



Building Success for Children
Ensuring Success for New York



A Look At QUALITYstarsNY

New York State Early Childhood Advisory Council

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NY Early Childhood
Professional
Development Institute

Developing Adults
Working with Developing Children





NEW YORK STATE BOARD OF REGENTS

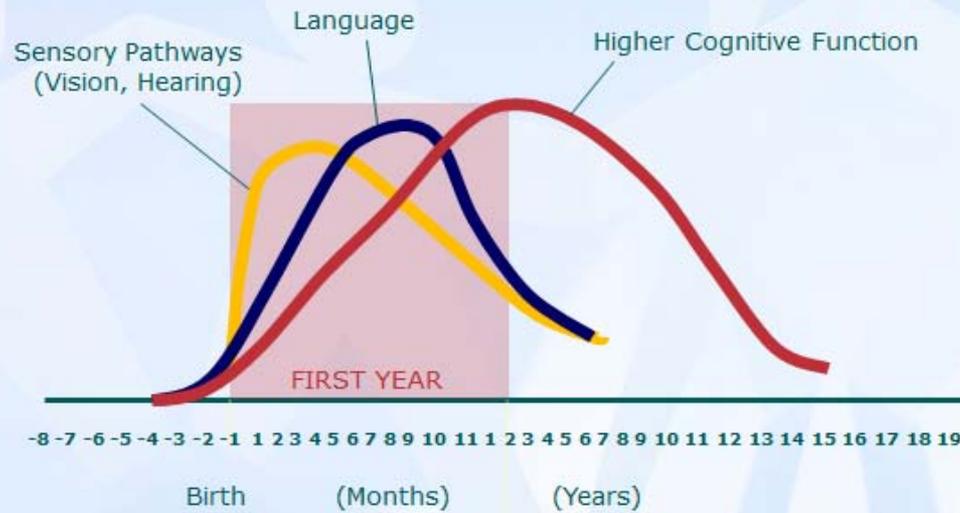
“Early childhood education for all children ages birth through grade 3 is an integrated system designed to ensure that each child receives a healthy start and attains the skills and concepts to have a successful academic experience in developmentally-appropriate programs.”

“Components of the system include standards based programs that start early, instruction by highly qualified persons and an environment that coordinates comprehensive services and provides information and support to families.”



Early Childhood Education Research

Timing of Early Brain Development



Source: C. Nelson (2000)



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

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

State Education Department Representation



- ★ **Office of Early Learning**
Meg McNiff
- ★ **Office of the Executive Deputy Commissioner**
Nicolas Storelli-Castro
- ★ **Office of Special Education**
Sandy Rybaltowski
- ★ **Office of Cultural Education**
Liz Hood





What is QUALITYstarsNY?

- ❑ QUALITYstarsNY, New York State's quality rating and improvement system, is designed to help parents access the best possible care and education for their youngest children.
- ❑ It also helps those working with young children to strengthen their programs. By setting universal program standards linked to star ratings, QUALITYstarsNY uses proven methods to assess, improve, and communicate the quality of early childhood education we provide for our children.
- ❑ It is also cost-effective, ensures accountability, and maximizes limited funding.





Regents Support of QUALITYstarsNY

- 2011 Board of Regents allocated \$4 million of Race to the Top funds towards the implementation of QUALITYstarsNY
- Over 700 applications received for approximately 300 slots
- High needs school districts consisting of Persistently Lowest Achieving (PLA) schools were identified for recruitment
- Community partners, including school districts, aided in outreach and recruitment

10 Regions: Targeted Communities





- Public school-operated UPK programs
- Registered/licensed UPK and Head Start classrooms in CBOs
- Special education preschool programs (4410)
- SED registered nursery schools
- Center and Family-based providers licensed/registered with OCFS or NYC DOHMH

330 Current Participants



Components of QUALITYStarsNY



- Learning Environment
- Family Engagement
- Staff Qualifications & Experience
- Management & Leadership



- Program Standards
- Resource Guide
- Aspire: NY registry for early childhood professionals
- Web-based Early Learning System (WELS)
- Research-based observations



- Coaching
- Technical Assistance
- Scholarships
- Professional Development
- Materials



Addressing Dual Language Learners

Program Standards

- Child screenings and observations are done in a culturally and linguistically appropriate manner including appropriate language
- Use of developmentally appropriate curricula
- Communication to children and parents in home language
- Presence of staff who speak home language
- Staff training

Quality Improvement Supports

Supporting Students with Disabilities

- Program Standards**
 - Modifications and supports to enable inclusion of children with IEP/IFSP
 - Use of developmentally appropriate curricula
 - Staff training
- Special education preschool supports**
- Modified observations processes**



Health And Learning: Inextricably Connected



Children's ability to learn is fundamentally linked to their health, including physical, behavioral and social-emotional/mental health.

Effective science-based policies, practices and interventions can improve both health and academic performance, especially among high-risk populations

Both health and behavioral problems are consistently associated with poor school attendance and performance.



Classroom Environment (*Environmental Rating Scale*)

- Toileting/diapering
- Meals and snacks
- TV/Video/Computer use
- Health practices (e.g., handwashing, toothbrushing)
- Staff-child interactions and discipline techniques
- Provisions for children with disabilities

Child Observation & Assessment

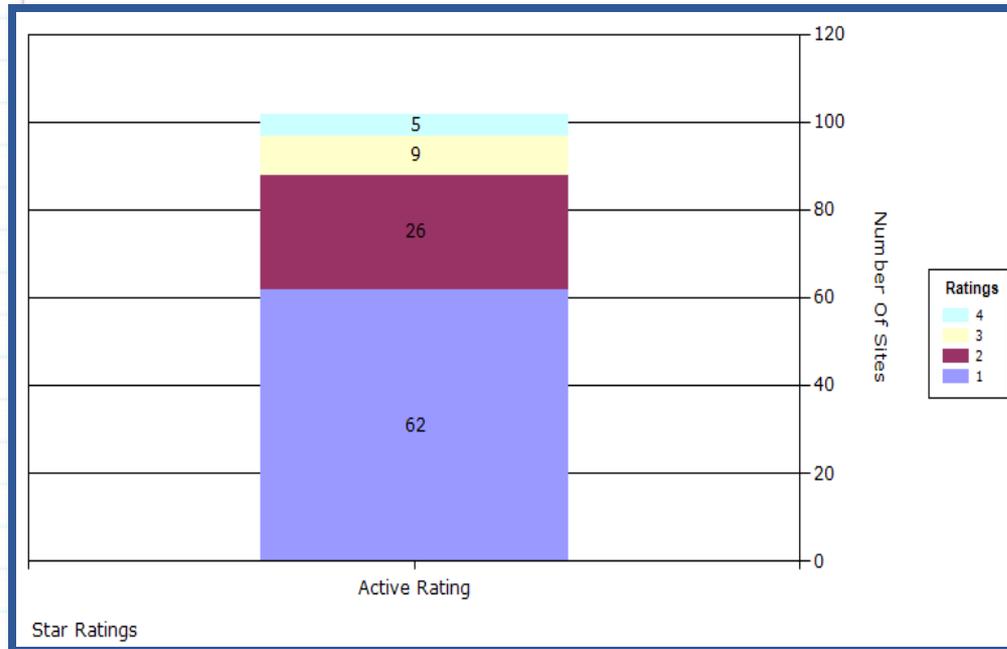
- Developmental screening of children: policies, tools, communication, training
- Collect information at enrollment on any special needs, including social-emotional concerns

Physical Well-Being and Health

- Daily age-appropriate physical activity
- Limits and use of screen time
- Higher standard for meals and snacks (CACFP)
- Adoption and staff training on formal obesity prevention program

Program standards in other domains

- Providing families with information on child development, health insurance, oral health and other topics
- Support for breastfeeding families
- Use of developmentally appropriate curricula
- Continuity of teacher-child relationships
- Modifications to enable inclusion of children with IEP/IFSPs



Current State:

- Active Ratings
- Quality improvement support

Next Steps:

- Re-ratings
- Race To the Top Early Learning Challenge Grant to expand participation
- Continue fund development
- Garner State support to ensure longevity



Questions / Comments?