



New York  
Early Childhood  
Professional  
Development  
Institute

# 2017

## Annual Report

Ensuring Access  
to Excellence  
for Every  
Young Child

**CU** THE CITY  
**NY** UNIVERSITY  
OF  
NEW YORK







A young girl with dark hair, wearing a pink shirt, is blowing a bubble. The bubble is in focus in the foreground, while the girl's face is slightly blurred in the background. The image is on the left side of the page, partially overlapping a blue background.

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## FROM **NEW YORK CITY** TO THE NATION

The City University of New York (CUNY) system is made up of 24 campuses, including community colleges, senior colleges, and graduate, honors, and professional schools. As the world's greatest urban university system, CUNY helps hundreds of thousands of students each year to achieve their goals of higher education and upward social mobility. In addition, CUNY is home to a wide range of programs and projects that deepen our institutional commitment to the wider range of need, building even greater pathways to equity and success. The New York Early Childhood Professional Development Institute is one such project.

The New York Early Childhood Professional Development Institute shares CUNY's commitment to equitable access and social justice while

benefitting from the in-kind support that CUNY's considerable infrastructure provides. The Institute is part of the Office of Academic Affairs' efforts to develop and implement city-wide initiatives aimed at raising academic quality, improving student success, and providing equal access to quality education. CUNY's support allows the Institute to apply 91 percent of every dollar raised directly to programs, projects, and services.

The scope of the Institute extends far beyond New York City. The Institute works to address unmet need, inspire innovation, shift policy, and build systems throughout New York State. The Institute also continues to broaden its geographic focus as it offers early childhood expertise to other organizations and groups around the country.

*"It has been my pleasure to support the Institute as it provides leadership to the city and state, focusing on the continuous quality improvement of the early childhood workforce. The Institute's success in helping to ensure children's access to excellent care and education illuminates the ways that private philanthropy, public investments, and the support of a public university can come together to make a difference in the fabric of New York." – John Mogulescu, Senior University Dean for Academic Affairs and Dean of the CUNY School of Professional Studies*



# A LETTER FROM THE EXECUTIVE DIRECTOR



Sherry M. Cleary,  
Executive Director

Dear Colleagues,

A year seems like an arbitrary way to measure progress, but it is certainly the industry standard. And so, here we are, sharing our second annual report with you. It is my pleasure to share this snapshot of our work as 2017 becomes part of history.

This new year marks the 50th anniversary of Reverend Martin Luther King Jr.'s death. A newly released documentary, *King in the Wilderness*, focuses on the last few years of King's life. I was struck by two things: First, King felt the need to take on race, poverty, and peace, all at the same time. And second, even people who loved him and wanted change acted badly in the process. King seemed to understand that society is complicated and messy. He knew, intuitively, that he couldn't choose one cause over another, because all are deeply intertwined. He knew that change was frightening for people and that the very thing that could address hatred and violence was love and non-violence, even if it took longer than he wanted.

The film had many lessons and I found parallels in our work.

We have a sacred responsibility to do what is right for young children, and that work is multi-faceted. We don't have the luxury of selecting one or two things to fix. We need to see things in the interrelated way they exist and build systems that establish a strong foundation for all the work that follows. We need to accept that change is hard and makes people feel uncomfortable. Our work helps mitigate that discomfort and supports individuals as they find the

confidence, energy, and resolve to embrace the change young children so desperately need and deserve. Just as importantly, our work ensures that people in the early childhood workforce have choices and options designed so that they find success making the impact they seek.

I have the honor of working with almost 100 people within the Institute and more than that through our extraordinary partnerships just outside of the Institute. Every day we encounter deep passion, grace, intellect, drive, tenacity, vision, and humor. These things nourish and sustain us and enable us to meet challenge with patience and wisdom. I am proud of the work we've done together but I am perhaps more proud of the people – inside and outside of this organization – who have made early childhood their life's work and understand it for the complex opportunity it is. We each bring a sense of urgency and a degree of patience, which is an essential balance for any real progress to take place.

I hope you enjoy reading about our work!

Sincerely,

A handwritten signature in black ink that reads "Sherry M. Cleary". The signature is written in a cursive, flowing style.

Sherry M. Cleary  
Executive Director



# HOW DOES THE NEW YORK EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT INSTITUTE HELP TO **ENSURE ACCESS TO EXCELLENCE FOR EVERY YOUNG CHILD?**

While all early childhood educators want to offer the best environments, care, and education, significant challenges remain to provide all children the highest quality programs and services. The challenges range from big infrastructure issues within systems to local barriers encountered by individuals. The Institute's mission is to identify these challenges and develop and influence the innovative approaches, systems, and public policies that will address and mitigate them.



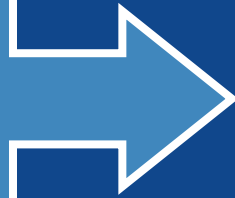
## **Examples of our work that address these challenges include:**

- Building and operating systems such as QUALITYstarsNY and New York Works for Children, the host for the Aspire Registry
- Launching the NYC Early Childhood Research Network and the Leadership Initiative
- Supporting individual educators with career guidance, intensive coaching, and other new paradigms of professional development

We believe a dynamic approach is required in order to make substantial, meaningful changes that influence young children and their families. Institute team members must co-exist with ambiguity, empathize with bureaucracy, and see beyond barriers in order to yield a space for creativity, tenacity, partnership, and calculated risk-taking. What emerges are well-conceived solutions that make and sustain change for the early childhood workforce and the children being served.



# WHAT ELEMENTS AND STRATEGIES DOES THE INSTITUTE USE TO ELEVATE THE WORKFORCE AND IMPROVE ACCESS TO EXCELLENCE FOR YOUNG CHILDREN?



The Institute’s core leadership team analyzes challenges and opportunities facing the early childhood field. These challenges and opportunities include the need for data, research, and pathways to professional and career development. In addition, the Institute also focuses on new funding paradigms, innovative ways to build program excellence, and the need for strategic and timely policy decisions. The Institute’s staff conceive, study,

experiment, implement and test until we arrive at models worthy of system change. Overall, we are constantly balancing two forces in our work: the **urgency** to make positive change happen as quickly as possible for young children, and the **patience** to understand that the big changes needed in the early childhood field are incremental, requiring time, ongoing attention and tenacity.

The three elements of our work – System Building, Innovation and Implementation, and Public Policy and Communications – capture the dynamic process we use to move things forward to elevate the field of early childhood for New York.



## HOW DO THE INSTITUTE'S **STATEWIDE SYSTEMS** SUPPORT THE STATE AND THE EARLY CHILDHOOD WORKFORCE?

Comprehensive statewide systems provide the data and frameworks needed to provide high-quality early childhood services. When states have these systems in place, the services offered to young children and the supports provided to the workforce that serve them work much better. Public and private investments go farther and result in positive, intentional outcomes.

Working with stakeholders early on, the Institute identified the need for data about the early childhood workforce. We also found that there was a dearth of policies and procedures needed to ensure that teachers are well-educated and had access to high-quality professional development. New York Works for Children and QUALITYstarsNY are two such systems that respond to these needs and make a big difference for early childhood in New York State. The Institute is the implementing agency for these two systems.

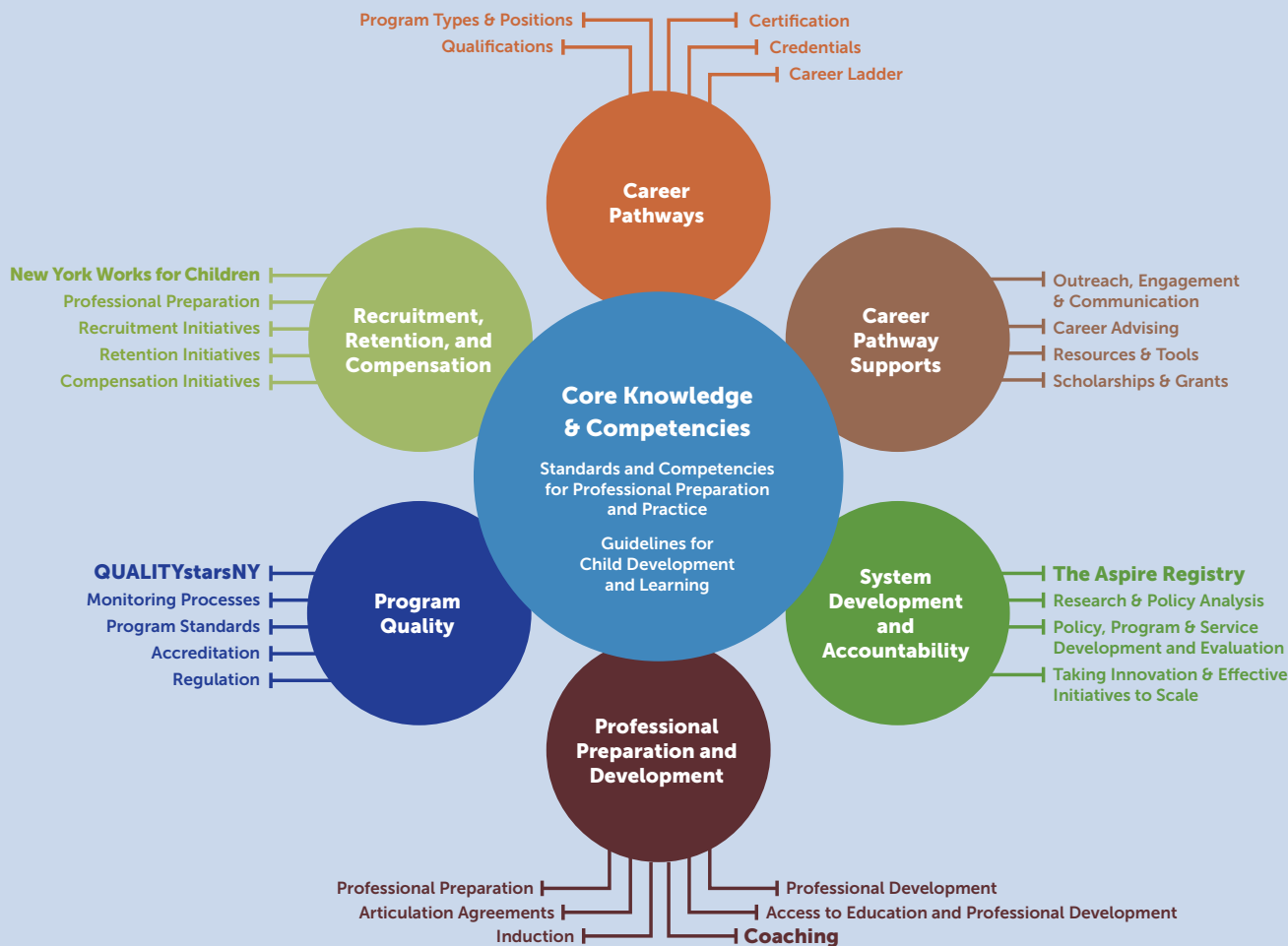




New York's integrated early childhood workforce development system, New York Works for Children, was developed by a team of experts across the state. The Institute plays an important development and implementation role in many of these areas. While work is being done every day on each of the areas in this system, we are highlighting three significant pieces to illustrate progress.



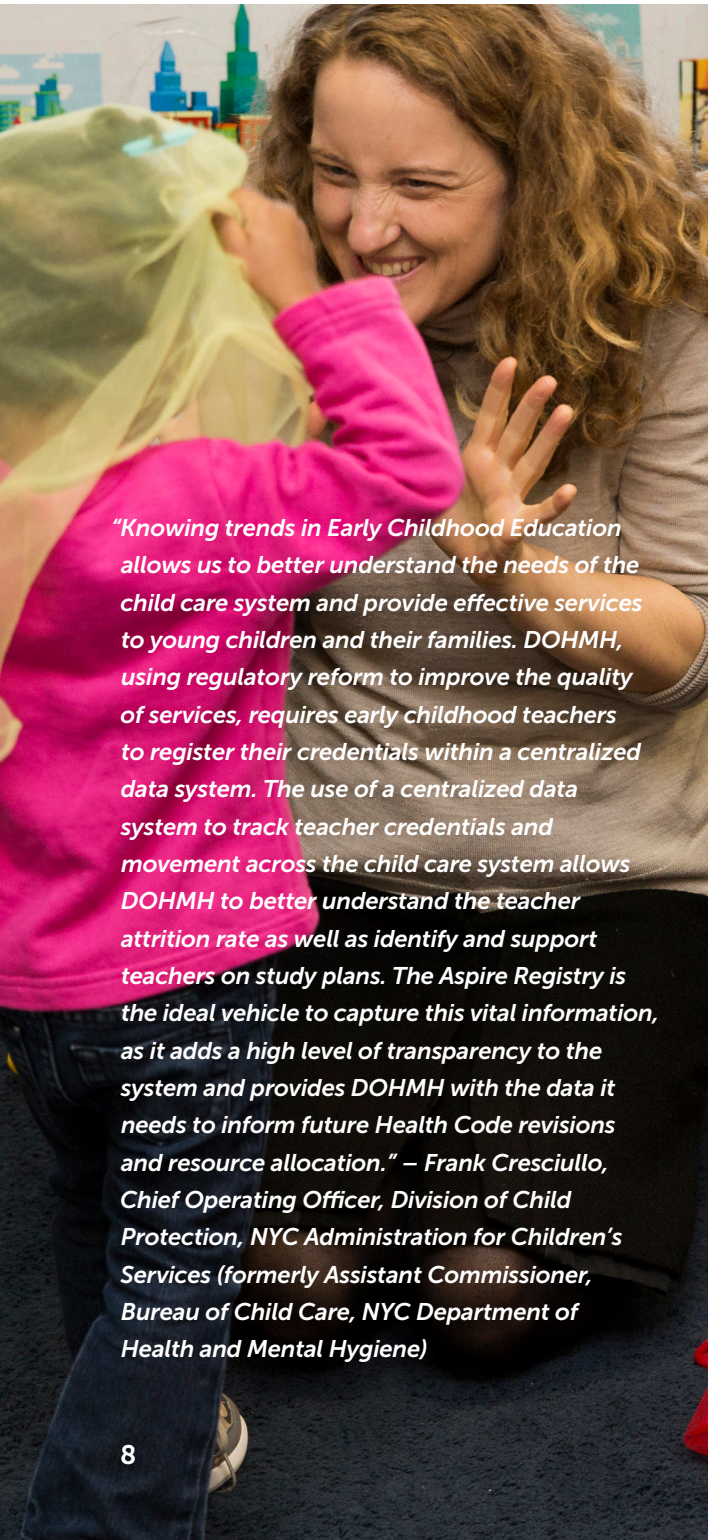
### NEW YORK'S WORKFORCE DEVELOPMENT SYSTEM FOR EARLY CHILDHOOD EDUCATORS



### NEW YORK WORKS FOR CHILDREN

**New York Works for Children** is New York's integrated workforce development system for early childhood and school age professionals. Built with the help of statewide partners, this system provides the infrastructure for both the early childhood workforce and the initiatives designed to improve it. The chart on the left illustrates the components that work together to strengthen the individuals working with young children. Institute staff work on each of these components throughout the year.





*“Knowing trends in Early Childhood Education allows us to better understand the needs of the child care system and provide effective services to young children and their families. DOHMH, using regulatory reform to improve the quality of services, requires early childhood teachers to register their credentials within a centralized data system. The use of a centralized data system to track teacher credentials and movement across the child care system allows DOHMH to better understand the teacher attrition rate as well as identify and support teachers on study plans. The Aspire Registry is the ideal vehicle to capture this vital information, as it adds a high level of transparency to the system and provides DOHMH with the data it needs to inform future Health Code revisions and resource allocation.” – Frank Cresciullo, Chief Operating Officer, Division of Child Protection, NYC Administration for Children’s Services (formerly Assistant Commissioner, Bureau of Child Care, NYC Department of Health and Mental Hygiene)*

# The Aspire Registry

## THE ASPIRE REGISTRY

The Aspire Registry, New York’s early childhood and school-age workforce registry, is an essential component of New York Works for Children. The Registry began as a pilot project to address a dire lack of data on the workforce and its challenges. This lack of data has historically prevented regulatory agencies from meaningfully tracking regulatory compliance regarding staff qualifications, experience, and professional development.

Investing in the growth and evaluation of the Registry system has led to meaningful policy changes. Most recently, the NYC Department of Health and Mental Hygiene (DOHMH) passed regulations requiring that licensed early childhood centers, starting in July 2017, maintain their training and qualifications records in the Aspire Registry. This will allow DOHMH licensors to monitor regulatory compliance much more efficiently. As of December 2017, just six months into this two-year project launch, 68 percent of licensed centers in NYC have already activated their Registry organization accounts.

The state’s Office of Children and Family Services (OCFS) also uses the Registry. All teachers and directors working in OCFS-licensed day care centers who are on a plan of study, working toward fulfilling

the qualifications required for their positions, are required to maintain a profile in the Aspire Registry to show their progress. OCFS staff can view reports from the Registry to monitor compliance with regulation and have verified information about plans of study statewide.

The Aspire Registry also helps professionals meet the professional development and education requirements for their jobs, and build and manage their own careers. The Registry offers the Statewide Training Calendar so professionals can find professional development opportunities, especially those that are quality assured by the Aspire Registry, across the state. They can also access their New York State Career Ladder level on their Aspire profile, which will help them chart their professional development.

This state-of-the-art system continues to improve, launching an Aspire attendance app in 2017 and a feature allowing users to scan and upload training documentation directly into the Registry. In addition, the Registry successfully completed the National Workforce Registry Alliance’s Partnership Eligibility Review Process, an endorsement process verifying that the Registry follows industry standards for best practices, which will allow New York to be included in national workforce data projects.





## COACHING AS PROFESSIONAL DEVELOPMENT IN NYS

### COACHING AS PROFESSIONAL DEVELOPMENT IN NYS

Coaching, nationally recognized as responsive and effective professional development for program teachers and leaders, both makes and sustains change. Coaching is distinguished from other forms of professional development in that it is designed to be relationship-based, occurs over an extended time, and is individually tailored to the teacher and his/her performance plan. It is an important part of professional preparation and

development within the New York Works for Children system. In order to ensure that coaches have the necessary knowledge, competencies, and skills, the Institute worked in conjunction with statewide partners to develop a coaching endorsement as part of the NYS Training and Technical Assistance (T-TAP) Professional Credential offered by the New York Association for the Education of Young Children. The Institute also developed a training series for coaches that prepares

them to apply for the coaching credential. Since New York State now recognizes coaching as a viable form of professional development, the credential endorsement and training not only provide the infrastructure needed for coaching to be counted toward the professional development hours required for licenses and permits, but also increase the number of people qualified to offer this intensive form of professional development.



# HOW DO THE INSTITUTE'S STATEWIDE SYSTEMS SUPPORT THE STATE AND THE EARLY CHILDHOOD WORKFORCE?

## QUALITYstarsNY

As New York State's quality rating and improvement system for early learning programs, QUALITYstarsNY provides the framework for ensuring program quality and rich educational experiences for children from birth through age five. With a comprehensive approach to supporting programs to improve the effectiveness of their learning environment, family engagement practices, staff qualifications, and management and leadership capacities, QUALITYstarsNY has worked with more than 700 programs and providers and tens of thousands of children and their families across every economic development region of New York.



## 2017 HIGHLIGHTS:

- 33 percent increase in the number of participating programs
- 39 percent increase in the number of children in New York attending 3-, 4-, and 5-star rated programs.
- 46,632 children served in all participating programs, including Start with Stars.

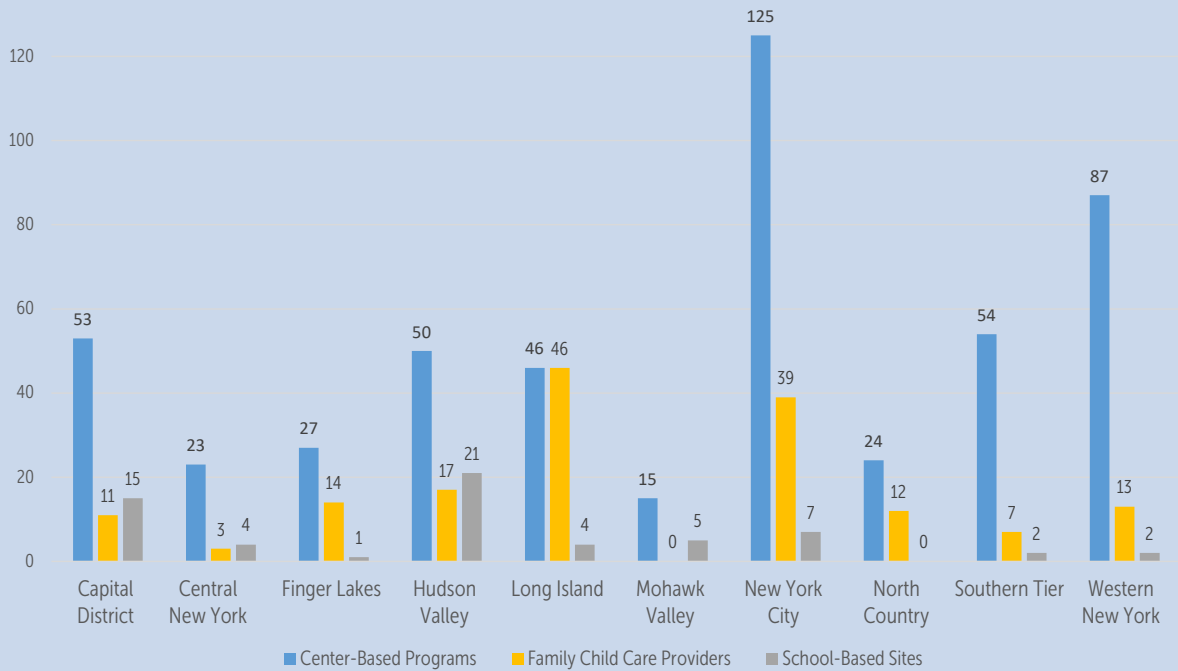
QUALITYstarsNY protects the state and federal investment in early learning by providing the resources, expert coaching, and technical assistance to provide quality assurance and accountability across all program types – early childhood centers (including child care, Head Start, and Pre-K), family child care homes, and pre-K programs in public schools.

## START WITH STARS, AN INITIATIVE OF QUALITYSTARSNY

Start with Stars served its first cohort of 47 programs in 2017. The initiative provides programs that have experienced regulatory or compliance challenges or sites that are very new with more intensive coaching and targeted supports, especially around leadership. Start with Stars is the pipeline through which the programs begin their journey toward continuous quality improvement. Thirty-nine programs (83 percent) in the first cohort moved on to participate in QUALITYstarsNY and 9 percent are continuing with Start with Stars.



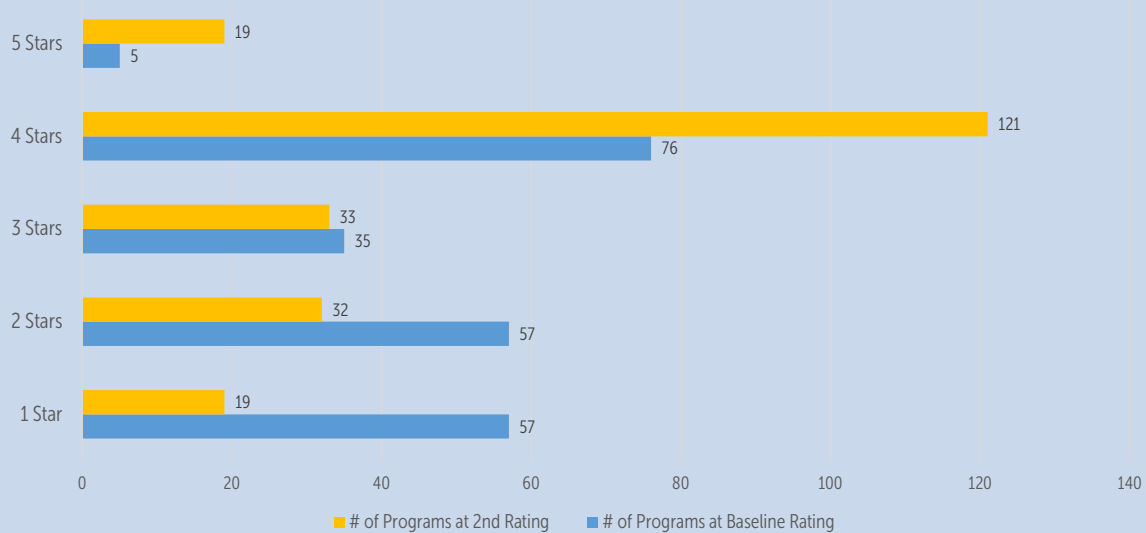
### QUALITYstarsNY PARTICIPATION ACROSS THE STATE



Note: Total number of programs is 727 as of 3/15/2018.



### EVIDENCE OF QUALITY IMPROVEMENT: CHANGE IN STAR RATINGS



Note: Programs are re-rated every three years. As of March 15, 2018, 230 programs have participated in two rating cycles since 2013.

*“Partnering with Start with Stars has been an exciting opportunity that has meant so much to our program. Its financial assistance for professional development has allowed our teachers to attain certifications, learn new skills in child care, and provide a better learning experience to the children in our program. We also greatly appreciate Start with Stars for providing guidance and support as we’ve begun growing our new Learning Center organization. Our experience with Start with Stars has left us all eager to continue this relationship into QUALITYstarsNY.” - Jenny Nearchou, Director of Tender Tots Day Care*

## HOW HAVE THE INSTITUTE'S APPROACHES TO INNOVATION AND IMPLEMENTATION CREATED POSITIVE CHANGE FOR EARLY CHILDHOOD IN NEW YORK?

Through its vision and mission, the Institute has a strong history of attracting donors who believe that innovation is essential if the early childhood field is to fulfill the promise of eliminating the achievement gap.

The Institute seeks new ideas, identifies possible solutions, and experiments with new paradigms in order to generate new energy and knowledge to improve early childhood. Institute teams resist traditional barriers and conventions and encourage the creative thinking process, exemplifying trust, respect, and good humor.

New ideas generate new approaches, which result in the long-desired impacts that have the potential to change policy. The Institute team is a "why not?" group of people. Whether the innovation focuses on the development and delivery of new subject matter for the field or new ways to build practice, the Institute seizes the opportunity to build new strategies and practices on behalf of young children.



### **IMPLEMENTATION: RESPONSIVE PROFESSIONAL DEVELOPMENT OFFERINGS**

Our projects are typically created and carried out in direct response to articulated need and are based on innovative practices that have been previously developed by the Institute and its partners.

### **DEVELOPMENTALLY APPROPRIATE PRACTICE**

In response to concerns about the increasingly academic focus of kindergarten, the Institute sponsored a book group that met to study *Teaching Kindergarten: Learner-Centered Classrooms for the 21st Century*. This four-part series, facilitated by the book's authors, brought together experienced teachers to explore the challenges of and strategies for engaging in developmentally appropriate practice in the pre-K-to-2nd-grade continuum.

Developmentally appropriate approaches were also discussed with participants in the conversation series *Leaders Inspiring the Imaginative Experience in Early Childhood Education*, in which renowned author Richard Lewis joined site leaders in exploring the imaginative life of children and its implications for teachers and programs.



### **SELF-CARE IN EARLY CHILDHOOD SETTINGS**

Recognizing the fact that professionals in early childhood settings experience multiple stressors both professionally and in their private lives, the Institute worked with Ramapo for Children to pilot a 4-session series called *Self-care for Early Care and Education Providers*. The series offered participants the opportunity to explore strategies for self-care and processing and managing stress.



## HEALTH AND SAFETY

The state's Office of Children and Family Services updated its requirements for health and safety trainings for informal, license-exempt providers in response to emergency state regulations in 2017. In response to the urgent need, the Institute's Informal Family Child Care project provided health and safety in-person trainings to 101 providers. It assisted an additional 224 providers on the technical assistance hotline for those completing the training online.



## AUTHENTIC ASSESSMENT

When teachers gain the special skills to understand the development of individual children, they have the tools necessary to create rich and productive learning opportunities for each child. In response to the need for technical assistance and professional development on authentic assessment, the Institute's pre-K assessment specialists served 278 programs in the last school year, including 712 teachers and 252 directors/principals. Of those programs, 56 percent were in community-based organizations and the remainder were in public schools, pre-K centers, and a charter school. More than 12,800 young children in NYC benefited from teachers and leaders who were trained on how to carry out authentic assessments to improve children's learning. In addition, the specialists were also able to provide professional development on utilizing authentic assessment for staff from City agencies.



## PRE-K IN OTHER COMMUNITIES

In a year-long project, the Institute advised the Philadelphia Mayor's Office of Education on its adoption of a universal pre-K program and its response to the workforce challenges and opportunities that a UPK project presents. A team of the Institute's directors facilitated work groups on workforce development planning, recruitment, compensation, partnerships with higher education, career and professional development, and data requirements. The Institute worked with a wide variety of local partners in Philadelphia to make significant progress in developing the early childhood workforce system and in proposing an innovative model for future career and professional development services.

The Institute also works with communities across New York State as they implement Pre-K in their local areas. In response to a request from Chautauqua County in Western New York, the Institute provided support and expertise for its Pre-K Summer Institute for early childhood teachers and leaders.





## HOW ARE THE INSTITUTE'S INNOVATIVE NEW IDEAS CHANGING EARLY CHILDHOOD PROFESSIONAL AND WORKFORCE DEVELOPMENT?

### INNOVATIVE APPROACHES TO PROFESSIONAL DEVELOPMENT AND PROGRAM QUALITY

#### Coaching and Responsive Engagement (CARE)

The Institute's Informal Family Child Care project team launched the CARE (Coaching and Responsive Engagement) pilot to train and provide intensive coaching to informal family child care providers. Informal providers care for small groups of children with child care subsidies and are not required to have an operating license. While unregulated, these providers meet a need for families, especially those that speak a language other than English, work varied schedules, and need non-traditional hours of care while they work.

In its first year, the CARE project served four cohorts of providers. This population of providers balances long hours and solitary work, making more traditional professional development almost impossible to access, but no less desirable. Taking this into account when scheduling sessions and creating a communications strategy, the CARE project saw an 80 percent attendance rate for training sessions and a 93 percent rate of participation at home visits. The project will continue into 2018 and serve at least 50 more providers.



*"My experience was a pleasant one. I learned a lot from everyone, even the participants that were there ... Coming here every week was like a relief for me because I interacted with other people, I learned from others' experiences. I don't know how to explain it but coming there every Saturday was a sense of peace because you learned you didn't go there to just have fun, it was a learning process."*

– Simone, CARE participant



*"I started this coaching process the moment I also started a new position from teacher to director. Having Steve as a support through this transition has been remarkable for me in finding my way in my new school. He has helped me set goals, maintain strong connections with staff, and learn the ropes of site/ed directorship. I am so thankful for this opportunity. It couldn't have come at a better time in my life. I'm not sure how effective I would be/have been without Steve's coaching."*

– Coaching participant

## **INTEREST-DRIVEN LEARNING**

Research has shown that a play-based, individualized approach to learning makes a significant difference in the lives of young children. Too often, early childhood programs purchase curricula without the requisite knowledge and experience to use them successfully. This observation inspired the Institute to create, pilot, and launch the Interest-Driven Learning training series for trainers and program staff. This training gives educators and leaders the necessary tools to use a variety of different curricular resources in a child-centered and responsive manner. The Institute also created a training video to help directors and teachers see what interest-driven learning looks like in practice. To ensure greater statewide saturation, this training series will be offered by the New York Association for the Education of Young Children across the state in 2018.

## **COACHING: INNOVATION THAT SUSTAINS CHANGE**

One of the distinctions of coaching is that it extends over several months as the coach and teacher build a trusting relationship and identify areas of opportunity together. This approach reinforces new knowledge and helps to ensure that changes in performance and practice are sustained in the long term. Using a relationship-based and strengths-based approach, the Institute's coaching team served 35 teachers and 34

directors in all five boroughs during the 2016-17 school year in NYC. That is an average of 35 hours of coaching provided per person. Through their efforts, 2,400 children were directly impacted by improved teacher practice and program leadership in their classrooms. The coaching team also produced coaching videos that can be used one-on-one or in group settings to describe and analyze the coaching process.

## **GENDER, SEXUALITY, AND THE FAMILY IN EARLY CHILDHOOD EDUCATION**

In response to alarming statistics in NYC on the rates of suicide and homelessness among the teenage LGBTQ population, in 2015 the Institute designed a professional development series to focus on young children's gender identity and sexuality in early childhood settings. Professional development sessions were created for both early childhood program staff and families in the belief that if adults are more comfortable and knowledgeable about these matters earlier in children's lives, those children will have a better chance for healthy future development.

The Institute subsequently offered a three-part training series for early childhood educators and a two-part series for parents. The response was overwhelming. Additional trainers were added to the team to provide

the trainings on-site at early childhood centers across the city in 2017. Also in response to increasing demand, the Institute began offering the three-part educator workshop series to the public. Trainings are now also offered across the state whenever possible.

## **BUSINESS PRACTICES IN EARLY CHILDHOOD**

The Institute plays a significant role in collaborating with partners to increase the state's capacity to meet the in-depth learning and skill development needs of the early childhood workforce. One identified area of need was training capacity for family child care providers to develop small business management skills. The Institute worked with the New York Early Care and Learning Council in 2017 to coordinate and offer a series of train-the-trainer courses with Tom Copeland, a recognized industry expert, on the topic. Seventy-four trainers participated in the sessions, thereby greatly increasing the capacity of high-quality trainers available to providers across the state.



HOW CAN NEW YORK  
INCREASE ACCESS TO  
**HIGHER EDUCATION AND  
LEADERSHIP DEVELOPMENT?**  
HOW CAN THE INSTITUTE  
BRING HIGHER EDUCATION  
TO NON-TRADITIONAL  
STUDENT POPULATIONS TO  
INCREASE JOB PREPARATION  
AND PLACEMENT?

**CAREER SERVICES AND HIGHER EDUCATION**

**Career Development Center**

The Institute's Career Development Center team provided career advising services to more than 600 people in 2017. More than 250 teachers participated in teacher certification test preparation services, including tutoring and testing fee supports. Forty-six teachers obtained their certification, often a years-long process, and the Center continues to serve many more candidates through the ongoing work of the Pre-K Teacher Preparation project. Institute staff helped over 300 people create study plans to meet the requirements of their positions. The team attended a dozen outreach events at local colleges and recruiting events at the NYC Department of Education to encourage interest in early childhood education as a career option.



*"A person from the [Institute] reached out to me and told me about the program. She invited me and said that it is a wonderful program that will provide me with tutoring. The instructors are dedicated and worked with me on getting my edTPA work finished and really motivated me into making sure I focused on completing the only thing holding me back from becoming a certified teacher. They are supportive, understanding, efficient and hardworking, even during late nights from 10 p.m. to 2 a.m. Thank you for allowing me to be part of such a wonderful cohort!" -Valerie A. (Pre-K Teacher Preparation Project participant)*

## **INFANT/TODDLER CHILD DEVELOPMENT ASSOCIATE CREDENTIAL**

As part of the NYC Administration for Children's Services' (ACS) efforts to expand the number of Early Head Start programs, the Institute worked with ACS to increase the number of teachers and staff with the qualifications to work in these new classrooms. Continuing a project that was begun in 2016, the Institute assisted 41 Head Start teachers and parents to complete the college coursework and field work hours required to obtain the Infant/Toddler Child Development Associate (CDA) Credential. This allowed the participating teachers to qualify for positions in new infant/toddler classrooms.

Extending this opportunity to Head Start parents was an innovation that served the city well. The parents embraced the opportunity to earn 12 college credits in early childhood, obtain their CDA, and find employment in Early Head Start programs. Several of the parents in the CDA program travelled to the New York State Association for the Education of Young Children's annual conference with their instructor and presented posters at the statewide poster session. Their newfound confidence and enthusiasm was inspiring!

The second cohort of this program, serving 32 teachers and parents, began classes in fall 2017 and are expected to complete the program in 2018.

## **LEADERSHIP AND MANAGEMENT**

Past research has shown that 93 percent of early childhood directors in New York City had no education or experience in early childhood management and leadership before they began their positions. Yet we know that good leadership is at the fulcrum of program excellence. In response, the Institute worked with the CUNY School for Professional Studies (SPS) to offer graduate-level coursework that leads to the Children's Program Administrator Credential (CPAC). This leadership coursework offers the knowledge and skills training that is vital to operating a high-quality early childhood program. In 2017, the Institute and SPS expanded the learning opportunities for early childhood leaders across the state by offering these courses online. The CPAC program served 19 students during the spring 2017 semester and 12 students each in the summer and fall semesters. Small class cohorts allow for peer mentoring and the creation of the lifelong professional relationships that have the potential to shift program culture in New York.

## **NYC EARLY CHILDHOOD LEADERSHIP INITIATIVE**

New York City's significant investments on behalf of young children have made the need for comprehensive site-level leadership more important than ever. In an effort to address this need, the Institute began planning and laying the groundwork for the NYC Early Childhood Leadership Initiative in 2017 in partnership with the NYC Department of Education. The Initiative targets both current directors and those who are considering leadership roles in the future and will offer innovative professional development to help participants reach their full potential. The Institute has worked to leverage the initial public dollars supporting this work to raise additional support from private philanthropic sources. Also in 2017, the Institute staff convened the Initiative advisory board, hired a project manager and a Leadership Fellow, designed a coaching and mentoring component, invited participation, and planned a leadership speaker series and networking events. Leadership Initiative events began serving up to 80 participants in January 2018.







### **FOCUS ON BIRTH THROUGH AGE THREE**

The Institute's public policy work in 2017 highlighted the need for increased support for infants and toddlers (ages birth through three) and the workforce caring for this age group. Experience and expertise gained through the Infant/Toddler CDA project, coaching at Early Head Start programs, and the CARE project for informal providers all provided real-world and experience-informed policy suggestions to help policymakers understand the need for additional resources for providers caring for children at these very young ages when brain development is most important. QUALITYstarsNY staff are also working with the Child Care State Capacity Building Center at the US Department of Health and Human Services' Administration for Children and Families to strengthen New York's infant and toddler policies and practices, work that will have national implications as it develops. In addition, Institute staff provided the NYC Department of Education's Instructional Coordinators and Social Workers with professional development focused on meeting the needs of three-year-old children, in preparation for implementation of 3-K across the city.



### **COACHING IN NEW YORK STATE**

The Institute has played an active role in advocating for the recognition of coaching as a form of professional development that applies toward state professional development requirements. The Institute worked with key partners to develop the NYS Coaching Competencies and supported the development of the Coaching Credential Endorsement, both of which were part of the infrastructure needed. The Institute then collaborated with NYAEYC and other workforce partners to develop the protocol to prepare and credential coaches. The state recognized coaching as a viable professional development activity in 2017. Guidance to this effect will be released in early 2018.

### **SOCIAL MEDIA AND COMMUNICATIONS**

The Institute shares information about the early childhood field via its website, blog posts, targeted emails, and social media. In addition to the presence of the Institute and The Aspire Registry on social media, QUALITYstarsNY also created its own social media accounts in 2017. The Institute shared a series of posts about the New York State Core Body of Knowledge (Explore the CBK) to increase knowledge about this foundational text with a wider audience. The Aspire Registry also produced videos that will be featured on its new website, to be launched in 2018, that describe the Registry and how it is used across the state.



### **NEW YORK STATE REGENTS EARLY CHILDHOOD BLUE RIBBON COMMITTEE**

The Institute was delighted to support the policy component of the NYS Regents Early Childhood Blue Ribbon Committee, established in fall 2017. The group met three times from September through December to consider key recommendations that would strengthen the Regents' agenda for children from birth through age eight.

### **NATIONAL ACADEMY OF MEDICINE**

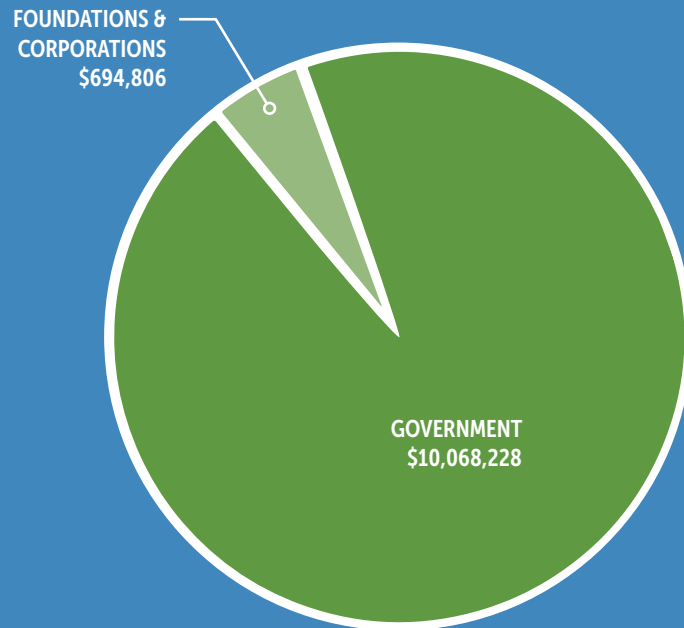
The National Academy of Medicine (NAM) issued a groundbreaking report in 2015, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, which put forth 13 recommendations designed to address the challenges that face the field. The Institute worked to position New York to receive a grant to receive technical assistance from NAM in order to develop work plans to address some of the report's recommendations. A statewide team that includes representation from the Governor's office was convened and meets regularly to create and present a work plan in mid-2018.



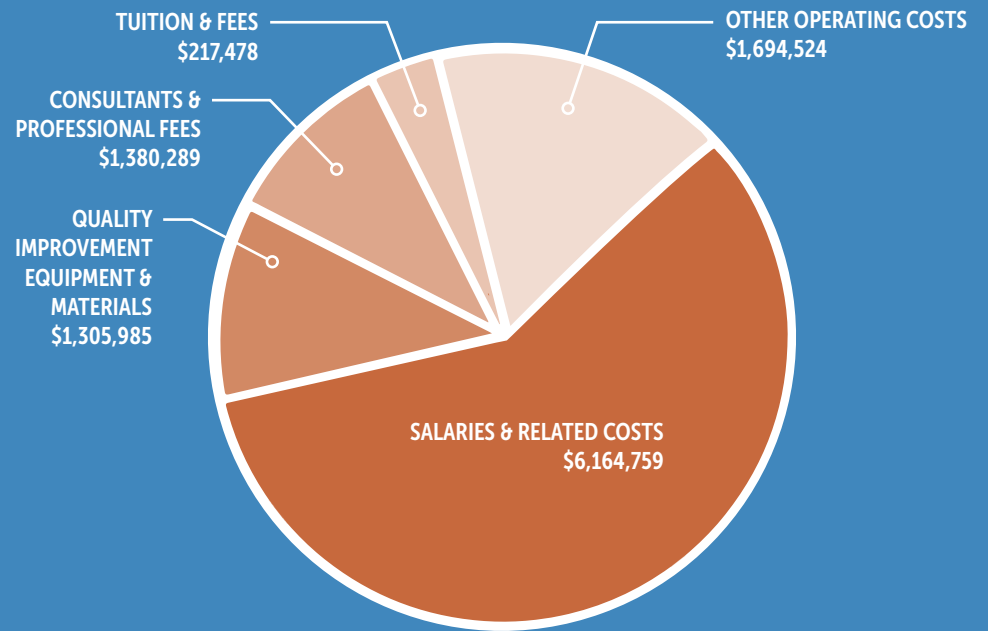
# 2017 Financials at a Glance

The New York Early Childhood Professional Development Institute is funded by a combination of city and state government contracts, private grants, and fees for service.

## ANNUAL BUDGET



## EXPENSES









# Thanks to Our Supporters



**THE INSTITUTE IS GRATEFUL TO ALL THE PARTNERS, SUPPORTERS, AND FUNDERS THAT MAKE IT POSSIBLE TO SUPPORT, EXPAND, AND IMPROVE THE EARLY CHILDHOOD WORKFORCE AND ENHANCE ACCESS TO EXCELLENCE FOR NEW YORK'S CHILDREN.**

## **COLLABORATING PARTNERS**

- Adirondack Birth to Three Alliance
- Brooklyn Public Library
- Business Outreach Center Network
- Campaign for Commercial-Free Childhood
- Center for the Study of Child Care Employment
- Child Care State Capacity Building Center at the Administration for Children and Families
- Children's Museum of Manhattan
- City University of New York (CUNY) Campuses
- Cool Culture
- Council of Chief State School Officers
- CUNY Office of the Senior University Dean for Academic Affairs
- Early Care and Education Consortium
- Early Care and Learning Council
- East Harlem Tutorial Program
- FirstStepNYC
- Jumpstart
- National Governors Association
- National League of Cities
- National Academy of Medicine
- New York Center for Child Development
- New York City Administration for Children's Services
- New York City Association for the Education of Young Children
- New York City Department of Education
- New York City Department of Health and Mental Hygiene
- New York City Office of the Mayor





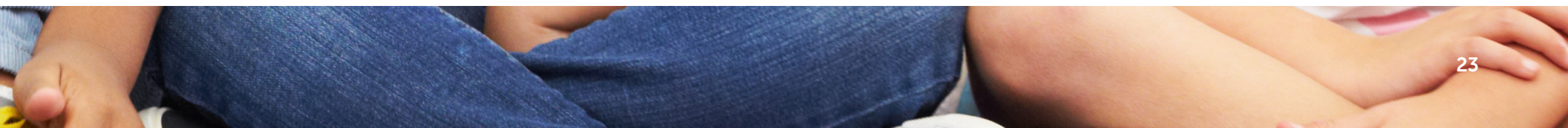
- New York Council on Children and Families
- New York Head Start Collaboration Office
- New York Public Library
- New York Association for the Education of Young Children (formerly the New York State Association for the Education of Young Children)
- New York State Association of Early Childhood Teacher Educators
- New York State Early Childhood Advisory Council
- New York State Education Department
- New York State Office of Children and Family Services
- New York State Office of the Governor
- New Yorkers for Children
- Professional Development Program, Rockefeller

- College, University at Albany
- Ramapo for Children
- Research Foundation of the City University of New York
- South Bronx Rising Together
- Staten Island Alliance for North Shore Children and Families
- Touchstone Center for Children
- Winning Beginning New York
- YMCA

#### **FUNDERS**

- A.L. Mailman Family Foundation
- Altman Foundation
- Booth Ferris Foundation

- Child Care and Early Education Fund
- Foundation for Child Development
- Mayor's Fund for Philadelphia, Mayor's Office of Education
- New York City Administration for Children's Services
- New York City Department of Education
- New York City Department of Health and Mental Hygiene
- New York Community Trust
- New York State Education Department
- New York State Office of Children and Family Services
- Stella and Charles Guttman Foundation
- Viking Global Foundation





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\*As of March 2018





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