated by Aspire
PSQ 8. Masters degree or higher in child development, elementary education, physical education, or recreation, or any Masters degree or higher including at least 24 credits in the aforementioned fields.	Training as indicated by Aspire
PSQ 9. School-Age Child Care Credential	Training as indicated by Aspire
PSQ 10. NYS Teacher Certificate ¹⁶	Training as indicated by Aspire
Program Staff Experience	Documentation
PSE 1. At least 3 years experience working in a school-age child care program.	Training as indicated by Aspire
Retention	Documentation
R 1. The overall retention rate for program staff ¹⁷ is 80% or above from the year prior to the current year.	Calculated annual retention rates.

¹⁶ Other teaching certificates such as teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

¹⁷ *Program staff* means all classroom staff including aides and assistants. *Retention rate* is the percent of current teaching staff in a given position title (e.g., teacher or assistant teacher), who were employed one year ago.

Management and Leadership¹⁸

Research Rationale: There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.

Administrative Self-Assessment	Documentation
ASA 1. Program conducts a management and administration self-assessment using a tool, such as the NYSAN QSA Tool. ¹⁹	Evidence of self-assessment and action plan.
ASA 2. Program demonstrates progress on a plan aligned to the self-assessment.	Action plan indicating at least 3 areas of improvement and progress in those areas
ASA 3. Program is actively engaged in self-study for AfterSchool Works! New York Accreditation or Council on Accreditation After School Accreditation.	Marked up self-study materials; progress reports.
Financial Accountability and Sustainability	Documentation
FAS 1. Payroll and payroll taxes are paid on time.	Receipts or other evidence of payments spanning at least 6 months
FAS 2. Liability insurance is current to date.	Insurance certificate Proof of payment
FAS 3. State and federal taxes are paid or IRS Form 990 is filed on time.	Tax documents IRS Form 990 from previous 5 years or for all years of operation if operating less than 5 years
FAS 4. Program has a current-year operating budget showing revenues and expenses.	Copy of budget
FAS 5. A system exists to generate at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	Copies of quarterly financial reports Affidavit by on-site administrator and/or board members
FAS 7. Program has written fiscal policies and procedures that detail the management of funds and payroll.	Copy of fiscal policies and procedures;

¹⁸ NOTE: For multi-site organizations and for multiple school programs in a single school district, some of these criteria may be met overall by reference to sections of a union contract or the organizational personnel policies.

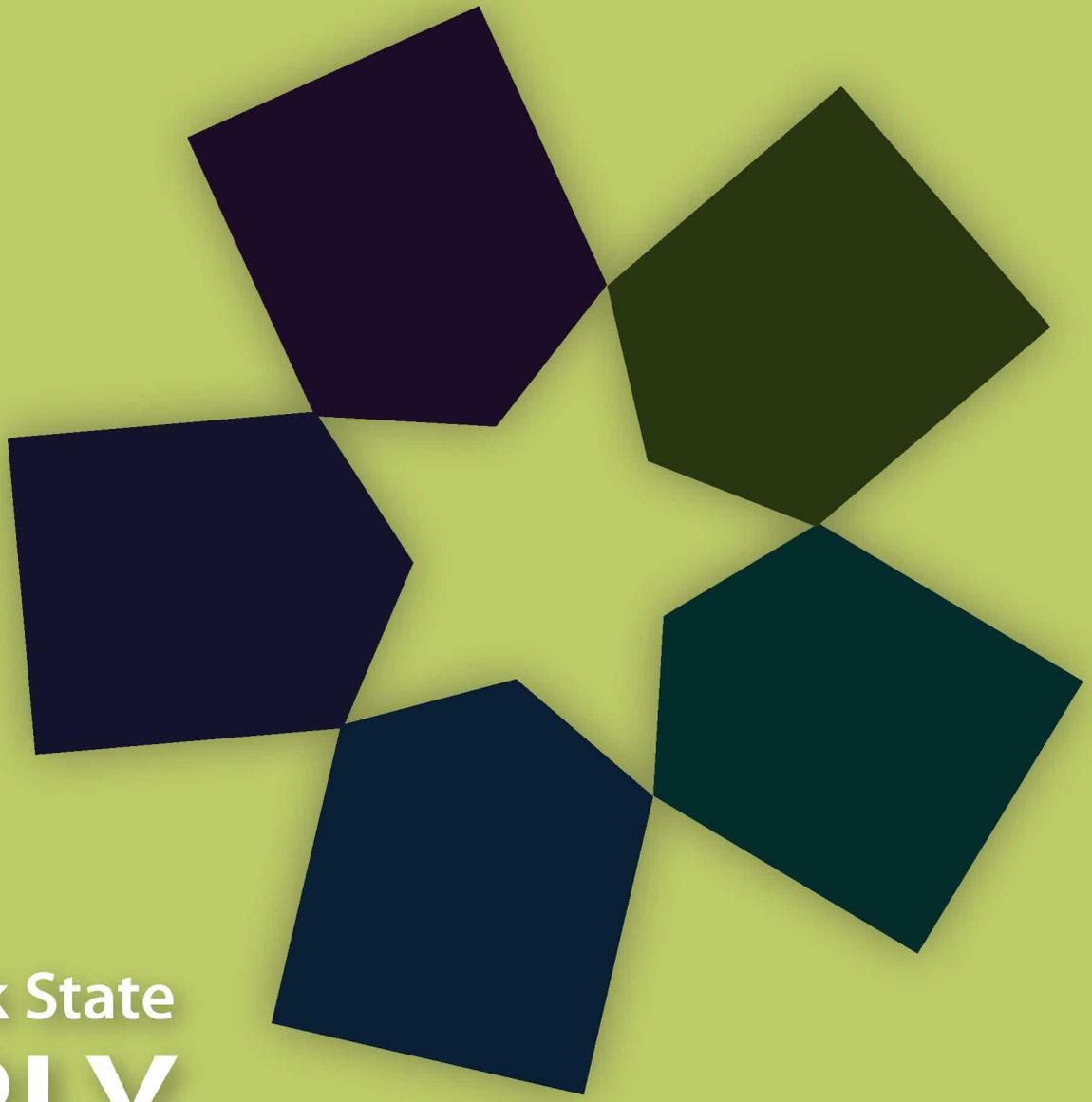
¹⁹ The relevant sections of the NYSAN QSA Tool required for this standard include Administration/Organization, Staffing/Professional Development, Program Growth/Sustainability, and Measuring Outcomes/Evaluation.

FAS 8. There is an independent review ²⁰ of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	Evidence of financial review
FAS 9. Program has established procedures to market and fill open participant slots to meet required enrollment and/or capacity/. Program uses several external communication tools such as brochures and advertising. Communication is in languages that are dominant in the community. Records are kept of prospective parent contacts and the follow-up action taken.	Copy of marketing procedures Copies of waiting list Telephone logs Sample emails Materials
Policies and Procedures	Documentation
PP 1. Program has written job descriptions for all positions.	Copies of job descriptions (one per role)
PP 2. Employees are given access to an employee handbook when hired.	Employee handbook with signed employee receipts (at least one per job description) Hiring procedures
PP 3. New employee orientation includes receiving job description and regulations applicable to the program. <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula 	Copy of staff orientation agenda Description of orientation process
PP 4. Program has a written employee confidentiality policy.	Copy of confidentiality policy
PP 5. Program staff participates in at least 4 staff meetings during operational months.	Staff meeting attendance lists Program calendar indicating staff meetings Meeting notes from at least Meeting agendas

²⁰ Independent review means that the reviewer is not an employee of the organization. A board member or parent can conduct an independent review.

PP 6. Written notes are taken at each staff meeting and then shared with staff.	Copies of meeting notes from at least 2 meetings within previous 12 months AND at least one evidence below: Email or memo referencing notes picture of bulletin board with meeting notes displayed
PP 7. Program philosophy and employment policy demonstrate commitment to a diverse staff that reflects its community.	Copy of philosophy statement Copy of recruitment strategy AND the following: Statement about how staff reflect the community
PP 8. All employees have formal, written performance assessments annually.	Documentation of written performance assessments (one per staff position)
PP 9. All full-time staff members have individual professional development plans that align with the National Afterschool Association core competencies, New York State School Age Care Credential competencies, and/or NYC Department of Youth and Community Development core competency areas, as appropriate.	Copies of professional development plans (one per frontline position)
PP 10. Performance assessment for full-time staff informs their individual professional development plans.	Professional development plans with goal statements highlighted and showing link to performance assessments Performance assessments One example from at least three staff levels i.e. assistant teacher, lead teacher, director
PP 11. Professional development plans for full-time staff include indicators for evidence of progress.	Plan (at least one per role) Course certificates Transcripts Supervision meeting minutes or notes
Staff Compensation and Benefits	Documentation
SCB 1. Program has an up-to-date written wage scale that is shared with staff and is based on role, education, training, performance and/or years of relevant experience.	Copy of wage scale

<p>SCB 2. Program offers full-time staff a compensation package with benefit options: paid holidays; paid time off (sick, vacation, personal); health insurance; family and medical leave (beyond legal requirements); flexible scheduling; retirement; life insurance; flexible spending account; dependent care assistance plan; tuition discounts for employee's children; tuition reimbursement for education employee assistance program dental insurance</p>	<p>Copy of employee handbook detailing benefits.</p>
<p>SCB 3. Program offers part-time staff a pro-rated compensation package that includes at a minimum paid time off and health insurance.</p>	<p>Copy of compensation package Employee handbook/policy</p>
<p>Staff Planning</p>	<p>Documentation</p>
<p>SP 1. Program has a written staffing plan to cover planned and unplanned absences.</p>	<p>Copy of staffing plan Reference in employee handbook</p>
<p>SP 2. Program provides site coordinators with at least 1 hour of paid planning and/or preparation time per week (away from children).</p>	<p>Copy of staffing plan Reference in employee handbook</p>
<p>SP 3. Staff has access to computers and the Internet during planning time.</p>	<p>Staff handbook Bill to ISP Copy of staff e-mails or Internet research sites Photo of computers</p>
<p>SP 4. Program provides at least 1 hour every other week of paid planning time for staff to plan together (away from children) (e.g., team planning).</p>	<p>Copy of staffing plan Copy of staff e-mails or Staff attestation statement</p>



New York State
**EARLY
LEARNING
GUIDELINES**

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The Teacher's View: How to Use the Early Learning Guidelines Successfully

The NYS Early Learning Guidelines were written for you.

Take a look. What's your first impression? Here's what some other teachers had to say: These Guidelines are long. They are intimidating. What can these Guidelines do for me and the children I teach?

Spend a little time looking at them and you will see they are simply a list of developmental milestones that children attain between birth and 5 years of age. These Guidelines are a resource to refer to when you want to know about how children develop.

Knowing about the complex process that is development will allow you to get to know and appreciate children as the unique individuals they are, each with their own interests, strengths, needs, and culture. This, in turn, can make it

possible for you to become more culturally competent as you begin to more clearly see and understand the differences and similarities between you and your family and children and their families. As a result, you will become an even more responsive and effective teacher.

As one teacher explains, "Knowing about development lets me slow down and put aside my assumptions in order to see children as individuals and pay attention to where they are developmentally rather than where I think they "should" be.

What you decide to say and do every day matters. Whether you think of yourself as a teacher, family childcare provider, caregiver or child development specialist, your work with young children is critically important. For the sake of simplicity and with the deepest respect, we are going to refer to you as a teacher because every day as you interact with children during daily routines, play time, and planned learning opportunities indoors and outside, you are teaching them about themselves, other people, and the world around them.

Whether you teach in a day care center, nursery school, child development center, campus child care center, Head Start or Early Head Start program, family child care home, or school, you know that young children develop at their own pace but in predictable ways. Only by knowing about how children develop can you develop relationships that help individual children feel safe and secure and support their learning as well as their sense of competence and confidence as learners.

Yet too often, resources like the Guidelines become dust collectors on teachers' shelves or stay unopened on teachers' computers. To help ensure this doesn't happen, this introduction is filled with the voices of over 80 teachers and people who support teachers across New York State. These professionals have generously shared their thoughts and experiences. (Please note: we have not used people's real names in any of the stories you will read.)

In these pages you will hear what these colleagues say about:

- How the Guidelines and your knowledge about how children develop and learn can shape the decisions you make every day
- Ways in which the Guidelines can help you support children and families
- Ways in which the Guidelines can support you as a professional
- Challenges to using the Guidelines
- Doable, practical strategies and tips to getting started using the Guidelines in your everyday practice

These are people who know the joys and challenges of caring for and teaching young children day after day. Like you, they are busy with many demands on their time and energy. Like you, they care about children and families.

As one of these teachers said: Kids deserve my best and they get it. So many people say "they are so little ... it doesn't matter." But it does matter. I'm a teacher. I'm setting their foundation for learning the rest of their lives. Knowing about development helps me do this.

The New York State Early Learning Guidelines will help you give children your best and a strong foundation for learning the rest of their lives. They will also support you in becoming a more knowledgeable, effective teacher.

The NYS Early Learning Guidelines: A Resource For You

The Guidelines are:

- A resource you can refer to for information about how children develop and learn and ideas of activities

The Guidelines are not:

- Something to memorize – though the more you use them the more you will know about how young children develop and learn
- A curriculum – though you can use them to individualize curriculum for each child
- An assessment tool to determine a child's needs or eligibility for special education services – though they may alert you to an issue about a child's development that needs to be examined further

The Decisions You Make

We'll say it again: The decisions you make about what you say and do every day with young children make a difference.

Every day you make many decisions about what to say and do – small and big. As one teacher explains: When am I not making decisions? What to serve for snack, what do we read, what CD to play, which child(ren) could use some one-on-one time with me, what interesting object should I put out on the welcome table, how many seats should I put at the painting table, what are important things to share with mom and dad today?

Another teacher adds: Materials, placement of materials, resolving disputes between the kids, is the nap area comfortable, is the circle time long enough,

short enough, are they interested in what we are learning, what book to read. EVERY decision I make in the day affects the environment, my interactions with children, and their interactions with each other.

Knowing about how children develop will help assure the decisions you make meet the needs of children and supports their ongoing development. For example:

- Knowing that **babies** need to move freely to develop their muscles and bones, you will create safe places without tiny objects that can be swallowed and out of the path of new walkers and toddlers. Then give infants, like Lucia, lots of time to lie on the floor so they can stretch, kick their legs and reach for a toy.

Lucia (6 months) is lying on the floor on her blanket. Rolling over on her tummy, she spots a big bright red plastic ring nearby on the floor. She reaches for it, kicking her legs and stretching her arm out. Almost ... and then she gets it. She pulls the ring toward her babbling the whole time. She rolls onto her back, looks at the ring, smiles broadly and brings it to her mouth.

Without this knowledge, you might instead keep infants in a swing or an infant seat that limit movement and development. Lucia wouldn't have had this experience that gave her the chance to develop physical skills, be successful and competent, and learn a little more about her world.



- If you don't know that **toddlers** often refuse to cooperate with adults as they attempt to figure out who they are, you might spend your energy trying to make them do so. But if you know that this is a sign of healthy development, then you think of ways to structure things so that toddlers can be powerful and make choices – all of which you can agree with. If you really know and understand toddlers, you may even find yourself appreciating their refusals to cooperate as you see them developing their autonomy.

Jackson (28 months) looks at Ms. Linda as he climbs up on the snack table. When she shakes her head “no,” he stops and then starts crawling along the empty table. “Do you remember our rule: no climbing on the table? Let’s keep our feet on the floor.” she says, smiling to herself and thinking, “He sure is growing up.” As she takes a step towards the table he says, “Me get down” and does.

Later, knowing that Jackson is exploring his growing sense of being powerful and in charge, Ms. Linda asks, “Would you like to carry this big bag of balls outside?” “Me do,” he says proudly wrapping his arms around the bag. She thinks, “He sure looks proud. I have to give him lots of chances to make choices and feel strong and competent.”

If she hadn't known about child development, Ms. Linda might have become frustrated with Jackson instead of providing him with additional opportunities to try to manage his own behavior and feel his growing autonomy.

- Knowing that **preschoolers** typically recognize their names in print at age 4, you might incorporate nametags into your morning greeting time while being sure to never pressure or shame a child who can't yet find their name. Chances are, you will find another child will be only too happy to help giving both children the opportunity to learn a lesson about friendship as well as name recognition.

Corey (4 ½) bumps into the children sitting next to him at morning circle time as children spontaneously begin identifying the first letters of their names hanging on the Classroom Helper Board. “I wonder what’s going on?” Mr. Lewis asks himself. “Corey usually loves morning circle and is the first to want to contribute an idea or story. I wonder if it is

because he has trouble identifying the letters in his name and feels left out and uncomfortable?"

He thinks, "I'm going to keep observing and in the meantime, play some letter games during circle time and be sure to focus on "C."

Without knowing about child development, Mr. Lewis might not have wondered about Corey's letter and name recognition skills. Instead he might have assumed Corey was being a "trouble maker." Instead he was able to consider the reason behind Corey's behavior. This led him to plan activities to promote Corey's learning in this area and to answer the question, "What does Corey know about letters?"

Do you see yourself as a decision-maker?

Many teachers don't. It can be a challenge to be aware of your own thinking when you are busy managing a group of children. Yet children depend on you to make decisions every day. For example, they trust you to decide how best to keep them safe and to decide upon interesting, engaging opportunities for them to make new discoveries.

Once you shift into decision-maker mode it can help you become more purposeful and intentional. Your knowledge of development to shape your decisions to respond to individual children as you create a safe and engaging environment, strengthens your relationship and deepens their learning.

Bridge To Your Practice:

Choose ½ hour in the next few days. During that time be aware of the decisions you make.

- How many decisions did you make?

Ms. Ruiz Plans Making Fruit Salad with Toddlers

Here are just a few of the decisions Ms. Ruiz made as she makes fruit salad for snack with a group of four toddlers ages 26 to 33 months. Notice how knowing about child development for children ages 18 months to 3 years helps her:

- Keep children safe and healthy
- Strengthen her relationship with individual children
- Promote learning for individual children



Knowing that toddlers typically (ages 18 months to 36 months):	Ms. Ruiz keeps children safe/ healthy when she decides to:
Wash and dry hands at appropriate times, with minimal assistance (Domain I. Physical Well-Being, Health, and Motor Development. G. Daily Living Skills: Hygiene)	Think of hand washing as part of the activity and spend time with children talking about what they are doing and that washing hands helps keep them healthy.
Begin to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep themselves safe (Domain I. Physical Well-Being, Health, and Motor Development. I. Safe Practices)	Use butter knives so children can safely cut bananas into slices.
Approach tasks experimentally, adapting as the activity evolves (e.g., uses trial and error) (Domain III. Approaches to Learning. D. Creativity and Inventiveness)	Remind Alysha (30 months) and Jorge (26 months) that the butter knives are for cutting the fruit. Explain they could hurt themselves or each other if they jab at the table, fruit, or each other.

Knowing that toddlers typically (ages 18 months to 36 months):	Ms. Ruiz strengthens her relationship with children when she decides to:
Pour contents of one container into another container (Domain I. Physical Well-Being, Health, and Motor Development. A. Gross Motor Skills)	Ask Alysha what fruit she would like to help slice, then give her a small container to fill with peach slices which she can then dump into the big bowl.
Begin to control impulses at times (Domain II. Social and Emotional Development. O. Self-Control: Feelings and Impulses)	Sit down next to Kylee (33 months) who just threw a piece of fruit across the table and guide his attention and focus back to joining in the work at hand.
Use size words, such as “many,” “big,” and “little,” appropriately (Domain IV. Cognition and General Knowledge. H. Measurement)	Move chairs and talk about making a space big enough to fit Theresa’s wheelchair under the table so Theresa (32 months) can easily reach and help with cutting the big cantaloupe and small grapes.

Knowing that toddlers typically (ages 18 months to 36 months):	Ms. Ruiz promotes learning when she decides to:
Observe and imitate another child’s behavior or activities (Domain II. Social and Emotional Development. C. Interaction with Peers)	Say “Lenny, in just a minute, it will be your turn to add more watermelon to our salad. Thank you for waiting so patiently.”
Notice and may show concern for other children who are happy or sad or upset (Domain II. Social and Emotional Development. I. Adaptive Social Behavior: Empathy)	Acknowledge Rachita’s sad face launching a conversation about different reasons people feel sad and ideas for helping them feel better.
Uses new vocabulary in everyday experiences (Domain V. Language, Communication, and Literacy. C. Expressive Vocabulary)	Talk with children about how the cantaloupe tastes using words like: delicious, juicy, sweet, cool, and slippery.



Bridge to Your Practice

How does knowing about development help you promote children’s development and learning?

Think of a decision you made this last week to

- Keep a child safe/healthy
- Strengthen your relationship with a child
- Promote a child’s learning

What about the child’s development led you to choose the steps you took?

Compare notes with a colleague.

Being able to talk about decisions you make based on a child’s development allows you to:

- Think and make decisions about what to say and do – in other words, to be intentional
- To explain what you do and why to family members
- To discuss decision-making with colleagues and become an even more effective decision-maker and thus a more effective teacher

How The Early Learning Guidelines Can Support Your Teaching Practice

We asked more than 50 teachers around the state, “How can the Early Learning Guidelines support you in your critically important work of teaching young children?” The ideas below include their responses and the stories they shared.

The Early Learning Guidelines can help you be an even more effective teacher by providing information you need to make sound decisions about promoting the development and learning of young children and supporting their families. The Early Learning Guidelines do this by helping you:

Remember and learn more about the basics of how children develop

Learning about child development is an ongoing process. There is always something new to learn about young children. Knowing about development gives you information you need for decision-making every day.

Two teachers explain how the Guidelines help them learn about development:

- **The Guidelines are a helpful reference tool.** They are a good lesson in development if you are a new teacher and a good refresher if you have been teaching for a long time since at times you tend to forget some of the basics. It is a relief to know you don’t have to know everything about how children develop and remember it all.

DOMAIN II

Social and Emotional Development

Healthy social and emotional development begins with attachment to another human being(s), typically a parent(s) or other adult family member. Through this trusting relationship children are able to gradually expand and explore friendships with adults and children and branch out into the larger world. The child feels loved, important, and worthy (valued). Because of that bond, the child trusts that the world is a good place. These early relationships form the basis for all other relationships and interactions with others. Healthy developments in these areas are key to development in all domains and all other learning.

Social Development refers to a young child's ability to create and sustain social relationships with adults and other children. As children grow older, their relationships with peers take on greater importance. Children who socialize well are generally well liked and have plenty of opportunities to learn skills such as cooperation, negotiation, appreciation for other children's needs and rights, and the ability to sometimes put aside their own needs and wants to meet those of others.

Emotional Development refers to a child's ability to recognize, express, and manage their feelings and to understand and respond to the feeling of others. A child needs to be able to express a full range of emotions – from joy to sadness to frustration and anger, in healthy and appropriate ways. This self-regulation is gradually attained throughout the early years.

How a child feels about himself – whether he likes himself and thinks he can succeed at what he tries – is another important aspect of emotional development.

This domain focuses on:

Domain II. Social and Emotional Development

- A. Interactions with Adults
- B. Interactions with Adults: Seek assistance from adults
- C. Interaction with Peers
- D. Interaction with Peers: Cooperation
- E. Interaction with peers: Negotiation
- F. Adaptive Social Behavior
- G. Adaptive Social Behavior: Group Activities
- H. Adaptive Social Behavior: Diverse Settings
- I. Adaptive Social Behavior: Empathy
- J. Appreciating Diversity
- K. Self-Concept
- L. Self-Concept: Abilities and Preferences
- M. Self-Efficacy
- N. Self-Control
- O. Self-Control: Feelings and Impulses
- P. Emotional Expression



A. Interactions with Adults

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Quiets when comforted, especially by familiar adult, most of the time 2. Shows preference for regular care provider 3. Initiates and maintains interactions with caregivers (e.g., smiles, gestures, verbal) 4. Imitates familiar adults' gestures and sounds 5. Shows affection for adults through facial expressions and gestures 6. Explores environment with guidance 7. Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult) 8. Exhibits separation anxiety by clinging to caregiver in the presence of strangers 	<ol style="list-style-type: none"> 1. Establishes an attachment or bond with a consistent adult other than the primary caregiver 2. Demonstrates feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation 3. Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading) 4. Initiates interactions and play with adults 5. Responds to adults' verbal greetings 6. Communicates with adults about recent activities 7. Labels feelings 8. Shows awareness of others' feelings 9. May show extreme discomfort with separation or new situations when familiar caregiver is not present – by protesting loudly (crying) or by withdrawing completely (refusing to participate) 10. May need to have a special blanket, stuffed animal or toy for comfort 	<ol style="list-style-type: none"> 1. Separates with assistance from significant adults and transitions to program 2. Expresses affection for significant adults 3. Approaches adults for assistance and offers to assist adults 4. Carries out actions to please adults at times 5. Expresses feelings about adults (e.g., "I love Auntie")

Sample Strategies to Promote Development and Learning:

- Talk with and sing to child frequently, especially during feeding and diaper changes.
- Read and look at books with child in ways that foster feelings of trust and security.
- Give child sense of security when around unfamiliar adults.
- Meet child's needs promptly.

Sample Strategies to Promote Development and Learning:

- Show empathy and understanding to child.
- Listen carefully and with interest to what child says and expand on the message.
- Help child manage feelings of distress.

Sample Strategies to Promote Development and Learning:

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at naptime or at meal times).
- Use positive behavior and words when separating from child.
- Only make promises to child that you can keep.

B. Interactions with Adults: Children Seek Assistance from Adults

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort 2. Looks for caregivers' response in uncertain situations 3. Tests caregiver responses to own behavior (e.g., reaches for a forbidden object and looks at caregiver to check response) 4. Looks to adult for indication of appropriate and inappropriate behavior 5. Seeks out familiar adult when uncomfortable 	<ol style="list-style-type: none"> 1. Seeks adult assistance with challenges but may become angry when the help is given 2. Begins to make sense of their ability and understanding of their environment by experimenting 3. Periodically checks with caregiver for help or reassurance when playing by self or with peers 4. Responds to guidance most of the time 5. Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity) 6. May begin to follow basic safety guidelines and requirements but may not consistently do so (e.g., "Hot - don't touch!") 	<ol style="list-style-type: none"> 1. Recognizes that adults have more experience and, therefore, can provide assistance 2. Asks questions of adults frequently to obtain information 3. Follows caregivers' guidelines for appropriate behavior in different environments 4. Brings simple problem situations to adults' attention 5. Continues to need adult comfort and reassurance but may be less open in seeking and accepting it

Sample Strategies to Promote Development and Learning:

- Nurture child with kind words, hugs, and cuddles.
- Respond to child's needs and reinforce small accomplishments.
- Recognize that responses to child's calls for assistance are important opportunities to develop trust.

Sample Strategies to Promote Development and Learning:

- Set appropriate and consistent limits.
- Follow child's cues and offer guidance when appropriate.
- Acknowledge and describe child's appropriate behavior (e.g., "You remembered to hang up your coat!").

Sample Strategies to Promote Development and Learning:

- Communicate guidelines and expectations clearly.
- Show respect for child's choices and attempts at solving problems (e.g., trade with child).
- Answer child's questions directly.





DOMAIN III

Approaches to Learning

This domain refers to a child's intrinsic, in-born qualities and how those affect his learning and acquisition of knowledge. Children learn and express themselves in various ways, and there is much individual variation in how children orient themselves to learn. Factors that influence how a child learns include such traits as the child's temperament and personality. Is the child easy going or slow to warm up? Is he outgoing or shy? Is he active or sedentary? The child's birth order, family values, and cultural practices all influence who the child is and how he takes on the task of attaining information. Is he a first-born or the baby in the family? Is he an only child or one of four? Does the family have strong connections with a local extended family or is the family isolated? Is independence valued in the culture or interdependence? Additionally, how persistent the child is, how well he attends to tasks, and how he reflects upon and interprets his world will all affect how he acquires knowledge.

In this domain we focus on a child's:

- A. Curiosity and Interest**, including the child's interest in and desire to learn new information.
- B. Initiative**, including the child's willingness to take on tasks, volunteer to participate during learning opportunities, and take reasonable risks while exploring and learning new information.
- C. Persistence and Attentiveness**, including the child's ability to remain focused and engaged even in the face of distraction and/or frustration.
- D. Creativity and Inventiveness**, including the child's ability to move beyond current knowledge and to go beyond the here-and-now to explore and play using abstract ideas and images.
- E. Reflection and Interpretation**, including the child's ability to think about, understand, and apply knowledge and information to future actions and learning.

A. Curiosity and Interest

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> Shows interest in people by changing behavior Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions Shows interest by exploring, manipulating, or staring at new objects in the environment Uses all senses to explore the environment (e.g., reaching out to touch rain) 	<ol style="list-style-type: none"> Explores the immediate environment to find out what is there (e.g., asks about a new object he/she finds, actively searches through collection of toys) Shows interest in new and others' activities Asks simple "wh" questions (e.g., why, what, where) Asks about people in own environment 	<ol style="list-style-type: none"> Asks others for information (e.g., "What is that?" "Why is the moon round?") Investigates and experiments with materials Shows interest in how and why others do things Uses "Why" to get information about how his/her world works Develops personal interests (e.g., trains, farm animals)

Sample Strategies to Promote Development and Learning:

- Provide support for child who is hesitant about new objects and experiences.
- Play with child using objects with different textures, sounds, and shapes.
- Describe new places and what people are doing when out in the community.

Sample Strategies to Promote Development and Learning:

- Interact with child by asking simple questions and responding to his/her questions.
- Wonder aloud with child about why things happen.
- When on walks with child, talk about what you see around you.

Sample Strategies to Promote Development and Learning:

- Provide opportunities and time for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures.
- Assist child to find answers to own questions by exploring together (e.g., "I wonder... How could that work...Any ideas?").
- Play question-and-answer games that inspire child's curiosity.



DOMAIN IV

Cognition and General Knowledge

This domain encompasses both how children think and what children know.

Cognitive development refers to the process through which children develop their abilities to think, assimilate, and use information – in other words, how children think. This process changes over time. Initially, infants learn by using all of their senses – sight, hearing, touch, taste, and smell – combined with their ever-increasing motor skills to explore their environment. They seem to be driven to look at, listen to, handle, and chew on everything within their sight and reach – in other words, they play. At some point, roughly halfway through the first year, a huge leap in thinking skills occurs: infants develop object permanence – the ability to remember an object even when it is gone from their sight. This new cognitive skill will affect everything they do as they observe that things and people appear, disappear, and reappear constantly in their lives. Their play changes accordingly.

Sometime during toddlerhood, the use of symbols becomes integrated into the child's thinking skills. This fuels the child's ability to learn to speak his native language(s) and also changes his play. He will begin to use a block, for example, as a pretend car, or feed a doll a pretend bottle. For the rest of his preschool years, his play – the way he spontaneously interacts with his environment and his peers – will be the principal way in which he learns. Through his play, he will discover knowledge. Providing time and materials for that play will be a primary task of his teachers. Knowing when, how, and how much to extend that play will be an important task for his teachers as well.

What children know depends in large part on what they have been exposed to in their lives. A child who lives on a dairy farm may acquire quite a bit of knowledge about cows, milking, grain, and hay. Likewise, a child who lives in a high-rise apartment in a city may acquire a lot

of knowledge about public transportation and elevators. If what the child has been exposed to – learned knowledge – is valued, he is deemed “smart.” However, a child who may not have been exposed to all of the things that have been determined to be “common knowledge” may be wrongly labeled as “deprived” or “disadvantaged.”

It is important that teachers of young children realize how what the child learns from birth to age 5 becomes the foundation of general knowledge that will be needed in later years. It is the job of the teacher to expose all children to the “right stuff” so that every child has the potential to be “smart” when they later go to school.

This domain focuses on:

- A. Causation: Children demonstrate awareness of cause and effect
- B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events
- C. Critical and Analytic Thinking: Children use past knowledge to build new knowledge
- D. Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges
- E. Representational Thought: Children use symbols to represent objects
- F. Representational Thought: Children distinguish between fantasy and reality
- G. Number and Sense Operations: Children demonstrate knowledge of numbers and counting
- H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length
- I. Properties of Ordering: Children identify and label shapes
- J. Properties of Ordering: Children sort, classify, and organize objects
- K. Scientific Thinking: Children collect information through observation and manipulation

- L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations
- M. Scientific Knowledge: Children observe and describe characteristics of living things
- N. Scientific Knowledge: Children observe and describe characteristics of the earth
- O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future
- P. Geography: Children demonstrate awareness of location and spatial relationships
- Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions
- R. Economics: Children demonstrate knowledge of various occupations related to trade and currency
- S. Ecology: Children demonstrate awareness of the relationship between humans and the environment
- T. Technology: Children demonstrate understanding and use of technology in their surroundings
- U. Family: Children demonstrate awareness and understanding of family
- V. Community: Children demonstrate awareness of their community, human interdependence, and social roles
- W. Community: Children demonstrate civic responsibility
- X. Culture: Children demonstrate awareness and appreciation of their own and others' culture
- Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel
- Z. Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts



A. Causation: Children demonstrate awareness of cause and effect

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> Looks for or orients toward a dropped object Uses sounds, gestures, and movements to impact the environment and interactions Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound) Begins to demonstrate understanding of causality, repeats actions many times to cause desired effect 	<ol style="list-style-type: none"> Experiments with effect of own actions on objects and people (e.g., building a tower and knocking it down) Observes others' actions to see the effect they will have on objects and people Knows playing with certain desirable or forbidden objects will get adults' attention Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.") 	<ol style="list-style-type: none"> Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.") Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?") Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.") Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)

Sample Strategies to Promote Development and Learning:

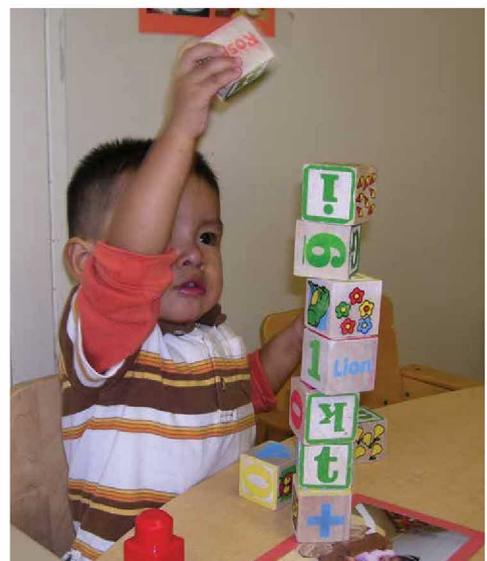
- Play turn-taking games with child (e.g., peek-a-boo).
- Demonstrate and explain the relationships between things (e.g., "If you throw your toy out of the crib, you can't reach it.").
- Provide child with experiences and materials that demonstrate cause and effect relationships (e.g., place object on blanket, demonstrate to child how to pull blanket toward self to get the object).

Sample Strategies to Promote Development and Learning:

- Provide explicit explanations for cause and effect (e.g., when child touches something hot, say "You can't touch that burner because it is hot and it will hurt you.").
- Play with and manipulate different materials so child can see changes (e.g., mixing flour and water make dough).
- Describe how objects change when acted upon (e.g., the batter turns into cake; the water turns into ice).

Sample Strategies to Promote Development and Learning:

- Engage child in activities that demonstrate cause and effect (e.g., cooking projects, planting seeds to watch them grow).
- Demonstrate, explain, and provide opportunities for child to explore cause and effect (e.g., explore what it takes to make flowers grow).
- Provide opportunities for child to engage in efforts to address the effects of local issues (e.g., pollution, littering).



B. Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events

Birth to 18 months	18 to 36 months	36 to 60 months
Some Indicators for Children:	Some Indicators for Children:	Some Indicators for Children:
<ol style="list-style-type: none"> 1. Imitates others' actions, gestures, and sounds 2. Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing) 3. Observes others' activities and may attempt to imitate (e.g., wind arm on jack-in-box to make it open) 4. When looking at picture of object (e.g., in book), may acknowledge same real object in environment 	<ol style="list-style-type: none"> 1. Imitates behavior seen in another place and time 2. Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Jane's.") 3. Makes choices when given options (e.g., which toy to play with) 	<ol style="list-style-type: none"> 1. Shows understanding of concepts of same and different 2. Recognizes and labels aspects of an event (e.g., long, fun) 3. Compares experiences, with adult assistance (e.g., recalls and compares play times with different children) 4. Explains simple benefits and/or drawbacks of choosing one course of action, with assistance 5. Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement) 6. Uses comparative words (e.g., "Now the music is faster.") 7. Uses actions or words to justify choices

Sample Strategies to Promote Development and Learning:

- Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast.
- Describe comparisons during playful interactions.
- Provide opportunities for child to examine his/her environment (e.g., point out different colors in the room, shake a variety of containers and toys).

Sample Strategies to Promote Development and Learning:

- Demonstrate, explain, and engage child in comparing objects' size, shape, and other characteristics (e.g., explore how a plant is different from a tree).
- Demonstrate, explain, and engage child in discussing what he/she likes and does not like about experiences.

Sample Strategies to Promote Development and Learning:

- Provide child with opportunities to notice similarities and differences in the environment (e.g., different types of vehicles on the road).
- Provide opportunities for child to role play and assume others' perspectives.
- Read stories to child and then talk about the characters' similarities and differences.

New York State Prekindergarten Foundation for the Common Core

Including a Sample Instructional Unit Developed
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GUIDING PRINCIPLES FOR THE DEVELOPMENT OF THE NEW YORK STATE PREKINDERGARTEN FOUNDATION TO THE COMMON CORE

1. All children are capable of learning, achieving and making developmental progress. The Prekindergarten Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, and emotional challenges.
2. Children develop at different rates and each child is unique in his/her own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodation must be provided to enable all children to succeed.
3. Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses that help children explore their environment.
4. Early learning and development are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
5. Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
6. The family is a significant contributor to children's lifelong learning and development. Actively engaging parents in the early education of their children is essential to children's success in the elementary classroom and later learning.
7. These Learning Standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's learning and development.
8. These Learning Standards acknowledge and respect children's rich backgrounds, their heritage, cultures, and linguistic differences.
9. The content of these Learning Standards is guided by research and effective practice to strengthen instruction and educational experiences across all settings. These Learning Standards are systemically aligned with New York State Common Core Learning standards, performance indicators for bilingual and preschool special education, Head Start outcomes, and the National Association for the Education of Young Children guidelines. They build upon provisions of quality set forth in child-care licensing requirements.

DOMAIN 1: APPROACHES TO LEARNING

Approaches to Learning: Foundational Skills

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Engagement

1. Actively and confidently engages in play as a means of exploration and learning.
 - a. Interacts with a variety of materials through play.
 - b. Participates in multiple play activities with same material.
 - c. Engages in pretend and imaginative play – testing theories, acting out imagination.
 - d. Self-selects play activity and demonstrates spontaneity.
 - e. Uses “trial and error” method to figure out a task, problem, etc.
 - f. Demonstrates awareness of connections between prior and new knowledge.
2. Actively engages in problem solving.
 - a. Identifies a problem and tries to solve it independently.
 - b. Attempts multiple ways to solve a problem.
 - c. Communicates more than one solution to a problem.
 - d. Engages with peers and adults to solve problems.

Creativity and Imagination

3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.
 - a. Chooses materials/props and uses novel ways to represent ideas, characters, and objects.
 - b. Identifies additional materials to complete a task.
 - c. Experiments to further his/her knowledge.
 - d. Seeks additional clarity to further his/her knowledge.
 - e. Seeks out connections, relations and assistance from peers and adults to complete a task.
 - f. Communicates more than one solution to a problem.



Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.
 - a. Asks questions using who, what, how, why, when, where, what if.
 - b. Expresses an interest in learning about and discussing a growing range of ideas.
 - c. Actively explores how things in the world work.
 - d. Investigates areas of interest.
 - e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).
 - f. Seeks out activities and materials that support his/her curiosity.
 - g. Willingly engages in new experiences and activities.

Persistence

5. Demonstrates persistence.
 - a. Maintains focus on a task.
 - b. Seeks assistance when the next step seems unclear or appears too difficult.
 - c. Modifies strategies used to complete a task.

DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH

Physical Development and Health: Foundational Skills

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Physical Development

1. Uses senses to assist and guide learning.
 - a. Identifies sights, smells, sounds, tastes and textures.
 - b. Compares and contrasts different sights, smells, sounds, tastes, and textures.
 - c. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.
2. Uses sensory information to plan and carry out movements.
 - a. Demonstrates appropriate body awareness when moving in different spaces.
 - b. Exhibits appropriate body movements when carrying out a task.
 - c. Demonstrates awareness of spatial boundaries and the ability to work within them.
3. Demonstrates coordination and control of large muscles.
 - a. Displays an upright posture when standing or seated.
 - b. Maintains balance during sitting, standing, and movement activities.
 - c. Runs, jumps, walks in a straight line, and hops on one foot.
 - d. Climbs stairs using alternating feet.
 - e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.

4. Combines a sequence of large motor skills with and without the use of equipment.
 - a. Navigates age appropriate playground equipment.
 - b. Peddles a tricycle.
 - c. Throws, catches or kicks a large, light-weight ball (8" - 10").
 - d. Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.
 - a. Uses pincher grasp (index finger and thumb).
 - b. Demonstrates ability to engage in finger plays.
 - c. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
 - d. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).
 - e. Uses buttons, zippers, snaps, and hook and loop tape successfully.

Physical Fitness

6. Engages in a variety of physical fitness activities.
 - a. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.
 - b. Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.
 - c. Participates in activities designed to strengthen major muscle groups.
 - d. Participates in activities to promote balance and flexibility.

Health and Well Being

7. Demonstrates personal care and hygiene skills.
 - a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)
 - b. Exhibits self help skills when dressing, cleaning up, participating in meals, etc.
 - c. Recognizes and communicates when experiencing symptoms of illness.
8. Demonstrates awareness and understanding of healthy habits.
 - a. Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.
 - b. Talks about food choices in relationship to allergies and overall health.
 - c. Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).
 - d. Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.

Health and Safety

9. Demonstrates awareness and understanding of safety rules.
 - a. Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.
 - b. Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).
 - c. Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).
 - d. Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).
 - e. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.
 - f. Explains how to get help in emergency situations.



DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

Social and Emotional Development: Foundational Skills

Note: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Self Concept and Self Awareness

1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.
 - a. Describes himself/herself using several different characteristics.
 - b. Identifies self as being part of a family and identifies being connected to at least one significant adult.
 - c. Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).
 - d. Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.
 - e. Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).
 - f. Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.
 - g. Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).

Self Regulation

2. Regulates his/her responses to needs, feelings and events.
 - a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.
 - b. Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
 - c. Demonstrates an ability to independently modify his/her behavior in different situations.

Relationships with Others

3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).
 - a. Interacts with significant adults.
 - b. Seeks guidance from primary caregivers, teachers and other familiar adults.
 - c. Transitions into unfamiliar setting with the assistance of familiar adults.
4. Develops positive relationships with their peers.
 - a. Approaches children already engaged in play.
 - b. Interacts with other children (e.g., in play, conversation, etc.).
 - c. Shares materials and toys with other children.
 - d. Sustains interactions by cooperating, helping, and suggesting new ideas for play.
 - e. Develops close friendship with one or more peers.
 - f. Offers support to another child or shows concern when a peer seems distressed.
5. Demonstrates pro-social problem solving skills in social interactions.
 - a. Seeks input from others about a problem.
 - b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).
 - c. Uses and accepts compromise, with assistance.

Accountability

6. Understands and follows routines and rules.
 - a. Displays an understanding of the purpose of rules.
 - b. Engages easily in routine activities (e.g., story time, snack time, circle time).
 - c. Uses materials purposefully, safely and respectfully as set by group rules.
 - d. With assistance, understands that breaking rules have a consequence.
 - e. Applies rules in new, but similar situations.
 - f. Demonstrates the ability to create new rules for different situations.

Adaptability

7. Adapts to change.
 - a. Easily separates himself/herself from parent or caregiver.
 - b. Transitions with minimal support between routine activities and new/unexpected occurrences.
 - c. Adjusts behavior as appropriate for different settings and /or events.
 - d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).



DOMAIN 4: COMMUNICATION, LANGUAGE, AND LITERACY

PART A: APPROACHES TO COMMUNICATION

Note: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Motivation

1. Demonstrate that they are motivated to communicate.
 - a. Participates in small or large group activities for story telling, singing or finger plays.
 - b. Asks questions.
 - c. Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).
 - d. Initiates conversations, both verbally and nonverbally, about things around them.
 - e. Nods or gives non verbal cues that he is understanding.
 - f. Maintains eye contact when trying to interact with a peer or adult.
 - g. Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).

Background Knowledge

2. Demonstrates he/she is building background knowledge.
 - a. Asks questions related to a particular item, event or experience.
 - b. Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.
 - c. Uses new vocabulary correctly.
 - d. Makes comparisons to words and concepts already known.

Viewing

3. Demonstrates that he/she understand what they observe.
 - a. Uses vocabulary relevant to observations.
 - b. Identifies emotions by observing faces in pictures and faces of peers and adults.
 - c. Asks questions related to visual text and observations.
 - d. Makes inferences and draws conclusions based on information from visual text.

- e. Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.

Representing

4. Demonstrates his/her ability to express ideas using a variety of methods.
 - a. Uses facial expressions, body language, gestures, and sign language to express ideas.
 - b. Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).
 - c. Uses visual media to represent an actual experience.
 - d. Reviews and reflects on his/her own representations.
 - e. Writes and draws spontaneously to communicate meaning with peers or adults during play.

Vocabulary

5. Demonstrates a growing receptive vocabulary.
 - a. Understands and follows spoken directions.
 - b. Identifies pictures related to words (show me the white dog).
 - c. Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).
 - d. Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.
6. Demonstrates a growing expressive vocabulary.
 - a. Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.
 - b. Uses more complex words in conversation.
 - c. Makes use of new and rare words introduced by adults or peers.
 - d. Correctly names picture when asked, "What is this?"
 - e. Begins to use appropriate volume and speed so spoken message is understood.
 - f. Initiates conversations about a book, situation, event or print in the environment.

PART B: ENGLISH LANGUAGE ARTS AND LITERACY

(From the NYS Common Core Learning Standards)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1. With prompting and support, ask and answer about detail(s) in a text.
2. With prompting and support, retell familiar stories.
3. With prompting and support, ask and answer questions about characters and major events in a story.

Craft and Structure

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
6. With prompting and support, can describe the role of an author and illustrator.

Integration and Knowledge of Ideas

7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.
8. Not applicable to literature.
9. With prompting and support, students will compare and contrast two stories relating to the same topic.
 - a. With prompting and support, students will make cultural connections to text and self.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Responding to Literature

11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).



READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. With prompting and support, ask and answer questions about details in a text.
2. With prompting and support, retell detail(s) in a text.
3. With prompting and support, describe the connection between two events or pieces of information in a text.

Craft and Structure

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.
6. With prompting and support, can describe the role of an author and illustrator.

Integration and Knowledge of Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
8. Not applicable to prekindergarten.
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in group reading activities with purpose and understanding.

READING STANDARDS: FOUNDATIONAL SKILLS

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
 - e. Recognize that letters are grouped to form words.
 - f. Differentiate letters from numerals.

Phonological Awareness

2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).
 - a. Engage in language play (e.g., alliterative language, rhyming, sound patterns).
 - b. Recognize and match words that rhyme.
 - c. Demonstrate awareness of relationship between sounds and letters.
 - d. With support and prompting, isolate and pronounce the initial sounds in words.

Phonics and Word Recognition

3. Demonstrate emergent phonics and word analysis skills.
 - a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
 - b. Recognizes own name and common signs and labels in the environment.

Fluency

4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

WRITING STANDARDS

Text Types and Purposes

1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.

Production and Distribution of Writing

4. Not applicable to prekindergarten (begins in grade 3).
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.

Research to Build and Present Knowledge

7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
9. Not applicable to prekindergarten (begins in grade 4).

Range of Writing

10. Not applicable to prekindergarten (begins in grade 3).

Responding to Literature

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.



SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. With guidance and support, participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and large groups.
 - a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Engage in extended conversations.
 - c. Communicate with individuals from different cultural backgrounds.
2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Demonstrate an emergent ability to express thoughts, feelings and ideas.

LANGUAGE STANDARDS

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print some upper- and lower-case letters. (e.g., letters in their name).
 - b. Use frequently occurring nouns and verbs (orally).
 - c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

- e. In speech, use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. With guidance and support, produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Capitalize the first letter in their name.
 - b. Attempt to write a letter or letters to represent a word.
 - c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. Use knowledge of language and how language functions in different contexts.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *pre-kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
5. With guidance and support, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.

DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD

Cognition and Knowledge of the World

MATHEMATICS

(From the NYS Common Core Learning Standards)

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as adding to, and understand subtraction as taking from.
- Understand simple patterns.

Measurement and Data

- Describe and compare measurable attributes.
- Sort objects and count the number of objects in each category.

Geometry

- Identify and describe shapes (squares, circles, triangles, rectangles).
- Analyze, compare, and sort objects.

Counting and Cardinality

Know number names and the count sequence

- Count to 20.
- Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).

Count to Tell the Number of Objects

- Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same.
 - Regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.

Compare Numbers

- Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).
- Identify “first” and “last” related to order or position.



Operations and Algebraic Thinking

Understand addition as adding to, and understand subtraction as taking from.

1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).

Understand simple patterns.

2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.

Measurement and Data

Describe and compare measurable attributes.

1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).

Sort objects and count the number of objects in each category.

2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.
2. Correctly name shapes regardless of size.

Analyze, compare, and sort objects.

1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
2. Create and build shapes from components (e.g., sticks and clay balls).



SCIENCE

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Scientific Thinking

1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.
 - a. Uses senses to gather, explore, and interpret information.
 - b. Manipulates and observes objects in his or her surroundings to develop conclusions.
 - c. Makes observations and describes changes in objects, living things, and natural events in the environment.
 - d. Organizes his or her observations of objects and events by identifying, classifying, etc.
 - e. Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.
 - f. Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.
2. Tests predictions through exploration and experimentation.
 - a. Gives oral, written or graphic explanations of what he/she wants to learn.
 - b. Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)
 - c. Replicates or changes the experimental approach.
 - d. Records and organizes data using graphs, charts, science journals, or other means of recording.

3. Generates explanations and communicates conclusions regarding experiments and explorations.
 - a. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.
 - b. Identifies cause and effect relationships.
 - c. Verifies predictions by explaining “how” and “why.”
 - d. Makes age appropriate, logical conclusions about investigations.
 - e. Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.

Earth and Space

4. Observes and describes characteristics of earth and space.
 - a. Investigates and identifies properties of soil, rocks, and minerals.
 - b. Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).
 - c. Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.
 - d. Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).
 - e. Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).
 - f. Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).

Living Things

5. Observes and describes characteristics of living things.
 - a. Observes and discusses similarities, differences, and categories of plants and animals.
 - b. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.
 - c. Explains why plants and animals need water and food.

- d. Observes and discusses similarities, differences, and categories of plants and animals.
- e. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.
- f. Explains why plants and animals need water and food.
- g. Describes simple life cycles of plants and animals.
- h. Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)
- i. Recognizes that plants and animals have some characteristics of their “parents.”
- j. Observes, describes, and compares the habitats of plants and animals.
- k. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.

Physical Properties

6. Acquires knowledge about the physical properties of the world.
 - a. Describes, compares, and categorizes objects based on their properties.
 - b. Uses senses to explore different environments (classroom, playground, field trips).
 - c. Recognizes and describes the effect of his/her own actions on objects.
 - d. Describes tools and their specific functions (e.g., hammer for pounding nails).
 - e. Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).
 - f. Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)
 - g. Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
 - h. Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).

SOCIAL STUDIES

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Geography

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.
 - a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.
 - b. Describes how each person is unique and important.
 - c. Identifies family members, family characteristics and functions.
 - d. Identifies as a member of a family.
 - e. States how families are similar and different.
 - f. Describes his own community and/or cultural group.
 - g. Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).
 - h. Recognizes some community workers and describes what they do.
2. Demonstrates awareness and appreciation of their own culture and other cultures.
 - a. Talks about and/or shows items related to his/her family and cultural traditions to others.
 - b. Questions why and/or how people are similar/different.
 - c. Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.
 - d. Demonstrates an understanding of similarities and differences between and among individual people and families.
3. Demonstrates knowledge of the relationship between people, places, and regions.
 - a. Identifies features of own home and familiar places.
 - b. Names the street, neighborhood, city or and town where he/she lives.
 - c. Uses words that indicate direction, position and relative distance.
 - d. Describes topographical features of familiar places (hill, river, roads, mountains, etc.).
 - e. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.
 - f. Is aware of his/her surroundings.



History

4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.
 - a. Identifies routines and common occurrences in his/her life.
 - b. Identifies changes over time in him/herself, his/her families, and in his/her wider community.
 - c. Retells important events in sequential order.
 - d. Demonstrates interest in current events that relate to family, culture, and community.
 - e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”

Civics, Citizenship and Government

5. Demonstrates an understanding of roles, rights, and responsibilities.
 - a. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.
 - b. Expresses that rules are for everyone.
 - c. Identifies rules that protect him/herself and others.
 - d. Explains that rules affect children and adults.
 - e. Describes possible consequences when rules are not followed.
6. Begins to learn the basic civic and democratic principles.
 - a. Participates in making group rules and/or rules for daily routines and transitions.
 - b. Follows rules and may remind others of the rules.
 - c. Applies the skills of communication, cooperation, respect and empathy with others.
 - d. Demonstrates preferences and choices by participating when the class votes to make simple decisions.

Economics

7. Develops a basic understanding of economic concepts within a community.
 - a. Demonstrates an understanding that money is needed to exchange for some goods and services.
 - b. Demonstrates understanding that money comes in different forms, i.e., coins and paper money.
 - c. Recognizes the roles/contributions of community workers as they produce goods/services that people need.
 - d. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).

Career Development

8. Demonstrates interest and awareness about a wide variety of careers and work environments.
 - a. Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”
 - b. Recognizes that people depend on “community helpers” to provide goods and services.
 - c. Identifies the tools and equipment that correspond to various roles and jobs.
 - d. Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.
 - e. Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”
 - f. Talks about a parent’s, a relative’s or a neighbor’s job.

THE ARTS

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Visual Arts

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.
 - a. Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).
 - b. Shows an interest in what can be created with tools, texture, color and technique.
 - c. Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).
 - d. Chooses materials and subjects with intent and purpose.
 - e. Paints, draws and constructs models based on observations.
2. Responds and react to visual arts created by themselves and others.
 - a. Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.
 - b. Identifies similarities and differences among samples of visual art.
 - c. Shares opinions about visual arts, creations, and experiences.

Music

3. Expresses oneself by engaging in musical activities.
 - a. Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.
 - b. Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.
 - c. Engages in music activities having different moods, tempos, and rhythms.
 - d. Uses and explores traditional and non-traditional sound sources including those that are electronic.

- e. Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).
4. Responds and reacts during musical activities.
- a. Observes a variety of musical performances, both vocal and instrumental.
 - b. Moves and keeps rhythm to different kinds of music.
 - c. Reacts to music through oral, written or visual expression.
 - d. Compares and contrasts different samples of music.
 - e. Expresses his/her preference for certain kinds of music.
 - f. Repeats, responds and/or reacts to lyrics and/or melodies.

Theatre / Dramatic Play

5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.
- a. Represents fantasy, real-life, imagination, and literature through dramatic play.
 - b. Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.
 - c. Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.
 - d. Uses basic props, and costume pieces to establish time, setting, and character.
6. Responds and reacts to theater and drama presentations.
- a. Demonstrates age-appropriate behavior when observing theatre and drama.
 - b. Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.jh

Dance / Creative Movement

7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.
- a. Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.
 - b. Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.



- c. Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).
 - d. Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.
 - e. Demonstrates a wide variety of movements and positions.
 - f. Learns simple, repetitive dance steps and routines.
 - g. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.
8. Responds and reacts to dance and creative movement.
- a. Imitates parts of dance or movement activity that he/she enjoys.
 - b. Compares and contrasts different forms of dance.
 - c. Demonstrates age appropriate audience behavior when observing dance and creative movement productions.
 - d. Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).

Cultural Differences

9. Expresses an understanding of artistic difference among cultures.
- a. Compares his/her artistic creations with those from other cultures.
 - b. Describes similarities and differences in dance and creative movements from other cultures.
 - c. Distinguishes between different sounds of music and types of instruments from other cultures.
 - d. Discusses dances and dramatizations from various cultures.

TECHNOLOGY

NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Foundations to Technology

1. Describes types of materials and how they're used.
 - a. Discusses or describes characteristics of materials in the environment.
 - b. Explains some uses for materials, e.g., wood, fur, plastic.
 - c. Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).
2. Explores and uses various types of tools appropriately.
 - a. Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).
 - b. Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).
 - c. Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).
 - d. Uses common tools to create simple objects or structures.
 - e. Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.
 - a. Identifies examples of technology used in daily life (e.g., telephone, computers, car).
 - b. Describes how technology can make finding information, completing tasks and solving problems faster and easier.
 - c. Identifies examples of how technology affects the environment, including home and school environments.

Using Technology

4. Understands the operation of technology systems.
 - a. Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).
 - b. Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).
 - c. Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).
5. Uses the knowledge of technology to increase learning.
 - a. Uses computer to write, draw and explore concepts.
 - b. Learns basic skills by using age appropriate computer programs.
 - c. Uses technology tools independently (e.g., instructional media games, digital cameras).



Sample Instructional Unit

Developed by New York City Department of Education: Office of Early Learning



INSTRUCTIONAL UNIT BUNDLE: TRANSPORTATION

This instructional unit bundle provides an example of how teachers may design a Common Core aligned unit with culminating performance tasks. This bundle is a work in progress and continually revised based on feedback from teachers and administrators. Teachers may (a) use this bundle as it is described below; (b) integrate parts of this bundle into a currently existing curriculum unit; or (c) use this bundle as a model or support for a currently existing unit on a different topic.

This instructional unit bundle contains:

- I. Unit snapshot (page 44), including:
 - a. Unit topic
 - b. Overarching question
 - c. Enduring understandings
 - d. Focus standards from the NYS Pre-Kindergarten Foundation for the Common Core
 - e. Unit sub-topics. Each sub-topic includes:
 - i. Anchor learning experiences
 - ii. Anchor texts
 - iii. Formative assessment opportunities
 - iv. Family engagement opportunities
 - f. Culminating tasks
- II. Complete suggested alignment to the NYS Pre-Kindergarten Foundation for the Common Core (see page 50)
- III. Ideas for learning centers (page 53)
- IV. Book list (page 55)
- V. Family engagement (page 58)
- VI. Culminating tasks and rubrics (page 60)
- VII. Sample weekly plan (page 66)
- VIII. Sample lesson plans (page 69)
- IX. Sample student work (page 76)
- X. Supporting resources (page 82)

This unit contains references to [Depth of Knowledge \(DOK\)](#)

(<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm>) and [Universal Design for Learning \(UDL\)](#)

(<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/default.htm>). DOK offers a common language to understand cognitive demand in curricular units, lessons, tasks, and assessments. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks. UDL is a set of principles that provides teachers with a structure to develop instruction to meet the diverse needs of all learners. A research-based framework, UDL suggests that each student learns in unique manner so a one-size-fits-all approach is not effective. By creating options for *how instruction is presented*, *how students express their ideas*, and *how teachers can engage students in their learning*, instruction can be customized and adjusted to meet individual student needs.

I. Unit Snapshot

This unit snapshot gives an overview of the unit. This is a helpful starting place; more details about how to design and execute the unit come later in this bundle.

<p>Unit Topic</p> <p>The unit topic should build on students' interests and explore topics that are relevant to your school community.</p>	<p>Transportation</p>
<p>Overarching Question(s)</p> <p><i>Child-friendly question(s) that connect(s) the knowledge and skills that children should develop throughout the unit.</i></p>	<p>How does our community use various modes of transportation to meet our needs (e.g. food, clothing, emergencies)?</p>
<p>Enduring Understandings</p> <p><i>These are the big ideas that students should remember throughout their educational careers.</i></p>	<ul style="list-style-type: none">• We use different modes of transportation depending on what we're moving, how far it needs to go, and how fast it needs to get there.• Vehicles are a common mode of transportation. Some examples of vehicles include trucks, trains, planes, carts, and boats.<ul style="list-style-type: none">○ Vehicles can be different sizes and colors and serve different purposes (e.g. planes are very large and used to transport materials or people across long distances, carts are small and used to transport materials over a short distance).○ Some vehicles have engines and use motors to move (e.g. planes, trains, cars), and some vehicles are moved by people (e.g. carts, carriages).○ Vehicles move across different settings – planes fly in the air, cars drive on the road, boats move through the water, trains move on their tracks.

Focus standards from the Prekindergarten Foundation for the Common Core

These represent the 7-10 standards that will be emphasized throughout the unit. They cover different domains of development. You will touch on other standards throughout the unit, but these should be the foundation.

Communication, Language, and Literacy

Approaches to Communication

- PK.AC.3. Demonstrate that he/she understands what he/she observes.

English Language Arts and Literacy

- PK.RIT.1. With prompting and support, ask and answer questions about details in a text.
- PK.RIT. 10. With prompting and support, actively engage in group reading activities with purpose and understanding.
- PK.W.2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and apply some information about the topic.

Cognition and Knowledge of the World

Mathematics

- Mathematical Practice: Model with mathematics.
- PK.OA.1: Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g. if we have 3 apples and add two more, how many do we have?).
- PK.OA.2: Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects
- PK.MD.1: Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary. (E.g. small, big, short, tall, empty, full, heavy, and light.)

Science

- PK.S.6g. Describe and compare the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.

Social Studies

- PK.SS.7c. Recognize the roles/contributions of community workers as they produce goods/services that people need.

Social and Emotional Development

- PK.SED.4: Develop positive relationships with their peers.
- PK.SED.5: Demonstrate pro-social problem solving skills in social interactions.

New York State Education Department Assessment Guidance for Early Learning (Prekindergarten to Grade 3)

INTRODUCTION

The educational success of New York’s children is anchored in their ability to develop strong social and emotional skills, approach learning with initiative and persistence, and practice a healthy lifestyle from the earliest points possible. The innate curiosity that drives young children’s engagement in learning, especially through play and exploration, is paramount to their development and their success in acquiring strong skills and competencies in domains of early learning. The shifts outlined in the New York State Common Core Learning Standards necessitate curricula driven by comprehensive, strong foundations in language, literacy, and mathematics. Both the academic progress and the developmental science of young children’s growth have been taken into careful consideration in the creation of this guidance document intended to provide guidelines for decision making with regard to curriculum, instruction, and assessment.

It is not NYSED’s intention to mandate the use of any one specific assessment tool, but rather to strongly endorse the use of the following guidelines to align assessment with curriculum and instruction to promote positive outcomes for all of New York State’s youngest learners.



The National Research Council defines assessment as any type of evaluation of young children which refers to information from multiple indicators and sources of evidence that is organized and interpreted and then evaluated to make an appraisal.

Assessment is typically conducted to serve one or more of the following four purposes: to inform and support instruction and learning; to identify special needs; to evaluate programs and monitor trends; and/or to make use of high-stakes accountability (Shepard, Kagan, & Wurtz, 1998).

In addition, federal and state laws have specific requirements for individual evaluations of children suspected of having a disability. (Further information regarding the evaluation of preschool students suspected of having a disability is available from the NYSED Office of Special Education’s website at:

<http://www.p12.nysed.gov/specialed/publications/preschool/eval3-4old803.htm>.)

Assessment practices fall along a continuum of strategies ranging from formal to informal. Formal assessments, defined as a procedure for obtaining information that can be used to evaluate children or programs using standardized instruments (NRC, 2008), are administered in accordance with strictly controlled conditions to allow for comparisons between individuals or groups.

Conversely, informal assessment is a procedure for obtaining information that can be used to evaluate children or programs using means other than standardized instruments (NRC, 2008). Typically referred to as “authentic” or “naturalistic” assessment, informal assessment techniques offer multiple methods of evaluating children’s achievement, attitude, motivation, and learning within real life contexts that are grounded in naturally occurring instructional activities. Informal assessment practices often include, but are not limited to, anecdotal records, structured observations, teacher and parent ratings of behavior, and work samples.

By establishing a purposeful balance between formal and informal assessment, a variety of data and evidence will be available to inform and support educational decision making (Epstein, Schweinhart, DeBruin-Parecki, & Robin, 2004).

The formal and informal types of assessment addressed in this guidance document are screening, establishing a developmental baseline, progress monitoring, and summative (outcome) assessment.

FORM OF ASSESSMENT	DESCRIPTION	FORMAL OR INFORMAL	TIMEFRAME FOR USE
Screening	The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks (NRC, 2008)	Typically formal	Beginning of the year or upon entry to district
Establishing a Developmental Baseline	This assessment provides a more in depth assessment than a screening. It provides a comprehensive evaluation of the level of skills, abilities and/or knowledge that a child possesses prior to the beginning of formal instruction. It will reveal a range or span of abilities in each classroom.	Typically formal	Beginning of assessment period (often at the beginning of the school year)
Progress Monitoring	Assessment conducted to examine students' academic performance and evaluate the effectiveness of instruction. Progress is measured on an ongoing basis, (e.g. weekly or monthly) by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed (NRC, 2008). Progress monitoring includes both interim assessments and formative assessments.	Can be formal or informal	Ongoing throughout the year
Summative Assessment (also known as Outcome Assessment)	Typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of child, school, or program success (NRC, 2008).	Typically formal	Typically at the end of the year

Guiding Ethical Principles for Formal and Informal Assessment in Prekindergarten through Grade 3

Children should feel safe and secure in any assessment environment. Assessments should be valid and reliable. A valid assessment tests what it is supposed to test, and is accurate in its assessment. For example, does the content of the test align to the instructional objectives? A reliable assessment will produce the same results on a re-test, or will produce similar results with a similar cohort of students, demonstrating that it is consistent in its method and criteria.

Educational decisions regarding children should be driven by data compiled from multiple sources and types of assessment. To this end, any assessment should have a clear purpose, directions and procedures, as well as accessible, unbiased items that are culturally and linguistically relevant. Assessment questions should be readable, comprehensible and legible to ensure they are accessible to the widest range of participation (National Association of Elementary School Principals Foundation, 2010).

Teachers and leaders should receive ongoing and professional development and support to administer, analyze, and use assessment data to drive instruction.

The Ideal Assessment Process for Prekindergarten through Grade 3

Assessment must reflect the developmental capabilities of the targeted age group. The ideal assessment process for any program or school should encompass the following elements:

1. When first evaluating early learning skills of young children, be strategic in selecting authentic curriculum-based scales to the greatest extent possible.
2. Use the observations of others who know the child in an initial assessment, including parents, teachers, aides, and other caregivers who frequently observe a child's regular thinking, language, social and emotional development, motor skills, and self-control skills. A child's prior experience and interests must also be considered as they greatly influence the child's choices and what is being observed.
3. Track each child's strengths and weaknesses through daily/weekly observations.
4. Use some form of progress monitoring tool throughout the year to measure student growth in areas that may require more in depth evaluation such as early literacy, reading, math, and general knowledge both at the individual and class level. Collect the evidence that demonstrates both progress and challenges. Record the changes.
5. For children with developmental disabilities, use only measures that have been designed and field-validated for use with children having specific needs as the primary measurement tool.
6. English language learners should be assessed in their native language AND in their progress toward English proficiency.
7. Incorporate information collected into teaching strategies, classroom activities and curricula materials after each assessment period. Constructing the environment to encourage particular activities is an appropriate method of collecting data.
8. Use the information collected over time as records of the performance and progress of children to share with parents as well as principals, the teachers of the following school year (i.e., kindergarten teachers, first grade teachers, etc.) and other school staff to support effective transitions between early grades.

The above list has been synthesized from several studies: Pennsylvania Early Learning Standards, 2007; National Association for the Education of Young Children, 1992 (as cited in North Carolina, 2009); National Research Council, 2001; Russakoff, 2011.

FORMS OF ASSESSMENT

NYSED recommends that the purpose of assessments administered to children be transparent and concrete, as well as provide valid and reliable results in a reasonable timeframe.

SCREENING

SCREENING is the use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks (NRC, 2008).

Section 117.1-3 of the Commissioner's Regulations, mandate that in New York State, a diagnostic screening be conducted for all new entrants and students with low test scores. Diagnostic screening refers to a "preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient." Screening results should not be used to make a final determination of a child's special needs, nor should screening be used by itself to guide instruction. Concerns that arise from initial screening may indicate that further evaluation of the child's needs, skills, and/or development is necessary. For a summary of the regulations see the chart in Appendix A. The regulation can be found at <http://www.p12.nysed.gov/sss/lawsregs/117-1-3.html>.

Screening Tools

The screening tools below are a compilation of the recommendations from the NRC, extensive research on effective assessment tools, and the Assessment Survey put out by NYSED's Office of Early Learning in spring of 2011. The table that follows briefly describes the age range, skills assessed, time commitment, and languages available for each assessment. When selecting a screening tool, it is critical to ensure that this tool screens for the specific skills being assessed, and that all students are screened with the same initial tool for the purpose of validity. The screening tool should align with later progress monitoring tools. This table is not a list of mandated screening tools but is designed to provide guidance in selecting tools for the purpose of screening.

ASSESSMENT	AGE RANGE	SKILLS	TIME	LANGUAGE(S)
Ages and Stages (ASQ)	1 M to 5 Y, 6 M	Communication Fine Motor Gross Motor Personal-Social Problem-Solving	10 to 30 minutes	English French Spanish
Ages and Stages Social-Emotional Questionnaire (ASQ-SE)	3 M to 5 Y, 6 M	Social-Emotional	10 to 15 minutes	English Spanish
Battelle Developmental Inventory (BDI)	0 to 7 Y, 11 M	Adaptive Cognitive Communication Motor Personal-Social	10 to 30 minutes (Screening Test) 1 to 2 hours (Complete BDI)	English Spanish
Bayley Scales of Infant and Toddler Development (Bayley)	1 M to 42 M	Cognitive Language Motor	15 to 25 minutes (Screening Test) 30 to 90 minutes (Complete Bayley)	English
Developmental Assessment of Young Children (DAYC)	0 to 5 Y	Adaptive Cognition Communication Physical Social-Emotional	10 to 20 minutes	English
Developmental Indicators for the Assessment of Learning (DIAL)	3 to 6 Y, 11 M	Concepts Language Motor Self-Help Social	20 to 30 minutes	English Spanish
Peabody Picture Vocabulary Test IV (PPVT)*	2 Y, 6 M through adulthood to 90 Years	Vocabulary	10 to 15 minutes	English
Phonological Awareness Literacy Screening (PALS-PreK, K, and 1-3)*	PreK to Grade 3	Print & Word Awareness (PreK) Nursery Rhyme Awareness (PreK) Name Writing (PreK) Rhyme Awareness (PreK, K) Beginning Sound Awareness (PreK, K) Alphabet Recognition (PreK, K, 1) Letter Sounds (PreK, K, 1) Concept of Word (PreK, K, 1) Blending (K, 1) Sound-to-Letter (K, 1) Spelling/Phonics (K, 1) Word Recognition in Isolation (K, 1) Oral Reading in Context (1)	Time Varies per Child	English Spanish

ASSESSMENT	AGE RANGE	SKILLS	TIME	LANGUAGE(S)
Predictive Assessment of Reading (PAR)	K to Grade 3	Fluency Phonemic Awareness Single Word Reading Vocabulary	15 to 20 minutes	English
Early Screening Inventory – Revised 2008 edition (ESI-R)	ESI-P Preschool ages 3:0–4:5, ESI-K Kindergarten ages 4:6–5:11	Visual Motor/Adaptive Language and Cognition Gross Motor Skills	15-20 minutes	English Spanish
Brigance Early Childhood Screens	0-35 months; 3-5 years; k-grade1	Language Motor Self-help Social-Emotional Cognitive skills	10-15 minutes	English

* These screening instruments may also be used for progress monitoring.

ESTABLISHING A DEVELOPMENTAL BASELINE

Developmental baseline results indicate the best starting point for individual student instruction. These can be used to plan learning experiences that can also be aggregated and used at the classroom level to identify the strengths and needs of a group. Teachers can then make informed decisions on instruction, as well as help parents see how they can best support their child’s learning. Section 151-1.3 (b) of the Regulations of the Commissioner of Education requires that districts establish procedures for assessing the developmental baseline for all children participating in the UPK program.

More comprehensive than a screening, the developmental baseline is a type of pre-assessment that provides a comprehensive evaluation of skill level, abilities and/or knowledge that a child possesses prior to the beginning of formal instruction. A developmental baseline assessment given at the beginning of preschool will reveal a range or span of each child’s abilities. At a minimum, a baseline must be established for language and literacy, cognitive skills and social skills. Ideally, however, a baseline evaluation addresses every developmental domain. This information helps teachers identify the best starting points for individual student instruction and ensure that learning can be measured.

PROGRESS MONITORING

PROGRESS MONITORING is an assessment conducted to examine students' academic performance and evaluate the effectiveness of instruction. Progress is measured on a regular basis, (e.g., monthly) by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed (NRC, 2008).

Section 151-1.3(b) of the Commissioner's Regulations states that districts establish uniform quality standards for all universal prekindergarten classrooms, including both district-based and eligible agency-based classrooms. NYSED strongly recommends that teachers apply these regulatory guidelines to *any* progress monitoring system used throughout early elementary school as well. The regulatory requirements outline a process by which schools adopt and implement a standards-based curriculum that ensures continuity of instruction. This occurs through student-centered activities that promote the child's total growth and development. Essential components such as background knowledge, phonological awareness, expressive and receptive language, vocabulary development, phonemic awareness, fluency, and comprehension must be present in the continuum of literacy instruction. Learning centers that promote a balance of individual learning along with small group activities are components of a balanced schedule of teacher-initiated and child-initiated learning activities and assessment opportunities. Providing instruction based on these curriculum components leads to more focused progress monitoring of student development in language, literacy, cognition, and social skills, as well as higher order problem-solving skills. For a summary of the regulations see the chart in Appendix B. The regulation can be found at: <http://www.p12.nysed.gov/upk/documents/151-1.pdf>

Interim assessment is a type of progress monitoring where standards, curriculum, and instruction aligned-periodic assessments are administered to children to track what they have learned over time. It begins with an assessment at the beginning of the school year or the beginning of the total timeframe over which "progress" will be monitored. At established intervals from the beginning point, ranging from four to six weeks to three months or more, an interim assessment is given in order to measure what the child has learned thus far.

Formative assessment is a check for understanding of a skill or concept, usually assessed quickly for immediate feedback. Formative assessments don't provide feedback on retention of long-term learning, where interim assessments ideally track that learning. Both provide valuable data that can be used to drive instruction.

Progress Monitoring Through Interim Assessments

Progress monitoring plays a central role in assessment, so it is important that schools and districts be intentional in the assessments they choose and the frequency of implementation. Additionally, one tool may not be appropriate for assessing a wide range of learning areas; a variety should be utilized to appropriately assess different areas of development. Assessments must be targeted and the data analyzed and used in a way that informs instruction and improves teaching and student performance. Data indicate that NYS teachers engage in frequent and ongoing assessment of targeted early literacy and math skills, but what that assessment looks like, how the data are being tracked, and the support teachers have when using that data to inform instruction is extremely varied in the non-tested grades.

With the strong focus on school, college and career readiness, and with rigorous expectations for teacher performance and student learning, it is critical for teachers to know how to use progress monitoring tools and analyze their results as a reflection of teaching and learning experiences in the classroom. One way districts monitor progress is through interim assessments. At the early elementary levels, it is suggested that interim assessments be administered four times a year to measure not what has been taught, but *what has been learned* (Bambrick-Santoyo, 2010). Interim assessments can serve as the lynchpin linking assessment, standards, curriculum and instruction into a feedback loop that improves performance at the student level, the teacher level, and the culture of the school. To be the most effective, all schools within a district should use the same interim assessment and all teachers should be trained in its administration; this supports a feedback loop with teacher collaboration and strong data regarding student progress. If this happens as planned, the last of the interim assessments may act as the "outcome measure" or the summative assessment. A

comparison between the results at the beginning of the assessment period and the last interim assessment should provide vital information about the amount of learning that occurred over time.

When selecting a progress monitoring tool to use as an interim assessment for prekindergarten through third grade, the following points should be considered to ensure the interrelationship of assessment, standards, curriculum, and instruction.

1. Assessments should be identified before instruction begins and available for teachers at the beginning of the year. Therefore teachers can ensure the validity of assessments: what they teach will be assessed. Effective assessments measure student learning and show teachers that students have met the standards and have understood the instruction.
2. If there is an end-of-year assessment, interim assessments should be aligned to that assessment and those standards.
3. Instruction should focus on the New York State Common Core Learning Standards as well as the important other domains of early childhood: approaches to learning, social and emotional development, physical development and health, as well as the arts, social studies and the development of scientific thinking (for prekindergarten, use the Prekindergarten Foundation for the Common Core). Data gleaned from interim assessments should help drive this integrated instruction.
4. Any commercial assessment should be closely reviewed to ensure that it is clearly aligned to the specific curricula being implemented in the classroom, and teachers should have some stake in the process of selecting these tools.
5. Skills evaluated in each assessment should match the skills being developed by the daily instruction of the curriculum as the year progresses. Assessment of children's skills should be consistent with the instruction and learning experiences of the classroom. Assessment should be a natural and integral part of the instruction process and not a stand alone or artificial activity.
6. Assessment results should be used to benefit children. Results should be analyzed to drive individualized instruction and intervention, and capitalize on student strengths.
7. Assessments should be free of cultural, language, and gender bias.
8. A system or procedure for assessment that involves analysis by teachers should be established to ensure collaboration between teachers, administrators, parents and students. Communication of assessment results at all levels should follow clear guidelines.
9. Students should be comfortable with the assessments and not view them as high stakes. Instead, they should be presented and received as a normal part of the teaching and learning process. Students at the earliest levels, (prekindergarten through first grade) don't even need to know they are being assessed.
10. Interim assessments should be administered to all students, but in the early elementary grades, for the purpose of validity, they should be administered individually or in small groups.

The above list has been synthesized from several studies: Bambrick-Santoyo, 2010; National Association for the Education of Young Children, 1992 (as cited in North Carolina, 2009); National Research Council, 2008.

Notes of Caution about Progress Monitoring

Any time a school or district implements a progress monitoring component in their curriculum, there can be unexpected pitfalls. Prior to the implementation of a progress monitoring system, it would be advantageous to learn from the most common and avoidable mistakes that others have made. Some of the things that can, and occasionally do, go wrong, are as follows:

1. Interim assessments are not rigorous.
2. Interim assessments are not aligned with curriculum and instruction planned for the year.
3. Interim assessments are not given regularly.

4. Teachers are not familiar with the interim assessments.
5. Teachers are not clear about why they are implementing interim assessments.
6. Teachers are not trained to analyze the interim assessments.
7. The analysis of the assessments has not been used to inform instruction.

When taken together, the ten points to consider and the seven pitfalls to avoid provide a scope of guidance in the selection of a progress monitoring tool that will set schools and districts on a path to successful assessment practices.

Progress Monitoring Tools

The following table provides the names and descriptions of some commercially available progress monitoring tools. This is a compilation of the recommendations from the NRC, extensive research on effective assessment tools, and the Assessment Survey conducted by NYSED. When selecting a tool, be clear about what the tool assesses as well as how it aligns with curriculum, standards, and year-end assessments. Be certain the assessment charts and supports a course for rigorous instruction. This table does not include assessments that may be provided with the curricula districts have chosen or purchased for use within their classrooms. This table is not to be considered a mandatory list of assessments, but provided instead to lend support in choosing progress monitoring tools.

ASSESSMENT	AGE RANGE	SKILLS	LANGUAGE(S)
AIMSweb	K to Grade 3 (Universal Screening) Any Age/Grade (Progress Monitoring)	Oral Reading Test of early Literacy – Letter Naming Fluency Test of Early Literacy – Letter Sound Fluency Test of Early Literacy – Nonsense Word Fluency Test of Early Literacy – Phonemic Segmentation Fluency Math Test of Early Numeracy – Missing Number Test of Early Numeracy – Number ID Test of Early Numeracy – Oral Counting Test of Early Numeracy – Quantity Discrimination	English Spanish*
Brigance Early Childhood Assessments (Developmental Inventory)	Birth through age 7	Language Development Literacy Math and Science Social and Emotional Development Physical Health and Development	English
Child Observation Record (COR) [High/scope]	2 ½ to 6 Y [Infant-Toddler COR 6 W to 3 Y]	Initiative Social Relations Creative Representation Movement and Music Language and Literacy Mathematics and Science	Arabic* Chinese* Dutch* English French* Portuguese* Spanish*
Curriculum Based Measurement – Reading (CBM-R)		Letter and Sound Fluency Maze Fluency Passage Reading Fluency Word Identification Fluency	English
Developmental Continuum [Creative Curriculum/Teaching Strategies GOLD]	3 to 5 Y	Cognitive Language Physical Social-Emotional	English
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K to Grade 3	Initial Sound Fluency Nonsense Word Fluency Oral Reading Fluency Phonemic Segmentation Fluency Word use Fluency	English

ASSESSMENT	AGE RANGE	SKILLS	LANGUAGE(S)
mCLASS: Math	K to Grade 3 (Universal Screening and Progress Monitoring)	Computation Concepts Oral Counting Missing Number Next Number Number Facts Number Identification Quantity Discrimination	English
Peabody Picture Vocabulary Test (PPVT)*	2 Y, 6 M to 90 Y	Vocabulary	English
Phonological Awareness Literacy Screening (PALS-PreK, K, and 1-3)*	PreK to Grade 3	Print & Word Awareness (PreK) Nursery Rhyme Awareness (PreK) Name Writing (PreK) Rhyme Awareness (PreK, K) Beginning Sound Awareness (PreK, K) Alphabet Recognition (PreK, K, 1) Letter Sounds (PreK, K, 1) Concept of Word (PreK, K, 1) Blending (K, 1) Sound-to-Letter (K, 1) Spelling/Phonics (K, 1) Word Recognition in Isolation (K, 1) Oral Reading in Context (1)	Time Varies per Child
Running Records [Fountas and Pinnell]	K to Grade 3	Literacy	English Spanish
The Work Sampling System [Meisels, Marsden, Jablon, Dorfman & Dichtelmiller]	PreK to Grade 6	Literacy Mathematics	English
Yearly ProgressPro	Grades 1 to 3	Mathematics Reading/Language Arts Reading Maze Fluency	English

* Check with vendor regarding availability. Restrictions do apply.

* Please see at the end of this document a chart entitled “Assessments Most Frequently Used in New York State with Preschool Children with Disabilities.”

A Note on Summative Assessment in Prekindergarten through Grade 3

Summative assessment typically documents how much learning has occurred at a point in time. Its purpose is to measure the level of child, school, or program success (NRC, 2008).

At the Prekindergarten through Grade 3 level, children should be exposed to a continuum of high-quality early learning experiences that are driven by engagement, interests, and data gained from progress monitoring. If a district or school chooses or creates strong interim assessments that are aligned to the Common Core Learning Standards and the other domains of early childhood, then the cumulative nature of the interim assessment will provide valuable year-end information that can accurately measure a child’s progress against the standards.

A “Summative Assessment” or “Outcome Assessment” is the process of collecting student information for the purposes of assessing whether the services, activities, or experiences offered had the desired effect over a specified period of time. For that reason, the same tool that was used to establish a baseline would be suitable for the summative assessment. Outcome results are used to measure individual student growth or the results can be aggregated to evaluate the effectiveness of the academic programs and activities.

At present, children are required to take the New York State standardized assessments at the end of third grade. The summative assessments in math and English language arts are high stakes, analyzing student, program, and school performance. If districts and schools develop or select other assessment tools to be used between prekindergarten and grade three, they do not have to be modeled after the New York State assessment, but should be rigorous. They should inform student learning, as well as program or school success beyond the time the assessment was given.

Assessment and Response to Intervention

Response to Intervention (RtI) is the practice of providing all students with high-quality core instruction and tiered interventions matched to student need. This is accomplished by monitoring each student's learning and level of performance in order to make important educational decisions. By using universal screening procedures and progress monitoring strategies for early detection and recognition of insufficient performance, RtI establishes the process through which teachers can use core instruction and targeted interventions to respond to student need. Using interim assessments in the manner described in this guidance addresses the principles of RtI.

A particular model approach for 3 to 5 year olds, called "Recognition and Response" (R&R) was developed by the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. "Recognition and Response is a framework for linking assessment to instruction as part of an integrated system, and is designed to be used with a variety of curricular and assessment approaches that have been validated through research and found to be effective with prekindergarten children." NYSED was just awarded a State Personnel Development Grant (SPDG) that will begin January 2012 that will extend and expand RtI efforts from the current kindergarten through fourth grade initiative to a prekindergarten through eighth grade initiative. In the prekindergarten area, NYSED will scale up efforts to provide professional development to early childhood educators to help them incorporate R&R into their practice. Both projects will collaborate to ensure consistency of approach and application across the state. (Roadmap to Pre-K RtI: Applying RtI in Preschool Settings, NCLD, 2009, p.9 at: <http://www.nclld.org/on-capitol-hill/policy-related-publications/roadmap-to-pre-k-rti>.)

The instructional data obtained through the RtI process provide important information when deciding if a student should be referred for an evaluation to determine if a learning disability is present. Effective July 2012 and after all school districts **must** have an RtI framework in place as apart of the process to determine if a student in kindergarten through fourth grade has a learning disability in the area of reading. For more information related to NYSED's vision for RtI a full guidance document is available at: <http://www.p12.nysed.gov/specialed/RTI/guidance/cover.htm>.

The National Center on Response to Intervention (NCRtI) also offers information on reading and mathematics screening and progress monitoring instruments, and provides users with information about the technical adequacy of commonly used tools. Please follow this link to access this information: <http://www.rti4success.org/>.

CONCLUSION

The NYSED's *Assessment Guidance for Early Learning* is not an endorsement of specific products. This document is designed to provide guidance regarding best practice in assessment so that all children will benefit from consistency and continuity throughout the early grades. The younger the child, the more difficult it is to obtain truly valid assessments. A child's early development is rapid and highly influenced by experience. Individual performance on an assessment is affected by the child's emotional state and the conditions of the assessment. However, child assessment has value that goes far beyond measuring the child's progress. It can be used to evaluate program effectiveness, identify staff development needs and plan future instruction. Developing and implementing a balanced approach to assessment is neither easy nor inexpensive. However, thoughtful implementation is highly beneficial.

Our children have great value; they are the future. An effective assessment framework that addresses all learning styles is an investment worth making.

**Questions regarding the assessment for early learning may be addressed by contacting
the New York State Education Department:
oel@mail.nysed.gov
or
by telephone at (518) 474-5807**

APPENDIX A - SCREENING

REGULATORY REQUIREMENTS	PROCEDURAL PARAMETERS	COMPONENTS
<p>Develop a plan for the screening of:</p> <ol style="list-style-type: none"> All new entrants 	<ol style="list-style-type: none"> By persons appropriately trained and qualified In the pupil's native language No later than December first of the school year of entry OR within 15 days of transfer 	<p>Diagnostic screening for new entrants shall include, but not be limited to:</p> <ol style="list-style-type: none"> Health examination by a health care provider, or evidence of such in the form of a health certificate Certificates of immunization or referral for immunization Vision, hearing and scoliosis screenings Determination of development in oral expression, listening comprehension, written expression, basic reading skills and reading fluency and comprehension, mathematical calculation and problem solving, motor development, articulation skills, and cognitive development using recognized and valid screening tools Determination that the pupil is of foreign birth or ancestry and comes from a home where a language other than English is spoken
<ol style="list-style-type: none"> Pupils who score below level two or three on either third grade reading or mathematics test of NYS elementary schools 	<ol style="list-style-type: none"> By persons appropriately trained and qualified In the pupil's native language Within 30 days of the availability of NYS test scores 	<p>Diagnostic screening for students with low test scores shall include, but not be limited to:</p> <ol style="list-style-type: none"> Vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student's ability to learn A review of the instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics <ol style="list-style-type: none"> Students with low test scores shall be monitored periodically through screenings and on-going assessments of the student's reading and mathematical abilities and skills. If the student is determined to be making sub-standard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction. School districts shall provide written notification to parents when a student required an intervention beyond which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the committee on special education to determine whether the student has a disability.

APPENDIX B - PROGRESS MONITORING

REGULATORY REQUIREMENTS	PROCEDURAL PARAMETERS	COMPONENTS
<ul style="list-style-type: none"> Curriculum 	<ol style="list-style-type: none"> Adopt and implement curricula Provide early literacy and emergent reading instruction based on effective, evidence-based practices Provide learner-centered activities that promote the child's total growth and development 	<ol style="list-style-type: none"> Curricula must be aligned with State learning standards, which ensures continuity with instruction in the early elementary grades and is integrated with the district's instructional program in kindergarten through grade twelve. Essential components shall include: background knowledge; phonological awareness; expressive and receptive language; vocabulary development; and phonemic awareness. Children are encouraged to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities; Arrange instructional materials and equipment in learning centers that promote a balance of individual and small group activities; Use intentional planning to focus instruction to meet differentiated learning styles of students.
<ul style="list-style-type: none"> Assessments, Monitoring, and Reporting 	<ol style="list-style-type: none"> Establish a process for assessing the developmental baseline and progress of all children participating in the program 	<ol style="list-style-type: none"> Such process must at a minimum provide for on-going assessment of the development of language, cognitive, and social skills; Instruments used for assessment must be valid and reliable; Assessment information must be used to inform classroom instruction and professional development; The results of such assessments will be used to annually monitor and track prekindergarten program effectiveness
<p>Additional regulatory requirements relating to health and nutrition, class size, staff qualifications, fiscal and program oversight, professional development, parent involvement, and support services can be accessed at http://www.p12.nysed.gov/sss/lawsregs/1511-1-2-3.html.</p>		

**Assessments Most Frequently Used in New York State
With Preschool Children with Disabilities**

The following list identifies measures that are frequently used to assess skills and behaviors of preschool students with disabilities.

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Use of Appropriate Behaviors
Adaptive Behavior Assessment System (Ages 0-5)			X
Arizona Articulation Proficiency Scale – 3 rd Revision, Western Psychological Service, 2000		X	
Battelle Developmental Inventory (BDI 2) – 2 nd Edition, 2005	X	X	X
Bayley Scales of Infant Development (BSID 2), 1993	X	X	
Behavior Assessment System for Children (BASC) - 2 nd Edition, 2004	X		X
Brigance Inventory of Early Development- II, (IED-II)	X	X	X
Carolina Curriculum for Preschoolers with Special Needs, 2 nd Edition, Copyright 2004	X	X	X
Child Behavior Checklist (CBCL) – 2 nd Edition, 2000	X		
Clinical Evaluation of Language Fundamentals- Preschool II (CELF), 1992 & 2004		X	
Connors' Parent & Teacher Rating Scale (CRS-R), 1997	X		
Developmental Assessment of Young Children (DAYC), 1998	X	X	X
Differential Ability Scales – Psychological Corporation, 1990		X	
Goldman-Fristoe Test of Articulation 2, American Guidance Service, Inc., 2000 Edition		X	
Hawaii Early Learning Profile (HELP), 2004	X	X	X
Learning Accomplishment Profile–D (LAP-D)	X	X	
Mullen Scales of Early Learning, 1995		X	
Peabody Developmental Motor Scales-2, 2002 (1983)			X
Peabody Picture Vocab. Test (PPVT) – IIIA		X	
Preschool – Kindergarten Behavior Scales – 2 nd Edition, 2002	X		
Preschool Evaluation Scale	X	X	X
Preschool Language Scale – (PLS-4), 2002		X	
Rossetti Infant-Toddler Language Scales, 1990	X	X	
Sensory Profile Checklist (Dunn) Psychological Corporation, 1999			X
Stanford-Binet Intelligence Scale, 2003		X	
Stuttering Severity Instrument for Children & Adults, Third Edition, 1994		X	
Vineland Social Emotional Early Childhood Scales (SEEC)	X	X	X
Wechsler Preschool and Primary Scale of Intelligence- III (WPPSI), 2002		X	
Westby Play Scale, 2000		X	

^[1] Greenwood, Ph.D, Charles and Carta, Ph.D , Judith - Issues Related to Implementation of Accountability Systems for Children 0-5 with Disabilities, DEC Roundtable Presentation, December 6, 2004, Chicago, Illinois.

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POINTS AND RATING SYSTEM

October 10, 2013

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QUALITYstarsNY POINTS AND RATING SYSTEM

BACKGROUND:

QUALITYstarsNY is New York State’s Quality Rating and Improvement System (QRIS). The current QUALITYstarsNY standards were developed to apply to programs and providers under the regulation of one of New York’s public agencies – the State Office of Children and Family Services, the State Department of Education, or the New York City Department of Health and Mental Hygiene.

Like all QRIS, QUALITYstarsNY includes standards for programs and providers based on what is known from research and best practices, procedures for monitoring and accountability, incentives and outreach to encourage participation by programs and providers, ongoing support to help them attain and sustain higher quality of care, and marketing and education with parents to help them use the system in considering care and early education options.

QUALITYstarsNY has four categories of standards – Learning Environment; Family Engagement; Qualifications and Experience; and Leadership and Management. Participating programs and providers can be assigned up to 360 points total. The number of points earned will determine a site’s placement in the five-star level system.

QUALITYstarsNY assigns points and rating levels to early childhood care education settings in licensed centers, public schools, and regulated family homes, based on the revised program standards for New York State.

The points and rating system adheres to the following principles:

- Clearly and accurately differentiate levels of quality
- Be perceived as equitable and reliable in application across settings
- Allow all settings to demonstrate their specific strengths in determining overall quality
- Encourage programs and providers in all settings to participate in the system
- Allow programs and providers to achieve higher quality ratings with reasonable levels of effort, support, and resources
- Be easily interpretable by parents in terms of quality differences based on points and star levels assigned

The interpretation of the star levels should be understood in terms of quality from “meeting basic standards” to “achieving excellent quality.”¹ Accordingly, the five levels were assumed to be interpreted as:

- One star = “meeting regulatory standards”
- Two stars = “achieving satisfactory quality”
- Three stars = “achieving good quality”
- Four stars = “achieving very good quality”
- Five stars = “achieving excellent quality”

¹ The goal of labeling the star levels for the purpose of this memo was to define the level at which a substantial number of the standards would be met and the overall quality would be considered to be “good.” The labels used in promoting QUALITYstarsNY may want to meet other goals and could be changed accordingly.

Considerations and assumptions re number of possible points across the standards categories:

- The number or percent of points possible in each of the four standards categories (learning environment, family engagement, qualifications and experience, and management and leadership) reflect the relative weight of these factors in contributing to positive outcomes for children. The relative number of points is easily understood and used by participants, consumers, and other stakeholders.
- In order for both center-school and home-based settings to be understood as potentially offering similar levels of quality in the four standards categories, the distribution of possible points across the categories are the same.

Considerations and assumptions re allocation of points within standards categories:

- Within each standards category, specific standards are given greater number of points based on consideration of some combination of the following factors:
 - Are more closely correlated with child development and learning
 - Are more closely correlated with providing a consistently high quality learning environment
 - Are more difficult to achieve because of the time and resources required
- This approach makes it easier to ensure that the higher star quality levels differentiate in overall quality. It also makes requiring that certain standards be met at higher star levels less necessary.
- The total points would be distributed across the four standards categories, for both center-school and home-based settings, as follows
 - Learning Environment – 30% of the total possible points
 - Family Engagement – 20% of the total possible points
 - Qualifications and Experience – 25% of the total possible points
 - Management and Leadership – 25% of the total possible points

1. Minimum Requirements for Programs and Providers in QUALITYstarsNY

Current valid license:

To participate in QUALITYstarsNY, centers and family and group family child care providers must hold a current valid license from or be registered with the State of New York, through either the State Office of Children and Family Services or the New York City Department of Health and Mental Hygiene. Early childhood programs operated by public school districts in the State of New York are also eligible to participate. Legally exempt providers are not eligible to participate in QUALITYstarsNY.

Minimum points per standards category:

In order to receive a Star 2 or above rating, sites (specific locations where early care and education services are provided) must submit an application with documentation that is assigned a minimum of approximately 10 percent of the possible points in each standards category.

Minimum ERS score for star levels 3 and above:

Only applicant sites that meet the previous two requirements and are assigned a sufficient number of points to be provisionally at the 3-star level would have independent ERS observations conducted as part of QUALITYstarsNY. In order to be assigned a rating of 3 stars or above, the score from these ERS observations (computed as an average across classrooms² for center or school sites) is required to be 4.25 or higher (out of a scale from 1 to 7, where 7 is considered excellent).³

2. Procedures

Figure 1 illustrates the recommended procedures for reviewing applications, determining provisional ratings, conducting ERS observations, and determining final star level.

Reviewing Applications

In Step 1 in Figure 1, a center, school, or family home-based site applies to be included in QUALITYstarsNY. The site may be included at a Star 1 level without submitting any other documentation for rating or it may apply to begin the QUALITYstarsNY self-study period. The application for self-study collects information to determine which standards that apply under specific conditions apply to the site. Accredited sites and sites in compliance with Head Start/Early Head Start program standards will include evidence of that status to determine which specific standards can be assumed to have been already met and for which no further documentation is needed.

In Step 2, once an application is received, QUALITYstarsNY will confirm the site's licensure status. Sites with a valid license or operated by a public school that are applying to be included at a Star 1 level without rating will then be recognized as being in the QUALITYstarsNY at a Star 1 level. Sites with a valid license or operated by a public school that wish to submit documentation for rating will be provided with a breakdown of the specific number of points it will need to earn in each category. Accredited and Head Start/Early Head Start sites will have their status confirmed at this point as well and will be informed of the specific QUALITYstarsNY standards that have been assumed to have been met and for which no further documentation is needed. Sites that are going through the self-study process will be designated as "in process" until the rating process is completed and a star level assigned.

All sites going through self-study will be offered support to learn more about the QUALITYstarsNY standards and assistance to prepare the application for rating and identify the necessary documentation. After completing its self-study process, which may include self-assessment using the appropriate ERS instruments, the site submits its application for rating in Step 3.

In Step 4, QUALITYstarsNY determines the number of points earned in each standards category, based on the site's application for rating, including evidence of accreditation if relevant. The first decision point in this step is to determine if the site earned the minimum number of points in each category to be

² The percent of classrooms that are observed in other state systems ranges from 33 percent to 100 percent, with 33 percent being the most common (6 out of 10 state systems sampled 33 percent of classrooms for ERS observations, 2 conducted observations in all classrooms, and 1 observed in 50 percent of classrooms). At least 50% of the classrooms are observed, selected randomly, and that at least one classroom of each program type (for example, UPK, Head Start, child care) and with each age group (infants, toddlers, and preschoolers) be included in the sample.

³ Sites that had a provisional 3-star rating but did not achieve the minimum required ERS score are provided with quality improvement support and have repeat observations after a specified period. The second ERS score would then determine the site's final star level.

at a Star 2 level or above. If it did not, it is assigned to the Star 1 level (see Step 5a). It could be allowed to reapply within a specified period of time. If the site has earned at least the minimum number of points in each standards category, QUALITYstarsNY will determine whether the total number of points earned is sufficient for the site to be given a provisional Star 3 status. If the points earned qualify the site for a provisional status of 3, 4, or 5 stars, independent ERS observations will be conducted (see Step 5b). If not, the site will be assigned to Star 2 level (see Step 5c).

Assigning Final Star Levels Based on ERS Observations

Once the independent ERS observations are completed, the average score across selected classrooms in center and school settings will be calculated; family home-based settings have only one ERS score. All sites will be provided with detailed information on the ERS observation score results to guide their quality improvement planning.

In Step 6a, sites with ERS scores of at least 4.25 and that develop plans for improving in areas where their scores were low will be assigned 30, 40, or 50 points, depending on their actual score. (See the standards for details.) These points will be added to the points earned from the other standards (the points that determine their provisional status). Based on the total points, sites will be assigned to star level 3, 4, or 5.

Sites with ERS scores of less than 4.25 will be assigned to Star 2 level, regardless of the number of other points earned (see Step 6b). That means that no site can be at Star 3 level or higher without the learning environment being rated at 4.25 or above on the appropriate ERS instrument.

3. Special Conditions

While most of the specific indicators in the QUALITYstarsNY standards are applicable to all sites, some are not. Figure 2 outlines the specific standards that are applicable only to some sites.

Sites applying to QUALITYstarsNY will provide information that will determine which, if any, of these standards are applicable to them. The total set of applicable standards will determine the total number of possible points that each site could earn in QUALITYstarsNY and the number of possible points in each standards category. Applicant sites will then be provided with information on the specific range of points needed to reach each star level, based on the total number of points applicable to their circumstances. Applicants are likely to be especially interested in knowing the number of points they need to earn to reach the provisional 3-star status and be eligible for independent ERS observations.

4. Allocation of Points to Standards Categories and Subcategories

As noted earlier, the point distribution across the four standards categories for all sites – whether centers, schools, family child care homes, or group family child care homes – are the same. The distribution of points among subcategories within the Learning Environment and Management & Leadership standards categories be the same for all settings, but that the distributions differ within the Family Engagement and Qualifications & Experience categories.

5. Allocation of Points to Specific Standards Indicators

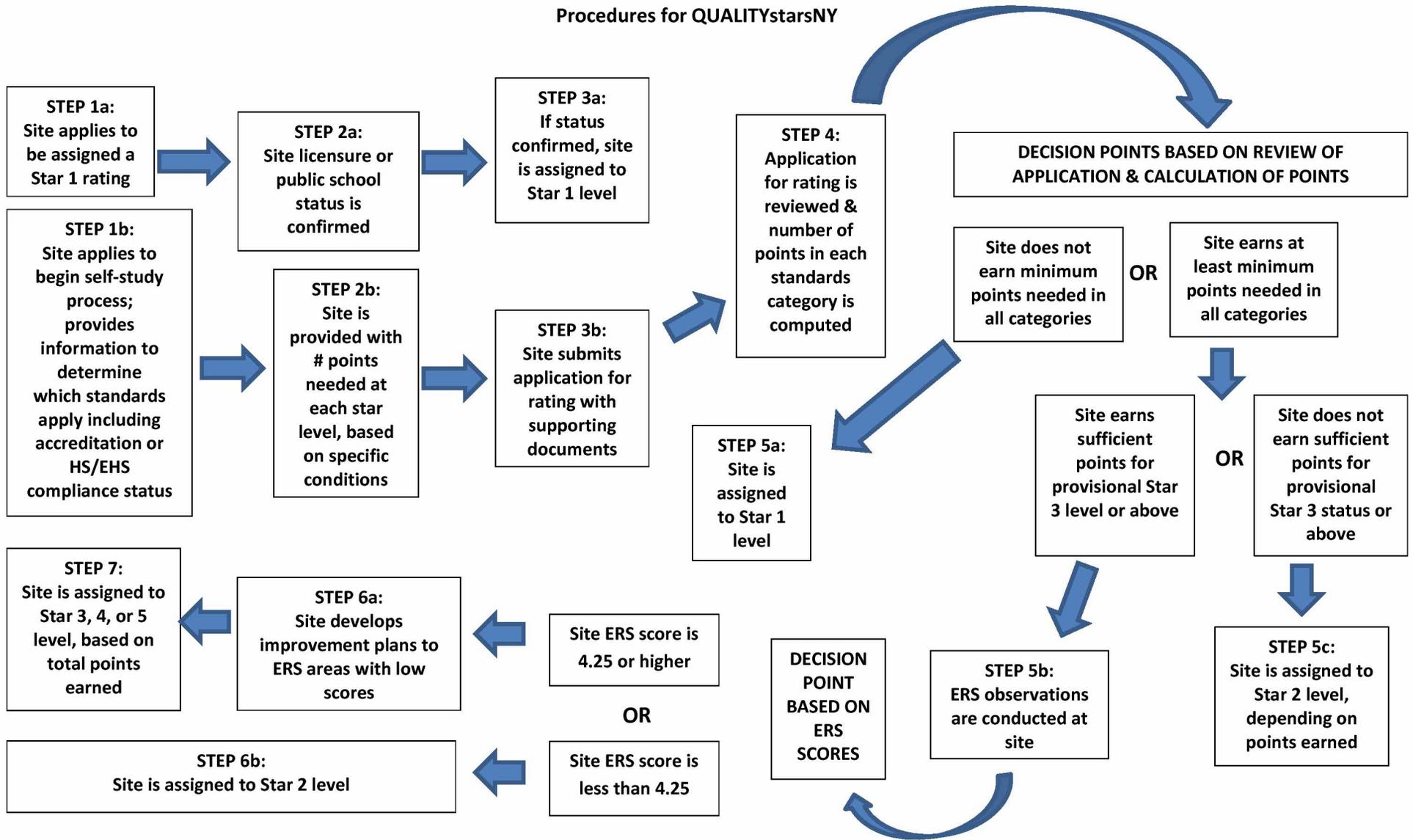
There are a total of 360 possible points associated with the standards for centers and schools and the same number for family homes. All sites in each setting can earn up to 290 possible points before

receiving points for the ERS observations, up to 50 points based on the ERS observation scores, and up to 20 possible points depending on which, if any, of the standards that apply only under certain conditions, are applicable to the site. Figure 4 summarizes this information, as well as indicating the minimum number of points that would need to be earned in each standards category to be rated in QUALITYstarsNY.

6. Conversion of Points to Star Levels

There are five star levels in QUALITYstarsNY. Figure 5 summarizes our recommendations about the number and percent of points and other criteria that define each star level. The figure also includes the number and percent of points necessary for provisional status at the 3-, 4-, and 5-star levels. Note that the numbers of points shown in Figure 5 are based on the points applicable to all sites; these numbers may differ for individual sites, depending on which conditional standards apply in their case.

FIGURE 1:
Procedures for QUALITYstarsNY





**HEAD START PERFORMANCE STANDARDS AND QUALITYSTARSNY CROSSWALK
August 2012**

Head Start programs in full compliance will receive up to 149 automatic points towards the QUALITYstarsNY rating. Additional points must be earned by completing the Qualification & Experience Standard category through Aspire, New York’s Registry for Early Childhood Educators. Further points can be earned by submitting documentation for any of the standards that are not aligned with the Head Start Performance standards. By doing so, you may be eligible to achieve a higher star rating. QUALITYstarsNY requires the most current and complete Office of Head Start monitoring review report in order to receive the automatic points.

Standard Category *	Points Earned
Learning Environment	up to 33
Family Engagement	up to 56
Management & Leadership	up to 60
Total	up to 149

* Points are earned in the Qualifications and Experience category by completing the Aspire process.

Performance Standards in *italics* are not aligned with QUALITYstarsNY.

Code	QUALITYstarsNY Standard	Pts. Earned via Review Process	Head Start Standard	Monitoring Description	Head Start Act / Performance Standard
	LEARNING ENVIRONMENT				
CE 1	<i>Program staff attends training on the Environment Rating Scales (ERS).</i>			<i>Note: Early/Head Start programs are not required by HS Performance Standards (HSPS) to utilize an Environment Rating Scale. Programs may elect to use an ERS as part of their supervision / ongoing monitoring, but that is a grantee decision.</i>	
CE 2	<i>Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.</i>				
CE 3	<i>Program has an <u>independent</u> ERS assessment and</i>				

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	<i>achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.</i>				
CE 4	<i>Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.</i>				
CE 5	<i>Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.</i>				
COA 1	<i>Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.</i>				
COA 2	Program collects information at enrollment on children’s development including social emotional concerns, dominant language, preferences and any special needs.	2	HEA 2.3	The program engages parents in obtaining from a health care professional a determination of whether each child is up to date on a schedule of primary and preventative health care (including dental), and assists parents to bring their children up to date when necessary, and keep their children up to date as required.	1304.20(a)(1)(ii), 1304.20(a)(1)(ii)(A), 1304.20(a)(1)(ii)(B), 1304.20(a)(2)
			HEA 2.4	The program implements ongoing procedures for identifying new or recurring medical, oral health, or developmental concerns so appropriate referrals can be made quickly.	1304.20(d)
			NUT 2.3	Program staff ensures nutritional information of infants and toddlers, including feeding schedules, amounts and types of food, meal patterns, new foods, preferences	1304.23(a)(3)

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				and intolerances and any changes in these are communicated regularly to parents.	
COA 3	Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool.	2	HEA 3.1	The program, in collaboration with each child’s parent, performs or obtains the required linguistically and age appropriate screenings to identify concerns regarding children within 45 days of entry into the program, obtains guidance on how to use the screening results, and uses multiple sources of information to make appropriate referrals. 1304.20(a)(2) applies only to Migrant and Seasonal programs and should be cited in conjunction with 1304.20(b)(1) for such programs.	1304.20(b)(1), (1) In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background. 1304.20(b)(2), 1304.20(b)(3), 1304.20(a)(2)
COA 4	Program uses a developmental screening tool that is valid and reliable.	1	CDE 3.1	The program uses information from screenings, ongoing observations, and evaluations, as well as insight from parents to determine how to best respond to each child’s individual characteristics, strengths, and needs.	1304.20(f)(1) HS Act 642(f)(6): (6) Use research-based developmental screening tools that have been demonstrated to be standardized, reliable, valid, and accurate for the child being assessed, to the maximum extent practicable, for the purpose of meeting the relevant standards described in section 641A(a)(1).
COA 5	Program documents the developmental progress of	2	FCP 3.1	Program staff plan, and in	1304.40(e)(5),

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	each child at least quarterly using a child development assessment tool(s).			partnership with parents, schedule and facilitate staff-parent conferences and no less than 2 home visits to discuss each child's development and progress.	1304.21(a)(2)(iii), 1304.40(i)(1), 1304.40(i)(2), 1304.40(i)(3)
COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	1	EDC 1.3	The curriculum is comprehensive and linked to ongoing assessment, with specific goals and child outcomes	HS Act 642(f)(5): (5) Use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program.
COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	2	FEC 1.1	Program staff are familiar with the backgrounds of families and children. Meetings and interactions are respectful of each family's cultural, ethnic, and linguistic diversity	1304.20(b)(1), 1304.40(a)(5)
COA 8	<i>All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.</i>				
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	3	ECD 3. 4	The curriculum is linked to ongoing assessment and supports each child's individual pattern of development and learning	1304.21(c)(2), 642(f)(3)(C)
COA 10	Program can document that aggregated assessment results are used to inform program practice.	2	CDE 4.2	The program uses Self-Assessment information on school-readiness goals to develop improvement plans. Grantees must develop a system to	641A(g)(2)(B) The information gathered from observations and ongoing assessment also helps grantees respond to the need to address child outcomes: In

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				analyze data on child outcomes that centers on patterns of progress for groups of children over time as they receive services through the program year. (from The Head Start <i>Path to Positive Child Outcomes</i> , 2003)	addition, child outcome information for groups of children becomes part of the data considered by grantees and delegate agencies as they engage in self-assessment to determine how the program is doing in meeting its goals and objectives, and in implementing the Head Start Program Performance Standards and other regulations. The results of the self-assessment contribute to continuous program planning and program improvement. (from The Head Start <i>Path to Positive Child Outcomes</i> , 2003)
CPI 1	Program has a written education philosophy or statement.	2	CDE 1.1		1304.50(d)(1)(iv)- Policy Council must review, approve or disapprove: (iv) The program's philosophy and long- and short-range program goals and objectives (see 45 CFR 1304.51(a) and 45 CFR 1305.3 for additional requirements regarding program planning).
CPI 2	Program uses a written curriculum(s) or curriculum framework(s) that is developmentally appropriate and addresses the key domains of child development.	3	ECD 3.1	The program implements a curriculum based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation.	642(f)(3)(B)
CPI 3	Program uses a curriculum or curriculum framework that is evidence-based, meaning it is grounded in science and is shown to improve child outcomes.	3	ECD 1.2	The program implements a curriculum that is evidence-based and includes standardized training procedures and curriculum materials to support implementation.	642(f)(3)(B)
CPI 4	<i>Program uses a curriculum or curriculum framework that aligns with the NYS Early Learning Guidelines</i>				

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	<i>and/or the Pre-K Foundation for the Common Core.</i>				
CPI 5	Program uses a curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	2	ECD 3.3	The program implements a curriculum that promotes children’s language and cognitive development, early literacy and math skills, socio-emotional development, physical development and approaches to learning.	1304.21(a)(3), 1304.21(a)(4), 1304.21(a)(5), 642(f)(3)(A) (In addition, HSPS 1304.21(a)(1)(i) states: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.)
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	3	PDM 12.3	The program provides opportunities for orientation, ongoing training and development for all staff that increase competency needed to fulfill their job responsibilities and give staff the knowledge and skills to implement the content of the Head Start Performance Standards and the Head Start Act.	1304.52(l)(1), 1304.52(l)(2), 1304.52(l)(3), 1304.52(l)(5), 648A(a)(5)
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with special needs more effective inclusion in the full range of the program’s activities.	3	FCE 3.5	The program builds parents' confidence to advocate for their children by informing parents of their rights under IDEA and assisting parents in identifying and accessing resources needed to address their children’s special needs.	1308.4 1308.19 1308.21(a)(6) 1308.21(a)(10)
PH 1	<i>Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when</i>				

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	<i>awake.</i>				
PH 2	<i>Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.</i>				
PH 3	<i>Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming.</i>				
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	2	FIS 2.1	Review the Grantee’s enrollment records, meal counts and most current USDA/CACFP compliance/monitoring report or USDA/CACFP audit to determine whether available USDA funds are fully utilized by the program. Describe the evidence you reviewed in arriving at your conclusion.	74.21(b)(1) 74.21(b)(2) 92.20(b)(1) 92.20(b)(2) 1304.23(b)(1)(i) 1304.51(h)
PH 5	<i>Program implements an obesity prevention program.</i>				
PH 6	<i>Staff attends training regarding implementation of the obesity prevention program.</i>				
	FAMILY ENGAGEMENT				
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	3	NUT 2.3	Program staff ensures nutritional information of infants and toddlers, including feeding schedules, amounts and types of food, meal patterns, new foods, preferences	1304.23(a)(3)

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				and intolerances and any changes in these are communicated regularly to parents.	
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	5	GOV 4.1	Governing body and Policy Council members regularly receive and use information or reports about program planning, policies, and program operations	1304.51(c)(1), 1304.51(c)(2) 1304.40(e)(4) 1304.40(i)(2)) Head Start Act642(d)(2)(A) 642(d)(2)(B) 642(d)(2)(C) 642(d)(2)(D) 642(d)(2)(E) 642(d)(2)(F) 642(d)(2)(G) 642(d)(2)(H) 642(d)(2)(I)
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	3	FCP 2.1	The program partners with parents to establish a relationship of mutual trust and respect, providing ongoing opportunities for interaction between staff and families throughout the year.	1304.40(a)(4) (HSPS do not specifically require newsletters; however it is one of the sources of documentation reviewers ask to see.)
C 4	Program meets one-on-one with parents about their individual child's developments at least twice a year.	3	FCP 3.1	Program staff plan, and in partnership with parents, schedule and facilitate staff-parent conferences and no less than 2 home visits to discuss each child's development and progress.	1304.40(e)(5), 1304.21(a)(2)(iii), 1304.40(i)(1), 1304.40(i)(2), 1304.40(i)(3)
C 5	<i>Program communicates with families in writing about staff member's educational qualifications and professional experience.</i>				
C 6	Program communicates with families about program activities and policies in a group setting.	3	FCP 3. 3	The program provides opportunities for parents to enhance their parenting skills, to become integrally involved in	1304.40(e)(3), 1304.40(e)(2), 1304.40(d)(2), 1304.21(a)(2)(ii)

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				expanding their knowledge and understanding of the education and developmental needs and experiences of their children.	
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	5	FCP 3.4 FCE1.1	Parents are given opportunities to participate in health, oral health, nutrition and mental health education activities aimed at increasing their knowledge and understanding of their child's needs in these areas. Determine whether the program is respectful of the cultural or ethnic background of families. Ask how the program ensures that language does not create any barriers to parents' full participation in program activities by asking who they regularly speak with at the program who speaks their language.	1304.40(f)(1)
<i>FIS 1</i>	<i>Program supports breastfeeding.</i>				
<i>FIS 2</i>	<i>Program offers family social gatherings that intentionally include other family members, in addition to parents.</i>				
FIS 3	Program provides workshops, training or other events for families on educational topics.	2	FCP 3.3 FCP 3.4	The program provides opportunities for parents to enhance their parenting skills, to become integrally involved in expanding their knowledge and understanding of the education and developmental needs and experiences of their children. Parents are given opportunities to participate in health, oral health, nutrition and mental health	1304.40(e)(3), 1304.40(e)(2), 1304.40(d)(2), 1304.21(a)(2)(ii) 1304.40(f)(1)

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				education activities aimed at increasing their knowledge and understanding of their child's needs in these areas.	
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	2	FCP 3.2	The program is open to parents during all program hours. Parents are welcomed as visitors and encouraged to observe children as often as possible.	1304.40(d)(2) 1304.40(d)(3) states: (3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers see 45 CFR 1304.52(b)(3) for additional requirements about hiring parents.
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	4	PDM 5.2	At least annually, the program conducts a Self-Assessment of program effectiveness which assesses progress in meeting local program goals and objectives, evaluates program compliance with Federal requirements and results in improvement plans that are approved by the Governing Body and submitted to OHS.	641A(g)(1), 1304.51(i)(1), 641A(g)(2)(B)
FIS 6	Program provides regular opportunities for parents to participate in program-level decisions.	4	GOV 4.1		1304.51(c)(1), 1304.51(c)(2) 1304.40(e)(4) 1304.40(i)(2))
FIS 7	Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool and results are used for program improvement.	3	FCP 2.1	The program provides opportunities for parents to enhance their parenting skills and become integrally involved in expanding their knowledge and understanding of the educational and developmental needs and experiences of their	1304.40(e)(2) 1304.40(e)(3)

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				children.	
FIS 8	<i>Program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist or the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence and results are used for program improvement.</i>				
FIS 9	<i>Program staff greets children and parents in the home languages of the children and parents.</i>				
FIS 10	<i>Program staff is trained to address the needs of children whose home language is not English.</i>				
FIS 11	Program employs at least one staff member who speaks that language.	4	FCP 2.2	Program staff are familiar with the backgrounds of families and children and communications are respectful of each family’s cultural, ethnic and linguistic diversity, facilitated by bi-lingual staff or interpreter(s) as necessary.	1306.20(f), 1304.40(a)(5)
T 1	Program has a written policy and procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	3	FCP 4.3	The program has procedures to support successful transitions for enrolled children and families both into and out of Early Head Start and Head Start programs. Programs must coordinate with other agencies encourage communication with Early Head	1304.41(c)(1), 1304.41(c)(1)(i), 1304.41(c)(1)(ii), 1304.41(c)(1)(iii), 1304.41(c)(1)(iv), 1304.40(h)(1), 1304.40(h)(3), 642A(a)(3),

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				Start, elementary school principals, and others involved in supporting children and families through transitions, including plans for transition meetings.	642A(a)(5), 642A(a)(6), 642A(a)(11), 642A(a)(7)(A)
T 2	Program has a written policy and procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	3	ECD 5.6	The program plans for routines and transitions so they occur in a timely, predictable, and unrushed manner according to each child's needs.	1304.21(a)(3)(ii)
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten).	3	FCP 4.3	The program has procedures to support successful transitions for enrolled children and families both into and out of Early Head Start and Head Start programs. Programs must coordinate with other agencies encourage communication with Early Head Start, elementary school principals, and others involved in supporting children and families through transitions, including plans for transition meetings.	1304.41(c)(1), 1304.41(c)(1)(i), 1304.41(c)(1)(ii), 1304.41(c)(1)(iii), 1304.41(c)(1)(iv), 1304.40(h)(1), 1304.40(h)(3), 642A(a)(3), 642A(a)(5), 642A(a)(6), 642A(a)(11), 642A(a)(7)(A)
			FCP 4.4	The program must initiate transition planning for each Early Head Start enrolled child at least 6 months prior to the child's third birthday to ensure the most appropriate placement into the next preschool setting.	1304.41(c)(2)
T 4	If program enrolls infants and toddlers, program has a policy that addresses both daily and annual continuity of care from the child's perspective and ensures no more than one transition within child's first two years. -OR-	6	ECD 5.8	The program develops secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an	1304.21(b)(1)(i)

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	If program does <u>not</u> enroll infants and toddlers, program promotes the quality and continuity of teacher-child relationships through teacher training and scheduling.			extended period of time.	
	MANAGEMENT AND LEADERSHIP				
ASA 1	Program conducts a program management self-assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self-study or Head Start Monitoring Protocol or another administrative/management assessment tool.	5	PDM 5.2	At least annually, the program conducts a Self-Assessment of program effectiveness which assesses progress in meeting local program goals and objectives, evaluates program compliance with Federal requirements and results in improvement plans that are approved by the Governing Body and submitted to OHS.	641A(g)(1), 1304.51(i)(1), 641A(g)(2)(B)
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self-assessment.	5	PDM 5.1	The grantee (and delegate) in consultation with staff, governing bodies, policy groups, and other community organizations routinely engages in a process of systematic planning which utilizes the results of the Community Assessment and Self-Assessment and other information, and leads to the development of long and short term goals for improvement and written plans for service implementation.	1304.51(a)(1), 1304.51(a)(1)(ii), 1304.51(a)(1)(iii), 1304.51(a)(2)
FAS 1	Liability insurance is current to date.	2	FIS 1E	Do the program and any delegate agencies obtain, manage, and maintain appropriate insurance coverage for risks and liabilities and use insurance to manage risks?	74.31, 1309.23(a)(2), 1301.11(a), 1301.11(b)
FAS 2	Payroll and payroll taxes are paid on time.	2	FIS 2A	Are program financial reports and accounting records current,	74.21(b)(1), 74.21(b)(2),

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				accurate, and available? Do they contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income?	92.20(b)(1), 92.20(b)(2), 1304.23(b)(1)(i), 1304.51(h)(2)
FAS 3	State and federal taxes are paid or IRS Form 990 is filed on time.	2	FIS 2A	Are program financial reports and accounting records current, accurate, and available? Do they contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income?	74.21(b)(1), 74.21(b)(2), 92.20(b)(1), 92.20(b)(2), 1304.23(b)(1)(i), 1304.51(h)(2)
FAS 4	Program has a current-year operating budget related to the early care and education program showing revenues and expenses.	4	FIS 1B	Has the grantee made changes to the budget that required prior approval before receiving such approval in writing?	74.25, 92.30
FAS 5	Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	4	FIS 2B	Are monthly financial status reports provided to program governing bodies, policy groups, and staff to advise them and to control program quality and maintain program accountability?	642(c)(1)(E)(i), 642(c)(1)(E)(ii), 642(c)(1)(E)(iii), 642(d)(2)(A), 642(c)(1)(E)(iv)(V)(bb)
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	5	FIS 3B	Does the program have written procurement procedures that provide, at a minimum, all requirements specified in the applicable Federal statutes?	92.36(c)(3), 74.44(a) This citation from the OHS Monitoring Protocol speaks to procurement only. However 45 CFR 74.21(b)(6) states: (6)Written procedures for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the terms

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					and conditions of the award.
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	5	FIS 2A	Are program financial reports and accounting records current, accurate, and available? Do they contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income? Reports include: <ul style="list-style-type: none"> • Internal Revenue Service (IRS) 941 (Employer's Quarterly Federal Tax Return); • IRS 990 (Return of Organization Exempt from Income Tax); • IRS 5500 (Annual Return/Report of Employee Benefit Plan); and • Other official Federal, State, and local reports as required by applicable law. 	74.21(b)(1), 74.21(b)(2), 92.20(b)(1), 92.20(b)(2), 1304.23(b)(1)(i), 1304.51(h)(2)
FAS 8	Program has established procedures to market and fill open child care slots/vacancies.	3	ERSEA 2A	Has the program developed and implemented a process that is designed to actively recruit families with Head Start and/or Early Head Start eligible children, including children with disabilities, informing them of available services and encouraging them to apply for admission?	1305.5(a), 1308.5(b), 1308.5(c), 1308.5(f), 645A(c)(1)
			ERSEA 3E	Has the program enrolled 100% of its funded enrollment and maintained an active and ranked waiting list at all times with ongoing activities to identify underserved populations and outreach to the community to	642(g), 1305.6(d)

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				assure eligible children enter the program as vacancies occur?	
PP 1	Program has written job descriptions for all positions.	1	PDM 11.1	The program develops and implements written personnel policies for staff (including Standards of Conduct and procedures), that are approved by the Governing Board and Policy Council and are available to all staff.	1301.31(a), 1301.31(a)(2), 1301.31(a)(3), 1301.31(a)(5), 1304.50(d)(1)(ix), 1304.52(i)(1), 1304.52(i)(1)(i), 1304.52(i)(1)(ii), 1304.52(i)(1)(iii), 1304.52(i)(1)(iv), 1304.52(i)(3)
PP 2	Employees are given access to an employee handbook when hired.	2	PDM 11.1	The program develops and implements written personnel policies for staff (including Standards of Conduct and procedures), that are approved by the Governing Board and Policy Council and are available to all staff.	1301.31(a), 1301.31(a)(2), 1301.31(a)(3), 1301.31(a)(5), 1304.50(d)(1)(ix), 1304.52(i)(1), 1304.52(i)(1)(i), 1304.52(i)(1)(ii), 1304.52(i)(1)(iii), 1304.52(i)(1)(iv), 1304.52(i)(3)
PP 3	Program provides new employees with an orientation that includes: <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula 	2	PDM 12.3	The program provides opportunities for orientation, ongoing training and development for all staff that increase competency needed to fulfill their job responsibilities and give staff the knowledge and skills to implement the content of the Head Start Performance Standards and the Head Start Act.	1304.52(l)(1), 1304.52(l)(2), 1304.52(l)(3), 1304.52(l)(5), 648A(a)(5)
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	2	PDM	The program develops and implements written personnel policies for staff (including	1301.31(a), 1301.31(a)(2), 1301.31(a)(3),

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			11.1	Standards of Conduct and procedures), that are approved by the Governing Board and Policy Council and are available to all staff.	1301.31(a)(5), 1304.50(d)(1)(ix), 1304.52(i)(1), 1304.52(i)(1)(i), 1304.52(i)(1)(ii), 1304.52(i)(1)(iii), 1304.52(i)(1)(iv), 1304.52(i)(3)
PP 5	All program staff participates in at least 4 staff meetings during operational months.	2	PDM 9.1	The program has mechanisms for regular communication among all program staff to facilitate high-quality outcomes for children and families.	1304.51(e)
PP 6	Written notes are taken at program staff meetings and then shared with staff.	2	PDM 9.1	The program has mechanisms for regular communication among all program staff to facilitate high-quality outcomes for children and families.	1304.51(e)
PP 7	Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.	2	FCP 2.2	Program staff are familiar with the backgrounds of families and children and communications are respectful of each family’s cultural, ethnic and linguistic diversity, facilitated by bi-lingual staff or interpreter(s) as necessary.	1306.20(f), 1304.40(a)(5) 1304.52(b)(4) states: (4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.
PP 8	All employees have formal, written performance assessments annually.	4	PDM 12.1	The program conducts annual performance reviews of all staff and results are used to plan for training and staff development.	1304.52(j), 1310.17(f)(1)
PP 9	<i>Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State’s Core Competencies for</u></i>				

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	<i>Early Childhood Educators competency areas.</i>				
PP 10	Performance assessment, including observations and feedback, informs individual professional development plans.	5	PDM 12.1	The program conducts annual performance reviews of all staff and results are used to plan for training and staff development.	1304.52(j), 1310.17(f)(1)
SCB 1	Program has an up-to-date written wage scale that is based on position, education, training, and years of relevant experience.	1	FIS 4C	Are program staff wages charged to the grant reasonable and supported by appropriate wage comparability data?	230, App B(8)(c), 225, App B(8)(b), 653(a) (HSPS require a wage comparability study that includes many of these items.)
SCB 2	<i>Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM)</i> <input checked="" type="checkbox"/> <i>paid holidays</i> <input checked="" type="checkbox"/> <i>paid time off (sick, vacation, personal)</i> <input checked="" type="checkbox"/> <i>health insurance</i> <input checked="" type="checkbox"/> <i>professional development days</i>				
SCB 3	<i>Program offers full-time staff a compensation package with at least 3 of the following benefit options: (1 POINT PER BENEFIT OPTION, UP TO 3 POINTS MAXIMUM)</i> <input checked="" type="checkbox"/> <i>family and medical leave (beyond what is required by law)</i> <input checked="" type="checkbox"/> <i>flexible scheduling</i> <input checked="" type="checkbox"/> <i>retirement</i> <input checked="" type="checkbox"/> <i>life insurance</i> <input checked="" type="checkbox"/> <i>flexible spending account</i> <input checked="" type="checkbox"/> <i>dependent care assistance plan</i> <input checked="" type="checkbox"/> <i>tuition discounts for employee's children</i> <input checked="" type="checkbox"/> <i>tuition reimbursement for education</i> <input checked="" type="checkbox"/> <i>employee assistance program</i> <input checked="" type="checkbox"/> <i>dental insurance</i>				
SCB 4	<i>Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.</i>				

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SP 1	<i>Program has a written general plan to cover planned and unplanned absences.</i>				
SP 2	<i>Program provides lead teachers with at least 1 hour of paid planning time per week.</i>				
SP 3	<i>Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children). (e.g., team planning)</i>				
SP 4	<i>Staff has access to computers and the Internet during planning time.</i>				



NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN AND QUALITYSTARSNY CROSSWALK

Currently accredited NAEYC programs will receive up to 159 automatic points towards the QUALITYstarsNY rating. Additional points must be earned by completing the Qualification & Experience Standard category through Aspire, New York’s Registry for Early Childhood Educators. Further points can be earned by submitting documentation for any of the standards that are not aligned with your NAEYC program’s accreditation. By doing so, you may be eligible to achieve a higher star rating. QUALITYstarsNY requires proof of current accreditation in order to receive the automatic points.

Standard Category	Points Earned
Learning Environment	up to 34
Family Engagement	up to 59
Management & Leadership	up to 66
Total	up to 159

* Points are earned in the Qualifications and Experience category by completing the Aspire process.

Standards in *italics* are **not** aligned with QUALITYstarsNY.

... = Refer to NAEYC excel document to view entire standard

Code	QUALITYstarsNY Standard	Pts. Earned via Review Process	NAEYC Code	NAEYC Standard
	LEARNING ENVIRONMENT			
CE 1	<i>Program staff attends training on the Environment Rating Scales (ERS).</i>	0		
CE 2	<i>Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.</i>	0		
CE 3	<i>Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.</i>	0		
CE 4	<i>Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.</i>	0		
CE 5	<i>Program has <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.</i>	0		
COA 1	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	2	4.A.02 7.B.03	The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. Program staff inform families about the program’s systems for formally and informally assessing children’s progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gaining family input and information, the timing of assessments,

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				the way assessment results or information will be shared with families, and ways the program will use the information. (This criterion is an Emerging Practice.)
COA 2	Program collects information at enrollment on children’s development including social emotional concerns, dominant language, preferences and any special needs.	2	1.A.02 7.A.02 7.A.08 10.B.08	<p>Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.</p> <p>Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.</p> <p>Program staff engage with families to learn from their knowledge of their child’s interests, approaches to learning, and the child’s developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.</p> <p>The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These policies and procedures are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand...</p>
COA 3	Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool.	2	4.C.01	All children receive developmental screening that includes (See NAEYC document for Full Standard)
COA 4	Program uses a developmental screening tool that is valid and reliable.	1	4.B.04	If the program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program’s purposes.
COA 5	Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).	2	4.E.02	Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year.
COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	1	4.B.04	If the program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program’s purposes.

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COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	2	4.B.01 4.E.05 9.A.09	<p>Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.</p> <p>Communication with families about their child’s assessments is sensitive to family values, culture, identity, and home language.</p> <p>Program staff arrange the environment to be welcoming and accessible. A welcoming and accessible environment contains elements such as (See NAEYC document for Full Standard)</p>
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	3	6.A.11	All teachers and assistant teachers/teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. (This criterion is an Emerging Practice.)
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	3	2.A.05 2.A.06 3.E.04 4.C.02	<p>Curriculum goals and objectives guide teachers’ ongoing assessment of children’s progress.</p> <p>The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.</p> <p>Teachers use their knowledge of individual children to modify strategies and materials to enhance children’s learning.</p> <p>Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program’s curriculum areas. Staff with diverse expertise and skills collect information across the full range of children’s experiences.</p>
COA 10	<i>Program can document that aggregated assessment results are used to inform program practice.</i>	0		
CPI 1	Program has a written education philosophy or statement.	2	2.A.01 10.A.01	<p>The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.</p> <p>The program has a well-articulated mission and philosophy of program excellence that guide its operation. The goals and objectives relate to the mission,</p>

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				philosophy, and all program operations and include child and family desired outcomes.
CPI 2	Program uses a written curriculum(s) or curriculum framework(s) that is developmentally appropriate and addresses the key domains of child development.	3	2.A.10	The curriculum guides teachers to incorporate content, concepts, and activities that foster...(See NAEYC document for Full Standard)
<i>CPI 3</i>	<i>Program uses a curriculum or curriculum framework that is evidence-based, meaning it is grounded in science and is shown to improve child outcomes.</i>	<i>0</i>		
<i>CPI 4</i>	<i>Program uses a curriculum or curriculum framework that aligns with the NYS Early Learning Guidelines and/or the Pre-K Foundation for the Common Core.</i>	<i>0</i>		
CPI 5	Program uses a curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	2	2.A.04	The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	3	6.A.03 6.A.08	Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including... All teaching staff have specialized course work or professional development training in the program’s curriculum, and in communication and collaboration skills that prepare them to participate as a member of a team.
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with special needs more effective inclusion in the full range of the program’s activities.	3	3.A.01 3.B.02 6.A.12	Teaching staff, program staff, or both work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed. Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of: All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include core courses that cover these topics or courses addressing these topics specifically. The course work and training includes...
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	1	2.C.01	Infants and toddlers/twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in...
<i>PH 2</i>	<i>Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally</i>	<i>0</i>		

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	<i>appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.</i>			
PH 3	<i>Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement-based commercial-free programming.</i>	0		
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	2	5.B.01	No longer directly assessed. If the program provides food for meals and snacks (whether catered or prepared on-site), the food is prepared, served, and stored in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines.
PH 5	<i>Program implements an obesity prevention program.</i>	0		
PH 6	<i>Staff attends training regarding implementation of the obesity prevention program.</i>	0		
	FAMILY ENGAGEMENT			
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	3	5.B.04 7.B.05	For all infants and for children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information. Program staff provide families with information about programs and services from other organizations. Staff support and encourage families' efforts to negotiate health, mental health, assessment, and educational services for their children. (This criterion is an Emerging Practice.)
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	5	7.A.09	Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. Staff use a variety of methods, such as new family orientations, small group meetings, individual conversations, and written questionnaires, which help staff get input from families about curriculum activities throughout the year.
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	3	4.E.02	Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.

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			7.B.06	Program staff communicate with families on at least a weekly basis regarding children’s activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, alternative communication practices are in place.
C 4	Program meets one-on-one with parents about their individual child’s developments at least twice a year.	3	4.E.02 7.A.05	Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year. Program staff provide support and information to family members legally responsible for the care and well-being of a child.
C 5	<i>Program communicates with families in writing about staff member’s educational qualifications and professional experience.</i>	0		
C 6	Program communicates with families about program activities and policies in a group setting.	3	1.A.01 7.B.01 7.B.02	Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication. Program staff use a variety of mechanisms such as family conferences or home visits to promote dialogue with families. The program staff asks adults to translate or interpret communications as needed. The program compiles and provides information about the program to families in a language the family can understand. This information includes program policies and operating procedures.
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	5	8.A.01	Program staff maintain a current list of child and family support services available in the community based on the pattern of needs they observe among families and based on what families request (e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies). They share the list with families and assist them in locating, contacting, and using community resources that support children’s and families’ well-being and development.
FIS 1	Program supports breastfeeding.	2	5.B.09 9. A. 15	The program supports a breastfeeding by... Nursing mothers have a place to breast-feed their children that meets their needs for comfort and privacy.
FIS 2	Program offers family social gatherings that intentionally include other family members, in addition to parents.	2	7.A.12	The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together

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			7.A.14	<p>on projects to support the program, and learn from and provide support for each other.</p> <p>Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning.</p>
FIS 3	Program provides workshops, training or other events for families on educational topics.	2	7.A.05 8.B.05	<p>Program staff provide support and information to family members legally responsible for the care and well-being of a child.</p> <p>The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.</p>
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	2	7.A.07	<p>Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family's interests and skills and the needs of program staff.</p>
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	4	10.F.0 1 10.F.0 2	<p>At least annually, administrators, families, staff, and other routinely participating adults are involved in a comprehensive program evaluation that measures progress toward the program's goals and objectives. Valid and reliable processes are used to gather data and evidence.</p> <p>The annual evaluation processes include gathering evidence on all areas of program functioning, including...</p>
FIS 6	Program provides regular opportunities for parents to participate in program-level decisions.	4	7.A.13 10.F.0 4	<p>The program's governing or advisory groups include families as members and active participants. Staff or other families in the program encourage and support family members in taking on leadership roles.</p> <p>The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations.</p>
FIS 7	<i>Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool and results are used for program improvement.</i>	0		

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FIS 8	<i>Program completes a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist or the Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence and results are used for program improvement.</i>	0		
FIS 9	Program staff greets children and parents in the home languages of the children and parents.	2	10.E.0 3 10.B.0 8	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families. The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These policies and procedures are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand....
FIS 10	Program staff is trained to address the needs of children whose home language is not English.	4	10.E.0 3	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families.
FIS 11	<i>Program employs at least one staff member who speaks that language.</i>	0		
T 1	Program has a written policy and procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	3	1.A.03	Teachers communicate with family members on an ongoing basis to...
T 2	Program has a written policy and procedures to support children and families during transitions within the program (i.e. moving from the threes class to the fours class or when a teacher leaves and a new one is hired).	3	10.B.1 4	Procedures address transition planning by administrators, teachers, and families to facilitate children’s transition from one teacher to another, from one group to another, from one classroom to another, and from one program to another.
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g., other center, kindergarten).	3	7.C.06 7.C.07	Program staff use established linkages with other early education programs and local elementary schools to help families prepare for and manage their children’s transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs. To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options.
T 4	If program enrolls infants and toddlers, program has a policy that addresses	6	10.B.1	Policies prescribe that each group be assigned teaching staff who have primary

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	<p>both daily and annual continuity of care from the child’s perspective and ensures no more than one transition within child’s first two years.</p> <p align="center">-OR-</p> <p>If program does <u>not</u> enroll infants and toddlers, program promotes the quality and continuity of teacher-child relationships through teacher training and scheduling.</p>		<p>1</p> <p>10.B.1</p> <p>3</p>	<p>responsibility for working with that group of children. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect children’s well-being.</p> <p>The program is organized and staffed to minimize the number of group, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children.</p>
	MANAGEMENT & LEADERSHIP			
ASA 1	Program conducts a program management self-assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self-study or Head Start Monitoring Protocol or another administrative/management assessment tool.	5	<p>10.B.0</p> <p>7</p> <p>10.F.0</p> <p>2</p>	<p>The program has a strategic planning process that outlines actions the program will take to...</p> <p>The annual evaluation processes include gathering evidence on all areas of program functioning, including...</p>
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self-assessment.	5	<p>10.F.0</p> <p>2</p> <p>10.F.0</p> <p>3</p> <p>10.F.0</p> <p>5</p>	<p>The annual evaluation processes include gathering evidence on all areas of program functioning, including...</p> <p>The program establishes goals for continuous improvement and innovation using information from the annual program evaluation. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.</p> <p>The program has an ongoing monitoring system to ensure that all program goals and requirements are met. The program has a data system that is used to collect evidence that goals and objectives are met; this evidence is incorporated in the annual program evaluation. (This criterion is an Emerging Practice.)</p>
FAS 1	Liability insurance is current to date.	2	<p>10.B.0</p> <p>5</p>	Accident and liability insurance coverage is maintained for children and adults. A certificate of insurance is available for review.
FAS 2	Payroll and payroll taxes are paid on time.	2	<p>10.C.0</p> <p>1</p>	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program’s vision, philosophy, mission, goals, and expected child outcomes....
FAS 3	<i>State and federal taxes are paid or IRS Form 990 is filed on time.</i>	0		
FAS 4	Program has a current-year operating	4	<p>10.C.0</p>	Financial policies and the procedures to

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	budget related to the early care and education program showing revenues and expenses.		1	implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes....
FAS 5	Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	4	10.C.0 1	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes....
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	5	10.C.0 1	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes....
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	5	10.C.0 1	Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Financial policies and procedures are consistent with the program's vision, philosophy, mission, goals, and expected child outcomes....
FAS 8	<i>Program has established procedures to market and fill open child care slots/vacancies.</i>	0		
PP 1	Program has written job descriptions for all positions.	1	10.E.0 1	The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation...
PP 2	Employees are given access to an employee handbook when hired.	2	10.E.0 1	The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation...
PP 3	Program provides new employees with an orientation that includes: <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula 	2	10.E.0 1	The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation...
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	2	4.E.07 10.B.0 8	The program staff provide families with a full explanation of confidentiality by... The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These

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			10.D.0 5	policies and procedures are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand.
			10.E.0 8	The program has written procedures that outline the health and safety information to be collected from families and to be maintained on file for each child in one central location within the facility. The files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to... Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a secure location...
PP 5	<i>All program staff participates in at least 4 staff meetings during operational months.</i>	0		
PP 6	<i>Written notes are taken at program staff meetings and then shared with staff.</i>	0		
PP 7	Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.	2	10.E.0 7	Staff are provided space and time away from children during the day. When staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.
PP 8	All employees have formal, written performance assessments annually.	4	10.E.0 9	All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body.
PP 9	<i>Teaching staff have individual professional development plans that match the <u>Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators</u> competency areas.</i>	0		
PP 10	Performance assessment, including observations and feedback, informs individual professional development plans.	5	10.E.1 0 10.E.1 1	An individual professional development plan is generated from the staff-evaluation process and is updated at least annually and ongoing as needed. The program has an implementation plan for professional development, including orientations for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge current, or other identified needs.

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SCB 1	Program has an up-to-date written wage scale that is based on position, education, training, and years of relevant experience.	1	10.E.0 1	The program has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation.
SCB 2	Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM) <input type="checkbox"/> paid holidays <input type="checkbox"/> paid time off (sick, vacation, personal) <input type="checkbox"/> health insurance <input type="checkbox"/> professional development days	8	10.E.0 6	The programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment...
SCB 3	Program offers full-time staff a compensation package with at least 3 of the following benefit options: (1 POINT PER BENEFIT OPTION, UP TO 3 POINTS MAXIMUM) <input type="checkbox"/> family and medical leave (beyond what is required by law) <input type="checkbox"/> flexible scheduling <input type="checkbox"/> retirement <input type="checkbox"/> life insurance <input type="checkbox"/> flexible spending account <input type="checkbox"/> dependent care assistance plan <input type="checkbox"/> tuition discounts for employee's children <input type="checkbox"/> tuition reimbursement for education <input type="checkbox"/> employee assistance program <input type="checkbox"/> dental insurance	3	10.E.0 6	The programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment...
SCB 4	Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.	1	10.E.0 6	The programs offer benefits packages for full-time staff who have satisfactorily completed their introductory period of employment...
SP 1	Program has a written general plan to cover planned and unplanned absences.	3	10.B.1 2	Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children....
SP 2	<i>Program provides lead teachers with at least 1 hour of paid planning time per week.</i>	0		
SP 3	<i>Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children). (e.g., team planning)</i>	0		
SP 4	<i>Staff has access to computers and the Internet during planning time.</i>	0		



**NATIONAL ASSOCIATION FOR FAMILY CHILD CARE AND QUALITYSTARSNY CROSSWALK
2012**

Currently accredited NAFCC providers will receive up to 96 automatic points towards the QUALITYstarsNY rating. Additional points must be earned by completing the Qualification & Experience Standard category through Aspire, New York’s Registry for Early Childhood Educators. Further points can be earned by submitting documentation for any of the standards that are not aligned with your NAFCC accreditation. By doing so, you may be eligible to achieve a higher star rating. QUALITYstarsNY requires proof of current accreditation in order to receive the automatic points.

Standard Category	Points Earned
Learning Environment	up to 29
Family Engagement	up to 40
Management & Leadership	up to 27
Total	up to 96

*** Points are earned in the Qualifications and Experience category by completing the Aspire process.**

NAFCC standards with an * are new standards to be implemented in January 1, 2013.

NAFCC standards highlighted in bold are required to receive NAFCC Accreditation.

Standards in *italics* are not aligned with QUALITYstarsNY.

Code	QUALITYstarsNY Standard	Pts. Earned via Review Process	NAFCC Code	NAFCC Standard	Notes for Clarification
	LEARNING ENVIRONMENT				
HE 1.	Provider attends training on the Family Child Care Environment Rating Scales (FCCERS-R)	0			There is no requirement for an ERS to be completed for the accreditation process.
HE 2.	Provider completes a self-assessment using the FCCERS-R and writes an improvement plan to address subscale scores below 3.25.	0			
HE 3.	Provider has an <u>independent</u> FCCERS-R assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.5.	0			
HE 4.	Provider has <u>independent</u> FCCERS-R assessment and achieves an overall score of 5.0 – 5.49. Written improvement plan for subscale scores below 4.0	0			
HE 5.	Provider has <u>independent</u> FCCERS-R assessment and achieves an overall score of 5.5 or higher. Written improvement plan for subscale scores below 4.5.	0			
COA1	Provider collects information at enrollment about the child’s development, including social emotional concerns, dominant language, preferences and any special needs	2	1.6	The provider seeks information about each family’s cultural traditions and uses the information in responding to the children and in planning activities	
			4.87	Upon enrollment, the provider compares child’s immunization record to national standards and encourages parents to schedule any missing immunizations or parent’s written objection	
			5.14	The provider follows an enrollment process that facilitates an exchange of information between the provider	

				and parent, working to assure a good match. Discussion includes a description of the program and policies as well as parents' values and wishes around such topics as eating, sleeping, toileting and discipline.	
			5.22	The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.	
COA2	<i>Provider documents the developmental status of each child within 45 days of entering the program using a child development screening tool.</i>	0			NAFCC does not require a specific developmental screen tool be used.
COA3	<i>Provider uses a developmental screening tool that is valid and reliable.</i>	0			
COA4	Provider documents the developmental progress of each child at least quarterly using a child development assessment tool or anecdotal records.	2	5.21	The provider has a way of keeping observational notes about insights into children's interest's interests, accomplishments, concerns, and some of the delightful things they say and do. These records are used for program planning and parent conversations.	
COA5	<i>Provider uses a developmental assessment tool that is valid and reliable.</i>	0			
COA6	<i>Provider and any regular assistants have annual training(s) in child observation and assessment including recognition of developmental milestones, identifying possible developmental delays, and linking child observation and assessment to curriculum implementation.</i>	0			<i>Note: 90 hours of training is required with at least 15 hours in 3 of the 5 credential training areas (Routines, Relationships, Learning Activities, Environment and Records) and/or an FCC CDA.</i>
COA7	Provider can document that child observations and assessments are used to inform instruction that guide curriculum implementation and individual child learning	6	1.1	The provider cares about, respects, and is committed to helping each child develop to his or her full potential.	

			1.5.	The provider observes children’s behavior, verbal and body language, and abilities. The provider used this information to respond to each child. For example, the provider responds to a baby’s’ crying a promptly and effectively as possible	
			3.4	The provider gathers information about children’s interests and needs through observation and conversation with parents. She used this information to set goals that support the children’s development.	
CPI1	Provider has lesson plans that outline learning goals and contain associated intentional activities.	2	3.6	The provider plans some activities building on the needs and interests of the children. She is flexible in adapting plans.	All standards in the Developmental Learning Activities area are based on the following: “Children’s spontaneous play is ideally suited to helping them practice their developing skills and gain understanding of their world. As the provider observes their activities and interests, she supports and extends their play and offers new activities and materials to build upon their learning
CPI2	Provider uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development	3	3.7	Most of the children’s activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes math, art science and language development. Children age 4 and older can pursue special interest or hobbies, working on projects that may evolve over days or weeks.	The early years are a prime time for children’s development. Most basic, is learning to get along with other and to feel secure in one’s own identity. From infancy through the school years, children are capable of learning and building upon competency across a wide range of areas. These include physical development, cognitive and language, social and self development, and creative development. A high-quality provider has individualized goals for each child as well as goals for the group as a whole. She plans activities and builds on spontaneous opportunities to support these learning goals.”
			3.8	The provider offers opportunities to practice and explore new skills in a range of developmental areas.	
			3.1	Children have opportunities to make choices and explore their own interests. <ul style="list-style-type: none"> • They direct their own free play for at least ½ hour at a time, totaling at least one hour in each half day. 	

				<ul style="list-style-type: none"> • The provider offers several activities appropriate for the abilities and interests of the children. • Free play may occur indoors or outdoors. 	
			3.3	The provider supports and extends children’s self-directed play as well as offering activities and materials that build on their interests and skills.	
			3.9	The provider gives children the help they need to succeed in a range of activities and to feel comfortable trying new activities.	
			3.10	The provider extends children’s learning by describing what they are doing and asking them open-ended questions.	
			3.12	The provider finds opportunities to help children learn specific skills and concepts when they show interest in learning them.	
			3.13	The provider takes advantage of and builds upon the many natural learning experiences and “teachable moments” associated with daily life in a home.	
			3.14	The provider supports children’s play, without dominating it, by simply offering materials, joining in, or making gentle suggestions as needed. She plays interactive games, especially with babies and toddlers.	
			3.15	Except for necessary routines and transitions, the provider does not force children into activities they do not enjoy. Most of the time, for example, toddlers can move in and out of an activity, stand and watch, or choose not to participate.	
			3.47	The provider supports children in their growing self-awareness and	

				self-acceptance.	
			3.49	The provider accepts children’s emotional needs, including their seeing demands for both dependence and independence.	
			3.50	The provider does not criticize or tease children when they make mistakes.	
			3.54	Children, especially babies and toddlers have rich experiences using their senses – seeing, hearing, tasting, smelling, and touching.	
			3.67	Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.	
			3.71	The provider sets out inviting materials for art activities. Children age 3 and older have access to basic art materials during free play times.	
			3.72	Most art activities are open-ended and child-directed. Children decide what they will create and how they will do it. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of art activities (although they may be useful in other ways)	
			3.75	The provider uses music in a variety of ways such as singing, finger plays, clapping games, playing instruments, and playing a variety of recorded music.	
			4.5	Children are not left in equipment that restrains their movement for more than 20 minutes at a time and	

				no more than half the time in care, except when eating or sleeping	
CPI3	<i>The curriculum or curriculum framework is evidence based, meaning it is grounded in science and is shown to improve child outcomes</i>	0			
CPI4	<i>The curriculum or curriculum framework aligns with the NYS Early Learning Guidelines and/ or the Pre-K Foundation for the Common Core</i>	0			
CPI5	The curriculum or curriculum framework is adapted to be culturally competent by incorporating into the learning environment culturally sensitive books, themes and projects.	2	2.31	Materials reflect the lives of the children enrolled and people diverse in race and ethnicity. They show girls and boys, women and men, and older people in a variety of positive activities. Examples include books, dolls, puzzles, and pictures. They do not include stereotyped pictures such as Indians with tomahawks.	
			3.43	The provider helps children understand and respect people who are different from themselves. The provider responds factually to children’s curiosity about similarities and differences among people.	
			3.5	The provider understands how children grow and learn. The provider uses this knowledge to design the environment and plan activities that are developmentally and culturally appropriate for each child	
CPI6	Provider and assistants receive annual training to implement the curriculum.	3	5.6	The provider seeks continuing training and education and is open to new ideas about family child care.	
Program enrolls children with special needs <input type="checkbox"/> yes, continue <input type="checkbox"/> no, go to Physical well-being & Health					
CPI 7	Provider implements appropriate modifications and provides additional supports to enable children with special needs more effective inclusion in the full range of the program’s activities.	3	3.11	The provider helps children engage in activities by breaking complex tasks into simple ones – or increasing the difficulty of activities by	

				combining familiar materials in new ways ad contexts.	
			4.69	If a child has been diagnosed as having a special need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed.	
Program enrolls children under 12 months of age needs <input type="checkbox"/> yes, continue <input type="checkbox"/> no, continue to PH2					
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	1	2.12	Space is available for babies to explore freely, to crawl, and to stand. Sturdy low furniture is available for those who are learning to walk.	
			*353	*Non-crawling babies spend short periods (three to 5 minutes) of supervised time on their tummies each half day when they are awake. Time may be increased as the baby shows that the activity is enjoyed.	
Program enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> no, go to PH3					
PH2	Program provides opportunities for toddlers and/or preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	1	3.52	Children have daily opportunities for large-motor activities such as crawling, walking climbing, running, jumping, dancing, balancing, throwing, and catching. <ul style="list-style-type: none"> Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or outdoors. These activities may occur at one time or may be accumulated during each half day. 	1
			3.53	Children have daily opportunities for small-motor activities such as	

				grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials or playing with manipulative	
PH3	Provider has a policy that details the use of TV/video for children, including that TV/video time is never used during nap and meal time or for children birth to age 2. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational/movement-based commercial-free programming.	2	3.79	If television, videos, or computer games are used, the provider assures that the content is appropriate for the ages of children. Violent, sexually explicit, or stereotyped content is avoided (including cartoons)	
			3.80*	*If children watch television or videos, the provider limits their viewing time to no more than one hour per day and one-full length movie per week. Children under age 2 are not encouraged to watch television or videos. Alternate activities are available to all children during these times. *If screen media is used, the provider assures the content is appropriate for the ages of the children. Screen media is free from violent, sexually explicit, stereotyped content (including cartoons) and advertising. (Screen media is any electronic device which has a screen for viewing TV, videos, DVD's internet, or for playing games.	
			3.81*	*If children use screen media, the provider limits their time of use to no more that 2 hours per week and for educational use or physical activities. Engaging alternative activities are offered to all children when screen media is offered.	
			3.82*	*Children under the age of 2 are discouraged from using screen media. Engaging alternative activities are offered when screen time is offered to older children.	

			3.83*	*If a computer is used by the children, the provider limits each child's computer time to no more than 15 minutes at a time for a total of no more than the 2 hour per week screen media limit. When school-agers are engaged in an educational project or when children require the use of assistive techno, time using the computer may be extended.	
PH4	Provider promotes the consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	2	4.73	The provider serves nutritious and sufficient food following Child and Adult Care Food Program guidelines. If the parent brings food, the provider assures that it is nutritious or supplements it.	
PH5	<i>Provider implements an obesity prevention program</i>	X			
PH6	<i>Provider attends training regarding implementation of the obesity prevention program</i>	X			<i>Note: 90 hours of training is required with at least 15 hours in 3 of the 5 credential training areas. Five areas include Routines, Relationships, Learning Activities, Environment and Records.</i>
FAMILY ENGAGEMENT					
Program enrolls children 12 months of age and older			Yes, continue	no, go to C2	
C1	Provider communicates with parents of infants in writing on a daily basis about care giving routines, such as feeding, sleeping, and diapering/toileting	3	1.14	The provider keeps parents informed, through conversation or in writing, about what their children do. This happens daily for babies and at least weekly for older children.	All standards in the RELATIONSHIP section of NAFCC Accreditation are based on the following: "The most important aspect of a high-quality family child care program is its human relationships. Providers set the emotional climate of the program.
C2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	8	5.19	The provider gives written policies to parents. Written Policies Areas covered in written policies include: <ul style="list-style-type: none"> • Substitute care arrangement • Persons authorized to pick up child • Illness • Administering 	Good quality relations with the children and their families form the foundation of support needed for great experiences. Children thrive when they feel nurtured, appreciated, and have a sense of belonging to a group that is part of a community. Development is supported in the context of warm, responsive human relationships.

				<ul style="list-style-type: none"> • medication • Emergencies • Guidance and discipline • Parent conferences and visits • If relevant, religious teaching and activities • If relevant, transportation and/or field trips 	
C3	Provider periodically communicates in writing with families about program and child activities and other pertinent information	4	1.15	The provider tries to maintain open and easy communication with each family.	
			1.18	The provider discusses concerns with parents when they arise and tries to reach a mutually satisfying solution.	
C4	Provider meets one-on-one with parents about their individual child's development at least twice a year.	4	1.16	In addition to ongoing conversations, the provider has a conference with each child's parent(s) at least once per year. Together they review the child's progress and needs and set goals for the child.	
C5	<i>Provider shares information with parents about the provider's, and any assistants, educational qualifications and professional experience.</i>	0			
C6	Provider provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	9	5.12	The provider has information about community resources that offer services to parents and children. The provider helps families access community and medical services as needed.	

			5.13	The provider informs parents about tax credits, child care subsidies, and employer child care benefits if available.	
Program enrolls children under 12 months of age <input type="checkbox"/> Yes, continue <input type="checkbox"/> no, go to FIS2					
FIS1	Provider supports breastfeeding	2	*4.78	* the provider supports the parent's choice to breastfeed by offering a place for on-site breastfeeding if necessary.	
			*4.76	* Food, including breast milk is stored, prepared and served to children in a safe sanitary manner.	
FIS2	Provider offers family social gatherings that intentionally include other family members, in addition to parents	3	1.27	The provider and/or parents plan occasional activities where child care families can get together.	
FIS3	Providers offer volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	3	1.19	The provider offers a variety of ways for parents to participate in the program's activities. Consideration is given to parents' interests and time availability. Although participation is encouraged, it is never required.	
FIS4	<i>Families complete a program evaluation or survey annually and results are used for program improvement.</i>	0		.	<i>Note: Parents are asked to complete a survey but the results are sent to NAFCC and the provider does not see the results</i>
FIS5	<i>Provider completes self-assessment on family responsive practices using a tool, such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool, and results are used for program improvement.</i>	0			

FIS6	Provider and any assistants complete a self-assessment of cultural competence using a tool such as the NAEYC Pathways to cultural competence Toolkit or the Self-Assessment checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings the checklist for promoting Cultural & Linguistic Competency for ECE Personnel for the National Center on Cultural Competence and results are used for program improvement.	0			
Provider enrolls children whose home language is not English <input type="checkbox"/> yes, continue <input type="checkbox"/> no, go to Transitions					
FIS7	Provider and assistants greet children and parents in the home languages of the children and parents.	2	3.63	When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words in the child's home language.	
FIS8	Provider has access to a least one English speaker who also speaks those languages who can assist with translation or other requests (e.g. another parent, community volunteer or neighbor)	2	1.17	If parents do not speak the language of the provider, the provider finds an effective way to communicate with them.	
FIS9	Provider obtains training to address the needs of English language learners.	0			Note: 90 hours of training is required with at least 15 hours in 3 of the 5 credential training areas. Five areas include Routines, Relationships, Learning Activities, Environment and Records.
T1	Provider has written policy and procedures to support children and families transitioning into the home childcare setting, which includes providing information on separation and attachment.	0			
T2	Provider has written policy and procedures to support children and families transitioning out of the home	0			

	<i>childcare setting including when children transition to another care or educational setting (e.g another family home, kindergarten)</i>				
	MANAGEMENT & LEADERSHIP				
ASA1	Provider conducts a self-assessment using a tool, such as the Business Administration Scale (BAS) or the self-study for the National Association for Family Child Care Accreditation (NAFCC)	5			This would be completed if they have their Accreditation
ASA2	Provider demonstrates progress on a plan aligned to the self-assessment	5		Program development and provider development plans are required to receive NAFCC Accreditation	
FAS1	Liability insurance premium is current to date	2	5.20	Program is covered by insurance, including accident insurance for children and assistants (if employed), liability insurance and vehicle insurance (if children are transported)	
FAS2	<i>Local, state and federal taxes are paid on time</i>	0			
FAS3	<i>Provider has a current year operating budget showing revenues and expanses</i>	0			
FAS4	<i>Provider records income and expenses at least monthly and reviews income and expense statements, comparing actual revenues and expenses to budget quarterly.</i>	0			
FAS5	<i>Provider has a system of record keeping that tracks incomes and expenses for tax purposes and individual cost of care</i>	0			
FAS6	<i>Provider calculates cost of care, has goals for her own compensation, and uses both to set tuition rates.</i>	0			
FAS7	<i>There is an independent preparation of taxes by someone with accounting or</i>	0			

	<i>bookkeeping expertise.</i>				
FAS8	<i>Provider uses technology to manage finances and enrollment, e.g. uses Minute Menu for CACFP or automated time and attendance</i>	0			
FAS9	<i>Provider has established procedures to market and fill open child care slots/vacancies</i>	0			
PP1	Provider uses substitutes not more than 20% of the time (e.g. no more than one day per week)	9	5.35	Children are not left with a substitute more than 20% of the time (such as 1 hour per every 5 hours, or 1 day per 5 day week may be averaged over time) continued membership in NAFCC	
PP2	Provider maintains confidentiality regarding children and family information and communicates this confidentiality policy to any family members, employees, substitutes.	6	5.3	The provider maintains confidentiality and respects the privacy of children and families (except for reporting child abuse or neglect)	
PP3	<i>The provider and any paid employees have professional development plans that match the Core Body of Knowledge: New York States Core Competencies for Early Childhood Educators competency areas.</i>	0			
CB1	<i>Provider offers for self and any paid, full time employees: 5 days of time off (sick or personal) Holidays Professional development</i>	0			
CB2	<i>Provider and any paid, full-time employees have health insurance</i>	0			
PPL1	<i>Provider spends at least one hour per week in program planning using</i>	0			

	<i>appropriate resources such as printed materials, the internet, and curriculum-based planning tools.</i>				
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Connecting with Public Schools

Connecting QUALITYstarsNY with Schools

As every educator knows, a child who receives high quality early childhood education starts school with a greater chance for success. The research makes a clear distinction that children with a strong early learning foundation arrive at kindergarten and first grade prepared for opportunity and academic success. That is why The State Education Department has dedicated \$4 million in Race to the Top funding to QUALITYstarsNY, the quality rating and improvement system for early childhood programs in New York State.

WHAT IS QUALITYstarsNY?

QUALITYstarsNY is a voluntary quality rating and improvement system designed to ensure New York's youngest learners have access to high quality early learning experiences. The five-star system is designed to increase program quality, provide data for parents to use as they make good early learning choices and offer school administrators the support they need to supervise and integrate early learning programs into each school's organization and culture. QUALITYstarsNY is designed to complement and support the steps school districts are already taking in the areas of Teaching and Learning and in the integration of the Common Core standards.

HOW CAN I LEARN MORE ABOUT QUALITYstarsNY?

Visit us:

www.QUALITYstarsNY.org

Watch:

"What is QUALITYstarsNY?" is a video produced by Winning Beginning NY and Citizens Action's Public Policy and Education Fund.

Go to: www.QUALITYstarsNY.org (upper right corner of homepage).

Call:

Contact Ola Friday, Project Coordinator, at
(718) 254-7316

HOW CAN QUALITYstarsNY HELP MY SCHOOL?

- Alignment to standards: As programs are evaluated, QUALITYstarsNY will use criteria that align with new NYS Teaching Standards and Common Core Standards for ELA and Math in grades P-2. This will help create a stronger continuity of learning.
- Professional development: Professional development that integrates teaching and learning standards is offered by QUALITYstarsNY and focuses on building highly effective teachers and leaders through coaching and mentoring.
- Earlier assessment: QUALITYstarsNY will ensure providers have the tools and education to identify children with special needs and connect parents with resources. Early identification is often critical to a child's development. Through QUALITYstarsNY, school districts will benefit from more early intervention and effective resources to meet each child's needs.
- Research-based curriculum: Programs will find support to select and implement curriculum that is evidence-based and responds to the needs of individual children's development.
- Community connection: By creating an easy to navigate system of early care and learning providers, QUALITYstarsNY will serve parents while also creating better connections between schools and early childhood programs in their communities.



Priority Full-day Prekindergarten and Expanded Half-day Prekindergarten Grant

PROGRAM QUALITY SELF-ASSESSMENT

A high quality preschool experience boosts later educational achievement and social adjustment, reduces the likelihood of retention in grade or placement in special education, and increases the chances of graduation from high school. Research over time demonstrates that the negative effects of poverty can be reduced by children's participation in high quality early childhood programs. The local school district must ensure that its prekindergarten program is providing high quality services and appropriately supporting its youngest and most vulnerable students.

This checklist will help a school district that current operates a program to assess the status of its prekindergarten by looking at indicators in seven areas of program quality. Using this tool, districts will be able to identify areas of strength and areas needing improvement. For a district not yet operating a program, this process will assist in identifying current practices for K-Grade 2 that may be applicable to prekindergarten and those of potential collaborators. It will aid the district in establishing priorities for program implementation.

*Read each indicator carefully and rate the status of your district's implementation of the standard for prekindergarten services offered directly by the district and/or its collaborating community-based organizations (CBOs). Place a checkmark in the box indicating 1 through 5. In the evidence column, list what documentation the district has to inform and support its rating. **Do not attach evidentiary documents. Such attachments will not be reviewed.***

CLASSROOM ENVIRONMENT (CE)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CE-1	The daily schedule allows for a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities. Approximately one-third of the daily schedule is designated for children to engage in self-initiated activities.						
CE-2	The classroom is divided into clearly defined, well-equipped learning centers including, but not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play and music.						
CE-3	The district uses valid and reliable measures of environmental quality that allows it to evaluate the program's strengths and weaknesses and make program improvements that will increase quality.						

TEACHING STAFF QUALIFICATIONS (TSQ)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
TSQ-1	Pre-K teachers have NYS Early Childhood Teacher (Birth - Grade 2) Certificate -- OR — NYS Students with Disabilities (Birth - Grade 2) Certificate – OR – have a Bachelor's degree in ECE or a related field and have a written five year plan for becoming certified.						
TSQ-2	Pre-K teachers employed by a community-based organization (CBO) that is regulated by another State agency either meet the qualifications set forth in TSQ-1 – OR – Meet the qualifications established by their program's regulatory authority and have a written five year plan for becoming certified.						
TSQ-3	Pre-K teachers employed by a community-based organization (CBO) that is not subject to regulation by any State agency either meet the qualifications set forth in TSQ-1 – OR – meet the qualifications established by their program's administration and have a written five year plan for becoming certified.						
TSQ-4	The district has written procedures for ensuring that all Pre-K teaching staff are certified or have a viable plan for becoming certified within five years of commencing employment as a Pre-K teacher.						
TSQ-5	CBOs that employ teachers who are not certified have a supervisor who is certified for service in the early childhood or childhood grades and who is on-site during the hours of Pre-K operation.						
TSQ-6	The district uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.						

CURRICULUM PLANNING AND IMPLEMENTATION (CPI)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CPI-1	The district uses a written curriculum or curriculum framework that is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning), as well as developmentally appropriate (addresses the key domains of child development).						
CPI-2	The district uses a written curriculum or curriculum framework that aligns with the <i>NYS Prekindergarten Foundation for the Common Core</i> and ensures continuity with the district's Kindergarten to Grade 3 curriculum.						
CPI-3	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.						
CPI-4	The district implements appropriate modifications and provides additional supports to enable children with Individual Education Plans (IEPs) more effective inclusion in the full range of the program's activities.						
CPI-5	The district implements appropriate modifications and provides additional supports to ensure that participating children who are English language learners (ELLs) are provided equal access to the program and opportunities to achieve the same program goals and standards as other participating children.						

CHILD SCREENING AND ASSESSMENT (CSA)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
CSA-1	The district has in place a child screening and assessment process that complies with applicable regulations includes procedures for collecting and protecting assessment results and provisions for sharing results with families.						
CSA-2	The district uses a developmental screening tool that is valid and reliable.						
CSA-3	The district documents the developmental progress of each child at least quarterly using a child development assessment tool(s) that is valid and reliable.						
CSA-4	The district can document that assessment results are used to inform instruction that addresses the needs of individual children.						
CSA-5	The district can document that aggregated assessment results are used to inform program practice.						

PROFESSIONAL DEVELOPMENT (PD)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
PD-1	Staffs from both the district and CBOs are involved in identifying needs and planning of the professional development focused on improving teacher performance.						
PD-2	Professional development is connected to the goals and needs of the prekindergarten and kindergarten programs.						
PD-3	Professional development includes approaches that are grounded in research and application of practice in real situations emphasizing a strengths-based approach.						
PD-4	Professional development provides information on how to integrate all the domains of early learning as set forth in the <i>NYS Prekindergarten Foundation for the Common Core</i> , and the NYS Common Core Learning Standards.						
PD-5	Trainers have the qualifications, experience and knowledge to provide informative, practical research based training in the content areas.						
PD-6	Evaluation of professional development occurs over time and addresses the benefits and applications to practice, not just the satisfaction level of the participants.						

FAMILY ENGAGEMENT (FE)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
FE-1	<p>The district has written policies and procedures to ensure active engagement of parents and/or guardians in the education of their children including:</p> <ul style="list-style-type: none"> • Written communication with families; • Meeting one-on-one; • Parent workshops and training; • Opportunities for families to volunteer; and • Opportunities for parents to participate in program-and school-level decisions. 						
FE-2	<p>Families complete a program evaluation or survey annually and results are used for program improvement.</p>						
FE-3	<p>The district provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program. Whenever possible, support services are provided in collaboration with other community organizations in a non-duplicative manner.</p>						
FE-4	<p>Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.</p>						

TRANSITIONS TO KINDERGARTEN (T)

STANDARD NUMBER	STANDARD DESCRIPTION	1 Not at all implemented	2 Beginning to implement	3 Somewhat implemented	4 Nearly implemented	5 Totally implemented	EVIDENCE Describe the evidence used to inform and support this rating.
T-1	The district has established a contact at each of the early childhood programs located within the district boundaries.						
T-2	The district has a kindergarten registration process that includes questions about a child's preschool experience. (Parent feedback.)						
T-3	District schools are accessible to families before children's enrollment in kindergarten. (Play groups, story hours, cultural activities, and open houses are established and welcome parents and preschoolers.)						
T-4	Parents have the opportunity to meet school staff before the first day of kindergarten.						
T-5	Parents are provided the opportunity to express their needs and concerns about their children's attendance in kindergarten.						
T-6	The district makes outreach to families of those children not enrolled in a prekindergarten program.						
T-7	The district hosts meetings with directors and teachers from prekindergarten sites and principals and kindergarten teachers to discuss effective transitions.						
T-8	District personnel (such as: principals, reading specialists, special education representatives, kindergarten teachers) visit the prekindergarten sites in the community within the first quarter of the year, and meet with staff there for the purpose of sharing and learning curricular content of both prekindergarten and kindergarten.						

An Innovation Fund for New York State’s Early Learning Challenge Grant Proposal

While New York works to strengthen and align its early childhood systems at the state level, the state is also rich in local innovations which hold promise for statewide replication. We propose an Innovation Fund of \$1.5 million to support the expansion and evaluation of local strategies to determine whether they would be suitable for further replication and how best to approach scalability. These specific strategies were selected because they have been implemented in at least one community, are data-driven and are focused on engaging community stakeholders to collaborate as they improve services for Children with High Needs.

The Innovations we plan to evaluate include:

- **UPK School Leadership:** Elementary school principals increasingly find themselves responsible for public pre-kindergarten programs, but few of them have a background in young children’s development and learning. Now they are faced with the challenge of meeting new state standards for kindergarten and preschool. Without an early childhood background, they are unprepared to help teachers implement the standards in a developmentally-appropriate manner. Many pre-K teachers in school-based programs have limited backgrounds in early childhood education as well.

To address this issue, the Long Island UPK School Leadership Project was created by The Early Years Institute (EYI) with support from Nassau BOCES and the national organization, Alliance for Childhood. The overall goal was to improve the quality of pre-K programs in schools and community-based agencies. Additional goals were to: increase the knowledge of principals and pre-K administrators about early childhood education; improve classroom instruction to incorporate more play-based educational experiences; align curricula between pre-K programs and grades K – 3; prepare programs for forthcoming changes in state standards and alignment with the common core; and create learning communities of those working to provide UPK. This project was designed to create a replicable model of technical assistance and support for school districts across the state.

The basic strategies employed were on-site coaching of principals and teachers and regular meetings to create learning communities of administrators, teachers and community-based organizations. It was found that the meetings were effective in providing time for educators and administrators to network, develop relationships, provide peer support and discuss current issues and concerns related to early childhood education. There was much sharing of best practice as well as the introduction of the latest research and policy developments affecting early childhood. The on-site coaching of principals and teachers in school-based UPK programs led to substantial classroom changes, some of which the principals called “transformative,” resulting in more informed and effective teachers and principals and a higher-quality learning experience for the children.

The Early Learning Challenge Grant will provide funds to pilot the UPK School Leadership Initiative in three more communities around the state. The Early Years Institute will provide technical assistance to other sites and receive a Tool Kit to help guide their efforts. An agency in the selected community would be responsible for bringing together the various UPK groups and in promoting and selecting UPK programs where on-site coaching can be offered. Each classroom receiving coaching will have an Early Childhood Environmental Rating conducted before and after the coaching to measure program improvements.

Day Care Facility Search

Search for day care in your area:

License/Registration ID:

Facility Name:

Facility Type:

[About Facility Types](#)

Facility County:

School District:

Facility Zip Code:

Display only those facilities that administer medication

Display only those facilities that offer Non-Traditional Hours of Care

[About Non-Traditional Hours of Care](#)

Listings Per Page:

Find Day Care

Clear

- Please note that day care centers in New York City are **regulated by the New York City Department of Health and Mental Hygiene (DOHMH)**. To find a licensed day care center in New York City, also known as group child care services, click on this [link](#) and search by borough.
- Use the *License/Registration ID* field to search for a specific day care site by its license or registration id.
- Use the *Facility Name* field to search for a specific day care site by its facility name.
- Use the *Facility Type* drop down box to choose which facility type you are interested in. To learn more about facility types, click the *About Facility Types* link.
- Use the *Facility County* field to search for providers in a specific county.
- Use the *Facility Zip Code* field to search for providers in a specific zip code.
- Check the *Display only those facilities that administer medication* box to search for providers authorized to administer medication
- You can control the number of results per page by using the *Listings Per Page* drop down box.

Browser Support

This site works best with Microsoft Internet Explorer 5.5 or greater. If you are experiencing problems and would like information about a particular day care provider, contact the appropriate [Regional Office](#). Or for assistance in locating day care options for your child, contact your local [Child Care Resource and Referral agency](#).

Bureau of Child Care

Brooklyn Group Child Care Services

You may search by one or more of the following fields:

Service Name:

Program Type:

Borough:

Neighborhood:

Zip Code:

Permit No:

Submit

Cancel

831 child care services match your search criteria. Click on "[More Info](#)" to see an inspection history for a selected child care site.

Columns...

Service Name	Address	Zip Code	Phone	Permit Status	More info
'LITTLE PICKLES' DAY CARE CENTER	2169 CONEY ISLAND AVENUE	11223	718-676-1725	Permitted	More info
196 ALBANY AVENUE DAY CARE	196 ALBANY AVENUE	11213	718-773-0071	Permitted	More info
A & E CAROUSEL DAYCARE	150 CLERMONT AVENUE	11205	718-596-7912	Permitted	More info
A CASTLE FOR CLASSY KIDS LEARNING CENTER, INC.	2570 PITKIN AVENUE	11208	347-750-8154	Permitted	More info
A CHILDS HOME DAY CARE	427 NEW LOTS AVENUE	11207	718-927-0373	Permitted	More info
A TO Z DAY CARE CENTER	3053 AVENUE U	11229	718-368-1234	Permitted	More info
A.C.E. EARLY CHILDHOOD CENTER	199 14 STREET	11215	718-788-2668	Permitted	More info
ABC CHILD CENTER	109 NASSAU AVENUE	11222	718-389-9004	Permitted	More info
ABC DAY CARE CENTER #2	1019 CHURCH AVENUE	11218	718-284-5168	Permitted	More info
ABC INFANT & TODDLER CENTER	109 NASSAU AVENUE	11222	718-389-9004	Permitted	More info

Pages: [First](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [Last](#)

PARENT INFO.

- [Announcements & Contacts](#)
- [Types of Child Care](#)
- [Find Child Care](#)
- [Keeping Your Child Healthy](#)
- [Keeping Your Child Safe](#)
- [Find Summer Camps](#)
- [ACCESS NYC](#)
- [Help for Domestic Violence](#)

PROVIDER INFO.

- [Provider Notifications](#)
- [Giving Medications](#)
- [Disease Reporting](#)
- [Child Care Centers](#)
- [Home-based Child Care](#)
- [After School Programs](#)
- [School-based Child Care](#)
- [NYC Business Owner's Bill of Rights](#)

CHILD CARE REGULATIONS

RELATED PROGRAMS.

- [Poison Prevention](#)
- [Healthy Children](#)
- [Social & Emotional Development of Children](#)
- [Early Intervention](#)
- [Special Healthcare Needs](#)

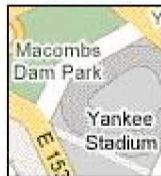
Bureau of Child Care

Group Child Care Services

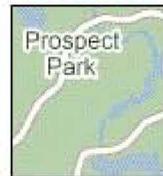
This directory lists the group child care services that have been issued permits by the New York City Department of Health. The Department does not endorse any organization to which it issues a permit but it inspects them to ensure compliance with the New York City Health Code. The directory is provided to help you locate a child care service in your area and review its history of inspections. We are dedicated to the protection of the health and safety of all children in New York City and recommend that you research the child care service you are interested in by reviewing its inspection history and visiting it to see if it will meet your child's needs. The directory will be updated weekly. Please note, you will need to have JavaScript enabled in your browser to search the directory.

Group Child Care Services by Borough:

Bronx



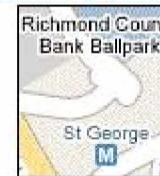
Brooklyn



Manhattan



Staten Island



Queens



For more information on Group Child Care services call **311**.

PARENT INFO.

- ▶ [Announcements & Contacts](#)
- ▶ [Types of Child Care](#)
- ▶ [Find Child Care](#)
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- ▶ [Keeping Your Child Safe](#)
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CHILD CARE REGULATIONS

RELATED PROGRAMS.

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- ▶ [Healthy Children](#)
- ▶ [Social & Emotional Development of Children](#)
- ▶ [Early Intervention](#)
- ▶ [Special Healthcare Needs](#)

UPK

Universal Prekindergarten

Search UPK

Office of Early Learning

Universal Prekindergarten

Even Start

Nursery School



[NYSED](#) / [P-12](#) / [OCIS](#) / [Early Learning](#) / [UPK](#) /

Universal Prekindergarten

The **New York State PreK Learning Standards** were approved by the Board of Regents at their P-12 Education Committee Meeting on January 10, 2011. More guidance regarding these PreK Standards will be forthcoming. Thank you to all of you who provided feedback during the time of public comment. Your commitment to the field of early education is greatly appreciated.

[Prekindergarten Learning Standards](#)

Fiscal Information

Directory

Guidance

Regulations

Reports and Forms

Resources

News

9/20/13 - PreK Grant Program for High Need Students

[Informational Webinar Now Available](#)

[Eligible Districts](#)  (57KB)

8/29/13 - UPK Program Implementation

[Guidance](#) (74KB) 

[Grant Eligibility & Need Data](#)  (110KB)

6/11/13 - [UPK Final Program Report - worksheet](#) 

4/23/13 - Announcement of UPK Grant Allocations

[Understanding Your 2013-2014 UPK](#)

[Allocation](#)  [2013-14 UPK Allocations](#) 

10/25/11 - [Questions and Answers on Fully Implemented UPK Programs](#)

[Assessment Q & A](#)

[Material Fees Letter](#)

Last Updated: September 20, 2013

Contact

Nursery Schools

Voluntary Registration of Nonpublic Nursery Schools and Kindergartens

Office of Early Learning

Universal Prekindergarten

Even Start

Nursery School

 Search Nursery School

Information

Registration Process

Regulations

Forms

Reports

Publications

Resources

[NYSED / P-12 / OCIS / Early Learning / Nursery School /](#)

Voluntary Registration of Nonpublic Nursery Schools and Kindergartens

This site is for the voluntary registration of nonpublic nursery schools and kindergartens, which must comply with Commissioner's Regulations, Part 125. Registered nursery schools provide programs for preschool children between the ages of three and five years. Registered kindergarten programs must adhere to the age eligibility requirements established by the public school district where the child resides. Registered schools receive a certificate that is valid for a five year period.



REMINDER #1

ONLY applications that are complete will be accepted for review and consideration for new registrations and/or registration renewals. Upon review, only those in compliance with Part 125 of Commissioner's Regulations, including those pertaining to staffing requirements, will be scheduled for a site visit. The Educational Director **MUST HOLD** a New York State certificate or its equivalent in early childhood education (nursery, Kindergarten and primary grades), or nursery-kindergarten, or elementary education N-6 or K-6 with specialized preparation for teaching in early childhood grades, or shall present evidence of substantially equivalent instruction and experience. In addition to the above qualifications, the Educational Director must give evidence of instruction and/or experience in supervision and administration.

In addition to submitting a Staff Background Form for the Educational Director, as well as each Lead Teacher and Teacher Assistant/Aide, a study plan must be submitted for any individual who is not fully certified. A sample Staff Study Plan can be found on the Nursery School Website, under "Forms". It may be expanded to reflect a complete picture of your staff's plans to become certified as per Commissioner's Regulations, Part 125.6(g). When College coursework is in process or completed, it is recommended that a transcript be attached.

If you have any questions, please email our office at oe1@mail.nysed.gov or contact us at (518) 474-5807.

REMINDER #2

The Annual Report is due in our office no later than July 31 each year. This two-page Report provides our office with an update on critical information for our database as well as significant changes in program implementation. You are required to submit this information to verify compliance with Part 125 of the Regulations of the Commissioner of Education - See Part 125.10 (b) (1). Failure to provide this information may result in the registration being terminated by the State Education Department. Both pages must be completed and returned to our office by the July 30th deadline. Should you have questions, please do not hesitate to contact us at your earliest convenience at 518:474-5807 or via email at



QUALITYstarsNY is a voluntary quality rating and improvement system for all types of early childhood programs. It works to improve the quality of care by assessing the learning environment and how the program functions, and by providing supports for improvement.

What does that mean for families?

Using a 5 'star rating' scale, much like those used for movies and restaurants, QUALITYstarsNY will help families to make better informed decisions about their early education options. By choosing a QUALITYstarsNY program, families will be confident that their child's program is invested in delivering quality early learning experiences. Better yet, that they are supported with free resources, like staff trainings and professional development, to ensure that the children get what they need to thrive.

News & Events

Attention Parents!

Help us to make high quality early child care accessible to all New York Families by [filling out this brief survey](#). Your feedback will allow us to develop critical resources for families seeking to identify and secure the best possible care for their children!

Join our mailing list!

[Join our mailing list](#) for program updates, resources and new opportunities

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Overview of QualitystarsNY

Read this [one page document](#) for a brief overview of QUALITYstarsNY and how it applies to YOU.

Standards Overview

[Standards Overview](#) explains how QUALITYstarsNY assesses the quality of early childhood programs. Use this information to identify high quality in programs you are considering for your child.

Families are partners in quality

When it comes to quality, what you say and do matters. In a quality early childhood program, families and teachers work together and rely on one another to support the needs of the individual child. Here are some key suggestions for developing and strengthening the partnership with your child's teacher.

Communicate A strong partnership is based on ongoing communication. Maybe you can't check in every day but there might be other ways to connect. A quality program should offer multiple opportunities to exchange information. Use these opportunities to ask questions, share observations, and bring up any concerns about the program and your child's development.

Connect It's important for families to support the skills and learning that children work on during the day. This creates a connection between home and school that tells children that learning happens all the time. It is just as important that families do things to incorporate their home culture into the school's learning environment. Ask to borrow a book your child enjoys at school so you can read it at bedtime. Share a favorite toy or game from home with the other children.

Get involved There are many ways to get involved in your child's program. Some families can volunteer in the classroom while others need more creative options. Talk with your program to find ways to contribute that are meaningful to you. By sharing your time, talents or energy, you show that you are an invested partner in your child's learning. You also show your child that the adults in their lives can work together to support them.



Looking for an early care & education program?

Beyond cost, location, and hours of operation, it is important to consider the regulatory status of a program and, if needed, services offered to support children with special needs.

Why choose a regulated program?

Regulated early care and education program and providers follow state and NYC rules to make sure that kids are in safe and healthy environments.

Regulated programs and providers:

- Get regular inspections
- Have ongoing professional development requirements
- Have first aid and CPR training
- Undergo criminal background checks for all program staff
- Follow city and state guidelines about:
 - Staff-to-child ratios
 - Safe indoor and outdoor play areas
 - Food preparation and handling
 - Storing medicine, cleaning supplies and other toxins

Families have options for choosing regulated early care and education.

Regulated early care and education program and providers follow state and NYC rules to make sure that kids are in safe and healthy environments.

- Licensed child care center
- Registered family homes/group family homes
- Universal Prekindergarten in public schools
- State Education Department registered nursery schools
- Head Start/Early Head Start

Finding the right program for your child is critical, especially when your child has special developmental needs or considerations. In a high quality program, staff respond positively to differences in children's abilities, interests and experiences.

The Early Childhood Direction Center offers free and confidential information and referral that can help families locate specific programs and other community resources.

WWW.P12.NYS.ED.GOV

/SPECIAL/TECHASSIST/ECDC/

The four key areas of a quality early childhood program

QUALITYstarsNY uses four key areas to judge the quality of an early childhood program. These areas fit together to form a nurturing and exciting place for children to play, learn and grow.

1

Learning environment

The learning environment is the space where children play, learn and grow. In a quality program, spaces are clean and inviting. Children look happy and busy. Adults are listening to, talking with (not at), and enjoying interacting with children.

2

Management & Leadership

Management and leadership support all parts of an early childhood program and make it possible for teachers and families to focus on the children. In a quality program, management establishes policies for unexpected events and emergencies and makes sure that the program functions in an organized way.

3

Staff qualifications & experience

Staff qualifications and experience refer to the educational backgrounds and previous experiences that teachers bring to their programs. In a quality program, staff have strong backgrounds in child development and early education and can respond to children's needs to enrich their learning.

4

Family engagement

Family engagement refers to the way that program staff works with families to advance children's learning and development. In a quality program, families and staff work as partners. Family members feel respected, welcomed, and invited to participate in decisions that affect their child.

QUALITY IMPROVEMENT SPECIALIST

QUALITYstarsNY utilizes Quality Improvement Specialists (QI Specialists) to provide guidance and direction to early learning and development programs and providers [hereafter referred to as “participants”] through the QUALITYstarsNY process. QI Specialists have expertise in Early Childhood Education and Child Development and are adept at administrative practices, such as strategic planning, the creation of budgets, and better business practices.

The QI Specialists have five main responsibilities, but are not limited to:

1. Interpreting the QUALITYstarsNY Standards so participants can expeditiously and successfully engage in the self-study process;
2. Guiding participants through the QUALITYstarsNY process including the standards completion, observations and assessments, and quality improvement planning;
3. Collaboratively assisting practitioners to develop and implement appropriate plans to achieve participant-defined QUALITYstarsNY goals;
4. Connecting participants with information, supports, resources in the community, and professional development; and
5. Facilitating the allocation and management of QUALITYstarsNY resources.

Tasks:

- Develop and maintain a working relationship with early learning and school-age participants
 - Guide and coach participants to matters related to the quality improvement process, including self-assessment, formal assessments, demonstrating practices through documentation, strategic planning for staff development, and resource supports
 - Develop and monitor participant’s individualized improvement plans based on the QUALITYstarsNY Star level to help ensure continuous quality improvement
 - Complete an annual planning and projection process with assigned participants
 - Maintain accurate records and use database to manage communications with participants, keep track of awarded grant amounts and quality improvement plans
 - Inform participants of available resources such as training, additional grants, or consultants
 - Provide entry-level technical assistance to participants (such as business practices related to procuring appropriate professional development, etc.)
 - Refer participants to, and coordinate support with, other Training Organizations when in-depth technical assistance, related to a specific standard, is needed
 - Maintain frequent communication with Technical Assistance Specialists and other partners working with the participants regarding needs
- Maintain awareness of changing early education and school age needs, best practices and policies (local, state, national) and represent QUALITYstarsNY at events

Web-based QRIS Data System for Early Learning and Quality Child Care

WELS, a QRIS system, was the first Data system in the nation to customize a rating engine and automate the way data is collected, managed, used and reported for any type of early childhood and school-age program. WELS is a web based QRIS data system that addresses core early care and education quality issues for system administration. WELS is the leader data repository for program and staff information, for collecting center assessments, for managing assignments and creating quality improvement plans based on your standards.

All assessments, checklists, and data sources are customizable and are used to determine quality rating scores based on your standards. These are used to guide improvement, technical assistance, coaching and support to early learning and school-age programs.



WELS Solutions

[Click Here For The WELS Newsletter](#)

WELS has the unique capability to capture, track, and utilize data from any number of sources.

We provide you with these solutions:

- Turn your QRIS data into Information
- Systematic approach to determine a quality rating (QRIS)
- Centralized data base that is universally accessible
- Provider portal to apply and submit self assessments
- Parent portal to search and connect with Quality sites
- Flexible system for data import and exporting from multiple sources
- Automate and streamline data collection, management, and reporting
- Integrated multi-user work plans and visits
- Cloud Based computing

Features

- Mobile assessments
- Standardized scorecards

- Single portal for data entry
- QRIS and Accreditation Checklists
- Consolidated rating from multiple assessment tools
- Web-based work plans and reporting
- Online web-based reporting
- Online QRIS Data System for early childhood

The WELS Team Commitment

- It's your data! You have full access to your WELS database
- Technology driven systems to answer the question - “What is success?”
- Build quality systems that improve and sustain quality early care and education system
- Rapid software development, high availability hosting
- Low overhead and management structure
- Software architecture for Quality Rating Improvement System

<http://welsfoundation.org/>

Center-Based Standards

[Select Different Standards](#)

Learning Environment

Family Engagement

Qualifications and Experience

Management and Leadership

Classroom Environment

Code	Indicator	Points	Documentation
CE-1	Program administrative staff attends training on the Environment Rating Scales (ERS) .	2	<input type="checkbox"/> submit proof of training to Aspire
CE-2	Program completes an ERS self-assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	8	<input type="checkbox"/> Completed ERS self-assessment report with overall score, subscale scores, and written improvement plan
CE-3	Program has an independent ERS assessment and achieves an overall score of 4.25 - 4.99. Written improvement plan for subscale scores below 3.50.	30	<input type="checkbox"/> Completed ERS report with written improvement plan
CE-4	Program has an independent ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 - 5.49. Written improvement plan for subscale scores below 4.00.	40	<input type="checkbox"/> Completed ERS report with written improvement plan
CE-5	Program has an independent ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	50	<input type="checkbox"/> Completed ERS report with written improvement plan

Child Observation & Assessment

Curriculum Planning & Implementation

Physical Well-being and Health

About Learning Environment

There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.

Program has a written education philosophy or statement.

Documentation

[points: 2]

Education philosophy or philosophy statement

Written education philosophy or philosophy statement

Understanding CPI-1

Why is a written education philosophy or [education] statement important to my program?

A written program philosophy of education or education statement is the foundation of the program's choices for planning and implementing a curriculum. An articulated philosophy of education will tell families, early childhood professionals, and the community about the program's beliefs, values, and goals for early care and learning. It will guide the program in making decisions about and evaluating the whole learning environment, including learning experiences, approaches to learning, teaching methods, materials, furnishings and assessment processes. A brief written statement of education is what families take away from a visit or see on the internet, while searching for the right place for their children. It helps teachers find the best match for their own educational practices, knowing that they will be supported in their approach to children's learning.

Background

Each early childhood program exists within the context of a community with its own unique characteristics, strengths and opportunities for development. And, within that community are people with differences in beliefs and values. Children have differences too, which affect the way they learn and develop. As a consequence, communities and families are better served, when there are different early childhood programs with varying philosophies of education so that families have choices, and children can learn in a place that matches their temperament and learning style.

How can my program benefit from a written philosophy of education or statement?

High-quality early childhood programs have a shared understanding and expectations for early learning. A clearly written statement of a program's education philosophy helps to communicate the same message to everyone, so everyone can work together toward the same goals. A written philosophy of education helps unify a program's learning theory, teaching practices, curriculum, assessment system, resources and supports for the children, families and teachers.

Self-Study Essentials

[Program Philosophy Statement](#)

[Pathways to Cultural Competence Program Checklist \(NYS Version\)](#)

[The NAEYC Pathways to Cultural Competence Teacher Checklist](#)

Further Reading

[National Center on Cultural and Linguistic Responsiveness](#)

[Eager to Learn: Educating Our Preschoolers](#)

[Responding to linguistic and cultural diversity: Recommendations for effective early childhood education](#)

[NAEYC Quality Benchmark for Cultural Competence Project](#)

[Twelve Best Practices for Early Childhood Education: Integrating Reggio and Other Inspired Approaches](#)

[The Creative Curriculum for Preschool](#)

Field Test Evaluation Report Executive Summary

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We would like to thank everyone who helped make the QUALITYstarsNY field test a success. While we cannot mention everyone by name, we hope that everyone who participated in whatever way knows that, without their commitment and hard work, we would not have been able to carry out the evaluation. At the same time, we take full responsibility for any and all errors or omissions in this report and look forward to comments and suggestions that may help us make it more useful to the many people in New York State working to make QUALITYstarsNY a reality.

The QUALITYstarsNY field test was funded with generous support from the following public and private organizations:

- New York State Office of Children and Family Services, with funds from the American Recovery and Reinvestment Act
- The Child Care and Early Education Fund
- The Community Health Foundation of Western and Central New York
- The Frog Rock Foundation
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- The Rauch Foundation
- The Rockland County Legislature and County Executive
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- Sherry Cleary, Executive Director, New York City Early Childhood Professional Development Institute, City University of New York
- Janice Molnar, Deputy Commissioner, Division of Child Care Services, Office of Children and Family Services, State of New York
- Members of the Field Test Design Team
- Early Childhood Advisory Council Quality Improvement Work Group Co-chairs, Members and Staff

The evaluation team relied heavily on the knowledge, skills, and flexibility of the individuals across the state who carried out the observations in the centers, public schools, and family child care homes participating in the field test. Suzanne Dohm, data collection manager for the field test, recruited and supervised this cadre of experienced and dedicated professionals and provided refresher training and reliability assessment on the Environmental Rating Scales (ERS). Sherry Davidson trained the observers who used the Supports for Early Literacy Assessment (SELA) and Supports for Social Emotional Growth Assessment (SEGA) tools. She also reviewed the observation forms and prepared a summary of observer notes and comments. Lisa McCabe coordinated the Program Assessment Rating Scale (PARS) training as well as analyzing the

resulting observation data. She also attended many of the field test events on behalf of the evaluation team in the western part of the state.

The observers for the field test included:

Charlotte Bellamy	Jannie Hill	Carole Margolin
Katherine Renee Behring	Pamela Holland	Alice McAdam
Jennifer Bement	Ann Kelsey	Cristina Medellin-Paz
Janice Brown	Linda Knapp	Gerard O'Shea
Tamara Calhoun	Joyce Kostyk	Tina Rose-Turrioglio
Desalyn De-Souza	Camille Lachar-Lofaro	Sara Seiden
Merrill Lee Fuchs	Toni Liebman	Cindi Swernofsky
Cathy Gelber	Rebecca Light	Ora Wagenberg
Ellen Hicks	Kelly Lockwood	Diana Webb

Suzanne assisted in the development of the document coding protocol and conducted coder training and inter-coder reliability assessments for that process. Merrill Lee Fuchs, Katherine Renee Behring, and Ora Wagenberg carried out the document review and coding; Renee also reviewed and coded the quality improvement plan documents.

Abigail Cramer developed and managed the forms tracking system, both electronic and manual, and supported the Project Coordinator in testing the WELS information management systems as it was being modified for New York State's needs. She also reviewed research related to the nutrition and physical activity observation tool used in the field test and developed the coding guidelines for those observations.

Individuals on the team who contributed their skills in data coding and analysis include Benjamin Sturges and William Schneider and Donald Yarosz of the National Center for Children in Poverty.

The lead agencies were critical in carrying out the field test. In addition, they supported the evaluation by distributing surveys, keeping records and notes from meetings, and sharing their reflections and insights in interviews with the evaluation team. These agencies and the lead person for the field test were:

- Albany -- Capital District Child Care Council (Abbe Kovacik)
- Binghamton -- Broome-Tioga BOCES, Early Childhood Center for Excellence (Becky Krise)

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- Buffalo – Child Care Resource Network (Tracy Touris)
- Chemung County – Chemung County Child Care Council (Ruth Krusen)
- Clinton and Franklin Counties – Child Care Coordinating Council of the North Country (Jamie Basiliere)
- East Harlem-Manhattan County, New York City – The ValMyr Group (Valerie Daly)
- Long Island – Child Care Council of Nassau and Child Care Council of Suffolk (Linda Devin-Sheehan)
- Queens County, New York City – The New York City Department of Education (Nana Ofosu-Amaah and Sherry Copeland)
- Rochester-Monroe County – Early Educators’ Network of Greater Rochester (Mary Louise Musler)
- Rockland County – Child Care Resources of Rockland (David del Campo)
- Syracuse-Onondaga County – Child Care Solutions (Peggy Liuzzi and Patricia Sofranko)
- Westchester County – Child Care Council of Westchester (Susan Edelstein and Mary Ann Brendler)

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 Kelly Mikulski
 Barbara Ann Nilsen
 Marlene Selig
 Karin Sperb
 Jo Ann Toth
 Brigid Daly Wagner

Of course, we wish to extend our utmost appreciation to the early care and education centers, public schools, and family child care home providers who participated in the QUALITYstarsNY field test. They are dedicated to providing the children of New York State with nurturing care and rich learning experiences and their participation in the field test demonstrates their commitment to quality. Without their willingness to devote their time and share their experiences, the field test and its evaluation would not have been possible.

Finally, we thank Ola Friday, Project Coordinator for the QUALITYstarsNY field test. Her calm manner, clear thinking, good humor, management skills, and knowledge of the field were appreciated by everyone involved with the field test. She made the evaluation team a true partner and provided guidance and inspiration to our work.

FIELD TEST FINDINGS AND IMPLICATIONS FOR STATE-WIDE IMPLEMENTATION OF QUALITYstarsNY

BACKGROUND:

QUALITYstarsNY is New York State’s Quality Rating and Improvement System (QRIS). The current QUALITYstarsNY standards were developed to apply to programs and providers under the regulation of one of New York’s public agencies – the State Office of Children and Family Services, the State Department of Education, or the New York City Department of Health and Mental Hygiene.

Like all QRIS, QUALITYstarsNY includes standards for programs and providers based on what is known from research and best practices, procedures for monitoring and accountability, incentives and outreach to encourage participation by programs and providers, ongoing support to help them attain and sustain higher quality of care, and marketing and education with parents to help them use the system in considering care and early education options. QUALITYstarsNY has four categories of standards – Learning Environment; Family Engagement; Qualifications and Experience; and Leadership and Management. Participating programs and providers can be assigned up to 100 points total. The number of points earned will determine a site’s placement in the five-star level system.

Two sets of standards were available for the field test, one for center-based programs and one for family/group family child care homes. During the field test, slight modifications were made to accommodate the inclusion of early childhood programs in public schools. Thirteen (13) locations across New York State were designated as field test communities, reflecting the demographic and geographic diversity of the state.

OVERVIEW OF FIELD TEST EVALUATION:

The field test evaluation collected and analyzed data from a variety of sources. In addition to data on the points assigned to the standards checklists submitted by the participating field test programs and providers, the evaluation included:

- Observations of classroom and home learning environments, using the Environmental Rating Scales developed by the Frank Porter Graham Center for Child Development at the University of North Carolina (the FCCERS-R for family/group family child care settings; the ITERS-R for center-based care for infants and toddlers, and the ECERS-R for center- and school-based programs for preschool-age children)
- Observations of teacher-child interactions related to language and literacy development and social-emotional growth in a sample of preschool classrooms, using subscales from two instruments developed by Dr. Sheila Smith, a member of the evaluation team (the SELA-Supports for Early Literacy Assessment and the SSEGA-Supports for Social Emotional Growth Assessment)

- Observations of caregiver-child interactions in a sample of infant-toddler center and family/group family child care home settings, using subscales from an instrument developed by WestEd (the PARS-Program Assessment Rating Scale associated with the Program for Infant/Toddler Caregivers)
- Observations of meals and physical activity periods in all settings, using an instrument adapted from one developed by the National Center for Health Promotion and Disease Prevention at the University of North Carolina (the original instrument was the Nutrition and Physical Activity Self-Assessment for Child Care)
- Survey questionnaires distributed to attendees at the initial information sessions
- Survey questionnaires submitted by participating programs and providers with their standards checklists
- Survey questionnaires distributed to participating programs and providers attending the post-field test forums held in each field test community
- Notes from structured discussions held at the post-field test forums
- Survey questionnaires mailed to a sample of eligible programs and providers in each field test community
- Telephone interviews with representatives of the lead agencies in the field test communities

In addition to these instruments, the evaluation team observed field test events such as state and community information sessions; participated in debriefing sessions with observers, quality improvement planning consultants, and lead agency representatives; and scanned many of the documents and materials submitted by participants. The evaluation selected a sample of documents for detailed review and coded information from the quality improvement plans developed by the participating programs and providers and the quality improvement planning consultants.

Key findings from the analysis of data from these sources are highlighted in this summary. Further details on data collection and coding are provided in appendices to the full report.

KEY FINDINGS:

The full report provides the evidence for the following and other findings from the field test, as well as appendices with detailed information on the evaluation data collection and coding procedures.

Field Test Recruitment, Support, and Participation

- A wide diversity of eligible programs and providers in the field test communities applied for the field test, although public schools and family/group family child care home providers were harder to recruit.

- A total of 192 eligible programs and providers completed the field test out of the 272 selected for an overall participation rate of 71 percent. Family/group family child care home providers were less likely than centers and public schools to complete the field test (58% compared with 75% and 76% respectively).
- No one method of recruitment or support for participation was effective with all programs and providers. Both local and centralized supports were used, as well as group and individualized activities.
- Centers and family/group family child care home providers familiar with reporting and documentation requirements were somewhat more likely to complete the field test than those with less experience in those activities.

Measuring Quality with Points Assigned Based on the Standards

- Across all participating programs and providers, the average number of points assigned was 45 out of the maximum of 100 possible. Public schools participating in the field test had the highest average number of points (53), in part reflecting the fact that they were assigned 21 points automatically in the Management & Leadership standards category since, because of legal requirements, they were presumed to have met a number of that category's standards. The average points assigned to centers was 47 and to family/group family child care home providers, 28.
- Participants were assigned the fewest points, on average, for the Qualifications & Experience standards category, which accounted for 35 of the maximum 100 points.
- Based on the points assigned, on average, almost all public schools and centers were at the 3 or 4 star level, while family/group family child care home provider settings were clustered at the 1 star and the 3 star levels. No field test participants were at the maximum – 5 star – level.
- Under scenarios in which the Learning Environment and Family Engagement standards categories were allotted more possible points, and Qualifications & Experience and Management & Leadership fewer possible points, about 20% of the field test participants would have been at higher star levels than under the current point allocation.

Measuring Quality Based on Documentation

- The documentation process was considered cumbersome by many participants and in some cases, was believed to be unnecessary or inappropriate.

- Centers and public schools generally provided documentation in 4 of the 5 areas reviewed for the evaluation: child intake/enrollment, child developmental assessment, curriculum, and family/parent handbook. Few submitted individual staff professional development plans.
- Family/group family child care home providers seldom submitted documents related to child developmental assessment or curriculum. Very few submitted budget information.
- When points were deducted for inadequate documentation, some participants' quality (star) level was lowered. Over one-quarter of centers and public schools would have been assigned a lower star level based on adequacy of documentation. Because family/group family child care home providers often did not submit any documentation, and therefore were assigned no points, only 14% of family/group family child care home providers would have been assigned a lower star level based on the documentation review.

Measuring Quality Based on Observations

- A total of 327 independent observations of the classroom or home learning environment were made in 188 of the 192 programs and providers completing the field test. These included 52 observations in family/group family child care home settings using the FCCERS, 39 observations in public schools using the ECERS, and 226 observations in centers, 148 using the ECERS and 88 using the ITERS.
- Based on these observations of the classroom or home learning environment, participating programs and providers were generally in the adequate to good range on global quality.
- Global quality measured by observation was somewhat lower in family/group family child care home settings (averaging 4.5 out of a maximum of 7) than in centers or public schools (averaging 5.0 and 4.8, respectively).
- The measure of global quality of the learning environment from the observations was only modestly associated with quality based on the points based on the standards as a whole, with a correlation coefficient of .32 out of a possible 1.0.
- Preschool classrooms that were rated high on global quality had areas of weakness in teacher supports for children's language and literacy development and for their social-emotional growth.

- The quality of caregiver-child interactions in center and family/group family child care home settings for infants and toddlers was not associated with the measure of global quality.
- Nutrition scores based on observations of the food served in the field test participant sites were not associated with observational measures of global quality or with the points assigned based on the standards. Scores based on observations of opportunities for physical activity also had low correlations with global quality or numbers of points.

Participant Knowledge of Quality and Understanding of the Standards

- Almost three-quarters of field test participants learned more about quality as a result of participating in the field test, particularly if they had not reported being involved in prior quality improvement efforts such as accreditation.
- While some participants reported having trouble understanding the standards, more were unsure about how to respond to the checklist and what documentation to provide. Standards areas for which one-third to one-half of participants reported difficulty were child observation and assessment, curriculum planning and implementation, family involvement and support, financial accountability and sustainability, and policies and procedures.
- Family/group family child care home providers often reported that the standards and documentation requirements for Family Engagement and Management & Leadership did not recognize the nature of their setting.
- Participants of all types wanted a clearer link between licensing and regulatory standards and QUALITYstarsNY.
- When asked to choose the area for improvement that would help them improve the most, family/group family child care home providers most often selected the purchase of equipment, materials, and supplies for children’s use, while center were evenly divided between similar items and expenditures on training and professional development.
- The professional development plans developed by field test participants with the quality improvement planning consultants focused on improvements in curriculum, adult-child interactions, and knowledge and skills in teaching and learning, all areas that would directly address the Learning Environment standards.

Climate in the Field

- Many programs and providers in the field test communities were unaware of QUALITYstarsNY. Even those who attended information sessions reported being largely unfamiliar with the standards and process.
- About half of field test participants would definitely participate in state-wide implementation of QUALITYstarsNY. Many programs and providers, regardless of their involvement in the field test, believed that at least half of those eligible would participate once QUALITYstarsNY becomes fully implemented.
- Gaining information about quality and having access to supports for quality improvement were major benefits expected for participants in state-wide implementation of QUALITYstarsNY.
- The amount of time and effort required, particularly in providing documentation, were concerns for many participants and others in the field test communities.
- The majority of participating programs and providers of all types believed that state-wide implementation of QUALITYstarsNY was very important. Field test participants and lead agencies believe that the value of QUALITYstarsNY in improving children's and families' access to high quality early care and education is a message appropriate for all stakeholders.

Recommendations for State-wide Implementation from Participants

- Field test participants and the lead agencies had a number of specific recommendations related to state-wide implementation of QUALITYstarsNY. These included:
 - Clearer information about the process and requirements for participation
 - More explicit rationale for the standards and documentation requirements as they apply in different settings (centers, public schools, and family/group family child care homes)
 - Alignment of the standards with other standards and reporting requirements
 - Alternative ways to demonstrate compliance with the standards and/or to provide documentation
 - More guidance and feedback on adequate or acceptable documentation
 - Assistance in understanding and preparing for observations and for the quality improvement planning consultations
- Resources for quality improvement were the incentive most often mentioned for encouraging and rewarding participation in QUALITYstarsNY. Most field test programs

and providers were not able to draw on their own funds to support professional development.

- Local communities often lack the capacity to provide more intensive, ongoing, and individualized support for quality improvement. Resources for obtaining appropriate materials and equipment are also scarce.

IMPLICATIONS FOR STATE-WIDE PLANNING AND IMPLEMENTATION:

A number of implications for planning state-wide implementation of QUALITYstarsNY are provided throughout the report. This summary draws together and highlights the major implications.

Standards -- Content

- The QUALITYstarsNY standards categories in the areas of learning environment and family engagement are better understood and accepted by field test participants. It will be important to make sure that the rationale for all the standards is clearly communicated.

Standards -- Applicability in All Settings

- Family/group family child care home providers and public schools were less comfortable with how the standards and in particular the terminology and documentation requirements applied to them. Consideration might be given to alternative language and recognition of alternative ways of demonstrating quality.

Standards -- Coverage of Key Dimensions of Quality

- Key dimensions of quality known to be closely tied to children's development and learning do not appear to be fully captured in the current standards and measurement tools. These dimensions include the quality of adult/child interactions and relationships, use of intentional strategies to promote language and early literacy development, and provision of good nutrition and opportunities for physical activity.
- Consideration of additional standards needs to ensure that they are well understood and accepted in the field and that they can be reliably and accurately measured.

Standards -- Comparability with Other Performance/Reporting Requirements

- Development of the standards drew upon licensing requirements, national program standards, and accreditation processes. Finding ways to align reporting and documentation requirements would avoid duplicated effort and encourage participation.

Documentation Requirements

- The number of individual documents requested and the time and resources involved in submitting documentation were barriers to full participation, particularly by programs and providers not familiar with similar requirements. Identifying a core set of documents for submission, allowing for on-site view of some documents, and accepting other ways of demonstrating that the standards are met could be ways to address this barrier.
- Some programs and providers did not understand what documentation would be appropriate; others submitted documentation that appeared inadequate. Providing a set of rubrics or essential elements for core documents would help prepare participants for success in meeting the standards.
- Providing information necessary for the Qualifications and Experience standards was onerous for many participants. Having a state early childhood education workforce registry would alleviate this paperwork burden as well as resolve concerns about providing personal information.

Observational Tools

- More education and training on any observation tools used in QUALITYstarsNY – whether the ERS or others – will be needed to build confidence in their use, help programs and providers prepare for their administration, and develop quality improvement strategies that address the dimensions of quality covered.
- While the process of conducting and providing feedback on the ERS observations will not be constrained by evaluation requirements, unions and other groups may have concerns about how the results will be shared and used by supervisors, program administrators, or licensing agencies.
- As noted above, there are aspects of quality that are not fully addressed by the ERS instruments, or these instruments may not help identify specific areas for improvement. If additional observations on these other aspects of quality are included in QUALITYstarsNY, consideration will need to be given to how to do so efficiently. For example, should additional observations be made after programs and providers reach a basic level of quality, or are they so critical to improving children’s learning experiences that they should be incorporated earlier in the process?

Submission Procedures

- Many programs and providers used on-line tools to apply for the field test and many recommended this option for submitting the standards checklist and documentation. Continuing to build capacity to do this will be an important infrastructure development.
- The desire by many participants to have an iterative submission process with feedback would require greater effort in tracking and reviewing submissions. Consideration might be given to having preliminary reviews at the local or regional level before formal submission to QUALITYstarsNY.

Point Assignment

- As noted above, many documents that were submitted during the field test appeared inadequate to meet the intentions of the standards. In addition to providing participants with a list of essential elements or a set of rubrics for core documents, a process for reviewing and assessing submitted documents will be needed.
- There was interest in being able to achieve partial points if some but not all components of a specific standard were met. A related concern was that, for some standards, the points were contingent on previous documents in ways that participants did not feel allowed them to get credit for what they did do. (An example is that no points could be given for submitting a parent handbook if other parent communication activities were not also documented.) This aspect of the current standards was confusing and might be reconsidered.
- Participants who did not currently serve infants, children with special needs, or children whose home language is not English believed that not being assigned points for meeting the needs of these children was unfair. Some indicated that they had the capacity and willingness to serve these children once enrolled, but there was no way to demonstrate this in the standards checklist.

Weighting of Categories

- The current weighting of the standards categories raised considerable concern during the field test. Many participants of all types wanted greater weight given to the learning environment and family engagement categories.
- Using alternative weighting that gave greater importance to these two categories allowed family/group family child care home providers in particular to demonstrate higher quality. This raises the question of whether different weighting might be appropriate for different settings.

Recruitment of Centers, Public Schools, and Family/Group Family Child Care Home Providers

- As noted earlier, more education on the importance of the standards and their relevance to different programs and providers will be important in marketing QUALITYstarsNY. In addition, requirements, supports, and benefits can now be more clearly described to potential participants.
- The special concerns of family/group family child care home providers will need to be addressed. For example, these providers may especially need reassurance that participation will result in greater benefit than harm, given the general pattern of these settings receiving lower ratings than centers and public schools.
- Multiple outreach strategies with follow-up will probably be needed in the initial stages of state-wide implementation. Working through local or regional organizations would make use of their existing relationships with programs and providers. Strategies to build new relationships, for example with public schools, may also be needed.

- Funding for improvements, especially the purchase of materials and equipment, and opportunities for professional development would be attractive incentives.

Support for Participation and Quality Improvement

- Training on the standards and on the observation instruments, as mentioned earlier, will be helpful in recruiting programs and providers. Such training should also increase the submission of complete and appropriate materials.
- Some programs and providers that wish to participate in QUALITYstarsNY will need little assistance in compiling and submitting the necessary materials. However, others would benefit from some support. Offering a menu of supports – through group sessions, individualized consultation, webinars, peer groups – would be most likely to meet the range of needs and interests.
- As noted earlier, having an iterative process for submission, review, and feedback is another way to support programs and providers entering QUALITYstarsNY.
- Individualized on-site consultation was generally greatly valued by the field test participants. Ways to improve the benefits from this consultation could include developing quality improvement plans with specific steps over a period of time toward long-term goals, making more information on the results of the rating process to the programs and providers in advance of the consultation, providing follow-up contacts by consultants to help support and fine-tune implementation of improvement plans, and building relationships among participants in the same community to provide peer support and mentoring.

Marketing to Other Stakeholders

- Messages to all stakeholder groups should highlight the demonstrated link between experience in high quality early care and education settings and children’s development and learning.

Members the Evaluation subcommittee

Cynthia Esposito Lamy, Ed.D., chairperson

Cynthia Lamy's background is in developmental and educational psychology, focusing especially on children at risk of school failure due to the many influences of poverty. At the Robin Hood Foundation she is developing comparative benefit-cost analyses of the social return on investment in grantee interventions for children and families in poverty. She has directed several large, longitudinal studies, including Head Start/University Partnership Study. While at the National Institute for Early Education Research at Rutgers University, where she is a Fellow, she directed landmark studies on the effects of statewide early education programs on children's academic success, among many other studies. Lamy sits on the New York State ECAC's Data Development, Financial Strategies, and Quality Improvement Work Groups. Lamy is the author of *American Children in Chronic Poverty: Complex Risks, Benefit-Cost Analyses, and Untangling the Knot*, published by Lexington Books and recommended by CHOICE Book Reviews.

Jennifer Astuto, Ph.D.

Jennifer Astuto, Ph.D. is Assistant Research Professor of Applied Psychology at New York University in the Steinhardt School of Culture, Education and Human Development and also serves as Assistant Director of Steinhardt's Child and Family Policy Center. Her work focuses on strengthening the ways field-based research is used to inform both local practice and developmental science by evaluating programs and policies that impact children. Astuto studies play as a unique developmental context and is interested in how young children's engagement in playful learning experiences impacts their overall academic success and future civic engagement, as well as how play relates to classroom quality.

Pia Caronongan, Ph.D.

Pia Caronongan is a researcher at Mathematica Policy Research. At Mathematica, she has played a key role on several projects in the areas of early childhood and family support. For the Child Care Quality Rating Systems (QRS) Assessment Project, funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, she led an in-depth study of how quality is defined, conceptualized, and measured in QRIS. This study involved on-site interviews with administrators, planners and developers, evaluators, data managers, and other staff from five QRIS. Dr. Caronongan also played a key role in a related study for the QRS Assessment Project which involved secondary data analysis of administrative QRIS data from three states. Currently, she is leading an investigation of family participation in Early Head Start to determine whether and how service take-up is related to child, family, staff and program characteristics. She is also examining developmental and achievement outcomes of children in prekindergarten to third grade for the Longitudinal Study of the Harlem Children's Zone. In previous years, she conducted psychometric analyses to address issues related to the use of teacher-administered assessments as performance measurement tools for the Los Angeles Universal Preschool Child Outcomes Study and provided technical assistance on evaluation measures and design to grantees and their local evaluators for the Cross-site Evaluation of the Evidence-based Home Visiting project sponsored by the Children's Bureau at ACF.

Maia Connors, doctoral student

Maia Connors is a 3rd year doctoral student in the Psychology & Social Intervention program and an IES Predoctoral Interdisciplinary Research Training Fellow at NYU Steinhardt. Her research interests include early care and education policy, large-scale systems' support of high quality early education and teachers' professional growth, and adults' support of young children's development. Currently, she is collaborating with researchers at NYU, Harvard, and MDRC as part of the Secondary Analysis of Variation in Impacts of Head Start (SAVI) Center to understand the features of Head Start centers, children, families, and neighborhoods that contribute to variation in program impacts. Maia received her A.B. in Sociology and Education Studies from Brown University. She then spent several years in San Francisco as a Research Assistant at WestEd, a non-profit education research organization, where she collaborated on the design and implementation of programs and resources to support high quality preschool throughout California, including the state's Early Childhood Educator Competencies and recommendations for the design of a statewide Quality Rating and Improvement System.

Mary De Masi, Ph.D.

Mary De Masi is the Director of Policy, Planning and Research with the New York State Council on Children and Families. In this capacity, she is involved in a number of interagency planning and coordination efforts to improve services for children served by the education, child welfare, developmental disabilities, health, juvenile justice and mental health service systems. As the New York State KIDS COUNT Director, she oversees activities to increase access to child well-being data through the Kids' Wellbeing Information Clearinghouse (KWIC). Mary recently conducted analyses to identify high need areas within each QualitystarsNY region. Previously she served as a faculty member and Executive Committee Member of the NIMH-funded Center for the Study of Issues in Public Mental Health and principle investigator for a number of studies in mental health recovery. She earned her doctorate from the State University of New York.

Judy Hartley, MA.

Judy earned her Masters Degree from Columbia University in New York City. Judy's work has spanned three states and has included starting a nursery school, three school age programs and initiating a statewide effort promoting child care in 32 rural Illinois communities. She was awarded by the University of Illinois with a Professional Staff Award of Excellence for Innovation and Creativity. She has participated in the growth of the CCR&R field as she directed a CCR&R in Champaign, Illinois serving 6 counties and building awareness of the services provided by CCR&R agencies.

Sharon Huang, J.D.

As a Senior Operations Associate, Sharon Huang takes a lead role on project management, the provision of technical assistance, development of strategic partnerships, and site recruitment for large-scale demonstration and research projects. Before joining MDRC, Huang was a Director of Early Childhood Programs at the Families and Work Institute, where she oversaw the development and implementation of a national initiative to share the science of early learning with families and educators. Huang holds a law degree from New York University and a bachelor's degree in Political Science from Columbia University. She is a member of the board of directors of the Coalition for Asian American Children and Families.

Danielle Kassow, Ph.D.

Danielle Z. Kassow joined the team at the NYC Department of Education, Office of Early Childhood Education as the Director of Strategy & Policy in December 2012. She was previously with The Head Start National Center on Quality Teaching and Learning (University of Washington, Seattle), and Thrive by Washington (Seattle); she worked on a variety of initiatives including home visiting, QRIS, kindergarten transition, early literacy and Educare. A graduate of SUNY Albany and a former Special Education Teacher, Danielle is a native New Yorker.

Chrishana M. Lloyd, Ph.D.

Chrishana is the Senior Associate, Family Well-Being and Children's Development Policy Area at MDRC. Her work connects practice, research, and policy. She has expertise in early childhood intervention implementation, technical assistance, and implementation research. She currently leads the implementation of research on the Head Start CARES (Classroom-based Approaches and Resources for Emotion and Social skill promotion) Project, a large-scale randomized trial of a set of evidence-based strategies designed to improve the social and emotional development of children in Head Start classrooms across the country; and Making Pre-K Count, a longitudinal study with a focus on supporting the development of prekindergarten children's math skills. Lloyd is a principal investigator for Making Pre-K Count, and in both projects she has conceptualized, designed, monitored, and written about the implementation of the intervention itself and the professional development model supporting it. Lloyd also worked on the Supporting Healthy Marriage Project. She conducted site-level implementation research and designed and implemented an in-depth qualitative study that will shed light on the experiences of individuals and couples who moved through the SHM program.

Lloyd is a Licensed Independent Clinical Social Worker (LICSW) with a strong background in practice with culturally diverse populations. In addition to her research and clinical experience, Lloyd serves as a member of a federally funded, early childhood-focused implementation research workgroup, and has worked as a consultant and trainer for many social service agencies, including the internationally recognized Schomburg Center for Research in Black Culture and the National Association of Social Workers. Prior to joining MDRC, Lloyd was employed as a Clinical Assistant Professor and Associate Director of Field Learning at New York University's School of Social Work. She holds a master's degree in social work from Howard University and a Ph.D. in individual and family studies from the University of Delaware.

Shira Mattera, Ph.D.

Shira's research focuses on early childhood education and intervention and children's development. She currently works at MDRC on preschool evaluations, including the Head Start CARES project (which studies the impact of social-emotional interventions on preschool children's outcomes) and Making Pre-K Count (which examines the effects of a preschool mathematics curriculum). She received her Ph.D. in applied developmental psychology from the University of Miami. There her research focused on the connections between children's social and cognitive skills, as well as prelinguistic and social skills in children who were prenatally exposed to cocaine and living in poverty.

Lisa McCabe, Ph.D.

Lisa McCabe is a Research Associate at the Bronfenbrenner Center for Translational Research, Cornell University. Her research examines professional development for early care and education providers in both family child care and center based programs. Current and recent research projects include evaluations of New York State's new Quality Rating and Improvement System and of the Caring For Quality home visiting program for family child care providers. She is also studying characteristics of exceptional teaching and caregiving in diverse settings, and is leading an in-depth qualitative study of Therapeutic Crisis Intervention program implementation in residential child care centers. She is the co-editor (with Dr. Juliet Bromer) of a forthcoming special issue of *Early Childhood Research Quarterly* that focuses on family child care. Dr. McCabe received both her M.A. (1995) and Ph.D. (1999) in Human Development from Cornell University.

Toni Porter, MA

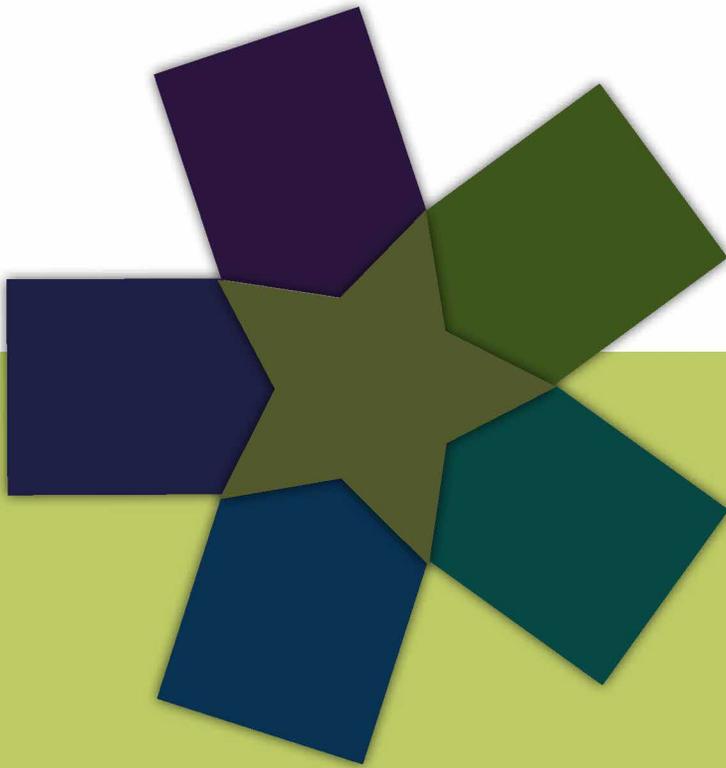
Toni Porter is a Senior Researcher in Innovation, Research and Policy at Bank Street College of Education. Formerly the Director of the Institute for A Child Care Continuum, she has conducted a wide variety of research projects that focus on issues related to early childhood quality. She is a co-author on a chapter on this issue in a new volume on measurement of child care quality (Bromer, Paulsell, Porter, Weber, Henly, & Ramsburg, 2011), and, with Juliet Bromer, she has co-authored two policy briefs on family partnerships and Quality Rating Improvement Systems (QRIS). One brief examines selected QRIS family partnership indicators in the context of family-sensitive caregiving (Porter, Bromer, & Moodie, 2011); the other brief examines the alignment of national professional standards for family partnerships and Professional Development System family partnership competencies and QRIS indicators in two states with research-based evidence about effective provider relationships with families (Porter & Bromer, forthcoming). Porter is currently a key consultant on the Family-Provider Relationship Quality project, supported by the Office of Planning, Research, and Evaluation (OPRE) and the Office of Head Start, which aims to develop a measure of quality in family-provider relationships.

Porter has served as the P.I. on three national child care research projects: Supporting Quality in Home-based Child Care; Assessing Child Care Development Fund Investments in Child Care Quality; and The Child Care Assessment Tool for Relatives (CCAT-R: Porter, Rice, & Rivera, 2006). Porter serves on the Steering Committee of the Child Care Research Policy (CCPRC) Consortium's Annual Meeting, and is a member of the CCPRC Family-Provider Relationship Workgroup and the INQUIRE (Quality Initiatives Research and Evaluation Consortium) Workgroups.

Rebekah Widrick

Rebekah is the Research and Evaluation Associate at the NYS Early Care & Learning Council, working on evaluation design, data collection, data analysis, and the development of reports, technical papers, and issue papers and assisting in the development of a comprehensive statewide system designed to track and evaluate services provided by the NYS Infant and Toddler Resource Network. Some projects include tracking and evaluating Child Care Resource & Referral advocacy initiatives, member services provided by the Council, management training services, and evaluating the effectiveness of recruitment activities conducted by lead agencies in the statewide implementation of QUALITYstarsNY.

A companion piece to
New York State
EARLY LEARNING GUIDELINES



Partners in Early Learning

a letter to parents and teachers



www.nysecac.org

Dear Parent and Teacher,

You both want the best start for the one-of-a-kind, amazing young child whose early education is in your hands, at home and school*. This means working together as partners to support “your” child’s learning and development.

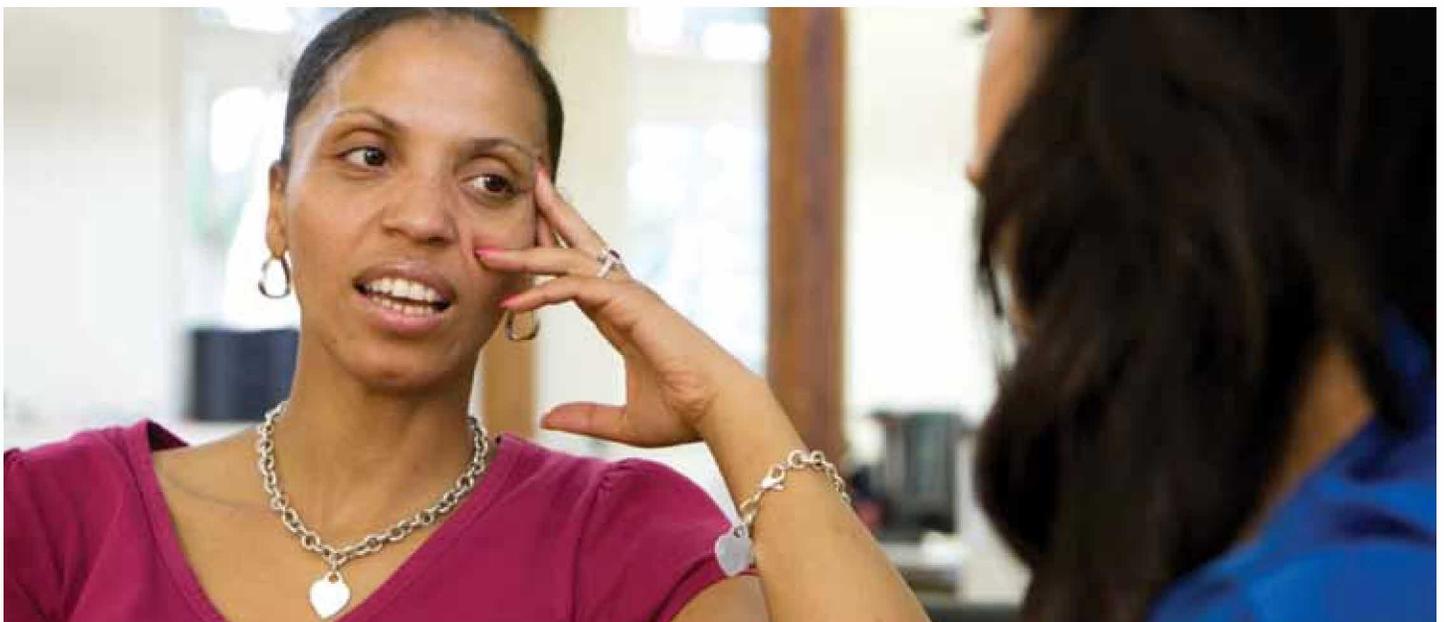
Your relationship shapes your child’s experiences in school. Like any relationship it will take some time to develop. We guarantee there will be moments of shared delight and differences to resolve. But the effort you put into your relationship and working together will benefit “your” child. We say “your” child because for the next year(s), you are both members of the child’s team. Though you play very different roles (there is more about this below), the child needs both of you to work together in her best interest.

Young children have an amazing ability to tune into their important adults. A child will benefit when she sees and feels that you respect each other. It is as if your relationship is a bridge connecting her worlds at home and school. She feels safe and secure. This in turn frees her to explore, experiment and learn.

Because you are both so important to a child, she is always learning from you. Here are some examples, in her words, of what she may have learned from you today:

When you:	A child may be learning:
Smile to share an infant’s pleasure in banging a cardboard box and making a sound.	“It is fun and exciting to learn new things.”
Ask, “Do you want your bottle?” when a toddler says “Ba..ba” and points to the refrigerator. Then give it to her.	“This person listens to me. I am important to her.” “I can get my message across. That makes me want to “talk” more.”
Talk with a preschooler about how her cereal is different after she adds milk.	“An action I take can cause something else to happen.” (cause and effect)
Invite a kindergarten child to add an item to the shopping list by drawing, writing or scribbling.	“ I can be helpful.” “These lines mean ‘milk’. I am a writer. What else can I write?”

(***Note:** We are using the word “school” for any early education setting including child care, family child care, Head Start, family child care, nursery school, pre-K, or kindergarten.)



The more you learn together about a child and how she develops and learns, the better you can support her. The New York State Early Learning Guidelines (The Guidelines) can help. Take a look and you will see they are a list of developmental milestones. They paint a picture of a path of development from birth through age 5 so you can see where a child is today and where she might be months from now. The Guidelines also include some activity ideas to support development and learning at different ages and stages.

As you read this letter, we invite you to talk together about:

- ❖ Who is who in a child's life
- ❖ How young children learn and grow
- ❖ How you can work together to:
 - Share what you know about your child
 - Create connections between home and school
 - Observe to extend your child's learning
 - Respond to challenging behavior in positive ways
- ❖ How to support each other and strengthen your partnership in your child's best interests
- ❖ Show your appreciation and respect for one another
- ❖ Talk about what to do when you disagree – before you disagree

WHO IS WHO IN A CHILD'S LIFE

As a parent, you are part of your child's life across the years and miles. No one can take your place. Your child trusts you to be there no matter what she does or feels. That is why she can be her happiest, silliest, saddest and angriest with you. (It is also why hellos and goodbyes at the beginning and end of day can sometimes be so emotional.)

Your relationship is a working model for every other relationship in your child's life. When you treat her with kindness and respect, she learns to treat others in that way and to expect the same in return.

Your passion runs deep. This can make it difficult, if not impossible to step back and be objective. It can sometimes pose a challenge when you and a teacher have different views. But this is the way it should be. Every child needs at least one adult who is crazy in love with them.

You know information that is unique to your child. For example, her favorite foods, song, toys and games. You know what scares and frustrates her and how best to comfort her. You know her health history. You also know her latest accomplishments and if there are any changes in her home life.

As a teacher, your role in a child's life is more temporary, though your influence may be lasting. Your relationship is one of the first, major ongoing relationships outside family that deepens a child's understanding of what to expect from other people.

You can be more objective than parents. (Though not when it comes to your own child(ren) if you are a parent.)

The information you bring to your partnership with parents is grounded in your professional education and your experience with children of the same age(s). You know about development: that a toddler will be toilet trained – eventually – and that a preschooler's scribbles are a stage in learning to write. You know about activities to promote learning and how to work with children in a group setting.



Did you know?

A baby who makes marks on a paper is starting to write? (Page 113. Domain V: Language, Communication and Literacy. P: Writing. Alphabet Knowledge.)

A two year old who chooses the yellow digger instead of the red fire engine is showing critical thinking skills of comparing, contrasting and evaluating and choosing. (Page 69. Domain IV: Cognition and General Knowledge. B: Critical and Analytic Thinking.)

A kindergartener who says, "The sun is out today. I'm happy we can go outside to play," is showing growing ability to observe and describe characteristics of the environment and to express emotions. (Page 80. Domain IV: Cognition and General Knowledge. M: Scientific Knowledge and Page 54. Domain II: Social and Emotional Development. P: Emotional Expression.)

HOW YOUNG CHILDREN LEARN AND GROW: THE BASICS

Babies are born ready and eager to learn. They are driven to practice and master new skills like rolling over, sitting, walking, writing their names. It is our job, as adults, to fuel their inborn curiosity and desire to learn. You do this when you provide them with:

- ❖ Safe and interesting settings, toys and materials to explore. For example, invite Baili (23 months) to help you measure ingredients to make pancakes.
- ❖ Space and time to explore and discover. For example, give Jorge (5 months) the chance to reach his rattle that has rolled a few inches away.
- ❖ Experiences and props to move learning a step forward. For example, offer Allie who is 4 ½ a pad of paper and pencil so she can take orders in the restaurant she has set up with her friends.

And most important of all: A caring trusting relationship with you!

Development follows reasonably predictable patterns. Yet each child develops at their own pace in a way that reveals their own personal interests, strengths, needs and personality.

To help understand the complex process of development, experts have divided it into areas or domains. This allows you to focus on one aspect of a child's development even though in reality they are all interconnected.

The NYS Early Learning Guidelines: A resource for your work together

The Guidelines can help you work together. They:

- ❖ **Invite you to appreciate how much a child knows and can do.** Appreciating a child leads to respect and even stronger, more positive relationships between you and with the child.
- ❖ **Give you a common language** as you share information and talk about a child's development and learning.
- ❖ **Are a reference you can check out together when you have a question about how children develop and learn.**



The NYS Early Learning Guidelines: A Resource for Your Work Together

The Guidelines are divided into the following areas or domains of development:

Domain I

Physical Well-Being, Health and Motor Development. Look in this domain if you want to know more about a child's developing:

- ❖ Ability to move and control parts of his body
- ❖ Attitudes and habits that can lead to an active, healthy lifestyle
- ❖ Competence in daily living skills such as dressing and tooth brushing
- ❖ Ability to recognize and try new and healthy foods
- ❖ Awareness of how to stay safe

Domain II

Social and Emotional Development. This domain includes information about a child's developing:

- ❖ Ability to create ongoing relationships with adults and other children
- ❖ Ability to recognize, express and manage their feelings and to understand and respond to the feelings of others

Domain III

Approaches to Learning. This domain focuses on a child's developing:

- ❖ Interest in and desire to learn new information (Curiosity and Interest)
- ❖ Willingness to be involved (Initiative)
- ❖ Ability to remain focused even when distracted or frustrated (Persistence and Attentiveness)
- ❖ Ability to go beyond the concrete to explore and play with ideas (Creativity and Inventiveness)
- ❖ Ability to think about, understand and apply information to new situations (Reflection and Interpretation)

Domain IV:

Cognition and General Knowledge. This domain provides you with information on how children think and what children know about a wide variety of topics including measurement, geography, economics and family.

Domain V:

Language, Communication and Literacy. This domain focuses on a child's growing ability to:

- ❖ Communicate
- ❖ Read
- ❖ Write

WORKING TOGETHER DAY BY DAY

Share What You Know

You each know different kinds of information about the child. Sharing that information will give each of you a more complete picture of a child than either of you could have alone.

You will be surprised at how much information you can share in **brief exchanges** over time. For example: At the beginning or end of the day. In a note or by phone or e-mail.

There will also be times you **plan ahead to sit down together to meet**. A program may set a conference schedule, say at the beginning, middle and end of the year. But a conference can happen at any time. Whenever one of you has something about a child's development that you want to discuss about in-depth, arrange a time to sit down, have a cup of coffee and talk together.

Information to share at the beginning of the year

The beginning of the year is a busy time. Like any big change in life, it can stir up deep feelings for children and adults alike that may include excitement, worry, happiness and sadness.

Sharing information can help you get your child's year off to a safe and good beginning. It will also get your partnership off on the right foot. Here are some key points to share and space for you to add your own ideas:



If you are a parent, it's very helpful if you share your thoughts and information about:	If you are a teacher, share information about you and your program...
- Your hopes and dreams for her in school. What do you hope she experiences and learns? What do you hope to experience and learn?	- Your hopes and goals for what children and families will experience and learn.
- Your home life. Who lives in your home? Do you have pets? How do you and your child spend your weekends?	- A little about yourself. How long have you been teaching? What do you like most about teaching young children? Do you have a child(ren)?
- Your child's health history. Does she have allergies? Take medication?	- Program policies. Opening and closing times. What to do when a child is sick. Permissions for picking a child up, school trips.
- Daily routines. How and when do you feed her? Help her fall asleep?	- Daily routines. How do they work? What do parents need to supply?
- Your child's preferences. What are her favorite foods, toys, games, songs? How does she like to be comforted? Does she have a "lovey" (a stuffed animal or blanket that gives her comfort)?	- A wide variety of ways parents can contribute to their child's experience in school.
- Your child's strengths. Those qualities that make you think, "wow!" such as her sense of humor, persistence, ability to engage with others, response to music	- Learning opportunities the program offers during daily routines, indoor and outdoor play, planned activities.
- Questions or worries you may have. Maybe she doesn't sleep through the night, perhaps she has been having wetting accidents or hitting other children.	- Questions you may have about a child's health, routines or behavior.

Here's some space for you to add your own ideas:

parents	teachers

Information to share day by day

Information you share at the beginning and end of the day, will help you better meet your child's needs –at school and at home. Points to share with each other include:

- ❖ **When did a child last eat and how much?** Knowing if a child is hungry can lead a parent or teacher to offer a snack and/or change mealtime.
- ❖ **How did a child sleep –overnight or during naptime?** Knowing this can lead a parent or teacher to expect possible crankiness and/or to offer quiet time or an early bed or naptime.
- ❖ **Are there changes in a child's life – at home or school?** For example: Is a parent going away on a business trip or deployment? Are Grandparents visiting? Is there a substitute teacher at school? Is there a new class pet? This information allows a parent or teacher to help a child cope with and/or enjoy the change.

Create Connections Between Home and School

To help make the shift between home and child care easier for your child:

- ❖ Use photos. Hang contact-covered family photos on the wall at childcare and photos of teachers and friends from school on the refrigerator at home.
- ❖ Talk with her about people and events in both places.
- ❖ Play the same music and read the same books in both settings.
- ❖ Let your toddler have her "lovey". It may be a stuffed rabbit or fish. Or a favorite blanket or doll. Transitional objects or "loveys" allow a child to carry the feelings of safety and security of home with her as she settles into school or deals with a rough time. If you start to feel it is getting in the way of her participating in activities, talk together and make a plan with her to keep it in a safe place at school.



Sharing Information

What information do you have to share about your child?

When, Where and How will you share that information?



Making Connections

How can you work together to build a bridge between a child's worlds at home and school?

Concerned About a Child's Development or Behavior?

As you observe children, you can compare what you see a child do to the descriptions of typical milestones for children of that age. Over time, this may lead you to ask, "Is there an issue with this child's development in a certain area?" If the answer seems to be "yes", continue observing. Record your observations. This will give you documentation to refer to in your work together or when you raise the concern with a specialist.

(Note: While the Guidelines can alert you to a developmental issue, they are not an assessment or screening tool and should never be used in this way.)



Observe to Extend Your Child's Learning

Young children are always developing and changing. There is always something new to learn about them. Observing gives you information you need to decide how you can work together to support development and extend learning.

What is observing? Observing is watching and listening from the outside to try to understand what your child is experiencing on the inside.

When and where to observe? You can observe children any time, at home, at school, indoors and outdoors, during daily routines, playtime and activities you plan.

If you are together, give each other a nod or tap on the shoulder so you can pay attention to the same behavior. If not, share what you saw and talk about it together.

How to observe?

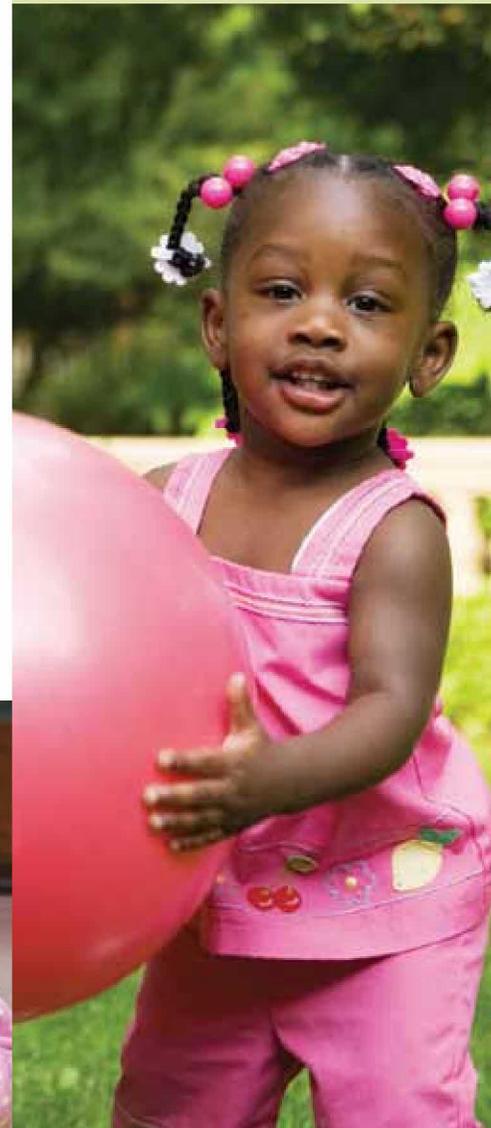
Here are two basic steps to observing:

- ❖ As you watch a child, ask yourself, "What is _____ (child's name) thinking or learning?"
- ❖ Look for clues to the answer in a child's facial expression, gestures, sounds and words and actions.

Use what you observe to extend learning

Extending learning means building on what children know and providing an opportunity to move learning a tiny step forward. There are ideas for how to extend learning in the Guidelines. You will come up with others.

When you observe...	You may extend learning in school or at home when you decide to:
<p>Yasvita (7 months) looks then reaches for toys, objects and her bottle with both hands.</p> <p>(Physical Well-Being, Health and Motor Development: D. Fine Motor)</p>	<p>Have a conversation: Offer her safe, interesting objects to hold and explore. Sit in the rocking chair with her, talking to her quietly as she enjoys holding on to her bottle during her after- nap snack</p>
<p>Julian (16 months) uses a bucket to carry 4 blocks across the room. (Cognition and General Knowledge: D. Problem-Solving)</p>	<p>Help him see himself as a thinker: Say “That was good thinking to carry all those blocks all the way over here in a bucket.”</p>
<p>Kaylee (22 months) smiles as she looks in the mirror, puts on a hat, picks up a pocketbook and looks at you.</p> <p>(Approaches toward Learning: D. Creativity and Inventiveness)</p>	<p>Play pretend: Wave “bye-bye” and say, “You are wearing a hat. Are you going to work? I’ll see you when you come back” when she waves bye, then walks across the room. Show your delight as you greet her when she returns.</p>
<p>Jeremy (31 months) uses the toilet -- when you remind him. (Physical well-being, Health and Motor Development: G. Daily Living Skills: Hygiene)</p>	<p>Solve a problem together: Gently and respectfully remind him that he hasn’t gone to the toilet for awhile. Offer him your hand and suggest you walk to the bathroom together like you did last time.</p>
<p>Souveyna (42 months) estimates size during a walk in the park when she says, “I’m as tall as this bush” (Cognition and General Knowledge: H. Measurement)</p>	<p>Link the new to the familiar: Ask Souveyna to find something in the room that is as tall as she is. Then invite her to draw a picture of herself, then a picture of the object that is the same height.</p>





Respond to Challenging Behaviors in Positive Ways

Young children need adults to help them learn about what is acceptable behavior and what is not. When you set limits in positive, clear and consistent ways, you help your child learn how to control her own behavior and feelings.

It's easier said than done. Your emotions can run high when your child protests, says "no" repeatedly or hits, bites or pushes another child. The Guidelines can help you have realistic expectations of your child's behavior at different ages. This can make it easier to remember that you are on your child's team.

In the chart below, are three examples of challenging behaviors – in a child's voice -- that are part of typical development. You can see where each is found in the Guidelines.

Age Range: Birth to 18 months

When I....	I may be telling you...	Ways you can support my development and learning include ...
Arch my back and protest because I don't want to sit in my highchair (<i>Social and Emotional Development: Social Development L. Self-Concept: Abilities-Preferences</i>)	I don't have the words to tell you that I want to be free to move on my own (to crawl, stand, walk, play). I don't want to be picked up and stuck into that highchair now.	<ul style="list-style-type: none"> - Give me a warning: It's going to be time to go in your highchair in just a few minutes. - Hold me securely so I don't slip out of your arms. - Tell me you understand how I am feeling. Explain that after lunch I can get back down on the floor and play.

Age Range: 18 to 36 months

When I...	I am telling you...	Ways you can support my learning include...
Scream "No!" and throw a toy even though you tell me not to (<i>Social and Emotional Development: Social Development: M. Self-concept</i>)	I am figuring out who I am as a separate person and what I can do. I want to do things my way to a certain point – but I need to you to set some clear limits for me to help me feel safe.	<ul style="list-style-type: none"> - Give me plenty of chances to be independent throughout the day. Invite me to help you set the table for snack. Arrange and label toys on shelves so I can choose what I want to play with. - Ask yourself what I am feeling and thinking. - Give me genuine choices about what to wear, eat and do.

Age Range: 36 to 60 months

When I...	I may be telling you ...	Ways you can support my development and learning include...
<p>Whine, or push another child or grab a toy when I have to wait for my a turn during group activities (<i>Social and Emotional Development: Social Development: N. Self Control: Feelings and Impulses</i>)</p>	<p>I am learning how to play and be with other children. But sometimes I feel so eager or excited that it can be hard for me to wait my turn. I'll need your help.</p>	<p>Let me know I'm doing a good job when you see me waiting for a turn.</p> <p>Assure me that my turn is coming.</p> <p>Figure out a way to make waiting easier for me (e.g., set a timer, sit with me, tell me when I will be next)</p> <p>Step in if you see me getting frustrated with another child or the situation.</p> <p>Have duplicates of favorite toys and equipment and design activities so none of us have to wait too long.</p>



SUPPORT EACH OTHER DAY BY DAY

Show Your Appreciation and Respect for One Another

When you take a few minutes in your busy days to show your appreciation and respect for one another, you strengthen your relationship and model how people work together for your child. It doesn't take much. Here are some examples of small actions that can make a big difference.

- ❖ Say hello and goodbye to each other at the beginning and end of the day.
- ❖ Help each other out. For example, a parent might help pick up toys with their child at the end of the day. A teacher might label drawers, cabinets, and bins so parents can find things they need such as a cup to get their child a drink or their child's favorite toy.
- ❖ Take care of each other. For example, a parent and child might bring in a flower to put on the snack table. A teacher might offer an exhausted parent a cup of tea or gather a child's belongings so a parent doesn't have to go searching at the end of the day.
- ❖ Be on time for each other. Especially teachers at the beginning of the day and parents at the end of the day.

Respond to Challenging Behaviors in Positive Ways

Talk together when your child behaves in challenging ways.

- What does the child do?
- What might the child's behavior be telling you? What is she experiencing? Thinking? Learning?
- What can you say and/or do to let her know you are on her side?
- How can you respond to keep her safe and help the child learn to control her own behavior?



Talk About What to Do When You Disagree – Before You Disagree

If parents of the same child disagree, you can count on the fact that you will have disagreements at times. Whether it is over a missing sock, paint on your child’s dress, toilet learning, setting limits or something else, having a plan in mind can help you work things out. Here are some steps to follow:

- ❖ **Count on the fact that you will disagree at times.** It’s normal when adults who were raised in different families, perhaps in different cultures and at different times, care about and for the same child.
- ❖ **Be aware that your emotions can run high.** Young children have a way of evoking deep feelings –even when you both want the best for them.
- ❖ **Talk together. Try to put what’s wrong into words.** For example: “I tried to explain that I don’t want Lee to eat sweets but when I walked in she was eating a piece of someone’s birthday cake.” Or “In a group setting, it is not healthy to not put a diaper on a toddler.”
- ❖ **Listen and ask questions.** Try to understand the other person’s perspective.
- ❖ **Make a plan.** Agree on steps you will both take and a time to check in with each other about how things are going.
- ❖ **Check in with each other.** Talk about what is working, what isn’t.
- ❖ **Refine your plan as needed** and repeat.

CLOSING THOUGHTS

Working together is a journey. It takes courage, cooperation and commitment to share your knowledge, observations and questions with one another over time. As your relationship grows stronger, you will continue to learn from each other, your observations and the Guidelines. Your child will continue to learn and grow too feeling safe and secure in the presence of people who have her best interests at heart.

The ECAC thanks Amy Laura Dombro for her authorship of this booklet.

New York State Early Learning Alignment Crosswalk

The most effective teachers plan experiences that are meaningful for children. In New York State there are three resources to guide early care and learning professionals in understanding children’s development and crafting meaningful experiences. These documents are based on the same research and are aligned in their vision of how children develop and what children should know and be able to do from birth to age five. They are provided here, side-by-side, to show the synergistic and parallel nature of this vision. Early care and learning professionals can use this crosswalk to understand how all three resources represent the best knowledge of children’s development. Regardless of which early care and learning setting a child attends in New York State, and which of the three resources is used in that setting, this crosswalk demonstrates agreement on what should be expected as children learn and develop.



- ***The New York State Early Learning Guidelines*** describe a developmental progression of typical child development. They are not standards, but are meant to inform teachers and parents about how children typically develop from birth to age five and offer strategies for adults to help support the child’s full development in all domains. The Early Learning Guidelines have the potential of positively impacting the early development of all children under five in New York State (1.25 million children) as of 2012.

Expected Child Outcomes in the Preschool Years

- ***The Prekindergarten Foundation for the Common Core*** was released by the New York State Department of Education, Office of Early Learning in October 2011. This document identifies a set of skills that children in Prekindergarten should know and be able to do by the end of their 4 year old, preschool, experience. Currently, in 2012, there are 99,000 children enrolled in Universal Prekindergarten in New York State.
- ***The Head Start Child Development and Early Learning Framework*** was revised by the Federal Office of Head Start in 2011, and provides a description of the building blocks for children ages 3 to 5 that Head Start researchers determined as most important for a child’s school and long-term success. There are approximately 55,000 children enrolled in Head Start each year in New York State. Head Start program leaders have the responsibility of aligning their curriculum and child assessment tools to these expected outcomes for all 3 to 5 year old children. Most commercial curricula have this alignment available on their websites. Head Start leaders also need to articulate how their chosen curricula align with the New York State Early Learning Guidelines and local school readiness goals.¹ This crosswalk can help programs get started on this analysis.

¹Head Start Act 2007, SEC. 642A. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION. [42 U.S.C. 9837a]

Head Start Child Development and Early Learning Framework	NYS Early Learning Guidelines	NYS Prekindergarten Foundation for the Common Core
<p>Social Relationships: the healthy relationships and interactions with adults and peers.</p>	<p>Interactions with Adults</p> <p>Interactions with Adults: Seek assistance from adults</p> <p>Interactions with Peers</p> <p>Interactions with Peers: Cooperation</p> <p>Interactions with Peers: Negotiation</p> <p>Adaptive Social Behavior</p> <p>Adaptive Social Behavior: Group Activities</p> <p>Adaptive Social Behavior: Diverse settings</p> <p>Adaptive Social Behavior: Empathy</p> <p>Appreciating Diversity</p>	<p>Relationships with Others: Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <ol style="list-style-type: none"> Interacts with significant adults. Seeks guidance from primary caregivers, teachers and other familiar adults. Transitions into unfamiliar settings with the assistance of familiar adults. <p>Develops positive relationships with their peers.</p> <ol style="list-style-type: none"> Approaches children already engaged in play. Interacts with other children (e.g., in play, conversations, etc.). Shares materials and toys with other children. Sustains interactions by cooperating, helping, and suggesting new ideas for play. Develops close friendship with one or more peers. Offers support to another child or shows concern when a peer seems distressed. <p>Demonstrates pro-social problem solving skills in social interactions.</p> <ol style="list-style-type: none"> Seeks input from others about a problem. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve). Uses and accepts compromise, with assistance. <p>Adaptability: Adapts to change.</p> <ol style="list-style-type: none"> Easily separates himself/herself from parent or caregiver. Transitions with minimal support between routine activities and new/unexpected occurrences. Adjusts behavior as appropriate for different settings and /or events. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity). <p>Accountability: Understands and follows routines and rules.</p> <ol style="list-style-type: none"> Displays an understanding of the purpose of rules. Engages easily in routine activities (e.g., story time, snack time, circle time). Uses materials purposefully, safely and respectfully as set by group rules. With assistance, understands that breaking rules have a consequence. Applies rules in new, but similar situations. Demonstrates the ability to create new rules for different situations.

Dividing a child’s learning and development into separate domains is somewhat artificial, because children develop holistically, it nevertheless helps early care and education professionals understand how children are learning and developing in all areas, or domains. The three resources share a basic understanding of the five general domains, essentially they are as follows:

1. **Physical Well-Being, Health, and Motor Development** – the overall physical condition of the child and how the child moves his/ her body.
2. **Social and Emotional Development** – the ability to express and regulate feelings and to develop relationships with others.
3. **Approaches to Learning** –the innate qualities that manifest in observable behaviors that indicate ways children become engaged in social interactions and learning experiences, and how those affect learning and the acquisition of knowledge.
4. **Cognition and General Knowledge** – the ability to acquire knowledge by thinking about, understanding, and interacting with the world.
5. **Language, Communication and Literacy** – the ability to convey feeling or thought by speaking, gesturing, or writing so that it is clearly understood by others; and also to interpret what others are communicating orally, with gestures, or in writing. English Language Development is the development of receptive and expressive English language skills for children who speak a language other than English at home.

Head Start Child Development and Early Learning Framework (3 to 5 Years)	New York State Early Learning Guidelines (Birth to 5 Years)	New York State Education Department Prekindergarten Foundation for the Common Core (4 Year Olds)
Physical Development & Health	Physical Well-Being, Health, and Motor Development	Physical Development and Health
Social & Emotional Development	Social and Emotional Development	Social and Emotional Development
Approaches to Learning	Approaches to Learning	Approaches to Learning
Mathematics Knowledge & Skills, Science Knowledge & Skills, Logic & Reasoning, Creative Arts Expression, Social Studies Knowledge & Skills	Cognition and General Knowledge	Cognition and Knowledge of the World: Mathematics Science Social Studies The Arts Technology
Language Development, Literacy Knowledge and Skills, English Language Development	Language, Communication, and Literacy	Communication, Language, and Literacy Approaches to Communication English Language Arts and Literacy
	<i>English Language Learning is embedded throughout all domains</i>	

Head Start Child Development and Early Learning Framework	NYS Early Learning Guidelines	NYS Prekindergarten Foundation for the Common Core
<p>Initiative & Curiosity: an interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p>Cooperation: an interest and engagement in group experiences.</p>	<p>Curiosity and Interest: including the child’s interest in and desire to learn new information</p> <p>Initiative: includes the child’s willingness to take on tasks, volunteer to participate during learning opportunities and willingness to take reasonable risks while exploring and learning new information</p>	<p>Foundational Skills</p> <p>Engagement: Actively and confidently engages in play as a means of exploration and learning.</p> <ol style="list-style-type: none"> a) Interacts with a variety of materials through play. b) Participates in multiple play activities with same material. c) Engages in pretend and imaginative play – testing theories, acting out imagination. d) Self-selects play activity and demonstrates spontaneity. e) Uses “trial and error” method to figure out a task, problem, etc. f) Demonstrates awareness of connections between prior and new knowledge. <p>Actively engages in problem solving.</p> <ol style="list-style-type: none"> a) Identifies a problem and tries to solve it independently. b) Attempts multiple ways to solve a problem. c) Communicates more than one solution to a problem. d) Engages with peers and adults to solve problems. <p>Creativity and Imagination: Approach tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities</p> <ol style="list-style-type: none"> a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects. b) Identifies additional materials to complete a task. c) Experiments and seeks additional clarity to further his/her knowledge. d) Seeks additional clarity to further his/her knowledge. e) Seeks out connections, relations and assistance from peers and adults to complete a task. f) Communicates more than one solution to a problem. <p>Curiosity and Initiative: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</p> <ol style="list-style-type: none"> a) Asks questions using who, what, how, why, when, where, what if. b) Expresses an interest in learning about and discussing a growing range of ideas. c) Actively explores how things in the world work. d) Investigates areas of interest. e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts). f) Seeks out activities and materials that support his/her curiosity. g) Willingly engages in new experiences and activities.

Head Start Child Development and Early Learning Framework	NYS Early Learning Guidelines	NYS Prekindergarten Foundation for the Common Core
<p>Number Concepts & Quantities: the understanding that numbers represent quantities and have ordinal properties.</p> <p>Number Relationships & Operations: the use of numbers to describe relationships and solve problems.</p> <p>Patterns: the recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p>Geometry & Spatial Sense: the understanding of shapes, their properties, and how objects are related to one another.</p> <p>Measurement & Comparison: the understanding of attributes and relative properties of objects as related to size, capacity, and area.</p>	<p>Number and Sense Operations: Children demonstrate knowledge of numbers and counting</p> <p>Properties of Ordering: Children identify and label shapes</p> <p>Properties of Ordering: Children sort, classify and organize objects</p> <p>Measurement: Children demonstrate knowledge of size, volume, height, weight & length</p>	<p>Counting and Cardinality Know Number Names and the Count Sequence.</p> <ol style="list-style-type: none"> 1. Count to 20. 2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). <p>Count to Tell the Number of Objects</p> <ol style="list-style-type: none"> 3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality. <ol style="list-style-type: none"> a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c) Understand that each successive number name refers to a quantity that is one larger. 4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. <p>Compare Numbers</p> <ol style="list-style-type: none"> 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects). 6. Identify “first” and “last” related to order or position. <p>Operations and Algebraic Thinking Understand addition as adding to, and understand subtraction as taking from.</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). <p>Understand simple patterns.</p> <ol style="list-style-type: none"> 2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. <p>Geometry Identify and describe shapes (squares, circles, triangles, rectangles).</p> <ol style="list-style-type: none"> 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under and next to. 2. Correctly name shapes regardless of size. <p>Analyze, compare and sort objects:</p> <ol style="list-style-type: none"> 1. Analyze, compare, and sort two- and three- dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (i.e., color, size, and shape). 2. Create and build shapes from components (e.g., sticks and clay balls). <p>Measurement and Data Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> 1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light). <p>Sort objects and count the number of objects in each category.</p> <ol style="list-style-type: none"> 2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).

Progression of Health-Related Standards

Elements of High Quality Program Standards	Child Care Regulations (1 Star):	Child Care Regulations Citation	QUALITYstarsNY (2-5 Stars):
Health & Safety Section A	<ul style="list-style-type: none"> • Safety/injury prevention A.1 • Supervision ratios A.2 • Staff CPR/First Aid certification A.3 • Health Plans and use of Health Care Consultants A.4 • Medication administration A.5 	<p>18 NYCRR 417.5 18 NYCRR 416.5 18 NYCRR 418-1.5 18 NYCRR 418-2.5</p> <p>18 NYCRR 416.8 18 NYCRR 418-1.8</p> <p>Social Services Law 390-a(5) (a) & (c)</p> <p>18 NYCRR 417.11(a) 18 NYCRR 416.11 (a) 18 NYCRR 418-1.11(a) 18 NYCRR 418-2.11(a)</p> <p>18 NYCRR 417.11(j) 18 NYCRR 416.11 (j) 18 NYCRR 418-1.11(j) 18 NYCRR 418-2.11(i) Policy 06-3</p>	<p>Classroom Environment (Environmental Rating Scale)</p> <ul style="list-style-type: none"> • Toileting/Diapering • Health Practices • Safety Practices
Health and behavioral screening and follow-up/ linking children to health	<ul style="list-style-type: none"> • Proof of immunizations and up to date health care 	<p>18 NYCRR 417.11 (e) 18 NYCRR 416.11 (e) 18 NYCRR 418-1.11 (e) 18 NYCRR 418-2.11(d)</p>	<p>Child Observation and Assessment – Developmental Screening:</p> <ul style="list-style-type: none"> • Policy • Tools • Documentation • Staff training

Progression of Health-Related Standards

Elements of High Quality Program Standards	Child Care Regulations (1 Star):	Child Care Regulations Citation	QUALITYstarsNY (2-5 Stars):
insurance and medical home Section B			<ul style="list-style-type: none"> • Sharing results with families • Using results to inform individual and program-level practice. <p>Communication:</p> <ul style="list-style-type: none"> • Information for families on child development, health insurance
Promoting physical health and development (physical activity, nutrition, healthy eating habits) Section C	<ul style="list-style-type: none"> • Environment that promotes activity C.1 • Daily supervised outdoor play C.2 • Nutritious snacks and meals C.3 • Support for breastfeeding C.4 	<p>18 NYCRR 417.7 (a) 18 NYCRR 416.7 (a) 18 NYCRR 418-1.7 (a) & (c) 18 NYCRR 418-2.7(a)</p> <p>18 NYCRR 417.7 (f) 18 NYCRR 416.7 (f) 18 NYCRR 418-1.7 (g) 18 NYCRR 418-2.7(f)</p> <p>18 NYCRR 417.12(a) 18 NYCRR 416.12(a) 18 NYCRR 418-1.12(a) 18 NYCRR 418-2.12(a)</p> <p>18 NYCRR 417.12 (l) 18 NYCRR 416.12 (l)</p>	<p>Classroom Environment (Environmental Rating Scale)</p> <ul style="list-style-type: none"> • Meals/snacks • TV/Video/Computer Use <p>Physical Well-Being and Health</p> <ul style="list-style-type: none"> • Daily physical activity for infants • Daily physical activity for toddler/preschoolers • Limits on screen time • Meals and snacks meet CACFP meal patterns • Adoption of formal obesity prevention program • Staff training on obesity prevention program implementation <p>Family Involvement & Support</p> <ul style="list-style-type: none"> • Supports breastfeeding

Progression of Health-Related Standards

Elements of High Quality Program Standards	Child Care Regulations (1 Star):	Child Care Regulations Citation	QUALITYstarsNY (2-5 Stars):
		18 NYCRR 418-1.12 (m) 18 NYCRR 418-2.12(l)	
Oral Health Section D	<ul style="list-style-type: none"> • Toothbrushing in overnight care 	18 NYCRR 417.11 (l) 18 NYCRR 416.11 (l) 18 NYCRR 418-1.7(c) 18 NYCRR 418-2.7(a)	Classroom Environment (Environmental Rating Scale) <ul style="list-style-type: none"> • Health practices (toothbrushing)
Social and Emotional Development Section E	<ul style="list-style-type: none"> • Discipline practices 	18 NYCRR 417.9 18 NYCRR 416.9 18 NYCRR 418-1.9 18 NYCRR 418-2.9	Classroom Environment (Environmental Rating Scale) <ul style="list-style-type: none"> • TV/Video/Computer Use • Staff-Child Interaction • Discipline Child Observation and Assessment <ul style="list-style-type: none"> • Collect information at enrollment on social emotional concerns and any special needs Curriculum Planning and Implementation <ul style="list-style-type: none"> • Use written curriculum framework that is developmentally appropriate and address the key domains of development Transitions <ul style="list-style-type: none"> • Continuity of teacher-child relationships

Progression of Health-Related Standards

Elements of High Quality Program Standards	Child Care Regulations (1 Star):	Child Care Regulations Citation	QUALITYstarsNY (2-5 Stars):
<p>Inclusion of Children with Special Health Care Needs and Disabilities</p> <p>Section F</p>	<ul style="list-style-type: none"> • Prohibit exclusion of children with disability or developmental delay F.1 • Health Plans/ Use of Health Care Consultants F.2 • Medication administration F.3 	<p>18 NYCRR 417.15(a)(8) 18 NYCRR 416.15(a)(8) 18 NYCRR 418-1.15(a)(6) 18 NYCRR 418-2.15(a)(8)</p> <p>18 NYCRR 417.11(a) 18 NYCRR 416.11 (a) 18 NYCRR 418-1.11(a) 18 NYCRR 418-2.11(a)</p> <p>18 NYCRR 417.11(j) 18 NYCRR 416.11 (j) 18 NYCRR 418-1.11(j) 18 NYCRR 418-2.11(i) Policy 06-3</p>	<p>Classroom Environment (Environmental Rating Scale)</p> <ul style="list-style-type: none"> • Provisions for Children with Disabilities <p>Curriculum Planning and Implementation</p> <ul style="list-style-type: none"> • modifications to enable inclusion of children with IEP/IFSP
<p>Involve families as partners/ build parents' capacity to raise healthy children</p> <p>Section G</p>	<ul style="list-style-type: none"> • Adequate notice to parents when changing meal policy • May accommodate food preferences of the family 	<p>18 NYCRR 417.12(a)(2) 18 NYCRR 416.12(a)(2) 18 NYCRR 418-1.12(a)(2) 18 NYCRR 418-2.12(a)(2)</p> <p>18 NYCRR 417.12(b) 18 NYCRR 416.12(b) 18 NYCRR 418-1.12(c) 18 NYCRR 418-2.12(b)</p>	<p>Classroom Environment (Environmental Rating Scale)</p> <ul style="list-style-type: none"> • Cooperate with parents to establish good food habits • Follow family dietary restrictions • Parent involvement in sharing information, setting goals and giving feedback about how program is working for children with disabilities <p>Child Observation and Assessment</p> <ul style="list-style-type: none"> • Observation and assessment policy includes

Progression of Health-Related Standards

Elements of High Quality Program Standards	Child Care Regulations (1 Star):	Child Care Regulations Citation	QUALITYstarsNY (2-5 Stars):
			sharing results with families Communication <ul style="list-style-type: none"> • Provide families with information such as child development, oral health, child health insurance Family Involvement & Support <ul style="list-style-type: none"> • Supports breastfeeding • Workshops and training for families on educational topics
Support health literacy of parents Section H	<ul style="list-style-type: none"> • Not addressed in regulations 	The spirit of “best practice” is throughout the regulations and regulators are charged with being a resource to providers, so that they in turn might be a resource to provide parents with information in the community that may relate to any specific family/child need, i.e. information to and about the local Department of Social Services, State Education, American Academy of Pediatrics, Poison Control, etc.	Classroom Environment (Environmental Rating Scale) <ul style="list-style-type: none"> • Post menus for parents • Cooperate with parents to establish good food habits • Health information from recognized organizations is available to parents Communication <ul style="list-style-type: none"> • Provide families with information such as child development, oral health, child health insurance

National Evidence-Based Data The following is a sample of national studies available that provide evidence that child care health consultation is effective in creating positive health and safety change in child care environments:

Taken from: *Child Care Health Consultation: Evidence Based Effectiveness* compiled by the Washington State Child Care Health Program

EVALUATION	FINDINGS
<i>(Longitudinal Data)</i> "Evaluation of the Child Care Health Consultation Demonstration Program: Phase IV Final Report", Prepared for Oregon Department of Human Services Office of Family Health, Portland, Oregon, prepared by Pacific Research and Evaluation, LLC, November 2007.	Oregon Child Care Health Consultants provide on-site consultations and assessments over a period of four resulting in longitudinal data. Child care records and policies were reviewed and assistance was provided. Documented health and safety improvements ranged from 2% - 60% in the areas of health exclusions, hand washing, emergency plans, and guidance and behavior.
Cole, PS. 2008, "Child Care Health Consultation Improves Health and Safety Practices and Environments in Early Education Settings", Indiana Institute on Disability and Community.	27% ↑ of infant feeding safety practices 24% ↓ in infants with soft bedding 28% ↑ in safe chemical storage 40% ↑ in proper medication documentation 41% ↑ in care plans for children with special needs 38% ↑ in sanitizing food prep areas
Moon R and Oden R. "Back to Sleep: Can We Influence Child Care Providers." PEDIATRICS, 2005, 112(4): 878-882.	30% ↑ in back-to-sleep SIDS prevention practices
Carabin et al. 1999."Effectiveness of a Training Program in Reducing Infections in Toddlers Attending Day Care Centers". Epidemiology 10:3 219-227.	25% ↓ in upper respiratory tract infections 37% ↓ in diarrheal illnesses
Roberts, Smith, Jorm, Patel, Douglas, and McGilchrist, "Effect of Infection Control Measures on the Frequency of Upper Respiratory Infection in Child Care: A Randomized, Controlled Study", PEDIATRICS Vol. 105 No. 4 April 2000, pp. 738-742.	17% ↓ in respiratory infections
Roberts, Smith, Jorm, Patel, Douglas, and McGilchrist, "Effect of Infection Control Measures on the Frequency of Diarrheal Episodes in Child Care: A Randomized, Controlled Study", PEDIATRICS Vol. 105 No. 4 April 2000, pp. 743-746.	66% ↓ in diarrheal episodes
Alkon and Bernzweig 2008, "Child Care Health Linkages Project Evaluation Summary" & "Child Care Health Consultation Programs in California: Models, Services, and Facilitators", Public Health Nursing 25:2, 126-139.	15% ↑ in infants and toddlers with up-to-date immunizations 6.4% ↑ in preschool aged children with up-to-date immunizations

Public Health Practice Stories from the Field



Coordinated Efforts Reversing the Trend of Childhood Obesity in New York State

In 2003, obesity increased to a high of 16.7% from 13.9% in 1989 among New York State's low-income children aged 2–5 years participating in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). Total obesity-related healthcare costs in New York State (NYS) exceed an estimated \$11.8 billion each year.

Beginning in the mid-1990s, NYS responded to rising childhood obesity rates by making several key changes to improve large-scale nutrition programs serving low-income children:

- Using science-based obesity prevention programs in childcare centers, including
 - **Eat Well Play Hard**—a nutrition and physical activity curriculum aimed at young children, parents, and childcare providers
 - **Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)**—a program that helps childcare providers assess and plan improvements in their nutrition and physical activity practices and policies
- Requiring healthier food and beverage offerings in nutrition programs for low-income families, such as the Child and Adult Care Food Program and the WIC food package
- Fostering state-level partnerships to establish standards in childcare settings for
 - Healthier food and beverages
 - Increased physical activity
 - Decreased screen time
- Promoting breastfeeding in WIC programs

\$11.8 billion

Annual obesity-related healthcare costs in New York State

15%

Decrease in 2003-2011 in the percentage of WIC children aged 2–5 years who were obese

500,000

Women, infants, and children reached by local WIC strategies to increase physical activity and improve nutrition

10%

Increase in percentage of new WIC mothers who began breastfeeding after systems and policy changes implemented

The information in Public Health Practice Stories from the Field was provided by organizations external to CDC. Provision of this information by CDC is for informational purposes only and does not constitute an endorsement or recommendation by the US government or CDC.



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Accomplishments

As a result of these NYS initiatives, obesity among low-income WIC children aged 2–5 years declined by 15%, from 16.7% in 2003 to 14.2% in 2011. In addition:

- Children who participated in Eat Well Play Hard were more likely to
 - Eat vegetables daily and drink 1% or fat-free milk
 - Choose vegetables for snacks and be offered vegetables by their parents
- NAP SACC was used in 254 childcare facilities, reaching 2,250 staff and 11,430 children. Childcare providers who completed the intervention improved nutrition and physical activity practices. Those with written policies sustained their improvements 2–3 years after participating in NAP SACC.
- NYS became the first state to revamp WIC food packages to reflect the latest science on healthy diets and obesity.
- Ninety-four WIC agencies reached 500,000 women, infants, and children through Fit WIC, a low-cost physical activity intervention. Participating staff reported healthy lifestyle changes, increased job satisfaction, and greater comfort in discussing physical activity with participants. Participating parents said their children watched less TV and played outside more.
- NYS convened a state-level partnership to help childcare providers adopt obesity prevention best practices. As a result, new nutrition and physical activity standards were added to the state's childcare quality rating improvement system and regulations for the state's 14,500 childcare providers, including
 - Mandatory serving of low-fat milk, water, or 100% juice, unless the parent supplies alternatives
 - Mandatory opportunities for physical activity every day
 - Limited screen time
- To help more WIC participants start and continue breastfeeding, the WIC program trained WIC educators as certified lactation counselors, started peer counselor programs in each local WIC agency, conducted social marketing campaigns, and worked with healthcare providers to promote breastfeeding benefits. Breastfeeding initiation rates among WIC mothers increased from 72% in 2008 to 79% in 2012.

Lessons Learned

- Isolated initiatives are not sufficient to improve and sustain obesity prevention practice. State agencies can establish statewide obesity prevention practices and standards and monitor performance over time.
- Nutrition, physical activity, screen time, and breastfeeding interventions can help improve practices in early childcare and education centers.
- Formal partnerships should focus on broad, commonly held goals rather than specific programmatic interests. This was essential to engaging key stakeholders, including state agencies and organizations.

For more stories, visit

www.cdc.gov/stltpublichealth/phpracticestories

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Developmental Screening in Early Childhood

Focus Clinical Study Proposal

Background

The Children's Health Insurance Program Reauthorization Act (CHIPRA) of 2009 (Pub.L. 111-3) included broad mandates to strengthen the quality of care and health outcomes of children in Medicaid and CHIP. Section 401 of CHIPRA called for the Secretary of the U.S. Department of Health and Human Services (HHS) to identify and publish an initial core set of children's health care quality measures for voluntary use by State programs administered under titles XIX and XXI, health insurance issuers, managed care entities, and providers of items and services under Medicaid and CHIP. The legislation required the HHS Secretary to identify measures applicable to the duration of enrollment and health care coverage, preventive and health promotion services, and the treatment and management of acute and chronic conditions in children. The legislation also called for measures that could be used to assess families' experiences with health care, the availability of services, and care in the most integrated health settings. Ultimately, the core measure set will provide an estimate of the overall national quality of health care for children; facilitate comparative analyses across various dimensions of pediatric health care quality; and help identify racial, ethnic, and socioeconomic disparities. States are required to begin mandatory reporting of statewide results starting in 2014.

One measure included in the core set is Developmental Screening in the First Three Years of Life. This measure examines the percentage of children screened for risk of developmental, behavioral, and social delays using a standardized screening tool in the 12 months preceding their first, second, or third birthday. This measure is not currently collected as part of the New York State Quality Assurance Reporting Requirements (QARR). Although this measure can be calculated using the administrative method, the code used to identify the numerator, CPT code 96110, has been shown to have questionable validity. Therefore, the measure steward recommends that states conduct a validity assessment of claims data as compared to medical chart review, in order to verify that the use of the CPT code 96110: Developmental Screening, limited, reflects developmental screening using a standardized screening tool.

The American Academy of Pediatrics (AAP) distinguishes between developmental surveillance and developmental screening. Developmental surveillance is defined as the process of recognizing children who may be at risk for developmental delay, and developmental screening is the use of standardized tools to aid in the identification of children at risk. Developmental surveillance consists of an evaluation of parental concerns, developmental history, provider observations, and the identification of risk factors for developmental delay. (Pediatrics, AAP "Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening. July 2006). Developmental screening consists of the administration of a standardized developmental screening tool, and this

screening should be conducted routinely for all children at 9 months, 18 months and 30 months of age, and whenever surveillance yields concerns about delayed or disordered development. The CHIPRA Developmental Screening measure requires that developmental screening tools are valid and reliable and meet thresholds of sensitivity and specificity. In addition, tools must address motor, cognitive, language and social-emotional domains. Currently recommended tools meeting these criteria are listed in the measure specifications. If screening results are concerning, children should be referred for developmental and medical evaluations. If screening results are normal, but screening was conducted due to concerns identified during developmental surveillance, an early return visit for continued surveillance should be scheduled.

Aim

The rate of developmental screening among children enrolled in Medicaid or Child Health Plus in New York State is currently unknown. In order to determine the quality of care being provided, and to prepare for the reporting of New York State quality of care in early childhood developmental screening, we are proposing to conduct a focused clinical study. The results will also be used to inform quality improvement initiatives, and provide feedback to CMS on issues relating to the measure construction and collection of information.

Objectives of the study include:

1. Establish baseline performance for recommended developmental screening.
2. Identify possible issues in reporting the measure using existing specifications.
3. Test administrative specifications for the CHIPRA developmental screening measure.
4. Describe development surveillance/screening of children enrolled in Medicaid/CHIP.
5. Describe follow-up of identified developmental concerns among children enrolled in Medicaid/CHIP.

Methodology

The eligible population for this measure includes children enrolled in Child Health Plus or Medicaid managed care who turn 1, 2, or 3 years of age between January 1 and December 31, 2012, were continuously enrolled for 12 months prior to their birthday with no more than a one month gap of enrollment, and had at least one well-child visit during the course of the year per the HEDIS® 2013 Well Child measure specifications.

Two cohorts of children will be selected from the eligible population, which will be identified through the Medicaid and Child Health Plus encounter data in the Office of Health Insurance Programs (OHIP) data mart. For one cohort, a random sample of 411 members stratified by age group will be generated. This cohort will be used to identify the rate of recommended developmental screening among children enrolled in Medicaid/CHIP. A second cohort will

consist of a random sample stratified by age group of 411 eligible children for whom an administrative claim for Developmental Screening, CPT code 96110, has been submitted. This cohort will be used to evaluate the accuracy of the administrative developmental screening code, i.e., whether medical record documentation confirms that the screening was conducted as the claim would indicate.

For the sample of members (both cohorts), IPRO will prepare a medical record request to be sent to each health plan with the sample file and instructions. Each Medicaid Managed Care and Child Health Plus health plan will be requested to provide medical records for each member selected for the sample. Records will be requested for all primary care visits in the year preceding the child's anchor birthdate (calendar years (CY) 2011 and 2012). For children in the cohort identified to evaluate the rate of screening, all medical record documentation for the year prior to the child's 2012 birthdate will be reviewed. For children in the cohort identified to validate the developmental screening code, only the visit associated with the date of service for the developmental screening code will be reviewed.

IPRO in collaboration with NYSDOH will develop a record abstraction tool and accompanying instructions to extract the desired data elements found in the medical record. Study variables and their corresponding values to be abstracted from the medical record review are listed in the table below. All records will be abstracted by IPRO nurse reviewers using an electronic tool that includes all study indicators.

Disposition of Records

This section of the report will detail record sample sizes, retrieval information and any noted exclusions. This information will be provided in aggregate, by age category, and by payer.

Analysis plan

Each of the analyses will be conducted in aggregate and by age cohort. Analyses will also be stratified by payer (Medicaid and Child Health Plus) where sample size is adequate.

Demographics

This section consists of analyses of the member's age, race/ethnicity, gender, area of residence (New York City vs. Rest of State), and payer obtained from the OHIP datamart. Members for whom the records were excluded or for whom records were not received will also be reviewed for each of these demographic characteristics to identify trends in data completeness.

Developmental Screening

This indicator is to determine whether the child was screened for risk of developmental, behavioral, and social delays using a standardized screening tool in the 12 months preceding their first, second, or third birthday. Analyses will be conducted to determine whether each child

met the criteria of developmental screening and results will be stratified by age and in aggregate. Additional demographic characteristics for those screened and not screened will be conducted.

Developmental Surveillance

Descriptive statistics will be presented for children's receipt of developmental surveillance during primary care visits and components of surveillance.

Follow-up of identified risk

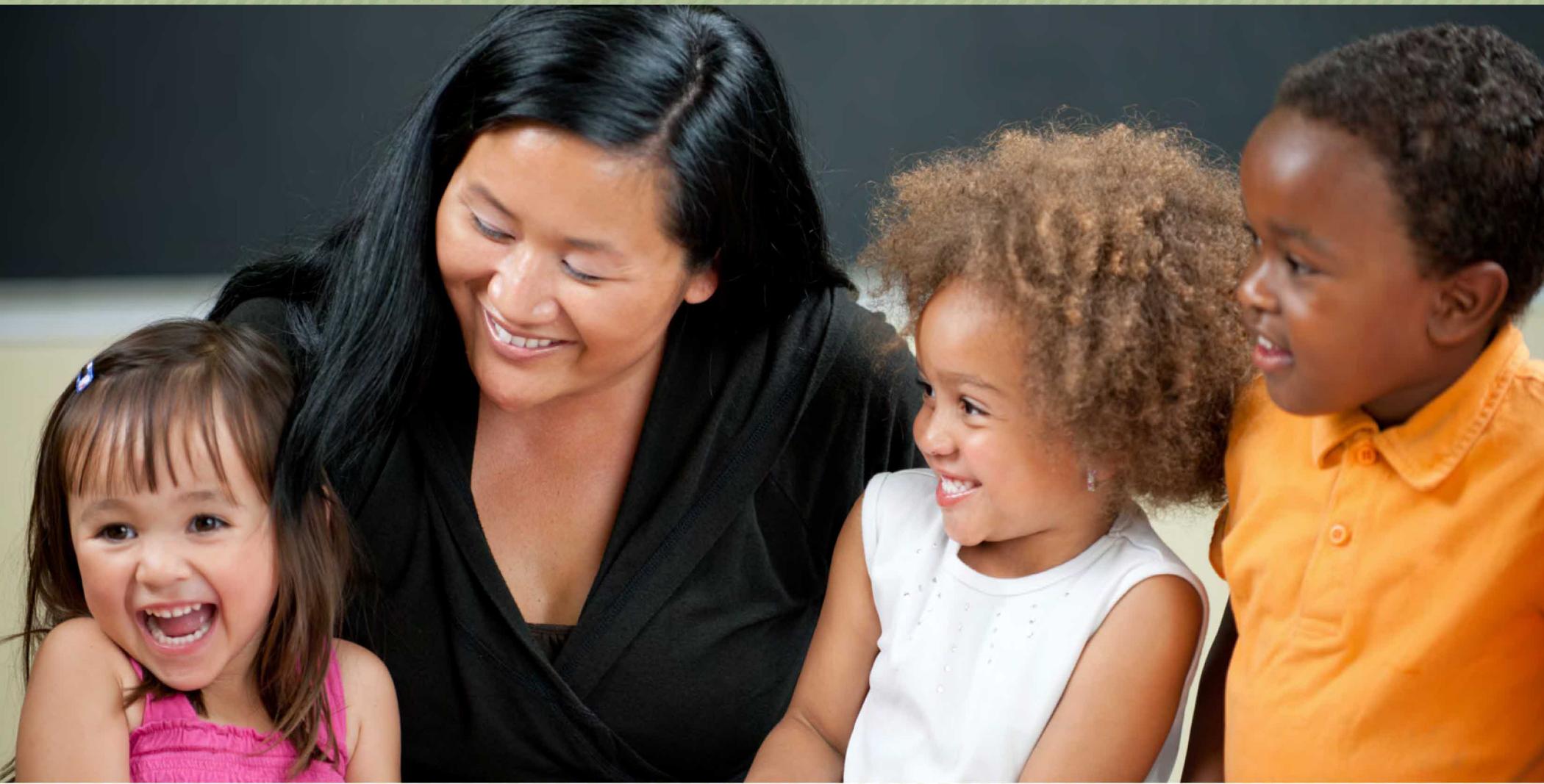
For those children with surveillance or screening-identified concerns, descriptive statistics will be presented regarding follow-up screening or testing, referrals and follow-up visits.

Administrative Data Validation

In addition to the above results, medical record data will also be compared to the administrative specifications for this measure. CPT code 96110 is indicated as appropriate for developmental testing, with interpretation and report.

Core Body of Knowledge

New York State's Core Competencies for Early Childhood Educators



This edition of the Core Body of Knowledge was sponsored by the New York State Office of Children and Family Services, funded by the federal Child Care and Development Fund and was developed by the NYC Early Childhood Professional Development Institute.

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INTRODUCTION

The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators was written for professionals who work directly with young children (lead teachers, aides, paraprofessionals, itinerant teachers, classroom volunteers when applicable, family child care providers); directors and program administrators; those involved with training organizations; teacher education programs (college professors, field supervisors); those involved with policy and advocacy initiatives (local and state agencies, policymakers, early childhood advocates); those involved with professional development systems, and any others working to elevate this field and improve the quality of early childhood education. It outlines recommended practices for professionals who work with young children. These practices offer a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field. The overarching goals and purposes of the *Core Body of Knowledge* are:

- To inform the daily practice of professionals who work directly with young children, and to promote self-reflection and intentional professional development planning;
- To guide program administrators and directors in assessing staff performance, identifying areas for professional development, and creating/ reviewing job descriptions;
- To aid training organizations in evaluating and developing professional development opportunities;
- To assist teacher education programs in assessing, coordinating, and designing course content that will fulfill competency needs and facilitate transfer and articulation agreements;
- To support local and state agencies in their quest to develop policy, initiatives, and funding decisions that improve the competency of early childhood professionals;
- To support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

The *Core Body of Knowledge* is organized in seven **core competency areas**: 1. Child Growth and Development; 2. Family and Community Relationships; 3. Observation and Assessment; 4. Environment and Curriculum; 5. Health, Safety, and Nutrition; 6. Professionalism and Leadership; and 7. Administration and Management. Within each competency area are **core competencies**. Examples of related behaviors and skills help to describe and clarify each core competency.

Peeling back the layers of each core competency would reveal a complex synthesis of factual and conceptual knowledge, dispositions (attitudes, values, beliefs, perspectives), as well as the ability to implement specific strategies and approaches. In order to effectively encourage children’s social and emotional development for example, a professional must possess an understanding of theories of social and emotional development, exhibit particular dispositions like empathy and caring, and be able to implement specific strategies and practices (i.e., those associated with helping children cope with separation). Because of this complexity, the competencies are not organized in terms of level, as was the case in previous editions. Instead, readers are encouraged to consider the competencies as recommended practices, assess their level of competency, and consider how they might build and/or enrich skill and ability toward greater mastery. Early childhood educators advance along a continuum of practice over time, demonstrating these competencies with greater sophistication as they acquire more knowledge and experience, and develop necessary dispositions.

Directors and program administrators are encouraged to reflect on the competencies and consider how policies and practices within their program are aligned with the *Core Body of Knowledge*. The competencies will also help program leaders avoid a “one-size-fits-all approach” to professional development. Factors such as career stage, personal history, and educational background influence staff members’ performance as well as desired career trajectory. Each staff member needs developmentally appropriate and individualized learning. Directors and administrators will want to use the Core Competency Assessment Tool and Professional Development Planning Tool in the back of this book, as a basis for supervisory discussions, performance appraisals, and staff development planning that is responsive to the needs of individual learners.

Higher education faculty will want to use the *Core Body of Knowledge* to inform coursework, including fieldwork and evaluation of student competence. Courses that have already been developed should be aligned to the Core Competency Areas. Early Childhood Education departments might consider the full landscape of their course offerings and identify which areas of the *Core Body of Knowledge* are not addressed. Such a survey might provide useful for future course development. As an assignment, early childhood education students might put together a portfolio that demonstrates their understanding of essential competencies. Further, faculty advisors are encouraged to use the core competencies to guide their observations and discussions with student teachers, using the Professional Development Planning Tool to set achievable, measurable goals with the teachers they support.

Providers of professional development will use the *Core Body of Knowledge* to reflect on their knowledge and skills and to plan for their own professional development as they integrate the competencies into their training outlines and actual presentations. It is essential that professional development providers including coaches, consultants, and mentors use the *Core Body of Knowledge* to assess learning needs and as the foundation for curriculum development and/or individualized work with early childhood professionals.

Professionals who work directly with young children have a variety of ways to use the *Core Body of Knowledge*. Some will use the document as a self-assessment and chart their own career development based on their strengths, interests, and areas of opportunity. Others might choose to consider just one area or competency at a time, with or without the Core Competency Assessment Tool, and reflect on their own knowledge and skills. They can identify areas of strength, as well as what they would like to learn more about, practice, and improve. The content of the *Core Body of Knowledge* might prompt some to form informal study or discussion groups. And all early childhood professionals are encouraged to use the Core Competency Assessment Tool and Professional Development Planning Tool in conjunction with a performance appraisal with their supervisor or in consultation with a mentor, faculty advisor, or coach.

The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation criteria and the DEC Recommended Practices provided the foundation for these competencies.

1 CHILD GROWTH AND DEVELOPMENT



Solid knowledge of how children grow and develop is the cornerstone of quality early childhood practice. It lays the foundation for designing environments and curriculum, for observing and assessing, and for integrating diverse learners. Professionals working with young children must understand what to expect regarding children's range of abilities so as to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children.

In addition to being knowledgeable about the theories that identify general sequences of human development, early care and education professionals must understand the unique value of each individual child as well as the impact of culture and the expectations of families. It is the complexity of these components and how they interact that makes the work of early childhood professionals such a complex and worthy endeavor.

1 CHILD GROWTH AND DEVELOPMENT

CORE COMPETENCIES

The professional working with young children:

- 1.1 Applies the cycle of assessment, planning, implementation, and evaluation to support children's healthy development.
- 1.2 Encourages children's social and emotional development.
- 1.3 Helps children achieve self-regulation and acquire coping skills.
- 1.4 Supports children's gross, fine, and graphomotor development.
- 1.5 Supports children's cognitive development.
- 1.6 Supports children's language and literacy development.
- 1.7 Encourages and supports English Language Learners.
- 1.8 Facilitates children's play to encourage motor, cognitive, language, social, and emotional development.
- 1.9 Supports children with special needs and their families.

1.1 Applies the cycle of assessment, planning, implementation, and evaluation to support children's healthy development

BEHAVIORS AND SKILLS

- a Uses observation and assessment to understand children's strengths and interests and the skills they are working to master
- b Collaborates with families and related professionals to create goals for individual children and for groups of children
- c Plans before implementing activities and interventions
- d Implements opportunities for children to learn and practice skills
- e Evaluates how well the experiences they plan meet children's needs and interests
- f Uses checklists and other assessment tools to track children's development
- g Gathers and labels documentation related to development
- h Engages in communication with families about their child's development
- i When appropriate, identifies children who may benefit from further professional support
- j When necessary, acquires the professional support they need to help children be successful
- k Implements and evaluates the effectiveness of interventions, modifications and accommodations to help children meet developmental and learning goals
- l When appropriate, contributes to writing, reviewing and/or implementing Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP) goals that are aligned with The Division for Early Childhood (DEC) of the Council for Exceptional Children Recommended Practices

1.2 Encourages children's social and emotional development

BEHAVIORS AND SKILLS

- a Considers temperament and individual differences when interacting with children and planning experiences
- b Creates a climate and daily schedule that encourages trust and social interaction with other children and adults
- c Helps children cope with separation and transitions
- d Uses tone, words, and gestures to let children know they are respected
- e Provides opportunities for children to help, to make choices, and to do things for themselves
- f Recognizes children's effort rather than their accomplishments, intelligence, or fixed characteristics
- g Acknowledges when children exert self-discipline and self-control
- h Finds ways to help children feel successful, identify and pursue passions, and develop a sense of personal identity
- i Uses empathy to help children recognize and acknowledge their emotions
- j Helps children value their ethnic and cultural traditions
- k Encourages children to be responsible, compassionate, inclusive, and appreciate each other's strengths
- l Helps children build on their strengths and work on their challenges
- m Models cooperative work, critical thinking, effective problem-solving, and helps children resolve conflict
- n Encourages cooperative work and play

1.3 Helps children achieve self-regulation and acquire coping skills

BEHAVIORS AND SKILLS

- a** Investigates and provides for children's sensory preferences
- b** Provides an adequate level of stimulation for children, keeping them interested without overwhelming them
- c** Responds promptly to children's signals, needs, and energy levels
- d** Reads children's cues and responds by adjusting expectations and activities
- e** Creates an environment and provides strategies that help children to:
 - Manage strong emotions and calm themselves
 - Focus their attention to remain actively engaged with activities and materials
 - Read the cues of the environment to learn how to respond appropriately
 - Cope with fear, anger, and frustration
 - Use language to communicate their needs
 - Shift their perspective and take on the perspective of others
 - Use problem-solving and conflict resolution strategies

14 Supports children's gross, fine, and graphomotor development

BEHAVIORS AND SKILLS

- a** Provides the appropriate environments, toys, materials, equipment and instruction to encourage a variety and range of motor skills
- b** Helps children master self-help skills like eating, toileting, and dressing
- c** Creates opportunities for children to practice skills that develop coordination, balance, movement, and strength:
 - Locomotor skills: rolling, crawling, walking, running, jumping, hopping, galloping, sliding, skipping, leaping
 - Object control: throwing, catching, kicking, striking, trapping, dribbling, ball rolling
 - Stability skills: turning, twisting, bending, stretching, reaching, lifting, balancing
 - Activities that cross the midline (i.e., easel painting, clapping pattern games)
- d** Leads physical activities at a moderate to vigorous level
- e** Provides opportunities and activities that strengthen hand and finger muscles, as well as coordination
- f** Makes sure that indoor and outdoor environments allow children to move freely
- g** Ensures that children spend time each day in outdoor gross motor play
- h** Supports children in their pursuit of reasonable physical challenges
- i** Provides children with opportunities and materials that foster sensory integration
- j** Adapts physical activities to the skill and developmental level of the children as well as to the environment (i.e., backyard, gym, classroom, living room)

1.5 Supports children's cognitive development

BEHAVIORS AND SKILLS

- a Analyzes and supports children's symbolic play development
- b Encourages perspective-taking
- c Helps children learn to problem-solve
- d Supports and provides strategies to children that enable them to communicate their understanding in a variety of modalities (speaking, visual art, movement, drama, etc.)
- e Plans experiences based on children's interests and skills and asks open-ended questions that encourage critical and divergent thinking
- f Helps children to make and refine connections
- g Helps children to develop and evaluate theories
- h Encourages children to be enthusiastic and curious about their world and each other's thinking

1.6 Supports children's language

BEHAVIORS AND SKILLS

- a Creates a print-rich and conversation-rich environment
- b Uses precise, clear language
- c Uses a rich, developmentally appropriate vocabulary
- d Engages in conversations with children on topics that include their experiences and interests
- e Looks for ways in which pre-verbal and non-verbal children initiate communication and responds appropriately using gestures, vocalizations, words, pictures, and/or assistive technologies
- f Helps children extend both verbal and non-verbal conversations
- g Provides a reasonable response time for all children and specific examples of how they expect children to participate
- h Provides numerous, varied opportunities to develop vocabulary including conversations, investigations, field trips, books, etc.
- i Reads aloud to children every day
- j Encourages children to share their opinions and provides strategies that help them to articulate their opinions
- k Validates and supports children's expression using various forms of documentation including video, dictation, photography, audio recording, etc.

1.7 Encourages and supports English Language Learners

BEHAVIORS AND SKILLS

- a** Provides opportunities for children to experience oral and written communication in a language that their family uses and understands
- b** Helps children to see that knowing more than one language is an asset
- c** Provides meaningful ways for children to develop competence with the English language
- d** Supports continued development of the primary language(s)
- e** Respects diversity in culture and language as differences rather than deficiencies
- f** Respects individual differences in language-learning style
- g** Makes adjustments and/or provides the support necessary to help the bilingual/ multilingual child succeed:
 - Appropriately uses props, visual aids, and body language
 - Labels objects and materials in English and the child's primary language
 - Uses repetition, pauses, short sentences, and frequent comprehension checks
 - Designates a peer to help the bilingual/ multilingual child find materials and resources
 - Uses role play and cooperative group work to increase communication opportunities
 - Accepts children's best efforts to communicate in the second language
 - Provides descriptions of what the bilingual/ multilingual child is doing
 - Allows the bilingual/ multilingual child to observe without the pressure to respond

1.8 Facilitates children's play to encourage motor, cognitive, language, social, and emotional development

BEHAVIORS AND SKILLS

- a Ensures that children initiate and design their own play
- b Creates an environment that invites children to play (i.e., places relevant props near the dramatic play areas)
- c Responds to children's needs and interests as they play
- d Exercises caution when joining children's play so as not to disrupt their process and natural learning experiences
- e Teaches children how to enter a play group, how to invite other children to play, and how to organize play with their peers
- f Teaches children how to be peer models for play
- g Provides support and structure to individual children during unstructured play times
- h Assists children in sharing toys and materials with one another and teaches the appropriate social exchanges for turn-taking
- i Teaches children to plan their play, and positively reinforces them for planning and for following through on their plan
- j When working in the child's home, engages caregivers to join in the child's play and to involve siblings and/or other children

1.9 Supports children with special needs and their families

BEHAVIORS AND SKILLS

- a Applies the principles of family-centered practice
- b Recognizes the signs of possible atypical development and health problems
- c Honors children's and families' rights according to the Individuals with Disabilities Education Act (IDEA) and other applicable laws
- d Follows through on their roles and responsibilities pertaining to IFSPs and IEPs
- e Applies strategies for modifying and adapting curriculum, materials, instruction, and the environment to meet individual needs
- f Helps families access relevant community supports and resources

2 FAMILY AND COMMUNITY RELATIONSHIPS



The composition of the American family has been consistently changing over time, and the State of New York embodies this demographic shift. Professionals working with young children and their families must recognize and respect their cultures, ethnicities, languages, values, faiths, and belief systems, and thus be able to effectively support children's development and learning.

Family, in any form, is the first group a child comes in contact with upon birth. The family sustains the child's growth and development, begins the processes of socialization and self-regulation, and provides the first learning environment. Professionals working with young children must acknowledge the role families play in every child's life and strive to form respectful partnerships to generate trust and open relationships so that children thrive in settings outside of their own homes.

2 FAMILY AND COMMUNITY RELATIONSHIPS

CORE COMPETENCIES

The professional working with young children:

- 2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities.
- 2.2 Communicates regularly, respectfully, and effectively with families.
- 2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community.
- 2.4 Shares power with families and involves them in decision-making.
- 2.5 Helps connect families with needed resources and services.
- 2.6 Supports families through transitions within and between programs.

2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities

BEHAVIORS AND SKILLS

- a Treats families with dignity and respect
- b Refrains from passing judgment on families that may depart from his or her standards or expectations
- c Treats parents and family members as individual adults
- d Works to identify and uphold families' hopes and dreams for their child
- e Recognizes parents as the primary influence on their children
- f Considers families or parents as central; the most important decision-makers in a child's life and honors their decision-making style
- g Works to identify and empower the strengths and competence of the family
- h Works in partnership with families to identify goals for their child
- i Works with families in an individualized and flexible manner, including around parents' work schedules
- j Takes time to learn about families' race, religion, home language, family structure, employment situation, other child care situations, as well as their values and beliefs about childhood, education, and intervention
- k Responds sensitively to parents' concerns, ways of coping, and child-rearing practices
- l Respects families' boundaries
- m Engages in courteous behavior with families (being on-time, keeping appointments, returning communication)
- n Invites family members to include the people they would like to participate in meetings and activities
- o Is open to learning and new information about family relationships
- p Participates in cultural events in the community to better understand the families with whom they work

2.2 Communicates regularly, respectfully, and effectively with families

BEHAVIORS AND SKILLS

- a Shares and discusses the program’s philosophy about provider/ family relationships with families on a regular basis
- b Is accessible and easy to reach
- c Communicates clear and complete information in a manner that matches the family’s style, preferred language, level of understanding, and preferred means of communication
- d Communicates to and about families in a positive way
- e Communicates regularly with families; to share the accomplishments of the child, to answer questions, and to discuss routines, activities, and progress
- f Talks with families about their lives, work, parenting, problems, etc.
- g Follows rules regarding confidentiality
- h Uses tools like communication journals as well as technology to share information with parents and for parents to share information about how children are doing at home
- i Uses surveys to elicit information and feedback from families
- j Listens to families’ questions and responds honestly with accurate information
- k Solicits information from families about what “works” for them so that they can consider implementing those suggestions in their classroom or program
- l Uses an interpreter when necessary to ensure clear communication with families
- m Seeks input and collaboration from fathers as well as from mothers or other caregivers
- n When appropriate, communicates the possibility of a developmental delay or special need sensitively and confidentially, providing documentation and explanation for the concern, and suggesting next steps and information about resources for assessment

2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community

BEHAVIORS AND SKILLS

- a Takes time with families and encourages them to find their own way to support their child as he or she develops
- b Offers recommendations, strategies, and tools (i.e., libraries, museums, and parks) to families only when requested or welcomed, and matches recommendations with the families' interests and priorities
- c Makes recommendations about strategies to use at home that preserve the parent/caregiver role
- d Works with families to embed teaching and learning opportunities in natural ways throughout the child's day
- e Helps families to implement easy-to-use tools and strategies at home and takes a planned approach to achieving desired outcomes

2.4 Shares responsibility, collaborates with families, and involves them in decision-making

BEHAVIORS AND SKILLS

- a Values families and welcomes them into the classroom or program setting
- b Works with families as equal partners
- c Collaborates with families to identify children’s strengths, interests, and goals
- d Invites families to share special interests or talents with the classroom or program
- e Listens to families’ suggestions
- f Invites families on excursions into the community and field trips
- g Gives families choices about communication systems
- h Plans conferences, events, and activities that are based on family interest, and schedules them for times that are convenient for families
- i Encourages families to participate in program decision-making

2.5 Helps connect families with needed resources and services

BEHAVIORS AND SKILLS

- a Implements creative ways to provide families with support and information (i.e., electronic newsletters, informational meetings, bulletin boards)
- b Empowers families, helping them to access needed resources such as other professionals, community resources, government services, and community activities
- c Provides opportunities for family-to-family gatherings and events
- d Helps families take advantage of parent education and training opportunities in the program and outside of the program
- e Encourages families to identify informal supports like shared babysitting, phone trees, etc.
- f When applicable, helps families understand the special education referral and evaluation processes

2.6 Supports families through transitions within and between programs

BEHAVIORS AND SKILLS

- a Facilitates initial adjustment from home to program
- b Helps children adjust to new schedules and routines
- c Provides information about transitions, including a timeline of activities, whenever applicable
- d Helps families and children prepare for a change
- e When appropriate, arranges family visits to other potential programs
- f Shares information with staff of the new program

3 OBSERVATION AND ASSESSMENT



Observation and assessment form an ongoing cycle that is the basis for making educational decisions. Both must be done intentionally and provide a rationale for curriculum planning, adjustments, and accommodations. Professionals working with young children must observe constantly and maintain documentation of such observations, which must take place in all spaces, at all times, and over time so as to form the most complete picture possible of a child. Highly effective educators find the best ways to record essential information on the children they serve.

Assessment, the systematic collection of information and the subsequent analysis of a child's growth and development processes, must also take place continually over time and utilize tools that are congruent with what is known about developmentally appropriate and culturally responsive practice.

The cycle of observation and assessment informs curriculum planning and evaluation of educational goals for children and programs.

3 OBSERVATION AND ASSESSMENT

CORE COMPETENCIES

The professional working with young children:

- 3.1 Uses observation and assessment tools to support children's development and learning.
- 3.2 Practices responsible assessment.
- 3.3 Builds positive, productive assessment partnerships with families and colleagues.
- 3.4 Practices responsible reporting of assessment results.
- 3.5 Uses observation and assessment to plan and modify environments, curriculum, and teaching.
- 3.6 Practices responsible formal evaluation and reporting procedures.

3.1 Uses observation and assessment tools to support children's development and learning

BEHAVIORS AND SKILLS

- a Assesses children's progress across all developmental areas
- b Uses multiple methods for data-collection (i.e., work samples, anecdotal records, photographs, frequency counts, checklists, videotapes, etc.)
- c Uses multiple sources to assess children (i.e., their conversations, misunderstandings, questions, play, work samples, etc.)
- d Develops and/or uses assessments that are aligned with curriculum or development goals and have clear relevance for daily planning and curriculum development
- e Regularly reflects on whether assessment methods provide necessary information
- f Uses assessments to plan and modify environments, curriculum, and teaching
- g Maintains confidentiality and only shares assessment results with parents' written consent

3.2 Practices responsible assessment

BEHAVIORS AND SKILLS

- a Assesses children using tools they are fully qualified and trained to use, especially in the case of formal assessment
- b Reviews and considers information the family has provided about their child, as well as information provided by other programs or teachers, before beginning an assessment
- c Encourages families to share the concerns, hopes, and developmental goals they have for their child
- d Ensures that assessment procedures are culturally and linguistically appropriate
- e Ensures that multiple measures are used to assess children (i.e., observations, curriculum-based assessments, work samples, clinical opinion, etc.)
- f Accommodates children's physical, temperamental, and sensory differences when choosing assessment materials and procedures
- g When possible, assesses children during familiar routines with familiar materials, people, and contexts rather than only in controlled situations
- h Makes sure children are familiar with the assessor(s)
- i Considers children's strengths and needs across all developmental domains when giving an assessment and interpreting results
- j Uses assessment tools that are relevant to curriculum or program planning
- k Informs families about state Early Intervention/Early Childhood Special Education rules and regulations regarding assessment

3.3 Builds positive, productive assessment partnerships with families and colleagues

BEHAVIORS AND SKILLS

- a Demonstrates sensitivity to family culture, values, home language, and literacy level when communicating about assessment procedures or results with families
- b Engages families in discussion about the program's philosophy of assessment, the assessment tool or tools being used, and family participation in assessment
- c Before beginning an assessment, asks families about their child's interests, favorite toys, special abilities and needs and uses this information during assessment
- d When relevant, involves families in assessment procedures
- e Provides family members and other involved colleagues with an opportunity to review assessment results before discussing them at conferences or meetings
- f Supports family requests/ decisions to bring other individuals to meetings to discuss their child's progress

3.4 Practices responsible reporting of assessment results

BEHAVIORS AND SKILLS

- a Shares assessment results in a manner that is understandable for families (i.e., uses the family's dominant language, limited jargon, specific information about the child rather than only scores)
- b Is sensitive to differences in processing modes when discussing assessment results with families
- c Reports strengths as well as areas of need
- d Writes narratives and reports that consider the interrelatedness of developmental domains (i.e., a child with a language delay may not be able to express all that he/she may know)
- e Collaborates with families to develop goals and plans based on assessment results
- f Shares and addresses the limitations of assessment
- g Maintains confidentiality and only shares assessment results with parents' written consent

3.5 Uses observation and assessment to plan and modify environments, curriculum, and teaching

BEHAVIORS AND SKILLS

- a With families, assesses and adjusts developmental and learning goals to meet the changing needs of the child and family
- b Pays close attention to the level of support a child needs to perform a task and acknowledges even small amounts of progress
- c Conducts ongoing assessments to ensure the environment, curriculum, and approaches to learning meet children's needs
- d Regularly evaluates whether children generalize what they've learned to other contexts and people

3.6 Practices responsible formal evaluation and reporting procedures

BEHAVIORS AND SKILLS

- a Identifies one team member who will act as a single point of contact for families regarding a child's assessment
- b Plans the time, location, and assessment strategies with families
- c Follows established timelines for initiating and completing assessments, the evaluation process, reporting, and meeting with families
- d When working as part of an assessment team, reviews information about a child's birth and developmental history, as well as information from other sources, before beginning assessment
- e Before creating an IFSP or IEP, requests that families share the concerns, hopes, and developmental goals they have for their children
- f Assesses children's strengths and needs across all developmental domains
- g When applicable, develops IFSP and/or IEP goals with families at the IFSP/IEP meeting rather than having pre-written goals
- h Organizes reports by developmental domains
- i Adheres to New York State legal and procedural requirements and meets DEC Recommended Practice guidelines for responsible assessment

The behaviors and skills listed above are specific to professionals working as part of an assessment team to evaluate children's need for additional support services using formal assessment tools and evaluation procedures. It is expected that these professionals exhibit these behaviors and skills in addition to those listed in Core Competencies 3.1-3.5.

4

ENVIRONMENT AND CURRICULUM



The essence of the work of an early childhood educator lies in the relationship between the educator and child, in combination with learning experiences and nurturing environments. The higher the quality of these relationships and experiences, the better the outcomes for the children. Ensuring quality learning experiences involves careful planning, implementation, and evaluation not only of the content of such experiences, but also of the physical and social settings that surround them.

Environment and curriculum are interdependent parts of a continuum of care and education in early childhood settings. Decisions made in regards to one impact the other. Their foundations lie on the knowledge of children's growth and development as well as on their interests and strengths. Combined, these elements make up what is known as developmentally appropriate and emotionally responsive practice. Furthermore, best practices in early childhood education prepare young children for successful futures as contributing members of society.

In thinking of environment and curriculum, an early education must encompass several aspects. First, both environment and curriculum must be designed *for* the children. Secondly, learning takes place everywhere, so in preparing the environment and planning curriculum professionals must include in their thinking all areas in the early childhood setting – indoors and outdoors. Thirdly, time plays a substantial role in learning and development, and professionals who work with young children must always keep in mind that respecting the child's need to repeat, revisit, and reflect on earlier experiences leads to deeper understandings and consequently richer learning. Lastly, aesthetically pleasing and well-designed surroundings facilitate children's relationships with people and materials, therefore laying the foundations for exploration, interaction, and meaningful connections.

4 ENVIRONMENT AND CURRICULUM

CORE COMPETENCIES

The professional working with young children:

RELATIONSHIPS WITH CHILDREN

- 4.1 Creates genuine, supportive relationships with children.
- 4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs.
- 4.3 Works to effectively and calmly address challenging behavior.

THE LEARNING ENVIRONMENT

- 4.4 Creates an environment that values the inclusion of all children.
- 4.5 Fosters a sense of community by encouraging interaction, empathy, connectedness, responsibility, and independence.
- 4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning.
- 4.7 Arranges and facilitates the use of the physical space and materials in ways that support healthy development, self-management, and cooperation.

APPROACHES TO LEARNING AND MEANINGFUL CURRICULUM

- 4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials.
- 4.9 Adopts or designs meaningful curriculum for young children.
- 4.10 Makes sound decisions for selecting and using technology and media to enhance teaching and learning.
- 4.11 Plans and implements interventions to help children meet developmental and learning goals.



4.1 Creates genuine, supportive relationships with children**BEHAVIORS AND SKILLS**

- a** Shows genuine interest in children’s experiences, ideas, and work
- b** Engages in meaningful and extended conversation with individual children each day
- c** As appropriate, shares information about his or her life outside of the program or classroom with children (i.e., personal stories, interests, hobbies)
- d** Is interested in learning something that is special or important to each child
- e** Is attentive and responsive to children’s needs, interests, and verbal and non-verbal cues
- f** Respects children’s choices and supports them in the decision-making process
- g** Encourages children’s independence
- h** Responds to children with comfort and support, and cultivates closeness and open communication
- i** Regularly engages in self-reflection regarding relationships with the children

4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs

BEHAVIORS AND SKILLS

- a Designs schedules that are predictable but flexible and reflect children's right to fresh air, physical activity, rest, and nourishment
- b Uses a steady, calm tone when providing direction and redirection to children
- c Develops group rules with children and states the rules in a positive form and not in a negative form ("Walk, please" vs. "No running")
- d Implements classroom rules with consistency
- e Consistently uses predictable signals to gain the attention of the group and regularly models the expected response
- f Uses a variety of strategies to engage children's attention and active participation
- g Engages and maintains children's attention before and during communication (i.e., giving directions, speaking, beginning an activity, requesting information)
- h Speaks slowly, concisely, and clearly when giving directions
- i Makes sure expectations for routines and tasks are clear and purposeful for all children before asking them to follow through
- j Teaches the steps involved in routines and tasks: repeats directions; provides visual support while giving directions; and uses visual and/or verbal prompts to help children follow through when necessary

- 4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs (continued)

BEHAVIORS AND SKILLS

- k** Observes and guides the whole group during transitions, rather than focusing on individual children or preparing materials
- l** Uses clear visual and auditory cues to support children during transitions
- m** Keeps transitions to a minimum and makes them short, meaningful, and consistent
- n** Uses positive guidance strategies to prevent challenging behavior from reoccurring
- o** Establishes clear, consistent, and realistic boundaries based on developmentally appropriate expectations

4.3 Works to effectively and calmly address challenging behavior

BEHAVIORS AND SKILLS

- a** Considers whether or not his or her expectations of behavior are appropriate for the age and development of the child
- b** Responds to challenging behavior in ways that match the child’s development
- c** Uses a consistent process of reflection and action to address challenging behavior:
 - Gathers information by asking him/herself: “What is going on?”
“Where and in which situations does this behavior occur?”
“What triggers this behavior?”
 - Considers various possibilities: “What might I try?”
“When?” “How?”
 - Self-reflects: “Why is this happening?” “What can I change about my behavior?” “What can I change about the environment?”
 - Assesses tried actions: “Did it work?” If not, “What next?”
- d** Considers other experiences, life circumstances, and whether a child is trying to establish a sense of belonging by exhibiting challenging behavior (i.e., trying to get others to focus on them, hurting others or their things because they feel hurt, etc.) and chooses a response or solution that matches that need
- e** Considers what he or she knows about individual children’s temperament (i.e., activity level, adaptability, persistence) and responds to challenging behavior in ways that match the children’s temperament
- f** Remains calm and respectful toward the child exhibiting challenging behavior
- g** Allows natural consequences to guide children’s behavior as much as possible
- h** When appropriate, applies logical consequences that are related to the challenging behavior and its function, that are respectful to the child, and that are reasonable
- i** Intervenes immediately to stop behavior that affects safety and/or ability to learn, including bullying or rejecting others
- j** Makes sure children understand the connection between behavior and consequence

4.3 Works to effectively and calmly address challenging behavior (continued)

BEHAVIORS AND SKILLS

- k** When a child uses challenging behavior, discusses the behavior with the child in private and in the context of expectations based on respect
- l** Teaches children more effective ways to meet their wants and needs, making the challenging behavior unnecessary
- m** Encourages children to monitor their own behavior
- n** For serious behavior challenges, seeks the assistance of an administrator, psychologist, or behavior specialist to help provide creative and effective interventions
- o** Identifies and describes the challenging behavior as a preliminary step in using a Functional Behavioral Assessment (FBA)
- p** Uses FBA to determine the “function” of a challenging behavior (the purpose a challenging behavior serves for the child)
- q** Identifies what happens right before (antecedent) and what happens right after (consequence) challenging behavior occurs
- r** Develops a behavior intervention plan
- s** Regularly evaluates behavior intervention plans to make appropriate modifications, accommodations, and interventions as necessary

4.4 Creates an environment that values the inclusion of all children**BEHAVIORS AND SKILLS**

- a** Acknowledges and honors the beliefs, values, and traditions of all children
- b** Ensures that books, dramatic play props, dolls, musical instruments, kitchen utensils, and other materials reflect the languages and cultures represented in the program, and uses them to counter potential bias and discrimination
- c** Makes accommodations and modifications to ensure that all children participate meaningfully in the curriculum. Such supports include, but are not limited to: changing the physical environment, the social environment, and/or time demands; adapting materials; simplifying an activity; organizing for peer support; and using specialized equipment
- d** Allows for children's partial participation and participation with support
- e** When applicable, works with related professionals as a team to implement the accommodations and modifications recommended on a child's IFSP or IEP

4.5 Fosters a sense of community by encouraging interaction, empathy, connectedness, responsibility, and independence**BEHAVIORS AND SKILLS**

- a** Provides children with choices and opportunities for decision-making about activities, plans and behavior
- b** Arranges groups of children so that they have a visual connection to one another and can interact
- c** Selects toys and materials to promote social interaction
- d** Engages children in activities and experiences that encourage social interaction
- e** Provides enough toys and materials to maximize play and work times and to minimize conflicts between children
- f** Supports children in their efforts to communicate their ideas and feelings with peers and adults in ways that help them feel competent
- g** Models for children how to care for their peers and for materials
- h** Creates opportunities for children of different races, cultures, languages, and genders to work and play together
- i** Provides children with the time, space, and trust to find their own way through conflict
- j** Teaches children how to be communicative partners with peers who use augmentative and alternative communication

4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning

BEHAVIORS AND SKILLS

- a Maintains a space that is clean, organized, and free of clutter
- b Clearly organizes materials and storage, and labels materials when helpful to children
- c Uses visual cues in the flooring or low-lying furniture to define areas for children: library, quiet corner, art area, etc.
- d Organizes displays that are thoughtfully selected and relevant, and presents them in a visually appealing way
- e Prominently displays work and artifacts that are meaningful to the children, including relevant titles, captions, or dictation
- f Places displays that children use for reference, learning, and reflection at an accessible height

4.7 Arranges and facilitates the use of the physical space and materials in ways that support healthy development, self-management, and cooperation

BEHAVIORS AND SKILLS

- a Elicits children’s input about room arrangement and materials
- b Designs the environment so that each child has a space for personal items to ensure his/her sense of belonging and security within the community
- c Ensures that walkways as well as gathering and work spaces have enough room for children to move and interact comfortably
- d Sets clear boundaries in the physical environment that help children know where centers begin and end
- e Separates noisy centers from quieter ones to help children concentrate
- f Places furniture so that various seating arrangements can be used: individual, small group, whole group
- g Includes a space for large muscle activity and movement
- h Designs a space for children to “cool off” or to be alone
- i Intentionally selects materials that foster discovery, inquiry, imagination, and creativity, and that actively support a variety of goals
- j Labels materials (when useful to children) using pictures and words, and places them so that children can access them independently
- k Includes input from families and observes children to identify children’s favorite toys/ materials in order to encourage engagement and interaction
- l Regularly evaluates the amount/ number, relevance, and types of materials available as they relate to children’s interests, development, level of stimulation, and curriculum content. Adds or removes materials as necessary
- m Adapts materials to accommodate for children with special needs

- 4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials

BEHAVIORS AND SKILLS

- a Assesses children’s interests, learning styles, strengths, and challenges and uses that knowledge to meet children’s instructional and social needs
- b Ensures that play is an integral part of the curriculum
- c Encourages child-directed learning, rather than learning that is dependent on adult direction
- d Attends to children’s curiosity and interests to determine how to engage them with new concepts and skills
- e Makes learning visible to children, families, colleagues, and self through documentation
- f Helps children identify and apply prior knowledge
- g Poses problems and asks questions that provoke children’s thinking and curiosity
- h Values and encourages inquiry
- i Helps children learn how to think about a topic, question, or problem, rather than what to think about it
- j Helps children express their ideas
- k Encourages children to use their bodies in dance, drama, costume, music and art
- l Ensures that children have plenty of opportunity to practice emerging skills

- 4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials (continued)

BEHAVIORS AND SKILLS

- m** Provides opportunities for children to revisit experiences and materials again and again so they are able to deepen their understanding
- n** Encourages and supports children to extend an activity that they show interest in
- o** Is able to put plans on hold to focus on a meaningful concept or experience that a child might introduce
- p** Adjusts the level of support he or she provides to children depending on their abilities
- q** When necessary, breaks tasks or activities down into smaller parts so that children are able to understand them and carry them out on their own
- r** Uses daily small group experiences, activities, and/or interactive read aloud to support children’s development and learning

4.9 Adopts or designs meaningful curriculum for young children**BEHAVIORS AND SKILLS**

- a** Uses curriculum as a flexible framework for planning how to meet children’s learning and developmental goals
- b** Adopts or develops curriculum based on sound understanding of child development and National Association for the Education of Young Children’s (NAEYC) Developmentally Appropriate Practice (DAP)
- c** Implements curriculum that promotes group interaction, child-directed learning, play, and creative expression
- d** Ensures that the curriculum has clearly defined goals that are relevant to the needs and interests of the children
- e** Plans engaging experiences to help children meet curriculum goals
- f** Uses developmentally appropriate assessment to assess children’s progression toward curriculum goals
- g** Implements curriculum in ways that are responsive to families’ home culture, values, and language
- h** Selects or designs curriculum that integrates dramatic play, block building, literacy, arts, math, science, and social studies
- i** Embeds both indoor and outdoor experiences in the curriculum
- j** Invites families to share their culture with the classroom or program
- k** Plans field trips or excursions into the community or to places that reflect the cultures of the community, classroom, or program
- l** Gives children opportunities to work on integrated projects and investigations that span at least several days in length

4.10 Makes sound decisions for selecting and using technology and media to enhance teaching and learning**BEHAVIORS AND SKILLS**

- a** Utilizes technology and media that are clearly linked to a purpose, using them to engage children in thinking, creating, problem solving, designing, inquiring, critiquing, communicating, and making connections, rather than simply to practice skills
- b** Selects technology and media tools that promote interaction, communication, and collaboration
- c** Considers developmental appropriateness when selecting technology and media learning tools, especially for infants and toddlers
- d** Considers developmental appropriateness when selecting assistive technologies, especially for infants and toddlers
- e** When making decisions for individual children, first considers the simplest and least intrusive assistive technologies
- f** Includes assistive technologies in the assessment process when appropriate
- g** Collaborates with families about the use of assistive technologies

4.11 Plans and implements interventions to help children meet developmental and learning goals

BEHAVIORS AND SKILLS

- a Aligns intervention practices with DEC Recommended Practices
- b Bases modification, accommodation, and intervention on ongoing formal and informal assessment and observation
- c Begins interventions where the child can be successful and build upon current skills
- d Individualizes practices and goals based on the child's current behavior and abilities, the family members' views on what the child needs to learn, the specialists' views on what the child needs to learn, and the demands of the child's current environments
- e In partnership with the family, chooses to provide intervention with skills that will have the greatest impact on the child's life
- f Plans instruction and/or implements interventions to help children meet IFSP/IEP goals
- g Embeds intervention into daily routines and activities
- h Helps children generalize the skills they learn from interventions
- i Lets the child's interests guide the content for intervention
- j When providing intervention outside the child's home, ensures that family members understand how to interact with children to help them meet goals at home or in the community
- k Helps families make home routines predictable and manageable for their child
- l Collects data frequently to evaluate the effectiveness of interventions and plan changes

5 HEALTH, SAFETY, AND NUTRITION



Children's safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect but also the social and the emotional aspects.

Professionals working with young children must be knowledgeable of and meet all requirements dictated by laws and regulations regarding health, safety, and nutrition. These include regular maintenance of the physical environment and all materials and equipment accessible to children; familiarity with signs and symptoms of abuse and neglect and of domestic violence, as well as the course of action to take whenever necessary as mandated reporters; understanding of the importance of good nutrition to support healthy growth and physical, social, emotional, and cognitive development; and recognition of their role as advocates for policies and procedures that ensure the welfare of children and families.

5 HEALTH, SAFETY, AND NUTRITION

CORE COMPETENCIES

The professional working with young children:

ESSENTIAL TRAINING CONTENT

- 5.1 Has current, valid documentation of training in topics essential to children's health, safety, and nutrition.

RECORDKEEPING

- 5.2 Maintains organized, accessible, and up-to-date records related to the health, safety, and nutrition of the children in their care.

HEALTH

- 5.3 Knows and follows proper procedures as outlined by the applicable regulatory agencies.
- 5.4 Takes precautions that protect children's health and maintains a healthy learning environment.
- 5.5 Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families.

SAFETY

- 5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment.
- 5.7 Is prepared for emergencies and injuries.
- 5.8 Takes appropriate food safety precautions.

NUTRITION

- 5.9 Creates safe, healthy, and enjoyable feeding and mealtime experiences for children.
- 5.10 Encourages children to adopt good nutritional habits.
- 5.11 Communicates with and provides support to families about children's nutrition and mealtime experiences.

ESSENTIAL TRAINING CONTENT

- 5.1 Has current, valid documentation of training in topics essential to children's health, safety, and nutrition

BEHAVIORS AND SKILLS

- a Child Abuse Identification and Prevention
- b School Violence Prevention
- c Pediatric First Aid
- d Infant and Child CPR
- e Infection Control and Preventing Infectious Diseases
- f Medication Administration Training
- g Identification and Prevention of Shaken Baby Syndrome
- h Identification and Prevention of Sudden Infant Death Syndrome

RECORDKEEPING

5.2 Maintains organized, accessible, and up-to-date records related to the health, safety, and nutrition of the children in their care

BEHAVIORS AND SKILLS

- a Maintains the confidentiality of health records to protect each child and family
- b Makes sure that each child's health record is current
- c Makes sure that each child's immunization record is current
- d Has emergency contacts on file for each child and has a system to make sure that contacts are up-to-date
- e For each child, keeps a record of people who are authorized to pick the child up from the program
- f Maintains, understands, and keeps in an accessible location, any instructions related to children's special health needs, like allergies, asthma, urinary needs, chronic illness, etc.
- g Keeps all permission slips authorizing non-emergency health care and giving medications
- h Maintains, understands, and keeps in an accessible yet secure location, any paperwork related to court orders pertaining to the children in their care
- i Monitors access to confidential records and limits access to appropriate staff with a legitimate need
- j Keeps records of all results from screenings and assessments
- k Maintains records of all injuries and illnesses that occur while the child is in the program
- l Keeps records of all communication with a child's family or health provider
- m Keeps record of any outbreak of a communicable disease
- n Maintains own health and immunization records

HEALTH

5.3 Knows and follows proper procedures as outlined by the applicable regulatory agencies

BEHAVIORS AND SKILLS

- a Diapering
- b Hand washing
- c Handling blood and other bodily fluids
- d Communicating with families about communicable diseases
- e Administering medication to children
- f Feeding
- g Tooth brushing
- h Managing soiled clothes
- i Protecting children from sun and insects

5.4 Takes precautions that protect children's health and maintains a healthy learning environment

BEHAVIORS AND SKILLS

- a Provides information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed
- b If children have allergies or other health needs, maintains the environment according to the recommendations of the child's health practitioner, knows how the allergy manifests, and what to do in case of exposure
- c Assures the appropriate implementation of medical and physical care plans
- d Opens windows or uses other forms of ventilation and sanitizing to eliminate odors, rather than sprays or air fresheners
- e Washes and sanitizes children's toys regularly and whenever they have come in contact with bodily fluids
- f Especially in infant and toddler spaces, ensures that the floor surfaces used for play are clean, and uses footwear specifically for indoor use at the program
- g Uses fresh water, suitable for drinking, to fill water tables
- h Ensures that water is drained completely and replaced with fresh water for each new group of children, or that the water table allows for continuous flow and drainage of water
- i Teaches children proper hand washing procedures upon entering the classroom or program and makes sure children wash their hands before and after eating or handling food, after handling pets and other animals, after using the toilet, and after water and outdoor play
- j Makes sure that children are dressed appropriately for the weather. Clothes are dry and layered for warmth when necessary

HEALTH

5.4 Takes precautions that protect children's health and maintains a healthy learning environment (continued)

BEHAVIORS AND SKILLS

- k Makes sure classroom pets or other visiting animals are in good health
- l Instructs children on safe, proper handling of pets/visiting animals and supervises children's interactions with them
- m Does not come to work when they cannot fully participate in the program or if they have a disease that poses a risk to others in the setting

HEALTH**5.5** Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families**BEHAVIORS AND SKILLS**

- a** Posts routines and reminders such as emergency plans, hand washing techniques, diapering instructions, etc.
- b** Collects a developmental health history from families for each child that covers topics like physical health, self-care skills, and social relationships
- c** Establishes good health routines including tooth brushing, serving only healthy foods, and hand washing
- d** Makes drinking water available to children throughout the day
- e** Provides children with at least 120 minutes of gross motor activity (for children attending a full day program) each day through both structured and unstructured play
- f** Gives children opportunities to play outside every day
- g** When children cannot play outside because of weather or air quality conditions, arranges for indoor gross motor activities
- h** Maintains a quiet, calm atmosphere during rest time for children each day
- i** Ensures that children under 2 years have no screen time (TV, computers, DVDs, etc.) and that children 2-5 years have no more than 30 minutes once a week of high quality, education or movement-focused, commercial free programming, and never during meal or nap times
- j** Conducts daily checks of children's health and emotional well-being
- k** Models acceptance, helps children understand similarities and differences among people, and how to interact with all kinds of people

HEALTH

5.5 Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families (continued)

BEHAVIORS AND SKILLS

- l Recognizes the importance of a child's secure home base, and facilitates families' access to applicable resources for consultation about nutrition, emergencies, diagnoses, treatments and other information
- m Creates a psychologically safe environment for all children and families
- n Explains reasons for health-related rules to children
- o Communicates with families each day about how their child ate, drank, slept, behaved, and voided, particularly in infant/toddler settings
- p Creates a mutually respectful environment, and encourages families to ask questions and express concerns

SAFETY

5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment

BEHAVIORS AND SKILLS

- a** Makes sure the physical environment (space, materials and equipment) is safe and is checked on a regular basis and follows all safety regulations as outlined by applicable regulatory agencies or programs
- b** Keeps pathways and play areas clear and free from tripping hazards
- c** Positions oneself to see all children. Counts heads throughout the day and frequently scans the room to make sure all children are present and safe
- d** Supervises infants and toddlers at all times by sight and sound
- e** Closely monitors transitions between the classroom and other areas (i.e., the playground) and checks frequently on children who are out of sight (i.e., in the bathroom, visiting the nurse's office, etc.)
- f** Ensures safe sleeping:
 - Checks the sides of cribs to be sure they are locked
 - When children are sleeping, uses direct visual and auditory monitoring, rather than relying on sound monitors
 - If working with infants, makes sure that they are placed to sleep on their backs, on a firm surface made for infant sleep that meets U.S. Consumer Product Safety Commission
 - If working with infants younger than eight months of age, makes sure that cribs are free of loose blankets, stuffed toys, pillows and other objects
 - Takes all other precautions outlined by applicable New York State or New York City regulations to reduce the risk of Sudden Infant Death Syndrome

5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment (continued)

BEHAVIORS AND SKILLS

- g** Protects children from getting burned by hot liquids, foods, or tools (i.e., hot plate, oven, boiling water, etc.)
- h** Uses child-appropriate methods like dramatics and story-telling to teach children:
 - What to do in an emergency and where to get help
 - Pedestrian safety rules
 - Fire safety
 - Basic water safety rules
 - Stranger safety
 - Poison prevention
- i** When age-appropriate, involves children in creating and enforcing safety rules. Checks to make sure children understand the rules and expectations
- j** Pays extra attention to safety during field trips and neighborhood excursions
- k** Follows procedures for safe dropping off and picking up of children from the program
- l** When working in the child's home, helps families to monitor their environments for safety risks

5.7 Is prepared for emergencies and injuries**BEHAVIORS AND SKILLS**

- a** Updates emergency contact lists regularly
- b** Knows where to go if the building is evacuated
- c** Posts emergency telephone numbers beside each telephone
- d** Is trained in pediatric first aid, including CPR and handling a choking episode
- e** Is aware of and follows emergency procedures
- f** Fills out an injury report within 24 hours when a child in their care becomes injured, gives the family a copy and keeps the original in the central record of injury logs
- g** Maintains a complete first aid kit
- h** Carries a mobile phone when visiting parks, playgrounds and for other field trips and excursions
- i** Is aware of and follows procedures for interacting with persons who pose security risks

5.8 Takes appropriate food safety precautions**BEHAVIORS AND SKILLS**

- a** Adheres to all food storage, preparation and handling requirements (including those for breast milk) as outlined by the applicable regulatory agencies and programs
- b** Maintains a list of children with food allergies and dietary restrictions, and consults this list when planning meals, menus or cooking projects
- c** Does not serve foods that can be a choking hazard (i.e., pretzels, hot dogs sliced into rounds, raw carrots, etc.)
- d** Cuts food into small pieces appropriate for each child's age and ability to chew
- e** Makes sure that children sit or are held to be fed. Does not allow children to eat lying down, in cribs, or while walking, running, or riding in vehicles. Does not use bottle props

5.9 Creates safe, healthy, and enjoyable feeding and mealtime experiences for children

BEHAVIORS AND SKILLS

- a Accommodates and incorporates children's cultural and religious dietary restrictions
- b Provides time, support and opportunities for simple food preparation, self-serving, and self-feeding
- c Provides regular times for meals and snacks each day (more than two, but no longer than three hours apart)
- d Provides a balanced variety of nutritious foods that children can eat easily, and that align with recommendations from the New York State Child and Adult Care Food Program (NYS CACFP) for the ages of the children in their care
- e Encourages children to try a wide variety of foods, but does not force children to eat or place food items on their plate
- f Presents all components of the meal simultaneously, including fruit and drink
- g Is responsive to children's food preferences and respects each child's order of consumption
- h Makes sure children sit at a comfortable height in relation to the tabletop. Children's feet should touch the floor or a foot rest
- i Uses plates and utensils appropriate for children's size and skills
- j Sits and engages in conversation with children during snack and mealtimes
- k Provides enough time for children to enjoy a relaxed meal, does not leave children at the table for too long, and makes transitional activities available for children who have finished before others
- l Does not use food as punishment or as a reward

5.10 Encourages children to adopt good nutritional habits**BEHAVIORS AND SKILLS**

- a** Models healthy eating habits
- b** Encourages children to drink water throughout the day
- c** Does not offer fruit juice beyond the 4 oz., 100% juice regulated portion and no juice is offered to infants under 12 months, unless specified by the child's health care provider
- d** Feeds children or encourages children to eat when they are hungry
- e** Encourages self-regulation by helping children recognize fullness cues and responding appropriately
- f** Provides opportunities for children to experience new tastes, textures, and cultural foods
- g** Engages children in discussion about foods that help them grow and stay healthy, and how to choose snacks and meals wisely
- h** Guides children to investigate the sources of the foods they eat

5.11 Communicates with and provides support to families about children's nutrition and mealtime experiences

BEHAVIORS AND SKILLS

- a Works with each family to understand the nutritional needs of their child and to make sure that the food provided at the program meets those needs
- b Shares the program's menu with families
- c Supports a mother's decision to breastfeed and accommodates breastfeeding mothers, including storing milk and providing space
- d Provides families of infants and toddlers with a log of the types of foods and the quantities eaten each day (if applicable)

6.1 Uses and follows all relevant ethical standards and professional guidelines

BEHAVIORS AND SKILLS

- a Meets or exceeds the education and experience requirements needed for their position (teachers, caregivers and administrators), as applicable
- b Adheres to relevant New York State and New York City regulatory licensing, certification and training requirements, as well as the requirements of funders (if applicable)
- c Obeys laws related to child abuse, the rights of children with disabilities, and school attendance
- d Recognizes potentially unethical practices and resolves ethical dilemmas utilizing the NAEYC's Code of Ethical Conduct guidelines. Visit http://www.naeyc.org/positionstatements/ethical_conduct for more information.
- e Upholds standards of confidentiality, sensitivity and respect for children, families and colleagues
- f Uses relevant professional standards and guidelines to plan and implement experiences for young children and families
- g Refers to NAEYC position statements to make thoughtful choices about their early childhood settings
- h Maintains a developmentally and culturally appropriate environment and curriculum based on basic principles and theories of child growth and development
- i Counters any teaching practices, curriculum approaches or materials that are inappropriate with regard to race, sexual orientation, family structure, gender, culture or religion
- j Responsibly serves as part of an interdisciplinary team, including participation in IFSP/IEP meetings, according to DEC Recommended Practices

73 Maintains effective personnel policies and procedures and effective systems for staff recruitment, development, management, and evaluation

BEHAVIORS AND SKILLS

- a Provides an orientation for new staff members that covers the program’s philosophy, expectations for ethical conduct, health, safety and emergency procedures, accepted classroom management techniques, regulatory requirements, etc.
- b Hires enough staff and maintains an up-to-date substitute list to ensure proper staff-child ratios at all times
- c Ensures that all staff members meet minimum qualifications and training requirements
- d Has clearly written job descriptions and staff responsibilities
- e Provides the supervisory support necessary for staff to maintain ethical standards and recommended practices
- f Considers the skills and dispositions of individuals when organizing teaching/ professional teams to best meet the needs of the children
- g Maintains the consistent assignment of teachers/ caregivers to individual children or groups of children
- h Ensures that all staff members are adequately trained to work with children and families of diverse backgrounds, languages, and abilities
- i Expects that staff observe, document and assess children’s progress across all developmental domains
- j Shares the program’s policies regarding the purposes and appropriate uses for formal assessment, and communicates expectations of confidentiality

75 Implements policies that promote partnerships with families and allow the program to be responsive to families' preferences and styles

BEHAVIORS AND SKILLS

- a Maintains a physical environment that is accessible to all children and families
- b Uses information from families to adapt the program structure or curriculum
- c Ensures that the program communicates parents' rights in a format and language that is most comfortable for families
- d Provides families with a variety of choices for participating in the program (i.e., volunteer opportunities, advisory groups, helping with repairs, etc.)
- e Implements procedures that allow families to visit at any time during the program day
- f Sponsors activities that meet the parenting needs of the program's families
- g Considers families' schedules and availability when planning events; offering evening and weekend options and providing child care so that families are able to participate
- h Makes available a current list of resources for families
- i Provides families with updates on children's progress on a regular (at least quarterly) basis
- j Makes sure that professionals can regularly speak privately with families
- k Helps families manage their child's transition between groups, teachers, classrooms, and programs
- l Provides opportunities for families to meet together to work on projects or provide support for each other
- m Provides families with choices to use technology to access information or communicate with the program and other families
- n Supports breastfeeding by accepting, storing and feeding children's breast milk, coordinating feedings with the infant's mother, and providing a comfortable place for mothers to nurse (if applicable)

ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL

Use the *Core Body of Knowledge* along with this assessment tool to evaluate your skills and to identify areas of strength and areas of opportunity in your work with children and families. Then, develop goals for your work and plan your professional development. Administrators can also use this tool to conduct performance appraisals and to encourage staff members' commitment to ongoing professional growth and learning.

Instructions:

Work through one competency area at a time. You may want to complete the assessment over the course of a few days. You may also choose to focus on just one specific competency or competency area. *Note to Administrators: When using the Core Body of Knowledge to conduct a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.*

1) ASSESS

Carefully read through the related behaviors and skills for each core competency. Use the assessment tool to note whether that competency is an area of strength, an area of steady progress, or an area of opportunity. If you are not sure what is meant by a particular competency, indicate that it is an area of opportunity. It is expected that even after many years as an early childhood educator, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Page to keep track of your results as you complete each section.

2) REFLECT

Use the reflection questions to consider your strengths and areas of opportunity.

**Take notes as needed as you work through the assessment tool.*

3) PLAN

Use the Professional Development Planning tool to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

Area of Strength

- Consistently implements almost all behaviors/ skills
- Is able to help others understand and implement the related behaviors/ skills

Steady Progress

- Implements the related behaviors/ skills, but inconsistently
- Implements many, but not all of the related behaviors and skills

Area of Opportunity

- Never/rarely exhibits the related behaviors/ skills
- Implements the related behaviors/ skills, but only with guidance
- Feels uncertain or has misunderstandings about the related behaviors/ skills

2. FAMILY AND COMMUNITY RELATIONSHIPS

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities.				
2.2 Communicates regularly, respectfully, and effectively with families.				
2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community.				
2.4 Shares power with families and involves them in decision-making.				
2.5 Helps connect families with needed resources and services.				
2.6 Supports families through transitions between programs.				

Area of Strength

- Consistently implements almost all behaviors/ skills
- Is able to help others understand and implement the related behaviors/ skills

Steady Progress

- Implements the related behaviors/ skills, but inconsistently
- Implements many, but not all of the related behaviors and skills

Area of Opportunity

- Never/ rarely exhibits the related behaviors/ skills
- Implements the related behaviors/ skills, but only with guidance
- Feels uncertain or has misunderstandings about the related behaviors/ skills

REFLECTION QUESTIONS

1. Review the Summary Page and consider your assessment results. Which of the competencies are particular strengths for you? What has contributed to your effectiveness in these areas?

2. How do you plan to further develop your strengths or exhibit leadership in these areas?

3. What are your areas of opportunity? Prioritize them in order of importance to you.

4. Select the first priority. Why is this priority important to you and your work with children and families?

5. Develop two goals related to this priority. Use the related behaviors and skills listed in the *Core Body of Knowledge* to help you. *For example, if your top priority is to better support English Language Learners (ELLs) (1.7), you might have the following goals:*
 - 1) To provide ELLs with opportunities to read and/or hear the language that their family uses at home, in the classroom or program (1.7a).
 - 2) To provide supports to ELLs to help them experience success in the classroom program. Specifically, I want to learn how to use props and visual aids, as well as role-play to help support ELLs in my classroom (1.7g)

Priority ----- Goal #1 ----- -----	Core Competency ----- Goal #2 ----- -----
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PROFESSIONAL DEVELOPMENT PLANNING TOOL

Priority _____

Core Competency _____

	Goal #1 _____	Goal #2 _____
Actions What will I do to meet the goal?		
Resources Do I need any materials or physical resources to help me meet this goal? If so, what are they?		
Professional Development Content Do I need any professional development to help me meet this goal? If so, in what content or topic area?		
Professional Development Format What format/s of professional development would be most effective in helping me meet this goal (i.e., workshop, credit-bearing course, teacher-research, study group with colleagues, coaching, etc.)?		
Finding Professional Development How do I find the professional development that I need?		
Additional Support What type of support might I need in my classroom or program in order to help me implement my new skills or apply my new knowledge?		
Performance Indicators How will I know if I am making progress? How will my practice change?		

Alignment with Related Standards

CORE BODY OF KNOWLEDGE COMPETENCY AREA	NAEYC TEACHER PREPARATION PROGRAM STANDARDS	NAEYC EARLY CHILDHOOD PROGRAM STANDARDS AND CRITERIA	DEC RECOMMENDED PRACTICES	CDA FUNCTIONAL AREAS
1 Child Growth and Development	(1) Promoting child development and learning	(1) Relationships (2) Curriculum (3) Teaching (4) Assessment of Child Progress (5) Health	Child Focused Practices	(4) Physical (5) Cognitive (6) Communicative (7) Creative (8) Self (9) Social
2 Family and Community Relationships	(2) Building Family and Community Relationships (4) Using developmentally appropriate approaches to connect with children and families	(1) Relationships (7) Families (8) Community Relationships	Child Focused Practices Technology Applications	(11) Families
3 Observation and Assessment	(3) Observing, documenting and assessing	(4) Assessment of Child Progress	Family-based practices Assessment	
4 Environment and Curriculum	(4) Using developmentally appropriate approaches to connect with children and families (5) Using content knowledge to build meaningful curriculum	(1) Relationships (2) Curriculum (9) Physical Environment	Assessment	(3) Learning Environment (4) Physical (5) Cognitive (6) Communicative (7) Creative (8) Self (9) Social (10) Guidance
5 Health, Safety, and Nutrition	(1) Promoting child development and learning	(5) Health (9) Physical Environment	Child Focused Practices	(1) Safe (2) Healthy
6 Professionalism	(6) Becoming a professional	(6) Teachers (10) Leadership and Management	Interdisciplinary Models Policies, Procedures and Systems Change	(13) Professionalism
7 Administration and Management		(10) Leadership and Management	Interdisciplinary Models Policies, Procedures and Systems Change	(12) Program Management

Alignment with Related Standards

CORE BODY OF KNOWLEDGE COMPETENCY AREA	NYS TEACHING STANDARDS	OCFS TRAINING PRIORITY AREAS
<p>1 Child Growth and Development</p>	<p>Standard I: Knowledge of Students and Student Learning – I.1, Standard II: Knowledge of Content and Instructional Planning – II.4 Standard III: Instructional Practice – III.5 Standard IV: Learning Environment – IV.2 Standard V: Assessment for Student Learning – V.1, V.2</p>	<p>(1) Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline</p>
<p>2 Family and Community Relationships</p>	<p>Standard I: Knowledge of Students and Student Learning – I.4, I.5 Standard VI: Professional Responsibilities and Collaboration – VI.3</p>	
<p>3 Observation and Assessment</p>	<p>Standard I: Knowledge of Students and Student Learning – I.6 Standard II: Knowledge of Content and Instructional Planning – II.2, II.3, II.4, II.5 Standard III: Instructional Practice – III.1, III.2, III.5, III.6 Standard IV: Learning Environment – IV.1 Standard V: Assessment for Student Learning – V.1, V.2, V.3, V.4, V.5</p>	
<p>4 Environment and Curriculum</p>	<p>Standard I: Knowledge of Students and Student Learning – I.1, I.2, I.3, I.5, I.6 Standard II: Knowledge of Content and Instructional Planning – II.1, II.2, II.3, II.4, II.5, II.6 Standard III: Instructional Practice – III.1, III.3, III.4 Standard IV: Learning Environment – IV.1, IV.2, IV.3, IV.4 Standard V: Assessment for Student Learning – V.5</p>	<p>(1) Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline</p>

Alignment with Related Standards

CORE BODY OF KNOWLEDGE COMPETENCY AREA	NYS TEACHING STANDARDS	OCFS TRAINING PRIORITY AREAS
<p>5 Health, Safety, and Nutrition</p>	<p>Standard IV: Learning Environment – IV.4</p> <p>Standard VI: Professional Responsibilities and Collaboration – VI.4, VI.5</p>	<p>(1) Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline</p> <p>(2) Nutrition and health needs of children</p> <p>(4) Safety and security procedures, including communication between parents and staff</p> <p>(7) Statues and regulations pertaining to child day care</p> <p>(8) Statues and regulations pertaining to child abuse and maltreatment</p> <p>(9) Education and information on the identification, diagnosis, and prevention of shaken baby syndrome</p>
<p>6 Professionalism</p>	<p>Standard VI: Professional Responsibilities and Collaboration – VI.1, VI.2, VI.3, VI.5</p> <p>Standard VII: Professional Growth – VII.1, VII.2, VII.3, VII.4</p>	<p>(6) Child abuse and maltreatment identification and prevention</p> <p>(7) Statues and regulations pertaining to child day care</p> <p>(8) Statues and regulations pertaining to child abuse and maltreatment</p>
<p>7 Administration and Management</p>	<p>Standard VI: Professional Responsibilities and Collaboration – VI.2, VI.4</p>	<p>(3) Child day care program development</p> <p>(5) Business record maintenance and management</p> <p>(7) Statues and regulations pertaining to child day care</p> <p>(8) Statues and regulations pertaining to child abuse and maltreatment</p>

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New York’s Evidence that the Core Body of Knowledge Meets the Definition of a Workforce Knowledge and Competency Framework

Page references refer to the NYS Core Body of Knowledge Appendix Attachment D.1.1

(a) Is evidence-based	<ul style="list-style-type: none"> • Three nationally recognized, evidence-based standards served as the foundation for the Competencies. These include the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards, the NAEYC Young Children’s Program Accreditation Standards and Criteria, and the DEC Recommended Practices. • Several other nationally recognized, research-based resources were also used to develop the competencies. <i>See pages 111-115 for a full list of resources.</i>
(b) Incorporates knowledge and application of the State’s Early Learning and Development Standards	<ul style="list-style-type: none"> • The Core Competencies were revised while the Early Learning Guidelines were being developed. This ensured deliberate alignment between the two documents. • The Core Competency Area 1: <i>Child Growth and Development</i> addresses the importance of acquiring the knowledge of child development that is included in the Early Learning Guidelines. <i>See pages 7-17.</i> • Core Competency 6.1 in Core Competency Area 6: <i>Professionalism and Leadership</i> further addresses the need for professionals to use and follow professional guidelines such as the NYS Early Learning Guidelines. <i>See 6.1f and 6.1h on page 73.</i>
(b) Incorporates knowledge and application of the State’s Comprehensive Assessment Systems	<ul style="list-style-type: none"> • Core Competency Area 3: <i>Observation and Assessment</i> guides teachers to adopt and demonstrate best practices in observation and assessment, including integrating the family unit into the process and using data to guide curriculum and teaching and to support the modification of environments. <i>See pages 27-34.</i> • Emphasis is on: Assessing children’s progress across all developmental areas; Using multiple methods for data- collection; Developing and/or using assessments that are aligned with curriculum or development goals and have clear relevance for daily planning and curriculum development; Ensuring that assessment procedures are culturally and linguistically appropriate and; Ensuring that multiple measures are used to assess children.
(b) Incorporates child development	<ul style="list-style-type: none"> • Includes knowledge and skills related to supporting children’s healthy development and learning. <i>See Core Competency Area 1: Child Growth and Development on pages 7-17 for a full list of competencies and related behaviors and skills.</i>
(b) Incorporates health	<ul style="list-style-type: none"> • Includes knowledge and skills related to health, safety and nutrition. <i>See Core Competency Area 5: Health, Safety, and Nutrition on pages 53-69 for a full list of competencies and related behaviors and skills.</i>
(b) Incorporates culturally and linguistically appropriate strategies for working with families	<ul style="list-style-type: none"> • Culturally and linguistically appropriate practices were intentionally embedded in all Core Competency Areas. <i>See the following: 2.1 on page 21; 2.2c on page 22; 3.2d on page 30; 3.3a on page 31; 4.4a on page 43; 5.9a on page 67; 7.3h on page 84; 7.5c on page 87</i>

<p>(c) Includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children</p>	<ul style="list-style-type: none"> • The Core Competencies include knowledge of effective instructional practices to support mathematics and literacy development in young children. • The document places a strong emphasis on the teaching environment and curriculum, and communicates high expectations that teachers will base their curriculum on their assessment of children’s strengths and needs. • The expectations that curriculum will be integrated and rich – encompassing all areas including but not limited to math, science, technology, literacy, and the arts is evident throughout the Core Body of Knowledge. <i>See Core Competency Area 4: Environment and Curriculum on pages 35-51.</i>
<p>(d) Incorporates effective use of data to guide instruction and program improvement</p>	<ul style="list-style-type: none"> • The Core Body of Knowledge outlines practices for the effective use of data in Core Competency Area 3: Observation and Assessment, but also Area 1: Child Growth and Development. <i>See the following: 3.1f on page 29; 3.4 on page 32; 1.1 and 1.1f on page 9.</i>
<p>(e) Includes effective behavior management strategies that promote positive social and emotional development and reduce challenging behaviors</p>	<ul style="list-style-type: none"> • The Core Body of Knowledge places special emphasis on creating safe, dynamic learning environments and on building meaningful relationships with children. These are the foundation for a harmonious classroom environment and are essential to preventing and addressing challenging behaviors. • Related skills are woven throughout the Core Body of Knowledge. <i>See 4.2 on pages 39-40 and 4.3 on pages 41-42 for specific examples.</i>
<p>(f) Incorporates feedback from experts at the State’s postsecondary institutions and other early learning and development experts and Early Childhood Educators</p>	<p>The ECAC Workforce Development Work Group convened a statewide group of early childhood educators, including higher education faculty to guide, review, and modify the revision of the third edition of the Core Body of Knowledge. <i>See (D)(1)(a) for more detail.</i></p>
<p>(g) Includes knowledge of protective factors and effective approaches to partnering with families and building families’ knowledge, skills, and capacity to promote children’s health and development</p>	<p>The Core Body of Knowledge incorporates practices that promote partnering with families to support and advocate for their children’s healthy development and learning. <i>See Core Competency Area 2: Family and Community Relationships pages 19 -26 and 7.5 on page 87.</i></p>

Early Childhood Higher Education Inventory

The *Early Childhood Higher Education Inventory*, administered by the Center for the Study of Child Care Employment at the University of California at Berkeley, assists policymakers and other stakeholders develop a more coordinated and comprehensive professional development system for the early care and education workforce. The *Inventory* provides a mechanism for states to:

- establish baseline descriptions of higher education offerings for early care and education practitioners;
- identify gaps and opportunities in the available offerings;
- assess variation in early childhood higher education programs; and
- assess changes in the capacity of the higher education system over time.

The *Inventory* includes three modules:

- I. **Mapping Module:** Through an extensive document review, identifies the early childhood higher education programs in a state by collecting information on the: college or university; department in which the program is housed; degrees and certificates offered; and characteristics of the students attending the program.
- II. **Program Module:** Using an on-line survey tool completed by a program coordinator or dean, collects information on: program content and age group focus; connections to state standards; accreditation; methods of student assessment; types, sequencing, duration and supervision of clinical experiences; and student supports and challenges within the institution.
- III. **Faculty Module:** Using an on-line survey tool completed by all faculty members teaching in the program, collects information on: faculty employment status; teaching experience and expertise; professional development experiences and needs; and past experience within the early childhood field.

For more information, email cscceinfo@berkeley.edu. Please include “Early Childhood Higher Education Inventory” in the subject line.

NEW YORK WORKS FOR CHILDREN CAREER LADDER

This career ladder is intended for early childhood educators who work directly with children and families in the following programs: informal and licensed family child care, center-based child care, school-based early childhood classrooms, Universal Prekindergarten, early childhood special education programs, Head Start, and Early Intervention. The professional levels are based on formal education. The steps within each level allow for progression based on experience working with children and families, additional early childhood credentials, and NYS Teacher or Administrator Certification. Early childhood educators should use the career ladder, in conjunction with the NYS Core Competency Assessment and the Professional Development Planning Tool, to plan and track their professional growth.

QUALIFICATIONS	STEP
LEVEL 1 Less Than a High School Diploma or Equivalent	1A 3 years of experience* 1B 5 years of experience 1C 10 years of experience
LEVEL 2 High School Diploma or Equivalent	2A 2 years of experience 2B 5 years of experience 2C 5 years of experience and an early childhood credential
LEVEL 3 Non-Credit Bearing Child Development Associate's Credential (CDA)	3A 2 years of experience 3B 5 years of experience 3C 10 years of experience
LEVEL 4 Some College Coursework or an Associate's Degree not in Early Childhood Education or a Related Field.	4A 9 credits in Early Childhood Education and 2 years of experience 4B 15 credits in Early Childhood Education and 3 years of experience 4C 18 credits in Early Childhood Education and 5 years of experience
LEVEL 5 Associate's Degree in Early Childhood Education or a Related Field	5A 2 years of experience 5B 3 years of experience and an early childhood credential 5C 5 years of experience and an early childhood credential

*"Experience" refers to the number of years an individual has worked with children and families in an early childhood setting.

QUALIFICATIONS	STEP
LEVEL 6 Bachelor's Degree	6A 9 credits in Early Childhood Education and 2 years of experience 6B 15 credits in Early Childhood Education and 3 years of experience 6C 18 credits in Early Childhood Education and 5 years of experience
LEVEL 7 Bachelor's Degree in Early Childhood Education or a Related Field	7A 2 years of experience 7B 5 years of experience 7C 5 years of experience and NYS Teacher Certification
LEVEL 8 Master's Degree in Early Childhood Education or a Related Field	8A 3 years of experience 8B 3 years of experience and NYS Teacher Certification 8C 5 years of experience and NYS Teacher Certification
LEVEL 9 Master's Degree in Early Childhood Education or a Related Field and Administrator Certification or Graduate Level CPAC	9A 3 years of experience as a program- or school-based administrator 9B 5 years of experience as a program- or school-based administrator 9C 10 years of experience as a program- or school-based administrator
LEVEL 10 Doctoral Degree in Early Childhood Education or a Related Field	10A 5 years of experience working directly with children and families or as a program- or school-based administrator 10B 10 years of experience working directly with children and families or as a program- or school-based administrator 10C 15 or more years of experience working directly with children and families, or as a program- or school-based administrator

Early Childhood Credentials

- NYS Children's Program Administrator
- NYS Infant Toddler Care and Education Credential
- NYS Early Childhood One Year Certificate
- NYS Family Child Care Credential
- NYS Early Learning Trainer Credential
- NYS School-age Child Care Credential
- Family Development Credential
- American Montessori Society, Infant/Toddler Credential
- American Montessori Society, Early Childhood Credential
- Association Montessori International Certification
- National Association for Family Child Care Accreditation

NEW YORK WORKS FOR CHILDREN POSITIONS AT A GLANCE

This chart lists the positions in early learning and development programs for which an individual could qualify at each level of the Career Ladder. Currently, educators do not have to have the preferred level of education if they can demonstrate they are on a study plan and working to meet preferred qualifications. Each position also has specific requirements that pertain to years of experience, pre-service training, number of college credits in early childhood, among other basic requirements like fingerprint clearance and a criminal history review. Please reference www.nysed.gov, earlychildhood.org, or earlychildhoodnyc.org for a more detailed outline of the requirements.

	Less Than a High School Diploma or Equivalent	High School Diploma or Equivalent	Non-Credit-Bearing Child Development Associate Credential (CDA)	Some College or a Credit-Bearing Child Development Associate Credential (CDA)	Associate's Degree in Early Childhood Education
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Family Day Care	<ul style="list-style-type: none"> • Provider • Alternate Provider 				
Group Family Day Care	<ul style="list-style-type: none"> • Provider • Assistant • Alternate Assistant • Substitute 				
Child Day Care Centers (NYS)	<ul style="list-style-type: none"> • Assistant to Head of Group 	<ul style="list-style-type: none"> • Assistant to Head of Group* • Head of Group for Preschoolers • Head of Group for Infants and Toddlers 	<ul style="list-style-type: none"> • Head of Group for Preschoolers • Head of Group for Infants and Toddlers • Director 	<ul style="list-style-type: none"> • Head of Group for Preschoolers 	<ul style="list-style-type: none"> • Head of Group for Preschoolers* • Head of Group for Infants and Toddlers* • Director
Child Care Centers, including Head Start (NYC)**		<ul style="list-style-type: none"> • Assistant Teacher* • Infant/Toddler Teacher 	<ul style="list-style-type: none"> • Infant/Toddler Teacher 	<ul style="list-style-type: none"> • Infant/Toddler Teacher • Group Teacher 	<ul style="list-style-type: none"> • Infant/Toddler Teacher* • Group Teacher
Head Start (NYS)	<ul style="list-style-type: none"> • Mental Health Consultant • Home Visitor 	<ul style="list-style-type: none"> • Aide • Teaching Assistant (until 2013) 			<ul style="list-style-type: none"> • Teacher
School-Age Child Care	<ul style="list-style-type: none"> • Assistant to Head of Group* 	<ul style="list-style-type: none"> • Assistant to Head of Group* • Head of Group 		<ul style="list-style-type: none"> • Director 	<ul style="list-style-type: none"> • Head of Group* • Director*
Universal Prekindergarten	<ul style="list-style-type: none"> • Prekindergarten Teacher Aide 	<ul style="list-style-type: none"> • Prekindergarten Teaching Assistant Level I 		<ul style="list-style-type: none"> • Teaching Assistant Level II, III, and Pre-Professional Level 	
Public Elementary School		<ul style="list-style-type: none"> • Paraprofessionals 		<ul style="list-style-type: none"> • Teaching Assistant Level II, III, and Pre-Professional Level 	
Early Intervention			531		<ul style="list-style-type: none"> • Initial Service Coordinator • Ongoing Service Coordinator

	Bachelor's Degree	Bachelor's Degree in Early Childhood Education and NYS Teacher Certification	Master's Degree in Early Childhood Education	Master's Degree in Early Childhood Education and Administrator Certification or Graduate Level CPAC Credential	Doctoral Degree in Early Childhood Education or a Related Field
	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
Family Day Care					
Group Family Day Care					
Child Day Care Centers (NYS)	• Director*	• Director			
Child Care Centers, including Head Start (NYC)**	• Group Teacher	• Group Teacher* • Group Teacher for Children with Special Needs* • Infant/Toddler* • Education Director* • Teacher*			
Head Start (NYS)	• Teacher • Education Coordinator				
School-Age Child Care					
Universal Prekindergarten	• Teacher	• Teacher*			
Public Elementary School		• Teacher • Other school-based educators		• Principal	
Early Intervention	• Initial Service Coordinator* • Ongoing Service Coordinator*	• Provider			

*Preferred level of education for the position

**Staff working in Head Start programs in NYC must meet the qualifications required for comparable positions in Child Care Centers in NYC