

Transforming the Early Childhood Landscape in Onondaga County to Promote School Readiness





Acknowledgments

Child Care Solutions and the Early Childhood Alliance are grateful to the Health Foundation for Western & Central New York for its financial support of this report, *Transforming the Early Childhood Landscape in Onondaga County*. We acknowledge the members of the ECA Business Council and the ECA Child Care and Early Learning Committee who asked the important questions that led to the development of this research and report. We are thankful to the child care providers and parents who generously contributed their thoughts and ideas through our surveys, and the employers and other community partners who shared the surveys through their networks. Much appreciation is also due to the volunteer leaders of ECA and Child Care Solutions who

dedicate their time and energy towards improving the early childhood system of supports available to children and families. Finally, we recognize Commissioner Sarah Merrick, Onondaga County Department of Social Services - Economic Security, who provided essential data and shared her expertise regarding past, present and future NYS and county policies and practices in the area of child care and subsidies.

The generous investment of resources and time by many partners has resulted in this report that presents an ambitious vision for improving the quality of early care and education in Onondaga County and will position our community toward achieving the goal that all our children arrive at kindergarten ready for success.



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June 2019



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In Brief

This report combines research on early childhood development and best practice approaches to recommend 10 strategies to transform the child care landscape for Onondaga County's youngest children to ensure that *"all our children are healthy and thriving and are successful in school and life."*

Executive Summary

Background

Long-standing challenges for Onondaga County include high school graduation rates below the national average and only 35% of 3rd-8th grade students who read at grade level - with large gaps by race, ethnicity, and income.

Transforming the Early Childhood Landscape in Onondaga County

In the fall of 2018, Child Care Solutions and the Early Childhood Alliance (ECA) convened stakeholder groups to better understand barriers and opportunities related to accessing high-quality child care. Stakeholder discussion forums included:

- Child care center directors
- Registered and licensed family child care home providers
- Onondaga Community College faculty
- Child Development Associate (CDA) credential students
- The ECA business council
- The Early Care and Learning Committee
- Early Childhood Alliance Onondaga partners
- Onondaga County Department of Social Services - Economic Security

In addition, ECA and Child Care Solutions conducted a county-wide parent survey as well as an early learning workforce survey.

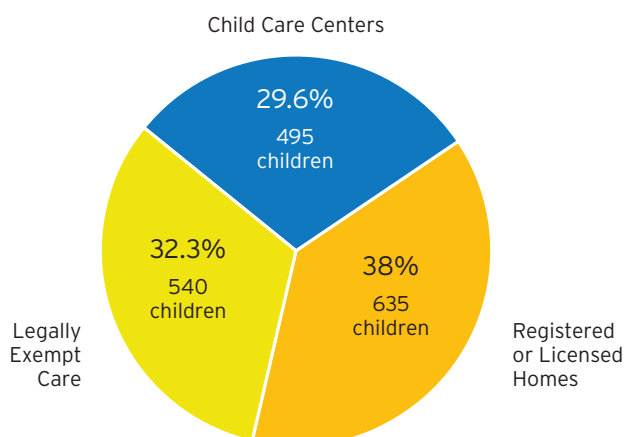
The top concerns that were expressed in both stakeholder discussions and through the surveys included: child care cost, child care quality, child care worker pay, child care staff turnover, access to higher education coursework (and the supports needed for completion, not just access), access to child care provider support for managing challenging child behavior, the impact of legally exempt care and illegal care on family child care home providers, and the impact of employee child care challenges on employers when employees have difficulty accessing care or experience problems with their child care arrangements.

Child Care Solutions and the Early Childhood Alliance reviewed the research related to early childhood development in general and the neuroscience studies related to brain development during a child's earliest years.

Data reflecting the number of child care programs available, their capacity by children's age (e.g., infant and toddler classrooms, preschool classrooms, and pre-k classrooms), New York State child care licensing requirements, county subsidy data by child age and setting, as well as the ideas and challenges shared in multiple stakeholder discussions, informed cost modeling for an array of options that could be deployed to significantly invest in research-based strategies to promote better child outcomes (i.e., school readiness).

The strategies represent bold thinking, are based on research, are designed as pilots (with expansion over 10 years for market-based strategies), and would be informed by evaluation. There is no one-size-fits-all approach since young children are in a variety of settings (e.g. centers, family child care homes, and legally exempt care). The use of legally exempt care among families whose child care is paid for through a subsidy is high.

2019 Onondaga County Children Under Age 3 Care Paid for by a Child Care Subsidy



Source: Onondaga County Department of Social Services - Economic Security, 2018

Because the foundation for brain architecture guiding future child development is built during a child's earliest years, the strategies are focused on infants and toddlers as surgical strikes to set a strong foundation for future school success (both pre-k and K-12).

The investments aren't inexpensive, but they are based on a desire to move the needle in a significant manner, to impact the next generation so that it is possible within Onondaga County to close the achievement gap and help support every child to reach his or her full potential.

Recommendations

High-quality programs depend on high-quality staff. Staff need to have both education and competencies to promote age appropriate healthy development. They also need support to ensure that they can translate their knowledge into practice. They need to be paid a rate comparable to their level of education and experience.

There are 10 strategies recommended for discussion and action. A full description of each strategy as well as related

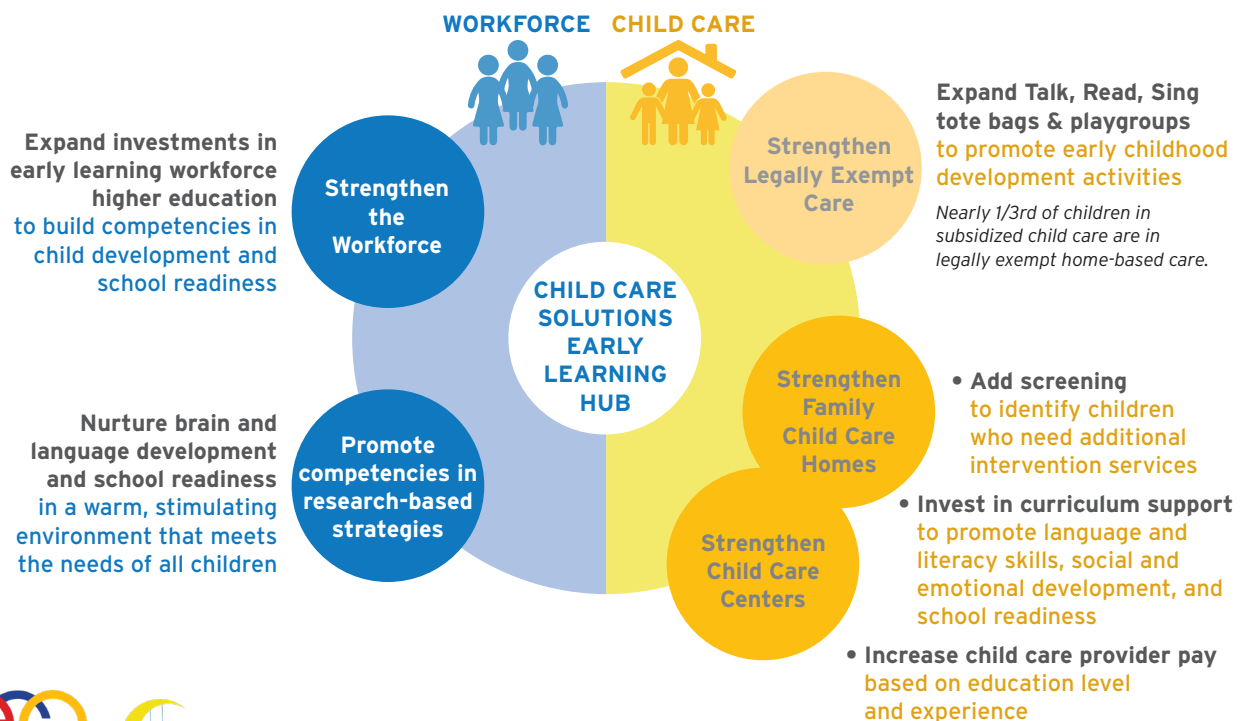
costs to implement each strategy are included in the full report. What is clear is that the current child care economic model, which is based on private pay parent fees, cannot support high-quality programs (with providers who have competencies in early childhood, who are paid based on their level of education and experience, and who are supported with an age appropriate curriculum and onsite coaching to best meet the needs of children).

There are no easy answers or guarantees. There is no magic wand. However, through strategic investments, it is possible to make a significant difference in the healthy development of children so that children start school ready to succeed - regardless of race, ethnicity, or income.

The 10 strategies that have been developed over the past 9 months are bold. And, bold thinking is the first step. The size of the impact that can change the life trajectory for the next generation will be up to county leadership and the citizens of Onondaga County. Both vision and action are needed for community transformation.

EARLY LEARNING IN ONONDAGA COUNTY

A Vision for School Readiness for All Children



10 Recommendations to Transform the Early Childhood Landscape in Onondaga County to Promote School Readiness					
	Type of Investment	Description			
#1	Infant and Toddler Comprehensive Quality Improvement Pilot (Centers)	<ul style="list-style-type: none"> • Infant and toddler classrooms in centers with the highest % child care subsidy use • Compensation increases for directors, assistant directors, lead teachers and assistant teachers • Required participation in training in Creative Curriculum for Infants and Toddlers and ongoing child assessments • Onsite coaching support to ensure high quality interactions with children • Assistant teachers must obtain a CDA with CLASS online supported by coaching • Enhancements - Family Support for Child Success Specialist and access to a mental health consultant and a business technical assistance specialist. • Help Me Grow Ages and Stages screening for all children. 	20 children \$390,698 Year 1 \$353,287 Year 3 3 year pilot, 1 center (1 infant & 1 toddler classroom)	124 children \$1 M Year 1 \$941,750 Year 3 3 year pilot, 5 centers (5 infant & 7 toddler classrooms)	236 children \$1.6 M Year 1 \$1.5 M Year 3 3 year pilot, 10 centers (10 infant & 13 toddler classrooms)
#2	Infant and Toddler Curriculum Support Pilot (Centers)	<ul style="list-style-type: none"> • Infant and toddler classrooms in centers with the highest % child care subsidy use • Compensation increases for directors, assistant directors, lead teachers and assistant teachers • Required participation in training in Creative Curriculum for Infants and Toddlers and ongoing child assessments • Onsite coaching support to ensure implementation of curriculum with fidelity • Assistant teachers must obtain a CDA with CLASS online supported by coaching 	20 children \$103,808 1st year, \$83,140 Year 3	124 children \$545,151 1st year \$478,021 Year 3	236 children \$981,879 1st year \$854,941 Year 3
#3	Infant and Toddler Curriculum Support Pilot (Family Child Care Homes)	<ul style="list-style-type: none"> • Infants and toddlers in registered or licensed home-based providers with high % child care subsidy use • Increased compensation for providers • Required training in Creative Curriculum for Infants and Toddlers and ongoing child assessments • Onsite coaching to support curriculum implementation • One shared business technical assistance specialist to promote best business practices 	5 FCC homes \$183,670 Year 1	10 FCC homes \$220,803, Year 2	15 FCC homes \$314,600 Year 3
#4	Help Me Grow Ages and Stages Questionnaire Child Screening Tool	<ul style="list-style-type: none"> • HMG builds on existing resources to identify vulnerable children and connect families to services. • Ages and Stages Questionnaire - easy screening tool that parents can complete - can identify children who may need comprehensive screening for potential early intervention services for a disability or a developmental delay. 	\$70,950 Year 1	\$72,369 Year 2	\$73,816 Year 3
#5	Promoting Early Childhood Development in Home-based Child Care (Legally Exempt and FCC Homes)	Two programs to improve the quality of early learning in Home-based child care (legally exempt and registered FCCs): <ul style="list-style-type: none"> • Talk, Read, Sing, Tote Bag expansion with playgroups • Parent-Child+ (PC+FCC Program) 	\$75,000 \$250,000	\$100,000 \$250,000	\$100,000 \$250,000
#6	Targeting Social-Emotional Development, Supporting Teachers to Best Handle Challenging Behavior	Use PEDALS model to provide early childhood classroom staff with training on how to effectively use evidence-based social and emotional curricula in preschool classrooms	Years 1 and 2: 20 classrooms \$159,865 Years 3 & 4: 20 additional classrooms \$164,895		

Table continues on next page

10 Recommendations to Transform the Early Childhood Landscape in Onondaga County to Promote School Readiness (continued)			
	Type of Investment	Description	
#7	Talent Development: Creating a Pipeline of High-Quality Child Care Providers	Three strategies to create a pipeline of high-quality child care providers:	
	Supports to Ensure Coursework Completion	<ul style="list-style-type: none"> • Access to Higher Education and Coursework; • Support for books and materials, and • Part-time child care for staff who need it for their children so that they can attend classes 	Year 1 \$75,000 Year 2 \$100,000 Year 3 \$100,000
	Increase Recruitment within the Current Workforce to Access Higher Education	<ul style="list-style-type: none"> • Establish and support 2 ECE Recruitment Navigators at Onondaga Community College and Child Care Solutions • Continue to reach out to local school districts with Career and Technical Education programs to expand the Early Childhood Career Advancement Ladder (ECCAL) initiative 	\$100,000 each year for 3 years
	Developing future workforce	Expand programs initiated by Alliance for Economic Inclusion (AEI) that provide a pathway for parents to further their education and training, gain work experience in child care settings, and obtain employment in child care centers or open their own family child care homes. Child Care Solutions works in partnership with <ul style="list-style-type: none"> • PEACE, Inc. to support workforce development and employment in the child care field, and with • Partners in Learning to increase the number of trained, culturally and linguistically diverse practitioners in the child care field. 	\$350,000 each year for 3 years
#8	Facility and Quality Improvement Grants	Grants to meet physical improvement needs (e.g., health and safety) and to promote early learning activities (e.g., art supplies, play materials that align with early learning activities, children's books)	\$600,000 for physical needs and \$250,000 for quality learning activities each year for 3 years
#9	Enhance Web-based access to Community Resources for Child Care Providers and Parents	Two strategies to enhance web-based access to community resources for child care providers and parents:	
	Shared services for providers	<ul style="list-style-type: none"> • Access to Online ECE Shared Services Resource Platform for licensed child care centers and both registered and licensed family child care homes. 	\$75,000 each year for 3 years
	Public message related to child care and early childhood development	<ul style="list-style-type: none"> • Access to revised county web page about child care assistance tied to early childhood development to support parents' understanding that child care is a work support AND a setting that promotes the healthy development of young children 	Revise and update county messaging on county child care assistance web page
#10	Child Care Solutions Early Learning Hub (Operational Infrastructure)	The Early Learning Hub at Child Care Solutions provides the operational infrastructure to support strategy implementation. Depending upon strategies selected, new positions may be needed to help support implementation. Coaching positions have been estimated as part of each strategy. Additional positions to support project work, depending upon scope of strategies include: Quality Pilot Manager, Coaching Director, Manager of Compensation Initiatives, and Data Manager.	Coaching costs are built into each of the strategies. Overall administrative costs TBD based on strategies selected. Costs of external evaluation TBD based on selected strategies and scope.
	Provider training reimbursement	Child care center reimbursement for classroom staff training time or substitutes paid to enable classroom staff to participate in training	The appendix tables include options based on number of classrooms for strategies #1 and #2

Note: Additional detail about each strategy and related cost estimates are included in the Transforming the Early Childhood Landscape in Onondaga County to Promote School Readiness full report.



Background

Child Care Solutions, a nonprofit child care resource and referral agency with a 40-year history of supporting families and child care providers throughout Onondaga County, partnered with the Early Childhood Alliance (ECA) Onondaga to develop a vision for a high-quality early childhood system that results in all children in Onondaga County being healthy, thriving, and ready to succeed in school.

The components of the early childhood systems building work have been fueled by investments from the Allyn Family Foundation, the Central New York Community Foundation, the Health Foundation for Western and Central New York, Onondaga County government, the ECA Business Council, the Dorothy and Marshall Reisman Foundation, and the United Way of Central New York.

A critical piece of promoting the healthy development of young children is ensuring community access to high-quality child care and early learning programs.

Several factors affect a family's ability to access high-quality early learning programs: cost, general availability, proximity to public transportation, access to child care subsidies or public pre-k as well as the quality of programs that are available within the community. High-quality early learning programs matter because research has linked participation in high-quality programs with developmental gains by children, with low-income children making the greatest gains.¹

Of concern is that access to affordable, high-quality child care within Onondaga County has declined by 30 programs (involving the loss of 536 slots for children) since 2015 and is not sufficient to meet the needs of families throughout the county.

With funding from the Health Foundation for Western and Central New York, ECA and Child Care Solutions partnered to further assess community needs, barriers and opportunities, and to develop some cost models for strategic investments to support high-quality early learning programs.

Vision

All young children in Onondaga County are healthy and thriving and are successful in school and life. All families of young children are supported in their parenting and have the knowledge, skills, confidence, and resources they need to raise their children in healthy and nurturing environments.





Introduction

Community interest in developing specific investment strategies to support high-quality early learning programs stemmed from long-term systemic public school education challenges. While there has been some progress over the past few years, the current public high school graduation rate and 3rd-8th grade level proficiency rates for reading and language arts still show much need for improvement.

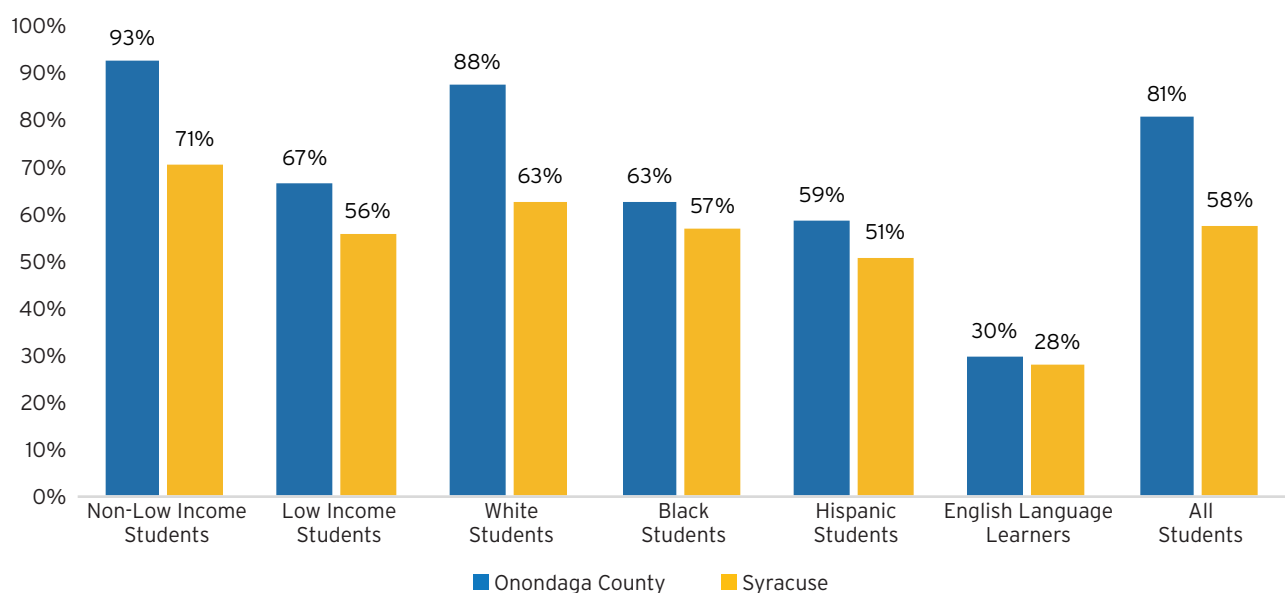
Onondaga County high school graduation rates are below the national average and there is a large gap between graduation rates by race, ethnicity, and income. High school graduation rates within Syracuse, the largest school district in the county, are even lower.²

Both overall graduation rates are below the U.S. average high school graduation rate of 85 percent.³

Onondaga County grade level reading and language arts rates are below the state average and there is a large gap between grade level proficiency rates by race, ethnicity, and income. Reading and language arts proficiency rates within Syracuse are even lower.⁴ The overall proficiency rates are below the New York State proficiency rate of 45.2 percent.⁵

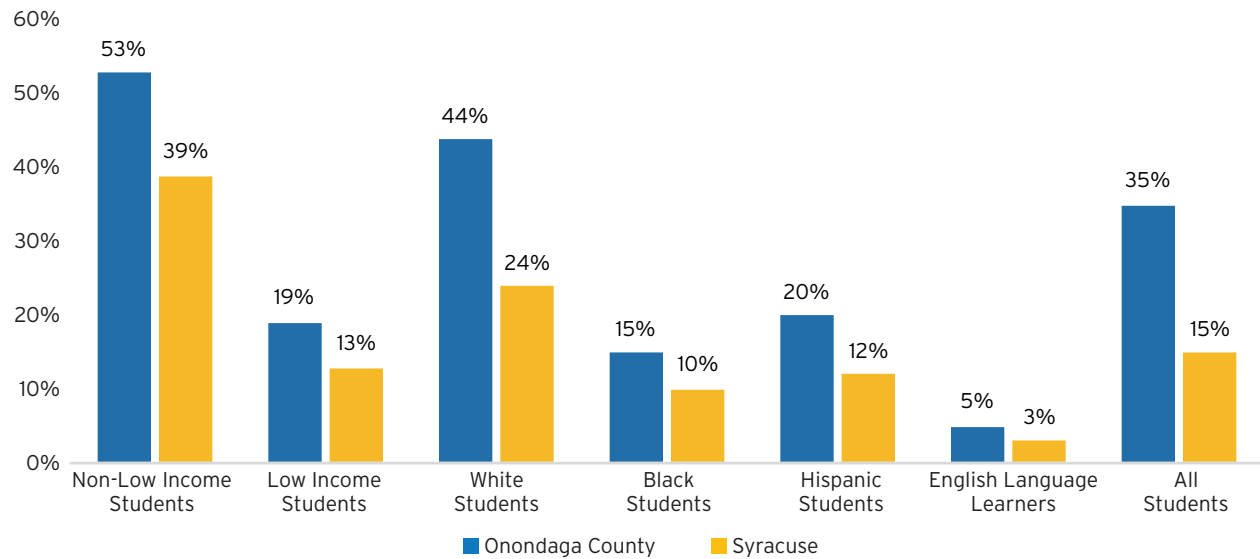
In looking at the reading and language arts proficiency rates of students in grades 3-8, it is clear that throughout Onondaga County as well as in Syracuse, there is much room for improvement – not just among low income children, but for all children.

2018 High School Graduation Rates within Onondaga County



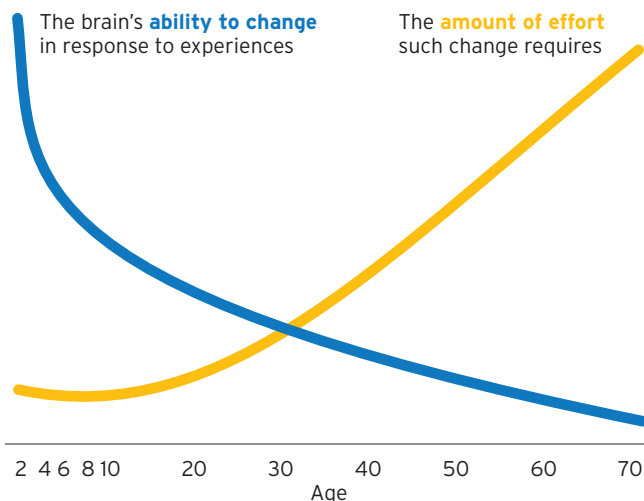
Source: NY State Department of Education, 2018

2018 Grades 3-8 English Language Arts (ELA) Grade Proficiency



Source: NY State Department of Education, 2018

Timing of Intervention Strategies & Level of Effort



Source: Harvard University Center on the Developing Child

School Success Depends on School Readiness

School readiness doesn't begin at age 4 as many children enter preschool or age 5 as they enter kindergarten. Neuroscience research has found that a child's earliest years, from birth to age three, play a critical role in the development of brain wiring that lays a foundation for all future learning. In the first years of life, more than one million neural connections are formed every second.⁶

This wiring frames the architecture upon which all future abilities are built. While people learn throughout their lives, a child's earliest years are critical because they set the foundation. Genes and experiences help shape a young child's brain development.⁷

Adverse childhood experiences (ACEs) such as various forms of physical and emotional abuse, neglect, household dysfunction, and exposure to traumatic experiences can result in toxic stress.⁸ For young children, toxic stress can affect the development of brain wiring, which can impact future learning, behavior, and long-term health.⁹

While many risk factors for toxic stress are associated with the experiences faced by children living in poverty, toxic stress is not related to income as adverse childhood experiences can occur within families of any income level. Successful efforts to mitigate (or prevent) the impact

Onondaga County Child Care Capacity by Setting for Children Under Age 5					
Type of Program	Infant Capacity	Toddler Capacity	Preschool Capacity	Maximum FCC Capacity allowing 6 children	Maximum FCC Capacity allowing 12 children
Child Care Centers	833	1,256	3,440		
Registered Family Child Care Homes				1,131	
Licensed Group Family Child Care Homes					1,458
# of Children in Legally Exempt Child Care (Largely home-based)				1,216	
Total Children					9,334
If 63% of children under age 5 were to need child care					16,610
Potential Child Care Gap					7,276

Source: Child Care Solutions, April 2019.

of toxic stress have focused on strategies to ensure that children have warm, supportive relationships with a parent, family member or, child care provider to build resiliency.¹⁰

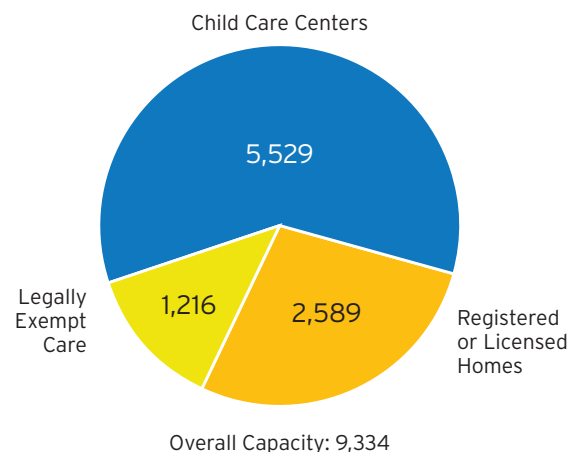
In Onondaga County, Help Me Grow¹¹ operated by the Early Childhood Alliance and Healthy Steps¹² – an evidence-based, interdisciplinary pediatric primary care program that promotes positive parenting and healthy development for babies and toddlers – operated by the Upstate Pediatric & Adolescent Center and St. Joseph's Primary Care Center West connect families with resources and services for healthy development. In addition, the Parent Child Home Program (PCHP) operated by Catholic Charities helps support parents in an effort to provide nurturing and literacy-rich environments for their children under age five.

These programs in addition to Onondaga County services and other targeted services provided by community nonprofit agencies play a critical role in promoting healthy development and supporting families. However, it is also important to understand the early care and education landscape because for many children, child care is their early learning setting. For example, in Onondaga County, 20,248 children under age 6 have working parents (either both parents are in the workforce or the parent with whom they reside is working).¹³

Currently, regulated child care programs serve more than 9,300 children under age 5. There are about 107 infant classrooms, 106 toddler classrooms, and 195 preschool-age classrooms (serving children age 3 and 4) located in center-based care. For family child care homes (either registered homes or licensed group family child care homes), the exact capacity for all children is less clear since the age of the children denote how many can be cared for in the home by either one or more caregivers at any point in time. For example,

- **Registered family child care homes:** A Registered Family Child Care Home may care for up to 8 children from 6 weeks old through 12 years old. There must be one caregiver present for every 2 children less than 2 years of age.¹⁴
- **Licensed group family child care homes:** A Licensed Group Family Child Care Home may care for up to 16 children from 6 weeks old through 12 years old. There must be one caregiver present for every 2 children less than 2 years of age. Two caregivers must be present when more than 6 children are present.¹⁵

Current Onondaga County Child Care Capacity Children Under Age 5



Source: Child Care Solutions, April 2019; Onondaga County Department of Social Services – Economic Security, 2018

- **Legally Exempt Care:** New York State allows families with children whose care is paid for with a child care subsidy to choose to use that subsidy in unlicensed care. These unlicensed providers care generally for fewer than three children and can be relatives or non-relatives and can care for children in the provider's own home or in the home of the family whose children need care.¹⁶

Within the universe of regulated child care, children can be in Head Start programs (age 3 or 4) or early Head Start programs (generally birth to age 3). Head Start and Early Head Start are federally funded and serve children living in poverty.¹⁷ While Head Start programs are licensed, they also must comply with federal requirements with regard to

comprehensive services, curriculum, links to health care, and family support services.¹⁸

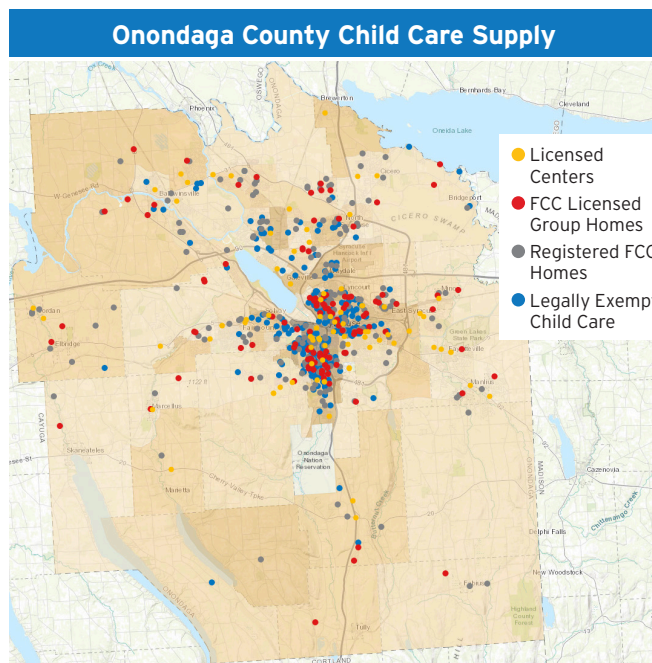
By law, Head Start is free for children and while most families are low wage earning, there is no parent work requirement. Parents are encouraged to volunteer in the program.

Child care centers, registered family child care homes, and licensed group homes are located throughout the county but are less available to county families living outside of Syracuse.

Many families struggle with the cost of child care. The cost of care is most expensive for families with infants and toddlers. The reason is that child care licensing staffing requirements (which are based on research related to safety and interactions with children) guide the ratio of staff to children and also cap the maximum number of children that can be in a room.

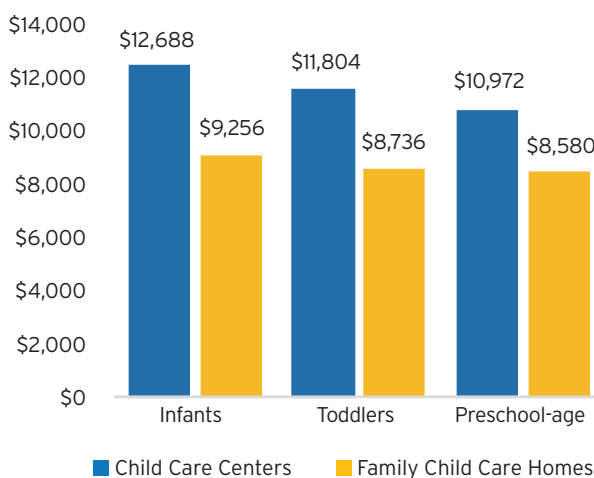
Head Start in Onondaga County	
Total Funded Enrollment 2018-2019	1,139
Head Start	829
Early Head Start Center-based	199
Early Head Start Home-based	111

Source: PEACE, Inc. and the Salvation Army Head Start and Early Head Start programs, 2019



Source: Child Care Solutions, April 2019.
Note: This map shows Onondaga County with census tracts shaded by degree of poverty. For example, the darkest gold areas reflect child poverty exceeding 45%. As the percentage of children in poverty declines, the shade of gold lightens. Regulated child care options are limited in areas with few colored dots on the map, which depending on whether parents are working, could reflect child care deserts.

2019 Onondaga County Average Child Care Prices

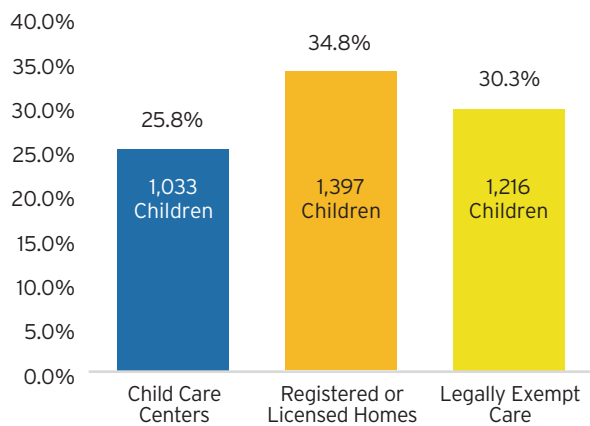


Source: Child Care Solutions, April 2019

For example, in New York, state child care center licensing rules require 1 adult for every 4 children up to 18 months old with a maximum group size of 8 children in the room. In comparison, state child care center licensing rules require 1 adult for every 8 four-year old children with a maximum group size of 21 children. Child care centers are more expensive than homes generally because staffing and facility operating costs are higher.

To help support low income families to access child care so that parents can work, the federal government allocates funds to states through the Child Care and Development Block Grant.¹⁹ In turn, the New York State Office of Children and Family Services²⁰ allocates child care funding to counties.

2019 Onondaga County Children under Age 5 by Receipt of Child Care Subsidy and Setting



Source: Onondaga County Department of Social Services - Economic Security, 2018. Another 403 children are in Early Head Start partnerships, Workforce Development Institute (WDI) funded care and school-based programs.

Within Onondaga County, the Department of Social Services - Economic Security²¹ provides child care assistance to working parents (or parents in education or job training programs)²² under 200 percent of the federal poverty level for children under age 13 who need child care.²³

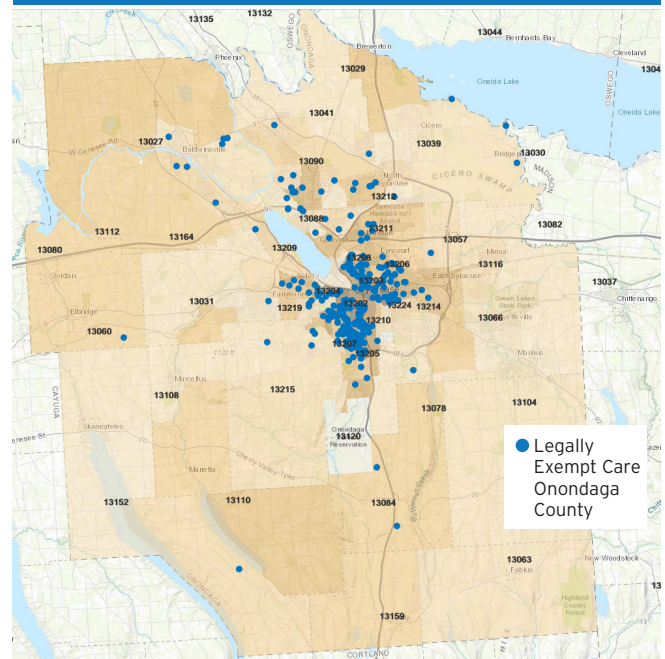
No family is entitled to child care assistance, but instead, families qualify based on income and are offered assistance based on available funding. Currently, county child care funding of about \$21.2 million²⁴ supports less than 30 percent of eligible children under age 5 (about 4,009 children). Parents receiving family assistance (TANF/public assistance) are prioritized for support and the county is required to pay for child care if they are seeking or able to work.

While it is good news that Onondaga county currently does not have a waiting list for assistance, it could be that eligible families are not aware that they may qualify for assistance. If all eligible families below 200 percent of the federal poverty threshold with children under age 5 were to seek child care assistance, it would cost about \$130 million more annually to provide access to center-based care for an additional 9,857 children.

Of the children under age 5 whose care is currently paid for with a subsidy, about 25.8 percent are in center-based care, 34.8 percent are in either registered family child care homes or licensed group homes, and about 30.3 percent are in legally exempt care (either with a relative or non-relative who is unlicensed and cares for fewer than three children).

Beyond the supply of licensed centers and registered or licensed family child care homes, New York State child care law allows families to choose to use their subsidy to pay for informal (unlicensed) care. Compared to other communities within Onondaga County, within Syracuse, there is a greater concentration of legally exempt child care.

Concentration of Legally-Exempt Child Care



Source: Child Care Solutions, April 2019.

Note: This map shows Onondaga County with census tracts shaded by degree of poverty. For example, the darkest gold areas reflect child poverty exceeding 45%. As the percentage of children in poverty declines, the shade of gold lightens. Legally exempt care is shown with colored dots. Zip codes further help identify communities within the map.

In addition to child care, 3,814 three and four-year old children in Onondaga County participate in either half-day or full-day state-funded pre-kindergarten (pre-k). These programs are located either in public schools or in community-based settings such as child care centers and Head Start.²⁵ New York State has several funding streams related to either full or part-day pre-k programs including federally funded special education for qualifying children age 3-5.

While state funded pre-k is free for parents, working parents who need wrap around child care services (before and/or after the pre-k day ends) typically pay fees for such child care services (or make other arrangements for children to cover parent work hours). About 23 percent of children age 3, 4, and 5 in Onondaga County²⁶ participate in public pre-k with 45 percent of them attending part-day programs.

With the 2017 New York state agreement for the consolidation of the state's fragmented preschool funding streams and statewide efforts to expand funding for 3 and 4 year old children,²⁷ the consensus as part of this project was to review pre-k funding but to focus on where Onondaga County can have the largest impact on child development - through access to high-quality child care for infants and toddlers.

2018-2019 Onondaga County School District Pre-K Programs (Including Special Education Preschool-age Children)				
School District	# Pre-K Children in Half-Day Programs	# Pre-K Children in Full-Day Programs	# Total Pre-K Students (with half-day services paid for through special education funding)	# Total Pre-K Students (with full-day services paid for through special education funding)
Baldwinsville	0	0	0	0
East Syracuse Minoa	299	0	48	0
Fabius-Pompey	0	0	0	0
Fayetteville-Manlius	0	0	0	0
Jamesville-DeWitt	0	0	0	0
Jordan Elbridge	0	140	0	26
Lafayette	30	14	-	5
Liverpool	83	1	-	-
Lyncourt	0	36	0	10
Marcellus	0	0	0	0
North Syracuse	384	60	156	39
Onondaga	50	3	7	-
Skaneateles	0	0	0	0
Solvay	0	60	0	8
Syracuse	539	1,373	115	297
Tully	0	31	0	-
West Genesee	0	0	0	0
Westhill	0	0	0	0
Total	1,385	1,718	326	385

Source: New York State Education Department, Information and Reporting Services, Onondaga County Pre-K Enrollment, 2018-2019. <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html> Efforts at the state level are underway to consolidate the various pre-k funding streams and expand access to pre-k programs within school districts.

The New York State Board of Regents Blue Ribbon Committee's recommendations in the fall of 2018,²⁸ which went beyond pre-k funding consolidation included: blending of public pre-k and special education preschool funding to support classrooms comprised of both students with and without disabilities; transportation to and from pre-k classrooms; increasing the minimum set-aside for funding pre-k within community-based programs (mixed delivery); and full-day kindergarten throughout the state. Given the state's focus on pre-k, the focus for this project for Onondaga County was on infant and toddler access to high-quality early learning and this report and its recommendations address a significant gap in the conversation about school readiness in New York.

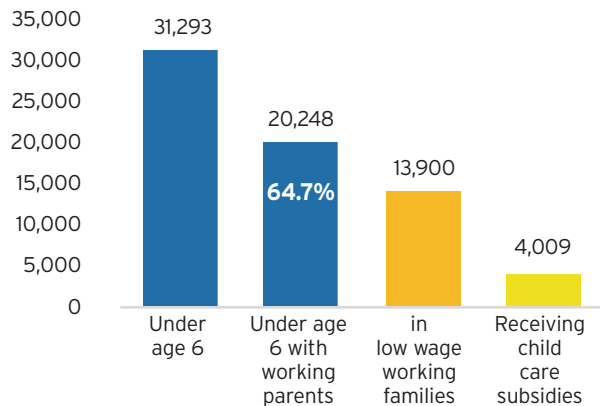
The link between a child's earliest years, pre-k, and k-12th grade performance

Research shows that the gains a child makes in pre-k programs are related to a child's experiences prior to pre-k entry.²⁹

Young children with working mothers are in child care every week for about 36 hours according to the U.S. Census Bureau.³⁰ In Onondaga County, 64.7 percent of children under 6 have working parents. This makes child care an important early learning setting because whether a child's care is paid for with a subsidy or not, the quality of the child care program impacts a child's development - particularly in a child's earliest years as brain wiring for all future development occurs.

In many states, including New York, the focus of child care licensing is on safety. While this makes sense, child care not only needs to be a safe place for children but it also needs

2019 Onondaga County Children Birth to Age 6



Source: U.S. Census Bureau, 2017 American Community Survey, 1 Year Estimates

to be a place where the staff have education and training about child development so that they can support children's growth and development across a broad array of areas such as language and literacy, cognitive and physical development, and social and emotional growth all in an age appropriate manner.

Child care is a business. The largest cost of running a child care business is related to staffing. What makes it challenging for child care programs to hire staff with higher education degrees (either an associate's degree or a bachelor's degree) is that the operating budget that guides staff hiring is related to the fees that parents pay for care.

On average, child care workers in Onondaga County earn about \$24,740 per year³¹ (a wage which qualifies a family of three for public food assistance - the Supplemental Nutrition Assistance Program (SNAP), formerly known as food stamps).³²

Child care center directors, in trying to keep their businesses afloat, are sensitive to parents' struggle with the high cost of child care, and therefore charge the highest price they feel

the market can bear, leading to operating budgets built on low wages, which result in challenges with hiring educated and experienced staff members. New York State regulations do not require higher pay for higher qualifications in child care, and require meeting only very minimal education standards for programs to be in compliance with licensing. These dynamics work together to create a business environment for child care that provides little incentive to staff programs at a high-quality level.

This is not a problem unique to Onondaga County. Throughout the country, state licensing regulations set staffing requirements at minimally low educational levels. In addition, throughout the country, even for staff with higher education degrees, wages are low. Staff working with infants and toddlers tend to have less education than staff working with preschool age children, but even when they have the same credentials, staff working with infants and toddlers are paid much less.³³ As a result, turnover within the child care field is high (about 25 percent among centers with turnover).³⁴

The National Academy of Sciences issued a major report, *"Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation"*³⁵ in 2015. Among the recommendations in the report,

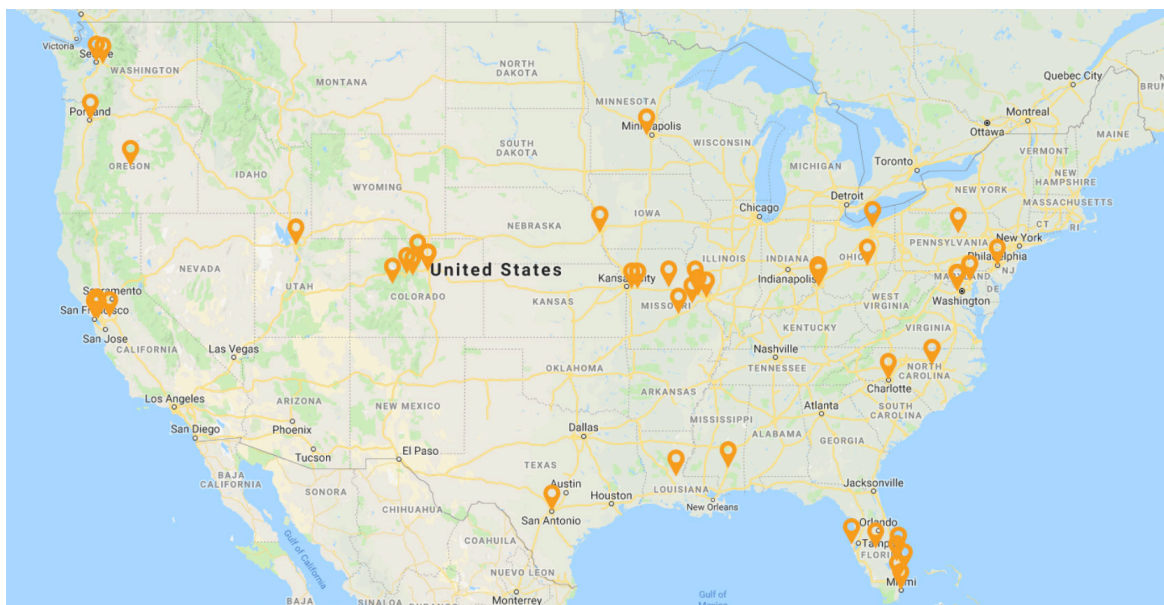
- Strengthen competency-based qualifications for all early care and education professionals working with young children,
- Develop and implement comprehensive pathways and multi-year timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies related to young children, and
- Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with young children - including coaching embedded in the practice setting.³⁶

New York State Minimum Child Care Licensing Requirements: Education Levels Child Care Workforce

	Director	Preschool Lead Teacher	Infant & Toddler Lead Teacher	Assistant Teachers
Child Care Centers	Associate's degree in Early Childhood or related field with a plan of study leading to a Bachelor's degree	Child Development Associate (CDA) credential (on the pathway to an Associate's degree, but not equal to an AAS)	Child Development Associate (CDA) credential (on the pathway to an Associate's degree, but not equal to an AAS)	High school diploma or its equivalent OR one year experience working with children less than age 13
Registered Family Child Care Homes and Licensed Group Family Child Care Homes	Be at least 18 years old and have a minimum of either 2 years experience caring for children under 6 or 1 year of experience caring for children under 6 plus 6 hours of training or education in early childhood development			

Source: New York State Office of Children and Family Services, https://ocfs.ny.gov/main/childcare/daycare_regulations.asp

Locally-financed Early Childhood Initiatives



Source: North Carolina Early Childhood Foundation and the Youth Investment Fund. <https://financingtools.buildthefoundation.org/case-studies/>

Throughout the country, many communities are looking at ways to reform, strengthen, and expand child care and pre-k programs. At the core of these initiatives, are strategies to improve the early learning workforce because the drive for high-quality programs relies on a high-quality workforce. And, research links high-quality programs to child outcomes, not just access to any program.³⁷

At the community level, there is increasing interest in local initiatives because leaders feel that Congress or

state legislatures are too polarized to build consensus for significant change. However, at the local level, the combination of vision, relationships, and drive for better solutions can increase the likelihood for strategic investments that can result in community transformation. For example, current local initiatives are addressing child care, home visiting, pre-k, and early childhood systems across the country.

Counties Taking Action

Florida: In Miami-Dade County, the Children's Trust (authorized through a local levy) allocates about \$100 million per year on a wide range of initiatives to improve the lives of children. Investments in child care subsidy and improving the quality of child care through workforce development strategies are among core activities to promote school readiness for children under age 5.

North Carolina: In Mecklenburg County, the County Board of Commissioners invested \$6 million per year for child care subsidy for

children under age 5 in 2017 and 2018 and added an additional \$9 million in 2018 to open 33 high-quality voluntary, universal pre-k classrooms. On June 4, 2019, the County Board increased child care subsidy by \$14 million and added an additional \$7 million to open 36 more pre-k classrooms in the 2019-2020 school year. Onsite classroom teacher coaching and professional development of the workforce is at the core of this birth to five initiative.

Washington: In King County, since 2015, a \$400 million 6- year levy is funding the Best Starts for Kids

initiative to invest in strategies that provide supports and build resiliency prenatal to the teenage years. Strengthening the quality of child care is a core piece of the county's work. For example, Best Starts for Kids includes a multi-disciplinary team (nurses, mental health consultants, nutritionists, and county health workers) who visit child care centers, family child care homes, and informal friend and neighbor care to offer onsite coaching and best practices support to promote the healthy development of children in child care.

Sources: <https://financingtools.buildthefoundation.org/project/miamidade/>; <https://www.mecknc.gov/news/Documents/ECE%20update%20Feb%202019.pdf>; <https://www.kingcounty.gov/elected/executive/constantine/news/release/2019/April/09-childcare-health-consultants.aspx>



Onondaga County: Transforming the Early Childhood Landscape

In the fall of 2018, Child Care Solutions and ECA worked with ECA's Business Council and Child Care and Early Learning Committee to take a deeper dive into better understanding on-the-ground barriers and opportunities related to accessing high-quality child care within Onondaga County.

Child Care Solutions, a nonprofit child care resource and referral agency working within the community to help parents find child care, support the training needs of child care providers to improve the quality of care, and support low income families and legally exempt providers to better meet the needs of young children, played a key role by convening discussion forums with child care providers.

Child care center directors. Overwhelmingly, center directors felt their biggest challenge was hiring and retaining qualified staff. There was frustration that the wages they were able to offer within their budgets paled in comparison to jobs staff could obtain outside the child care field. Wages were a core concern because they impact the ability to hire and retain qualified staff. Another related challenge is that staff who find a job paying more per hour (either inside or outside of the child care field) may leave without sufficient notice, which makes operating a child care business a challenge as centers need to maintain staffing ratios in order to ensure compliance with state licensing rules, which is related to child safety.

In addition, turnover costs programs more as they embark on the interviewing, onboarding, and training of new employees. Therefore, low wages impact not just the quality of a program but also the center's economic viability and licensing compliance.

Registered and licensed group family child care home providers. Among family child care providers, there was interest in support to implement a curriculum, in help to better understand how to meet each child's needs - particularly those with behavioral challenges or special needs, and support to meet the needs of children whose first language is not English. There was an overall concern expressed that legally exempt providers as well as providers operating illegally undermine the licensed market. In addition, there was interest in the ability of providers to share assistants.

Onondaga Community College faculty. In a discussion with faculty at Onondaga Community College, early learning workforce wages again arose as a challenge. The reality is *"a teacher assistant in a school district pays more than the going wage for a lead teacher with an A.A.S. in a child care center,"* said an early childhood education professor. OCC offers an array of early childhood education pathways from an Early Child Care Certificate³⁸ to an A.A.S. in early childhood.³⁹ Coursework is offered during the day, at night, on weekends, and online to meet the varying needs of those who are working full-time and who also may be balancing work, education, and family.

OCC also offers the Early Childhood Career Advancement Ladder (ECCAL) initiative in local high schools as part of Career and Technical Education programs for Juniors and Seniors. Eligible students graduate from high school with 9 college credits in Early Childhood Education as well as field experience. Students also receive support for completing the Child Development Associate (CDA) credential. These students leave high school qualified for work in child care.

Child Development Associate (CDA) credential students. Child Care Solutions offers a Child Development Associate (CDA) credential course, which is paired with coaching to support the translation of coursework into practice in the classroom. A CDA requires 480 hours of experience working with children and 120 clock hours of higher education coursework in key early childhood competency areas.⁴⁰

In a discussion at one of the CDA classes with course participants, most said they were interested in pursuing a CDA so that they could become lead teachers in a child care classroom. Those in the class ranged in age from young students just out of high school to more experienced women who had retired and were seeking another occupation. About half said they had young children. When asked about challenges with obtaining a CDA, students mentioned child care costs (while they were in class), books, and CDA assessment fees. One student mentioned that since they live 45 minutes away, her mother and her young children waited for her at a local McDonalds while she finished her evening classes.

The ECA Business Council. In discussions with the ECA business council, there was an understanding that child care expenses are a challenge for families, that access to child care impacts employees' attendance and focus, and that more needs to be done to ensure that child care programs are of high quality. Business leaders expressed support for the development of strategies based on research related to what works and that any investments be tied to accountability metrics - benchmarks and evaluation.

The Child Care and Early Learning Committee and Early Childhood Alliance partners. Child Care Solutions, the Child Care and Early Learning Committee, and ECA partners also expressed support for strategies to strengthen the quality of child care. There was consensus that meeting the needs of a stronger early learning workforce was the core piece to any investment strategy, which also needs to involve compensation strategies since competencies alone are not the sole challenge. Strengthening workforce competencies, expanding access to high-quality care particularly for infants and toddlers where research shows critical brain development, and reducing workforce turnover were the top priorities expressed.

Onondaga County Department of Social Services - Economic Security. Staff from the Department spent considerable time sharing data related to child care subsidy receipt by child age, by type of setting, by location, and by percentage of subsidy recipients in various programs. This was also instrumental in helping to dissect the use of legally exempt providers by relative compared to non-relative care and out-of-home care compared to in-home care as well as the length of time each year that such providers cared for low income children.

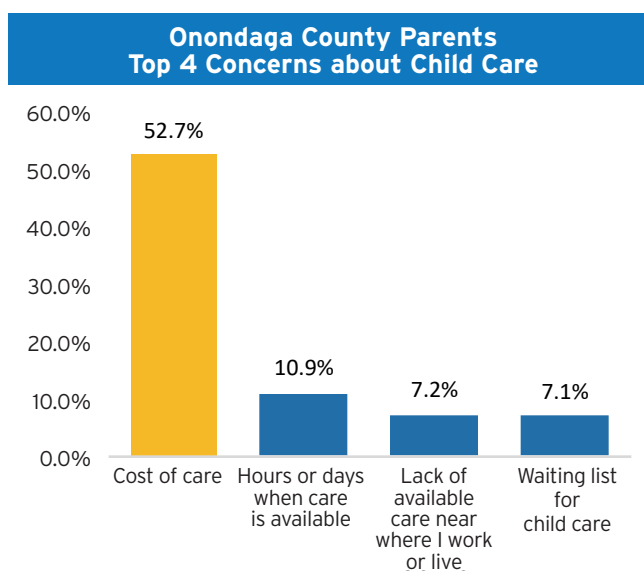
The data combined with staff experience and insight were a driving force behind understanding potential points of impact to strengthen the quality of child care. It was through the data shared by the Department that it became clear increasing subsidy rates alone for the care of low income children may not sufficiently increase program operating revenue to strengthen workforce competencies, invest in curriculum and other supports as well as increase workforce pay - although higher subsidy rates are necessary so that subsidy payments are comparable to private-pay rates to ensure that providers are willing to enroll children whose care is paid for with a subsidy.

The New York State Office of Children and Family Services (OCFS) approved a rate increase for child care subsidy that went into effect on May 1, 2019 raising subsidy reimbursement to the 69th percentile of market rates based on a 2017-2018 market rate study⁴¹ - an improvement but still below the level needed to support high-quality care. In addition, the rate increase does not reflect increases in the minimum wage.

Gathering the Views of Parents

To better understand the challenges families have with regard to accessing child care, the settings parents use for child care, and the greatest concerns that parents have, Child Care Solutions and the Early Childhood Alliance conducted a parent survey in February 2019.

Responding to the survey were 931 parents who live or work in Onondaga County. By far, the greatest concern among parents was the cost of child care.



Source: Onondaga County parent survey, February 2019

Parent Comments Sharing Their Experiences

"We alternate our work schedules to avoid day care. Father works full-time, mother works part-time when father is home with the kids."

"Mom and Dad, mom had to switch to night shift."

"No one. It is either parent and that is it."

"We have 3 special needs kids and there's no one qualified and affordable."

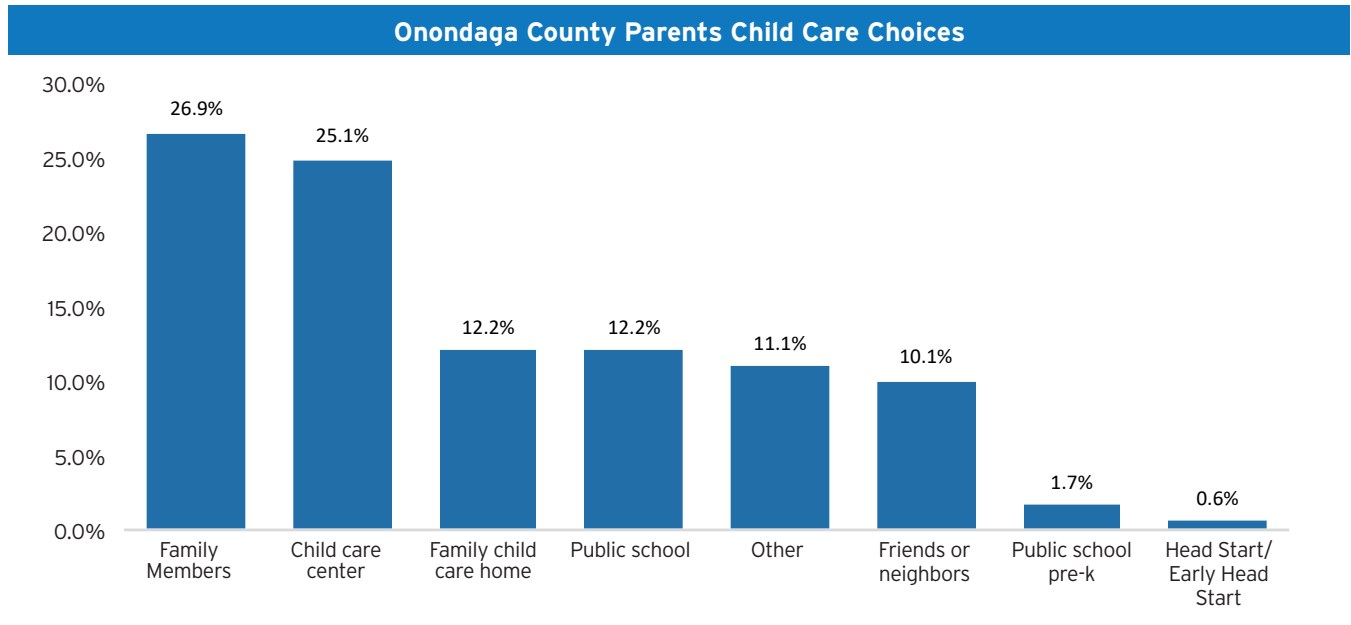
"Safety/Quality + Cost + Availability"

"Cost of care for quality care"

Source: Onondaga County parent survey, February 2019

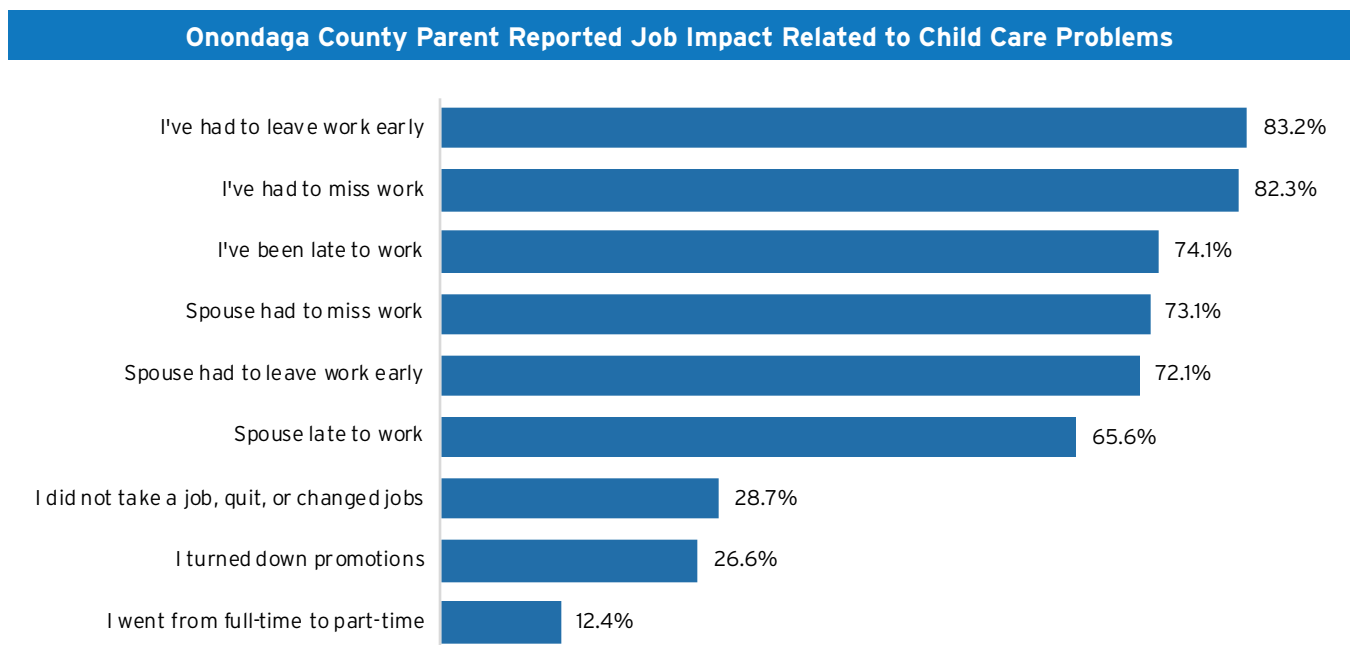
THE CASE FOR HIGH-QUALITY EARLY CHILD CARE

Child care usage in Onondaga County mirrors national surveys. Families rely on a mix of child care settings for their primary arrangement.



Source: Onondaga County parent survey, February 2019

Parents were asked a series of questions related to the impact of child care instability on their jobs, their hours, and their income in the past year.



Source: Onondaga County parent survey, February 2019

Gathering the Views of the Early Learning Workforce

To better understand the composition of the child care workforce as well as what supports would help best to promote high-quality, Child Care Solutions and the Early Childhood Alliance surveyed the early learning workforce in February 2019.

In total, 184 responses were received county-wide.

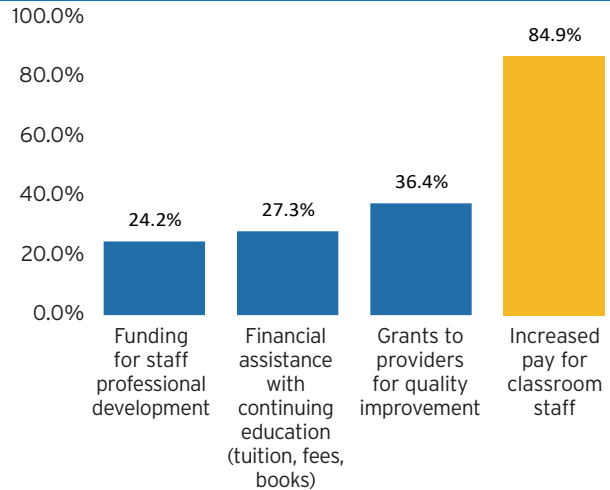
- 37 child care center directors
- 70 child care center classroom staff
- 65 family child care providers
- 12 former providers

Among directors, 85.2 percent had a bachelor's degree or higher level of education. On average, they earned \$48,538 annually. When asked what would be most helpful to them to be a successful director, about 85 percent responded that they would like higher pay for staff. Turnover impacts both continuity of care, which is important for child development and operating costs for child care businesses that need to hire new staff.

More than 35 percent of directors reported lead teacher turnover greater than 10 percent, about 28.5 percent of directors said assistant teacher turnover exceeded 10 percent, and 37.5 percent of directors said that aides or floater turnover exceeded 10 percent.

Among classroom staff, teachers working with infants and toddlers earned about \$14 per hour (about \$29,907 per

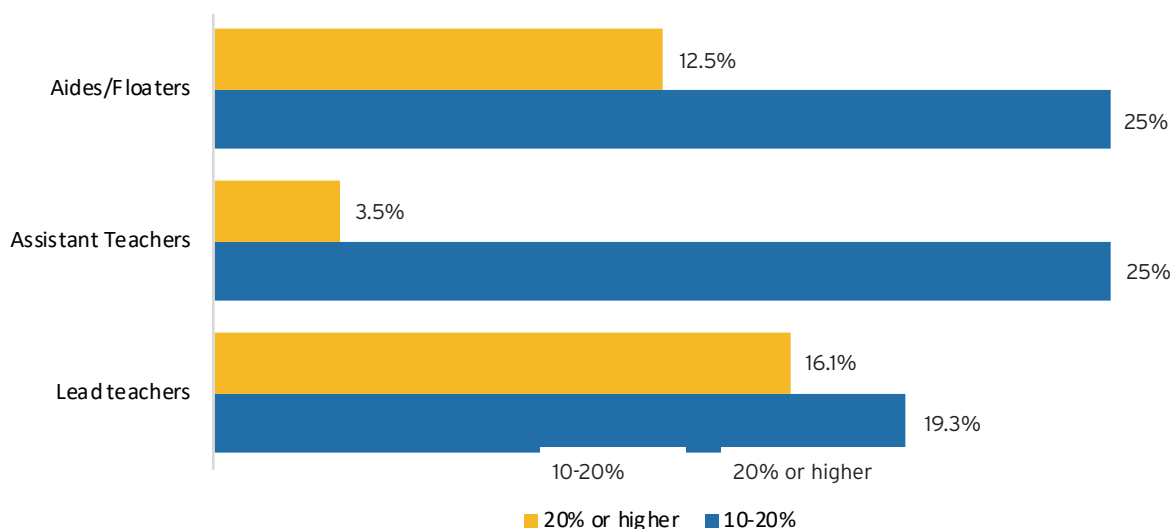
Onondaga County Center Directors Top 4 Suggestions to Help Them be Successful Directors



Source: Onondaga County early learning workforce survey, February 2019

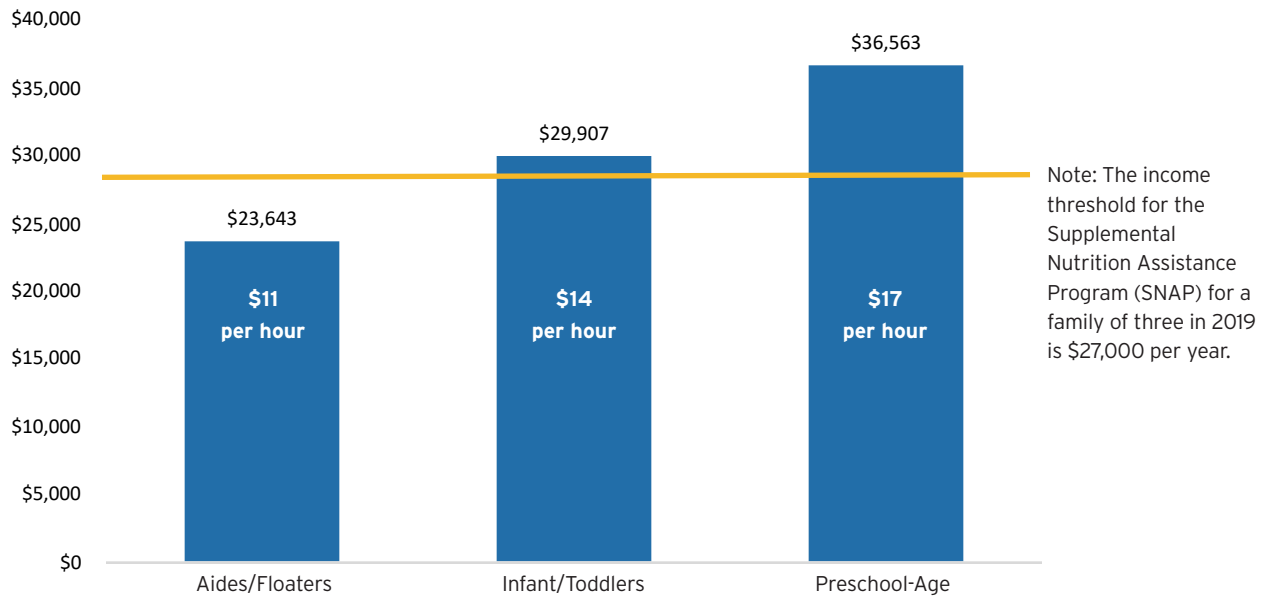
year) compared to \$17 per hour (about \$36,563 per year) for teachers working with preschool-age children. Aides or floaters (who work with children in multiple age groups) earned about \$11 per hour (about \$23,643 per year). About 28 percent of classroom staff have a Child Development Associate (CDA) credential.

Classroom Staff Annual Turnover



Source: Onondaga County early learning workforce survey, February 2019

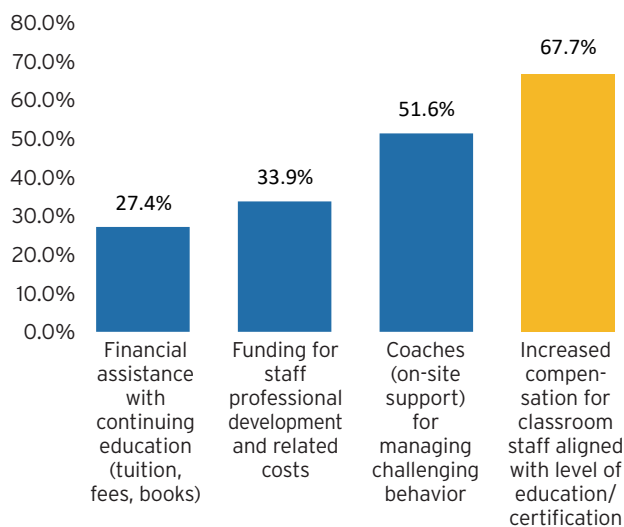
Onondaga County Center Classroom Staff Annual Wages by Setting



Source: Onondaga County early learning workforce survey, February 2019

When classroom staff were asked what would be most helpful to them in being successful in their jobs, the top response was higher pay followed by on-site coaching, particularly to better manage challenging behavior in the classroom.

Onondaga County Center Classroom Staff Top 4 Suggestions for Success in their Jobs



Source: Onondaga County early learning workforce survey, February 2019

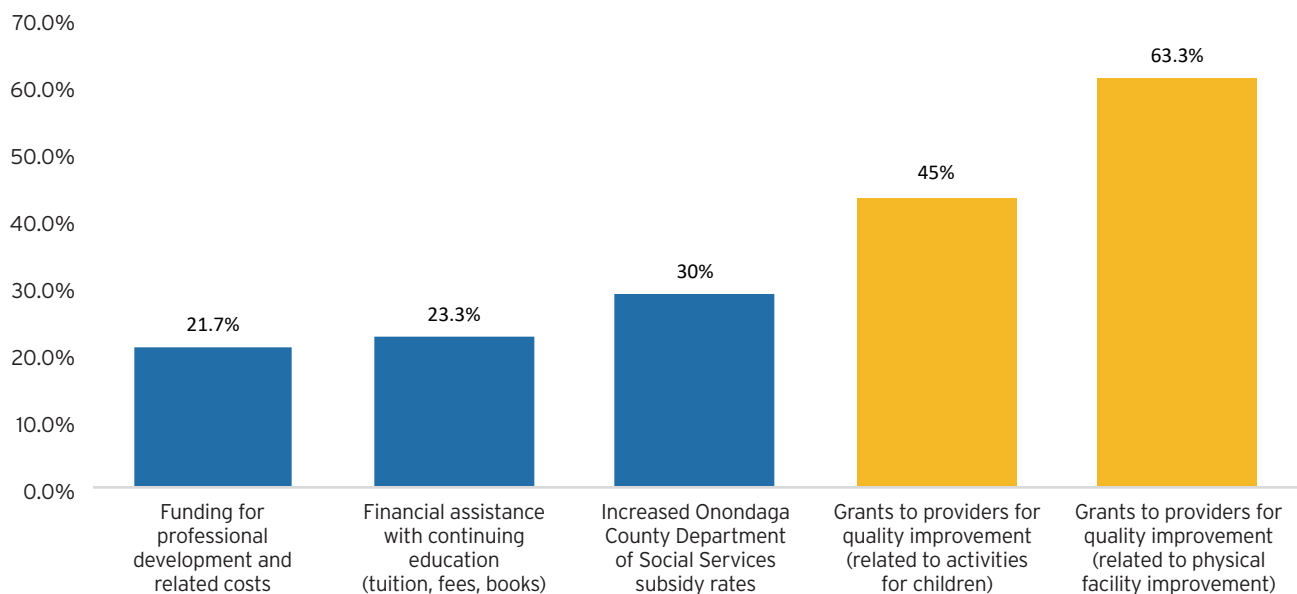
Family Child Care Providers

- 19 years of experience operating a family child care home (on average)
- 16 years of experience working with children under age 6 (on average)
- More than half (51.6%) had less than a 2-year college degree and only 13% had a Child Development Associate (CDA) credential

Source: Onondaga County early learning workforce survey, February 2019

Among family child care providers, nearly three-quarters (71.6 percent) had an Associate's degree or less. Two-thirds (66.7 percent) earned under \$50,000. When asked what would be most helpful to them to be successful as a family child care provider, grants related to quality improvement were at the top of the list.

Onondaga County Family Child Care Providers Top Suggestions for Success in their Jobs



Source: Onondaga County early learning workforce survey, February 2019





The Road to the Transformation of the Early Childhood Landscape in Onondaga County to Promote School Readiness

To truly create a community where all children are healthy, thriving and ready to succeed in school, intentional strategies are needed to overcome current challenges. There is no magic wand to significantly increase the reading and language arts proficiency of students in grades 3-8, which would help increase the likelihood that more students throughout Onondaga County graduate high school ready for either careers in industry or college entry.

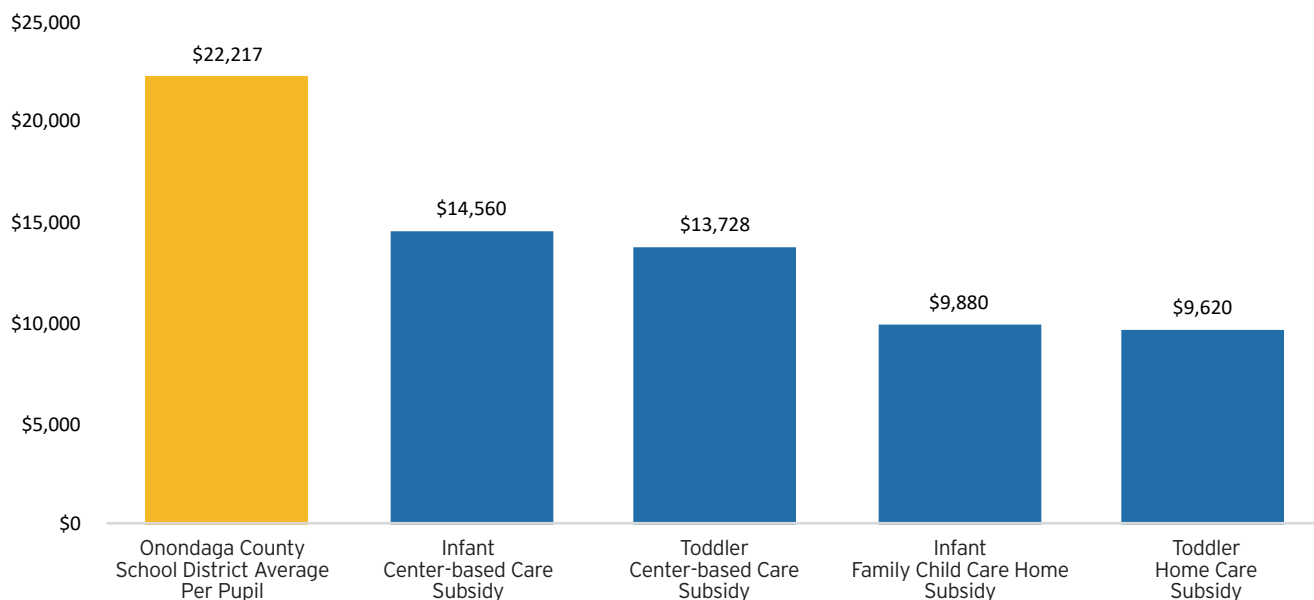
A more seamless, integrated early childhood system is one piece of the framework needed to better support the healthy development of children and promote strong families where Onondaga County children live.

Given the hours that children spend in child care and the role that child care plays in both helping parents to work and supporting the healthy development and school readiness of children, making sure that children in child care are in

high-quality programs is an equally important component essential to ensure that children start kindergarten ready to succeed. With the 2018 data about students' grade 3-8 proficiency in reading and language arts, the low grade level performance rates overall, and the deep gaps by race, ethnicity, and income, the current system is not working.

Child Care Solutions and the Early Childhood Alliance reviewed the research related to early childhood development in general and the neuroscience studies related to brain development during a child's earliest years. Data reflecting the number of child care programs available, their capacity by children's age (e.g., infant and toddler classrooms, preschool classrooms, and pre-k classrooms), New York State child care licensing requirements, county subsidy data by age of the children and setting, as well as the ideas and challenges shared in multiple stakeholder discussions,

Onondaga County Average School District Per Pupil Spending vs. Annual Child Care Subsidy Payments



Source: New York State Department of Education, 2018; New York State Office of Children and Family Services (OCFS), child care subsidy rates effective May 1, 2019

informed cost modeling for an array of options that could be deployed to significantly invest in research-based strategies to promote better child outcomes (i.e., school readiness).

The strategies represent bold thinking, are based on research, are designed as pilots (with expansion over 10 years for market-based strategies), and would be informed by evaluation. The strategies are also related to where the children are (e.g., a one-size-fits-all approach does not work since children are located in centers, family child care homes, and legally exempt care - which makes the type of support needed for each setting different).

A public investment dashboard would be annually updated to mark progress against benchmarks for program quality and child growth across developmental domains (such as social and emotional development, physical and cognitive development, and language).

Because the foundation for brain architecture guiding future child development is built during a child's earliest years, the strategies are focused on infants and toddlers as surgical

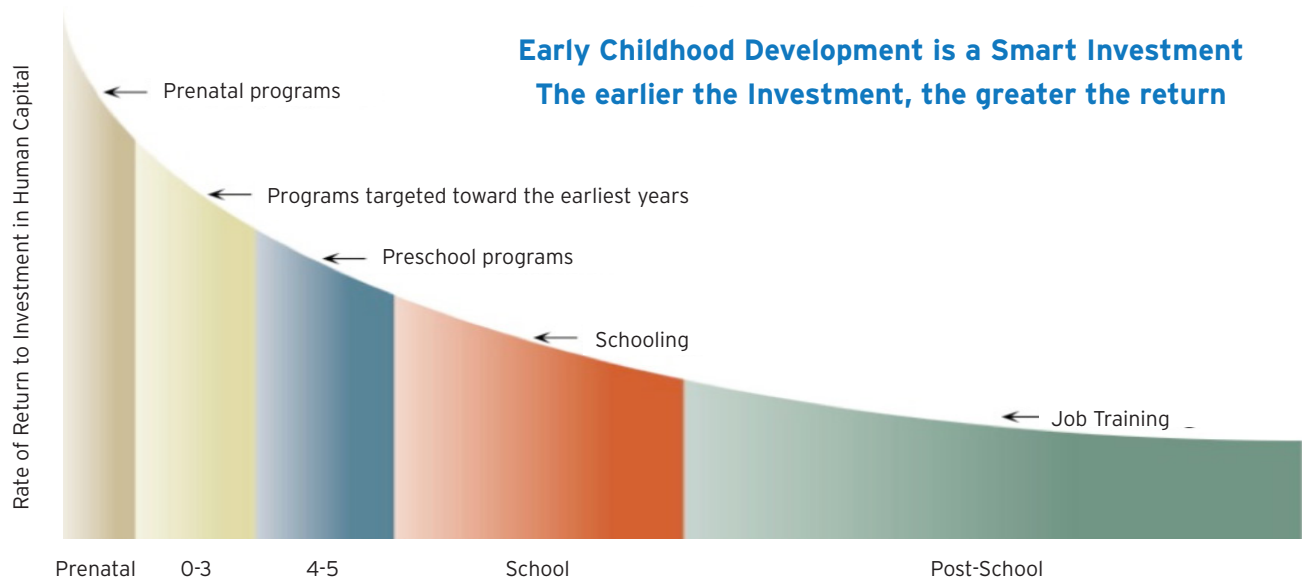
strikes to set a strong foundation for future school success (both pre-k and K-12).

The investments aren't inexpensive, but they are based on a desire to move the needle in a significant manner, to impact the next generation so that it is possible within Onondaga County to close the achievement gap and help support every child to reach his or her full potential.

The earliest years are currently underfunded. On a per child basis, the average per pupil expenditure for Onondaga County school districts far exceeds the per child subsidy rates even at the May 1, 2019 increased level.

Nobel prize-winning economist James Heckman Ph.D. estimated a 13 percent per year return on investment for comprehensive high-quality child care in *"The Lifecycle Benefits of an Influential Early Childhood Program."* According to Professor Heckman, *"Start at birth, coordinate services into comprehensive early childhood programs and achieve greater economic and social gains."*⁴²

Early Childhood Development ROI



Source: James Heckman, Ph.D., The Heckman Curve, https://heckmanequation.org/www/assets/2014/04/The20Heckman20Curve_v2.jpg



Recommendations to Transform Infant and Toddler Care

High-quality programs depend on high-quality staff. Staff need to have both education and competencies to promote age appropriate healthy development. They also need support to ensure that they can translate their knowledge into practice. They need to be paid a rate comparable to their level of education and experience.

High-quality programs are led by a director and assistant director who are also paid based on their level of education and experience. Fundamental to a high-quality program is an age appropriate curriculum, ongoing child assessments to ensure that approaches to children's learning meets children where they are and helps guide them toward age appropriate benchmarks, and support for effective interactions between classroom staff (both the lead and assistant teacher) and the children in their care. It is through teacher interactions that child gains across domains are achieved.⁴³ For example, effective interactions can help promote social and emotional development necessary to support a child's ability to self-regulate, navigate peer relationships and conflict, and pay attention - all important for school readiness and success.⁴⁴ In addition, child development screening tools are essential to ensure that children who would benefit from early intervention services can be identified as early as possible.

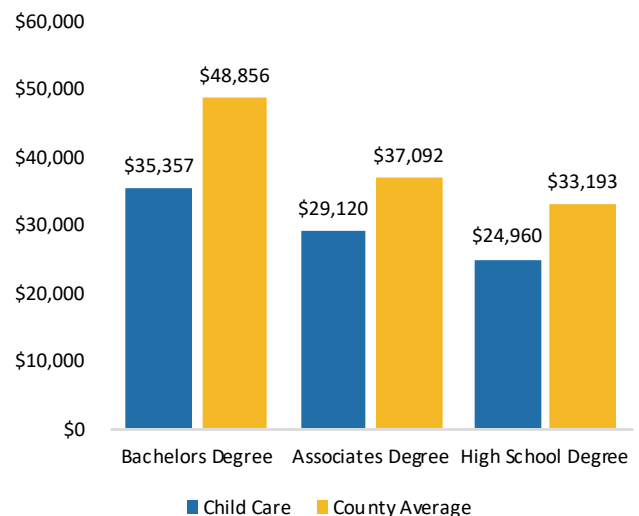
Recommendation #1

Infant and Toddler Comprehensive Quality Improvement Pilot

An infant and toddler comprehensive pilot would target classrooms in child care centers with the highest percentage of young children whose care is paid for with a child care subsidy. In return for compensation increases for directors, assistant directors, lead teachers, and assistant teachers, a more rigorous array of training related to curriculum implementation (Creative Curriculum for Infants and Toddlers),⁴⁵ ongoing child assessment (Teaching Strategies Gold),⁴⁶ and classroom staff interactions (through the Classroom Assessment Scoring System, CLASS)⁴⁷ would be required for infant and toddler classroom staff in participating centers.

Center staff would be supported by curriculum related materials and ongoing onsite coaching related to curriculum and child assessment fidelity. CLASS observational scores that assess staff interactions with children would form the basis for individual professional development coaching (including CLASS-based strategies to better support the ability of classroom staff to address child challenging behaviors).

Child Care Wages vs. County Average Wages by Level of Education



Source: Onondaga County early learning workforce survey, February 2019; U.S. Census Bureau, 2017 American Community Survey, 1 year estimates, Onondaga County.

Note: Estimates assume compensation increases for directors, assistant directors, and classroom staff based on level of education and experience. All assistant teachers are required to obtain a CDA infused with CLASS; costs related to obtaining a CDA are built into the model. Costs related to curriculum, ongoing child assessments, and Classroom Assessment Scoring System (CLASS) training are also included. Coaching support is built into the model assumed to be located at an early learning hub at Child Care Solutions. The cost of a mental health consultant and a business technical assistance specialist would be shared among participating centers. The model assumes one Family Support for Child Success Specialist within each center to help support families. All children would receive screening through the Help Me Grow Ages and Stages child development screening tool. Program evaluation, program quality, and classroom aggregate child assessment scores would be posted on a public dashboard.

Contrary to New York State child care center licensing rules which require assistant classroom staff to have either a high school degree or one year of experience, participating center assistant classroom staff would be required to obtain a Child Development Associate (CDA) credential infused with CLASS⁴⁸ effective interaction techniques. The rationale is that unlike a public school classroom that is typically led by one teacher, child care classrooms have a lead and an assistant teacher. However, young children do not differentiate between the two titles and, therefore, an assistant teacher in an infant and toddler classroom is likely to have as many interactions with children as the lead teacher does. The CDA infused with CLASS can be obtained online and would be supported by coaching through Child Care Solutions.

Centers would have access to a mental health consultant, a business technical assistance specialist (to support directors in using best business practices to promote program financial viability), and a Family Support for Child Success Specialist to help support families. In addition, Help Me Grow

Ages and Stages screening would be used for all children to identify any infants and toddlers who may require more comprehensive screening for early intervention services paid for with federal special education funding.

Options for a 3 year pilot serving centers with the highest percentage of children whose care is paid for with a subsidy involve the following cost options: 1 center (1 infant classroom and 1 toddler classroom), 5 centers (5 infant classrooms and 7 toddler classrooms) and 10 centers (10 infant classrooms and 13 toddler classrooms). The table below shows costs related to the 3-year pilot with tables located in the appendix that extend to all 213 infant and toddler classrooms over a 10-year period.

The infant and toddler comprehensive quality improvement pilot also assumes a pay increase for staff based on level of education and experience to bridge the gap between what is typically paid in child care settings compared to Onondaga wages outside the early childhood field for individuals with the same level of education.

Infant and Toddler Comprehensive Quality Improvement Pilot 3 Year Pilot for Centers Serving a High Percentage of Children with a Child Care Subsidy					
	Year 1	Year 2	Year 3	3 Year Cost	Cost in Year 10 for all 213 classrooms
1 Child Care Center (1 infant classroom, 1 toddler classroom)	\$390,698	\$353,291	\$353,287	\$1,097,276	
5 Child Care Centers (5 infant classrooms, 7 toddler classrooms)	\$1,009,586	\$940,818	\$941,750	\$2,892,154	\$13,636,700
10 Child Care Centers (10 infant classrooms, 13 toddler classrooms)	\$1,687,544	\$1,544,935	\$1,556,621	\$4,789,100	\$13,676,431

Infant and Toddler Comprehensive Quality Improvement Pilot – Number of Children Served				
Infants and Toddlers Enrolled	Year 1	Year 2	Year 3	# of Children to be Served in Year 10
1 Child Care Center (1 infant classroom, 1 toddler classroom)	20	20	20	2,128
5 Child Care Centers (5 infant classrooms, 7 toddler classrooms)	124	124	124	2,128
10 Child Care Centers (10 infant classrooms, 13 toddler classrooms)	236	236	236	2,128

Note: The model assumes infant and toddler classrooms that participate will have the highest percentage of children whose care is paid for with a child care subsidy. After the 3-year pilot, the model phases in the balance of infant and toddler classrooms in years four through ten.

Recommendation #2

Infant and Toddler Curriculum Support Pilot for Child Care Centers

An infant and toddler curriculum support pilot would target classrooms in child care centers with the highest percentage of young children whose care is paid for with a child care subsidy. In return for compensation increases for directors, assistant directors, lead teachers, and assistant teachers, a more rigorous array of training related to curriculum implementation (Creative Curriculum for Infants and Toddlers) and ongoing child assessment (Teaching Strategies Gold) would be required for infant and toddler classroom staff in participating centers.

Center staff would be supported by curriculum related materials and ongoing onsite coaching related to curriculum and child assessment fidelity. Assistant classroom staff would be required to obtain a Child Development Associate (CDA) credential infused with CLASS⁴⁹ effective interaction

techniques. The CDA infused with CLASS can be obtained online and would be supported by coaching through Child Care Solutions.

This strategy does not include the other supports contained in the comprehensive infant and toddler pilot. For example, there would be no: mental health specialists, business technical assistance specialists, family support specialists, CLASS-based coaching (interactions), and no early childhood screening.

Options for a 3 year pilot serving centers with the highest percentage of children whose care is paid for with a subsidy involve the following cost options: 1 center (1 infant classroom and 1 toddler classroom), 5 centers (5 infant classrooms and 7 toddler classrooms) and 10 centers (10 infant classrooms and 13 toddler classrooms). The table below shows costs related to the 3-year pilot with tables located in the appendix that extend to all 213 infant and toddler classrooms over a 10-year period.

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5 Child Care Centers (5 infant classrooms, 7 toddler classrooms)	124	124	124	2,128
10 Child Care Centers (10 infant classrooms, 13 toddler classrooms)	236	236	236	2,128

Note: Assumes infant and toddler classrooms that participate will have the highest percentage of children whose care is paid for with a child care subsidy

Infant and Toddler Curriculum Support Pilot 3 Year Pilot for Centers Serving a High Percentage of Children with a Child Care Subsidy					
	Year 1	Year 2	Year 3	3 Year Cost	Cost in Year 10 for all infant and toddler classrooms
1 Child Care Center (1 infant classroom, 1 toddler classroom)	\$103,808	\$91,491	\$83,140	\$278,439	
5 Child Care Centers (5 infant classrooms, 7 toddler classrooms)	\$545,151	\$491,036	\$478,021	\$1,514,208	\$7,970,285
10 Child Care Centers (10 infant classrooms, 13 toddler classrooms)	\$981,879	\$861,808	\$845,941	\$2,689,628	\$7,988,475

Note: Estimates assume compensation increases for directors, assistant directors, and classroom staff based on level of education and experience. All assistant teachers are required to obtain a CDA infused with CLASS; costs related to obtaining a CDA are built into the model. Costs related to curriculum and ongoing child assessments training are also included. Coaching support is built into the model assumed to be located at an early learning hub at Child Care Solutions. Program evaluation, program quality, and classroom aggregate child assessment scores would be posted on a public dashboard.

Recommendation #3

Infant and Toddler Curriculum Support Pilot for Family Child Care Homes

An infant and toddler curriculum support pilot would target family child care homes with the highest percentage of young children whose care is paid for with a child care subsidy. In return for compensation increases for registered or licensed home-based providers, a more rigorous array of training related to curriculum implementation (Creative Curriculum for Infants and Toddlers) and ongoing child assessment (Teaching Strategies Gold) would be required for participating family child care home providers.

Registered and licensed family child care home providers would be supported by curriculum related materials and ongoing onsite coaching related to curriculum and child assessment fidelity. One shared business technical assistance specialist would work with home-based providers to ensure that best business practices are used in their child care businesses.

Options for a 3 year pilot serving registered and licensed group family child care home providers with the highest percentage of children whose care is paid for with a subsidy would target 5 homes in year 1, 10 homes in year 2, and 15 homes in year 3 (extending to 100 family child care homes over 10 years). The table below shows costs related to the 3-year pilot with tables located in the appendix that extend to 100 family child care homes over a 10-year period.

Recommendation #4

Help Me Grow, Ages and Stages Questionnaire Child Screening Tool

Help Me Grow Onondaga⁵⁰ builds on existing resources to identify vulnerable children and connect families to community-based programs and services. The Ages and Stages Questionnaire⁵¹ is an easy screening tool that parents complete, which can be used to identify children who may need more comprehensive screening to potentially qualify for early intervention services for a disability or developmental delay.

Child care providers and others in the community can be trained to disseminate the ASQ to parents and to analyze the results. There is an online version of the ASQ tool as well as a paper version. The cost for training and materials is small compared to the greater good in identifying children who could benefit from intervention services.

ASQ could be implemented across all regulated child care programs, a natural link to families for a quick survey at regular age appropriate intervals. The 3-year pilot cost is below with a 10-year table located in the appendix.

Family Child Care Home Quality Improvement Pilot					
	Year 1 (5 FCC Homes)	Year 2 (10 FCC Homes, 5 New)	Year 3 (15 FCC Homes, 5 New)	3 Year Cost	Cost in Year 10 for 100 FCC Homes
Compensation increase, Creative Curriculum and ongoing child assessment materials and training, ongoing coaching support, and a shared business technical assistance specialist	\$183,670	\$220,803	\$314,600	\$719,073	\$1,645,251

Note: Estimates assume compensation increases for registered and licensed family child care providers based on level of education and experience. Costs related to curriculum and ongoing child assessments training are also included. Coaching support is built into the model assumed to be located at an early learning hub at Child Care Solutions where a shared business technical assistance specialist would work as well. Program evaluation, program quality, and classroom aggregate child assessment scores would be posted on a public dashboard.

Help Me Grow, Ages and Stages Questionnaire					
	Year 1	Year 2	Year 3	3 Year Cost	Cost in Year 10 across Licensed Programs
Ages and Stages Questionnaire for Parents (disseminated by child care providers to parents), scored by child care staff, with training and onsite support as needed	\$70,950	\$72,369	\$73,816	\$217,135	\$164,693

Note: Assumes 2 coaches within the Child Care Solutions early learning hub to support training and implementation in year 4; 1 coach in years 1-3.

Recommendation #5

Promoting Early Childhood Development in Home-based Child Care (Legally Exempt and Family Child Care Homes)

In Onondaga County, about 35 percent of children under age 3 whose care is paid for with a subsidy are in legally exempt child care (home-based care with a relative or non-relative who are caring for less than three children). About 30.3 percent of children under age five whose care is paid for with a subsidy are in legally exempt care.

While parents are free to choose the child care setting of their choice, given the large percentage of children in Onondaga County in this type of care, special efforts should be made to help support legally exempt providers to offer care in a way that promotes the healthy development of these children.

Expand the Talking is Teaching: Talk, Read, Sing program.

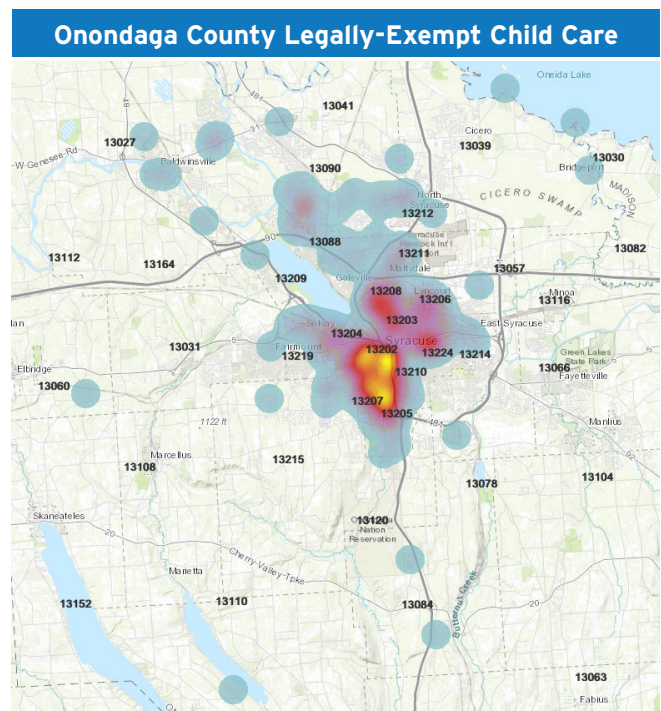
The recommendation to improve activities by legally exempt providers is to expand the Talk, Read, Sing program, which includes tote bags filled with books and age appropriate child activities to promote early learning along with several playgroups that enable an early childhood specialist to share best practices. The first option is at \$75,000 and the second option is at \$100,000.

Expansion of Talking is Teaching: Talk, Read, Sing		
	\$75,000	\$100,000
Tote bags with books and related materials to support early childhood development, language and literacy	500 tote bags	600 tote bags
Playgroups, incentives, and coaching	30 sessions	48 sessions
Total Budget	\$74,966	\$99,984

Note: Estimates assume with \$75,000, 500 tote bags would be delivered; 150 providers could attend 2 playgroups each, or 75 providers could participate in 4 playgroups each. With \$100,000, 600 tote bags would be delivered; 240 providers could attend 2 playgroups each, or 120 providers could participate in 4 playgroups each. Playgroups are conducted by coaches which helps foster age appropriate learning activities among providers. About 337 legally exempt providers care for children under age 5 whose care is paid for with a subsidy (and who receive payments for 9 months or longer).

Expand Parent-Child Home Program (PC+).

Catholic Charities of Onondaga County and the Early Childhood Alliance launched the Parent-Child Home Program, now known as Parent-Child+ (PC+), in Onondaga County in 2018. PC+ is a home-based program that engages early in life and helps support activities related to early childhood development for children between the ages of 16 months to 4 years, their parents and their family child care providers. PC+'s in-home approach makes it convenient for family child care (FCC) providers and underserved families isolated by poverty,



Source: Child Care Solutions, April 2019.

Note: This map shows Onondaga County with a heat map applied to legally exempt care. Light blue areas reflect a low number of legally exempt providers. As the concentration of legally exempt providers increases, the heat map shows in bright yellow and red (neighborhoods in Syracuse). Zip codes further help identify communities within the map.

language barriers, and lack of transportation to participate in high quality, educational early childhood services. For the PC+ FCC program, over the course of one year, and 24 forty-five minute home visits, providers and families acquire a library of high quality books and educational toys and curricular guide sheets with tips for verbal interaction, the serve and return of quality conversation; skill development; and additional engagement in literacy, music, and art activities.

Licensed group family child care, registered family child care homes, AND legally exempt in-home child care providers are all eligible to join PC+FCC. This recommendation is for \$250,000 to expand the current PCHP parent program to include an entire PC+ team dedicated to family child care. A team is comprised of a supervisor, a coordinator, and a number of full and part-time Early Learning Specialists. It is estimated that one team can work with 37 home-based child care providers per year, with its benefits directly reaching the children in care and their families.

PC+ for Home-Based Child Care Programs	
Project	Annual Funding
Expand PC+ to include a staff team to serve home-based child care providers	\$150,000

Recommendation #6

Targeting Social-Emotional Development, Supporting Teachers to Best Handle Challenging Behavior

The Onondaga early learning workforce survey asked classroom teachers what would be most helpful for them to be successful in their jobs. The top answer (67.7 percent) was increased compensation aligned with education or certifications. The second answer most frequently selected (51.6 percent) by child care center classroom staff was onsite support for managing challenging child behavior.

The Positive Emotional Development and Learning Skills (PEDALS) initiative⁵² is a partnership between the Health Foundation for Western and Central NY⁵³ and the Peter and Elizabeth Tower Family Foundation⁵⁴ and is designed to provide early childhood educators with training on how to effectively use evidence-based social and emotional curricula and assessments in their preschool classrooms.⁵⁵

In its first year, PEDALS reached 48 classrooms and 700 children across Erie and Niagara Counties. A program wide evaluation found a 57 percent reduction in the number of preschool-age children in PEDALS classrooms who had social-emotional needs and a 31 percent reduction in children with self-control challenges.⁵⁶ The program is currently in its fourth year and has reached more than 3,500 children in over 114 classrooms in diverse communities.⁵⁷

Options for a 4-year pilot (each program cohort is for 2 years) would involve one coach who would be trained to train 20 preschool classroom teachers on the PEDALS initiative materials and implement the curriculum with fidelity.

With regard to better meeting the social and emotional needs of infants and toddlers and support for infant and toddler classroom teachers so that they are best equipped to meet the needs of challenging behaviors, the first recommendation (#1, the Infant and Toddler Comprehensive Quality Improvement Pilot) builds in the use of CLASS, which is designed to support teachers so that they can more



effectively support the social and emotional needs, including challenging behavior, exhibited by children.

Research has found that teachers who use CLASS and are supported by professional development related to CLASS interactions offer higher quality settings that better set an environment to meet children's needs before they escalate as well as specific strategies to promote self-control and social emotional development among children.⁵⁸

Positive Emotional Development and Learning Skills (PEDALS) Initiative (Preschool Children)

	Year 1 (20 classrooms)	Year 2	Year 3 (40 classrooms, 20 new)	Year 4
Curriculum and related materials, coaching materials, child screening materials, an onsite coaching support	\$96,986	\$62,879	\$99,476	\$65,419
2 Year Cost	\$159,865		\$164,895	
Number of Children Served	420	420	840	840

Note: Pedals is a 2-year program. The estimate assumes 20 preschool classrooms (with 21 children in each class) participate in the first cohort. Beginning in year 3, another 20 preschool classrooms would be added and the first 20 classrooms would be expected to continue their use of the curriculum but not be supported with regular monthly coaching. The coach is assumed to be located within the early learning hub at Child Care Solutions. Program evaluation and classroom aggregate child assessment scores would be posted on a public dashboard.

Recommendation #7

Talent Development: Growing a Pipeline of High-Quality Child Care Providers. Access to Higher Education Coursework and Supports to Ensure Coursework Completion

Onondaga Community College offers several pathways for the early learning workforce to strengthen their early childhood knowledge and competencies through coursework^{59,60} and certificates.⁶¹ While some students can access New York State Educational Incentive Program (EIP) scholarships, which help child care providers pay for coursework and certifications to increase early childhood knowledge and competencies, the scholarships are limited to \$2,000 annually for higher education coursework and \$1,250 for certifications such as the Child Development Associate (CDA) credential.

The EIP scholarship program⁶² is an important source of funding for individuals working in licensed or registered child care programs, however, the scholarships do not cover books or materials, test fees or examination preparation classes, or cover the cost of child care for those in the current workforce who may need child care for their young children in order to pursue higher education coursework.

In addition, full-time tuition (12-18 credits) at Onondaga Community College is \$4,900 annually. Part-time (less than 12 credits) is \$204 per credit hour.⁶³

Therefore while \$2,000 in tuition support through EIP is helpful, depending upon the number of credits for which a student may enroll, it may not cover the cost of attendance (in addition to not covering support costs such as books and materials, which Onondaga Community College lists at \$1,230 annually).⁶⁴

The recommendation is to provide support assistance to those employed in the child care workforce who either work in licensed or registered child care settings to support the cost of attendance (the cost of books and related materials, or part-time child care so that child care costs are not a barrier to accessing or completing higher education coursework). The first option is at \$75,000 and the second option is at \$100,000. The chart below lists the number of illustrative students who could receive support.

Growing a Pipeline of High-Quality Child Care Providers by Increasing Recruitment Efforts within the Child Care Workforce

The early childhood workforce includes individuals who are of varying ages and who have varying years of experience. For example, the average number of years of work experience in child care for center-based classroom staff responding to the Onondaga County early learning workforce survey was 12 years. Some of these individuals have between 20 and 30 years of experience. For registered and licensed family child care providers, the average number of years for which providers

Early Childhood Education Professional Development Supporting the ECE Workforce to Access Higher Education		
Budget Options	\$75,000	\$100,000
Costs of Books, fees, and child care		
Annual cost of books and fees	\$1,230	\$1,230
Annual cost of part-time center-based infant care	\$6,344	\$6,344
Annual cost of part-time center-based preschool-age care	\$5,486	\$5,486
Annual cost of part-time family child care home-based infant care	\$4,628	\$4,628
Annual cost of part-time family child care home-based preschool-age care	\$4,290	\$4,290
Illustrative options based on costs		
# of students, books and fees only	61	81
# of students, books and fees plus part-time center-based infant care	10	13
# of students, books and fees plus part-time center-based preschool-age care	11	15
# of students, books and fees plus part-time family child care home infant care	13	17
# of students, books and fees plus part-time family child care home preschool-age care	14	18

Note: The above numbers of students are illustrative only based on the cost of annual books and fees for 2018-2019 at Onondaga Community College and the average price of part-time child care in April of 2019.



have cared for children was 19. Some of the family child care providers have between 30 and 40 years of experience.

Experience is great; however, a combination of experience and education in early childhood development is even better. Some communities use innovative strategies to recruit individuals from the child care workforce to return to school to further their education. These “recruitment navigators” aren’t college guidance counselors, but instead are more like life navigators. They help support individuals in the workforce to overcome challenges that may stand in the way of their access to higher education. For example, today’s generation may be computer and technology savvy but not everyone feels comfortable with technology and for some, that’s a barrier that can easily be overcome with some support. For others, sometimes life happens when individuals are employed in low-wage jobs (e.g., the car breaks down, or other things happen that without support, increase the likelihood that students will miss class or take time off). Sometimes a navigator in place can help support the workforce to problem solve or make connections to services that can help students remain on track.

The recommendation is to provide a grant of \$100,000 to Onondaga Community College and Child Care Solutions to employ two recruitment navigators who can help support students from the current child care workforce to access higher education and stay on track for completion.

Early Childhood Workforce Recruitment Navigator

2 ECE Navigators at Onondaga Community College and Child Care Solutions	\$90,300
Mileage	\$1,000
Supervisory Support	\$8,700
Total	\$100,000

Note: Recruitment navigators are not academic advisors although they should be familiar with academic requirements. The intent of the navigator position is to recruit from the current workforce and to help support individuals as challenges arise so that students will stay on track.

In addition, OCC should continue to reach out to local school districts with Career and Technical Education programs to expand the Early Childhood Career Advancement Ladder (ECCAL) initiative as a natural pipeline into the early care and education profession.

Growing a Pipeline of High-Quality Child Care Providers through a Pathway for Parents to Work in Child Care Settings

The Alliance for Economic Inclusion (AEI)⁶⁵ is currently funding two programs that provide a pathway for parents who have an interest in working with children to further their education and training in early childhood development to be employed within a child care center or Head Start program or to operate their own registered family child care home.

PEACE, Inc. and Child Care Solutions have partnered to increase the number of trained practitioners in early childhood education settings throughout Onondaga County. Activities for participants include vocational training, start-up funds for materials, and coaching and technical assistance. This project is currently funded at \$171,685⁶⁶ and the recommendation is to increase funding to \$200,000.

Partners in Learning and Child Care Solutions operate the Diversity in Early Education and Care project to increase the number of trained, culturally and linguistically diverse practitioners in early childhood education settings throughout Onondaga County. Project activities are designed to remove barriers to career pathways in child care and early education by providing English language and vocational training, start-up funds for materials, and coaching and technical assistance. This project is currently funded at \$128,168⁶⁷ and the recommendation is to increase funding to \$150,000.

Both of these projects support activities to help unlicensed caregivers or parents who are interested in working in the child care field to meet health and safety standards, fulfill state registration requirements for family child care providers, and/or complete education requirements for early childhood credentials.

Early Childhood Workforce Pathways for Employment

Project	Annual Funding
PEACE, Inc. and Child Care Solutions project to support early childhood workforce development and employment within the child care field	\$200,000
Partners in Learning and Child Care Solutions project to increase the number of trained, culturally and linguistically diverse practitioners in the child care field	\$150,000
Total	\$350,000

Child Care Facility Improvement Grants			
Grants for Physical Improvements	Grant Amount ("Up To")	# Providers	Budget
Child Care Centers	\$10,000	30	\$300,000
Family Child Care Homes	\$3,000	100	\$300,000
Grants for Quality Enhancement Related to Child Activities			
Child Care Centers	\$2,000	63	\$125,000
Family Child Care Homes	\$500	250	\$125,000

Note: It is assumed that such grants would be available on a competitive basis with providers who serve children whose care is paid for with a child care subsidy to receive priority consideration. Grants would be administered through Child Care Solutions.

Recommendation #8

Facility Improvement Grants: Supporting Infrastructure Needs to Promote a Healthy Environment for Young Children

As part of the Onondaga early learning workforce survey, directors were asked what would be most helpful for them to be successful in their job as director. While the top response was increased pay for classroom staff (84.8 percent), the second most frequently selected response was grants to providers for quality improvement (36.3 percent). When registered and licensed family child care home providers were asked what would be most helpful for them to be successful in their jobs, the top response was grants to providers for quality improvement related to physical facility improvement (63.3 percent) and the second most frequently selected response was grants to providers for quality improvements related to activities for children (45 percent).

The recommendation is to provide grants to support facility improvements for child care centers and family child care homes (e.g., grants related to health and safety such as playground improvements, window repairs/screens, fencing, stair gates, indoor play spaces, and other physical needs). In addition, the recommendation calls for the provision of grants for quality improvement activities (e.g., grants related to learning materials such as art supplies, play related materials that align with learning activities, and children's books).

Recommendation #9

Enhance Web-based Access to Community Resources for Child Care Providers and Parents

Access to an Online Shared Services Resource Platform for Licensed Child Care Centers and both Registered and Licensed Family Child Care Homes

The New York Association for the Education of Young Children (NYAEYC) and the Early Care and Learning Council

host an online platform (SharedSource ECNY)⁶⁸ to support child care centers and family child care homes to access discounts on frequently purchased products (such as classroom materials, office supplies, playground equipment, latex gloves, etc.) and resources related to every day functions such as budgeting templates, human resource forms and materials, employee and parent handbooks, marketing templates and materials, and other resources that help child care programs save time and money. Large multi-state chains provide this type of resource to centers within their networks. However, most child care programs, particularly family child care homes, are on their own to develop the resources they need.

The SharedSource ECNY online resource platform is available statewide. Onondaga County could invest less than \$15,000 to enable all licensed and registered providers to have access to the online knowledge and practice center. Child Care Solutions staff could help support provider engagement with the platform by showing providers how to use it during regular technical assistance visits (e.g., showing them specific resources within the platform that could be helpful such as materials related to best business practices and related templates that they can immediately use) and also by providing deeper shared services currently being provided in communities outside of New York (e.g., monthly child care center director meetings on "hot topics" or monthly family child care provider meetings to support best practices all of which link to resources available on the platform). The cost of a shared services manager within Child Care Solutions to support provider engagement and deeper shared services practices among providers is estimated at \$58,050 (\$45,000 in wages plus benefits). Therefore, the recommendation is for \$75,000 to cover both access to the platform and provider engagement strategies (which could also support access to a substitute pool in future years).



Child Care Provider Web-based Resource Platform

Access to Online Materials Related to Child Care Assistance Tied to Early Childhood Development, Not Only Work Support

While government assistance to support low-income working families in better affording or accessing child care has been in place for several decades through self-sufficiency programs like the Aid to Families with Dependent Children (AFDC) program⁶⁹ and the Job Opportunities and Basic Skills (JOBS) program⁷⁰ (consolidated by Congress in 1996 and now known as the Temporary Assistance for Needy Families (TANF) program),⁷¹ and Title XX, the Social Services Block Grant Act,⁷² there has been a shift by Congress over the years to broaden the purpose of child care assistance from its original singular purpose as a work support for parents to a multi-purpose and dual generation support - one that supports parents to obtain and retain a job and also supports the healthy development of children.

The dual generation purpose of child care support can be seen in the Child Care and Development Block Grant (CCDBG) reauthorization of 2014,⁷³ which goes beyond supporting the work needs of parents and their ability to have choices in child care settings to also include much more attention to meeting the developmental needs of children.

Under CCDBG reauthorization, states are instructed to improve *"the overall quality of child care services and programs by implementing the health, safety, licensing, training, and new oversight standards"* (such as monitoring requirements), *"improve child care and development of participating children,"* and *"to increase the number and percentage of low-income children in high-quality child care settings."*⁷⁴ These are major shifts in Congress' approach toward child care.

While state overall compliance is in progress, there are some simple steps Onondaga County could take that would be low cost. For example, it is worth reviewing public messages about child care assistance. The current county government web site page related to accessing child care assistance⁷⁵ could be reframed as not just a work support, but a critical link to child development and why high-quality care is important for the healthy development of young children.

Under the framework of CCDBG, linked to the law's guidance on consumer education,⁷⁶ there could be additional ways to coordinate with county government to work in partnership with parents. Onondaga County currently funds Child Care Solutions to be co-located at JOBSplus! to assist parents with making child care decisions. There could also be greater efforts to increase choices among licensed or registered settings and shift from informal care where quality is unknown and there are no requirements for early childhood development competencies.

Given the number of young children in Onondaga County who are in legally exempt child care (539 under age 3 and 1,216 under age 5)⁷⁷ - nearly one-third of children whose care is paid for with a child care subsidy - any intentional strategy to promote school readiness is also linked to the choices that parents make about the child care settings for their children.

Therefore, strong public messaging about the benefits of high-quality child care are needed. All parents want the best for their children. The earliest years in a child's life matter to long-term development and public messaging needs to reflect the evolution of what is known about the science of brain development and refocused purposes reflected in federal laws.

Recommendation #10

Early Learning Hub at Child Care Solutions (Operational Infrastructure)

Most of the strategies for which cost modeling has been constructed over the past nine months involve coaching support for the workforce. Numerous studies including the National Academy of Sciences recommendations that serve as a blue print for the early learning workforce throughout the United States for the next decade include coaching support to help translate knowledge to practice.⁷⁸

With the experience of Child Care Solutions in coaching and supporting the provider workforce across settings (child care centers, family child care homes, and legally exempt settings), it makes sense to expand their core work to provide a county-wide early learning hub to support child care program directors, classroom staff, and home-based providers. It is expected that the recommendations will provide food for thought for the costs of implementing specific strategies, each of which (except for #7 related to staff positions at Onondaga Community College), involve the use of coaching to promote the success of each project. Therefore, within each strategy, the cost of coaching positions has been included. A table that details the number of coaches needed for each strategy is included in the appendix.

Not included in the cost modeling, but included in the Child Care Solutions Early Learning Hub table in the appendix, would be new positions needed to manage these strategies (depending upon which strategies are chosen and the number of providers and classrooms included in each strategy). The following new positions would be added to the hub as needed to support strategy implementation: a Quality Pilot Manager, a Coaching Director, a Manager of Compensation Initiatives, and a Data Manager who could be located at either Child Care Solutions or the Early Childhood Alliance.

For example, each of the strategies would have set benchmarks and involve the collection and analysis of data (which could also be integrated with other data across a broad array of community initiatives). A data analysis tool, such as Tableau⁷⁹ or Microsoft Power BI,⁸⁰ can help translate the data into easily understood bar graphs, pie charts or other graphics for posting to a public dashboard (e.g., sortable by benchmark, income, race, ethnicity, etc.).

It would also be anticipated that the Quality Pilot Manager and the Data Manager would partner to work with an external evaluator on each of the strategy investments. The cost of an outside program evaluation has not been estimated at this time since it is unknown about the size and scope of the strategies to be selected which would guide the costs of any external evaluation.

A table is also included in the appendix reflecting a modest pool of funding to be administered through the Early Learning Hub to pay for classroom staff training time or substitute costs related to classroom staff training time recommended as part of strategy #1 (comprehensive pilot) and strategy #2 (curriculum support pilot). Whether such funding would be available to pay for additional classroom staff training time or substitutes to be used while staff are attending training is to be determined based on the strategies selected and input from the provider community.



Conclusion and Next Steps

The strategies developed in this report are based on research and are bold steps to address complicated community issues that will not improve without additional investments. The level of those investments as well as the specific strategies that are recommended are well worth the discussion.

In addition, in partnership with coalition partners and state and local government, it would be worthwhile to:

- Keep an eye on national momentum around the need to invest substantially in the earliest years of life to be prepared to take advantage of opportunities for new funding (should increases in federal funding become available);
- Consider reframing public messages about child care as a dual generation support - one that supports parents and the healthy development of their children; and
- Explore possibilities for access to shared services such as the online platform for providers currently operating in New York as well as deeper shared services within the community that could save providers time and money so that each provider can operate high-quality settings (e.g., a sub pool or property management shared contract for cleaning or property repairs).

The transformation of the early childhood landscape in Onondaga County to promote school readiness is possible.

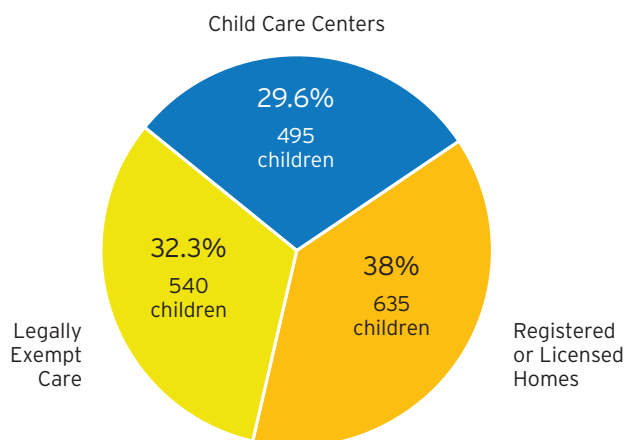
However, it is not likely without bold investments through intentional strategies that are based on research. One particular challenge is that there is no one-size-fits-all approach since young children are in a variety of settings (e.g. centers, family child care homes, and legally exempt care).

The use of legally exempt care among families whose child care is paid for through a subsidy is high. Given state law allowing parent choice, strategies to address the quality of care in legally exempt settings is important since so many Onondaga children are in that type of child care.

There are some difficult challenges to address. And, strategies to address those challenges have costs.

The work to make early childhood services easier to access and navigate has begun. Some specific strategies are already in place such as Help Me Grow, Healthy Steps, Talk, Read, Sing, and the initiatives funded through the Alliance for Economic Inclusion such as the Parent-Child Home Program.

2019 Onondaga County Children Under Age 3
Care Paid for by a Child Care Subsidy



Source: Onondaga County Department of Social Services - Economic Security, 2018

The Dolly Parton Imagination Library,⁸¹ which sends free books to low income families with young children, operated through the Literacy Coalition of Onondaga County also makes a difference.

But, current strategies are not enough. The places in which children spend the most time must be a greater part of an Onondaga County solution. Change is possible, however, the impact will be related to the intentionality, intensity, and design of approaches going forward.

The cost modeling has been completed. What happens next is based on the type of surgical strike that the community desires. Each of the strategies can be undertaken in an accountable manner with public reporting.

The question for the community is whether there is the will to undertake bold strategies to have an impact in a significant manner. Or, whether modest improvements are sufficient at this time.

There are a few issues for further exploration in the future. This project was focused on improving the quality of programs to which current children have access. Another issue for Onondaga County, as can be seen in the supply maps included in this report, is that there are communities within the county where parents have few choices among

licensed or registered providers. A mapping tool was developed as part of this project, which can be used by the community in the future to explore additional strategies related to the supply of child care.

The affordability of child care is another challenge. Pursuing strategies that enable more low income families to access subsidies so that children can be in high-quality care is a challenge not addressed in this report. Related, policy changes that would shift children from legally exempt child care to licensed high-quality care was also not addressed in this report. And, strategies to promote affordability for all families were not explored as part of this project (e.g., the U.S. Department of Health and Human Services recommends that families pay no more than 7 percent of income for child care).⁸²

Last, there was interest in constructing a design whereby child care centers would be given an incentive to hire staff with a bachelor's degree in early childhood as staff turnover occurs. The federally funded Head Start program requires half of preschool lead teachers nationwide to hold a bachelor's degree. At the time this requirement was passed in 2007,⁸³ there were many doubts about whether this would be possible. However, currently, about 72 percent of Head Start preschool teachers have a bachelor's degree or higher.⁸⁴

Therefore, it is possible, but many Head Start programs were only able to hire BA degreed teachers by reducing enrollment

of children to free up resources to pay the higher wages associated with a BA. And, Head Start programs throughout the country face challenges with turnover related to the inability to match public school salaries.

Both the comprehensive quality improvement pilot (recommendation #1) and the curriculum support pilot (recommendation #2) provide a pay increase for staff with a BA as the first step toward attracting and retaining a BA degreed lead teaching workforce. For programs that participate in the pilots, if such strategies are chosen, there would be an incentive to hire BA degreed staff as turnover occurs because such staff would receive additional compensation aligned with step 1 public school salaries. That's a start.

What is clear is that the current child care economic model, which is based on private pay parent fees, cannot pay wages sufficient to attract BA degreed staff. In fact, at all levels of education (including for those with a high school degree), child care wages are below county average pay based on level of education.⁸⁵

There are no easy answers or guarantees. There is research, there are models using best practices, and there is interest to have an impact on the next generation. The size of that impact is up to county leadership and the citizens of Onondaga County. Bold thinking is the first step. But, doesn't have to be the last step.



Appendix

Recommendation #1

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Recommendation #1: Infant and Toddler Comprehensive Quality Improvement Pilot, 3 year concentrated targeting for 1 child care center serving the highest number of children receiving child care subsidy

1 Year Cost: \$390,698 Cost in Year 3: \$353,287

Infant and Toddler Comprehensive Quality Improvement Pilot 3 year Concentrated Targeting for 1 Center			
Infant and Toddler Quality Improvement	Year 1 (1 infant classroom 1 toddler classroom)	Year 2 (1 infant classroom 1 toddler classroom)	Year 3 (1 infant classroom 1 toddler classroom)
Director Pay Boost, \$8,000 annually	\$8,000	\$8,160	\$8,323
Assistant Director Pay Boost, \$6,000 annually	\$6,000	\$6,120	\$6,242
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income			
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$15,904	\$16,222	\$16,547
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$16,466	\$16,795	\$17,131
Creative Curriculum & Book Set for Children	\$5,488		
TS Gold Ongoing Child Assessment Tools		\$759	\$759
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$9,900	\$6,600	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$4,500	\$2,500
CLASS Coach Training (1 coach) Years 1-3	\$17,250		
CLASS teacher Primer Training	\$15,000		
Materials (Myteachstone online resource account & MMCI teacher packets)	\$1,140	\$1,140	\$1,140
Coaching to support Creative Curriculum, TS Gold, and CLASS to fidelity supporting teacher needs through observation with dosage and frequency related to observations (Assumes part-time coach)	\$29,250	\$29,835	\$32,222
1 tablet per classroom (for use with both TS Gold and CLASS)	\$2,500		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$2,500		
1 shared mental health consultant for first 3 years, rising to 4 in year 4 and 20 in year 10, for a mental health specialist ratio of 1:20 classrooms	\$70,950	\$72,369	\$73,816
1 shared business TA consultant for the first 3 years, rising to 2 in year 4 and 8 in year 10, for a business TA specialist ratio of 1:10 centers	\$70,950	\$72,369	\$73,816
1 Family Support for Child Success Specialist for each of the 5 high subsidy programs. Phasing in 1 social worker for all other centers over 10 years. Rising by 11 per year so that all 82 centers have a family support position.	\$45,150	\$46,053	\$46,974
Help Me Grow Ages & Stages Screening for all children, trainings, and 2 onsite visits supported as needed through regular coach onsite visits to programs (integrated support), one additional specialist added in year 4)	\$70,950	\$72,369	\$73,816
Total Center Pilot	\$390,698	\$353,291	\$353,287
Center Pilot without pay parity	\$344,328	\$305,994	\$305,044
Pay parity component	\$46,370	\$47,297	\$48,243
Per child total	\$19,535	\$17,665	\$17,664
Pay parity component per child	\$2,319	\$2,365	\$2,412
Per child program component	\$17,216	\$15,300	\$15,252
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	8	8	8
Toddlers (maximum of 12 toddlers per classroom)	12	12	12
Total	20	20	20

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**Infant and Toddler Comprehensive Quality Improvement Pilot
3 year Concentrated Targeting for 1 Center (continued)**

Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. With one center targeted, estimate assumes no teacher with a BA - funding would be targeted to strengthen classrooms with a lead teacher with an AAS where teachers are assumed to have average annual wages \$29,120. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. For 1 center, with 2 classrooms, a part-time coach is assumed. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. In the first 3 years, the center is supported by 1 mental health specialist and 1 business technical assistance (TA) specialist. An additional position for a Family Support for Child Success Specialist (family engagement and support) is added within the center assumed to be salaried at \$35,000 adjusted 2% annually. Center staff (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum, assess children at regular intervals using Teaching Strategies Gold assessments, and participate in CLASS trainings to promote high-quality classrooms with effective interactions to support healthy child development and school readiness. The center will be supported by a coach and is expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. CLASS observation scores will be used by the coach to develop classroom team professional development plans. Fall and Spring CLASS scores will be posted through a public dashboard. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will also be publicly posted.

Recommendation #1: Infant and Toddler Comprehensive Quality Improvement Pilot, 3 year concentrated targeting for the 5 programs serving the highest number of children receiving child care subsidy (extending in outyears to all 82 child care centers)

1 Year Cost: \$1 million Cost in Year 10: \$13.63 million

Infant and Toddler Comprehensive Quality Improvement Pilot 3 Year Concentrated Targeting for 5 centers			
Infant and Toddler Quality Improvement	Three Year Pilot		
	Year 1	Year 2	Year 3
	(5 infant classrooms 7 toddler classrooms)		
Director Pay Boost, \$8,000 annually	\$40,000	\$40,800	\$41,616
Assistant Director Pay Boost, \$6,000 annually	\$30,000	\$30,600	\$31,212
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income	\$26,998	\$27,538	\$28,089
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$71,568	\$72,999	\$74,459
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$166,307	\$167,953	\$171,312
Creative Curriculum & Book Set for Children	\$32,928		
TS Gold Ongoing Child Assessment Tools		\$4,606	\$4,606
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$9,900	\$13,200	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$9,000	\$5,000
CLASS Coach Training (2 coaches)	\$18,500	\$4,000	\$4,000
CLASS teacher Primer Training	\$7,500		
Materials (Myteachstone online resource account & MMCI teacher packets)	\$8,835	\$3,410	\$3,410
Coaching to support Creative Curriculum, TS Gold, and CLASS to fidelity supporting teacher needs through observation with dosage and frequency related to observations (Assumes 2 coaches for the first 3 years and then a 1:14 classroom to coach ratio after that- 3 coaches in year 4 rising to 15 coaches in year 10)	\$117,000	\$119,340	\$121,727
1 tablet per classroom (for use with both TS Gold and CLASS)	\$14,400		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$23,750		
1 shared mental health consultant for first 3 years, rising to 2 in year 4 and 11 in year 10, for a mental health specialist ratio of 1:20 classrooms	\$70,950	\$72,369	\$73,816
1 shared business TA consultant for the first 3 years, rising to 2 in year 4 and 8 in year 10, for a business TA specialist ratio of 1:10 centers	\$70,950	\$72,369	\$73,816
1 Family Support for Child Success Specialist for each of the 5 high subsidy programs. Phasing in 1 social worker for all other centers over 10 years. Rising by 11 per year so that all 82 centers have a family support position.	\$225,750	\$230,265	\$234,870
Help Me Grow Ages & Stages Screening for all children, trainings, and 2 onsite visits supported as needed through regular coach onsite visits to programs (integrated support), one additional specialist added in year 4)	\$70,950	\$72,369	\$73,816
Total Center Pilot	\$1,009,586	\$940,818	\$941,750
Center Pilot without pay parity	\$674,713	\$600,928	\$595,062
Pay parity component	\$334,873	\$339,891	\$346,688
Per child total	\$8,142	\$7,587	\$7,595
Pay parity component per child	\$2,701	\$2,741	\$2,796
Per child program component	\$5,441	\$4,846	\$4,799
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	40	40	40
Toddlers (maximum of 12 toddlers per classroom)	84	84	84
Total	124	124	124

Table continues on next page

**Infant and Toddler Comprehensive Quality Improvement Pilot
3 Year Concentrated Targeting for 5 centers (continued)**

Program Extended for Ten Years

Year 4 (20 infant classrooms 21 toddler classrooms)	Year 5 (34 infant classrooms 35 toddler classrooms)	Year 6 (49 infant classrooms 49 toddler classrooms)	Year 7 (63 infant classrooms 64 toddler classrooms)	Year 8 (78 infant classrooms 78 toddler classrooms)	Year 9 (92 infant classrooms 92 toddler classrooms)	Year 10 (107 infant classrooms 106 toddler classrooms)
\$135,835	\$233,805	\$335,641	\$441,456	\$551,369	\$665,503	\$783,981
\$101,876	\$175,354	\$251,730	\$331,092	\$413,527	\$499,127	\$587,986
\$88,100	\$151,232	\$219,089	\$289,599	\$362,843	\$436,528	\$515,435
\$259,491	\$445,438	\$645,304	\$852,987	\$1,068,719	\$1,285,751	\$1,518,164
\$576,263	\$994,669	\$1,430,490	\$1,883,346	\$2,353,744	\$2,841,240	\$3,348,279
\$79,576	\$79,576	\$79,576	\$79,576	\$79,576	\$79,576	\$79,576
\$22,585	\$26,211	\$37,191	\$48,222	\$59,202	\$69,828	\$80,808
\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500
\$23,930	\$31,740	\$39,660	\$47,470	\$55,390	\$63,200	\$71,120
\$182,661	\$303,315	\$426,381	\$551,908	\$679,947	\$810,546	\$943,756
\$34,800	\$34,800	\$34,800	\$34,800	\$34,800	\$34,800	\$34,800
	\$77,500	\$77,500	\$77,500	\$77,500	\$77,500	\$77,500
\$146,243	\$220,118	\$366,420	\$444,698	\$595,492	\$678,352	\$833,819
\$146,243	\$220,118	\$295,470	\$372,329	\$450,726	\$530,690	\$612,254
\$736,218	\$1,247,592	\$1,769,194	\$2,301,228	\$2,843,902	\$3,397,430	\$3,962,029
\$146,243	\$149,168	\$152,151	\$155,194	\$158,298	\$161,464	\$164,693
\$2,702,563	\$4,413,135	\$6,183,097	\$7,933,906	\$9,807,535	\$11,654,035	\$13,636,700
\$1,540,999	\$2,412,637	\$3,300,842	\$4,135,426	\$5,057,333	\$5,925,886	\$6,882,856
\$1,161,564	\$2,000,498	\$2,882,254	\$3,798,480	\$4,750,202	\$5,728,149	\$6,753,844
\$6,560	\$6,377	\$6,309	\$6,237	\$6,287	\$6,334	\$6,408
\$2,819	\$2,891	\$2,941	\$2,986	\$3,045	\$3,113	\$3,174
\$3,740	\$3,486	\$3,368	\$3,251	\$3,242	\$3,221	\$3,234
160	272	392	504	624	736	856
252	420	588	768	936	1,104	1,272
412	692	980	1,272	1,560	1,840	2,128

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Infant and Toddler Comprehensive Quality Improvement Pilot 3 Year Concentrated Targeting for 5 centers (continued)

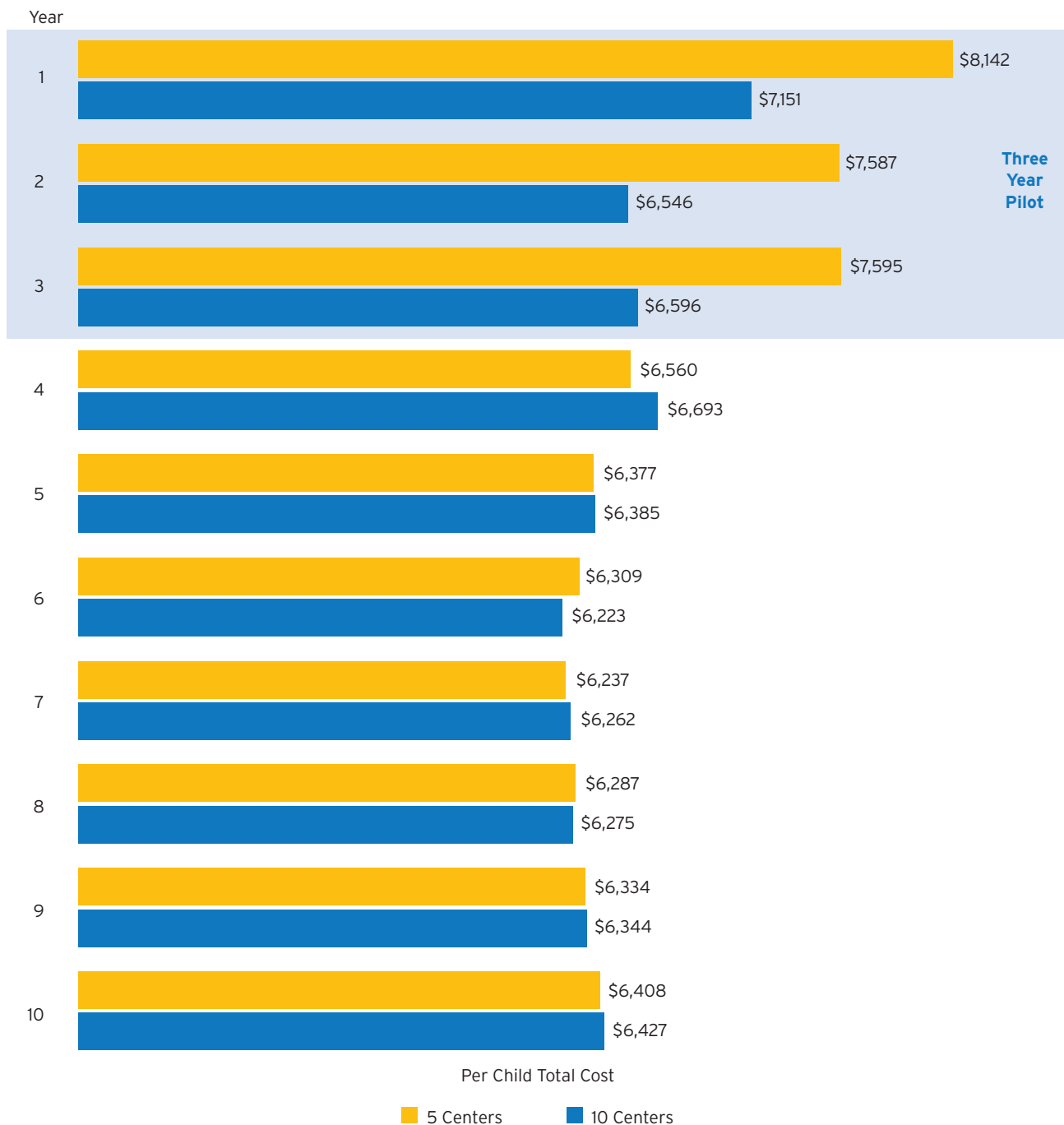
Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. For classroom staff, 15% of lead teachers are assumed to have a B.A., with average current wages of \$35,357 annually. Step 1 public school district salaries are \$48,856, for a gap of \$13,499. BA degreed lead teachers in participating programs would receive an annual increase of \$13,499 adjusted annually by 2%. 75% of teachers are assumed to have an AAS with average current wages of \$29,120 annually. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. 10% of lead teachers are assumed to have a Child Development Associate (CDA) credential with average current wages of \$24,960. Median wages for Onondaga county residents with a high school degree are \$33,193 for a gap of \$8,233. Lead teachers with a CDA in participating programs would receive an annual increase of \$8,233 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. Coaches maintain a ratio of 1:14 classrooms, beginning with 2 coaches in the first 3 years rising as participating programs grow to a total of 15 coaches in year 10 supporting 213 classrooms in 82 centers. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. In the first 3 years, the 5 centers are supported by 1 mental health specialist and 1 business technical assistance (TA) specialist. Beginning in year 4, the mental health specialists would maintain a caseload of 1:20 classrooms with 2 in year 4 rising to 11 in year 10. Business TA specialists would maintain a 1:10 center ratio with 2 in year 4 rising to 8 in year 10. Mental health specialists and business TA specialists are assumed to be salaried at \$55,000 adjusted by 2% annually. An additional position for a Family Support for Child Success Specialist (family engagement and support) is added at each center in the first 3 years with 11 added in each of years 4 to 10. Family support specialists are assumed to be salaried at \$35,000 adjusted 2% annually. Each participating center (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum, assess children at regular intervals using Teaching Strategies Gold assessments, and participate in CLASS trainings to promote high-quality classrooms with effective interactions to support healthy child development and school readiness. Centers will be supported by coaches and are expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. CLASS observation scores will be used by coaches to develop classroom team professional development plans. Fall and Spring CLASS scores will be posted through a public dashboard. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will also be publicly posted.

Training Cost Provider Reimbursement

	Year 1	Year 2	Year 3
Strategy 1 (Comprehensive Quality Improvement Pilot)	8 days of training	2 days of training	1 day of training
1 center	\$4,324	\$1,081	\$541
5 centers	\$33,699	\$8,425	\$4,212
10 centers	\$62,712	\$15,678	\$7,839
Strategy 2 (Curriculum Support Pilot; 4 days of teacher training, no outyear training)			
1 center	\$2,162		
5 centers	\$16,850		
10 centers	\$31,356		

Notes: The concept is to reimburse providers for paid staff time during training hours. The above table assumes teachers are paid an hourly rate based on their level of education assuming that teachers are paid for their time during training hours. Costs could be less if substitute teachers are used who earn hourly wages below rates paid to classroom teachers.

Infant and Toddler Comprehensive Quality Improvement Pilot
Cost Per Child Over 10 Years



Recommendation #1: Infant and Toddler Comprehensive Quality Improvement Pilot, 3 year concentrated targeting for the 10 programs serving the highest number of children receiving child care subsidy (extending in outyears to all 82 child care centers)
1 Year Cost: \$1.6 million Cost in Year 10: \$13.67 million

Infant and Toddler Comprehensive Quality Improvement Pilot 3 Year Concentrated Targeting for 10 centers			
Infant and Toddler Quality Improvement	Three Year Pilot		
	Year 1	Year 2	Year 3
	(10 infant classrooms 13 toddler classrooms)		
Director Pay Boost, \$8,000 annually	\$80,000	\$81,600	\$83,232
Assistant Director Pay Boost, \$6,000 annually	\$60,000	\$61,200	\$62,424
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income	\$46,572	\$47,503	\$48,453
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$137,172	\$137,888	\$140,645
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$315,324	\$319,111	\$325,493
Creative Curriculum & Book Set for Children	\$63,112		
TS Gold Ongoing Child Assessment Tools		\$8,806	\$8,806
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$19,800	\$13,200	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$9,000	\$5,000
CLASS Coach Training (2 coaches)	\$18,500	\$4,000	\$4,000
CLASS teacher Primer Training	\$15,000		
Materials (Myteachstone online resource account & MMCI teacher packets)	\$16,815	\$6,490	\$6,490
Coaching to support Creative Curriculum, TS Gold, and CLASS to fidelity supporting teacher needs through observation with dosage and frequency related to observations (Assumes 3 coaches for the first 3 years and then a 1:14 classroom to coach ratio after that- 4 coaches in year 4 rising to 15 coaches in year 10)	\$175,000	\$178,500	\$180,887
1 tablet per classroom (for use with both TS Gold and CLASS)	\$27,600		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$45,000		
1 shared mental health consultants for first 3 years, rising to 3 in year 4 and 11 in year 10, for a mental health specialist ratio of 1:20 classrooms	\$70,950	\$72,369	\$73,816
1 shared business TA consultant for the first 3 years, rising to 2 in year 4 and 8 in year 10, for a business TA specialist ratio of 1:10 centers	\$70,950	\$72,369	\$73,816
1 Family Support for Child Success Specialist for each of the 10 high subsidy programs. Phasing in 1 social worker for all other centers over 10 years. Rising by 10 per year so that all centers have a family support position.	\$451,500	\$460,530	\$469,741
Help Me Grow Ages & Stages Screening for all children, trainings, and 2 onsite visits supported as needed through regular coach onsite visits to programs (integrated support), one additional specialist added in year 4)	\$70,950	\$72,369	\$73,816
Total Center Pilot	\$1,687,544	\$1,544,935	\$1,556,621
Center Pilot without pay parity	\$1,048,477	\$897,633	\$896,373
Pay parity component	\$639,067	\$647,302	\$660,248
Per child total	\$7,151	\$6,546	\$6,596
Pay parity component per child	\$2,708	\$2,743	\$2,798
Per child program component	\$4,443	\$3,804	\$3,798
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	80	80	80
Toddlers (maximum of 12 toddlers per classroom)	156	156	156
Total	236	236	236

Table continues on next page

**Infant and Toddler Comprehensive Quality Improvement Pilot
3 Year Concentrated Targeting for 10 centers (continued)**

Program Extended for Ten Years

Year 4 (24 infant classrooms 26 toddler classrooms)	Year 5 (38 infant classrooms 39 toddler classrooms)	Year 6 (52 infant classrooms 52 toddler classrooms)	Year 7 (66 infant classrooms 65 toddler classrooms)	Year 8 (80 infant classrooms 78 toddler classrooms)	Year 9 (94 infant classrooms 91 toddler classrooms)	Year 10 (107 infant classrooms 106 toddler classrooms)
\$169,793	\$259,784	\$353,306	\$450,465	\$551,369	\$665,503	\$783,981
\$127,345	\$194,838	\$264,979	\$337,849	\$413,527	\$499,127	\$587,986
\$107,439	\$168,766	\$232,502	\$298,721	\$367,495	\$438,900	\$515,435
\$316,452	\$497,083	\$684,813	\$879,853	\$1,082,420	\$1,292,739	\$1,518,164
\$707,691	\$1,102,373	\$1,512,559	\$1,938,711	\$2,381,305	\$2,840,827	\$3,348,279
\$74,088	\$74,088	\$74,088	\$74,088	\$74,088	\$74,088	\$76,832
\$19,027	\$29,247	\$39,468	\$49,689	\$59,909	\$70,130	\$80,808
\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
\$25,585	\$32,955	\$40,325	\$47,695	\$55,065	\$62,435	\$70,245
\$243,005	\$364,865	\$430,662	\$556,275	\$684,401	\$815,089	\$948,390
\$32,400	\$32,400	\$32,400	\$32,400	\$32,400	\$32,400	\$33,600
\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000
\$217,193	\$292,487	\$369,286	\$518,572	\$599,893	\$682,841	\$838,398
\$146,243	\$220,118	\$295,470	\$372,329	\$450,726	\$530,690	\$612,254
\$930,635	\$1,400,748	\$1,880,263	\$2,369,368	\$2,868,256	\$3,422,271	\$3,987,366
\$146,243	\$149,168	\$152,151	\$155,194	\$158,298	\$161,464	\$164,693
\$3,373,139	\$4,928,918	\$6,472,272	\$8,191,209	\$9,889,152	\$11,698,503	\$13,676,431
\$1,944,418	\$2,706,075	\$3,424,113	\$4,285,610	\$5,093,036	\$5,961,408	\$6,922,587
\$1,428,721	\$2,222,843	\$3,048,159	\$3,905,598	\$4,796,116	\$5,737,095	\$6,753,844
\$6,693	\$6,385	\$6,223	\$6,262	\$6,275	\$6,344	\$6,427
\$2,835	\$2,879	\$2,931	\$2,986	\$3,043	\$3,111	\$3,174
\$3,858	\$3,505	\$3,292	\$3,276	\$3,232	\$3,233	\$3,253
192	304	416	528	640	752	856
312	468	624	780	936	1,092	1,272
504	772	1,040	1,308	1,576	1,844	2,128

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Infant and Toddler Comprehensive Quality Improvement Pilot 3 Year Concentrated Targeting for 10 centers (continued)

Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. For classroom staff, 15% of lead teachers are assumed to have a B.A., with average current wages of \$35,357 annually. Step 1 public school district salaries are \$48,856, for a gap of \$13,499. BA degreed lead teachers in participating programs would receive an annual increase of \$13,499 adjusted annually by 2%. 75% of teachers are assumed to have an AAS with average current wages of \$29,120 annually. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. 10% of lead teachers are assumed to have a Child Development Associate (CDA) credential with average current wages of \$24,960. Median wages for Onondaga county residents with a high school degree are \$33,193 for a gap of \$8,233. Lead teachers with a CDA in participating programs would receive an annual increase of \$8,233 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. Coaches maintain a ratio of 1:14 classrooms, beginning with 3 coaches in the first 3 years rising as participating programs grow to a total of 15 coaches in year 10 supporting 213 classrooms in 82 centers. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. In the first 3 years, the 10 centers are supported by 1 mental health specialist and 1 business technical assistance (TA) specialist. Beginning in year 4, the mental health specialists would maintain a caseload of 1:20 classrooms with 3 in year 4 rising to 11 in year 10. Business TA specialists would maintain a 1:10 center ratio with 2 in year 4 rising to 8 in year 10. Mental health specialists and business TA specialists are assumed to be salaried at \$55,000 adjusted by 2% annually. An additional position for a Family Support for Child Success Specialist (family engagement and support) is added at each center in the first 3 years with 10 added in each of years 4 to 8 and 11 added in years 9 and 10. Family support specialists are assumed to be salaried at \$35,000 adjusted 2% annually. Each participating center (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum, assess children at regular intervals using Teaching Strategies Gold assessments, and participate in CLASS trainings to promote high-quality classrooms with effective interactions to support healthy child development and school readiness. Centers will be supported by coaches and are expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. CLASS observation scores will be used by coaches to develop classroom team professional development plans. Fall and Spring CLASS scores will be posted through a public dashboard. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will also be publicly posted.

Recommendation #2: Infant and Toddler Curriculum Support Pilot, 3 year concentrated targeting for 1 child care center serving the highest number of children receiving child care subsidy

1 year cost: \$103,808 Cost in Year 3: \$83,140

- No mental health specialists, no business technical assistance specialists
- No family support specialists, no CLASS (interactions coaching)
- No early childhood screening (Help Me Grow/Ages & Stages screening)

Infant and Toddler Curriculum Support Pilot 3 year Concentrated Targeting for 1 Center			
Infant and Toddler Curriculum Support	Year 1 (1 infant classroom 1 toddler classroom)	Year 2 (1 infant classroom 1 toddler classroom)	Year 3 (1 infant classroom 1 toddler classroom)
Director Pay Boost, \$8,000 annually	\$8,000	\$8,160	\$8,323
Assistant Director Pay Boost, \$6,000 annually	\$6,000	\$6,120	\$6,242
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income			
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$15,904	\$16,222	\$16,547
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$16,466	\$16,795	\$16,547
Creative Curriculum & Book Set for Children	\$5,488		
TS Gold Ongoing Child Assessment Tools		\$759	\$759
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$9,900	\$6,600	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$4,500	\$2,500
Teaching Strategies APT - Accreditation Program for Trainers (to conduct training in out years). Assumes 2 coaches trained in year 1 and 2 and additional teachers trained in year 4 so that 4 in-house coaches can conduct all TS trainings	\$4,500	\$2,500	
Coaching to support Creative Curriculum and TS Gold child assessments (Assumes 2 coaches for the first 3 years and then a 1:14 classroom to coach ratio after that- 3 coaches in year 4 rising to 15 coaches in year 10)	\$29,250	\$29,835	\$32,222
1 tablet per classroom (for use with TS Gold child assessments)	\$2,500		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$2,500		
Total Center Pilot	\$103,808	\$91,491	\$83,140
Center Pilot without pay parity	\$57,438	\$44,194	\$35,481
Pay parity component	\$46,370	\$47,297	\$47,659
Per child total	\$5,190	\$4,575	\$4,157
Pay parity component per child	\$2,319	\$2,365	\$2,383
Per child program component	\$2,872	\$2,210	\$1,774
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	8	8	8
Toddlers (maximum of 12 toddlers per classroom)	12	12	12
Total	20	20	20

Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. With one center targeted, estimate assumes no teacher with a BA - funding would be targeted to strengthen classrooms with a lead teacher with an AAS where teachers are assumed to have average annual wages \$29,120. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. For 1 center, with 2 classrooms, a part-time coach is assumed. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. Center staff (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum and assess children at regular intervals using Teaching Strategies Gold assessments. The center will be supported by a coach and is expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will also be publicly posted.

Recommendation #2: Infant and Toddler Curriculum Support Pilot, 3 year concentrated targeting for the 5 programs serving the highest number of children receiving child care subsidy (extending in outyears to all 82 child care centers)

1 year cost: \$545,151 Cost in Year 10: \$7.9 million

- No mental health specialists, no business technical assistance specialists
- No family support specialists, no CLASS (interactions coaching)
- No early childhood screening (Help Me Grow/Ages & Stages screening)

Infant and Toddler Curriculum Support Pilot 3 year Concentrated Targeting for 5 Centers			
Infant and Toddler Curriculum Support	Three Year Pilot		
	Year 1	Year 2	Year 3
	(5 infant classrooms 7 toddler classrooms)		
Director Pay Boost, \$8,000 annually	\$40,000	\$40,800	\$41,616
Assistant Director Pay Boost, \$6,000 annually	\$30,000	\$30,600	\$31,212
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income	\$26,998	\$27,538	\$28,089
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$71,568	\$72,999	\$74,459
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$166,307	\$167,953	\$171,312
Creative Curriculum & Book Set for Children	\$32,928		
TS Gold Ongoing Child Assessment Tools		\$4,606	\$4,606
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$9,900	\$13,200	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$9,000	\$5,000
Teaching Strategies APT - Accreditation Program for Trainers (to conduct training in out years). Assumes 2 coaches trained in year 1 and 2 and additional teachers trained in year 4 so that 4 in-house coaches can conduct all TS trainings	\$9,000	\$5,000	
Coaching to support Creative Curriculum and TS Gold child assessments (Assumes 2 coaches for the first 3 years and then a 1:14 classroom to coach ratio after that- 3 coaches in year 4 rising to 15 coaches in year 10)	\$117,000	\$119,340	\$121,727
1 tablet per classroom (for use with TS Gold child assessments)	\$14,400		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$23,750		
Total Center Pilot	\$545,151	\$491,036	\$478,021
Center Pilot without pay parity	\$210,278	\$151,146	\$131,333
Pay parity component	\$334,873	\$339,891	\$346,688
Per child total	\$4,396	\$3,960	\$3,855
Pay parity component per child	\$2,701	\$2,741	\$2,796
Per child program component	\$1,696	\$1,219	\$1,059
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	40	40	40
Toddlers (maximum of 12 toddlers per classroom)	84	84	84
Total	124	124	124

Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. For classroom staff, 15% of lead teachers are assumed to have a B.A., with average current wages of \$35,357 annually. Step 1 public school district salaries are \$48,856, for a gap of \$13,499. BA degreed lead teachers in participating programs would receive an annual increase of \$13,499 adjusted annually by 2%. 75% of teachers are assumed to have an AAS with average current wages of \$29,120 annually. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. 10% of lead teachers are assumed to have a Child Development Associate (CDA) credential with average current wages of \$24,960. Median wages for Onondaga county residents with a high school degree are \$33,193 for a gap of \$8,233. Lead teachers with a CDA in participating programs would receive an annual increase of \$8,233 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. (Notes continue on next page)

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**Infant and Toddler Curriculum Support Pilot
3 year Concentrated Targeting for 5 Centers (continued)**

Program Extended for Ten Years

Year 4 (20 infant classrooms 21 toddler classrooms)	Year 5 (34 infant classrooms 35 toddler classrooms)	Year 6 (49 infant classrooms 49 toddler classrooms)	Year 7 (63 infant classrooms 64 toddler classrooms)	Year 8 (78 infant classrooms 78 toddler classrooms)	Year 9 (92 infant classrooms 92 toddler classrooms)	Year 10 (107 infant classrooms 106 toddler classrooms)
\$135,835	\$233,805	\$335,641	\$441,456	\$551,369	\$665,503	\$783,981
\$101,876	\$175,354	\$251,730	\$331,092	\$413,527	\$499,127	\$587,986
\$88,100	\$151,232	\$219,089	\$289,599	\$362,843	\$436,528	\$515,435
\$259,491	\$445,438	\$645,304	\$852,987	\$1,068,719	\$1,285,751	\$1,518,164
\$576,263	\$994,669	\$1,430,490	\$1,883,346	\$2,353,744	\$2,841,240	\$3,348,279
\$79,576	\$79,576	\$79,576	\$79,576	\$79,576	\$79,576	\$79,576
\$22,585	\$26,211	\$37,191	\$48,222	\$59,202	\$69,828	\$80,808
\$9,000	\$5,000					
\$182,661	\$303,315	\$426,381	\$551,908	\$679,947	\$810,546	\$943,756
\$34,800	\$34,800	\$34,800	\$34,800	\$34,800	\$34,800	\$34,800
	\$77,500	\$77,500	\$77,500	\$77,500	\$77,500	\$77,500
\$1,490,187	\$2,526,900	\$3,537,702	\$4,590,487	\$5,681,227	\$6,800,398	\$7,970,285
\$328,623	\$526,402	\$655,448	\$792,007	\$931,025	\$1,072,250	\$1,216,440
\$1,161,564	\$2,000,498	\$2,882,254	\$3,798,480	\$4,750,202	\$5,728,149	\$6,753,844
\$3,617	\$3,652	\$3,610	\$3,609	\$3,642	\$3,696	\$3,745
\$2,819	\$2,891	\$2,941	\$2,986	\$3,045	\$3,113	\$3,174
\$798	\$761	\$669	\$623	\$597	\$583	\$572
160	272	392	504	624	736	856
252	420	588	768	936	1,104	1,272
412	692	980	1,272	1,560	1,840	2,128

Notes (continued): Coaches maintain a ratio of 1:14 classrooms, beginning with 2 coaches in the first 3 years rising as participating programs grow to a total of 15 coaches in year 10 supporting 213 classrooms in 82 centers. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. Each participating center (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum and assess children at regular intervals using Teaching Strategies Gold assessments to support healthy child development and school readiness. Centers will be supported by coaches and are expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will be publicly posted.

Recommendation #2: Infant and Toddler Curriculum Support Pilot, 3 year concentrated targeting for the 10 programs serving the highest number of children receiving child care subsidy (extending in outyears to all 82 child care centers)

1 year cost: \$981,879 Cost in Year 10: \$7.9 million

- No mental health specialists, no business technical assistance specialists
- No family support specialists, no CLASS (interactions coaching)
- No early childhood screening (Help Me Grow/Ages & Stages screening)

Infant and Toddler Curriculum Support Pilot 3 year Concentrated Targeting for 10 Centers			
Infant and Toddler Curriculum Support	Three Year Pilot		
	Year 1	Year 2	Year 3
	(10 infant classrooms 13 toddler classrooms)		
Director Pay Boost, \$8,000 annually	\$80,000	\$81,600	\$83,232
Assistant Director Pay Boost, \$6,000 annually	\$60,000	\$61,200	\$62,424
Pay comparability for BA lead teacher staff/comparable to Onondaga County AAS median income	\$46,572	\$47,503	\$48,453
Pay comparability for AAS lead teacher staff/comparable to Onondaga County AAS median income	\$137,172	\$137,888	\$140,645
Pay comparability for Assistant teacher staff/comparable to Onondaga County HSD median income	\$315,324	\$319,111	\$325,493
Creative Curriculum & Book Set for Children	\$63,112		
TS Gold Ongoing Child Assessment Tools		\$8,806	\$8,806
Teaching Strategies (Creative Curriculum in Year 1 and TS Gold Related Teacher Training in Year 2)	\$19,800	\$13,200	
Creative Curriculum and Gold Coach Observation & Scoring Training, Coach Train the Trainer Certification (Year 2 & 3)	\$3,300	\$9,000	\$5,000
Teaching Strategies APT- Accreditation Program for Trainers (to conduct training in out years) Assumes 2 coaches trained in year 1 and 2 additional coaches trained in year 4 so that 4 in-house coaches can conduct all TS trainings	\$9,000	\$5,000	
Coaching to support Creative Curriculum and TS Gold child assessments with dosage and frequency related to observations and progress toward fidelity. Assumes 3 coaches for the first 3 years and then a 1:14 classroom to coach ratio after that- 4 coaches in year 4 rising to 15 coaches in year 10	\$175,000	\$178,500	\$180,887
1 tablet per classroom (for use with TS Gold child assessments)	\$27,600		
CDA with CLASS stackable credential for assistant teachers without a CDA, monthly meetings, and classroom observations	\$45,000		
Total Center Pilot	\$981,879	\$861,808	\$854,941
Center Pilot without pay parity	\$342,812	\$214,506	\$194,693
Pay parity component	\$639,067	\$647,302	\$660,248
Per child total	\$4,161	\$3,652	\$3,623
Pay parity component per child	\$2,708	\$2,743	\$2,798
Per child program component	\$1,453	\$909	\$825
Infants and Toddlers Enrolled			
Infants (maximum of 8 infants per classroom)	80	80	80
Toddlers (maximum of 12 toddlers per classroom)	156	156	156
Total	236	236	236

Notes: Estimates assume an annual director pay increase of \$8,000, an assistant director boost of \$6,000, with increases adjusted by 2% annually for participating centers. For classroom staff, 15% of lead teachers are assumed to have a B.A., with average current wages of \$35,357 annually. Step 1 public school district salaries are \$48,856, for a gap of \$13,499. BA degreed lead teachers in participating programs would receive an annual increase of \$13,499 adjusted annually by 2%. 75% of teachers are assumed to have an AAS with average current wages of \$29,120 annually. Median wages for Onondaga county residents with an AAS are \$37,072 for a gap of \$7,952. AAS degreed lead teachers in participating programs would receive an annual increase of \$7,952 adjusted annually by 2%. 10% of lead teachers are assumed to have a Child Development Associate (CDA) credential with average current wages of \$24,960. Median wages for Onondaga county residents with a high school degree are \$33,193 for a gap of \$8,233. Lead teachers with a CDA in participating programs would receive an annual increase of \$8,233 adjusted annually by 2%. All assistant teachers in participating programs would be required to obtain a CDA Plus (a CDA infused with CLASS- the Classroom Assessment Scoring System), which would be taken online (supported by coaching and a monthly in-person session) which is an enhanced CDA model allowing participants to gain college credits (e.g., a stackable credential) plus support to translate the CDA competencies to effective practice. (Notes continue on next page)

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**Infant and Toddler Curriculum Support Pilot
3 year Concentrated Targeting for 10 Centers (continued)**

Program Extended for Ten Years

Year 4 (24 infant classrooms 26 toddler classrooms)	Year 5 (38 infant classrooms 39 toddler classrooms)	Year 6 (52 infant classrooms 52 toddler classrooms)	Year 7 (66 infant classrooms 65 toddler classrooms)	Year 8 (80 infant classrooms 78 toddler classrooms)	Year 9 (94 infant classrooms 91 toddler classrooms)	Year 10 (107 infant classrooms 106 toddler classrooms)
\$169,793	\$259,784	\$353,306	\$450,465	\$551,369	\$665,503	\$783,981
\$127,345	\$194,838	\$264,979	\$337,849	\$413,527	\$499,127	\$587,986
\$107,439	\$168,766	\$232,502	\$298,721	\$367,495	\$438,900	\$515,435
\$316,452	\$497,083	\$684,813	\$879,853	\$1,082,420	\$1,292,739	\$1,518,164
\$707,691	\$1,102,373	\$1,512,559	\$1,938,711	\$2,381,305	\$2,840,827	\$3,348,279
\$74,088	\$74,088	\$74,088	\$74,088	\$74,088	\$74,088	\$76,832
\$19,027	\$29,247	\$39,468	\$49,689	\$59,909	\$70,130	\$80,808
\$9,000	\$5,000					
\$243,005	\$364,865	\$430,662	\$556,275	\$684,401	\$815,089	\$948,390
\$32,400	\$32,400	\$32,400	\$32,400	\$32,400	\$32,400	\$33,600
\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000
\$1,901,240	\$2,823,443	\$3,719,777	\$4,713,050	\$5,741,914	\$6,823,802	\$7,988,475
\$472,519	\$600,600	\$671,618	\$807,452	\$945,798	\$1,086,706	\$1,234,630
\$1,428,721	\$2,222,843	\$3,048,159	\$3,905,598	\$4,796,116	\$5,737,095	\$6,753,844
\$3,772	\$3,657	\$3,577	\$3,603	\$3,643	\$3,701	\$3,754
\$2,835	\$2,879	\$2,931	\$2,986	\$3,043	\$3,111	\$3,174
\$938	\$778	\$646	\$617	\$600	\$589	\$580
192	304	416	528	640	752	856
312	468	624	780	936	1,092	1,272
504	772	1,040	1,308	1,576	1,844	2,128

Notes (continued): Coaches maintain a ratio of 1:14 classrooms, beginning with 3 coaches in the first 3 years rising as participating programs grow to a total of 15 coaches in year 10 supporting 213 classrooms in 82 centers. Coaches are assumed to be salaried at \$45,000 adjusted 2% annually. Each participating center (and corresponding classrooms) would be required to attend trainings and implement Creative Curriculum and assess children at regular intervals using Teaching Strategies Gold assessments to support healthy child development and school readiness. Centers will be supported by coaches and are expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. Aggregate scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will be publicly posted.

Recommendation #3: Infant and Toddler Curriculum Support Pilot for Family Child Care Homes, 3 year concentrated targeting for the 15 home-based child care programs serving the highest number of children under age 5 receiving child care subsidy (extending in outyears to 100 family child care homes)

1 year cost: \$183,670 Cost in Year 10: \$1.6 million

Infant and Toddler Curriculum Support for Family Child Care Homes 3 Year Concentrated Targeting for 15 Home-based Programs			
FCC Quality Project	Three Year Pilot		
	Year 1 5 FCC homes	Year 2 10 FCC homes, 5 new	Year 3 15 FCC homes, 5 new
FCC Home Pay & Quality Pilot Compensation Initiative	\$30,000	\$60,600	\$91,812
Creative Curriculum & Book Set for Children	\$13,720	\$13,720	\$13,720
TS Gold Ongoing Child Assessment Tools		\$1,444	\$2,888
1 tablet per FCC home (for use with both TS Gold)	\$6,000	\$6,000	\$6,000
Coaches: 1 coach in years 1 and 2, 2 coaches in years 3 and 4, 3 coaches in year 5, 4 coaches in year 6, 5 coaches in year 7, 6 coaches in year 8, 7 coaches in year 9, and 8 coaches in year 10. The coaching to FCC ratio is about 1:12	\$58,500	\$59,670	\$119,363
Teaching Strategies APT- Accreditation Program for Trainers (to conduct training in out years) Assumes 8 people inhouse can conduct all TS trainings	\$4,500	\$7,000	\$7,000
1 shared business TA consultant for the first 4 years, rising to 2 in year 5 and 5 in year 10, for a business TA specialist ratio of 1:20 family child care homes	\$70,950	\$72,369	\$73,816
Total Cost for FCC Pilot	\$183,670	\$220,803	\$314,600
Total Cost for Compensation Component	\$30,000	\$60,600	\$91,812
Total Cost for Program Component	\$153,670	\$160,203	\$222,788
Cost Per Home/Program Component	\$30,734	\$16,020	\$14,853

Notes: Estimates assume 5 home-based child care programs in year 1, 10 in year 2, 15 in year 3 rising from 25 in year 4 to 100 in year 10 (about 1/3rd of registered and group home-based providers). Participating providers would receive a compensation increase of \$6,000 with a 2% adjustment annually. Each participating provider would be required to attend trainings and implement Creative Curriculum and assess children at regular intervals using Teaching Strategies Gold assessments. Providers will be supported by coaches and are expected to implement Creative Curriculum and TS Gold to fidelity through coaching support. Aggregate child assessment scores reflecting the percentage of the children who have attained or exceeded age appropriate expectations across child developmental domains will be publicly posted. Providers will be supported by 1 coach in year 1 and 2, 2 coaches in years 3 and 4, 3 coaches in year 5, 4 coaches in year 6, 5 coaches in year 7, 6 coaches in year 8, 7 coaches in year 9, and 8 coaches in year 10 for an overall coaching ratio of about 1:12. Home-based child care is a business. The model builds in 1 business TA specialist to work with family child care providers in years 1 to 4 rising to 5 business specialists in year 10 for an overall ratio of about 1:20 business specialists to homes.

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**Infant and Toddler Curriculum Support for Family Child Care Homes
3 Year Concentrated Targeting for 15 Home-based Programs (continued)**

Program Extended for Ten Years

Year 4 25 FCC homes, 10 new	Year 5 35 FCC homes, 10 new	Year 6 45 FCC homes, 10 new	Year 7 55 FCC homes, 10 new	Year 8 70 FCC homes, 15 new	Year 9 85 FCC homes, 15 new	Year 10 100 FCC homes, 15 new
\$153,648	\$216,721	\$281,056	\$346,677	\$443,610	\$542,482	\$643,332
\$27,440	\$27,440	\$27,440	\$27,440	\$41,160	\$41,160	\$41,160
\$4,332	\$7,221	\$10,109	\$12,998	\$15,887	\$20,220	\$53,437
\$12,000	\$12,000	\$12,000	\$12,000	\$18,000	\$18,000	\$18,000
\$121,751	\$182,686	\$244,839	\$308,236	\$372,901	\$438,859	\$506,136
\$7,000						
\$75,293	\$147,749	\$150,704	\$224,668	\$300,111	\$306,113	\$383,185
\$401,464	\$593,816	\$726,148	\$932,019	\$1,191,669	\$1,366,835	\$1,645,251
\$153,648	\$216,721	\$281,056	\$346,677	\$443,610	\$542,482	\$643,332
\$247,815	\$377,095	\$445,092	\$585,342	\$748,059	\$824,352	\$1,001,919
\$9,913	\$10,774	\$9,891	\$10,643	\$10,687	\$9,698	\$10,019

Recommendation #4: Help Me Grow, Ages and Stages Questionnaire Child Screening Tool

1 year cost: \$70,950 Cost in Year 10: \$164,693

Help Me Grow, Ages & Stages Questionnaire Child Development Screening Assessment										
Child Developmental Screening	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Help Me Grow Ages & Stages Screening for all children. Trainings, and 2 onsite visits supported as needed through regular coach onsite visits to programs (integrated support). One additional specialist added in year 4	\$70,950	\$72,369	\$73,816	\$146,243	\$149,168	\$152,151	\$155,194	\$158,298	\$161,464	\$164,693

Note: Assumes 2 coaches within the Child Care Solutions early learning hub to support training and implementation in year 4; 1 coach in years 1-3.

Recommendation #5: Promoting Early Childhood Development in Home-based Child Care.

Expansion of Talking is Teaching: Talk, Read, Sing. Expansion Options at \$75,000 and \$100,000 targeting legally exempt home-based providers caring for children under age 5 for 9 months or longer

Expansion of Talking is Teaching: Talk, Read, Sing			
Budget Options	\$75,000	\$100,000	Comments
Tote Bags @\$25 per bag	\$12,500	\$15,000	500 totebags @\$12,500; 600 bags at \$15,000
Infant Toddler Specialist (Bag Delivery/Presentation)	\$20,397	\$30,596	50% FTE rising to 75% FTE
Infant Toddler Specialist (Playgroup facilitator)	\$4,079	\$8,159	10% FTE rising to 20% FTE
Mileage	\$1,800	\$2,400	@2.4% of budget
Printing & Copying	\$1,275	\$1,700	@1.7% of budget
Postage	\$900	\$1,200	@1.2% of budget
Refreshments (\$50 per session)	\$1,500	\$2,400	30 sessions @\$50; 48 sessions at \$50
Playgroup Incentives (\$120 per session)	\$3,600	\$5,760	30 sessions @120; 48 sessions at \$120
Supervisor	\$2,860	\$2,860	@5% FTE
Finance Director	\$3,555	\$3,555	@5% FTE
FICA, Workers Comp, Disability	\$22,500	\$26,355	FICA, Workers Comp, Disability is funded at 30% at \$75,000 and 26.355% at \$100,000
Total	\$74,966	\$99,984	

Notes: The recommendation to improve activities by legally exempt providers is to expand the Talk, Read, Sing program, which includes tote bags filled with books and age appropriate child activities to promote early learning along with several playgroups that enable an early childhood specialist to share best practices. Estimates assume with \$75,000, 500 tote bags would be delivered; 150 providers could attend 2 playgroups each, or 75 providers could participate in 4 playgroups each. With \$100,000, 600 tote bags would be delivered; 240 providers could attend 2 playgroups each, or 120 providers could participate in 4 playgroups each. Playgroups are conducted by coaches which helps foster age appropriate learning activities among providers. About 337 legally exempt providers care for children under age 5 whose care is paid for with a subsidy (and who receive payments for 9 months or longer).

Legally Exempt and Family Child Care Homes Reached through Talk, Read, Sing			
	\$75,000 (30 playgroups)	\$100,000 (48 playgroups)	Comments
# of providers participating in 2 playgroups each	150	240	337 legally exempt providers care for children under age 5 receiving a child care subsidy for 9 months or longer
# of providers participating in 4 playgroups each	75	120	

Expansion of Parent-Child+ (PC+ FCC Program)

PC+ for Home-Based Child Care Programs	
Project	Annual Funding
Expand PC+ to include a staff team to serve home-based child care providers	\$250,000

Notes: Catholic Charities of Onondaga County and the Early Childhood Alliance launched the Parent-Child Home Program, now known as Parent-Child+ (PC+), in Onondaga County in 2018. PC+ is a home-based program that helps support activities related to early childhood development for children between the ages of 16 months to 4 years, their parents and their family child care providers. Licensed group family child care, registered family child care homes, AND legally exempt in-home child care providers are all eligible to join PC+FCC. This recommendation is for \$250,000 to expand the current PCHP parent program to include an entire PC+ team dedicated to family child care. A team is comprised of a supervisor, a coordinator, and a number of full and part-time Early Learning Specialists. It is estimated that one team can work with 37 home-based child care providers per year, with its benefits directly reaching the children in care and their families.

Recommendation #6: Targeting Social-Emotional Development, Supporting Teachers to Best Handle Challenging Behavior, 4 year pilot Positive Emotional Development and Learning Skills (PEDALS) Initiative concentrated in 40 preschool classrooms (extending in outyears to 100 classrooms in years 9 and 10)

2 year cost: \$159,864 Cost in Year 9 & 10: \$309,151

Positive Emotional Development and Learning Skills (PEDALS) Initiative										
PEDALS Initiative	Number of Preschool Classrooms									
	Year 1 20	Year 2 20	Year 3 40 (20 new)	Year 4 40	Year 5 60 (20 new)	Year 6 60	Year 7 80 (20 new)	Year 8 80	Year 9 100 (20 new)	Year 10 100
Curriculum and Related Materials	\$27,000		\$27,000		\$27,000		\$27,000		\$27,000	
Coaching Materials	\$2,500		\$2,500		\$2,500		\$2,500		\$2,500	
Screening materials (DECA)	\$5,840		\$5,840		\$5,840		\$5,840		\$5,840	
Coach ratio of 1:20, Assumes 2 year participation for classrooms with additional coach added in year 5 for supplemental support for prior year participants	\$58,500	\$59,670	\$60,863	\$62,081	\$121,822	\$124,259	\$126,744	\$129,279	\$131,864	\$134,502
Training Provided In-House										
Coaching Supervisor	\$3,146	\$3,209	\$3,273	\$3,338	\$3,405	\$3,473	\$3,542	\$3,613	\$3,686	\$3,759
Total:	\$96,986	\$62,879	\$99,476	\$65,419	\$160,567	\$127,732	\$165,626	\$132,892	\$170,890	\$138,261
Per Classroom Annual Cost	\$4,849	\$3,144	\$4,974	\$3,271	\$8,028	\$6,387	\$8,281	\$6,645	\$8,544	\$6,913
2 Year Funding	\$159,864		\$164,895		\$288,299		\$298,518		\$309,151	
Per Classroom 2 Year Cost	\$7,993		\$8,245		\$14,415		\$14,926		\$15,458	

Notes: PEDALS is a 2-year program. The estimate assumes that 20 preschool classrooms participate in the first cohort (for 2 years). One coach would support the 20 classrooms with a one-day training on the curriculum and monthly visits to support fidelity implementation. In year 3 and 4, a new group of 20 classrooms would participate. A second coach is added in year 5 as the third cohort of 20 classrooms begins to provide supplemental support for prior year participants. Alternatively, the first coach would continue support for past participants who continue to use the PEDALS curriculum and the second coach begins in year 5 with a new set of 20 classrooms.

Additional Note: If strategy #1 (Infant and Toddler Comprehensive Quality Improvement Pilot) is selected, classroom management, handling children's challenging behavior and social emotional development are addressed through CLASS - the Classroom Assessment Scoring System, which is a professional development system entirely built on addressing interactions that set a better environment to handle child behavior before such behavior escalates as well as support to identify triggers for challenging behavior to better support children in the classroom. No additional add-on intervention would be needed.

Recommendation #7: Talent Development: Growing a Pipeline of High-Quality Child Care Providers.

Three strategies to create a pipeline of high-quality child care providers.

Access to Higher Education Coursework and Support to Ensure Coursework Completion

Early Childhood Education Professional Development Supporting the ECE Workforce to Access Higher Education		
Budget Options	\$75,000	\$100,000
Costs of Books, fees, and child care		
Annual cost of books and fees	\$1,230	\$1,230
Annual cost of part-time center-based infant care	\$6,344	\$6,344
Annual cost of part-time center-based preschool-age care	\$5,486	\$5,486
Annual cost of part-time family child care home-based infant care	\$4,628	\$4,628
Annual cost of part-time family child care home-based preschool-age care	\$4,290	\$4,290
Illustrative options based on costs		
# of students, books and fees only	61	81
# of students, books and fees plus part-time center-based infant care	10	13
# of students, books and fees plus part-time center-based preschool-age care	11	15
# of students, books and fees plus part-time family child care home infant care	13	17
# of students, books and fees plus part-time family child care home preschool-age care	14	18

Notes: The table assumes illustrative uses of funding. Options are listed based on the total budget and the cost item (e.g., 61 students could have access to support for tuition and fees based on a budget of \$50,000). Options are related to each set of criteria and column costs are not to be added together. Any mix of the above supports would need to be calculated based on the cost of any particular item (e.g., the annual cost of books and fees is \$1,250 per student and the annual cost of part-time center-based infant care is \$6,344 per infant for a total of 10 students who could receive that combination of assistance based on a budget of \$75,000).

Establish and support 2 ECE Recruitment Navigators
(Onondaga Community College and Child Care Solutions)

Early Childhood Workforce Recruitment Navigator	
2 ECE Navigators	\$90,300
Mileage	\$1,000
Supervisory Support	\$8,700
Total	\$100,000

Notes: ECE recruitment navigators would work with child care centers and family child care home providers to recruit individuals in the ECE workforce to access higher education coursework to pursue an AAS in ECE or a BA in ECE to strengthen the ECE workforce and to provide support for a pathway toward higher education completion. The position is not intended to be a college academic advisor but a recruiter who could also provide guidance and support to promote completion, not merely access.

Expansion of programs initiated by Alliance for Economic
Inclusion (AEI)

Early Childhood Workforce Pathways for Employment	
Project	Annual Funding
P.E.A.C.E. and Child Care Solutions project to support early childhood workforce development and employment within the child care field	\$200,000
Partners in Learning and Child Care Solutions project to increase the number of trained, culturally and linguistically diverse practitioners in the child care field	\$150,000
Total	\$350,000

Notes: The Alliance for Economic Inclusion (AEI) is currently funding two programs that provide a pathway for parents who have an interest in working with children to further their education and training in early childhood development to be employed within a child care center or Head Start program or to operate their own registered family child care home. PEACE, Inc. and Child Care Solutions have partnered to increase the number of trained practitioners in early childhood education settings throughout Onondaga County. Activities for participants include vocational training, start-up funds for materials, and coaching and technical assistance. Partners in Learning and Child Care Solutions operate the Diversity in Early Education and Care project to increase the number of trained, culturally and linguistically diverse practitioners in early childhood education settings throughout Onondaga County. Project activities are designed to remove barriers to career pathways in child care and early education by providing English language and vocational training, start-up funds for materials, and coaching and technical assistance. Both of these projects support activities to help unlicensed caregivers or parents who are interested in working in the child care field to meet health and safety standards, fulfill state registration requirements for family child care providers, and/or complete education requirements for early childhood credentials.

Recommendation #8: Facility Improvement Grants: Supporting Infrastructure Needs to Promote a Healthy Environment for Young Children

Child Care Facility Improvement Grants			
Grants for Physical Improvements	Grant Amount ("Up To")	# Providers	Budget
Child Care Centers	\$10,000	30	\$300,000
Family Child Care Homes	\$3,000	100	\$300,000
Grants for Quality Enhancement Related to Child Activities			
Child Care Centers	\$2,000	63	\$125,000
Family Child Care Homes	\$500	250	\$125,000

Notes: The Onondaga ECE workforce survey showed strong support for grants to improve the physical infrastructure of child care programs (e.g., grants related to health and safety such as playground improvements, window repairs/screens, fencing, stair gates, indoor play spaces, and other physical needs). Providers also expressed strong support for grants to improve activities for children (e.g., grants related to learning materials such as art supplies, play related materials that align with learning activities, and children's books)

Recommendation #9: Enhance Web-based access to community resources for child care providers and parents Shared Services Initiative to Support Business Viability, Sustainability, and Quality

Web-based Access to SharedSourceECNY.org for Licensed and Registered Child Care Providers			
ECE Shared Services	All Centers & FCC homes		
	Year 1	Year 2	Year 3
Access to Shared Services Resource Platform	\$15,000	\$15,000	\$15,000
Shared Services Manager within the Child Care Solutions Early Learning Hub to support provide engagement with the platform and other deeper shared services with child care providers (assumes salary at \$45,000 plus benefits); Also assumes TA specialists use the platform resources with providers when conducting onsite visits.	\$58,050	\$58,050	\$58,050
Total	\$75,000	\$75,000	\$75,000

Notes: Assumes there is a modest cost to access the web-based ECE shared services resource platform currently operated by the New York Association for the Education of Young Children (NYAEYC) and the Early Care and Learning Council (ECLC). Access could also be supported through the Child Care and Development Block Grant (CCDBG) quality set-aside funding or the NY Preschool Development Grant Birth to 5 (PDG B-5) grant since access is related to a statewide effort to support business viability and quality within child care programs, therefore, the \$15,000 is illustrative at this point with options to be pursued. Access to the platform is the first step. Provider engagement to fully utilize resources on the site as well as deeper shared services that can be offered would be achieved through the work of a shared services manager. Communities throughout the country are engaged in shared services projects to save providers time and money so that they can operate strong, viable businesses as well as improve quality. Examples of shared services include: an alliance model that provides a sub pool through which providers can contract with individuals who are already background-checked and trained for easy transition into a child care setting, property management contracts, ready to use templates for business best practices, human resources, and marketing as well as about 2,500 other resources that are commonly needed in child care programs.

Recommendation #10: Child Care Solutions Early Learning Hub (Operational Infrastructure) to Support Strategy Implementation. Positions depend upon selected strategies and scope/size.

Child Care Solutions Early Learning Hub, Operational Infrastructure										
Project	Year									
	1	2	3	4	5	6	7	8	9	10
Help Me Grow Ages & Stages Screening										
Estimate for ASQ pricing										
Coach/Training Support for Ages & Stages Questionnaire screening tool (ASQ group trainings, onsite support)	2	2	2	2	2	2	2	2	2	2
Comprehensive Quality Improvement Pilot										
B-5, 5 centers, coaches; coaching ratio of 1:14 classrooms	2	2	2	3	5	7	9	11	13	15
Mental Health Consultants	1	1	1	4	7	9	12	15	18	20
Business Technical Assistance Specialist	1	1	1	2	3	4	5	6	7	8
B-5, 10 centers, coaches; coaching ratio of 1:14 classrooms	3	3	3	4	6	7	9	11	13	15
Mental Health Consultants	2	2	2	5	7	10	13	15	18	20
Business Technical Assistance Specialist	1	1	1	2	3	4	5	6	7	8
Infant & Toddler, 5 centers, coaches; coaching ratio of 1:14 classrooms	2	2	2	3	5	7	9	11	13	15
Mental Health Consultants	1	1	1	2	3	5	6	8	9	11
Business Technical Assistance Specialist	1	1	1	2	3	4	5	6	7	8
Infant & Toddler, 10 centers, coaches; coaching ratio of 1:14 classrooms	3	3	3	4	6	7	9	11	13	15
Mental Health Consultants	1	1	1	3	4	5	7	8	9	11
Business Technical Assistance Specialist	1	1	1	2	3	4	5	6	7	8
Creative Curriculum and Coaching Support: Infant and Toddler Quality Pilot										
Infant & Toddler, 5 centers, coaches; coaching ratio of 1:14 classrooms	2	2	2	3	5	7	9	11	13	15
Infant & Toddler, 10 centers, coaches; coaching ratio of 1:14 classrooms	3	3	3	4	6	7	9	11	13	15
Family Child Care Home coaches	1	1	2	2	3	4	5	6	7	8
Social-Emotional Development Pilot										
Positive Emotional Development and Learning Skills (PEDALS) Preschool Coaches	1	1	1	1	2	2	2	2	2	2
Comprehensive Quality Improvement Pilot, built in CLASS support for infant and toddler teachers -- 5 centers 1st three years (included as part of Comprehensive Quality Improvement Pilot above)										
Comprehensive Quality Improvement Pilot, built in CLASS support for infant and toddler teachers -- 10 centers 1st three years (included as part of Comprehensive Quality Improvement Pilot above)										
Promoting Early Childhood Development in Home-based Care										
Expansion of Talk, Read, Sing at \$75,000	2	2	2	2	2	2	2	2	2	2
Expansion of Talk, Read, Sing at \$100,000	2	2	2	2	2	2	2	2	2	2
New Position/Project Manager for Facility Improvement Grants	1	1	1	1	1	1	1	1	1	1
CDA Project/Monthly Learning Community										
CDA w/CLASS Coordinator & Coach	2	2	2	2	2	2	2	2	2	2
Assistant Teacher CDA w/CLASS is built into the cost of the B-5 and Infant/Toddler Comprehensive Pilot, and Creative Curriculum and Coaching Support Infant/Toddler Pilot										
Compensation & Quality Pilots										
New position/Quality Pilot Manager	1	1	1	1	1	1	1	1	1	1
New Position/Coaching Director	1	1	1	1	1	1	1	1	1	1
New Position/Compensation Initiatives Manager	1	1	1	1	1	1	1	1	1	1
New Position/Data Manager	1	1	1	1	1	1	1	1	1	1
New Position/Shared Services Manager	1	1	1	1	1	1	1	1	1	1
Non-personnel costs	TBD									

Notes: Depending upon strategies selected, new positions may be needed to help support implementation. Coaching positions have been estimated as part of each strategy. Additional positions to support project work, depending upon the scope of strategies include: a Quality Pilot Manager, Coaching Director, Compensation Initiatives Manager, Data Manager, and Shared Services Manager. In addition, depending upon the strategies selected and the staffing model, Child Care Solutions would need additional office space capacity and would incur additional non-personnel costs such as rent, utilities, technology, furniture, etc. Costs TBD as strategies are selected.

Child Care Solutions

For more than 40 years, Child Care Solutions has provided coordination and support for child care services in Onondaga County through community education, advocacy, provider training, and resource and referral services for parents.

Over its history, Child Care Solutions has expanded its role and is now responsible for regulatory oversight of New York State registered school-age child care programs, New York State registered family child care homes, and New York State enrolled legally-exempt caregivers.

In addition, Child Care Solutions is also the lead agency of the state-funded regional Infant Toddler Resource Network serving Onondaga and 13 neighboring counties.

Child Care Solutions earned both the Standards of Excellence certification from the New York State Early Care and Learning Council and the Quality Assurance certification from Child Care Aware of America for *"having demonstrated best practices in providing leadership in Child Care Resource and Referral and continuous quality improvement and excellence in service delivery."*

Parent Services

Child Care Solutions seeks to ensure that all families have access to high quality, affordable, and safe child care. Early childhood experts on the Child Care Solutions team help parents understand what high-quality child care looks like, help parents find and evaluate child care options that meet their needs, and help parents explore financial resources. In 2018,

3,890 3,890 parents called CCS for advice and information about how to find or pay for child care, so that they could work with the peace of mind their child is safe.

1,895 parents seeking employment and training through Onondaga County's JOBSplus! program used CCS services to better understand the child care resources available to them (a 42% increase over the past 2 years).

1,646 1,646 legally exempt child care providers, who provide care for families receiving a child care subsidy, were enrolled.

With funding from the United Way of CNY, CCS enrolled 40 children in child care programs through Community Child Care Scholarships.

The CSS Registration team makes sure that child care programs not only meet the minimum health and safety standards but works closely with providers, going above and beyond to help create the high-quality programs all children deserve.



Our Mission

Building excellence in early care and learning systems while advancing equal access for all children in our community. We accomplish this through education, advocacy and support for families and early childhood professionals.

Our Vision

Every child is cared for in a high quality, safe and nurturing environment that cultivates healthy development, early learning and joy.

Provider Services

The CCS Professional Development team assists Central New York caregivers to gain the knowledge and skills they need to offer high quality care. In 2018,

- 93 training workshops and certification courses were offered
- 4,590 providers attended CCS training workshops, certification courses, and conferences
- 151 providers earned Red Cross certifications in CPR and First Aid
- 49 students attended CCS Child Development Association (CDA) credential courses, which expanded to include a course for Spanish speakers and one held in Auburn
- 218 providers completed the Medication Administration Training (MAT) certification course that teaches providers how to safely administer medication to the children in their care.

CCS hosted two professional development conferences, *Cultivating Creativity in Early Childhood Education and Focus on Families: Considerations for Caregivers*. These conferences offer Central New York child care professionals the rare opportunity to learn new skills, share ideas, troubleshoot issues, and connect with other providers in Central New York.

Child Care Solutions Board of Directors - 2019

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The Early Childhood Alliance (ECA) Onondaga

The Early Childhood Alliance (ECA) Onondaga was formed in 2015 following the release of a report, *"Early Childhood and School Readiness: Creating a Community Where All Children Thrive by Five"*⁸⁶ by the Onondaga Citizens League, which described in detail Onondaga County's fragmented array of early childhood programs (and funding streams). The report called for a common vision and goals guided by a strategic plan informed by data driven strategies to ensure that all children throughout the county will enter kindergarten ready to succeed.

ECA was charged with developing a collaborative community vision and specific strategies aligned with that vision.

Three priority areas guide ECA's efforts to build an integrated early childhood system:

- Healthy children
- Strong families, and
- Access to high-quality child care/early learning

The three areas are connected because children don't come in pieces. They live in families. Ensuring that families have the resources they need to support the healthy development of their children is critical on the road to school readiness.

Since 2015, ECA's multi-sector coalition has helped to redesign a patchwork of separate silo programs for vulnerable young children and families into a better coordinated and strategic integrated early childhood system so that families can navigate the supports they need in a more seamless manner.

The launch of Help Me Grow in January of 2019 is an example of one of the key ways in which families can access a continuum of services through a single entry point to support for basic parenting needs to early childhood screening and specific resources across a continuum of services.⁸⁷



Early Childhood Alliance Onondaga

ECA is led by a 30-member coalition informed through more than 200 community stakeholders engaged through five working groups. A steering committee oversees the work groups as well as their approaches toward the development and implementation of specific strategies. In addition, the ECA has a 20-member business council that offers advice, brings a business leader lens, and also offers additional resources.

In addition, the Early Childhood Alliance was selected by the Center for the Study of Social Policy⁸⁸ to participate in the Early Childhood Learning and Innovation Network for Communities (EC-LINC).⁸⁹

As part of EC-LINC, the ECA was selected to participate in the National Collaborative for Infants and Toddlers (NCIT) and received funding from the J.B. and M.K. Pritzker Family Foundation for a 2-year Pritzker fellow to specifically focus on strategies related to supporting the healthy development of infants and toddlers birth to age three. Onondaga County is the only New York State community to be part of NCIT.

Early Childhood Alliance Membership

Meg O'Connell, Co-Chair, The Allyn Family Foundation*

Jaime Alicea, *Syracuse City School District*

Marnie Annese, *Health Foundation for Western & Central New York*

Kimberly Boynton, *Crouse Hospital*

Dr. Cynthia Bright, *Pediatric Associates*

Carolyn Brown, *PEACE, Inc.*

Virginia Carmody, *Literacy Coalition/Campaign for Grade Level Reading*

Dr. Casey Crabill, *Onondaga Community College*

Dr. Donna DeSiato, *East Syracuse Minoa Central School District*

Peter Dunn, *CNY Community Foundation**

Nancy Kern Eaton, *United Way of CNY**

Robert Falter, *The Reisman Foundation*

Lisa Fasolo Frishman, *Independent Consultant**

Susan Furtney, *Upstate Medical University*

Rich Gasiorowski, *Onondaga County Department Children & Family Services**

Steve Gorczynski, *M&T Bank, ECA Business Council*

Dr. Indu Gupta, *Onondaga County Health Department*

Hon. Helen Hudson, *Syracuse Common Council*

Dr. Linda LeMura, *Le Moyne College*

Linda Lopez, *Salvation Army of Onondaga County*

Mike Melara, *Catholic Charities of Onondaga County**

Sarah Merrick, *Onondaga County Department of Social Services*

Arthur Owora, *Syracuse University*

Theresa Pagano, *Partners in Learning, Inc.-MANOS Intergenerational Learning Programs*

Stephanie Pasquale, *City of Syracuse*

Frank Ridzi, *CNY Community Foundation*

Ann Rooney, *Onondaga County Deputy County Executive for Human Services**

Lori Schakow, *Childcare Solutions**

Susan Serrao, *Healthy Families, Onondaga County*

Kara Williams, *The Allyn Family Foundation**

Margaret Wilson, *Syracuse City School District*

Randy Wolken, *MACNY, ECA Business Council*

*Member of the Steering Committee

Early Childhood Alliance Business Council Members

Steve Gorczynski, Chair, M&T Bank

John Benson, *Barton & Loguidice*

Larry Bousquet, *Bousquet Holstein*

Terry Brown, *TLBrown Management Group/Syracuse University*

Tom Fiscoe, *Dannible & McKee*

Zanette Howe, *Upstate Medical University*

Greg Lancette, *United Association Plumbers & Steamfitters Local 267*

Vincent Love, *100 Black Men*

Lisa Mondello, *SRC, Inc.*

Annette Peters, *Advance Media NY*

Robert Simpson, *CenterState CEO*

Meg Tidd, *VIP Structures*

Kimberly Townsend, *Loretto*

Merike Treier, *Downtown Committee*

John Trimble, *C&S Companies*

Randy Wolken, *MACNY*

Meg O'Connell, *The Allyn Family Foundation*

Nancy Eaton, *ECA Liaison*

Ann Rooney, *ECA Liaison*

Sarah Merrick, *ECA Liaison*

Early Childhood Alliance Child Care & Early Learning Committee

Sarah Merrick, Co-Chair

Lori Schakow, Co-Chair

Brittany Buffum	Peggy Liuzzi
Bonnie Caldwell	Patricia Martin
Matt Carpenter	Janice Mayne
Carol Feldmeier	Lauren Merola
Michele Ferguson	Margo Nish
Cynthia Fowler	Janet Park
Paula Freedman	Jerry Shannon
Nancy Gabriel	Chandra Smith
Maria Gill	Kelly Ward
Becky Heberle	Kara Williams
Rick Kline	Eric Young
Annette Krisak	Laurie Black, <i>ECA</i>
Cynda Lamb	Melissa Hidek, <i>ECA</i>



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Early Childhood Alliance

CNY Philanthropy Center

431 E. Fayette St.

Syracuse, NY 13202

Phone: 315-436-9857

www.ecaonondaga.org

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Child Care Solutions

6724 Thompson Rd.

Syracuse, NY 13211

Phone: 315-446-1220

www.childcaresolutionscny.org

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