



HOOTMAIL

A NEWSLETTER FOR THE NYC EARLYLEARN COMMUNITY

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MEMORANDUM

Gladys Carrión
Commissioner

150 William Street
18th Floor
New York, NY 10038

Susan Nuccio
Deputy Commissioner/
Chief Financial Officer
Financial Services

150 William Street
10th Floor
New York, NY 10038

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

DATE: April 23, 2014
TO: Board of Directors and Executive Directors,
EarlyLearn NYC Providers
FROM: Courtney LeBorious 
SUBJECT: **EarlyLearn Monthly Disbursement Report:
Remittance Advice Descriptions
EL Numbered Memorandum #14**

The Administration for Children's Services (ACS) Division of Financial Services is issuing the attached *ACS EarlyLearn Monthly Disbursement Report: Remittance Advice Descriptions*. Each month, effective April 2014, EL Providers will receive a Microsoft Excel file that provides a remittance advice comprised of supporting schedules for your most recent payment. The attached document provides detailed definitions and descriptions for these schedules (as listed below) as well as for the individual components that are contained in each schedule:

1. The Summary 14 Tab,
2. The Monthly 14 Tab, and
3. The Family Child Care Network (FCCN) Tab

EL Providers with a Family Child Care Network (FCCN) will receive the monthly remittance advice containing all three tabs [The Summary 14, The Monthly 14, and The FCCN Tabs]. For providers that do not have a FCCN, the remittance advice will only include two tabs [The Summary 14 and The Monthly 14 Tabs].

This tool will be used to explain how calculations behind each month's distribution were made. Contractors will be able to review the enrollment days and aggregate parent fees amounts that determine their monthly earnings.

If you have any questions, please contact your ACS Budget Analyst.

ADMINISTRATION FOR CHILDREN'S SERVICES
EARLYLEARN MONTHLY PAY FOR ENROLLMENT DISTRIBUTIONS

Monthly Disbursement Report

Each month, you will receive a Microsoft Excel file that provides a Remittance Advice that includes supporting schedules for your most recent payment. If you do not have a Family Child Care Network (FCCN), the Remittance Advice will include two tabs [**The Summary 14 and The Monthly 14 Tabs**]. If you have a FCCN, it will include three tabs [**The Summary 14, The Monthly 14, and The FCCN Tabs**]. The Remittance Advice will include the following:

The SUMMARY 14 Tab

The FY2014 EarlyLearn Estimated Earnings and Distribution History Summary for your entire organization are reported on this tab. The summary includes:

- **Payment/Type/Date/Amount [Columns. A through D]** - The payments that have been made each month, and the service month that payments were initially applied against.
- **Distributed Earnings [Column F]** - The updated distributed earnings for each service month. As enrollment and parent fee information is updated each month, the amount of distributed earnings for that month may change.
- **Disbursements [Column G]** - Reports the sum of disbursements initially made for each service month. Kindly note that while earnings can change from month to month, disbursements will remain the same.
- **Estimated Earnings less Disbursements [Column H]** - Compares the updated distributed earnings to the amount initially distributed. The difference is the amount ACS owes to contractor, or the amount the contractor owes ACS. The sum of these differences is adjusted against the most recent month's disbursement. When this column totals zero [line 43] payments and earnings have been reconciled.
- **Estimated Parent Fees [Column I]** - Updated estimated parent fees for each service month. Since parent fees may be updated each month, this amount may change.
- **Budget [Column J]** - Full month budget including parent fees. The monthly budget equals the contracted capacity for each site and child age multiplied by the contracted rates and the number of service days in a month.
- **Earnings + Parent Fees/Budget [Column K]** - The sum of the distributed earnings and estimated parent fees divided by the monthly budget provides the percentage of budget utilization.
-

The monthly Distributed Earnings, Estimated Parent Fees and Budget amounts reported on **The Summary 14 Tab** match the monthly totals reported in **The Monthly 14 Tab**.

The MONTHLY 14 Tab

The calculations for each month's distributed earnings; parent fees and budget are reported by site and child age. There is a calculation line for each site and child age that sums to the monthly information. If you have a family child care network, you can find additional information on earnings information on the FCCN tab. **The Monthly 14 Tab** includes:

- **Contract Information [Columns A – H]** - The program name, address, model type, child age, payment rate and capacity for each site.

ADMINISTRATION FOR CHILDREN'S SERVICES

EARLYLEARN MONTHLY PAY FOR ENROLLMENT DISTRIBUTIONS

- **Enrolled Seats [Column I]** – Reflects the average enrolled children each month. This can be calculated by dividing the number of days in the service month by the number of days children were **enrolled** during the same month. For example, July 2013 has 23 service days. If a child was enrolled from July 9 through July 26, they were enrolled for 14 days out of the maximum of 23 days. As such, in order to calculate the number of enrolled seats, you would divide the enrolled days (14) by the service days (23) to arrive at the correct number of enrolled days [.61].
- **Enrolled Days [Column J]** - The combined number of days that **all** children were enrolled by site and child age.
- **Full [Contract] Budget [Column K]** - The full monthly budget is calculated by multiplying the contracted rate by the contracted capacity by the number of service days in each month. **Kindly note, the sum of this column is the same as the budget column in the Summary 14 tab [see Column J].**
- **Parent Fees [Column L]** – Parent fees are estimated using the WES/ACCIS parent fees owed amount prorated for the number of service days each month. The sum of monthly estimated parent fees is the same as that reported monthly in the Summary 14 tab [see Column I].
- **Distributed Earnings [Column M]** - The amount disbursed to the contractor for each site by child age. This is equal to the combined earnings less estimated parent fees. The sum of monthly distributed earnings is the same as that reported monthly in the Summary 14 tab [see Column F].
- **Combined Earnings [Column N]** - Equals the rate multiplied by the enrolled seats multiplied by the service days [column I X column G X monthly service days = combined earnings]
- **Payment as % of Budget [Column O]** – Percentage can be obtained by dividing the combined earnings (column N) by the full budget (column K).
- **Children Served [Column Q]** - The number of different children served in a month. Since a child may not be enrolled for the full month, the number of children reported in column Q is usually greater than or equal to the average number of children served [Column I].

The FCCN Tab [FCCN Contractors only]

Combined earnings by month, child age and provider license type is provided in this tab.

- **Month and Days [Columns A and B]** – Number of service days in each service month.
- **Enrolled Seats [Columns C through J]** - The monthly average enrollment for each child age and provider license type. Multiplying the monthly average enrollment by the number of service days each month provides the combined number of days children were enrolled. The monthly enrollment in column K is the same as the average enrolled children reported each month in **The Monthly 14 Tab** [see Column I].
- **Enrollment Disbursement [Columns L through S]** - Earnings are calculated by multiplying the number of service days each month by the average enrollments by child age and provider license type by the matching rates that are provided in rows 21 and 22 [Columns L through S

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EARLYLEARN MONTHLY PAY FOR ENROLLMENT DISTRIBUTIONS

with the sum of all earnings in column T]. The monthly earnings in column T are the same as the combined earnings reported each month in **The Monthly 14 Tab** [see Column N].

Kindly note, FCCN **initial** disbursements are calculated based upon child enrollments. Final disbursements for the year will be determined by attendance [including allowable absences, holidays, etc.], not by enrollment.

Frequently Asked Questions

How is my monthly payment calculated?

Each month's Estimated Earnings for the upcoming month's disbursement is calculated by using the number of children enrolled in the WES/ACCIS system approximately eight (8) business days before the beginning of the upcoming month. For example, April 2014's initial estimated monthly earnings were calculated using the number of children that were enrolled in the WES/ACCIS system on March 19, 2014. The number of enrolled children on March 19, 2014 was then multiplied by the number of service days in the upcoming month (22) and the daily rate for each site and child age. The result is your distributed earnings for April 2014. Where applicable, estimated parent fees were deducted and the net is your distributed earnings for the month of April.

If my distributed earnings are fluctuating throughout the year, how will parent fees be adjusted?

At the end of the Fiscal Year, the annual parent fees owed will be deducted from your final enrollment earnings to determine the revenues for the year.

At the end of the year, how will I know if ACS has paid me for all of the children I have served?

Annual revenue will be compared to the funds you have received from ACS during the Fiscal Year to determine net funds owed from/to the contractor. For Family Child Care Networks (FCCN), the revenues for the year will be determined by attendance [including allowable absences, holidays, etc.], not by enrollment.

Since ACS is retrieving enrollment data on a specific day each month, how are the children enrolled after that date being captured?

Every month, the prior months' estimated earnings are recalculated using updated WES/ACCIS enrollment numbers from the same date that the upcoming month's estimated earnings are calculated, namely approximately eight (8) business days before the beginning of the upcoming month. Each prior month's enrollment changes that have occurred since the last distribution will be included when recalculating each prior month's estimated earnings. Prior month enrollment data is the sum of days that children were enrolled. Each month's recalculated distributed earnings are compared to the amount that was actually distributed in the prior month and the net difference is added to or subtracted from the upcoming month's payment. You can see these changes in your Remittance Advice in Column H of **The Summary 14 Tab**.

Why does the number of children served differ from the number of enrolled seats?

Since a child may not be enrolled for the full month, the number of children reported in column Q of **The Monthly 14 Tab** is usually greater than or equal to the average number of children served Column I. Again, you will only receive payment for the number of days a child is enrolled.

Who can I contact if I have a question about my payment?

Contact your ACS Budget Analyst.

You're Invited to the Big Brooklyn Playdate!

Wednesday, April 30, 10:30 am – 12 pm
Central Library, Dweck Center

Stop by the Big Brooklyn Playdate to enjoy fun games and activities that delight young children and encourage early literacy.

Come to play and leave ready to turn ordinary objects in your home into your child's favorite toys.

For babies and toddlers birth to 3 years and their parents and caregivers.

For more ideas on how to read and play with your child, visit
bklynpubliclibrary.org/first-5-years



Bklyn
Public Library

The Big Brooklyn Playdate is a program of BPL's First Five Years initiative, which is supported in part by a generous grant from the Altman Foundation.

Illustrations © 2004 by Kathy Parkinson from *When I Miss You* by Cornelia Maude Spelman, reproduced by permission of Albert Whitman & Company.

Central Library
10 Grand Army Plaza
718-230-2233

bklynpubliclibrary.org

LAURELTON

134-26 225 Street
718-528-2822

Wednesdays, May 14, 21, 28; June 4, 11
11:30 a.m.



MASPETH

69-70 Grand Avenue
718-639-5228

Fridays, May 2, 9, 16, 23, 30
11:30 a.m.

MCGOLDRICK

155-06 Roosevelt Avenue, Flushing
718-461-1616

Tuesdays, March 11, 18, 25; April 1, 8
10:30 a.m.

OZONE PARK

92-24 Rockaway Boulevard
718-845-3127

Wednesdays, April 23, 30; May 7, 14, 21
11:00 a.m.



POMONOK

158-21 Jewel Avenue, Flushing
718-591-4343

Mondays, May 5, 12, 19; June 2, 9
11:30 a.m.

QUEENS VILLAGE

94-11 217 Street
718-776-6800

Monday, March 3, 10, 17, 24, 31
11:15 a.m.

REGO PARK

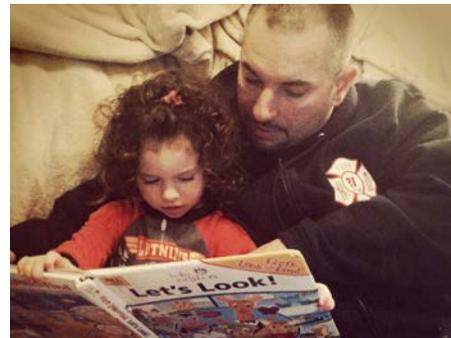
91-41 63 Drive
718-459-5140

Mondays, March 10, 17, 24, 31; April 7
10:30 a.m.

RICHMOND HILL

118-14 Hillside Avenue
718-849-7150

Thursdays, April 24; May 1, 8, 15, 22
11:30 a.m.



RIDGEWOOD

20-12 Madison Street
718-821-4770

Thursdays, May 1, 8, 15, 22, 29
11:15 a.m.

ROCHDALE VILLAGE

169-09 137 Avenue
718-723-4440

Fridays, March 14, 21, 28; April 4, 11
11:00 a.m.



SEASIDE

116-15 Rockaway Beach Boulevard
Rockaway Park
718-634-1876

Wednesdays, May 7, 14, 21, 28; June 4
11:30 a.m.

SOUTH OZONE PARK

128-16 Rockaway Boulevard
718-529-1660

Fridays, March 14, 21, 28; April 4, 11
11:00 a.m.

STEINWAY

21-45 31 Street, Long Island City
718-728-1965

Wednesdays, April 23, 30; May 7, 14, 21
11:15 a.m.

WHITESTONE

151-10 14 Road
718-767-8010

Fridays, May 16, 23, 30; June 6, 13
11:30 a.m.

WOODSIDE

54-22 Skillman Avenue
718-429-4700

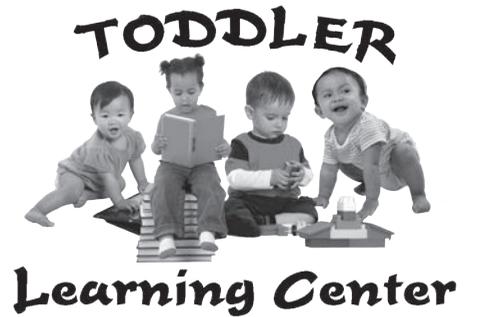
Thursdays, May 1, 8, 15, 22, 29
11:00 a.m.



Toddler Learning Center programs are funded by fees collected by Queens Library.

Queens Library is an independent, not-for-profit corporation and is not affiliated with any other library system.

www.queenslibrary.org



Spring Schedule
2014

Bring
Your Child
to Queens
Library
for a Little
T.L.C.
(Ages 18-36 months)

Admission is free.

A special program for toddlers and their adult caregivers

Play and learn with your child in a free, five-session workshop that includes toys, games, puzzles and other items specially selected to enhance a toddler's educational and physical development.

Child-development specialists will be available to talk to parents and caregivers about the special concerns of child rearing.

Each family will also receive a free information packet to take home.

This special program is presented several times a year in more than 30 Queens Library locations.

Participants can sign up at any community library that has space available. Please check to see if preregistration is required.

For more information or to register for one of the programs listed here, call the local library directly.

Registration will be on a first-come, first-served basis. Due to space limitations, we regret that we cannot allow families to enroll for more than one series.

Toddler Learning Center Spring 2014

ASTORIA

14-01 Astoria Boulevard
718-278-2220

Fridays, May 2, 9, 16, 23, 30
11:30 a.m.

AUBURNDALE

25-55 Francis Lewis Boulevard, Flushing
718-352-2027

Fridays, April 4, 11, 18, 25; May 2
11:30 a.m.

BAISLEY PARK

117-11 Sutphin Boulevard, Jamaica
718-529-1590

Wednesdays, May 7, 14, 21, 28; June 4
11:30 a.m.

BAYSIDE

214-20 Northern Boulevard
718-229-1834

Fridays, March 7, 14, 21, 28; April 4
11:00 a.m.

BRIARWOOD

85-12 Main Street
718-658-1680

Thursdays, March 13, 20, 27; April 3, 10
11:00 a.m.

BROADWAY

40-20 Broadway, Long Island City
718-721-2462

Wednesdays, March 5, 12, 19, 26; April 2
11:30 a.m.



CHILDREN'S LIBRARY DISCOVERY CENTER

89-11 Merrick Boulevard, Jamaica
718-990-0767

Thursdays, March 6, 13, 20, 27; April 3
10:30 a.m.



CORONA

38-23 104 Street
718-426-2844

Tuesdays, April 8, 15, 22, 29; May 6
10:30 a.m.

EAST FLUSHING

196-36 Northern Boulevard
(718) 357-6643

Fridays, March 28; April 4, 11, 18, 25
11:30 a.m.

FAR ROCKAWAY

1637 Central Avenue
718-327-2549

Wednesdays, March 5, 12, 19, 26; April 2
11:30 a.m.

FLUSHING

41-17 Main Street
718-661-1212

Fridays, March 7, 14, 21, 28; April 4
10:30 a.m.

FOREST HILLS

108-19 71 Avenue
718-268-7934

Thursdays, April 24; May 1, 8, 15, 22
11:15 a.m.

GLEN OAKS

256-04 Union Turnpike, Flushing
718-831-8636

Fridays, April 25; May 2, 9, 16, 23
11:30 a.m.

GLENDALE

78-60 73 Place
718-821-4980

Fridays, March 28; April 4, 11, 18, 25
11:30 a.m.

HOLLIS

202-05 Hillside Avenue
718-465-7355

Thursdays, May 8, 15, 22, 29; June 5
12:00 p.m.

HOWARD BEACH

92-06 156 Avenue
718-641-7086

Mondays, March 3, 10, 17, 24, 31
11:00 a.m.

JACKSON HEIGHTS

35-51 81 Street
718-899-2500

Thursdays, May 8, 15, 22, 29; June 5
11:30 a.m.



LANGSTON HUGHES

100-01 Northern Boulevard, Corona
718-651-1100

Wednesdays, April 2, 9, 16, 23, 30
11:30 a.m.

SPECIAL E-BULLETIN
from Ayleen Guzmán & Sherone Smith-Sánchez
The Division of Early Care & Education

Tuesday, April 22, 2014
Head Start Key Indicators Screening
Federal Review

Dear Head Start delegate,

We will soon have the opportunity to share our work with our federal oversight in a Federal Monitoring Review. We anticipate that it could occur any time between May 2014 and July 2014. This review will be an abbreviated one; the results will determine whether or not we will have a full review. The indicators of focus in this review are called the Head Start Key Indicators (HSKI).

ACS staff plan to visit program sites to offer support to you and assess compliance levels using the HSKI indicators as our guide. Be prepared. We ask that you have child files and tracking systems readily available for review by us and as part of the federal review.

We ask that you use the current Self-Assessment process and teams to complement your own in-house monitoring systems to aid you in ensuring 100% compliance for these indicators, particularly in any area where ACS or your staff might have recorded a non-compliance.

Please see the attached HSKI document that was distributed at the Directors' meeting held March 28, 2014. Use it as a helpful tool in ensuring that you are making the necessary preparations. (Additional handouts from that meeting are posted online under the Head Start Information section: http://www.nyc.gov/html/acs/html/child_care/for_programs.shtml.) All areas of non-compliance that your agency identifies after reviewing the attached HSKI document must be addressed in your Self-Assessment Program Improvement Plan and noted for immediate resolution no later than May 9, 2014.

Additionally, as part of your Self-Assessment submission, please sign and include the attached attestation form indicating that ***your agency completed the screening of the Head Start Key Indicators and commits to complying with local, state, and federal performance standards and regulations.***

Please submit this attestation with your Self-Assessment 2014 submission by Wednesday, April 30, 2014 to sar@acs.nyc.gov. If you have questions, please contact your Team Leader or any of the following:

- Ayleen Guzman, Assistant Commissioner, Lead HSKI – ayleen.guzman@dfa.state.ny.us
- Sherone Smith-Sanchez, Assistant Commissioner, PDU – sherone.sanchez@acs.nyc.gov
- Diane Black Greene, Director of Family & Community Engagement – diane.greene@acs.nyc.gov
- John Borrero, Director of Education & Disabilities – john.borrero@acs.nyc.gov
- Risa Jaslow, Director of Health, Mental Health & Nutrition – risa.jaslow@acs.nyc.gov

Head Start Key Indicators (HSKI)

● Governance

- 2.1 – Training & TA for Governing Board & Policy Council **(ACS Only)**
- 2.3 – Governing Board Fiscal and Legal Oversight of Program Policies
- 3.1 – Reporting to Governing Body and Policy Council **(ACS Only)**

● Management Systems

- 2.1 – Ongoing Monitoring
- 5.1 – Record Keeping & Reporting
- 5.2 - Record Keeping & Reporting/Annual Report
- 3.2 – Human Resources/Standards of Conduct
- 3.4 – Human Resources/Background Clearances

● Child Development & Education

- 4.1 – Teacher Qualifications

● ERSEA

- 2.1 – Certification of Child Eligibility

● Child Health & Safety

- 1.1 – Child Health Status
- 1.2 – Child Health Status & Follow Up
- 2.1 – Screenings & Referrals
- 3.4 – Safe Physical Environments

Head Start Key Indicators (HSKI)

Activities

- **Governing Body & Policy Council Interview**

- 2.1 – Training & TA for Governing Board & Policy Council
- 2.3 – Governing Board Fiscal and Legal Oversight of Program Policies
- 3.1 – Reporting to Governing Body and Policy Council

- **Head Start Director Interview**

- 2.1 – Ongoing Monitoring
- 5.1 – Record Keeping & Reporting
- 5.2 - Record Keeping & Reporting/Annual Report
- 3.2 – Human Resources/Standards of Conduct
- 3.4 – Background Clearances

- **Child Development & Education**

- 4.1 – Teacher Qualifications

- **ERSEA**

- 2.1 – Certification of Child Eligibility

- **Health Coordinator Interview, Child & Staff File Reviews/ Health & Safety Observations**

- 1.1 – Child Health Status
- 1.2 – Child Health Status & Follow Up
- 2.1 – Screenings & Referrals
- 3.4 – Safe Physical Environments

Program Governance Key Indicator #2 – Roles, Responsibilities, and Training (only for ACS as grantee)

The governing body and the Policy Council fulfill all their responsibilities to ensure the effective oversight of the program.

2.1 Members of the governing body and the Policy Council receive appropriate training and technical assistance to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in program of the Head Start agency. (See 642(d)(3))

NOTE: Applies to grantees only

Targeted Questions

Policy Council – Interview

- Ask the program to provide you with documentation of Policy Council training (e.g., Policy Council meeting agendas and minutes), which you will review with staff will discussing this item
- Ask the Policy Council to describe the training they received and provide examples of how the training has helped them make decisions about the Head Start program

Governing Body – Interview

- Ask the program to provide you with documentation of governing body training (e.g., governing body meeting agendas and minutes), which you will review with staff will discussing this item
- Ask the governing body to describe the training they received and provide examples of how the training has helped them make decisions about the Head Start program

To collect:

- Description of Policy Committee []
- Description of Governing Body []
- Policy Committee Calendar of Meetings []
 - Meeting Agenda/Minutes, beg 2/1 []
- Governing Board Calendar of Meetings []
 - Meeting Agenda/Minutes, beg 2/1 []
- Training Documentation for Policy Committee []
- Training Documentation for Governing Board []
 - Orientation []

Program Governance Key Indicator #2 – Roles, Responsibilities, and Training

The governing body and the Policy Council fulfill all their responsibilities to ensure the effective oversight of the program.

2.3 The governing body exercises fiscal and legal responsibility and oversight and reviews and approves all major program policies. (See 642(c)(1)(E)(iv)(V)(aa – cc); 642(c)(1)(E)(iv)(VII)(aa – dd); 642(c)(1)(E)(iv)(VIII); 642(c)(1)(E)(iv)(IX)).

Targeted Questions

Governing Body – Interview

- Ask the governing body to describe how it ensures the financial health and well-being of the program and the fiscal integrity of the agency. Based on the response of the governing body, do they assume responsibility for the following:
 - All major financial expenditures of the agency
 - The operating budget of the agency
 - The selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body
 - The financial audit
 - The agency’s progress in carrying out all programmatic and fiscal provisions in its grant application, including implementation of corrective actions
 - Monitoring of the agency’s actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices
- Ask the governing body members to describe their level of involvement with the following required approval processes.
 - Did the governing body review and approve the following?
 - The annual Self-Assessment
 - Personnel policies of the agency regarding the hiring, evaluation, termination and compensation of agency employees
 - Results from monitoring conducted under section 641(A)(c), including appropriate follow-up activities
 - Personnel policies and procedures, including policies and procedures regarding hiring, evaluation, compensation and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position within the agency

To collect:

- Suggested responses to the interview questions []
- Dates of approvals – Self-Assessment []
- Board meeting agendas/minutes, Program Reports []
- Copy Personnel Policies []
- Reports on Monitoring Activities []

Program Governance Key Indicator #3 – Reporting to Governing Body and Policy Council (only for ACS as grantee)

The program provides all of the required reports to the governing body and the Policy Council to ensure they have the necessary information to make decisions and provide effective oversight of the program.

3.1 Governing Body and Policy Council members regularly receive and use information or reports about program planning, policies, and operations, including:

- Monthly financial statements (including credit card expenditures), program information summaries, program enrollment reports (including attendance reports for children whose care is partially subsidized by another public agency) and reports of meals and snacks provided through USDA programs
- The annual financial audit, Self-Assessment Report (including findings related to such assessment), and Program Information Report (PIR)
- The community wide strategic planning and needs assessment (the Community Assessment) of the Head Start agency, including applicable updates
- Communication and guidance from the Secretary

NOTE: Applies to grantees only. Single or multiple reports may be used to capture the information listed above.

Targeted Questions

Policy Council – Interview

- Ask the Policy Council how often they receive the reports listed below. Discuss whether the reports provided to the Policy Council contain the information needed to provide effective oversight.

Document whether the Policy Council receives the following reports as often as required:

- Annual Reports
 - The financial audit
 - The Self-Assessment, including any related findings
 - Program Information Report (PIR)
 - Monthly Reports
 - Financial statements, including credit card expenditures (if the program uses credit cards)
 - Program information summaries
 - Program enrollment reports (including attendance reports for children whose care is partially subsidized by another public agency)
 - Reports of meals and snacks provided through USDA programs
 - Additional Reports
 - Every 3 years, the community-wide strategic planning and needs assessment (Community Assessment) of the Head Start agency
 - Applicable and current updates from the Secretary (i.e., Program Instructions, Information Memoranda, etc.
- Ask the members whether the reports they received contributed useful and timely information that support the Policy Council decision making.

Governing Body – Interview

- Ask the governing body how often they receive the reports listed below. Document whether the governing body receives the following reports as often as required.
 - Annual Reports

- The financial audit
- The Self-Assessment, including any related findings
- Program Information Report (PIR)
- Monthly Reports
 - Financial statements, including credit card expenditures (if the program uses credit cards)
 - Program information summaries
 - Program enrollment reports (including attendance reports for children whose care is partially subsidized by another public agency)
 - Reports of meals and snacks provided through USDA programs
- Additional Reports
 - Every 3 years, the community-wide strategic planning and needs assessment (Community Assessment) of the Head Start agency
 - Applicable and current updates from the Secretary (i.e., Program Instructions, Information Memoranda, etc.

To collect:

- Sample & Actual Reports with dates given to the Policy Council and Governing Body []
- Suggested responses to the interview questions []

Management Systems Key Indicator #2—Ongoing Monitoring

The program engages in a process of planning that includes the strategic use of information to continually plan for program management and service delivery, ensures compliance with Federal regulations, and engages key stakeholders in the planning process.

2.1 The program established and implements procedures for the ongoing monitoring of its operations and services to ensure compliance. (See 641(A)(g)(3). The Program's ongoing monitoring:

- Uses effective tools and procedures to ensure the program is in compliance and meets its goals and objectives
- Clearly defines staff roles and responsibilities in program oversight
- Conducts frequent, ongoing monitoring activities
- Collects and uses data for planning activities and to ensure compliance
- Ensures ongoing monitoring in delegate agencies takes place

Targeted Questions

Head Start Director— Interview/Debrief

- How does the program:
 - Use effective tools and procedures to ensure the program is in compliance and meets its goals and objectives
 - Clearly define staff roles and responsibilities in program oversight
 - Conduct frequent, ongoing monitoring activities
 - Collect and uses data for planning activities and to ensure compliance
 - Ensure ongoing monitoring in delegate agencies takes place

Review Team Meeting – Interview

How does the program:

- Use effective tools and procedures to ensure the program is in compliance and meets its goals and objectives
- Clearly define staff roles and responsibilities in program oversight
- Conduct frequent, ongoing monitoring activities
- Collect and uses data for planning activities and to ensure compliance
- Ensure ongoing monitoring in delegate agencies takes place

Health Services Coordinator – Interview

- This program has not been open for 45 days (or 30 days for operating shorter durations). Ask the Health Coordinator to describe:
 - The process the program uses to ensure all enrolled children receive the required screenings within 45 days of entry
 - The steps taken if the program determines that a child has not received all required screenings
- This program has not been open for 90 days (or 30 days for operating shorter durations). Ask the Health Coordinator to describe the process the program uses to ensure all children have a determination (as to whether they are up-to-date on preventive and primary health care) within 90 days of entry into the program?

To do/collect:

- Review Agency written documentation of procedures for ongoing monitoring []
- Prepare talking points for each bullet of the interview on the process for ongoing monitoring []
- Gather related documentation []
- Prep with Health Coordinator/Designated Staff []

Management Systems Key Indicator #3—Human Resources

The program implements Human Resource practices to promote safe and healthy environments for staff, children, and families and provide services to children and families.

3.2 The program develops and implements written standards for conduct that are available to all staff and contain provisions for appropriate penalties when violations occur. (See 1304.52(i)(1)(i, ii, iv, 1304.52(i)(3))

Targeted Questions

Head Start Director – Interview/Debrief

- Ask the Director to describe how the program informs staff about the standards of conduct. What policies and procedures does the program have in place to ensure that the standards are followed?

If there were any violations of the program’s standards of conduct, talk to the Director about such violation and determine what penalties were applied.

To do / collect:

- Check Personnel Policies []
- Copy of Standards of Conduct – review for procedures when there is a violation []
- Identify/Write procedures in place to support standards []

Management Systems Key Indicator #3—Human Resources

The program implements Human Resource practices to promote safe and healthy environments for staff, children, and families and provide services to children and families.

3.4 Prior to employing an individual, the program obtains a:

- Federal, State or Tribal criminal record check (CRC) covering all jurisdictions in which it provides Head Start services to children
- Federal, State or Tribal CRC as required by the law of the jurisdiction in which the program provides Head Start services
- CRC as otherwise required by Federal law
(See 648A(g)(3)(A – C))

Targeted Questions

Staff File

- Did the program obtain one of the following for the employee?
 - A State, Tribal, or Federal criminal record check covering all jurisdictions in which the grantee provides Head Start services to children
 - A State, Tribal, or Federal criminal record check as required by the law of the jurisdiction in which the grantee provides Head Start services
 - A criminal record check as otherwise required by Federal law
 - Was the employee hired within the last 12 months?
 - Was the criminal record check conducted prior to employment?

Head Start/Early Head Start Director—Interview/Debrief

- If any staff members did not have CRCs or were hired within the last 12 months and did not complete CRCs prior to hire, talk to the Head Start Director regarding the policies in place and determine why checks were not completed and what, if any, steps will be taken to correct the issue.

Criminal Record Checks—Document

- Ask the Head Start Director or Human Resources Manager for a copy of the criminal record check (CRC)-tracking data that indicates the date each (CRC) was completed and the date of hire for each staff member.
- Use this tracking sheet during your discussions with the Reviewers to compare the accuracy of what they saw in the files with what is seen in the tracking system.
- Determine whether the program has completed CRCs and whether CRCs were completed prior to hire for the following staff: teacher aides/assistants, food preparation staff, bus monitors, and FCE staff.
If you have concerns regarding the information documented in the CRC-tracking data, or if the team's staff file reviews have found a large number of staff completed CRCs late or not at all, compare a sample of the data from the tracking system with the actual staff files of the teacher aides/assistants, food preparation staff, bus monitors, and FCE staff.

To do/collect:

- Review all staff files for required proof of background clearances prior to hire []
- Document all cases where you could not substantiate compliance with explanation []
- Review Personnel Policies for this information []
- Reestablish/Strengthen ongoing monitoring on status of background clearances []
- Review HR Monitoring Checklist along with procedures on utilization []

Management Systems Key Indicator #5—Record Keeping & Reporting

The program's recordkeeping and reporting systems are implemented to promote quality services and ensure confidentiality of information on children, families, and staff.

- 5.2 The program publishes and makes available to the public and Annual Report that contains:
- The total amount of public and private funds received and the amount from each source
 - An explanation of the budgetary expenditures and proposed budget for the Fiscal year
 - The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served
 - The results of the most recent review by the Secretary and the financial audit
 - The percentage of enrolled children that received dental and medical exams
 - Information about parent involvement activities
 - An explanation of the agency's efforts to prepare children for kindergarten

Fed Regs: **644(a)(2)**; 644(a)(2)(B); 644(a)(2)(G); 1304.51(h)(2); 1304.51(a)(iii); 1304.21(6)(c)(ii)

Targeted Questions

Head Start Director – Interview/Debrief

With the Director, review the program's Annual Report. Discuss how the Annual Report is made public. Describe the information included in the report, including:

- An explanation of the budgetary expenditures and proposed budget for the fiscal year
- Information on school readiness and how the grantee works to prepare children for kindergarten

For Delegate Agency:

- Provide copy of Annual Report []
- Provide description of how it is made available to the public []

Child Development & Education Key Indicator #4—Quality Teaching and Learning

The program promotes quality teaching and learning for all program options.

4.1 The program hires teacher with the required qualifications, training and experience.

Targeted Questions

Teacher-Preschool-Staff File

Summary of Preschool Teacher Qualifications

Please enter the qualifications of the preschool teacher:

- A baccalaureate or advanced degree in Early Childhood Education (ECE)
- A baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- An associate's degree in ECE
- An associate's degree in a related field and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- A baccalaureate degree and admission into the Teach For America program, passing a rigorous Early Childhood content examination such as Praxis II, teaching preschool children in a Teach For America summer training institute, and receiving ongoing professional development and support from Teach For America's professional staff
- Does not meet the qualifications

For Delegate Agency:

- Review Staffing Tracking Report []
 - Address any personnel not in compliance; update records []
- Description of oversight – monitoring of qualified staff []
- DOHMH Article 47 []

ERSEA Key Indicator #2—Eligibility

The program verifies eligibility and enrolls children and pregnant women according to Federal regulations.

2.1 Program staff verified each child’s eligibility and included in each file a statement signed by a program employee identifying the child’s eligibility category and the documents examined to determine eligibility. (See 1305.4(c-e))

Targeted Questions

Child File

Summary Results for Review of Signed Statement Form:

- Is there a statement in the file verifying the child’s eligibility?
- Is the statement verifying the child’s eligibility signed by a program employee?
- Did the statement indicate which documents, in accordance with 1305.4(d), were examined to determine whether the child was eligible to participate in the program?
- Is there source documentation in the child's file?

For Delegate Agency:

- Provide description of the process for verifying eligibility []
- Document supervision/ongoing monitoring re: verification of eligibility []
- Identify/Create communication to sites to ensure consistent compliance []

Child Health & Safety Key Indicator #1—Access to Health and Dental Care

The program establishes each child's health status and provides follow up and referral as required.

1.1 The program obtains a determination from a health care professional as to whether each child is up to date on a schedule of primary and preventive health care (EPSDT), including dental, and assists parents in bringing their children up to date as needed. (See 1304.20(a)(1)(ii)(A,B); 1304.20(a)(2))

Targeted Questions

Child File

Summary Results for Program Obtaining Determinations as to Whether Children are Up-To-Date on Preventive and Primary Health Care and Whether Parents Have Been Assisted in Bringing Their Children Up-To-Date

- On what date did the program obtain the determination from the health care professional regarding whether the child was up to date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- On what date did the health care professional make a determination as to whether the child was up-to-date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- Did the health care professional determine that the child was up-to-date?
- Has the program assisted parents in making arrangements to bring their children up-to-date on a schedule of primary and preventive health care?

Health Services Coordinator—Interview

- Ask the Coordinator to explain the process used to keep children up-to-date throughout the program year.
- For all children who are not up-to-date on the recommended schedule of preventive and primary health care, how does the program assist parents in making arrangements to bring their children up-to-date?
- This program has not been open for 90 days (or 30 days for programs operating shorter durations).
- Ask the Health Coordinator to describe the process the program uses to ensure all children have a determination (as to whether they are up-to-

For Delegate Agency:

- Review 100% of Child Files []
- Prep Health Consultant/Designated Staff that have responsibility for health recordkeeping & follow up []
- Review/Refresh description of oversight/monitoring []

Child Health & Safety Key Indicator #1—Access to Health and Dental Care

The program establishes each child's health status and provides follow up and referral as required.

1.2 The program takes steps to ensure that each child with a known, observable, or suspected health, dental or developmental problem receives:

- Further diagnostic testing
- Examination
- Treatment from a licensed or certified health care professional
- A follow up plan to ensure required treatment has begun

(See 1304.20(a)(1)(iii, iv); 1304.20(c)(3)(ii))

Targeted Questions

Child File

Summary of Results for Further Testing, Examination, and Treatment for Children with Observable, Known, or Suspected Health or Developmental Problems

- Does the child have a known, observable, or suspected health, dental, or developmental problem?
- Did the program arrange for further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional?
- Did the child receive follow-up treatment as recommended by the licensed or certified professional?
- Did the program develop or is in the process of developing a follow up plan for the child?

For Delegate Agency:

- Review 100% of Child Files []
- Prep Health Consultant/Designated Staff that have responsibility for health recordkeeping & follow up []
- Review/Refresh description of oversight/monitoring []

Child Health & Safety Key Indicator #2—Screening and Referrals

The program supports children’s healthy development by screening children and making referrals as needed.

2.1 The program, in collaboration with each child’s parent, performs or obtains the required linguistically and age-appropriate screenings to identify concerns regarding children within 45 calendar days (30 days for programs operating shorter durations) of their entry into the program. (See 1304.20(b)(1 – 3); 1304.20(a)(2))

Targeted Questions

Child File

Summary of Results for Completion of Screenings

- Were all sensory screenings (vision and hearing) completed?
- Was the screening incomplete due to parent/guardian refusal?
- What was the latest date on which any of the sensory screenings (vision and hearing) were completed?
- Did the program make an attempt to complete the sensory screenings for the child within 45 days of the child's date of entry?
- Were all screenings for developmental concerns (including motor, language, cognitive, and perceptual skills) completed?
- Was the screening incomplete due to parent/guardian refusal?
- What was the latest date on which any of the screenings for developmental concerns were completed?
- Did the program make an attempt to complete the developmental screenings for the child within 45 days of the child's date of entry?
- Were all screenings for social, emotional, and behavioral concerns completed?
- Was the screening incomplete due to parent/guardian refusal?
- What was the latest date on which any of the screenings for social, emotional, or behavioral concerns were completed?
- Did the program make an attempt to complete the social, emotional, and behavioral screenings for the child within 45 days of the child's date of entry?
- List the screenings that were completed more than 45 days after the child's entry into the program (30 days for programs operating shorter durations). Indicate the date of each screening and how many days after the 45-(30-)day timeframe each screening was completed.

Health Services Coordinator—Interview

With the Health Coordinator, review the program’s health-screening procedures.

- Who does the program consult with regarding interpreting screening findings?
- With regard to the screening process, what sources of information does the program incorporate? (The Reviewer should indicate whether there are multiple sources as required.)
- How does the program ensure the screenings conducted are linguistically and age-appropriate and sensitive to each child’s cultural background to the greatest extent possible?

For ACS:

- Description of oversight/monitoring []
- Identify/Create communication to agencies []

Child Health & Safety Key Indicator #3—Safe Physical Environments

The program ensures physical environments are safe for children, parents, and staff.

3.4 The program ensures the safety and security of children by keeping facilities, materials, and equipment well maintained, clean, and in good repair. (See 1304.53(a)(7); 1304.53(a)(8); 1304.53(a)(10)(I, iv, v, vi, vii, viii, x, xi, xii, xiv, xvi); 1304,53(b)(3); 1306.35(b)(2)(I – ix)).

Targeted Questions

Environmental Scan

Safety Observation—Center-Based Classroom

- Are the facilities, materials, and equipment well maintained and in good repair?
- Is the classroom clean?
- Are there undesirable and hazardous materials and conditions?
- Is the air quality good?
- Is the classroom free of pollutants, including mold, lead, and pesticides?
- Is lighting sufficient and adequate for classroom activities?
- Are electrical outlets accessible to children designed to prevent shock through the use of covers, installation of child-protection outlets, or use of safety plugs?
- Are windows and glass doors constructed, secured, and adjusted to prevent children's injury and escape?
- Are toilets and hand washing facilities clean, adequate in number, in good repair, and easily reached by children?
- Are toileting and diapering areas separated from areas used for cooking, eating, and children's activities?
- Does the program ensure that sleeping arrangements for infants (e.g., cribs, playpens, bassinets) are free of soft bedding materials (e.g., soft mattress, pillows, stuffed animals, fluffy blankets, comforters)?
- Is there a safe and effective heating and cooling system that is insulated to protect children and staff from potential injuries?
- Are exits clearly visible and evacuation routes clearly marked and posted so that the path to safety outside is unmistakable?

Safety Observation--Center

- Does the design of the playground and selection and layout of playground equipment and/or surfaces minimize the possibility of injury to children?
- Is the center free of air pollutants, including mold, smoke, lead, pesticides, and herbicides, as well as soil and water pollutants?
- Does the program maintain a smoke-free environment on center grounds?
- Are outdoor premises cleaned daily and kept free of undesirable and hazardous materials and conditions?
- Is a fire extinguisher available that is easily accessible, and is there a service date on the fire extinguisher showing that it has been updated at least annually?
- Are an appropriate number of smoke detectors installed, and is there documentation showing the smoke detectors are tested regularly?
- Is adequate emergency lighting available in case of a power failure?
- If there is spraying of pesticides or herbicides, does the program ensure that no children are present during the spraying, and children do not return to the affected area until it is safe?
- Is all sewage and liquid waste disposed of properly?
- Are garbage and trash stored in a safe and sanitary manner?

For Delegate Agency:

- Conduct H & S Compliance Reviews Frequently (daily by some staff, weekly by others) []
- Document areas out of compliance and Plan for Immediate Resolution []

Certification of Head Start Key Indicator Screening

Delegate Agency Name: _____

The signatures below attest that, consistent with the terms and conditions of the EarlyLearn NYC award, our agency completed a screening of the **Head Start Key Indicators**. Our delegate agency commits to maintaining compliance with local, state and federal performance standards and regulations.

Board Chair

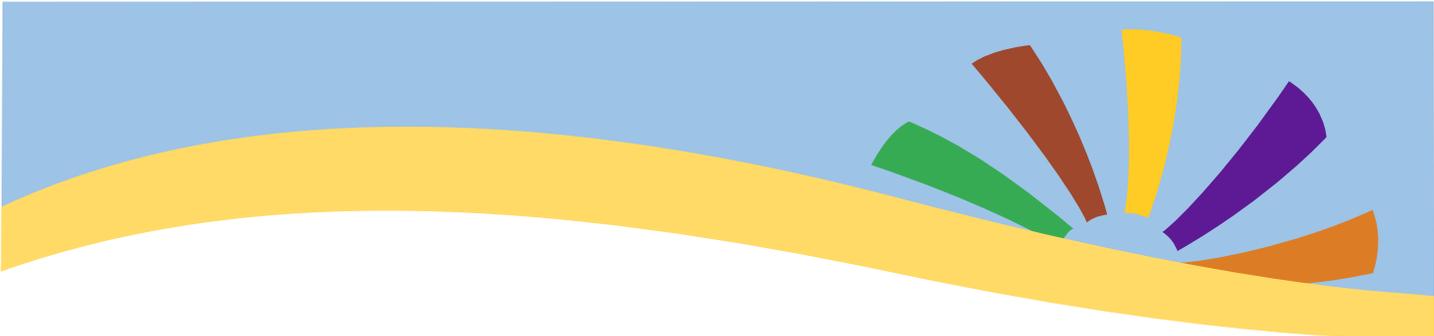
Date

DA Policy Committee Chair

Date

Head Start Director

Date



Free Workshops

For your Staff and Parents!



For Staff:

Organizing Your Parent Advisory Committee



For Parents:

- ◆ Stimulating a child's educational development outside of the classroom
 - ◆ Anger Management 
 - ◆ Parenting Skills
 - ◆ Recognizing signs of child abuse
 - ◆ Child Development
- 

*Facilitated by: Rana Ryan, LMSW, MBA, MPA-CAMF
Licensed Clinical Therapist and Management Training Consultant
Certified Anger Management Facilitator*



Sponsored by the Day Care Council of New York

For More Information or to arrange these workshops

Contact Hyacinth Barnes at 212 -206 -7818



**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>

Monday, May 5, 2014

Universal Preschool in Sweden

Inspiration for Progressive Early Childhood Education

Featured speakers:

Monica Nilsson

Professor of Preschool Didactics
Jönköping University, Sweden

Jeanette Thure

Elin Johansson

Anna-Karin Grandqvist

Preschool Teachers
HallonEtt Preschool, Sweden

Reception 5:30 p.m.

Presentation 6:00 - 8:00 p.m.

Discussion 8:00 - 8:30 p.m.

Gold Room, 6th Floor

Brooklyn College Student Center

Campus Road and East 27th Street

**Brooklyn
College**

CUNY The City
University
of
New York

Cosponsored by The Department of Early Childhood
and Art Education and The School of Education,
Brooklyn College, The City University of New York

The Department of Early Childhood and Art Education, in collaboration with the School of Education, Brooklyn College, The City University of New York, presents

Universal Preschool in Sweden **Inspiration for Progressive Early Childhood Education**

Sweden is internationally lauded for its public, comprehensive, accessible and affordable Educare system, which provides all Swedish young children with some of the very best care and education. Monica Nilsson is a well-known professor of education who has recently been selected to advise the Swedish Educational Agency on the universal early childhood transition class (six year old class) in relation to a proposal for changing the Swedish school start age. Jeanette Thure, Elin Johansson and Anna-Karin Grandqvist are master preschool teachers from the internationally recognized HallonEtt Swedish preschool.

These guests will share with us the Swedish system of education and care for young children. Respondents representing various stakeholders within our own early childhood education systems will then lead us in reflecting upon the lessons that we can take from universal preschool in Sweden as we move forward with universal prekindergarten in New York City.

Monica Nilsson is an associate professor of early childhood education at School of Education and Communication, Jönköping University, Sweden. Her areas of expertise are early childhood education and didactics, creative preschool practices such as playworlds and exploratory learning. She has presented internationally on the Swedish Educare system, most recently at a conference on Russian quality assessment work at Moscow State University. She is a former preschool teacher.

Jeanette Thure, Elin Johansson and **Anna-Karin Grandqvist** are preschool teachers at the HallonEtt Preschool in Jönköping, Sweden.

Respondents include:

Anna Allanbrook, Principal, Brooklyn New School (P.S. 146), Brooklyn

Sherry M. Cleary, Executive Director, New York City Early Childhood Professional Development Institute,
The City University of New York

Takeima Bunche Smith, Director of Curriculum and Instruction, Brooklyn Kindergarten Society

Nancy Gropper, Associate Dean for Academic Affairs, Bank Street College of Education

Monday, May 5, 2014

Reception 5:30 p.m.

Presentation 6:00 - 8:00 p.m.

Discussion 8:00 - 8:30 p.m.

Gold Room, 6th Floor

Brooklyn College Student Center

Campus Road and East 27th Street

For information: bferholt@brooklyn.cuny.edu

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