The early education and care field is at a crossroad driven by policy makers and professionals in the field. They must wisely invest scarce resources in the development of effective early childhood education and care systems. An example that stands out in making progress in this direction is the Quality Rating Improvement System (QRIS), which was introduced in Oklahoma in 1999 as a vehicle for improving quality across the full continuum of early education and care programming. The QRIS, which creates a consistent set of standards and guidelines for quality linked to a corresponding set of “stars,” is unlike those established for hospitals, nursing homes, and schools but held nationally. Presently, 19 states and the District of Columbia now operate a state QRIS, and at least 27 others are in planning for one. A QRIS is a policy innovation that is rapidly coming the country. New York State’s focus on QRIS—Quality Rating Improvement System—is in the process of being defined in the state’s Quality Stars New York (QSNY) implementation plan. This QRIS model is designed to recognize programs that demonstrate quality above and beyond meeting New York’s strong regulatory standards.

With such concrete results, now is the time to raise the consciousness level and gain the backing of the public to realize the value derived from supporting early education and care for the next generation. Failure to do so will result in a much steeper cost to local communities and society over time.

Findings from recent research are clearly reinforcing these premises. At the MIT Workplace Center and the Legal Momentum’s Family Initiative conference in 2005, the results of a series of statewide studies of the ‘safest places to live’ were released. These studies highlight the importance of early childhood education and care. In the Northeast, the New England states have the highest quality of life in the country. The components of early childhood education and care—family and community engagement, staff qualifications, and leadership—essentially make a good life for a child possible. Even in places where one would not expect to find such a result, the educational and economic benefits of early childhood education and care can be significant. Research also shows that children from low-income families benefit from high-quality early childhood education and care, but their progress is far from equal. This is why it is critical to support the development and implementation of systemic changes to improve the quality of early childhood education and care for all children.

A Smart Choice: Early Education and Care

Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

The need for evidence-based programming has been sounded across the education system in the U.S., and research has proven more imperative than ever. While early education and care programs are designed to have specific effects upon children, they are powerful tools that influence the behavior and development of the children they serve. Lack of evidence and spotty and written work about the importance or the benefits of programs that seem to make a difference are not justifiable by research. These programs must be supported by well-researched, evidence-based programs and initiative training, and strong advocacy groups, to raise the consciousness level and gain the backing of the public to realize the value derived from supporting early childhood education and care for the next generation. Failure to do so will result in a much steeper cost to local communities and society over time.

In the Power of SUNY Strategic Plan, Chancellor Nancy Zimpher gave special support to building a “cradle to career” pipeline in the foundations of a cadre of highly effective teachers at all levels in the education system. Without this investment all will be shortchanged. The public and private sectors of our economy have an interest in ensuring that children succeed in school and in life. Nurturing and stimulating early care and education programs help children become successful students, and they provide them with the skills and knowledge necessary to become active and successful citizens. As a result, children who benefit from high-quality early childhood education and care can be expected to have higher rates of school attendance and test scores than children who do not. Research shows that children who benefit from high-quality early childhood education and care can be expected to have higher rates of school attendance and test scores than children who do not.

To find out more about the program or explore the online modules, visit the program’s web site: TobaccoRecovery.org.
Higher Education for Early Childhood Professionals

Cecilia Archer and Kyle Nurse Part I: Professional Development for Educators


Kyle Nurse

The review team and the subsequent report highlighted the outstanding continuing professional education work done by PDP and made the following points regarding the scope of its programs:

Managing Director

The reaffirmation process is conducted every ten years, and includes:

Dr. James Heckman, Nobel Laureate and professor of economics at the University of Chicago, estimates that every $1 invested in high quality early childhood programs for at-risk children results in an $8.70 return for the individual and society.

The Early Childhood Industry in New York State

PDP, in partnership with the Office of Mental Health, provided a 10-year knowledge assessment to New York State’s workforce and the People with Developmental Disabilities, administered and funded by the NYS Departments of Health and Labor.

The difference between their programs has been in their commitment to...
News and Views

Cecilia Archer and Kyle Nurse Present at National Conference

Education Specialists Cecilia Archer and Kyle Nurse recently presented their work at the National Conference of Education Specialists in December. The conference, held in Phoenix, provides an opportunity for early childhood educators to network and present their work to national audiences.

Cecilia delivered her two-part presentation, “How Enhancing Customer Service Can Unleash the Magic in Your Organization,” twice during the conference. The presentation focused on the importance of providing exceptional customer service to stakeholders, including parents, families, and other early childhood professionals.

Kyle Nurse’s presentation, “How to Create a Successful Incentive Program,” covered best practices for designing and implementing effective incentive programs to motivate and reward early childhood professionals.

The PDP

Collaborating to Support Early Child Care and Education Workforce

Delores McAdoo, Director Professional Development Program

Collen O’Grady, Manager Department of Early Childhood Training Professional Development Program

Today’s knowledge about early childhood development and learning is essential for delivering high-quality care to infants and toddlers. Research shows that the first three years of life are critical in shaping a child’s future success. Ensuring that early childhood education programs are well staffed with qualified professionals is crucial to providing high-quality care for young children.

The Early Childhood Department at SUNY Cobleskill has been expanding its offerings to better meet the needs of this growing workforce. The department administers the Educational Incentive Program (EIP), which provides financial support to individuals who are pursuing degrees in early childhood education. By providing this support, the department is helping to ensure that there are enough qualified professionals to meet the demand for high-quality early childhood education.

In addition to the EIP, the department offers a range of professional development opportunities for early childhood educators. These opportunities include workshops, seminars, and online courses that are designed to help educators stay up-to-date on the latest research and best practices in early childhood education.

The department also partners with local organizations to offer training and professional development opportunities. These partnerships help to ensure that early childhood educators have access to the latest information and resources.

The department’s mission is to prepare educated and professional early childhood educators who are committed to providing high-quality care for young children. By offering a variety of professional development opportunities and partnering with local organizations, the department is helping to meet the growing demand for qualified early childhood educators.
Higher Education for Early Childhood Professionals

cell A. Wentworth, Ed.D. Early Childhood Department Chair

SUNY Cobleskill

Betsy E. Feuerstein, Assistant Professor

SUNY Cobleskill

The cost of pursuing a BSN or MSN is a major benefit to nurses employed by New York State. This comment from Marie

Present at National Conference


As an example of the CEET, the Professional Development Program administered the Educational Innovators Program (EIP) which focuses on early childhood professional development for early childhood programs. This program is being widely recognized across the state and early childhood education providers are interested in collaborative efforts with SUNY’s PDP programs.

Supporting Early Childhood Care and Education Workforce

Colleen O’Grady, Manager

Department of Early Childhood Training

Professional Development Program

Today’s knowledge about early childhood development and learning has never been greater, but in many states, including New York, more

PDP recognizes the important role that early care and education providers play in child development and the establishment of a foundation for lifelong learning. Organizationally, we strive to make our programs and services more effective with the goal of providing high-quality care for New York’s children.

One of the primary goals of the Health-Workforce Retaining Initiative (HWRI) is to help retain early childhood professionals by improving retention and 

The Early Education Industry in New York State

Dr. James Hoxton, Nolan Luttrell and professor of economics at the University of Colorado at Boulder, who is well known for his work on early childhood education. He is passionate about high quality early childhood programs for at-risk children and has written extensively on the importance of early childhood development.

The Early Childhood Education Association of New York State (ECSEA) represents more than 10,000 members: directors, lead teachers,

The Early Education Industry is a New York State Department of Labor statistic that tracks the number of early childhood education jobs in New York.

The Leadership option was designed to provide professional development for early care and education providers in order to enhance their ability to attract and retain high-quality staff, as well as to help them stay abreast of the latest research and trends in the field of early childhood education.

They also offer an example of success for self-sustaining endeavors in the University and should be considered as an exemplary case.

Colleen’s comments about the importance of professional development for early care and education providers are a testament to the success of the SUNY Cobleskill Early Childhood Department’s Professional Development Program.

To help early care and education providers to better understand the importance of professional development and how it can benefit their programs and the children they serve, the SUNY Cobleskill Early Childhood Department has developed a series of professional development options for early childhood professionals and parents.

The PDP programs have all be identified as quality learning initiatives by all stakeholders.

The Leadership option was designed to provide professional development opportunities for early care and education providers. The program is not only designed to provide professional development opportunities for early childhood professionals and parents, but also to help them stay abreast of the latest research and trends in the field of early childhood education.

The Early Childhood Department at SUNY Cobleskill developed a B.S. degree program in Child Care and Development which was approved by the NYS Department of Education in 2011. The program focuses on childcare workers, degree 1 through 3, and also has options for students to pursue a minor in Early Childhood Education.

Based on the information provided, it seems that there is a strong demand for early care and education professionals in New York State.

The SUNY Cobleskill Early Childhood Department is committed to providing high-quality professional development opportunities for early care and education providers. The program is not only designed to provide professional development opportunities for early childhood professionals and parents, but also to help them stay abreast of the latest research and trends in the field of early childhood education.

For more information visit National Child Care Association at ncca.org/index.cfm and the Conceptual Framework for ECE Professional Development at www.wyomingearlychildhood.org/pdfs/PDPFRAMEWORK.pdf

PDP recognizes the important role that early care and education providers play in child development and the establishment of a foundation for lifelong learning. Organizationally, we strive to make our programs and services more effective with the goal of providing high-quality care for New York’s children.

“Whoever touches the life of the child

touches the most sensitive point of a world which has roots in the most distant past and climbs toward the infinite future.”

— Maria Montessori

SUNY Strategic Plan has focused on developing effective teaching and learning at all levels and has set a goal to ensure that at least 75% of all students graduate from SUNY within six years of entering college.

The SUNY Cobleskill Early Childhood Department is committed to providing high-quality professional development opportunities for early care and education providers. The program is not only designed to provide professional development opportunities for early childhood professionals and parents, but also to help them stay abreast of the latest research and trends in the field of early childhood education.
The early education and care field has been a nucleus for economic development in many communities, while at the same time the quality of early education and care is facing significant challenges. The challenge is to raise the quality of early education, which squarely rests on those policy makers and professionals in the field. They must wisely invest scarce resources in education and care systems. An example that stands out in making progress in this direction is the Quality Rating Improvement System (QRIS), which was introduced in Oklahoma in 1999 as a vehicle for improving quality across the full continuum of early education and care programming. The QRIS, which creates a uniform set of standards and criteria for quality linked to a corresponding set of “tier stars,” was unlike those established for hospitals and nursing homes, but taken hold nationally. Presently, 19 states and the District of Columbia now operate a statewide QRIS, and at least 27 other states are planning a similar one. A QRIS is a policy innovation that has quickly permeated the country. New York State’s version of QRIS—QUALITYstarsNY—was introduced more than a decade ago as the initial phases of QRIS implementation. Its design is a recognition program that draws quality data from a broad array of sites beyond existing New York’s strong regulatory standards.

Findings from recent research are clearly reinforcing these premises. At the MIT Workplace Center and the Legal Momentum’s Family Initiative conference in 2005, the results of a series of statewide surveys of child care providers in the banking industry. Cornell University’s Linking Economic Development and Child Care Research Project completed a 50-state scan of child care systems. An example that stands out in making progress in this direction is the Quality Rating Improvement System (QRIS), which was introduced in Oklahoma in 1999 as a vehicle for improving quality across the full continuum of early education and care programming. The QRIS, which creates a uniform set of standards and criteria for quality linked to a corresponding set of “tier stars,” was unlike those established for hospitals and nursing homes, but taken hold nationally. Presently, 19 states and the District of Columbia now operate a statewide QRIS, and at least 27 other states are planning a similar one. A QRIS is a policy innovation that has quickly permeated the country. New York State’s version of QRIS—QUALITYstarsNY—was introduced more than a decade ago as the initial phases of QRIS implementation. Its design is a recognition program that draws quality data from a broad array of sites beyond existing New York’s strong regulatory standards.

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News and Views, continued

QUALITYstarsNY
Janice M. Molinar, Ph.D., Deputy Commissioner
Office of Children and Family Services

In its online offerings, PDP utilizes the LMS Angel, which will eventually be changed to Blackboard. PDP should discuss with those involved in the Blackboard administration in order to find a way to extend the BB licenses used by the school in order to support PDP online programs as well. PDP received a Distance Learning Award in its online offerings that further validates the economic linkages of child care with economic vitality and provides further evidence that early education and care programs are profitable – directly for children and parents and indirectly for communities, businesses, and taxpayers.

A Newsletter from the Higher Education for Early Childhood Professionals

Request an Electronic Version

In an effort to support the University at Albany’s “go green” initiative, this newsletter is now available in an email format. Individuals who would prefer to receive this publication in an electronic format can email: newsletter@pdp.albany.edu.

A Smart Choice: Early Education and Care
Eugene J. Monaco, Executive Director and Public Service Professor
Professional Development Program

Making the call for evidence-based programming has been sounded across the education system in New York State and the nation. Putting aside the rhetoric and spin, there is much strong evidence that early education and care programs are profitable – directly for children and parents and indirectly for communities, businesses, and taxpayers.

Did You Know?

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Early Education and Care (UEST)

In 1999, the Quality Improvement Rating System (QIRS), first introduced in Oklahoma as a vehicle for improving quality across the full continuum of early education and care programs. The QIRS, which creates a consistent set of standards and criteria for quality linked to a corresponding set of “stars,” rates tensile those established for health, safety, security, and nutrition held nationally. Presently, 19 states and the District of Columbia now operate a modified QIRS, and at least 27 other states are planning a pilot. QIRS is a quality initiative that is rapidly changing the country. New York State’s version of QIRS—QUALITYstarsNY (QSNY)—is a model for the QIRS philosophy. It is designed to recognize programs that demonstrate quality, excellence, and a commitment by exceeding New York’s strong regulatory standards.

A study that provides reliable qualitative and quantitative data that further refines the socioeconomic linkages with economic vitality and provides further evidence that investments in early childhood education and care are justifiable for children and parents and indirectly for communities, businesses, and taxpayers.

The early education and care field is a contested arena by opposing stakeholders. This becomes a much more pronounced issue in New York State, as all states are striving to increase the percentage of children in care. Indeed, the critical role of policy, as well as the critical role of policy in the social infrastructure that supports children’s development while making quality and access’ employment, must be captured and built upon to influence legislation, policy, practice, and our program finding.

The challenges are ripe for the taking of early education, which is a missing piece required to build a successful “cradle to career” pipeline on the foundation of a cadre of highly effective teachers at all levels in the education continuum. A missing piece that is a missing piece required to build a successful “cradle to career” pipeline on the foundation of a cadre of highly effective teachers at all levels in the education continuum.

QUALITYstarsNY (QSNY) was piloted in New York State as a mechanism to assess the quality of child care programs and to systematically support quality improvement efforts. QUALITYstarsNY is a “cradle to career” pipeline on the foundation of a cadre of highly effective teachers at all levels in the education continuum. A missing piece that is a missing piece required to build a successful “cradle to career” pipeline on the foundation of a cadre of highly effective teachers at all levels in the education continuum.

A field test of QSNY was launched in January, 2010. Two hundred and fifty early care programs from fourteen communities across New York State were selected to participate. The NYSCF Early Childhood Professional Development Institute (PDP) is coordinating that effort, with the federal-based Sustainable Support and grant of the Governor’s Early Childhood Professional Development Program. Field test participants submitted their self-assessment surveys and were given access to a graduate student advisor. The process is complex, Quality Improvement Planning Consultant will provide technical assistance and conduct pre-post in a format that was successfully launched in 2005, the results of a series of statewide equitable, positive, and supportive early education and care. The momentum in the field has been building, but it has failed to result in a “cradle to career” continuum. The stakes for children, parents, and communities are too high to have failure as an option.

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To find out more about the program or explore the online modules, visit the program’s web site: TobaccoRecovery.org.

In the Power of SUNY Strategic Plan, Chancellor Nancy Zimpher gives support to building a “cradle to career” pipeline in the foundations of a cadre of highly effective teachers at all levels in the education continuum. tortoise. You might also want to check out one of the largest public higher education systems in the U.S. is concerned with early education and care. In fact, it is the single most important investment that can be made for the long-term economic success of children, parents, and communities. The stakes are too high to have failure as an option.

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