She sees how beautiful the world can be.

We see a world with early care and education for all New York children.

New York’s Action Plan for Young Children and Families
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New York has had a leading role in child care policy since the 1850’s when the first day care nursery in America was opened in New York City.

New York City also was the first jurisdiction in the nation to regulate early childhood programs.

New York State was one of the earliest states to offer a Head-Start like program to its disadvantaged preschoolers through its state-funded Targeted Prekindergarten program and currently with the launch of Universal Prekindergarten and a major expansion of publicly-funded child care services.
After years of hard work, some progress and false starts on behalf of young children and their families, it was increasingly clear that New York State needed an action plan to guide our future directions. This work was officially kicked off in November of 2001, in a meeting at the Rensselaerville Institute in upstate New York, where 70 key experts and practitioners met to settle on the broad outlines of this action plan. Working from a shared vision, the group left that meeting enthusiastic about the task and willing to work to develop a product that could guide the course of services for children birth to five and their families for years to come.

The original group of planners reached out to hundreds of experts and leaders within the field and outside. We drew on the know-how and talents of people who work in public education, as well as the range of early childhood programs in the community. And we consulted specialists in curriculum and child development, school funding and capital investment, representatives of organized labor, colleges and universities, scientists and physicians as well as business leaders. We sought the voice and insights of parents.

The next stage of planning revolved around three working groups: Infants and Toddlers, Workforce, and Finance and Governance. Those groups concentrated on specific issues of just what the investments in early childhood programs should look like, what collaborations needed to be fostered and nurtured, how communities can best draw on existing strengths and fill the gaps that still persist and other important considerations.

A second major meeting, bringing many of the original stakeholders, as well as the large number who joined along the way, was held in October 2003. At that meeting participants affirmed and reaffirmed the vision and strategies identified in the action plan, and came to agreement on the outlines of a work plan. Individual organizations and groups made specific commitments to work on various aspects of the action plan.*

The countless people who worked on this document have been generous with their time, thoughtful in their input and endlessly supportive of the goal. We list them in Appendix IV and we thank and applaud them. We especially note the input and expertise of staff of state agencies: The Office of Children and Family Services, the U.S. Department of Health and Human Services, the New York State Department of Health, State Education Department, Department of Labor, New York State Council on Children and Families, and members of the NYS Assembly and Senate. Both Jennifer Rutledge of Delphi Consulting, Inc. and Betty Holcomb, Editor of the National Institute of Early Education Research newsletter, provided valuable consultation, facilitation and writing that helped us to have a successful process. We acknowledge, in particular, Anne Mitchell of Early Childhood Policy Research, who played very significant roles as consultant, coordinator, writer, and guiding star to this process. She really is a star and we thank her from the bottom of our hearts.

This Action Plan is designed to be a living, breathing document that will be adapted to changing needs, yet guided by the statement of principles. A guidance team is continuing to shepherd this work going forward. We remain committed to pursuing the vision and goals in the Action Plan.

*Resources pertaining to websites, documents and collaborations are listed in Appendix II.
New York State has worked to increase child care options, improve quality and make child care affordable for low income parents.

With the creation of the Bureau of Early Childhood Services (BECS) in 1988, and the establishment of a funded network of child care resource and referral agencies, New York formally declared that child care is important for families and children. In addition, with a series of regulatory changes, culminating in the Quality Child Care and Protection Act of 2000, New York confirmed its commitment to increasing the qualifications of child care professionals and ensuring health and safety standards for all child care programs. Since the passage of welfare reform legislation in 1997, New York has demonstrated its commitment to early childhood by increasing funding for programs and services from $436 million in FY 1997-98 to $929 million in FY 2003-04.

New York’s Universal Prekindergarten (UPK) legislation in 1997 set the stage for rethinking how we care for and educate young children. Its requirement that schools and communities work together on planning and providing PreK services gives communities a chance to establish formal connections between two sets of services – child care and early childhood education – that both serve young children but that often have functioned in isolation from one another. As a result of the UPK legislation, a new integrated system is, in fact, being created for four-year-olds in communities across New York State – a system that can serve as a model for how to provide early learning opportunities for all New York State children from birth through five.

In addition to these early childhood services, Head Start/Early Head Start, a strong and growing program for children whose families have very low incomes, is available in some form in every county of our state. Other early care and education programs – child care and nursery schools – for families of all income levels are available to some extent in every community. And young children with disabilities are guaranteed education and early intervention services.

A modest number of working families have access to paid family leave as a benefit offered by their employers; many women workers are eligible for and receive modest paid leave for pregnancy through the Temporary Disability Insurance program required of all New York employers. Family support and parent education are available to certain families who are eligible for home-visiting programs, Even Start family literacy services, and other supports. It is essential that these programs are conducted by staff that come from cultural and linguistic backgrounds similar to the families that they are providing assistance to. By doing so, these support services become a more accessible, integrated part of the community where they are located.

Individually these achievements and activities represent an impressive investment in early care and education. Taken together they are a unique opportunity for progress. In light of our significant past success and given the national attention now focused on early development and school readiness, we believe that New York State is poised to be a leader among states in building an early learning system with attention to quality early care and education to all children and families. The Action Plan provides the roadmap for moving New York State toward this important goal.
It is time for New York State to create a coordinated early care and education system that provides high quality programs to all children starting at birth and continuing through kindergarten.

This Action Plan for Early Care and Education calls for a comprehensive multi-year strategy to support and sustain all of New York’s children and their families. In addition, this system must include programs, information and services to meet the special needs of the state’s children, whether they are found to be gifted, challenged by disabilities or come from culturally or linguistically diverse families. Finally, the Action Plan expressly recognizes the need to under-gird this system of early care and education with family support services to assure every child gets the best possible start in life.

We recognize that some of these services already exist, though none serve all the children who need them and most still struggle to find resources to assure a consistent level of high-quality services. This Action Plan provides a roadmap for action, a guide on how we get from where we are now to a comprehensive system of early care and education. The Action Plan is based on the assumption that progress will be incremental and may in some instances stretch over the next ten years.

At its heart, the Action Plan reflects the bedrock belief that every young child in New York deserves excellent early care and education. Further, we believe that all programs and services must foster health and social and emotional growth. Children learn from the moment they are born, in every relationship, in every place. Consciously creating quality, early learning experiences, along with services to support all families, makes a clear and remarkable difference for the better in children’s lifelong prospects, adding to their academic success, as well as their social and emotional adjustment. New York’s overarching education goal – that every student will achieve a level of success in school based on high standards – depends on the quality of learning during the earliest years.

This Action Plan for Early Care and Education details the vision of a broad-based coalition of citizens, who want New York State to invest in early care and education as a top priority. Many other important activities are also underway that move this state along a path to a unified system of early care and education. For example, with federal funding through the Maternal and Child Health Bureau, the New York State Department of Health Division of Family Health is leading a statewide, cross-sector early childhood planning initiative to develop systems that support the healthy development of all children birth to five and their families. This evolving plan is complementary to this Action Plan, along with other work done across state agencies.

This Action Plan provides our overall vision, goals, and action steps for the next two years.
Vision of an Early Care and Education System

All young children have access to the early care and education services that they and their families need.

Every community offers families the array of family supports and services, responsive to cultural and linguistic diversity, that they need to raise healthy children.

Every early care and education program – in schools, early childhood centers, family child care homes – meets consistent, rigorous quality standards, promotes inclusion and is accountable for its performance.

Every early care and education professional is well prepared, has access to ongoing professional development and is well compensated.

A state-level coordinating body comprised of private and public representatives, with a counterpart in every community, is established to plan, assess, improve and sustain its local early care and education programs.

Adequate financial resources support the system, drawing on a large public investment and private sources, with reasonable family contributions.

System Components

Essential Services and Supports for Young Children and Their Families

- Prekindergarten/Child Care/Head Start
- Early Intervention/Special Education Services
- Home Visiting
- Family Leave
- Parent Education/Family Support
- Health and Mental Health Services

Quality Initiatives

- Unified Standards
- Quality Assurance Strategies
- Quality Improvement

Workforce Development

- Qualifications & Credentials
- Professional Preparation
- Continuing Education
- Recruitment, Retention and Appropriate Compensation

Planning Oversight & Governance

- State Level Governing Body
- Coordinated Local Delivery Systems
- Uniform Data Collection and Reporting System

Financial Foundation

- Estimated Costs for Programs & System Supports
- Maximum Use of Current Resources
- Development of New Resources and Funding Strategies.
“Research demonstrates that high-quality preschool education can substantially increase children's chances of succeeding in school and in life. Children who attend high quality pre-kindergarten programs are less likely to be held back a grade, less likely to need special education and more likely to graduate high school.”

National Institute of Early Education Research

www.nieer.org
Vision:
young children have access to the early care and education services that they and their families need.

“The number of women in the workforce who have preschool children has increased by more than five times, from 12% just after World War II to 64% in 1999; at the same time, labor force participation of women with school-age children increased from 27% to 78%.”

Joan Lombardi

They see loving people all around them.
The time is long past when anyone could claim that learning and development before the age of five was a relatively unimportant period while children wait to begin the “real” learning of elementary school.

The earliest years of a child’s life – birth to age five – lay the foundation for success in school and later in life. Brain development research tells us that young children are learning from their earliest moments, and especially rapidly in their first five years. Emotional intelligence and social competence, necessary for both educational achievement and as the foundation for successful functioning in life, begin to develop at birth. “The scientific evidence – ranging from behavioral genetics and neuroscience to policy analysis and intervention research – on the significant developmental impacts of early experiences, care-giving relationships and environmental threats is incontrovertible,” say the authors of the National Research Council’s groundbreaking report, *From Neurons to Neighborhoods: The Science of Early Childhood Development*.1 They go on to explain why:

“Virtually every aspect of early human development, from the brain’s evolving circuitry to the child’s capacity for empathy, is affected by the environments and experiences that are encountered in a cumulative fashion, beginning early in the prenatal period and extending throughout the early years. The science of early development is also clear about the specific importance of parenting and of regular care giving relationships more generally.”

The accumulated evidence from evaluations of high quality early education programs tells us that children who attend pre-school advance in intellectual, social and emotional competence in the short term, do better academically (in both reading and math) and socially in school, and generally live more productive lives as adults. That is in contrast to children who have no preschool education or who have poor early educational experiences. All young children benefit from good preschool education and disadvantaged children realize the greatest gains. The benefits of providing a quality pre-school education far outweigh the costs.

**New York State is relatively rich in services and supports for children and their families including:**

- Medicaid, including its Child Health Plus and Family Health Plus programs, makes health care services accessible for some children, and also makes resources available to some low-income parents.

- The Supplemental Food Program for Women, Infants and Children (WIC) is an invaluable source of food and resources needed by infants, toddlers and their mothers.

- A modest number of working families have access to paid family leave as a benefit offered by their employers; many women workers are eligible for and receive modest paid leave for pregnancy through the Temporary Disability Insurance program required of all New York employers.

- Family support and parent education are available to certain families who are eligible for home-visiting programs, Even Start family literacy services, Early Head Start/Head Start comprehensive family services, and other supports.

Unfortunately, due to limitations in resources, many families cannot avail themselves of these important supports and services. Subsequently, maintaining and expanding such vital programs is essential.

**Two-Year Goal 1:** A free, full-day preschool program is available for all four-year-olds, including children with special needs, with a permanent and sustainable base of funding and a collaborative delivery system that includes public schools and other early childhood programs with plans to expand the program to serve three-year-olds.

New York’s Universal Prekindergarten legislation in 1997 set the stage for rethinking how we care for and educate young children. The legislation recognized that children were already learning in and receiving care in various settings including child care, federally-funded Head Start, pre-school special education and others. Its requirement that schools involve and work with others on planning and providing prekindergarten services gave communities a chance to establish formal connections between valuable community-based services and early childhood education. As a result of the Universal Prekindergarten legislation, a new integrated and more linguistically and culturally responsive system is, in fact, being created for four-year-olds in communities across New York State – a system that is a model for how to provide early learning opportunities for all New York State children from birth through five.

New York State must stand behind the commitment, made in 1997 with the passage of legislation, to ensure every four-year-old has access to prekindergarten.

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Our goal is to ensure that full-day Universal Prekindergarten is funded sufficiently to reach all school districts and all four-year-olds by 2006 and that Universal Prekindergarten is extended to all three-year-olds by 2009.

**Action Steps**

*Incorporate* early education (UPK) for three- and four-year-olds into the school aid funding formula, making provision for full-day service, transportation and supports for teachers within a collaborative delivery system, as part of the education equity lawsuit solution.

*Increase* the funding for UPK in order to enable all school districts in New York State to be eligible to participate and to provide resources to support a quality environment for young children.

*Consolidate* the Targeted (Experimental) Prekindergarten and Universal Prekindergarten programs.

*Facilitate* community, including Head Start and child care, and school collaborations.

**Two-Year Goal 2: New York State makes an ongoing commitment to expand high quality, affordable, accessible and educationally sound child care for all New York children and their families.**

New York has made substantial progress in increasing subsidies for child care along with increasing supply and quality. The need, however, continues to be significantly greater than supply. Additional concerns for the field and for parents include quality of services; workforce issues, such as turnover and retention; and compensation and credentials. Quality child care must include family child care as well as legally exempt care, including kin and kin, with all groups getting information, resources, and training as appropriate. Consequently, it is important that adequate supports for all caregivers are available to assist them in providing the highest level of care possible, including children with special needs. Further, families should have access to a full choice of care and education choices that are responsive to cultural and linguistic diversity, ensure that children with special needs have access to extended day programs, and to the needs of working families. Such access should be simple, transparent and make efficient use of technology.

**Action Steps**

*Continue* to increase funding to expand the number of slots available for subsidized care to meet the needs of all of New York’s eligible families.

*Expand* access to these services for children whose first language is not English.

*Serve* more eligible families by expanding subsidy eligibility levels to 275% of the federal poverty line.

*Invest* in programs to provide resources to the early care and education workforce.

*Continue* to invest in the construction and renovation of child care centers.

*Provide* public education efforts to highlight the specific needs of babies, spearheaded by the Infant Toddler Technical Assistance Centers.

*Assess* the need for Infant/Toddler Specialists statewide to meet the increasing demand for services.

*Seek* funding for Accreditation Facilitation Projects.

*Assure* that no more than 10% of gross family income is required for co-pays and that co-pay is required for families under 100% of federal poverty level.

*Encourage* the construction of early identification services in order to improve access to all programs serving young children.

**Two-Year Goal 3: Infant Toddler Technical Assistance Centers are expanded to promote quality practices in programs and among providers caring for children birth to three.**

New York has recently funded regional Infant/Toddler specialists to serve as a fulcrum for improving the quality of care for our youngest citizens. Welfare reform and other factors have resulted in a tremendous increase in the numbers of infants and toddlers being cared for outside the home with a large percentage of infants and toddlers served in informal and registered family child care settings. Consequently, supports for providers are needed to assist them in providing the highest level of care possible. The Infant/Toddler Specialists are a significant resource in this effort to improve quality.

**Action Steps**

*Assess* the need for Infant/Toddler Specialists statewide to meet the increasing demand for services.

*Provide* public education efforts to highlight the specific needs of babies, spearheaded by the Infant Toddler Technical Assistance Centers.

*Promote* partnerships with early intervention, social services and health providers to better meet the needs of infants, toddlers and their families, including those with special needs.

*Calibrate* reimbursement rates to encourage expansion of infant and toddler programs.

*Expand* early identification services in order to improve access to all programs serving young children.
Vision:
Every community offers families the array of family supports and services that they need to raise healthy children.

“A successful early childhood education system views children’s learning as its central mission. This responsibility extends to healthy nutrition, safe environments, diagnostic screening, and follow-up services to treat disabilities and health problems that might affect children’s ability to learn.”

Early Childhood Education: A Call to Action from the Business Community

www.cvworkingfamilies.org
Two-Year Goal 4: New York State home visiting programs and services are available in every county of the state.

Home visiting, especially for at-risk infants and their parents, enables children to achieve positive social, emotional, health and developmental outcomes that are critical to their future success in school and in life. In New York, there are a number of home visiting programs, most notably Healthy Families, overseen by the Office of Children and Families; the Community Health Worker Program, overseen by the Department of Health; and Early Head Start overseen by the U.S. Department of Health and Human Services, Head Start Bureau. These programs have a growing body of evidence about positive impacts on children and families.

Action Steps

Expand funding for home visiting programs to increase the numbers of children to be served in current programs.

Expand funding for home visiting programs to extend the service to currently unserved and underserved communities, reaching full penetration by 2010.

Diversify sources of funding for home visiting programs to assure continuation in the future.

Two-Year Goal 5: Employers are more responsive to family needs of workers.

The New York State Paid Family and Medical Leave Coalition, a broad-based group that is currently working to enact legislation to provide paid family leave for New York State workers, points to several trends and facts that suggest this is the right time to enact such a law.

The United States is one of the only, if not the only, industrialized country without paid family leave. As a result, states are increasingly considering paid-leave policies. In 2002, California became the first state in the nation to adopt a comprehensive paid family leave law. The law provides six weeks of partial pay to workers who take family leave to care for a new child or seriously ill family member. It is funded through the State Disability Insurance program. Similar paid leave bills have been introduced in 27 other states.

New York State is one of only five states that require employers to provide access to Temporary Disability Insurance (TDI). Under New York State’s Disability Benefits Law, employers must provide paid leave for a maximum of 26 weeks to employees for their own non work-related disabilities. Private sector employees who have worked at least 4 consecutive weeks can apply for this benefit. Given the national economy, and the strains on the unemployment insurance system, New York State is uniquely positioned to expand on the TDI infrastructure already in place as a way to provide paid family leave benefits.

Polling research indicates that family leave is a priority for New Yorkers. A recent study conducted by the AFL-CIO found that 79% of working women believe access to paid family leave is more important than increased pay, promotions and job flexibility. Another survey identified the workers’ top career concern as finding time for their families. And still another poll found that over four-fifths (82%) of employees indicated support for the federal Family Medical Leave Act.

Action Steps

Support the efforts of the Paid Family and Medical Leave Coalition in working towards at least thirteen weeks of paid family leave benefit for all New Yorkers.

Encourage employers to provide wage replacement benefits (for example, through use of an employer’s existing sick leave policy) to attend meetings with a child’s teacher or school, to attend doctor visits with a child, spouse, parent, or other significant person, and for bereavement leave.

Two-Year Goal 6: A statewide campaign promotes family support so that all programs serving children and families use family support principles.

Family support is the set of underlying principles that guide programs that effectively involve families. The approach has been described by Virginia Mason, CEO of Family Support America, the umbrella organization of the family support movement, as the “Intel chip” of human services, the operating system. When we see any place with a sign that says “Family Support Practiced Here,” it should mean that parents are at the table in a program of equality and respect, which offers both formal and informal supports, advocates for families, is holistic and comprehensive, operates at the neighborhood (or workplace) level, has cultural integrity, is responsive to children with special needs and honors family strengths.

On Long Island, a comprehensive assessment of the need for family support and the resources available to meet those needs is underway. This initiative should help inform statewide efforts to increase the availability and quality of family support services.

Action Steps

Create a mechanism to gather and share proven best practices and models for delivering family support services.

Improve parent access to services by establishing a clearinghouse of family support resources and parent education materials.

Identify an agency to market, secure funds and continue research on the “state of family support” in New York, by considering what’s working and what’s missing, and by proposing effective service delivery models.

Incorporate family support principles into training offered across systems.

Promote expansion of the Family Development Credential, created by Cornell University, for personnel working in family support positions.
“We believe and certainly everybody should agree that the parent is the first and most important teacher for their child.”

Pat Myers, NYSAEYC

“It is the daily interactions with adults and others that help children develop good character, connections, and contributions – a sense of responsibility for their actions and for the community at large.”

Joan Lombardi
She sees a teacher who loves teaching.

“High quality early education programs for 3- and 4-year-olds help working families and employers. When employees are comfortable and confident in the quality and staff of their early care program, they are mentally engaged at the workplace and are more productive.

Quality education benefits everyone. It’s a win-win for everyone.”

Donna Klein of Marriott Corporation, President of Corporate Voices

Vision:
Each early care and education program – in schools, early childhood centers, family child care homes – meets consistent, rigorous quality standards, promotes inclusion and is accountable for its performance.
New research shows that quality matters. Children in high-quality programs gain significant social and academic advantages from the experience.

By contrast, mediocre programs actually harm children. Inclusive programs that serve children with special needs in the most integrated settings possible further defines excellence. Excellence in early childhood classrooms – the level of quality that makes a real contribution to a child’s later social, emotional and academic success – doesn’t just happen: Excellence depends on adequate resources, planning, training and on well coordinated administrative systems that ensure that services are well managed and accessible to families. Without enough of these underpinnings, today’s early care and education programs typically struggle to deliver services of “good enough” quality.

New York’s early care and education system is currently governed by multiple sets of standards that are implemented with different degrees of force by multiple agencies. In addition, there are early childhood programs, services, and settings that need not comply with any standards. It is not surprising that parents, policy makers and planners find the current situation confusing.

**Two-Year Goal 7: A work group is established and develops statewide program standards for early learning.**

The assurance system should be based on a single set of standards for all programs, regardless of children’s needs, auspice, hours of operation or funding sources. These standards must reflect best practice for a full inclusion model for meeting the needs of all children, including those with special needs. The standards should draw the best from well-established existing standards, such as the National Association for the Education of Young Children accreditation guidelines and Head Start/Early Head Start Performance Standards, as well as regulations of current programs, including those serving children with special needs in Early Intervention or Pre-School Special Education. Each agency that funds early care and education would link its funding to compliance with these New York State standards, and payment rates would vary based on the quality level the program has attained. Many states have developed such quality rating systems that are used to guide funding as well as consumer choices.

**Action Steps**

- **Identify** and catalogue New York State learning standards and other existing national standards related to early childhood education, including early intervention and pre-school special education. The standards identified should reflect the best approach to serving culturally and linguistically diverse children.

- **Convene** regulatory/monitoring staff in the State Education Department, Office of Children and Family Services, Department of Health and the regional Head Start office along with other stakeholders to discuss standards and oversight practices.

- **Consult** with local and national experts to assist in creating a unified set of standards for New York State.

- **Develop** a plan to implement such standards across the state.
Two-Year Goal 8: Accreditation projects and other quality improvement approaches are expanded across the state to improve quality of centers and family child care homes.

New York leads the nation in setting high standards for personnel preparation, program development and operations. However, our children deserve the highest standards of care possible. The National Association for the Education of Young Children and the National Association of Family Child Care Association, among others, set standards for programs that are the benchmark for quality care and education. Unfortunately, only a small percentage of programs become accredited.

In several areas of the state, notably New York City and Rochester, community-wide efforts are underway to increase the number of accredited programs. These facilitated accreditation programs, combined with financial support that New York State provides programs seeking accreditation, make the difficult accreditation process far more manageable. As part of a comprehensive effort to increase the quality of care and education programs, these models should be replicated across the state.

**Action Steps**

*Document* the strategies and lessons learned from the accreditation support projects and other quality improvement projects in New York State.

*Research* various quality measures, including a quality rating system, and approaches in the child and dependent care tax credits in other states, e.g., Colorado, Maine and Arkansas.

*Use this information* to develop a system of technical assistance and program consultation to support accreditation and quality improvement of early care and education sites across the entire state.

*Target* these efforts on settings serving a high percentage of culturally and linguistically diverse children.

*Use the Child Care Block Grant* quality resources to support new accreditation facilitation projects and other efforts to improve quality.

Two-Year Goal 9: Strong connections are established among higher education, early childhood professional development programs, and community efforts to improve quality.

New York State has a wealth of resources available to draw on to improve the quality of services. Several colleges and universities in the state including Bank Street College, Cornell University, New York University, and organizations such as the Children’s Institute in Rochester are conducting research, developing instructional curricula, and providing technical support and training programs that could be used to support the quality of services provided by New York’s early childhood programs.

Studies show a clear and direct link between a teacher’s training and program quality. Teachers with a background in child development and early learning, along with inclusion strategies, are better able to provide a learning environment and curriculum that is appropriate to each child’s level of development and interest. They are also more sensitive and responsive to children and more likely to enjoy teaching and create a positive atmosphere for children – all critical to setting children on the path to success in school. Attracting and retaining qualified teachers is key to achieving good results for children.

To ensure that our early learning system has the well-qualified workforce that it needs, the standards for personnel and the qualifications and credentials for the early childhood professional must include access to training and education to meet the standards. To ensure that workers continue to learn and keep up to date on best practices, continuing education options must be available. Finally, maintaining an adequate workforce depends on good recruitment practices and strategies for retaining workers in the system, including and especially those from diverse backgrounds and linguistic traditions.

**Action Steps**

*Identify* college and university resources that could potentially benefit efforts to improve the quality of early childhood services.

*Develop* strategies for making these resources available to the larger early childhood community.

*Develop* and offer training to those working in early childhood settings to increase their understanding of early intervention and how to access services.

*Include* scholarship and other incentives for those students who are representative of an underrepresented culture within the field.
They see teachers who love to help them learn.

Vision:
Every early care and education professional is well prepared, has access to ongoing professional development and is well compensated.

“I work in an infant room, ages 6 weeks to 12 months. There are many people out there that are great child care workers who leave because they cannot afford to stay. It’s very sad that in New York state, a person can make more money and receive better benefits working at McDonalds.”

letter to editor, The Business Review, July 30, 2004
Two-Year Goal 10: Workforce analyses, being conducted in several communities to determine the training and professional development needs among the current workforce, will be completed and used to determine statewide needs.

Several communities including Long Island, New York City, and Erie County have begun conducting analyses of the training and development needs of the early childhood workforce. These communities are looking at the early childhood workforce across modalities to gain a comprehensive picture of the needs for career and professional development and existing resources to meet those needs. While these studies will not provide a complete picture of professional development needs and resources across the entire state, they should provide a significant source of information to guide statewide planning and resource development.

Action Steps

Summarize workforce analyses to reflect a picture of the early care and education workforce.

Review workforce development analyses to determine statewide resource needs and develop strategies for meeting those needs. Assure that the over-all assessment and strategies are reflective of cultural and linguistic diversity within the workforce and the community it serves.

Two-Year Goal 11: The early childhood community is aware of and participating in programs leading to the Infant/Toddler Care and Education Credential, the Children’s Program Administrator Credential and other college credit-bearing professional development opportunities.

Over the last several years, the early childhood community in New York State has instituted several programs that have set and raised the standards for the workforce in early care and education. From the development of the Core Body of Knowledge and the promotion of the CDA credential (with additional hours of training required for all staff) to development of the Children’s Program Administrator Credential and the Infant Toddler Credential, the field is moving swiftly towards a desirable level of professionalism.

There has been increased access to college-credit bearing professional development opportunities. For the first time, coursework providing the essential elements for operating an early childhood program, in specializing in infant and toddler care, and obtaining coursework on-line is widely available. Recognition for obtaining the expertise in these areas is granted through a competency-based credential with portfolio submission. These and other opportunities for obtaining credit-bearing coursework are made possible through financial aid through the Education Incentive Program (EIP). Now that these opportunities are available, efforts need to be made across the state to increase the number of colleges and universities providing coursework leading to the credential and to develop additional opportunities for credit-bearing coursework. The workforce analyses should provide valuable information for identifying additional areas for which credit-bearing coursework and credentialing programs can be developed.

Action Steps

Convene a series of regional meetings with representatives of higher education institutions to encourage them to offer coursework leading to the Infant/Toddler Care and Education Credential and the Children’s Program Administrator Credential.

Develop a strategy for publicizing credit-bearing professional development opportunities including the Infant/Toddler Care and Education Credential and the Children’s Program Administrator Credential.

Encourage students in higher education to become acquainted with a variety of cultures as well as the pursuit of a second language.

Identify and disseminate “best practice” examples of both public and private programs across the country that have adopted a dual language approach to early education.

Two-Year Goal 12: Articulation agreements between two- and four-year public and private colleges are established across the state.

Within New York State, students holding a two-year early education degree, especially an Associate of Applied Science (AAS) degree, face significant obstacles if they decide to seek a four-year degree and state teacher certification. Fortunately, there are several models around the state that students can follow to move from community-based organizations to two-year and four-year higher education institutions. For example, some institutions of higher education award credit for prior learning and training experiences that are provided by community-based organizations.

Action Steps

Engage policy makers at the University of the State of New York, including the Regents and the Commissioner, in examining how to create a seamless education experience in the early childhood field.

Identify articulation agreements and joint program registration templates that can be replicated across the state.

Engage institutions of higher education in developing ways to enable students to attain college credit for community-based training.

Two-Year Goal 13: Programs are established to provide additional compensation to the early care and education workforce.

Recruitment and retention of a qualified workforce is dependent on appropriate and equitable compensa-
tion. The large differential between staff compensation in public schools and in nearly all other settings – a differential that makes it difficult to recruit and retain teachers in community settings – is a major obstacle to the goal of providing qualified teachers for all children. Teachers with the same level of qualifications must be compensated at comparable levels, without regard to the type of early childhood setting in which they work.

Compensation now depends on the type of program, location and oversight/funding body. Programs that rely primarily on parent fees generally pay staff the least, while schools that rely predominately on public funding pay the most. The Child Care Professional Retention Program has provided some help to underpaid child care workers by offering them bonuses based on longevity and credentials. (Bonuses ranged from $300 up to $2000 – for direct care workers who had recently received a degree related to early childhood.) This program or other creative approaches are essential to support the workforce.

**Action Steps**

*Seek* extension of the current program pending development of other approaches.

*Explore* and implement models for a compensation system that supports practitioners’ progress through the formal education system and that recognizes experience.

*Identify* and press for alternative approaches such as the child care occupational tax credit.

*Engage* employers in basing compensation on qualifications by setting salary schedules that reward additional education.

*Recognize* early education teachers as eligible for loan forgiveness and other professional development activities supported by the State Education Department.

“The question is no longer whether we should invest in child care, but rather under what conditions we can help children learn and grow.

*The heart of any good child care program is the relationship between the children and the provider, and the relationship between the provider and the parents.*

Joan Lombardi
Vision:
A state-level coordinating body comprised of private and public representatives, with a counterpart in every community, is established to plan, assess, improve and sustain its local early care and education programs.

“I believe there should be a ‘door’ to child care in every community, a ‘first stop’ for parents, providers, and policy-makers.”

Joan Lombardi

He sees a caregiver who thinks he’s a winner.
Governance of social systems is defined as the policy-making functions that provide oversight of and guidance to an organization’s delivery of services and funding decisions.

The governance functions that are most important for a coordinated early care and education system are: quality assurance, data analysis and planning, coordination of funding and monitoring of fiscal accountability.

Governance in early care and education, at present, is fragmented: a disorderly mix of federal, state and local jurisdictions with overlaps, gaps and contradictions. Efforts to improve coordination must consider several issues including various approaches to governance, the multiple systems involved, and the disparate jurisdictional boundaries that define governance within those systems. The experience of other states (North Carolina with Smart Start) and of other systems (the Department of Labor with its state and local workforce investment boards) have demonstrated the value of a state/local approach to system coordination.

**Two-Year Goal 14**: A state-level early care and education coordinating body is established in legislation, specifying its membership, duties and accountability.

While significant work to coordinate the delivery of early childhood programs can be accomplished at the local level, there are a variety of issues and actions that must be carried out at the state level.

We believe an early childhood coordinating body should be established in statute so that it is durable. Such a body must truly represent the interests of young children and their families, and should have as members a full range of early education stakeholders – consumers, employers, providers and funders as well as government. The categories of members of the body and its responsibilities should be specified in law. To begin, this group should focus on the specific functions that must be carried out to effectively govern the system and suggest ways for making these functions more uniform and better coordinated.

**Action Steps**

**Review** past experience in New York State with state-level coordinating and governance bodies and explore models from other states that may have potential for replication in New York.

**Draft** legislation to create a state coordinating body.

**Engage** key legislative support for the proposal.

**Mobilize** the field to work for passage of the legislation.

**Two-Year Goal 15**: An initiative is established to replicate model efforts to build coordinated local delivery systems.

Today, most communities have a disjointed, uncoordinated array of services and funding streams. As early care and education services have expanded, communities must bring together different institutions to plan how to make these services coherent, integrated and easy to use.

Responding to this need, many communities are now working to blend ideas and resources to create stronger early childhood systems.

In some localities across the state, increased investment in early care and education has already stimulated interest in planning a unified early education system. All of these efforts indicate that community-wide, integrated planning across all sectors of early care and education – Head Start/Early Head Start, family and center-based child care, early intervention/special education and prekindergarten – is a realizable goal.

**Action Steps**

**Document** successful approaches for developing and implementing early childhood community planning and coordination initiatives.

**Develop** a plan for replicating these approaches in communities across the state.

**Two-Year Goal 16**: An initiative to develop a uniform data collection and reporting system is established in legislation.

Accountability and planning in a universal early care and education system require uniform data collection and analysis. At present, each funding source gathers data separately, using different data elements and definitions, and stores these data in different information systems that cannot communicate with one another.

The current data systems are so fragmented that even basic information – such as an unduplicated count of children served in New York State early care and education programs – is not available. These existing databases, such as the Head Start Program Information Reporting (PIR) system, the SED Basic Education Data System (BEDS), and CCR&R databases to support parent referrals, would need to be re-designed to support comprehensive community planning that would span early care and education systems and related fiscal/programmatic accountability systems. The state coordinating group should provide guidance and oversight to these efforts.

**Action Steps**

**Establish** a cross-agency, public-private task force charged with developing a common data collection and reporting system that will be easy to use and will yield information for planning and accountability.

**Review** state and federal data collection systems now being used in the field of early care and education and investigate models being used in other states.

**Develop** a proposal for local data collection and a state-level data warehouse.
Vision:
Adequate financial resources support the system, drawing on a large public investment and private sources, with reasonable family contributions.

“In New York state, the average cost of full day child care for a 4-year-old is $8,060 a year. That’s almost twice the cost of a year’s tuition at the University at Albany ($,4,350).”
CDF-NY

She sees parents who would give her the world.
Ample public investment is essential for creating high-quality services. Indeed, all participants in this project agree that the current level of investment in early care and education, while significant, is still the major obstacle for many programs.

To create a comprehensive system of high quality early childhood services would require a large public investment.

The system we describe in this Action Plan has many elements to support families, infants and toddlers, preschoolers, and the adults who work with them. Some are new initiatives; others are improvements and expansions of existing policies and programs. Other elements, such as data collection and analysis, technical assistance to support program improvement and development of new facilities, are essential infrastructure to support the direct services.

The system we outline would cost approximately $6.5 billion. Existing public and private investments already account for about $4.7 billion of that total, leaving a gap of about $1.8 billion. And, as with the current array of early education and child care programs, a portion of the direct costs would come from parent fees, accounting for slightly over $100 million of the investment needed. Building the unified system we envision would therefore require an additional investment of public funds of about $1.7 billion, when the system is fully implemented. Obviously this investment would be phased in over time based on our ten year time frame, minimizing the additional cost in any one year.

We have attempted both to estimate the costs of our proposed system and the level of current investment, public and private, so that the gap can be quantified. Detailed information about the current annual investment – federal, state and local public funds and parent contributions – in early care and education for children birth to five in New York can be found in Appendix I.

We believe existing public and private investments already account for more than two-thirds of what is needed. Building the unified system will require continuing these investments and investing additional public funds, phased in over time, based on our ten year time frame, minimizing the additional cost in any one year.

There are many reasons to make this significant investment in children. Quality early education and child care is demonstrably linked to better outcomes in school and lower costs for later remediation and special education. There is growing understanding of the effects of early education in many sectors. The law enforcement community sees early care and education as an important crime prevention strategy. Access to quality early care and education is perhaps the most essential ingredient of successful welfare-to-work efforts enabling low- and moderate-income parents to work, knowing that their children are safe. And, investments in early education are crucial to business because they lay the foundation for the quality workforce of the future.

Investments in early education also have a strong economic stimulus effect, creating jobs in local economies and facilitating work by parents, which in turn promotes economic activity. Recent economic development studies generally document a return on investment of about $3.00 or $4.00 for every dollar invested in child care.2 Even more powerful is the large body of research that has documented the long-term beneficial effects of early care and education.3 Investment in quality early care and education has been shown to reduce later costs for grade retention, special education placement, welfare use, incarceration and other negative outcomes. Overall, estimates are that the return on investment in quality early care and education is as much as $7.00 for every $1.00 invested.

The wisdom of investing in young children is no longer a question. New York has a number of avenues available to generate public revenue to finance various components of an early care and education system – for example, broadening its tax base, maximizing federal funding streams, establishing dedicated fee and revenue sources, and further using tax credits to supplement wages and underwrite a portion of out-of-pocket costs for families. Finally, along with public dollars, there may be opportunities for private funding, over and above parent fees, from businesses and charitable contributions.

Two-Year Goal 17: An Early Care & Education Financing Commission is established in legislation to explore the opportunities for funding a more comprehensive system.

The Commission would be charged with developing a financing plan for the rest of our recommendations, that is, child care assistance, family support, professional development and compensation. The plan the Commission develops should meet the following tests: easy to administer, flexible, predictable, fair, and rely on parent contributions that are related to parent income. It should also include maximization of a wide range of existing funding sources.

Action Steps:

Research financing commissions in other domains, e.g. health.

Research legislative framework for those commissions.

Draft legislation to create the Early Care & Education Financing Commission.

Two-Year Goal 18: Both federal and state funds available through the Temporary Assistance to Needy Families (TANF) block grant and the Child Care Development Block Grant (CCDBG) to serve additional families, increase reimbursement rates, raise income eligibility levels and increase investment in quality are increased and fully utilized.

We support full funding of CCDBG, Head Start, TANF, the No Child Left Behind Act, Individuals with Disabilities Education Act, the Higher Education Act and other direct federal spending on


early care and education and expansion of the federal child and dependent care tax credit. We believe the federal share of support for New York's early childhood system should be a substantial part of the total investment. Further, New York State hasn't increased state funding for child care in a decade. State funded increases are essential.

**Action Steps**

*Press* for increased federal investment, through New Yorkers and New York organizations continuing to join with national groups such as the National Association for the Education of Young Children, National Women’s Law Center, National Head Start Association, National Association of Child Care Resource and Referral Agencies, Children’s Defense Fund, the Center for Law and Social Policy, the Trust for Early Education and others.

*Increase* state funding for child care incrementally to increase child care slots and to improve quality in New York State.

**Two-Year Goal 19:** Families with incomes at or below 185 percent of the federal poverty level do not pay fees for early childhood programs and no family with income above 185 percent of the federal poverty level (free and reduced lunch eligibility) pay more than ten percent of their income for early care and education.

Nearly all families need some help paying for child care. In communities across the state, a family of four with two young children needing full-time quality care would have to earn $85,000 before they could pay the full price without any scholarship help.

**Action Step**

*Seek* legislation to limit parent co-pays and to make them consistent across all counties in the state.

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### Current Annual Investment in Early Care and Education

(State Fiscal Year 2004-2005 Projected, estimates revised June 2004.)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Notes</th>
<th>Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal CCDF</td>
<td>$248,000,000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>State Match CCDF</td>
<td>$ 72,000,000</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Local Match CCDF</td>
<td>$ 51,000,000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TANF Child Care Transfer</td>
<td>$314,000,000</td>
<td>4</td>
<td>137,550</td>
</tr>
<tr>
<td>TANF Retention Grants</td>
<td>$ 900,000</td>
<td>5</td>
<td>not applicable</td>
</tr>
<tr>
<td>Child Care Capital (state)</td>
<td>$  0</td>
<td>6</td>
<td>not applicable</td>
</tr>
<tr>
<td>Universal PreK (UPK)</td>
<td>$205,000,000</td>
<td>7</td>
<td>54,150</td>
</tr>
<tr>
<td>School District local funds for UPK/EPK</td>
<td>$ 25,520,000</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Experimental PreK (EPK)</td>
<td>$  50,200,000</td>
<td>9</td>
<td>15,184</td>
</tr>
<tr>
<td>Preschool Special Ed (state)</td>
<td>$509,915,000</td>
<td>10</td>
<td></td>
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<td>Preschool Special Ed (local)</td>
<td>$347,085,000</td>
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<td>$420,000,000</td>
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<td>$  67,592,000</td>
<td>14</td>
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<td>$1,960,000,000</td>
<td>15</td>
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</tr>
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<td>Corporate Contributions</td>
<td>$  76,000,000</td>
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<td>not known</td>
</tr>
<tr>
<td>Child &amp; Dependent Tax Credit-federal</td>
<td>$147,736,500</td>
<td>17</td>
<td>402,000 families</td>
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<td>Child &amp; Dependent Tax Credit-state</td>
<td>$174,000,000</td>
<td>18</td>
<td>472,000 families</td>
</tr>
</tbody>
</table>

**Total Annual investment = $4,687,381,095**

*CCDF is the Federal Child Care and Development Fund, also called the Child Care and Development Block Grant, or CCDBG.*

*TANF is Temporary Assistants to Needy Families, the federal program that replaced "welfare."*
Second only to the immediate family, child care is the context in which early development unfolds, starting in infancy and continuing through school entry, for the vast majority of young children in the United States.

National Research Council and Institute of Medicine, From Neurons to Neighborhoods

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### Estimated Annual Cost of the Action Plan for Early Care and Education

(when fully implemented)

<table>
<thead>
<tr>
<th>System Elements</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial assistance for child care for children under 3 at current levels, plus expanding eligibility to 275% of the Federal Poverty Level (FPL), with families paying no more than 10% of income.</td>
<td>$2,122,482,787</td>
</tr>
<tr>
<td>Universal preschool for 3’s and 4’s, including children with disabilities, with various schedules based on proportion of working parents in New York (50%), and current national data on the proportion of parents who choose to enroll children in preschool (70%), including financial assistance for child care and for 3’s and 4’s at current levels, plus expanding eligibility to 275% FPL, with families paying no more than 10% of income for the cost beyond preschool.</td>
<td>$2,949,812,460</td>
</tr>
<tr>
<td>Home visiting services for the first year of life for 20% of births averaging $3,000 per year per family. (Home visiting costs vary greatly, up to $8,000 for Early Head Start; $3,000 is the average used by the Healthy Families program).</td>
<td>$148,730,040</td>
</tr>
<tr>
<td>Family support research, outreach and services (assuming 50% of parents of children under 3 will utilize and 20% for older children).</td>
<td>$470,978,460</td>
</tr>
<tr>
<td>Paid family leave for 13 weeks at average weekly wage of $235 and assuming 50% of those eligible will use the benefit.</td>
<td>$378,641,894</td>
</tr>
<tr>
<td>Professional development system, including incentive grants to higher education for faculty development and articulation; scholarships to increase qualifications to ensure one Bachelor-degreed teacher per classroom and all family child care providers with Associate degrees, assuming scholarship cover full tuition at SUNY rate.</td>
<td>$60,226,441</td>
</tr>
<tr>
<td>Compensation initiative to bring currently degreed early care and education teachers up to public school parity on annual wages.</td>
<td>$220,870,397</td>
</tr>
<tr>
<td>Health insurance for early care and education workers, with employer contribution and annual public share at $2,400 per worker. (Note: the DOH ECCS group is addressing health care access for families and will be estimating the cost).</td>
<td>$50,560,746</td>
</tr>
<tr>
<td>Quality Assurance, mentoring and program consultation</td>
<td>$32,968,492</td>
</tr>
<tr>
<td>Data collection and reporting system</td>
<td>$6,506,939</td>
</tr>
<tr>
<td>Facility Development Fund</td>
<td>$50,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,491,778,659</strong></td>
</tr>
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</table>
Now is the time to move forward with a comprehensive early childhood system.

Our goal is to see early education take its rightful place as a public responsibility in New York, alongside K-12 and higher education. A large number of stakeholders supported by New York’s success and a solid research base can make this system better for children and their families.

We invite all who care about children and the future to join this work.
# Current Annual Investment in Early Care and Education

(State Fiscal Year 2004-2005 Projected, estimates revised June 2004.)

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<td>472,000 families</td>
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**Total annual investment =** $4,687,381,095

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“In New York state, 54% of children under age 6 are in need of outside child care because both parents work full time.”

CDF-NY
Notes

1. Total federal CCDF is $331 million. Figure assumes that 75% of total is for age 0-5 with remaining 25% for school age care. Although HHS data for 1999 shows that about 46% of CCDBG slots nationally are school age care, our dollar assumptions are estimates that take into account that the hours of school age care are fewer and therefore aggregate costs are likely far lower than for non-school age care.

2. Total is $96 million – same assumption as endnote 1.

3. Total is $68 million – same assumption as endnote 1.

4. Total is $418 million – same assumption as endnote 1.

5. $40 million was original set aside for retention grants to child care staff – Division of the Budget (DOB) estimates that only $900,000 remains as of June 2004.

6. The original amount was $30 million over two years, all of which was contracted. No new funds currently available.

7. Assumes that districts spend local funds at a rate of about 10% of state funds received.

8. State share is 59.5% of $857 million total. Figure includes transportation and evaluation costs in addition to instruction costs. Source DOB. While some children receive basic preschool services through these funds, the vast majority of dollars is used for therapies and other interventions to meet identified special needs. This holds true for local share as well.

9. Local share is 40.5% of total of $857 million. Figure includes transportation and evaluation costs in addition to instruction costs. Source DOB


11. From US Education Department website: http://www.ed.gov/offices/OUS/Budget03/03StateTables/

12. CACFP is 98% spent on children (not adults). The total for children is discounted by 50% to account for the large number of school-age children served and the fact that CACFP covers children birth to age 17. Source is SED via Nutrition Consortium.

13. Based on estimates by Louise Stoney that $39 billion is spent nationally on parent fees. The figure is reached by adjusting 1995 Census Bureau estimates (most recent available) that families with employed mothers spend $35.6 billion annually on child care upward to account for expenditures made by all families for child care (e.g. care so a mother can attend school, care in families with a single father, and families who use preschool to promote early learning even when a parent is at home full-time). The New York share is derived by adjusting for population shares by multiplying the total by 6.7%, which is New York’s percentage of total U.S. population in 2000. The total of $2.6B is further adjusted downward to reflect children 0-5, same assumption as endnote 1.

14. The total nationally is estimated to be $1.5 billion, based on figures provided to Louise Stoney by Roger Brown, CEO of Bright Horizons/Corporate Family Solutions, a leading corporate sponsored child care company as to the amount they received from employers in 2000. The figure was further adjusted to reflect their share of the market. The New York figure is derived again from population shares, as in endnote 13 and then adjusted downward as in endnote 1.

15. Source: IRS Report for Tax Year 2000. The credit was claimed on 402,000 returns. Total is $196,982,000 which includes all credits claimed for children under 13. Dollar figure for children age 0-5 is based on the same proportional assumptions as in endnote 1.

16. Source: NYS Tax Expenditure Report 2003. For Tax Year 2001, there were 472,000 returns claiming this credit. Projected total for Tax Year 2003 is $232 million, which includes all credits claimed for children under age 13. Dollar figure for children age 0-5 is based on the same proportional assumptions as in endnote 1.
APPENDIX II Resources

For background materials for the action plan, go to www.winning beginningny.org/blueprint

Groups and coalitions working on Early Care and Education for All

Overview of Program
Standards and Regulation
Principles and Premises of Family Support
Personnel Qualifications
Current Status of Governance
Assumptions and Calculation Methods Used to Estimate Costs

For Infant/Toddler Technical Assistance network, go to www.nysccc.org

For Professional Development and High Quality Early Childhood and School-Age programs, go to www.earlychildhood.org

For Health Families NY health insurance, go to www.ins.state.ny.us/healthyny.htm

For the most current research, go to:
National Center for Children in Poverty’s website: www.nepc.org/
National Child Care Information Center http://nccic.org
National Institute for Early Education Research www.nieer.org

APPENDIX III

Demographic Data for New York State
(from data collected by the U.S. Census Bureau) *

<table>
<thead>
<tr>
<th></th>
<th>New York State 1990</th>
<th>New York State 2000</th>
<th>New York City 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>17,990,455</td>
<td>18,976,451</td>
<td>8,008,278</td>
</tr>
<tr>
<td>Population Under 5 Years</td>
<td>1,247,407</td>
<td>1,239,417</td>
<td>532,676</td>
</tr>
<tr>
<td>Speak a Language other than English (5 Years and Over)**</td>
<td>3,908,712 (23%)</td>
<td>4,962,921 (28%)</td>
<td>3,920,797 (48%)</td>
</tr>
<tr>
<td>Live in Linguistically Isolated Houses (5 Years and Over)***</td>
<td>994,895 (06%)</td>
<td>1,336,406 (08%)</td>
<td>1,075,453 (15%)</td>
</tr>
<tr>
<td>Foreign Born Population</td>
<td>2,851,861 (17%)</td>
<td>3,868,133 (20%)</td>
<td>2,871,032 (36%)</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2,151,743 (12%)</td>
<td>2,867,583 (15%)</td>
<td>2,160,554 (27%)</td>
</tr>
<tr>
<td>Asian</td>
<td>983,519 (05%)</td>
<td>1,169,200 (06%)</td>
<td>780,229 (10%)</td>
</tr>
</tbody>
</table>

* The 1990 Census did not break out New York City with the same ethnicity and language data available in 2000

**Identifies a family as speaking a language other than English as their primary language.

***One in which all family members 14 years old and over have at least some difficulty with English.
APPENDIX IV

Vision Stakeholders

These individuals participated in the planning for the action plan by attending meetings and working on committees. Attribution is based on their employment at the time the Action Plan was being developed.

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Citizens’ Committee for Children of New York
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Ms. Jane Brown
Child Care Resources of Rockland
Ms. Nicole Brown
Legal Momentum
Ms. Ellen Burns
Early Childhood Direction Center
Ms. Jacque Cady
Early Childhood Development Initiative
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Child CInc
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Poil Family & Medical Leave Coalition
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Ms. Evelyn Efinger
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New York State Council of School Superintendents
Ms. Azra Earrell
Permanent Judicial Commission on Justice for Children
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Ms. Deirdre Greco
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Ms. Lottie Harris
Child Care Council of Westchester, Inc.
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New York State Senate
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Early Head Start, Syracuse
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Federation of Protestant Welfare Agencies
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Head Start Quality Improvement Center
New York University School of Education
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New York State PreKindergarten Administrators Association
Ms. Lynda Weissman
Family Child Care Assn. of New York State
Ms. Meredith Wiley
Fight Crime: Invest in Kids New York
Ms. Doris Woo
Chinese American Planning Council
Ms. Risa Young
Children’s Aid Society
*Served on the Action Plan Guidance Team
“In the twenty-first century, most children in the United States will be in child care at some time in their lives, probably starting at a young age.

Both mothers and fathers put ‘balancing work and family’ at the top of their list.”

Joan Lombardi
New York’s Action Plan
for Young Children and Families

Winning Beginning NY, is sponsored by

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a collaboration of Child Care, Inc. and the

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educates policy-makers and the public about the

benefits of early education and the necessity

of investment in early education

as a top public priority.
“Eight-five percent of a person’s intellect, personality and social skills are developed by age 5.

Ninety-five percent of public investment in education occurs after age 5, when the most critical learning years have passed.”

Purves, Body, & Brains