



HOOTMAIL

A NEWSLETTER FOR THE NYC EARLYLEARN COMMUNITY

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Press Release:



Ashanti Chimurenga,
Program Director,
Central Harlem Healthy Start,
917-601-0885 (cell)

Mario Drummonds, CEO,
Northern Manhattan Perinatal Partnership,
347-489-4769 (cell)

NMPP's Federal Identification Number: 13-378-2555

For Immediate Release

Media Breakfast from 8AM to 9AM. Members of the media and community friends invited!

A Special Invitation to an Important Conversation on Children and Wellness

Please join us on Friday, April 11, from 8:30AM to 12:30PM when Northern Manhattan Perinatal Partnership and Central Harlem Healthy Start come together with Healthy Start-Brooklyn and with Columbia University -Downstate Healthy Start to engage the community in a conversation on the growing body of research on early brain development. The event will take place in the first floor auditorium of the Oberia Dempsey Center located at 127 West 127th Street, between Lenox & Seventh Aves.

Paul Yellin, FAAP, MD is one of the foremost experts in the nation on the impact of trauma and chronic stress on early childhood learning and development will be the keynote speaker. He is the Founder of The Yellin Center, Dr. Yellin was a neonatal expert before he decided to devote his energies to working with schools, governments, and individuals to discover ways to better understand how to help people learn to learn. His compassionate approaches have made him an advocate of the less fortunate and his website tells individuals how they can call him at no cost.

The audience will also hear remarks from **Renee Wilson-Simmons DrPH**, a leading child and adolescent expert, and the Director of The National Center for Children in Poverty, at Columbia University Mailman School of Public Health, a public policy center on the frontline of battling

poverty, one of the leading causes of trauma and chronic stress. In addition, **Evelyn Blanck, LCSW**, Associate Executive Director of the NY Center for Child Development, will share remarks. Ms. Blanck is also Co-President of the New York Zero to Three Network and serves as Work Group Chair of the NYC Early Childhood Mental Health Strategic Work Group, an advisory group of the NYCDOMH which recently published a White Paper entitled, *Promoting Mental Health Development of New York's Infants, Toddlers and Preschoolers: Advancing the Agenda, Sustaining the Gains*. The first Q & A of respected experts will be facilitated by **Ashanti Chimurenga, J.D.**, who leads the Central Harlem Healthy Start at Northern Manhattan Perinatal Partnership. Ms. Chimurenga was a public school principal, criminal defense lawyer, and juvenile justice advocate and travelled globally to organize communities against human rights abuse.

In the second half of the Community Conversation, **Aletha Maybank, M.D., MPH**, an African American physician featured in the media for her early childhood initiative to expose children to black female doctors, will facilitate an interactive and participatory dialogue between the audience and a panel of practitioners and advocates. During the audience-driven panel discussion conversation, members will exchange perspectives, best practices and concrete interventions that strengthen family resilience and lead to positive behavioral and social change outcomes. Mounting evidence clearly shows that with the proper supports children can cope effectively and can overcome and reverse negative outcomes. Dr. Maybank is an Asst. Commissioner with the NYCDOMH in Brooklyn and the leader of the Healthy Start Brooklyn program. She will help the panel and the audience lay out some of the framework and vision for the work ahead. The inclusive format is designed to leave participants feeling engaged, empowered, and energized to respond to the compelling evidence presented by conference experts in the first section of the program.

Among the confirmed panelists for the participatory session of the program include the following presenters: **Lena Green, MSW**, Manager of Mental Health Strategic Initiatives, and a licensed social worker with Nurse-Family Partnership, a nationally recognized evidence-based home visitation model; **Quentin Walcott**, Co-Director of CONNECTNyc, a provider of technical assistance and capacity building expertise on child welfare and domestic violence and community building within the faith based community. CONNECT counsels males who have a history of violence and runs groups for male providers who support other males; **Elizabeth Bassano, LCSW-R**, Director of Maternal Health and Parenting at Inwood House, which has been dedicated to providing parent education and support to pregnant and impoverished teens for many decades; and **Juan Carlos Dumas, PhD**, a clinical psychologist and author of three books. Dr. Dumas has consulted with the National Head Start Assn and is a Board Certified Clinical Psychopathologist, Medical Psychotherapist and Psychodiagnostician.

Mario Drummonds, MS., LCSW, MBA, Executive Director of the Northern Manhattan Perinatal Partnership, and a member of President Obama's *Childhood Obesity Task Force*; **Joyce Moon-Howard, PhD**, Professor at Columbia Univ. and Director of Columbia University-Downstate Healthy Start will offer **Opening Remarks**; along with **Rashidah White**, 1st Vice President of the Community Education Council, Community School District Five in Harlem, of NYC Public Schools.

An Epic Problem Caused by Disparities in the Social Determinants of Health

- **Over 500, 000 children in NYC are under the age of five years old**

- **1 in 10 children in Harlem are in foster care system where infants spend an avg. 27 months**
- **U.S. ranks #49 in maternal mortality and women of color account for the greatest spike**
- **The Achievement Gap shows that most children of color do not read on grade level.**

Your Presence is One Part of the Solution

We have understood the problem and worked to solve it. Now we must understand what the research shows about the impact of some of those problems. Join us on April 11 as we stay current with the research and the practices that touch our work and build our toolkit to do an even better job. Please email or call us at: mdrummonds@msn.com (Exec. Director of NMPP); or achimurenga@gmail.com (Program Director of CHHS); or give us a call at 212-665-2600, (ext. 308 and 324 respectively)



POVERTY violence HEALTH
ABUSE drugs
UNEMPLOYMENT housing
food

Friday, April 11, 2014

SILENT
CRISIS

A forum on the impact of chronic stress and trauma on early childhood learning and development

Child development is an important determinant of health over the life course: children's developmental trajectories are shaped by sources of resilience as well as vulnerability. Research on brain development finds that trauma and chronic stress can have potential change on the brain's "architecture" and its harmonious evolution.

This is a silent crisis that needs to be better understood and this forum will offer a diverse panel of experts, providers and advocates.

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When: Friday, April 11, 2014

9 am – 12:30 pm

Registration and continental breakfast from 8:30–9:00 am

Where: Oberia Dempsey Multi-Service Center

127 West 127 Street (between Lenox and 7th Avenues)

RSVP: <https://april11-silentcrisis.eventbrite.com>,
email april11communityconversation@gmail.com
or call 212.665.2600

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This event is sponsored by Healthy Start Brooklyn, Central Harlem Healthy Start and Columbia Univ. Mailman School of Public Health Downstate NY Healthy Start in collaboration with the Northern Manhattan Perinatal Partnership

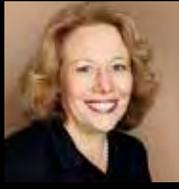
Guest Speakers



KEYNOTE
Paul Yellin, MD
Founder
Yellin Center for Mind,
Brain and Education



Aletha Maybank, MD, MPH
Assistant Commissioner
Brooklyn District
Public Health Office
NYC Dept. of Health and
Mental Hygiene



Evelyn J. Blanck, LCSW
Associate Executive Director
NY Center for Child Development
Co-President, New York Zero to
Three Network



Renee Wilson-Simmons, DrPH
Director
The National Center for Children in Poverty
Columbia Univ. Mailman School of Public
Health Downstate NY Healthy Start



- FREE ADMISSION FOR ALL -

Creative services provided by NIMPP's Social Health Marketing Group, 212 665-2600 x 309/Black Cat Design: www.blackcatdesign.biz



**Administration for Children's Services
Bronx Borough Offices & The Bronx Vision**

Presents

The 3rd Annual Father's Resource Fair

**Be a part of our movement and contribute to a Father's success!
TOGETHER WE CAN BUILD STRONGER FAMILIES.**

**Friday, April 11, 2014
1200 Waters Place, 2nd floor
Bronx, New York 10461
10am to 3pm**

"Every Child Deserves a Dad"

We all have busy lives and everyone can use extra support. Come out, do your part and find out what services are available for fathers in our communities. Our aim is to provide a plethora of meaningful resources for fathers, ACS staff and community service agencies for fathers who are directly or indirectly involved in the lives of their children.

The Bronx Vision is comprised of a group of dedicated men from NYC Administration for Children's Services, who are strategically engaging fathers in the community by linking them to educational and vocational opportunities, along with beneficial services.

All Dads Invited:

- **Job and educational opportunities**
- **Health resources**

Contacts:

Shaun Blayton at 718-933-2702
Lisa E. Bolling, LMSW at 718-319-8842
Clyde Wilkinson at 718-933-6981
Maria Biondo at 718-319-7240





EarlyLearn New York City
Administration for Children Services
Division of Early Care and Education
City Wide Head Start Policy Council/ Family and Community Engagement



YOU ARE INVITED TO ATTEND



ANNUAL EDUCATION FAIR

WEDNESDAY, APRIL 23RD 2014

10:00 AM - 1:00 PM

150 WILLIAM STREET - 19TH FLOOR

NEW YORK, NY 10038



- Representatives from CUNY colleges in the 5 boroughs will participate in a panel discussion.
- Information about education programs including the **NEW GED**, ESL, Computer Skills and additional training programs.
- Admissions process and the support that is available especially for people who are on public assistance.
- COPE Program



**SAFE
K:DS**
NEW YORK CITY



Preventing Injuries to Our Kids

Thursday, May 15, 2014
8:45 AM – 4:00 PM

A multi-disciplinary injury prevention education program for health educators, childcare providers, afterschool directors, teachers, social workers, nurses, law enforcement officers and others.

- Anna Caffarelli, MHS, Special Projects Coordinator, and Ariel Spira-Cohen, Ph.D., Senior Research Scientist, Bureau of Environmental Disease and Injury Prevention, NYC Department of Health and Mental Hygiene, will present an overview of childhood injuries and fatalities in New York City.
- A presentation on bullying will be conducted by Dr. Matthew Lorber, Acting Director of Child and Adolescent Psychiatry, Outpatient Center for Mental Health, Lenox Hill Hospital.
- Attendees will also participate in interactive skills stations on food safety, kitchen fire and burn dangers, bedbugs, stranger danger, first aid basics, medicine safety, ACS resources, and pedestrian safety.

LOCATION

Lenox Hill Hospital
Black Hall, 130 East 77th Street
Theater Room, 2nd Floor
New York, NY 10021



REGISTRATION INFORMATION

Registration fee is \$50, and includes conference materials, continental breakfast and lunch. Registration form and fee (check, money order, purchase order or credit card payment) must be received prior to May 5, 2014.

There will be no on-site registration.

For information, please contact
Marjorie Marciano at 212.839.4776

mmarciano@dot.nyc.gov

Or visit: <http://safestreetsfund.org/safe-kids-nyc>

ACCREDITATION

Day care and afterschool providers will receive 5 continuing education training hours for conference attendance. Certificates will be provided at the end of the conference.



Preventing Injuries to Our Kids

Thursday, May 15, 2014
8:45 AM – 4:00 PM

Travel Directions

Lenox Hill Hospital

Black Hall, 130 East 77th Street
Theater Room, 2nd Floor
New York, NY 10021



BY BUS

Take the M101, M102, M103 or 98 bus on Lexington Avenue (downtown) or Third Avenue (uptown). You can also use the M79 crosstown bus to Lexington Avenue.



BY CAR

FROM THE BRONX OR WESTCHESTER

Take the Major Deegan Expressway (NYS Thruway, I-87) southbound to Triborough Bridge to Manhattan. Take FDR Drive southbound to 96th Street exit. Continue onto York Avenue and travel southbound to 77th Street. Make a right turn onto 77th Street and continue to Lexington Avenue.

FROM BROOKLYN OR STATEN ISLAND

Cross the Brooklyn Bridge or go through the Brooklyn Battery Tunnel. Take FDR Drive northbound to 61st Street exit. Continue westbound on 61st Street to Third Avenue. Make a right turn onto Third Avenue. Take Third Avenue to 77th Street. Make a left turn onto 77th Street and continue to Lexington Avenue.



BY SUBWAY

Take the #6 train to 77th Street Station.

FROM QUEENS OR LONG ISLAND

Cross the Triborough Bridge. Take FDR Drive southbound to 96th Street. Continue on York Avenue to 77th Street. Make a right turn onto 77th Street and continue to Lexington Avenue.

OR

Take the Queens Midtown Tunnel westbound to Third Avenue. Make a right turn onto Third Avenue. Take Third Avenue northbound to 77th Street. Make a left turn onto 77th Street and continue to Lexington Avenue.

PARKING

There are many parking garages located in the area around the hospital. Metered street parking is also available.



Preventing Injuries to Our Kids

Thursday, May 15, 2014
8:45 AM – 4:00 PM

REGISTRATION*

** There is no on-site registration.*

Name: _____

Agency/Institution: _____

Address: _____

City: _____

State: _____

Zip: _____

Tel: () _____

Email: _____

Please send your completed form and check or purchase order payable to Safe Streets Fund, Inc. by **May 5, 2014**.

Marjorie Marciano
Safe Kids New York City
59 Maiden Lane, 34 Floor
New York, NY 10038

OR

Register online and pay via credit card by **May 5, 2014** at <http://safekidsnyc2014.eventbrite.com>

Important Information Regarding Ounce Online™

Dear Ounce Online Users,
In order to effectively deliver the features and experience you have been asking for in Ounce Online, we recommend the use of current operating systems and browsers. Our new [Operating System and Browser document](#) details the operating systems and browsers we recommend for use as of July 2014.

Please note: We will no longer support Internet Explorer® 8 as of July 2014. We strongly encourage you to use a supported operating system and browser so that you can experience the best functionality and performance while using Ounce Online.



If you have any questions regarding Ounce Online,
contact Technical Support at support@schoolsucces.net or
call 800.874.0914.



Effective July 2014

Operating Systems and Browsers

Platform	Operating Systems	Browsers
PC	Windows® 8 Windows 7	Chrome™ (current version plus previous two versions) Firefox® (current version plus previous two versions) Internet Explorer® 11 Internet Explorer 10 Internet Explorer 9*
Mac	Mac® OS X v10.8 (Mountain Lion) Mac OS X v10.7 (Lion) Mac OS X v10.6 (Snow Leopard)	Chrome (current version plus previous two versions) Firefox (current version plus previous two versions) Safari 6 (OS 10.7 and 10.8 only) Safari 5 (OS 10.6 and 10.7 only)
iPad	iOS 7 or greater	Chrome (current version plus previous two versions) Safari 6

*Internet Explorer compatibility mode must be disabled.

800.627.7271 |  PsychCorp | PearsonClinical.com

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Anecdotal Entry User Guide

Powered By





Scoring Bar

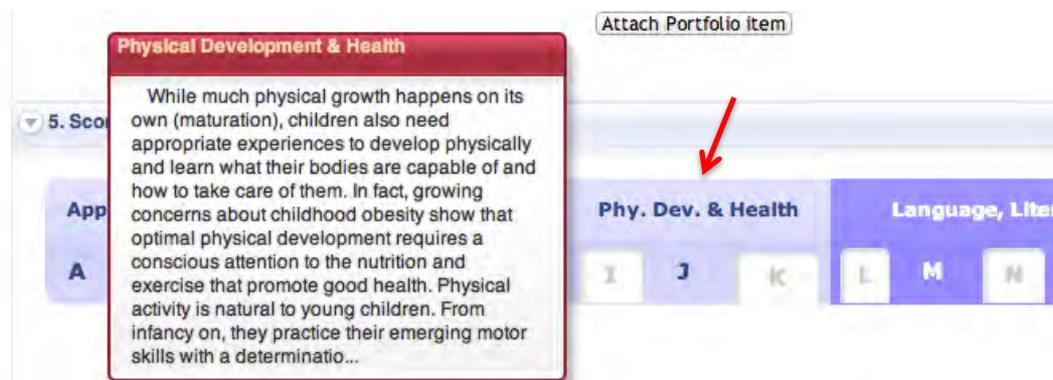
The COR Advantage Scoring Bar displays the items and categories in a horizontal list, separated by category. All items are shaded in purple until scored, once scored the item is highlighted in white (for the selected period).



Note: Items F, I, K, L, N, O, P and Q have at least one score.

Category Description

Hovering over a category name displays the category description.





Item Description

Clicking on an item displays the applicable levels and their descriptions. The selected item is highlighted in yellow.

The screenshot shows a software interface titled "5. Scoring". At the top, there are four main categories: "App. to Learn.", "Social & Emotional Dev.", "Phy. Dev. & Health", and "Language, Literacy & Com". Below these are sub-categories labeled with letters A through P. Item "J" is highlighted in yellow, and a red arrow points to it. To the right of the grid, a list of levels is displayed, each with a "Score" label and a description. The levels are color-coded: Level 0 (orange), Level 1 (orange), Level 2 (light blue), Level 3 (green), Level 4 (green), Level 5 (green), Level 6 (blue), and Level 7 (blue). Brackets on the left side of the levels list group them into "Infant-Toddler" (Levels 0-1), "Preschool" (Levels 2-4), and "Kindergarten" (Levels 5-7).

App. to Learn.	Social & Emotional Dev.	Phy. Dev. & Health	Language, Literacy & Com
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

Level 0 Score
Child opens and closes his or her hand.

Level 1 Score
Child uses his or her small muscles to handle or pick up objects.

Level 2 Score
Child fits materials together or pulls them apart.

Level 3 Score
Child uses his or her small muscles with moderate control.

Level 4 Score
Child manipulates small objects with dexterity and precision.

Level 5 Score
Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed figure.

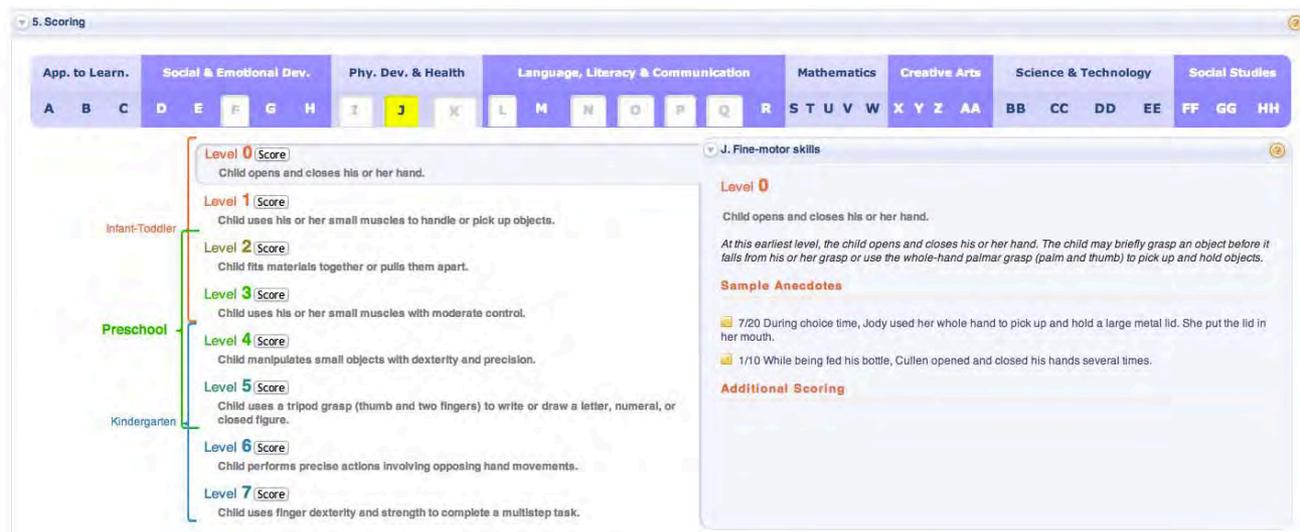
Level 6 Score
Child performs precise actions involving opposing hand movements.

Level 7 Score
Child uses finger dexterity and strength to complete a multistep task.



Level Description

COR Advantage offers scoring levels from 0-7. Hovering over a level will display a detailed explanation of the level, sample anecdotes, and an additional scoring area, if applicable.



The screenshot displays the '5. Scoring' interface. At the top, there is a grid of subject categories: App. to Learn., Social & Emotional Dev., Phy. Dev. & Health, Language, Literacy & Communication, Mathematics, Creative Arts, Science & Technology, and Social Studies. Below these are letter-coded tabs (A through HH). The 'J' tab is highlighted, indicating the selected skill area: 'J. Fine-motor skills'.

The main content area shows a list of scoring levels for 'Fine-motor skills' on the left, categorized by age group: Infant-Toddler, Preschool, and Kindergarten. The 'Level 0' description is expanded, showing the following details:

- Level 0 (Score)**: Child opens and closes his or her hand.
- Level 1 (Score)**: Child uses his or her small muscles to handle or pick up objects.
- Level 2 (Score)**: Child fits materials together or pulls them apart.
- Level 3 (Score)**: Child uses his or her small muscles with moderate control.
- Level 4 (Score)**: Child manipulates small objects with dexterity and precision.
- Level 5 (Score)**: Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed figure.
- Level 6 (Score)**: Child performs precise actions involving opposing hand movements.
- Level 7 (Score)**: Child uses finger dexterity and strength to complete a multistep task.

On the right side of the expanded level view, there is a detailed description for 'Level 0':

Level 0
Child opens and closes his or her hand.
At this earliest level, the child opens and closes his or her hand. The child may briefly grasp an object before it falls from his or her grasp or use the whole-hand palmar grasp (palm and thumb) to pick up and hold objects.

Sample Anecdotes

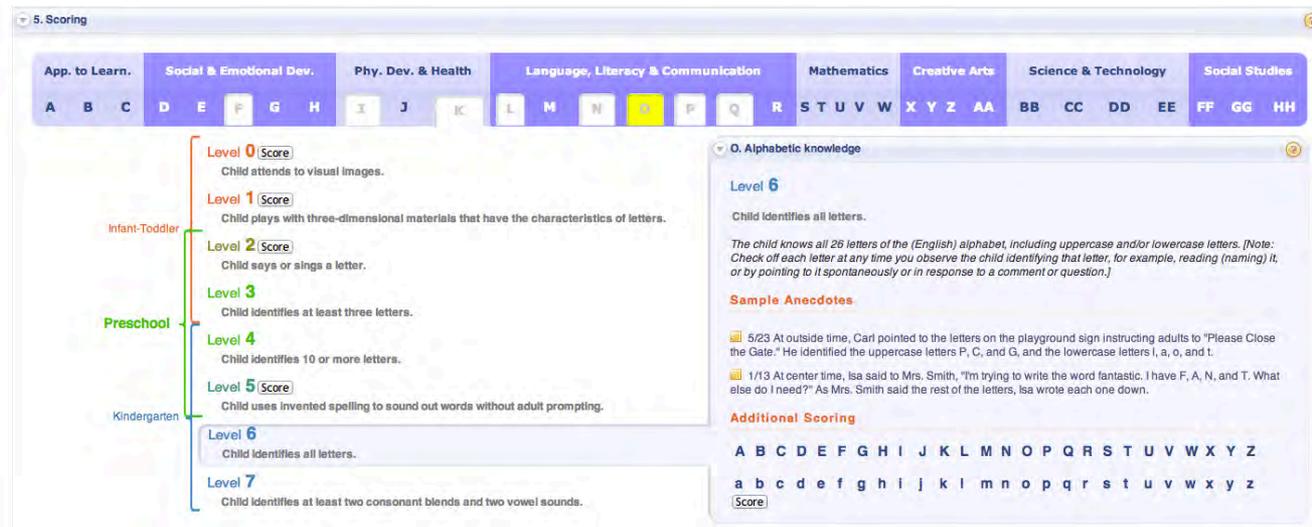
- 7/20 During choice time, Jody used her whole hand to pick up and hold a large metal lid. She put the lid in her mouth.
- 1/10 While being fed his bottle, Cullen opened and closed his hands several times.

Additional Scoring



Additional Scoring

Some item levels have additional scoring that tracks the child's progress on things such as recognizing letters, numbers, consonant blends, etc. These levels will not have a "Score" button beside the level name, but in the additional scoring section on the right.



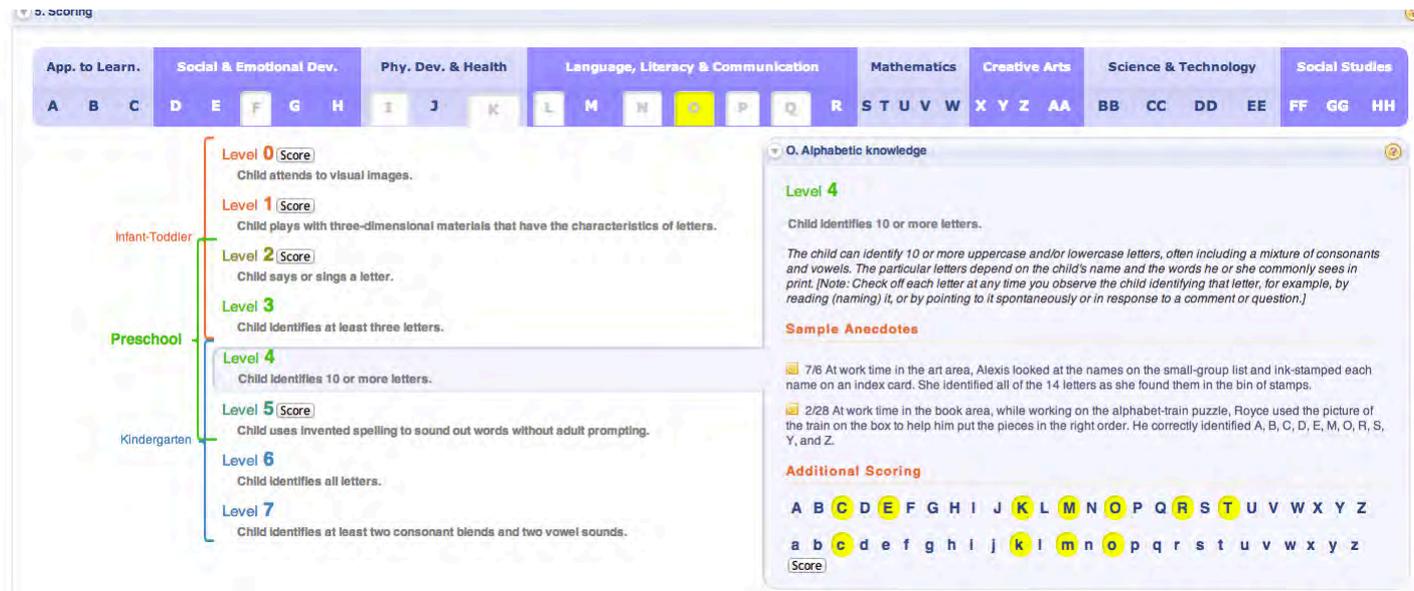
The screenshot shows the '5. Scoring' interface. At the top, there are tabs for subject areas: App. to Learn., Social & Emotional Dev., Phy. Dev. & Health, Language, Literacy & Communication (highlighted), Mathematics, Creative Arts, Science & Technology, and Social Studies. Below these are letter categories: A B C, D E F G H, I J K, L M N O P Q, R S T U V W, X Y Z AA, BB CC DD EE, FF GG HH. The letter 'O' is highlighted in yellow.

On the left, a list of developmental levels is shown, grouped by age: Infant-Toddler (Level 0, 1), Preschool (Level 2, 3, 4), and Kindergarten (Level 5, 6, 7). Each level includes a description of the skill.

On the right, the details for 'Level 6' under 'D. Alphabetic knowledge' are shown. It includes a description: 'Child identifies all letters.' and a note: 'The child knows all 26 letters of the (English) alphabet, including uppercase and/or lowercase letters. [Note: Check off each letter at any time you observe the child identifying that letter, for example, reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]' Below this is a 'Sample Anecdotes' section with two entries. At the bottom, there is an 'Additional Scoring' section with two rows of letters: 'A B C D E F G H I J K L M N O P Q R S T U V W X Y Z' and 'a b c d e f g h i j k l m n o p q r s t u v w x y z'. A 'Score' button is located below the second row. A red arrow points to this 'Additional Scoring' section.



Clicking an individual object such as a letter or number in the additional scoring section will highlight it. These selections will be retained for future scoring so additional selections can be made as the child learns more letters, numbers, etc. throughout the year. When complete, click the “Score” button at the bottom of the Additional Scoring section.



Additional Scoring

App. to Learn. Social & Emotional Dev. Phy. Dev. & Health **Language, Literacy & Communication** Mathematics Creative Arts Science & Technology Social Studies

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA BB CC DD EE FF GG HH

Level 0 **Score**
Child attends to visual images.

Level 1 **Score**
Child plays with three-dimensional materials that have the characteristics of letters.

Level 2 **Score**
Child says or sings a letter.

Level 3
Child identifies at least three letters.

Level 4
Child identifies 10 or more letters.

Level 5 **Score**
Child uses invented spelling to sound out words without adult prompting.

Level 6
Child identifies all letters.

Level 7
Child identifies at least two consonant blends and two vowel sounds.

O. Alphabetic knowledge

Level 4
Child identifies 10 or more letters.

The child can identify 10 or more uppercase and/or lowercase letters, often including a mixture of consonants and vowels. The particular letters depend on the child's name and the words he or she commonly sees in print. [Note: Check off each letter at any time you observe the child identifying that letter, for example, by reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]

Sample Anecdotes

7/6 At work time in the art area, Alexis looked at the names on the small-group list and ink-stamped each name on an index card. She identified all of the 14 letters as she found them in the bin of stamps.

2/28 At work time in the book area, while working on the alphabet-train puzzle, Royce used the picture of the train on the box to help him put the pieces in the right order. He correctly identified A, B, C, D, E, M, O, R, S, Y, and Z.

Additional Scoring

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Score



English Language Learning (ELL)

When a child is entered into the online system and a language other than English is selected, two ELL items appear for the child: II – Listening to and understanding English, JJ – Speaking English



Questions? Contact the COR Technical Team at 888.386.3822 Option 2
or visit coradvantage.org



COR Advantage

APPROACHES TO LEARNING

- A. Initiative and planning
- B. Problem solving with materials
- C. Reflection

SOCIAL AND EMOTIONAL DEVELOPMENT

- D. Emotions
- E. Building relationships with adults
- F. Building relationships with other children
- G. Community
- H. Conflict resolution

PHYSICAL DEVELOPMENT AND HEALTH

- I. Gross-motor skills
- J. Fine-motor skills
- K. Personal care and healthy behavior

LANGUAGE, LITERACY, AND COMMUNICATION

- L. Speaking
- M. Listening and comprehension
- N. Phonological awareness
- O. Alphabetic knowledge
- P. Reading
- Q. Book enjoyment and knowledge
- R. Writing

MATHEMATICS

- S. Number and counting
- T. Geometry: Shapes and spatial awareness
- U. Measurement
- V. Patterns
- W. Data analysis

CREATIVE ARTS

- X. Art
- Y. Music
- Z. Movement
- AA. Pretend play

SCIENCE AND TECHNOLOGY

- BB. Observing and classifying
- CC. Experimenting, predicting, and drawing conclusions
- DD. Natural and physical world
- EE. Tools and technology

SOCIAL STUDIES

- FF. Knowledge of self and others
- GG. Geography
- HH. History

ENGLISH LANGUAGE LEARNING (ELL)

- II. Listening to and understanding English
- JJ. Speaking English



COR Advantage Contact Information

For Technical Support: 888.386.3822, option 2

For General Assistance: 800.587.5639, ext. 234 and ext. 206
e-mail: info@highscope.org

COR Advantage

APPROACHES TO LEARNING

A. Initiative and planning

0. Child turns toward or away from an object or person.
1. Child moves with persistence until reaching a desired object or person.
2. Child indicates an intention with one or two words.
3. Child expresses a plan with a simple sentence and follows through.
4. Child makes and follows through on two or more unrelated plans.
5. Child stays with his or her plan for a substantial part (at least 20 minutes) of work time (choice time, free play time).
6. Child plans and follows through on a project that takes more than two days to complete.
7. Child uses outside resources to gather information needed to complete his or her plan.

B. Problem solving with materials

0. Child moves his or her eyes, head, or hand toward a desired object or person.
1. Child repeats an action, even when it isn't working, to solve a problem.
2. Child asks for help in solving a problem with materials.
3. Child verbally identifies a problem with materials.
4. Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.
5. Child helps another child solve a problem with materials.
6. Child anticipates potential problems with materials in play and identifies possible solutions.
7. Child coordinates multiple resources (materials and/or people) to solve a complex problem with materials.

C. Reflection

0. Child indicates he or she wants something to happen again.
1. Child returns to where something he or she previously played with was located.
2. Child points to or shows something he or she played with.
3. Child says one thing he or she did soon after the event.
4. Child recalls three or more things that he or she did and/or the details of something that happened.
5. Child recalls, without prompting, the sequence of three or more things he or she did or that happened.
6. Child says the reason why an experience happened to him or her as it did and what he or she would do the same or differently next time.
7. Child recalls another person's experience and uses what he or she observed in a similar situation.

SOCIAL AND EMOTIONAL DEVELOPMENT

D. Emotions

0. Child expresses an emotion with his or her face and/or body.
1. Child initiates physical contact with another person to express an emotion.
2. Child names emotions.
3. Child explains the reason behind an emotion.
4. Child tries at first to control how he or she expresses emotions but then resorts to physical expression.
5. Child controls the expression of his or her feelings.
6. Child uses a wider range of words to describe his or her own emotions.
7. Child describes and gives a reason why people feel differently about the same situation.

E. Building relationships with adults

0. Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver.
1. Child uses a familiar adult as a secure base from which to explore, returning periodically.
2. Child seeks out a familiar adult to communicate a simple need or desire, using at least one word.
3. Child asks an adult to play with him or her or share in an activity.
4. Child engages in a conversation with an adult and takes two or more turns.
5. Child involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal the child has in mind, or leading the adult in a complex pretend-play scenario.
6. Child asks an adult a question about the adult's knowledge or experience to learn more than what is covered in a group or classroom discussion.
7. Child follows up a conversation with an adult to learn or share more information.

F. Building relationships with other children

0. Child watches another child.
1. Child spontaneously brings an object or shows affection to another child.
2. Child plays and works alongside other children.
3. Child makes a comment directly to another child.
4. Child shows a preference for one or more friends.
5. Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play.
6. Child engages in sustained personal and reciprocal conversation with a friend.
7. Child follows up on (asks about) something personal a friend has previously shared with him or her.

G. Community

0. Child alerts to what is going on around him or her.
1. Child participates in a part of the daily routine when led or assisted by an adult.
2. Child attempts, on his or her own, a simple task that is related to part of the daily routine.
3. Child transitions between parts of the daily routine.
4. Child reminds others of classroom routines and social expectations.
5. Child acknowledges, on his or her own, how his or her behavior affects others.
6. Child distinguishes the actions of others as being purposeful or accidental.
7. Child performs an action, on his or her own, that is helpful to the school community beyond the classroom.

H. Conflict resolution

0. Child continues with his or her action in a conflict situation.
1. Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting.
2. Child attempts to deal with a conflict in a simple way.
3. Child requests adult help in resolving a conflict with another child.
4. Child engages in conflict resolution (with adult support) by offering a solution and agreeing on a solution.
5. Child negotiates a solution to a conflict with another child on his or her own (without adult help).
6. Child anticipates whether a solution to a conflict will or will not work and explains why.
7. Child helps to mediate conflicts between other children.

PHYSICAL DEVELOPMENT AND HEALTH

I. Gross-motor skills

0. Child moves the whole body.
1. Child walks.
2. Child goes up or down a ladder, runs while navigating around people and objects, or marches.
3. Child walks up and down stairs with alternating feet, jumps with both feet off the ground, or gallops.
4. Child coordinates own movements to strike a stationary (nonmoving) object.
5. Child skips for eight or more repetitions (skips in a row).
6. Child times his or her movements to coordinate with a moving object.
7. Child combines a series of movements in a smooth, sequenced action.

J. Fine-motor skills

0. Child opens and closes his or her hand.
1. Child uses his or her small muscles to handle or pick up objects.
2. Child fits materials together or pulls them apart.
3. Child uses his or her small muscles with moderate control.
4. Child manipulates small objects with dexterity and precision.
5. Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed figure.
6. Child performs precise actions involving opposing hand movements.
7. Child uses finger dexterity and strength to complete a multistep task.

K. Personal care and healthy behavior

0. Child expresses basic physical needs.
1. Child feeds him- or herself finger foods.
2. Child names basic body parts.
3. Child performs a personal care task with assistance.
4. Child performs a personal care task independently.
5. Child makes a healthy choice and explains why it is good for him or her.
6. Child explains the reason behind a safety rule.
7. Child explains how and why people have to take care of their bodies.

LANGUAGE, LITERACY, AND COMMUNICATION

L. Speaking

0. Child makes verbal sounds such as cooing and babbling.
1. Child says (or signs) a single word to refer to a person, animal, object, or action.
2. Child says a two- or three-word phrase to refer to a person, animal, object, or action.
3. Child talks about real people or objects that are not present.
4. Child uses the pronouns *he*, *she*, *him*, *her*, *his*, and *hers* correctly.
5. Child uses a clause that starts with *when*, *if*, or *since* in a complex sentence.
6. Child uses “what if” or “suppose” talk to spark a conversation about possibilities.
7. Child participates in a collaborative discussion with another child about specific school-related content.

M. Listening and comprehension

0. Child responds to a voice by turning his or her head, establishing eye contact, or smiling.
1. Child responds nonverbally to simple statements or requests.
2. Child responds verbally to simple statements or questions.
3. Child adds to a conversation by connecting the topic to his or her own experience.
4. Child retells (remembers) three or more details in a story or book.
5. Child predicts what will happen next in an unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience.
6. Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text.
7. Child compares and contrasts relationships among characters, events, and themes in a book or story.

N. Phonological awareness

0. Child responds (turns, looks, kicks, startles, or quiets) to a sound in the environment.
1. Child makes the sound of an animal, a vehicle, or another familiar object.
2. Child repeats or joins in saying parts of simple rhymes.
3. Child spontaneously says real or made-up rhyming words.
4. Child points out that two or more words rhyme.
5. Child points out that two words (real or made up) start with the same sound.
6. Child identifies the beginning and ending phonemes in a word.
7. Child segments or blends a word composed of three or more phonemes.

O. Alphabetic knowledge

0. Child attends to visual images.
1. Child plays with three-dimensional materials that have the characteristics of letters.
2. Child says or sings a letter.
3. Child identifies at least three letters.
4. Child identifies 10 or more letters.
5. Child uses invented spelling to sound out words without adult prompting.
6. Child identifies all letters.
7. Child identifies at least two consonant blends and two vowel sounds.

P. Reading

0. Child gazes at a picture in a book.
1. Child points to familiar objects in pictures and photos.
2. Child “reads” a picture by labeling what he or she sees.
3. Child identifies what a common symbol represents.
4. Child reads two or more words.
5. Child reads three or more words in print (other than the names of self, family members, and/or friends).
6. Child reads distinct words while following a line of text, reading new words by using letter sounds (alphabetic principle), picture clues (visual context), patterns of language (syntax), and/or vocabulary (semantics).
7. The child decodes (reads) a two-syllable word by breaking the word into syllables.

Q. Book enjoyment and knowledge

0. Child touches, grasps, or mouths a book.
1. Child turns pages of a book.
2. Child looks at a book front to back and turns the pages one at a time.
3. Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book.
4. Child selects or requests a particular book.
5. Child explains why he or she likes a particular book or series of books.
6. Child retells in sequence four or more events in a story or book.
7. Child summarizes a book based on the story elements of character, setting, and events (plot).

R. Writing

0. Child grasps objects.
1. Child makes marks on a writing surface.
2. Child scribbles.
3. Child writes discrete letterlike forms.
4. Child writes three or more recognizable letters or numerals.
5. Child combines letters to form words (other than his or her name) for a purpose.
6. Child writes a sentence, separating the words with spaces.
7. Child uses writing conventions (in English) by writing several sentences from left to right in horizontal lines.

MATHEMATICS

S. Number and counting

0. Child looks at, touches, or handles a single object.
1. Child uses a word, sign, or phrase to ask for “more.”
2. Child uses a number word or rote counts.
3. Child consistently counts (with one-to-one correspondence) up to 10 objects.
4. Child identifies four or more single-digit numerals.
5. Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted tells how many.
6. Child says how many more or fewer are in one set than in another set.
7. Child composes and/or decomposes a number in two or more ways.

T. Geometry: Shapes and spatial awareness

0. Child tracks a moving object.
1. Child fits an object into an opening that is the correct size.
2. Child moves him- or herself or objects in response to a simple position or direction word.
3. Child recognizes and names two-dimensional shapes (circle, triangle, square, rectangle).
4. Child transforms (composes and decomposes) shapes into another shape and identifies the resulting shape.
5. Child describes what makes a shape a shape (identifies shape attributes).
6. Child names a three-dimensional shape (cube, cylinder, pyramid).
7. Child describes three-dimensional shapes to compare their similarities and differences.

U. Measurement

0. Child explores (looks at, touches, handles) one or more objects with measurable attributes (size, weight).
1. Child fills a container.
2. Child nests or stacks three objects by size.
3. Child uses a measurement term.
4. Child directly compares or orders things based on measurable attributes using the word *same* and words with *er* and *est* endings.
5. Child uses standard measuring procedures.
6. Child measures something using two different units and explains why the outcome is different.
7. Child, on his or her own, correctly measures using a standard measuring unit and says what the unit measures.

V. Patterns

0. Child looks at or handles one object and then another.
1. Child gathers three or more objects.
2. Child lines up three or more objects one after another.
3. Child recognizes, copies, or extends an existing simple pattern (such as ABABAB or AABBAABBAABB).
4. Child creates a unique (not copied) simple pattern with at least three repeats.
5. Child creates his or her own (not copied) complex pattern (such as AABAABAAB or ABCABCABC) with at least three repeats.
6. Child translates a pattern into sounds, symbols, movements, and physical objects on his or her own.
7. Child explains how increasing and decreasing patterns work.

W. Data analysis

0. Child shows interest in (looks at, touches, handles) one object from a collection of objects.
1. Child collects objects.
2. Child groups things into two or more collections.
3. Child represents information (data) in *concrete* ways.
4. Child represents information (data) in *abstract* ways.
5. Child interprets information (data) *from a representation*.
6. Child applies information (data) *from a representation*.
7. Child poses a question of interest and collects and interprets information (data) to figure out the answer.

CREATIVE ARTS

X. Art

0. Child explores materials with different textures and colors.
1. Child explores art materials.
2. Child uses art materials to build, make discrete marks, or to mold or flatten.
3. Child uses art materials, notices an unintended result, and says what it looks like.
4. Child makes simple representations with a few details.
5. Child makes a complex representation with many details.
6. Child notices how artistic features (such as color, line, and texture) connect to feelings and ideas.
7. Child explains how he or she uses an element of art to create artistic effects or express feelings and ideas.

Y. Music

0. Child calms or alerts to sounds, tones, or music.
1. Child responds to other people singing by joining in with vocalizations or corresponding motions.
2. Child requests a song using a word or gesture.
3. Child sings part of a familiar song.
4. Child modifies his or her voice when singing parts of a song.
5. Child sings all of the words in a familiar song.
6. Child sings all or most of the chorus and nonrepetitive verses to a complex song.
7. Child recognizes the sounds and uses the names of musical instruments.

Z. Movement

0. Child turns head, waves arms, or kicks legs while lying on his or her back.
1. Child stands and bounces in response to music.
2. Child moves actively to music.
3. Child names and does a movement.
4. Child maintains a steady beat for at least eight beats.
5. Child describes how his or her movement is connected to a feature of music.
6. Child creates his or her own dance or series of movements (including at least four distinct movements) and repeats the sequence.
7. Child does a simple dance moving to a steady beat.

AA. Pretend play

0. Child watches and listens to another person.
1. Child imitates an action of an animal, an object, or a person.
2. Child uses one object to stand for another object.
3. Child pretends by using words and actions to take on the role of a character or animate a figure.
4. Child engages in repetitive pretend-play scenarios.
5. Child plays with two or more children, stepping out of the pretend play to give directions to another person.
6. Child creates a specific prop or costume having five or more details to support and extend pretend play.
7. Child performs in a group dramatization of a familiar story, myth, or fable, adding his or her own ideas.

SCIENCE AND TECHNOLOGY

BB. Observing and classifying

0. Child explores objects using different senses.
1. Child uses a sound or hand sign to name an object.
2. Child uses the same word to name more than one object.
3. Child sorts or matches things and may identify things as being the same or different.
4. Child sorts things based on one characteristic (attribute) and describes the reason.
5. Child sorts based on two characteristics and gives the reason.
6. Child intently or repeatedly observes something and describes his or her discoveries in detail.
7. Child divides a category into sets, divides the sets into subsets, and describes the characteristics of each subset and how it relates to the original category and to the other subsets.

CC. Experimenting, predicting, and drawing conclusions

0. Child does a spontaneous action.
1. Child performs an action on an object.
2. Child uses trial and error to investigate a material itself and/or an idea.
3. Child describes a change in an object or situation.
4. Child makes a verbal prediction at random and experiments to test it out.
5. Child explains the reason for the result of his or her experiment.
6. Child applies a conclusion he or she made from a previous experience to a new situation.
7. Child poses a question and systematically tests out possible answers.

DD. Natural and physical world

0. Child responds to a sensory experience in the natural world.
1. Child picks up, examines, or uses a natural object or material.
2. Child names an object or event in the natural and physical world.
3. Child initiates or talks about performing an action helpful to plants or animals.
4. Child talks about where different types of wildlife live or are found (habitats).
5. Child identifies a change in a material or the environment and a possible cause.
6. Child explains how or why people's behavior can be harmful to the environment and offers an idea to help.
7. Child identifies and describes a cycle or system.

EE. Tools and technology

0. Child responds to (mouths, reaches for, turns toward, touches) an object.
1. Child explores a tool in his or her play.
2. Child explores technology devices.
3. Child uses tools to support his or her play.
4. Child explains in a simple way how a tool works.
5. Child explains in a simple way how to make a piece of technology work.
6. Child explains how tools and technology assist in the tasks of daily living.
7. Child uses technology to look up information he or she is interested in.

SOCIAL STUDIES

FF. Knowledge of self and others

0. Child puts own fingers, thumb, or foot in own mouth.
1. Child indicates or says an object is *mine*.
2. Child spontaneously identifies him- or herself in a mirror or photo.
3. Child plays or talks about family or community roles.
4. Child identifies similarities or differences in people's personal characteristics.
5. Child compares his or her own and others' family characteristics.
6. Child voices a sense of belonging to a community.
7. Child takes personal responsibility for making sure others are treated fairly and with respect.

GG. Geography

0. Child gazes at an object in a fixed location.
1. Child moves one object to gain access to another object.
2. Child shows where objects belong or where events happen in the immediate environment.
3. Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas.
4. Child reads a simple familiar map, such as a map of the classroom.
5. Child refers to the location of familiar landmarks.
6. Child independently navigates around a familiar building or neighborhood.
7. Child interprets a map of an unfamiliar location.

HH. History

0. Child engages in a voluntary action.
1. Child indicates the end of an event.
2. Child anticipates the next event in a familiar sequence.
3. Child uses words such as *yesterday* or *tomorrow* to refer generally to things in the past or future.
4. Child uses words such as *yesterday* and *tomorrow* correctly.
5. Child shares a story about him- or herself or family that happened farther back than in the immediate past.
6. Child interprets photos or illustrations as representing past or future time periods.
7. Child creates (draws and/or writes) a timeline to show personal events in a sequential manner.

ENGLISH LANGUAGE LEARNING (ELL) (if appropriate)

II. Listening to and understanding English

0. Not applicable
1. Not applicable
2. Child continues with his or her actions when spoken to in English.
3. Child observes (watches and listens) as others converse in English.
4. Child uses cues in the environment to follow routines and directions.
5. Child responds to simple English words and phrases alone, without needing visual cues.
6. Child responds to a complex phrase in English.
7. Child follows a conversation in English between two or more other people.

JJ. Speaking English

0. Not applicable
1. Not applicable
2. Child, if he or she speaks, uses a language other than English.
3. Child imitates and/or repeats sounds, words, and phrases in English; speech may not always be clear.
4. Child names a familiar object or action in English on his or her own and/or uses a common English phrase.
5. Child says, in English, a short phrase that includes a verb; may combine English words with the home language in the same phrase.
6. Child speaks English in sentences that include nonstandard phrases; may make grammatical errors that stem from the home language or are typical of young children.
7. Child speaks English in complete sentences, using proper word order and construction.



Frequently Asked Questions

When will COR Advantage be released?

COR Advantage will be released on September 3rd, 2013.

How can I learn more about COR Advantage?

Join us for a live webinar or view a 15-minute recording at www.onlinecor.net (click on the Webinar link). We are offering “Webinar Wednesdays” this fall . . . check the schedule often as times will vary. Watch for additional live events and recordings in the coming weeks. Beginning in September, visit www.coradvantage.org to see additional benefits and features of the tool.

What training options are available for COR Advantage?

We recommend training to use the tool effectively and have online and face-to-face options. Check the HighScope Website (“Professional Development” tab) for dates and descriptions. We also offer an optional online reliability test for the COR Advantage tool. To explore customized training call 800.587.5639 Ext. 224 or Ext. 237 or e-mail info@highscope.org.

What is the cost of COR Advantage?

We are offering our current pricing for either tool—COR Advantage or OnlineCOR—through August 31, 2013. Effective September 1, there will be a slight pricing increase for both tools. To see current pricing visit www.onlinecor.net and click on the pricing tab.

Will print products be available for COR Advantage?

Yes, online resources are in the “Toolbox” when logged into the system as well as available for purchase through the HighScope Press (in September 2013). There is a complete **Scoring Guide** (previously known as the Observation Items booklet) for \$18.00 and a laminated tri-fold **Desk Poster**--set of two for \$18.00.

Will COR Advantage meet national, state, and Head Start standards?

Yes, COR Advantage will meet Common Core state standards, the Head Start Child Development and Early Learning Framework and Head Start’s Five Essential Domains for Infants and Toddlers as well as other early learning standards and state standards.

How is COR Advantage different than OnlineCOR?

COR Advantage offers seamless birth through kindergarten assessment. OnlineCOR has two separate assessment instruments—one for Preschool and one for Infants and Toddlers. COR Advantage offers distinct and well-defined item levels ranging from 0-7. Teachers can easily score anecdotes for children at all developmental levels, including children with special needs and children who are English Language Learners (ELL).

One new feature is a scoring bar on the anecdotal entry page showing COR items that have already been scored—teachers can see a quick summary of their anecdotal entry to date. Join us for a free webinar to see this feature and learn more!

If I'm currently using OnlineCOR, do I need to switch to COR Advantage?

For the 2013-2014 program year, both tools (COR Advantage and OnlineCOR) will be available, you may select the tool that best meets your program's needs. You may move to COR Advantage at any time during the year ahead. We will work with all programs to transition to COR Advantage by the summer of 2014.

Will my password be the same with COR Advantage?

Yes, if you've been using OnlineCOR, all user IDs and passwords will remain the same. If you have any questions about your password, please contact technical support (contact information below).

Will all my OnlineCOR information transfer to COR Advantage?

All of the hierarchy structure (agency, site, classroom information, staff and child names) will transfer. Since all categories, items and levels are expanded, anecdotes do not transfer from one system to the other.

Will child and classroom reports change when moving from OnlineCOR to COR Advantage?

COR Advantage child and classroom report functions will remain the same as currently available with OnlineCOR. One minor change is that the Family Report will be renamed "Your Child's Developmental Profile," in the COR Advantage system.

Will OSEP and Benchmark Reporting be available?

OnlineCOR will continue to offer Office of Special Education (OSEP) reporting as well as Benchmark reports. COR Advantage will have these features in the fall of 2014. If you need one or both of these reports, we recommend using OnlineCOR for the 2013-2014 program year.

Will there be a manual (paper/pencil) version of COR Advantage?

A manual version of COR Advantage will be available in the fall of 2014.

Other questions?

Contact **HighScope** at info@highscope.org or call 800.587.5639 Ext. 234 or Ext. 206

HighScope Press at 800.587.5639 for print resources

COR Advantage and **OnlineCOR Technical Support:** 888.386.3822 Ext. 2 (Monday-Friday 8:00 a.m. – 5:30 p.m. Eastern)

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 **HIGHSCOPE**





Gladys Carrión
Commissioner

MEMORANDUM

150 William Street
18th Floor
New York, NY 10038

DATE: March 31, 2014

TO: Board of Directors and Executive Directors,
EarlyLearn NYC Providers

Susan Nuccio
Deputy Commissioner/
Chief Financial Officer
Financial Services

FROM: Marcia Gilliard

SUBJECT: ACS Financial Protocol: EarlyLearn Assessment Tool
EL Numbered Memorandum #13

150 William Street
10th Floor
New York, NY 10038

Email Address:
susan.nuccio@dfa.state.ny.us

The Administration for Children's Services (ACS) Division of Financial Services is issuing the attached final version of the *ACS EarlyLearn Financial Protocol: EarlyLearn Assessment Tool*. This tool will be used to rate the financial health of EarlyLearn programs and to calculate the financial component of your Fiscal Year 2015 (FY15) VENDEX score.

We thank you for submitted suggestions and questions forwarded to ACS during the comment period and have incorporated revisions where necessary.

As you know, this assessment tool incorporates criteria familiar to EarlyLearn providers as these benchmarks are contained in the EarlyLearn Fiscal Manual issued in October 2012.

In addition to a list of the criteria with a description and the weight that each criterion carries, the assessment tool includes the following:

1. A description of how the overall rating will be calculated, and,
2. A summary of the final rating categories and action items

For Fiscal Year 2015, the *ACS EarlyLearn Financial Protocol: EarlyLearn Assessment Tool* will be used effective July 1, 2014.

As a reminder, the A133 is due April 30, 2014 for Fiscal Year 2013.

If you have any questions, please contact Marcia Gilliard, Executive Director, Financial Services Audit and Banking at 212-676-8855.

ACS FINANCIAL PROTOCOL – EARLYLEARN ASSESSMENT TOOL (Attachment #1)

CATEGORIES*	DEFINITION OF CATEGORIES	ACTIONS/STEPS*	NUMBER OF POINTS **	FINAL RATING
NO REVIEW	<p>The EarlyLearn Provider has performed well on all Financial Indicators.</p> <p>Using the measures ACS Financial Services is looking at, The EarlyLearn Provider was awarded 90-100 points.</p>	<ol style="list-style-type: none"> 1. Notification Letters indicating NO Review will be sent to Board Chair and Executive Director. 	90 - 100	EXCELLENT
ADEQUATE	<p>The EarlyLearn Provider has performed poorly on a very few number of indicators. Identified financial weaknesses can be corrected by the EarlyLearn Provider with minimal assistance from Children’s Services.</p> <p>EarlyLearn Provider was awarded 80-89 points.</p> <p>The EarlyLearn Provider can address specified concerns independently with subsequent monitoring.</p>	<ol style="list-style-type: none"> 1. Notification Letters Of Concern will identify the problem and give the EarlyLearn Provider thirty (30) calendar days to correct the problem, and provide proof of correction. Letters will be sent to Board Chair and Executive Director. 2. EarlyLearn Provider may have the option to respond regarding the findings cited after 30 calendar days. 	80- 89	GOOD
OF CONCERN	<p>The EarlyLearn Provider has performed poorly on a limited number of indicators. Identified financial weaknesses can be corrected by the EarlyLearn Provider with minimal assistance from Children’s Services.</p> <p>EarlyLearn Provider was awarded 70-79 points.</p> <p>The EarlyLearn Provider can address specified concerns independently with subsequent monitoring.</p>	<ol style="list-style-type: none"> 1. Certified Letters Of Concern will identify the problem and give the EarlyLearn Provider thirty (30) calendar days to correct the problem, and provide proof of correction. Letters will be sent to Board Chair and Executive Director. 2. The EarlyLearn Provider will be required to submit a Corrective Action Plan (CAP) addressing the findings. 3. If EarlyLearn Provider does not respond after 30 calendar days, and the item (finding) has not been corrected, the ACS Financial Services’ group/staff will call and e-mail the Provider to follow-up. 4. For items undone and/or not corrected, another letter will be sent giving 15 calendar days to respond and comply. 5. If still no response from the EarlyLearn Provider, they will be moved to Under Review. 	70 - 79	FAIR
UNDER REVIEW	<p>The EarlyLearn Provider has performed poorly on a sufficient number of indicators to suggest that serious financial concerns are developing. The EarlyLearn Provider must meet with ACS Financial Services staff to ensure that corrective actions are immediately implemented and that necessary training and technical assistance will be provided.</p> <p>Result from being awarded 60 up through 69 points on the chart.</p> <p>Also can result from Non-Compliance with “Of Concern” status as initial classification.</p> <p>Issues(s) are more serious, and require oversight, Technical Assistance and subsequent monitoring are indicated.</p>	<ol style="list-style-type: none"> 1. Certified letters will be sent to the Board Chairperson, and Executive Director specifying the deficiencies that must be corrected within six (6) months. 2. The EarlyLearn Provider will be required to submit a Corrective Action Plan (CAP) addressing the findings. 3. If EarlyLearn Provider does not respond after 30 calendar days, and the item (finding) has not been corrected, the ACS Financial Services’ group/staff will call and e-mail the EarlyLearn Provider to follow-up. 4. Technical Assistance followup is offered. 5. EarlyLearn Provider will be monitored one (1) month after Technical Assistance is completed. 6. If the EarlyLearn Provider does not markedly improve their financial condition, i.e., be fully compliant after two months, their status will be downgraded to At-Risk. 	60 - 69	POOR
AT RISK	<p>The level of EarlyLearn financial performance suggests that without substantial, demonstrated improvement the EarlyLearn Provider will be terminated. In addition to the Under Review requirements, Financial Consultants may be assigned to the EarlyLearn program.</p> <p>All requests for payment will require outside approval and a strict timetable for improvement must be followed.</p> <p>Result of being awarded 59 or less points on the chart.</p> <p>The program is at risk of closing or Contract Termination.</p> <p>This is the most serious status.</p>	<ol style="list-style-type: none"> 1. Certified letters will be sent to the Board Chairperson, Executive Director. and DAPC. 2. The EarlyLearn Provider will be placed under “Administrative Review” 3. A meeting with the Board of Directors, Executive Director and Parent Representative(s) will be scheduled. 4. Fiscal Consultant will be hired to initiate and implement a Corrective Action Plan, in addition to monitoring program. 5. The EarlyLearn Provider will be monitored for six (6) months, with monthly meetings with ACS in order to show that it can sustain itself. 6. If it has not shown any progress ACS will then determine what will be the next steps, which include contract termination and program closing. 	59 or below	UNSATISFACTORY

CRITERIA	Number of Points to be Deducted, if cited	RESPONSIBILITY AREA	DESCRIPTION
Under - Enrollment	5	FS Budget	Indicator will be based on latest Early Childhood and Education (ECE) monthly utilization report for the period being evaluated.
Insurance Status	5	FS	EarlyLearn Provider has received notice of delinquency / non-payment of their quarterly insurance premium. Site Licensure has been revoked or is in jeopardy due to issues associated with insurance coverage.
In-Kind NFM	5	FS Budget	Using the EL Budget Template submitted, contractor reported less than the minimum amount for Non-Federal Match (NFM). This indicator will be evaluated every 6 months.
CIRS/Pension/401k Issues	10	FS	The EarlyLearn Provider was cited for Cultural Institutions Retirement System (CIRS), Pension and/or 401k issues, e.g., non-payment, or other findings that require resolution. Points will remain in an additional quarter after the contractor provides evidence that issue has been resolved.
Contractor Contribution	3	FS Budget	Using the EL Budget Template submitted, contractor reported less than the required minimum amount for Contractor Contribution. This indicator will be evaluated every 6 months.
Renovation Issues	10	FS Budget	EarlyLearn Provider used funds released for pre-approved renovation for other expenses. Score remains until renovation funds are restored and EarlyLearn Provider remedies the cause of cash flow.
Late/Missed Payroll	10	FS Budget	EarlyLearn contractor missed operational payroll and/or operational payroll was paid later than the regular normal scheduled date.
Late Tax Payments/Problems	10	FS Budget	These points will be assessed to contractors with any Liens (Bank or property), IRS issue, Department of Finance fine or/and notification. Assessed points will be removed the subsequent quarter the contractor submits evidence that the issue has been corrected.
Non Filing of 990 &/or CHAR 500	5	Contracts	The IRS 990 was either not submitted or was submitted late. The CHAR 500 was either not submitted or was submitted late.
Cost Allocation /Cost Allocating Plans	5	FS Budget	1) The Cost Allocation Plan was not completed or submitted to ACS within the established deadline, and/or 2) The Cost Allocating Plan was not completed or submitted to ACS within the established deadline.
Late Submissions/ Missed Deadlines	3	FS Budget	<ul style="list-style-type: none"> The EarlyLearn Provider fails to submit budget template or; does not submit the budget template within the established deadlines; or requests an extension for the submission of the budget template. The program has missed application, audit or other financial services-related deadlines. Score remains until deadline is met and the program resolves the cause of tardy submissions.
Non-Responsive	10	FS Budget	Financial Services can document that EarlyLearn Provider has been non-responsive in the last 30 days. Score remains until the EarlyLearn Provider responds to Financial Services Unit and remedies the cause of non-responsiveness.
Cash Management	10	FS Budget	A. Contractor reported expenses in Budget Template exceeded revenue for same period. B. Contractor reported cash/need/shortfall during period. Points will remain for another quarter as the contractor reports a clean quarter.
Problems In Other Funding Streams	5	FS Budget	Cash flow or other fiscal-related deficient indicators are reported in non- funding streams [e.g., CACFP, and UPK]. Score remains until deficiency is resolved.
Repeated Requests for Advances	3	FS	The EarlyLearn Provider has requested repeated advances.
Late Audit	10	FS Budget	The final Audit was: a. Submitted late (past the ACS deadline). b. Incomplete or non-compliant reports will not count as "submitted" Score remains until the Audit Report is submitted to ACS and the EarlyLearn Provider remedies the cause of delinquency.
Late Audit – 2 Consecutive Years	10	FS Budget	Late submission of both the final Audit Reports during two consecutive years.
Close-out; Repeat Findings Amounts Owed to ACS	10	FS Budget	The EarlyLearn Provider has not timely returned the close-out amounts owed to ACS. Score remains until issue has been resolved.
Repeat Findings	5	FS Budget	Same findings in two subsequent Audits. Score remains until underlying findings are resolved.
Board Composition	10	ECE	The EarlyLearn Provider has not complied with Board Composition Requirement as stipulated in EarlyLearn. Score will remain until composition validated by ACS Early Childhood and Education Division.

CRITERIA	Number of Points to be Deducted, if cited	RESPONSIBILITY AREA	DESCRIPTION
UPK Targets	3	FS Budget	The EarlyLearn Provider has not met the contractual UPK enrollment target by the end of the fiscal year.
VENDEX Issues	3	Contracts	Any issue reported on the VENDEX system that impedes the Contractor to secure a timely contract. Score remains until issue has been resolved.
DOI Investigation	20	FS Contract	ACS is notified that a program is under investigation by NYC Department of Investigation (DOI). Score remains until investigation is resolved.
EXCEPTION FINDINGS (TBD)	10	TBD	Any major fiscal related issue that affects funded services and/or operation, i.e., late or non-payment to vendors. Additional score for flagrant disregard of indicators, instructions, mandates, etc. Score will remain for an additional quarter after the contractor resolves issue.

The Financial Protocol is a tool to insure the continued financial health of the NYC Administration For Children’s Services’ EarlyLearn Providers.

Monthly, each EarlyLearn Provider will be reviewed for its performance on twenty-four (24) Financial Indicators. Every EarlyLearn Provider will be reviewed quarterly and awarded points based upon Financial Services’ staff review of the criteria used in the Financial Protocol Chart.

- ❖ A EarlyLearn Provider that performs poorly on a financial indicator (criteria) will be assigned points that are associated with that indicator. The sum total number of points of cited findings/criteria will then be subtracted/deducted from the perfect score 100 points.
- ❖ The higher the points that are deducted for a cited deficiency, the more danger an EarlyLearn Provider is of Financial Risk.
- ❖ Actions to be taken are suggestions and may vary (see Action/Steps column on page 1 of chart). These actions are also subject to change depending on change of financial status and receipt of supporting documentation verifying resolution of the finding from the EarlyLearn Provider.

The Goal of the Financial Protocol is to identify financial problem before a crisis occurs and be able to assist EarlyLearn Providers in correcting problems.

◆. The Financial Protocol is an assessment tool that encompasses key indicators from within Financial Services and Program operations. These indicators are used to identify Fiscal issues in EarlyLearn Providers. These indicators taken together provide ACS Financial Services with a tool to identify, monitor, and correct financial problems.

◆. The Financial Protocol begins with a Quarterly (see FP Quarterly Chart below) review of all EarlyLearn Providers. ACS’s Financial Services staff will review the criteria and identify those organizations whose performance exhibits those characteristics. Points are assigned to each of the criteria. The points given to each EarlyLearn Provider are categorized into one of the following groups:

~ No Review ~ Adequate ~ Of Concern ~ Under Review ~ At Risk

FINANCIAL PROTOCOL (FP) ASSESSMENT POINTS / RATINGS		
CATEGORY	POINTS	ANNUAL VENDEX PERFORMANCE EVALUATION RATINGS (PERS)
No Review	90 - 100	Excellent
Adequate	80 - 89	Good
Of Concern	70 - 79	Fair
Under Review	60- 69	Poor
At Risk	59 or below	Unsatisfactory

FINANCIAL PROTOCOL QUARTERLY REVIEW	
Monthly Periods Covered	Quarter Number
July, August, September	One (1)
October, November, December	Two (2)
January, February, March	Three (3)
April, May, June	Four (4)

The Vendex Annual Contractor Performance Evaluations (PE) are based on 4th Quarter Findings