



HOOT MAIL

A NEWSLETTER FOR THE EARLY LEARN NYC COMMUNITY

ATTACHMENTS

JANUARY 17, 2013

- JANUARY CITY WIDE DIRECTORS MEETING POWERPOINT (FROM PAGE 3)
- UPDATED CONTACT INFO AND DOCUMENTS FOR CHILD CARE AND DUAL PROGRAMS (FROM PAGE 3)
- REFERRAL TO EMPLOYER FOR EMPLOYEE INFORMATION FORM (CS-1069)(FROM PAGE 3)
- WEEKLY PARENT FEES & MEMORANDUM #8 (FROM PAGE 3)
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- FACILITIES CORNER (FROM PAGE 4)
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- BEACON ESL CLASSES (FROM PAGE 6)
- TAKE YOUR CHILD TO THE LIBRARY WEEK(FROM PAGE 6)
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- F-12 AREA REPRESENTATIVE ELIGIBILITY LETTER(FROM PAGE 7)
- ACS/CUNY INFORMAL FAMILY CHILD CARE PROJECT (IFCC)(FROM PAGE 7)
- "NOROVIRUS: WHAT YOU NEED TO KNOW", (FROM PAGE 8)

CITYWIDE DIRECTORS MEETING

JANUARY 15th, 2014



Greeting & Welcome



Meeting Topic:

Have WES work for you

Renee Jaffe

*Associate Commissioner
Child Care Operations*

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I. Welcome

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II. Fiscal Updates and Information

E

III. Eligibility & Enrollment

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IV. Ongoing Monitoring

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V. Summations & Announcements

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FISCAL UPDATES

Jose Mercado

Assistant Commissioner

Finance

Fiscal Updates: FY 2013 FY 2014

- Audits for FY 12 and short period
- Audit Guidelines FY 13
- FY 13 Template-Outstanding
- FY 14 Template
- CIP Rates
- Financial Protocol

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ELIGIBILITY & ENROLLMENT

Nancy Hruska

Executive Director

Data Management & Analysis

Enrollment Correction Efforts

- Reconciliation work still underway:
 - Received over 5000 corrections for center-based enrollments: 90% complete
 - Should be seeing changes in WES Enrollment & Attendance and in payment adjustments
 - Remaining corrections being resolved; same type of corrections are being batched into the system
 - Duplicate enrollments
 - Duplicate case numbers
 - Changes in eligibility status
 - FCC Networks enrollments being created
 - Focusing on July – September, 2013
 - Over 2300 enrollments requested

For New Enrollments

- HS and Dual preschoolers must be 3 or older
- No duplicate enrollments –
 - If search results in child enrolled elsewhere, must be resolved before EarlyLearn program serves child
- No creation of duplicate cases creation --
 - If search results in a closed case, contact Resource Area or Data Management

WES Enrollment Codes

- Reviewing roster helps to manage enrollment and maintain continuity of care
- Know which families need to re-certify and assist with the process
- Manage payment expectations
- Prepare for recruitment populations

No Duplicate Enrollments

If search results in finding a child AND the child has a current enrollment – another enrollment cannot be made, until:

- Program discusses with family:
 - Who else is taking care of child (and funded by subsidy)
 - Another EarlyLearn program; Contact other program and request they drop the enrollment. The new program can then enroll the child
 - Family receives Cash Assistance (HRA); Job Center worker will drop old enrollment and make new reservation (Form CS274W)
 - Child is enrolled in another non-EarlyLearn program; Resource Area can drop enrollment and make new reservation
 - Parent wants to continue other enrollment
 - Family receives Cash Assistance; document need for additional hours to Job Center. If approved EarlyLearn is “Current Enrollment” other program/provider becomes “Supplemental Enrollment”
 - If family does not qualify for additional service hours, parent must chose which enrollment they want to have

If search results in finding a child AND the case is not active:

- Program can contact Resource Area liaison or Data Management liaison
 - If case is eligible to be re-activated ACS staff can re-activate
 - If child care subsidy needs re-certification, documentation must be submitted to Resource Area for review and verification

WES Enrollment Reports

★ + Reports

NYC WEB ENROLLMENT SYSTEM

LUTHERAN SOCIAL SERVICES OF NY(00882) Program: LSSMNY - EARLY LIFE CTR 4(0119901)

[Placements](#)

[Attendance](#)

[HS Case and Child](#)

[Reports](#)

[Contractor Profile](#) [Pr](#)

[Home](#) > [Reports](#) > **Enrollment Reports**

REPORT LIST

List#	Report Title
1	GDC Enrollment Report
2	GDC Program Statistics
3	GDC Waiting List - All Levels of Care
4	GDC Waiting List - By Level of Care
5	GDC Action Tracking Report
6	GDC Client Contact Report - By Placements/Levels of Care

GDC PROGRAM STATISTICS

LEVEL OF CARE	LIC CAP	BUD CAP	TAR CAP	CURRENT PLACEMENTS					AVAILABLE	
				Voucher	Enrl	Rsrv	WL	PD	Enrl Slots	Rsrv Slots
Infant	0	0	0	0	0	0	0	0	0	0
Toddler	0	0	0	0	0	0	0	0	0	0
Preschool	175	175	175	0	115	7	1	0	60	53
School-Age	65	0	0	0	0	0	0	0	0	0
All Levels of Care	240	175	175	0	115	7	1	0	60	53

Note1: Available Slots are calculated using All Levels of Care amounts

Available Enrl Slots = Target Capacity - Enrollments

Available Rsrv Slots = Target Capacity - (Enrollments + Reservations) + PD (Pending Departures).

Note 2: Voucher Children are not included in the Available Slots calculation

Use this report to review your enrollments/reservations and record the actions you will enter in WES Placements.

Children with recert dates in bold must be recertified.

Enrollments Total = 115

Preschool Eligible Enrolled Children = 113													
Children with an "ND" or "RO" must be recertified.													
#	Child Name		Case Number	Sfs	DOB	Start Date	Elig Ind	Code	End Date	Recert Date	Action	Action Code	Action Date
	Last	First											
1	[REDACTED]		[REDACTED]		07/01/13	EL			05/14				
2					10/03/12	ND	16	01/17/14	01/14				
3					09/09/13	ND	12	10/01/13					
4					10/03/12	EL			08/14				
5					11/08/13	EL			10/14				

1098 for Family Child Care Networks

Family Day Care Weekly Enrollment Report

Program Number: _____

Submitted By: _____ Date: __/__/__

_____ Date: __/__/__

_____ Date: __/__/__

_____ Date: __/__/__

FTE'S: Target: 175.18 Enrls: 118.16 Rsrvs: 18.55 Avail Slots: Enrls: 57.02 Rsrvs: 38.47

FTE Slot Weighting Factors

FDC: Infant: 0.84 / 0.56 Toddler: 0.79 / 0.53 Preschool: 0.79 / 0.53 School Age: 0.58 / 0.40

GFDC: Infant: 1.00 / 0.67 Toddler: 0.94 / 0.63 Preschool: 0.79 / 0.53 School Age: 0.58 / 0.40

Eligible Enrollments/Reservations For This FDC Program 147

You May Admit Children With Reservations

Child Name	Child Number	El	Code	E/R	L/C	Start/Rsrv Date	End/Start Date	Term Code	Drop Date	Enrl FTE	Rsrv FTE
Provider 67											
DIA		EL		R	I	12/05/13	__/__/__		__/__/__	0.00	1.00
DIA		EL		R	I	12/05/13	__/__/__		__/__/__	0.00	1.00
Provider 68											
BR		EL		E	I	11/18/13			__/__/__	1.00	0.00
GU		EL		E	T	07/09/13			__/__/__	0.94	0.00
OW		EL		E	I	11/27/13			__/__/__	1.00	0.00

Managing Enrollment – what the codes tell you

Recert Date in red = 2 months' prior coming due

ND – Notice of intent to Discontinue = family has 15 days to compile with CC subsidy rules

RO – Recertification Overdue = family has not compiled with CC subsidy rules

Recertify cases with an "ND", "RO" or Recert Date in Red, drop children with a "DI" or "F9".

selected
2 out of 32

Level of Care Alpha Search Case Number Elig. Ind.

LEVELS OF CARE Select

Child Name	Case Number	Sfx	DOB	Age	L	Start Date	Elig Ind	Elig Code	Code	Slot Assigned	UPK Assigned	Classroom Location	End Date	C	Recert Date	Action
[REDACTED]	[REDACTED]			4.08	P	01/18/13	EL	HS		HS	PT	ROOM 2		C		None
[REDACTED]	[REDACTED]			4.05	P	10/26/12	ND	DU	12	HS	PT	ROOM 2	12/03/13	C		None
[REDACTED]	[REDACTED]			4.11	P	09/03/13	EL	HS		HS	PT	ROOM 2		C		None
[REDACTED]	[REDACTED]			2.10	P	09/10/13	EL	CC		CC	IN			C	04/14	None
[REDACTED]	[REDACTED]			3.02	P	03/13/13	EL	CC		CC	IN			C	03/14	None
[REDACTED]	[REDACTED]			3.08	P	08/01/13	EL	CC		CC	IN	ROOM2		C	02/14	None
[REDACTED]	[REDACTED]			4.08	P	11/13/12	EL	CC		CC	PT	ROOM 2		C	02/14	None
[REDACTED]	[REDACTED]			3.04	P	06/10/13	EL	CC		CC	IN	ROOM2		C	05/14	None

DI – Documented Ineligible = family is no longer eligible for CC subsidy

Selected
45 out of 45

Recertify cases with an "ND", "RO" or Recert Date in Red drop children with a "DI" or "F9".

Level of Care Alpha Search Case Number Elig. Ind.

ALL LEVELS OF CARE Select

Details	Child Name	Case Number	Sfx	DOB	Age	L C	Start Date	Elig Ind	Elig Code	Code	Slot Assigned	UPK Assigned	Classroom Location	End Date	C V	Recert Date	Action
1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7 P		11/01/12	ND	CC	13	CC	IN		12/31/13	C		None
2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9 P		10/01/12	EL	CC			IN			C	08/14	None
3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 P		09/06/13	EL	CC		CC	IN			C	02/14	None
4	[REDACTED]	335064	01	12/29/11	2.00 T		01/02/14	EL	CC		CC	IN			C	09/14	None
5	[REDACTED]	409082	02	05/18/09	4.07 P		10/01/12	DI	CC	16		IN		08/29/13	C	08/13	None
6	[REDACTED]	[REDACTED]	[REDACTED]	03/06/09	4.07 P		10/01/12	EL	CC		CC	IN	DEFAULT		C	10/14	None
7	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 P		10/09/13	EL	CC		CC	PT			C	09/14	None
8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 P		10/01/12	EL	DU		CC	IN	DEFAULT		C	04/14	None
9	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	9 T		10/01/12	EL	CC		CC	IN			C	03/14	None
10	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 P		08/26/13	EL	CC		CC	IN			C	10/14	None

Fair Hearing Codes:

F6 = Fair Hearing - Care continued = child remains eligible until Hearing decision

F9 = Fair Hearing – Care not continued = child is ineligible; enrollment should be dropped

64 out of 64

Recertify cases with an "ND", "RO" or Recert Date in Red, drop children with a "DI" or "F9".

Level of Care

Alpha Search

Case Number

Elig. Ind.

P-PRESCHOOL

Select

Details	Child Name	Case Number	Sfx	DOB	Age	L	Start Date	Elig Ind	Elig Code	Code	Slot Assigned	UPK Assigned	Classroom Location	End Date	C	Recert Date	A
1					4.06	P	10/01/12	F6	DI		HS	PT	2		C	12/12	None
2					4.07	P	10/09/12	EL	CC		CC	PT	2		C	05/14	None

Training Sessions Planned

- Topic Specific modules for half-day 'hands-on' sessions
- Some full-day, multi-topic sessions
- Helpful Hints & Desk Aids to be posted on WES Bulletin Board
- Training schedule will be posted on WES Bulletin Board with session goals, 'who should attend' and pre-training notes

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ONGOING MONITORING *ACS Case Management System*

Ayleen Guzman

Assistant Commissioner

Program Management

Case Management System

Case Management was developed to reinforce a ***proactive approach*** for ACS staff to know and work cooperatively with each ELNYC agency. We are still developing this system and ***ACS welcomes input*** from our ELNYC community as we refine the process.

Case Management System

- Creates a forum for the different departments and levels of ACS staff to ***share information*** about each agency including areas of strength and areas of concern
- Connects naturally to the ***self-assessment*** process
- Helps to outline an ***individualized course of action*** that ***recognizes the strengths*** of the ELNYC agency and ***highlights areas for further training & technical assistance***
- Supports ***timely communication*** with stakeholders on the ***performance levels*** of the ELNYC program

Case Management System

- **System Elements**
 - Five Cycle of Monitoring & TA
 - Early Alert Indicators
 - ECE Monitoring Actions & Definitions

Five Cycle of Monitoring & TA



Data Gathering

- The five cycle process captures information on an ongoing basis from ***various sources*** including -
 - Site Visit Reports
 - Self Assessment Reports
 - Training Records
 - Agency Profiles

All of these provide ACS staff with the information on the strengths and potential areas of need of the ELNYC program

Quality Markers

- ACS staff is identifying ***quality markers*** that indicate of the various areas of strength within ELNYC programs. Examples are:
 - ***Program Management***
 - *Meets board composition, in compliance with HR clearances*
 - ***Health, Mental Health & Nutrition***
 - Meets screening deadlines; demonstrates effective follow up with referrals; hosts a Health Services Advisory Group
 - ***Parent, Family and Community Engagement***
 - Documentation of ongoing parent activities & involvement; evidence of community partnerships

Early Alert Indicators

- ACS has identified a set of nine indicators to serve as *red flags/warning alarms* to potential problems within an ELNYC agency
- Information comes from *multiple sources*
 - Funders
 - Regulatory Agencies
 - Foundations
 - Community & Corporate Partners
 - Community Residents
 - Parents
 - Media

Early Alert Indicators

- Flagged **poor performance** in service delivery
(ie: education, family support services, health. Etc)
- Evidence of **persistent** financial difficulties
- ***Inability to reach up to 100% enrollment*** capacity consistently leading to a decrease in cash reimbursement
- Evidence of an **ineffective/non-responsive** Board of Directors

Early Alert Indicators

- Ongoing **poor** facilities management & maintenance
- ***Missing/Ineffective*** Management Team Members
- ***Lack of potential partners*** and poor community connections
- ***Lack of attendance*** at ACS meetings, trainings, specialized forums, etc.

Early Alert Indicators

- ***Negative Media Coverage*** - Newspaper Articles, Inquiries, Evidence of criminality found in media
- ***Frequent complaints*** - calls or correspondence - to funding sources (parents & staff)

ECE Monitoring Actions & Definitions

- **Ongoing Monitoring** – standard operating procedures using five-cycle monitoring & TA cycle; may include intensive technical assistance
- **Heightened Monitoring Status** – demonstrated persistent areas of non-compliance (over 3 months)
 - increased monitoring and communication with policy groups
 - improvement planning with ACS staff
 - mandatory T & TA

ECE Monitoring Actions & Definitions

- **Corrective Action Status** – continued evidence of longstanding unresolved concerns (over 6 months) with
 - high likelihood of poor ratings on annual performance evaluation
 - administrative briefings scheduled with Commissioner-level staff and policy groups
 - formal Corrective Action Plan required
 - mandatory T & TA

ECE Monitoring Actions & Definitions

- **Probationary Corrective Action Status** – over 9 months of persistent inability by agency staff and board to address concerns to a successful resolution; demonstrated evidence of failure to identify and manage the sources of concern on a timely basis;
 - Agency notified of deficiency status
 - administrative briefings led by Commissioner-level staff with policy groups and management team
 - mandatory T & TA
 - possible termination of contract

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Summation & Announcements

- **March Borough Director's Meetings**
- **Contractor Surveys**
- **Health & Safety**
- **Updated ECE Referral Process For Child Welfare Services**
- **Self-Assessment 2014**

Borough Directors' Meeting

Recruitment &
Enrollment (Fall 2014)

Agencies are
welcome to submit
agenda items to ACS
staff.



Contractor Surveys



- The deadline was **Friday, December 20, 2013**
- Agencies have until this Friday, 1/17/2014 to submit.
- Questions or Concerns:

Barbara Alicea (212.788.2741)

Or

Alyson Grant (212.393.5103)

Health and Safety Monitoring Visits of Head Start and Dual Eligible Sites

Common problems we are finding?

- Staff Background Clearances & Medicals
- Staff CAM Training
- Staff Health & Safety procedures trainings
- Hand Washing
- Playgrounds
- Fire Alarm & Suppression Systems
- Non-working Kitchen Equipment
- Emergency Exits
- Plumbing/Grease Traps
- Documentation/Logs

Updated ECE Referral Procedures for Child Welfare Services

Starting **January 13, 2014**, the **ECE-002** referral procedure will be used to:

- (A) Refer the following families to early care and education services:
 - Preventive
 - Protective
 - Working Foster Care
 - Non-Working Foster Care (Head Start Only)
 - Parenting Young Adults in Family Foster Care
- (B) Provide an update on the status or change in the reason for care for the above families.
- (C) Request a provider transfer for any of the above families.
- (D) Notify ECE that the child protective, preventive services or foster care is closing.

Updated ECE Referral Procedures for Child Welfare Services (cont..)

- ❑ Families who are eligible for subsidized child care based solely on their programmatic eligibility without regard to income, must be referred for services and do not fill out an application.
- ❑ If the family's preventive, protective or foster case closes, the family may subsequently need to fill out an application for subsidized child care (CS-925) based on their cash assistance or low income status.
- ❑ There is no recertification for families who are referred for early care and education services based upon their programmatic status. Early care and education services will continue until a child ages out of services unless notification is received of a change in status or case closure.

Self Assessment 2014

- Timeline: **February 1, 2014 to April 30, 2014**
- Look out for E-Bulletin for Submission Information
- Contact Team Leader if you have questions
- Trainings starting in the End of January
 - Sessions: Self Assessments Orientation
 - ERS Tools (*IT-ERS, EC-ERS, FCC-ERS*)
 - Updated NYC-PQAS
 - Developing Program Improvement Plan
 - Check ***Eventbrite*** for Registration

EARLYLEARN CHILD CARE APPLICATION CHECKLIST

Forms:

- CS 925 – Application for Child Care Subsidy**
- ECE 008 – Notice of Eligibility for Child Care Service and Fee Agreement**
- W 25 – History Sheet**

Citizenship/Residency Documents:

- Copy of US Birth Certificate** (for all children in the household under age 18)
- Copy of Alien Registration Card** (if the child was not born in the US)
- Copy of Social Security Card** (optional)
- Proof of New York City Address** (utility bill, rent receipt, etc.)

Income/Reason for Care Documents:

- If employed, Pay Stubs and/or CS 1069**
- If self-employed, Current Income Tax Forms** (ex. 1040, Schedule C, Schedule SE)
- If self-employed less than 3 months, notarized accountant statement**
- If attending educational/vocational training, ACD 1082**
- If receiving SSI, Worker's Compensation, Unemployment Benefits, etc., proof of income documentation** (i.e. award letter or recent check stubs)

Bronx RA 1 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0102401	Claremont Neighborhood Centers, Inc.	Aleene Logan Preschool Center	1450 Webster Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0106301	Philip H. Michaels Child Care Center, Inc.	Anna Lefkowitz DCC	590 Westchester Avenue	10455	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0125401	B'Above Worldwide Institute, Inc.	B'Above 52	1810 Davidson Avenue	10453	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0122101	Belmont Community Day Care Center, Inc.	Belmont Community day Care Center	2340 Cambreleng Avenue	10458	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0150201	Episcopal Social Services of New York	Betances Early Childhood Center (N)	528 East 146th Street	10455	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0191503	Southeast Bronx Neighborhood Centers	Blondell Joyner DCC	901 Tinton Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1601243	Brightside Academy, Inc.	Brightside Academy - East 150th	331 East 150th Street	10451	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1602040	Brightside Academy, Inc.	Brightside Academy - Intervale	960 Intervale Road	10459	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1602125	Brightside Academy, Inc.	Brightside Academy - Louis Nine	1334 Louis Nine Boulevard	10459	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1602166	Brightside Academy, Inc.	Brightside Academy - Southern	1093 Southern Boulevard	10459	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0187102	Brightside Academy, Inc.	Brightside Academy - St Ann	800 Saint Ann's Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1601865	Brightside Academy, Inc.	Brightside Academy - Webster	1455 Webster Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1601922	Brightside Academy, Inc.	Brightside Academy - White Plains #	2901 White Plains Road	10467	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0187104	Brightside Academy, Inc.	Brightside Academy - White Plains #	3942 White Plains Road	10466	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0187201	Bronx Community College Early Childhood	Bronx Community College Early Childhood	2155 University Avenue	10453	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0159401	Children's Aid Society, Inc	Bronx Early Childhood Center	1515 Southern Boulevard	10460	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0137802	Tremont Crotona Day Care Center	Bronx River Child Care center	1555 East 174th Street	10472	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0121902	Bronxdale Tenants League Day Care Center	Bronxdale Nursery	1065 Beach Avenue	10472	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1600272	Bronx Works	BronxWorks ECLC	1130 Grand Concourse	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0192002	Cardinal McCloskey School and Home	Cardinal McCloskey Services - Group	899 East 180th Street	10460	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1122702	Fordham Bedford Housing Corporation	Concourse House	2751 Grand Concourse	10468	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0133201	Tremont Crotona Day Care Center	E Bronx Day Care center	1113 Colgate Avenue	10472	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0100501	East Tremont Child Care and Development	East Tremont Child Care and Development	1811 Crotona Avenue	10457	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0108701	Episcopal Social Services of New York	Episcopal Social Services Head Sta	500 Bergen Avenue	10455	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0191504	Southeast Bronx Neighborhood Centers	Five Star DCC	3261 3rd Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0191502	Southeast Bronx Neighborhood Centers	Gwendolyn Bland DC	749 East 163rd Street	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1131302	HELP Day Care Corporation	HELP II	285 East 171st Street	10457	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0131305	HELP Day Care Corporation	HELP III	785 Crotona Park North	10460	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0121705	Highbridge Advisory Council Family Services	Highbridge Advisory Council Day Care	1181 Nelson Avenue	10452	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0121701	Highbridge Advisory Council Family Services	Highbridge Advisory Council Early Childhood	1594 Townsend Avenue	10452	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0121706	Highbridge Advisory Council Family Services	Highbridge Advisory Council Early Childhood	1399 Ogden Avenue	10452	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0140601	Highbridge Advisory Council Family Services	Highbridge Advisory Council Marshall	800 Concourse Village East	10451	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0121703	Highbridge Advisory Council Family Services	Highbridge Advisory Council Paradise	258 East 165th Street	10452	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0181901	Cardinal McCloskey School and Home	Hunts Point #1	560 Concord Avenue	10455	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0125902	1332 Fulton Avenue Day Care Center, Inc.	Iola Jordan Day Care	421 East 161st Street	10451	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1582101	Kingsbridge Heights Community Center	Kingsbridge Heights Community Center	3101 Kingsbridge Terrace	10463	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0143201	Labor Bathgate Community Child Care	Labor Bathgate Community CCC	1638 Anthony Avenue	10457	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
1572101	Phipps Community Development Corporation	Lambert Center	1005 East 179th Street	10460	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov

Bronx RA 1 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0102402	Claremont Neighborhood Centers, Inc.	Louis A. Fickling Child Development	1240 Webster Avenue	10456	A	Adlyn Greenaway-Morson	7184012015	greenaway1@acs.nyc.gov
0121704	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cen	80 East 181st Street	10453	A	Adlyn Greenaway-Morson	7184012015	greenaway1@acs.nyc.gov
0122401	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cen	888 Westchester Avenue	10459	A	Adlyn Greenaway-Morson	7184012015	greenaway1@acs.nyc.gov
0119901	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cen	200 West Tremont Avenue	10453	A	Adlyn Greenaway-Morson	7184012015	greenaway1@acs.nyc.gov
2135101	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cen	2125 Watson Avenue	10472	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0160301	MARC Academy and Family Center, Inc	MARC Academy and Family Center	2105-2111 Jerome Avenue	10453	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0141701	Mid Bronx CCRP Early Childhood Cente	Mid Bronx CCRP ECC 2	100-102 East Mount Eden Ave	10452	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0107901	Mid Bronx CCRP Early Childhood Cente	Mid Bronx CCRP ECC 3	1360 Ogden Avenue	10452	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0120101	Mid Bronx CCRP Early Childhood Cente	Mid Bronx CCRP ECC 4	1020-1022 Summit Avenue	10452	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0181902	Cardinal McCloskey School and Home f	Monsignor Boyle	3044 Hull Avenue	10467	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0122501	North Bronx NCNW Child Development	North Bronx NCNW CDC	4035 White Plains Road	10466	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0144301	Philip H. Michaels Child Care Center, In	Philip H. Michaels CDC	629 Courtlandt Avenue	10451	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1158901	Homes for the Homeless	Prospect Early Childhood Center	730 Kelly Street	10455	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0107902	Sharon Baptist Board of Directors, Inc.	Sharon Baptist - Center I	507-509 East 165th Street	10456	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0107903	Sharon Baptist Board of Directors, Inc.	Sharon Baptist - Center II	279 East Burnside Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0107904	Sharon Baptist Board of Directors, Inc.	Sharon Baptist - Center IV	1925 Bathgate Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0121901	Bronxdale Tenants League Day Care C	Sound Dale Center for ECE	1211 Croes Avenue	10472	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0188501	Saint Jemuel Group Family Day Care, In	St. Jemuel Family GDC	2836 Webb Avenue	10468	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0107501	Northeast Bronx Day Care Centers, Inc.	Susan Wagner DCC	1140 229th Street	10466	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0150102	The Salvation Army	The Salvation Army, Bronx Citadel	425 East 159th Street	10451	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0150110	The Salvation Army	The Salvation Army, tremont	2121 Washington Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0117301	Tremont Crotona Day Care Center	Throggs Neck Child Care Center	461 Swinton Avenue	10465	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0156001	Tolentine Zeiser Community Life Center	Tolentine Zesier Community Life Ce	2340 Andrews Avenue	10468	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0119701	Trabajamos Community Head Start, Inc	Trabajamos Community Head Start,	2167 University Avenue	10453	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1571301	Trabajamos Community Head Start, Inc	Trabajamos Community Head Start,	940 East 156th Street	10455	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1571302	Trabajamos Community Head Start, Inc	Trabajamos Community Head Start,	1905 Morris Avenue	10453	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0182701	Trabajamos Community Head Start, Inc	Trabajamos Community Head Start,	2260 Crotona Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0118101	Trabajamos Community Head Start, Inc	Trabajamos Community Head Start,	1997 Bathgate Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0137801	Tremont Crotona Day Care Center	Tremont Crotona	1600 Crotona Park East	10460	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0121001	Tremont Monterey Day Care Center, Inc	Tremont Moterey DCC 1	887 Crotona Park North	10460	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0120201	Tremont Monterey Day Care Center, Inc	Tremont Moterey DCC 2	1600 Bathgate Avenue	10457	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0110101	Northeast Bronx Day Care Centers, Inc.	Victory	3440 White Plains Road	10467	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0119001	Birch Family Services, Inc.	Watson Avenue ECC	1880 Watson Avenue	10472	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0110701	Westchester Tremont Day Care Center,	Westchester Tremont DCC	2547 East Tremont Avenue	10461	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1582102	Kingsbridge Heights Community Center	Williamsbridge	295 West 231st Street	10463	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1570703	East Side House Settlement	Winifred Wheeler	200 Alexander Avenue	10454	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0125921	1332 FULTON AVE DCC INC		1332 FULTON AVENUE	10456	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
1495243	CARDINAL MCCLOSKEY		402-404 EAST 152ND STREE	10455	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov

Bronx RA 1 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0192220	FORDHAM BEDFORD CHLDRN SVCS		2715 BAINBRIDGE AVENUE	10458	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0121725	HIGHBRIDGE ADVISORY CNCIL		800 CONCOURSE VILLAGE	10456	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0161420	KINGSBRIDGE HGTS CM AFTR S-S7		3101 KINGSBRIDGE TERRACE	10453	B	Julio Hernandez	7184012031	hernandezj@acs.nyc.gov
0180320	MARC ACADEMY AND FAM CTR INC		2105-2111 JEROME AVENUE	10453	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0182720	TRABAJOMOS COMMUNITY HS INC		940 EAST 156TH STREET	10455	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0183020	WOMENS HSNG AND ECON DEV CORP (WHEDCO)		50 EAST 168TH STREET	10456	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov
0188220	LUTHERAN SOCIAL SERVICES OF NY		475 RIVERSIDE DRIVE	10115	A	Adlyn Greenaway-Morson	7184012015	greenawaya1@acs.nyc.gov

Brooklyn/SI RA 3 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0328701	196 Albany Avenue Day Care Center,	196 Albany Avenue DCC	196 Albany Avenue	11213	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0344004	FirstStepNYC at PS/IS41	29-49 Gilmore Street	225 Newport Street	11212	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0338301	12th Street Preschool, Inc.	ACE Early Childhood Center	199 14th Street-2nd Floor	11215	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0317101	Action Nursery	Action Nursery	1019 46th Street	11219	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0338901	All My Children Daycare and Nursery S	All My Children Daycare 10	420 Lefferts Avenue	11225	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0345702	All My Children Daycare and Nursery S	All My Children Daycare 11	317 Rogers Avenue	11225	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0353401	All My Children Daycare and Nursery S	All My Children Daycare 13	771 Crown Street	11213	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0345701	All My Children Daycare and Nursery S	All My Children Daycare 13	36 Ford Street	11213	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0387001	All My Children Daycare and Nursery S	All My Children Daycare 15	1717 President Street	11213	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0387002	All My Children Daycare and Nursery S	All My Children Daycare 16	739 East New York Avenue	11225	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0316501	Labor and Industry for Education, Inc.	Audrey Johnson DCC	272 Moffat Street	11207	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380308	B'Above Worldwide Institute, Inc.	B'Above 26	771 East 49th Street	11203	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380302	B'Above Worldwide Institute, Inc.	B'Above 32	799 Kent Avenue	11205	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380311	B'Above Worldwide Institute, Inc.	B'Above 39	1362 49th Street	11219	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380313	B'Above Worldwide Institute, Inc.	B'Above 42	1564 50th Street	11219	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380306	B'Above Worldwide Institute, Inc.	B'Above 46	4500 9th Avenue	11220	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380316	B'Above Worldwide Institute, Inc.	B'Above 49	2221 Avenue R	11230	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0380309	B'Above Worldwide Institute, Inc.	B'Above 50	87 Putman Avenue	11238	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0360502	Brooklyn Chinese American Associatio	BCA Bay Ridge DCC	4202 8th Avenue	11232	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0360504	Brooklyn Chinese American Associatio	BCA Bensonhurst DCC	6407 20th Avenue	11204	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0360501	Brooklyn Chinese American Associatio	BCA Early Childhood Education Cente	812 54th Street	11220	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0310904	Brooklyn Bureau of Community Servic	BCS Atlantic Avenue Early Learning C	1825 Atlantic Avenue	11233	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0310903	Brooklyn Bureau of Community Servic	BCS Duffield Childrens Center	101 Fleet Place	11201	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0340701	Beth Jacob Day Care Center, Inc.	Beth Jacob DCC	1363 46th Street	11219	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
1601479	Christina Day Care	Blake and Milford DCC	334 Milford Street	11208	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0308201	Recreation Rooms and Settlement, Inc	Breukelen Day Care Center	717 East 105th Street	11236	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0300302	Brooklyn Kindergarten Society, Inc.	Brevoort Childrens Center	250 Ralph Avenue	11233	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0387101	Brightside Academy, Inc.	Brightside Academy - Barbey	679 New Lots Avenue	11207	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0387102	Brightside Academy, Inc.	Brightside Academy - Belmont	50 Belmont Avenue	11212	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
1601965	Brightside Academy, Inc.	Brightside Academy - Broadway	1491 Broadway Avenue	11221	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0387103	Brightside Academy, Inc.	Brightside Academy - Clarkson	210 Clarkson Avenue	11226	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0387104	Brightside Academy, Inc.	Brightside Academy - Dekalb Ave	876 Dekalb Avenue	11221	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0343601	Brooklyn Development Center Early C	Brooklyn Developmental Center	888 Fountain Avenue	11208	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0387302	BumbleBees R Us, Inc.	Bumble Bees R Us ?	4301 10th Avenue	11219	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0387304	BumbleBees R Us, Inc.	Bumble Bees R Us 2	76 Lorraine Street	11231	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov

Brooklyn/SI RA 3 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0387301	BumbleBees R Us, Inc.	Bumble Bees R Us 3	2813 Farragut Road	11210	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0387303	BumbleBees R Us, Inc.	Bumble Bees R Us 8	969 43rd Street (5316 New	11213	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0320301	Bushwick United Housing Developmer	Bushwick United HDFC 5	152 Manhattan Avenue	11206	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0353301	Bushwick United Housing Developmer	Bushwick United HDFC 6	200 Central Avenue	11221	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0325101	Bushwick United Housing Developmer	Bushwick United HDFC 7	600 Hart Street	11221	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0300407	Bushwick United Housing Developmer	Bushwick United HDFC 9	741 Flushing Avenue	11206	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0319501	Queens County Educators For Tomorrow	Charles R Drew ELC 5	2804 Glenwood Road	11210	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
1602014	Child Prodigy Learning Center, Inc.	Child Prodigy Learning Center	311 Saratoga Avenue	11233	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0308706	Episcopal Social Services of New York	Cooper Park Child Care Center	292 Frost Street	11222	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0303101	Cornerstone Day Care Center, Inc.	Cornerstone Day Care Center	289 Lewis Avenue	11221	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0323101	Cypress Hills Child Care Corporation	Cypress Hills CCC	108 Pine Street	11208	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0300304	Brooklyn Kindergarten Society, Inc.	Edwards L. Cleaveland Childrens Cen	1185 Park Place	11213	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0330801	Friends of Crown Heights Educational	Friends of Crown Heights 10	1491 Bedford Avenue	11216	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0349601	Friends of Crown Heights Educational	Friends of Crown Heights 11	995 Carroll Avenue	11225	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0314506	Friends of Crown Heights Educational	Friends of Crown Heights 15	2505 Pitkin Avenue	11208	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0343301	Friends of Crown Heights Educational	Friends of Crown Heights 16	668 Logan Street	11208	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0314502	Friends of Crown Heights Educational	Friends of Crown Heights 17	921 Hegeman Avenue	11208	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0314505	Friends of Crown Heights Educational	Friends of Crown Heights 18	851 Liberty Avenue	11208	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0314503	Friends of Crown Heights Educational	Friends of Crown Heights 19	370 New Lots Avenue	11207	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0345703	Friends of Crown Heights Educational	Friends of Crown Heights 2	671 Prospect Place	11216	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0350103	Friends of Crown Heights Educational	Friends of Crown Heights 26	20 Sutter Avenue	11212	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0326401	Friends of Crown Heights Educational	Friends of Crown Heights 29	1435 Prospect Place	11213	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0316002	Friends of Crown Heights Educational	Friends of Crown Heights 5	1886 Nostrand Avenue	11226	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0341906	Friends of Crown Heights Educational	Friends of Crown Heights 6	49 Avenue W	11223	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0330802	Friends of Crown Heights Educational	Friends of Crown Heights 9	813 Sterling Place	11216	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0315401	Grand Street Settlement, Inc.	Grand Street Settlement Dual #3	319 Stanhope Street	11237	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0334101	Hawthorne Corners Day Care Center,	Hawthorne Corners day Care center	1950 Bedford Avenue	11225	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
2375701	Hebrew Educational Society	Hebrew Educational Society	9502 Seaview Avenue	11236	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0348401	Park Slope North Child Development C	Helen Owen Carey CDC	71 Lincoln Place	11217	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
1131301	HELP Day Care Corporation	HELP I	515 Blake Avenue	11207	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
1601901	Inner Force Tots Inc	Inner Force Tots	1181 East New York Avenue	11212	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov

Brooklyn/SI RA 3 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0316502	Labor and Industry for Education, Inc.	John Coker DCC	1375 Bushwick Avenue	11207	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0300404	Catholic Charities Neighborhood Servi	John F. Kennedy ECDC	103-15 Farragut Road	11236	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0300408	Catholic Charities Neighborhood Servi	John Oravec ECDC	176 Java Street	11222	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0330501	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cente	265 Marcus Garvey Boulev	11221	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0341801	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Cente	1175 Gates Avenue	11221	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0316101	Sunset Bay Community Services, Inc.	Magical Years Early Childhood Center	230 60th Street	11220	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0308703	Episcopal Social Services of New York	Marcy Children's Center	494 Marcy Avenue	11206	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0300301	Brooklyn Kindergarten Society, Inc.	Nat Azarow Childrens Center	232 Powell Street	11212	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0343101	New Life Child Development Center, Ir	New Life Child Development Center 1	295 Woodbine Street	11237	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
1582301	New Life Child Development Center, Ir	New Life Child Development Center 2	406 Grove Street	11237	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0343102	New Life Child Development Center, Ir	New Life Child Development Center 3	408 Grove Street	11237	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0343103	New Life Child Development Center, Ir	New Life Child Development Center 4	1307 Greene Avenue	11221	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0349201	Nuestros Ninos Day Care Center, Inc.	Nuestros Ninos DCC I	384 South 4th Street	11211	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0349203	Nuestros Ninos Day Care Center, Inc.	Nuestros Ninos DCC II	243 South 2nd Street	11211	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0349103	Nuestros Ninos Day Care Center, Inc.	Nuestros Ninos DCC III	161 South 3rd Street	11211	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
1601816	Our Children the Leaders of Tomorrow	Our Children the Leaders of Tomorrow	756 Myrtle Avenue	11206	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0300409	Catholic Charities Neighborhood Servi	Padre Kennedy ECDC	243 South 2nd Street	11211	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0352702	Police Athletic League, Inc.	PAL Arnold and Marie Schwatz Head	452 Pennsylvania Avenue	11207	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0332903	Police Athletic League, Inc.	PAL Carey Gardens	2964 West 23rd Street	11224	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0304703	Police Athletic League, Inc.	PAL La Puerta Abierta	2864 West 21st Street	11224	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0316801	United Interfaith Action Council of Broo	Park Place Day Care Center	963 Park Place	11213	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0331601	Catholic Charities Neighborhood Servi	Parkside ECDC	525 Parkside Avenue	11226	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0314501	SCO Family of Services	Saratoga	774 Saratoga Avenue	11212	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0344003	SCO Family of Services	Saratoga II	69-71 Saratoga Avenue	11233	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0341908	Shirley Chisholm Day Care Center, Inc	Shirley Chisholm Child Care center Sit	33 Somers Street	11233	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0344001	Shirley Chisholm Day Care Center, Inc	Shirley Chisholm Day Care Center Sit	2023 Pacific Street	11223	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0344002	Shirley Chisholm Day Care Center, Inc	Shirley Chisholm Day Care Center Sit	333 14th Street	11215	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0344401	Shirley Chisholm Day Care Center, Inc	Shirley Chisholm Day Care Center Sit	265 Sumpter Street	11233	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
1111001	St. John's Place Family Center Day Ca	St Johns Place Family Center Day Ca	1620 Saint John's Place	11233	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0330701	Sunset Bay Community Services, Inc	St. Andrews Community Day Care	4917 4th Avenue	11220	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov

Brooklyn/SI RA 3 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0300403	Catholic Charities Neighborhood Servi	St. Malachy ECDC	220 Hendrix Street	11207	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0325102	Bushwick Improvement Society, Inc.	Stagg Street Center for Children	77-83 Stagg Street	11206	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
1004702	Children's Aid Society, Inc	Staten Island City Owned Facility	159 Broadway	10310	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0318601	Strong Place Day Care Center, Inc	Strong Place for Hope Day Care Cent	333 2nd Street	11215	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0312101	Strong Place Day Care Center, Inc	Strong Place for Hope Day Care Cent	595 Clinton Street	11231	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0328001	Strong Place Day Care Center, Inc	Strong Place for Hope Day Care Cent	460 Atlantic Avenue	11217	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0300305	Brooklyn Kindergarten Society, Inc.	Sumner Childrens Center	860 Park Avenue	11206	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0300401	Labor and Industry for Education, Inc.	Sunshine DCC	2757 West 33rd Street (sur	11224	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0350108	The Salvation Army	The Salvation Army, Bedford	110 Kosciusko Street	11216	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0350101	The Salvation Army	The Salvation Army, Brownsville	280 Riverdale Avenue	11212	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0350104	The Salvation Army	The Salvation Army, Bushwick	1151 Bushwick Avenue	11221	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0300303	Brooklyn Kindergarten Society, Inc.	Tompkins Childrens Center	730 Park Avenue	11206	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
1600089	Traditional Day Care Center, Inc.	Traditional Day care center	1112 Winthrop Street	11212	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
1601784	Traditional Day Care Center, Inc.	Traditional Educational Center	1469B Broadway	11221	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0352901	Labor and Industry for Education, Inc.	Two by Two	321 Roebling Street	11211	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0335501	United Community Day Care Center, I	United Community DCC	613 New Lots Avenue	11207	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0341909	University Settlement Society of New Y	University Settlement Childrens Corne	565 Livonia Avenue	11207	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0352701	Urban Strategies, Inc	Urban Strategies 1	1091 Sutter Avenue	11208	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0341904	Urban Strategies, Inc	Urban Strategies 5	675 Lincoln Avenue	11208	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0316102	Sunset Bay Community Services, Inc	Warren Street Center	343 Warren Street	11201	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0321303	Episcopal Social Services of New York	Williamsburg CCC	110 Taylor Street	11211	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0360703	Yeshiva Kehilath Yakov	Yeshivath Kehilath Yakov 6	638-644 Bedford Avenue	11211	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0304705	YWCA of the City of New York	YWCA-NYC Brownsville Early Learnin	1592 East New York Avenu	11212	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0304706	YWCA of the City of New York	YWCA-NYC Roberta Bright Early Lea	3001 West 37th Street	11224	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0364601	Zion Day Care	Zion Day Care	5000 14th Avenue	11219	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0310944	BBCS FAM DAY CARE NET.		285 MYRTLE AVENUE	11205	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov
0349220	NUESTROS NINOS FDC		384 SOUTH 4TH STREET	11211	A	Maritza Marrero-King	2123935312	kingm@acs.nyc.gov
0344020	SHIRLEY CHISHOLM DCC INC		333 14TH STREET	11215	B	Jacqueline Mitchell	2123935363	mitchellj@acs.nyc.gov
0381820	LABOR AND INDUSTRY FOR EDU		1375 BUSHWICK AVENUE	11207	C	Patricia Allen-Long	2123935281	allenpa@acs.nyc.gov

Manhattan RA 7 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
0702302	Addie Mae Collins Community Service, Inc	Addie Mae Collins 3	2322 Third Avenue	10035	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
0719601	Bellevue Day Care Center, Inc.	Bellevue-Educare Childcare Center	462 First Avenue	10016	A	Omowumi Oladapo	2128357683	oladapoo@acs.nyc.gov
1106504	Boys & Girls Harbor, Inc.	Boys & Girls Harbor, Inc.	1 East 104th Street	10029	B	Ana Perez	2128357706	perezan@acs.nyc.gov
1575101	Cardinal McCloskey School and Home for	Cardinal Spellman	137 East 2nd Street	10009	B	Siola Peters	2128358086	siola.peters@dfa.state.ny.us
0702301	Citizens Care Day Care Center, Inc	Citizens Care DCC 1	131 Saint Nicholas Avenue	10026	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
0702303	Citizens Care Day Care Center, Inc	Citizens Care DCC 3	3240 Broadway	10027	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
0759404	Children's Aid Society, Inc	Drew Hamilton Center	2672 Frederick Douglass Bou	10030	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
1159401	Children's Aid Society, Inc	Dunlevy Milbank Campus	14-32 West 118th Street	10026	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0703301	East Calvary Day Care, Inc.	East Calvary DCC	1 West 112th Street	10026	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0703401	East Harlem Block Nursery, Inc.	East Harlem Block Nursery 1	215 East 106th Street	10029	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
1576601	Educational Alliance, Inc.	Education Alliance - E Broadway	197 East Broadway	10002	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0721601	Educational Alliance, Inc.	Educational Alliance - Lillian Wald	34 Avenue D	10009	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0708730	Episcopal Social Services of New York	Episcopal Social Services Head Start (Fi	2289 Fifth Avenue	10039	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
1576102	Escuela Hispana Montessori	Escuela Hispana Montessori 1	185 Avenue D	10009	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0781301	Escuela Hispana Montessori	Escuela Hispana Montessori 2	180 Suffolk Street	10002	B	Ana Perez	2128357706	perezan@acs.nyc.gov
1576001	Children's Aid Society, Inc	Frederick Douglass Center	885 Columbus Avenue	10025	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0705401	Friends of Crown Heights Educational Ce	Friends of Crown Heights 28	3732 10th Avenue	10034	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0715501	Friends of Crown Heights Educational Ce	Friends of Crown Heights 33	737 East 6th Street	10009	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
1582902	Ft. George Community Enrichment Center	Ft George Child and Family Developmen	601 West 186th Street	10033	B	Siola Peters	2128358086	siola.peters@dfa.state.ny.us
0704501	Goddard Riverside Community Center, Inc	Goddard Riverside 1	114 West 91st Street	10025	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0728501	Goddard Riverside Community Center, Inc	Goddard Riverside 2	128 West 83rd Street	10024	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0728503	Goddard Riverside Community Center, Inc	Goddard Riverside 3	26 West 84th Street	10024	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0721301	Episcopal Social Services of New York	Graham Windham DCC	669 Lenox Avenue	10037	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0704601	Grand Street Settlement, Inc.	Grand St Settlement	300 Delancey Street	10002	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0752401	Grand Street Settlement, Inc.	Grand St Settlement Dual Center #1	60 Essex Street	10009	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0706501	East Harlem Block Nursery, Inc.	Grant Day Care Center	1299 Amsterdam Avenue	10027	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0704904	Hamilton-Madison House, Inc.	Hamilton Madison House EarlyLearn Ce	60 Catherine Street	10038	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0705001	Henry Street Settlement, Inc.	Henry Street Settlement Day Care	301 Henry Street	10002	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
1105002	Henry Street Settlement, Inc.	Henry Street Settlement Family School	110-120 Baruch Drive	10002	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0750501	SCAN-NY	Holmes Towers/ Eisman Day Nursery	1794 First Avenue	10029	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0705201	Hudson Guild	Hudson Guild Childrens Center	459 West 26th Street	10001	B	Ana Perez	2128357706	perezan@acs.nyc.gov
1580402	Union Settlement Association, Inc.	Leggett Memorial	237 East 104th Street	10029	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0706901	Lexington Children Center, Inc.	Lexington Childrens Center	115 East 98th Street	10029	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0713501	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Center 1	110 West 146th Street	10039	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0745401	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Center 1	151-157 West 136th Street	10030	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0740901	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Center 1	218 West 147th Street	10039	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0730401	Lutheran Social Services of NY	LSSMNY: Early LIFE Childrens Center 1	510-516 West 145th Street	10031	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0711901	Lincoln Square Neighborhood Center, Inc	Mabel Barrett Fitzgerald DCC	243 West 64th Street	10023	A	Omowumi Oladapo	2128357683	oladapoo@acs.nyc.gov

Manhattan RA 7 Caseload Assignments

EL Program Number	Contractor Name	Site Name	Site Address	ZIP	Team	RA Contact Person	Phone	Email
1600414	Union Settlement Association, Inc.	Metro North Childcare Center	304 East 102nd Street	10029	B	Siola Peters	2128358086	siola.peters@dfa.state.ny.us
0708707	Episcopal Social Services of New York	Morningside DCC	2967 Frederick Douglas Boul	10039	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0743401	Nicholas Cardell Day Care Center, Inc.	Nicholas Cardell Day Care Center	84 Vermilyea Avenue	10034	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0707601	Open Door Associates, Inc.	Open Door CCC	820 Columbus Avenue	10025	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0759401	Children's Aid Society, Inc	P.S. 50	433 East 100th Street	10029	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0715801	Union Settlement Association, Inc.	Pequenos Souls Day Care Center	114-34 East 122nd Street	10035	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0781901	Cardinal McCloskey School and Home for	Queen of Martyrs	71-91 Arden Street	10040	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0737301	Rena Day Care Center, Inc	Rena Child Care Centers, Inc.	639 Edgecombe Avenue	10032	A	Omowumi Oladapo	2128357683	oladapoo@acs.nyc.gov
0706201	SCAN-NY	SCAN LaGuardia House Nursery	414 East 105th Street	10029	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0782301	Seventh Avenue Center for Family Service	Seventh Avenue Center 2	711 Lenox Avenue	10039	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
0708708	Episcopal Social Services of New York	Sheltering Arms Learning Center	2493 Adam Clayton Powell Jr	10030	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0759403	Children's Aid Society, Inc	Taft Early Childhood Center	1724-26 Madison Avenue	10029	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0750301	United Federation of Black Community Or	UFBCO	474 West 159th Street	10032	B	Siola Peters	2128358086	siola.peters@dfa.state.ny.us
0709701	Union Settlement Association, Inc.	Union Carver Childcare Center	1565 Madison Avenue	10029	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
0709704	Union Settlement Association, Inc.	Union Washington CCC	1893 2nd Avenue	10029	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
1575701	University Settlement Society of New York	University Settlement ECC	184 Eldridge Street	10002	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov
0710001	Utopia Children's Center, Inc	Utopia Childrens Center	236 West 129th Street	10027	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0708704	Episcopal Social Services of New York	Virginia Day Nursery	464 East 10th Street	10009	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0782901	West Harlem Community Organization, In	West Harlem 1	121 West 128th Street	10027	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0704704	YWCA of the City of New York	YWCA-NYC Polly Dodge Early Learning	538 West 55th Street	10019	B	Ana Perez	2128357706	perezan@acs.nyc.gov
0791240	UNIVERSITY SETTLEMENT FDC		184 ELDRIDGE STREET	10002	A	Antonia Cepeda	2128357145	cepedaa0@acs.nyc.gov
0880321	BABOVE # 53		1810 DAVIDSON AVENUE	10453	A	Cassandra Hendricks	2128357714	cassandra.hendricks@dfa.state.ny.us
1495845	EPISCOPAL SOCIAL SVC OF NY		2493 ADAM CLAYTON POW	10030	C	Detredra Meadows	2128357700	meadowsd@acs.nyc.gov
0782920	WEST HARLEM COMMUNITY ORG INC		121 WEST 128TH STREET	10027	A	Julie Wurzel	2128357709	wurzelj@acs.nyc.gov
0737320	RENA DAY CARE CENTER		639 EDGECOMBE AVENUE	10032	A	Omowumi Oladapo	2128357683	oladapoo@acs.nyc.gov
0709720	UNION SETTLEMENT FDC		237 EAST 104TH STREET	10035	B	Siola Peters	2128358086	siola.peters@dfa.state.ny.us
0704920	HAMILTON MADISON HOUSE		10 CATHERINE SLIP	10002	C	Sylvia Gillespie	2128357719	gillespies@acs.nyc.gov

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EL Program Number	Contractor Name	Site Name	Site Address	Boro	ZIP	Awarded Total Jul. 2013 Contract	Awarde d PS Type	Team	Staff Assigned
0887001	All My Children Daycare and Nursery School	All My Children Day Care 1	83-10 188th Street	QN	11432	54	CC	B	Walf Aurelus / Jorge Navas
2881701	All My Children Daycare and Nursery School	All My Children Daycare 2	169-07 Jewel Avenue	QN	11365	28	CC	B	Walf Aurelus / Jorge Navas
0887002	All My Children Daycare and Nursery School	All My Children Daycare 3	66-05 108th Street	QN	11375	24	CC	B	Walf Aurelus / Jorge Navas
0850601	All My Children Daycare and Nursery School	All My Children Daycare 4	110-15 164th Place	QN	11433	108	CC	B	Walf Aurelus / Jorge Navas
0822202	All My Children Daycare and Nursery School	All My Children Daycare 6	117-16 Sutphin Boulevard	QN	11434	50	CC	B	Walf Aurelus / Jorge Navas
0800405	All My Children Daycare and Nursery School	All My Children Daycare 8	36-49 11th Street	QN	11106	98	CC	B	Walf Aurelus / Jorge Navas
0827801	Alpha Kappa Alpha Sorority Epsilon Pi Omega Chapter	Alpha Kappa Alpha Epsilon Pi Om	144-06 Rockaway Boulevard	QN	11420	90	CC	A	Walf Aurelus / Nuri Beltre
0805901	B'Above Worldwide Institute, Inc.	B'Above 16	189-26 Linden Boulevard	QN	11412	78	CC	A	Walf Aurelus / Nuri Beltre
0880310	B'Above Worldwide Institute, Inc.	B'Above 22	137-37 Farmers Boulevard	QN	11434	73	CC	A	Walf Aurelus / Nuri Beltre
0880311	B'Above Worldwide Institute, Inc.	B'Above 23	145-88 Guy R. Brewer Boulevard	QN	11434	44	CC	A	Walf Aurelus / Nuri Beltre
0880312	B'Above Worldwide Institute, Inc.	B'Above 5	133-20 Avery Avenue	QN	11355	69	CC	A	Walf Aurelus / Nuri Beltre
0824702	League For Better Community Life, Inc.	Better community Life DCC 2	133-16 Roosevelt Avenue	QN	11354	59	CC	A	Walf Aurelus / Nuri Beltre
0846003	Blanche Community Progress Day Care Center, Inc.	Blanche #1	109-60 202nd Street	QN	11412	95	DE	A	Walf Aurelus / Nuri Beltre
0846001	Blanche Community Progress Day Care Center, Inc.	Blanche #2	44-02 Beach Channel Drive	QN	11691	145	DE	A	Walf Aurelus / Nuri Beltre
0822601	Queens County Educators For Tomorrow	Charles R Drew ELC 1	109-45 207th Street	QN	11429	64	CC	B	Walf Aurelus / Jorge Navas
0843701	Queens County Educators For Tomorrow	Charles R Drew ELC 3	165-15 Archer Avenue	QN	11433	45	CC	B	Walf Aurelus / Jorge Navas
0829401	Clifford Glover Day Care Center, Inc	Concerned Parents of Jamaica DCC	143-04 101st Avenue	QN	11435	92	CC	B	Walf Aurelus / Jorge Navas
0828201	SCO Family of Services	Gilmore	29-49 Gilmore Street	QN	11369	60	CC	A	Walf Aurelus / Nuri Beltre
0816601	Greater Flushing Community Council, Inc.	Macedonia Child Development Center	37-22 Union Street	QN	11354	35	CC	A	Walf Aurelus / Nuri Beltre
0833301	Episcopal Social Services of New York	Malcolm X Day Care	111-12 Northern Boulevard	QN	11368	135	DE	A	Walf Aurelus / Nuri Beltre
0804101	Flushing Day Care Center, Inc.	Martin L. King Jr. Memorial DCC	36-06 Prince Street	QN	11354	35	CC	A	Walf Aurelus / Nuri Beltre
0805501	Clifford Glover Day Care Center, Inc	Myrtle P. Jarmon ECEC	116-55 Guy R. Brewer Boulevard	QN	11434	52	CC	B	Walf Aurelus / Jorge Navas
0823401	Omega Psi Phi Fraternity Nu-Omicron Chapter Epsilon Pi	Omega Psi Phi Faternity	123-10 143rd Street	QN	11436	82	CC	B	Walf Aurelus / Jorge Navas
0805704	Police Athletic League, Inc.-Woodside	PAL Woodside Early Learn Center	50-37 Broadway	QN	11377	55	DE	B	Walf Aurelus / Jorge Navas
0825601	Catholic Charities Neighborhood Services, Inc.	Queensbridge ECDC	38-11 27th Street	QN	11101	154	CC	B	Walf Aurelus / Jorge Navas
1359201	Hebrew Kindergarten & Infants Home, Inc.	Ralph Hirschhorn	310 Beach 20th Street	QN	11691	95	CC	A	Walf Aurelus / Nuri Beltre
1337201	Rochdale Village Nursery School, Inc.	Rochdale Village Nursery School,	170-30 130th Avenue	QN	11434	50	CC	B	Walf Aurelus / Jorge Navas
1158902	Homes for the Homeless	Saratoga Early Childhood Education	175-15 Rockaway Boulevard	QN	11434	35	CC	A	Walf Aurelus / Nuri Beltre
0888601	Sholom Day Care Inc.	Sholom Day Care 1	82-04 Lefferts Boulevard	QN	11415	69	CC	A	Walf Aurelus / Nuri Beltre
1601645	Sholom Day Care Inc.	Sholom Day Care 2	84-37 118th Street	QN	11418	28	CC	A	Walf Aurelus / Nuri Beltre
0824701	The Child Center of NY Inc.	The Child Center of NY 2	34-10 108th Street	QN	11368	146	DE	A	Walf Aurelus / Nuri Beltre
0864101	Yeshiva Tifereth Moshe, Inc	Yeshiva Tifereth Moshe Day Care	83-06 Abingdon Road	QN	11415	36	DE	A	Walf Aurelus / Nuri Beltre
0887020	ALL MY CHILDRN DC AND NURSERY		36 FORD STREET	QN	11213	600	CC	B	Walf Aurelus / Jorge Navas
0300410	CATHOLIC CHAR N'HOOD SVC INC		191 JORALEMON STREET	QN	11201	400	CC	B	Walf Aurelus / Jorge Navas
0862120	SCO FAMILY OF SERVICES		774 Saratoga Avenue	QN	11212	400	CC	A	Walf Aurelus / Nuri Beltre
0827820	ALPHA KAPPA ALPHA		144-06 ROCKAWAY BOULEVA	QN	11436	200	CC	A	Walf Aurelus / Nuri Beltre

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EL Program Number	Contractor Name	Site Name	Site Address	Boro	ZIP	Awarded Total Jul. 2013 Contract	Awarde d PS Type	Team	Staff Assigned
0846021	BLANCHE COMM PRO FDC #1		44-02 BEACH CHANNEL DRIV	QN	11691	200	CC	A	Walf Aurelus / Nuri Beltre
0843120	NEW LIFE CHILD DEV CTR INC		295 WOODBINE STREET	QN	11385	200	CC	A	Walf Aurelus / Nuri Beltre
0888620	SHOLOM DAY CARE INC		116-66 PARK LANE SOUTH	QN	11418	200	CC	A	Walf Aurelus / Nuri Beltre

EarlyLearn Enrollment R48

Phone	Email
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6468	walf.aurelus@dfa.state.ny.us/ navasj@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov

EarlyLearn Enrollment R48

Phone	Email
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov
7182917031/6398	walf.aurelus@dfa.state.ny.us / beltren@acs.nyc.gov

REFERRAL TO EMPLOYER FOR EMPLOYEE INCOME INFORMATION

Employee's Name: _____ Program Number: _____

Street Address: _____ RA Address: _____

City, State & Zip Code: _____

Att.: _____

<p>To be completed by employer's personnel or payroll department: The above named individual is requesting/receiving publicly funded day care services. To make a financial eligibility determination, it is necessary to verify income for the last three(3) months. Please list overtime, if any, in the appropriate column. Do NOT include time and leave penalties in the "REGULAR GROSS" column.</p>						
<p>Period of Employment: Start Date: ____/____/____ To: ____/____/____</p>						
<p>Type of Work: _____ No. of Work Days Per Week: _____</p>						
<p>Hours Daily: From: _____ To: _____ Regular Gross: _____ Per: _____</p>						
<p>Circle Regular Work Days: MON TUE WED THU FRI SAT SUN</p>						
PERIOD ENDING	HOURS WORKED	REGULAR GROSS PAY	OVERTIME/ TIPS	OTHER EARNINGS		
				AMOUNT	TYPE	
1.						
2.						
3.						
4.						
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7.						
8.						
9.						
10.						
11.						
12.						
13.						
<p>Name of Employer: _____</p>						
<p>Employer's Address: _____</p>						
<p>Tel. No: () _____</p>						
<p>Signature: _____ Title: _____ Date: ____/____/____</p>						

Note: It may be necessary to verify the income information by telephone.



REMISIÓN A EMPLEADOR PARA INFORMACIÓN DE INGRESOS DEL EMPLEADO

Nombre del empleado: _____ Número del programa: _____

Dirección física: _____ Dirección RA: _____

Ciudad, Estado, Código Postal: _____

Atención: _____

A llenar por el departamento de sueldos o de personal del empleador:
La persona arriba mencionada está solicitando/recibiendo servicios de cuidado de menores con financiamiento público. Para hacer una determinación de elegibilidad, es necesario verificar los ingresos de por lo menos tres (3) meses. Por favor indique cualquier hora extra (sobretiempo), de haberla, en la columna correspondiente. NO incluya sanciones de tiempo ni por ausencias en la columna de "INGRESO BRUTO REGULAR".

Período de empleo: Fecha de inicio: ___/___/___ Hasta: ___/___/___

Tipo de trabajo: _____ Núm. de días de trabajo por semana: _____

Horas diarias: De: _____ A: _____ Ingreso bruto regular: _____ Por: _____

Marque con un círculo los días de trabajo regulares:

LUN. MAR. MIÉR. JUEV. VIER. SÁB. DOM.

PERÍODO QUE TERMINA	HORAS TRABAJADAS	PAGO BRUTO REGULAR	HORAS EXTRAS/ PROPINAS	OTROS INGRESOS	
				MONTO	TIPO
1.					
2.					
3.					
4.					
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12.					
13.					

Nombre del empleador: _____

Dirección del empleador: _____

Núm. de teléfono: () _____

Firma: _____ Cargo: _____ Fecha: ___/___/___

Nota: Es posible que se necesite verificar la información de ingresos por teléfono.

**NYC ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE & EDUCATION
RESOURCE AREA CONTACT INFORMATION**

Resource Area Address	Director	Deputy Director	Reception Hours	Area Served
Bronx RA 1 400 East 145 th Street, 2 nd Fl. Bronx, NY 10454	Rosie Henry Ph (718) 401-2065/2060 Fax (718) 401-2061 Rosie.Henry@acs.nyc.gov	Julio Hernandez Ph (718) 401-2031 Fax (718) 401-2055 Julio.Hernandez@acs.nyc.gov	8:30am – 4pm	Bronx
Brooklyn/SI RA 3 66 John Street, 4 th Fl. New York, NY 10038	Vacant	Maritza Marrero-King Ph (212) 393-5312 Fax (212) 361-6043 Maritza.Marrero-King@acs.nyc.gov	9am – 4pm	Brooklyn & Staten Island
Manhattan RA 7 109 E. 16 th Street, 2 nd Fl. New York, NY 10003	Vacant	Michael Bradley Ph (212) 835-7458 Fax (212) 835-7726 Michael.Bradley@acs.nyc.gov	9am – 5pm	Manhattan
Queens RA 8 165-08 88 th Avenue, 2 nd Fl. Jamaica, NY 11432	Vacant	Joyce Wallace Ph (718) 291-6783 Fax (718) 291-7187 -7179 Joyce.Wallace@dfa.state.ny.us	9am – 4pm	Queens

As of January 2014



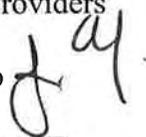
Ronald E. Richter
Commissioner

Susan Nuccio
Deputy Commissioner/
Chief Financial Officer
Financial Services

Jose Mercado
Assistant Commissioner
Budget, Claiming & Revenue
Financial Services

150 William Street
10th Floor
New York, NY 10038

MEMORANDUM

DATE: August 29, 2013
TO: Early Learn Providers
FROM: Jose Mercado 
SUBJECT: **Weekly Parent Fees**
EL Memorandum Number #8

Please be advised that families receiving a Child Care subsidy from the City of New York Administration for Children's Services (ACS) are required to pay a weekly parent fee. These fees are collected by the EarlyLearn contractors; ACS deducts these fees from the contractors' payments. If the contractor does not collect the weekly parent fee, this will result in a cash flow problem for the contractor.

Effective September 9, 2013 families with children enrolled in EarlyLearn are required to pay a weekly parent fee without regard to the daily attendance of the child. This includes children who are absent for an entire week. ACS will be advising families to inform them that they will have to pay the weekly parent fees as long as the child remains enrolled in EarlyLearn. (Please see attached parent letter.)

All families in receipt of Child Care or a dually eligible child care slot (infant/toddler or preschool) are required to pay the weekly parent fees with the exception of families on Public Assistance or in receipt of Protective Services. If a preschooler is in a dually eligible slot, the fee is assessed on no more than six hours of service. The remaining hours of service are considered Head Start. There is no fee for a child in a Head Start slot.

It is important to note that the weekly parent fee is assessed on the family-level. For families with multiple children, the fee is "attached" to the youngest child receiving Child Care services and only the program providing services to that child is responsible for collecting the fee from the family. To determine if your program is responsible for collecting the weekly parent fee, please refer to placement notices which provide a record of all the children in the family and where they are enrolled.

Contractors should help their families understand that paying their weekly parent fee is a requirement for receiving subsidized care. By State

regulation, failure to pay fees is a reason for termination and contractors should immediately give a written notice of any past due fees to the family with a specified time period of 7 to 30 days within which satisfactory arrangements for such payment must be made. If full payment of weekly parent fees is not made within the time period specified, contractors should provide a second written notice to the family stating that failing to comply with paying their fee will result in termination from the program in 10 days.

Note: Attached, please find an updated version of the “Notice of Eligibility for Child Care Service and Fee Agreement” form. Please discard any prior versions of this form and use the attached moving forward.



Ronald E. Richter
Commissioner

August 29, 2013

Myung J. Lee
Deputy Commissioner
Division of Early Care & Education

SPECIAL NOTICE TO CHILD CARE PARENTS

Renee Jaffe
Associate Commissioner
Child Care Operations

Dear Parent/Caretaker:

66 John Street,
8th Floor
New York, NY 10038

The Division of Early Care and Education at the NYC Administration for Children's Services is writing to remind you that weekly child care fees must be paid to your child care program/provider as long as your child is actively enrolled with a child care program/provider. This means weekly fees are due whether or not your child attends. Failure to pay fees will result in termination of child care services.

www.nyc.gov/acs

Fees are based on the type of care received (full-time or part-time), family income, and family size. They will continue to be collected by the program/provider servicing the youngest child in the family. If at least one (1) child in the family is receiving full-time care, then the full-time fee is assigned. The part-time fee is in effect only when all children in the family are attending part-time.

ACS has encouraged programs/providers to work with you regarding the payment of fees.

NOTICE OF ELIGIBILITY FOR CHILD CARE SERVICE AND FEE AGREEMENT

Name: _____ Case Number: _____

Eligibility Expiration Date: ___ / ___ / ___ Date of Notice: ___ / ___ / ___

NOTICE OF ELIGIBILITY

The Administration for Children's Services, Division of Early Care & Education has reviewed your application for publicly-funded child care service and has found that you are eligible. Unless your circumstances change, the eligibility will continue until the date indicated above.

CHILD CARE SERVICE AGREEMENT

As the _____ of _____,

I request the Administration for Children's Services (ACS) to arrange for the day-time care of my child(ren) and, in consideration of such care, I agree to the following terms and conditions:

1. I understand that I (or my designated escort) am required to escort my child(ren) to and from the classroom or provider home at the regularly scheduled time. I agree to notify the program/provider by telephone and in writing of any change in the regular escort.
2. I understand that the hours of service will be reasonably related to my work and/or school/vocational training hours, as appropriate.

FEE AGREEMENT

1. I understand that the fee for child care services is based on my family size, gross income, the type of care received (full time or part time).
2. I understand that the fee is due each week, in advance, regardless of my child's attendance
3. I understand that child care services may be terminated if I do not pay the fee.
4. I understand that I will be notified in writing whenever my fee changes. Fees may change if a child enters or leaves care, if the type of care (full time or part time) changes, or as a result of my being recertified for care. The effective date of the fee, which appears on the written notice, will be the date of change in service. I understand that a new fee, associated with admission, is to be paid on the day a child is admitted to care. In all other cases, the new fee is due on the Monday following the effective date, however, if the effective date is Monday, the new fee is due on that day.
5. I agree to pay the fee listed below that applies to the day care provided to my child(ren):
\$ _____ at least one child full-time
\$ _____ all children part-time

It is continuing responsibility of the applicant or recipient of service to immediately report any changes in his/her needs, income, living arrangements, address or child care arrangements. Further, if you disagree with this decision of ACS, you may request a State Fair Hearing by telephoning (800) 342-3334; or by writing to: New York State Office of Administrative Hearings, Office of Temporary and Disability Assistance, P.O. Box 1930, Albany, New York, 12201-1930.

ACS Official: _____ Title: _____

Applicant's Signature: _____ Telephone No.: () _____ - _____ Date: ___ / ___ / ___



Ronald E. Richter
Commissioner

150 William Street
18th Floor
New York, NY 10038

Susan Nuccio
Deputy Commissioner/
Chief Financial Officer
Financial Services

Jose Mercado
Assistant Commissioner
Budget, Claiming and Revenue
Financial Services

150 William Street
10th Floor
New York, NY 10038

Email Address:
jose.mercado@dfa.state.ny.us

Memorandum

Date: December 20, 2013

To: EarlyLearn NYC Providers

From: Jose Mercado 

Subject: Clarification on Weekly Parent Fees of EL Memorandum number # 8

This memo clarifies the information stated in EarlyLearn Memorandum number 8 dated August 29, 2013. As described in that memo, with the exception of families on Public Assistance or in receipt of Protective Services, families receiving a Child Care subsidy from the City of New York Administration for Children's Services are subject to a parent fee. These fees are collected by the EarlyLearn contractors. ACS nets out fees in payments to contractors. If the contractor does not collect the parent fee, this may result in a cash flow problem for the contractor.

The weekly fee that the contractor collects from the family is contingent on the center or family day care provider being open for the week. It is ACS' expectation that service disruptions to families are minimized at all times. As a reminder, sites are not permitted to close in their entirety for vacation days for any length of time.

However, if a center is closed for the week or an extended period of time (i.e. due to unusual circumstances such as a Department of Health and Mental Health closure or facility emergency) or if the family child care provider is not available to offer services (i.e. due to a personal issue or a scheduled vacation), the family is not required to pay the fee. For EarlyLearn Family Child Care Networks, the contractor should endeavor to seek out alternative temporary placements for the children served by the affected provider for the duration of the closure of that home and offer it as an option to families. For extended site closures, contractors should follow protocol for notifying ACS of these events and seek alternative temporary placements for children.

Contractors should be mindful of the fee collection policy when scheduling professional development day center closures during the same week as a holiday. Please note – it is up to the discretion of the governing boards for individual agencies as to whether they wish to absorb the impact of fees by not requiring their parents to pay it to them.

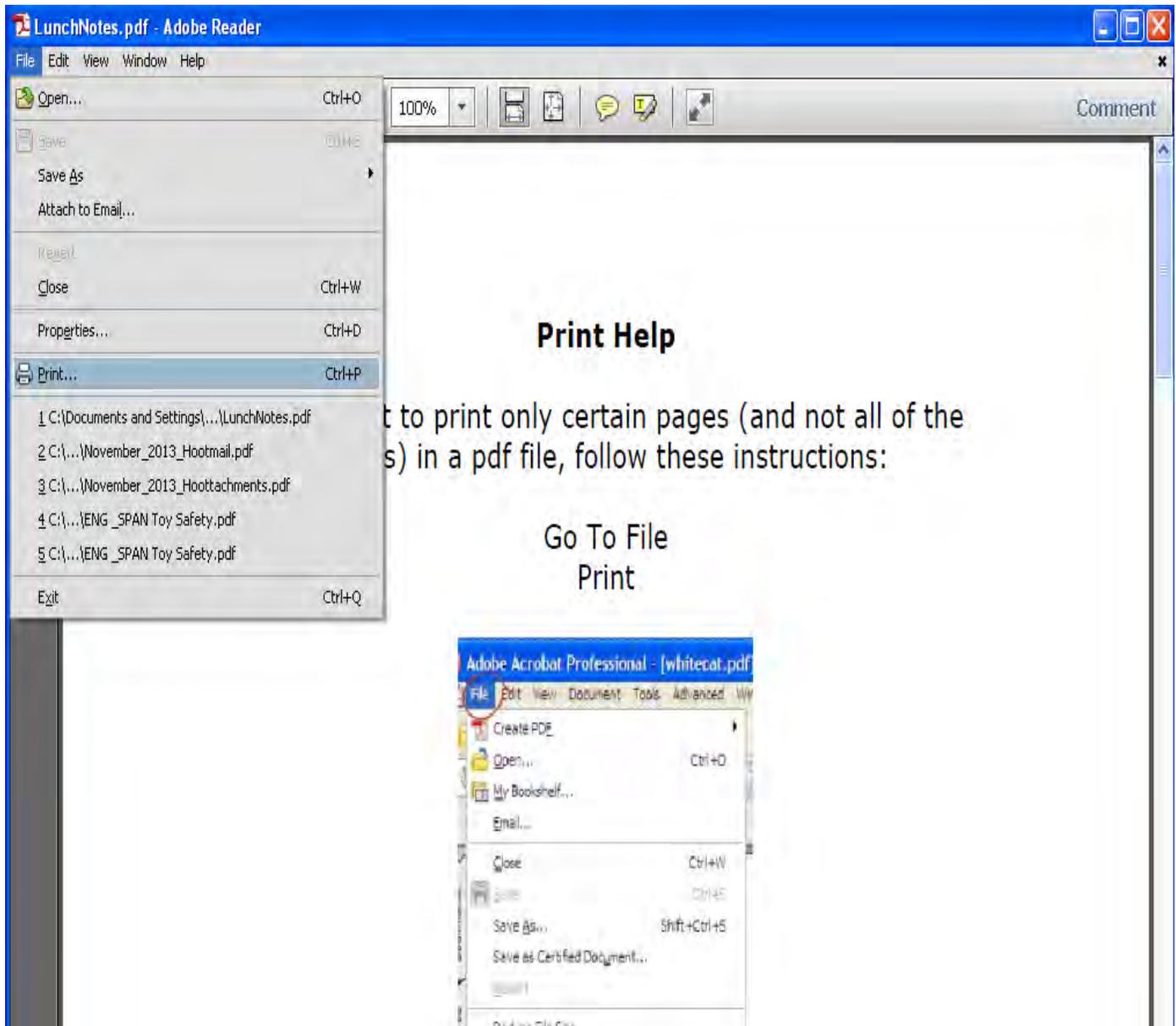
Contractors must have a written policy on fee collection procedures and explain this policy to their families. It is also important that contractors work with parents to arrange for the repayment of fees before starting any termination proceeding.

If you have any questions, please feel free to contact your budget analyst.

PDF Print Help

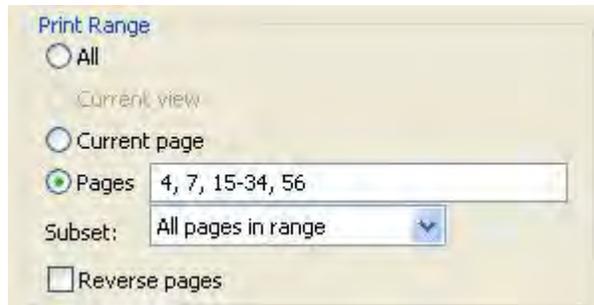
If you want to print only certain pages (and not all of the pages) in a pdf file, follow these instructions:

- Go To File
- Print
- ****Note: Your dialog box may be different than mine, however, just look for the Print command under file. ****



Tell the printer that you only want to print certain pages:

- In the Print Range pane of the Print dialog box, type the number of the pages you want to print. For a range of pages, use a hyphen. Separate each page or range with a comma or space (such as "4, 7, 15-34, 56").



- Then click on Print



Parents to the Rescue

To: Board Members, Executive Directors, Center Directors, Teachers, and Parents
From: Lisa Caswell LCSW, Senior Policy Analyst, Day Care Council of New York
Re: "Parents to the Rescue" Follow-Up and Next Meeting
Date: January 6, 2014

On behalf of the "Parents to the Rescue" planning team, Happy New Year!!

We would like to thank everyone for their help in making our December 7th launch events such a success. A total of 28 participants met together at Union Settlement in East Harlem, with 27 participants meeting at Brooklyn Community Services in downtown Brooklyn. People seemed to enjoy working together on such a critical issue and left feeling heard and inspired. Many valuable suggestions were made in response to two questions, listed below;

How would you like to see the early childhood system strengthened?

- Align curriculums, goals, and benchmarks (DOE, DOH, ACS collaboration).
- Remove barriers (revisit eligibility requirements/parent fees, non-traditional hours).
- Workforce (pay equity/DOE, benefits/health insurance, professional development, streamline and reduce paperwork).
- Stabilize funding (dedicated public funding streams, foundation funding).

What would it take to make these changes a reality?

- Make parent meetings accessible (childcare, carfare).
- Develop effective parent outreach strategies (social media, telephone tree, buddy system).
- Create incentives for parent participation (rewards, social events for parents).
- Parent leadership (agenda driven by parents, identify individual interests rather than delegate tasks, provide advocacy training).
- Grassroots strategy (child care centers as community hubs, invite elected officials to parent meetings).
- Strengthen boards (advocacy training).

The East Harlem group set the next meeting date for Saturday, February 1, 2014 from 10:00-12:00. We will be providing childcare at all future meetings.

One East Harlem participant suggested that each parent invite five other parents to the next meeting. With more advanced notice this time, we are also hoping center Directors and staff will have enough time to get the word out to all of their parents. Flyers in all three major languages are attached. All are welcome to participate in the planning process and attend "Parents to the Rescue" meetings.

Thank you again for your interest and support.





Parents to the Rescue

Quality child care for all

WHAT IF NEW YORK CITY'S CHILD CARE SYSTEM WORKED FOR EVERYBODY? CHILDREN, PARENTS, AND STAFF!

QUALITY EARLY CHILDHOOD EDUCATION: Only 28% of eligible children have access to the City's subsidized child care system.

THAT IS AFFORDABLE: Many parents continue to struggle to find the money for steadily increasing fees.

AND STABLE: Dedicated professional staff cannot make a decent living on current salaries.

LET YOUR VOICE BE HEARD!

We invite you to our second **Parents to the Rescue** meeting to make sure the perspectives of parents and staff together are front and center in the fight to secure critical early childhood education funding at all levels.

When: Saturday, February 1st, 2014 from 10:00am – 12:00pm

Where: Bronx/Upper Manhattan/Queens
Union Settlement Association-Community Room
237 East 104th Street (between 2nd and 3rd Avenue)
East Harlem
(Take the #6 train to 103th St. and walk two blocks)

Brooklyn/Lower Manhattan/Staten Island
Brooklyn Community Services- Duffield Children's Center
101 Fleet Place (between Myrtle and Willoughby)
Downtown Brooklyn
(Take the A/C to Jay St./MetroTech or the #2/3/4/5 to Nevins)

Includes: Coffee/Donuts and Childcare **RSVP:** Lisa Caswell
Cost: Free (212)206-7818 x 106





Parents to the Rescue

Que pasaría si el sistema de cuidado de niños de la ciudad de Nueva York funciona para todos?

Niños, Padres, y el Personal

Calidad de educación preescolar

Solo 28% de los niños/familias elegibles tienen acceso a subsidios pre escolares de la ciudad de NY

Razonable

Muchos padres luchan por encontrar los fondos para pagar los constantes aumentos de matrícula.

Estable

El dedicado personal profesional no puede subsistir con los actuales salarios

Les invitamos a nuestra segunda reunión de Padres al Rescate, que asegurara que las opiniones de los padres y el personal estén incluidas prominentemente en la crítica lucha para obtener los fondos adecuados para la educación pre escolar de nuestros niños

CUANDO: Sábado, 01 de febrero 2014 de 10 a.m.-12:00p.m.

DONDE: *Para el Bronx/alto Manhattan/Queens*

Union Settlement Association Community Room

237 Este Calle 104

(entre la segunda y tercera avenida- 2 cuadras de la parada 103 en el tren #6)

Para el Bronx/Bajo Manhattan/ Staten Island

BCS Duffield Children's Center

101 Fleet Place entre la Avenida Myrtle y Willoughby

Tren A o C hasta Jay Street/Metro Tech o el tren 2/3/5 hasta Nevins

Incluye: vamos a ofrecer donas y café y de cuidado de niños

Contacte: Lisa Caswell (212) 206-7818 extensión 106 para mas información





家長救援團

紐約市的托兒系統會適合所有人嗎？

兒童、家長及工作人員！

優質的早期兒童教育：有資格申請紐約市政府托兒補助的小孩中，只有28%的小孩可以得到此優惠。

是可負擔的：很多家長還在繼續掙扎以應對日益增長的托兒費用。

而且還是穩定的：盡職的專業工作人員無法依靠目前的薪俸維持像樣的生活。

呼籲你的心聲！

我們誠邀你參加第二次**家長救援團**會議，為家長和工作人員的前景抗爭，確保早期兒童教育得到各層次的大力資助。

時間： 2014年2月1日，週六上午10時至下午 1時

地點： 布朗士/曼哈頓上城/皇后區

工會協調會-社區室

地址：237 East 104th Street (between 2nd and 3rd Avenue)

East Harlem (Take the #6 train to 103th St. and walk two blocks)

哈萊姆東城區237號東104 街 2大道和3大道之間

(乘坐6號地鐵至103 街)

布盧倫/曼哈頓下城/史丹頓島

RCS- Duffield 兒童中心-101 Fleet Place





Facility Tip of the Month

January 2014:

Something Different

As most of you know, last month ACS Facilities hosted 5 days of Custodial Training. Even with weather problems we had a total attendance of 400. Many of the custodians were quite vocal and enthusiastic. We all learned a lot from one another.

In response to having the same questions come up each day, the trainer, Ron Wright, has written this month's Facilities Corner column for us. The topics are Resilient Floor Care: A Case for the Team Approach and Grease Traps: Whose Job is it?

Please read the next two pages carefully as they bring up health concerns for the children and staff.

Additionally we need to say up front, loud and clear, that is inappropriate and dangerous for chemicals to be used while children are in the facility, closeby.

It is recommended, whenever possible that custodians come in early for several hours and then again at the end of the day. Too many custodians spend their days acting as security guard, messenger, or doing nothing at all.

As their supervisor it is incumbent upon you to provide them with a realistic schedule and occupy their time on their job responsibilities. You can also use them to continually look to be sure the items on the Health and Safety checklist are all in order. They each received a copy.

If you have any questions for Ron Wright his information is at the end of the column.



Facility Tip of the Month

is brought to you by ACS Facilities
For more information, call the HELP DESK at
212-453-0945 or email
earlylearnfacilities@acs.nyc.gov

Please forward to your Site Directors

Resilient Floor Stripping and Finishing: A Case for the Team Approach

This brief article is to address two issues that came up during the December ACS EarlyLearn Custodial Training. Of the estimated 400 custodians that attended, a significant number of them said that it was the expectation of their Director that they alone are responsible for stripping and (finishing) waxing the floors in their respective facilities. While one individual can do it, with great difficulty and personal risk, the best practice is that three individual tackle the job. You could get away with two individuals with the addition of technology such as a wet/dry vacuum and a blower (air mover).

Best practice is that resilient tile floors get stripped and finished no more than 1 time per year, but once every two years is better. The reason for this is twofold; first it's the task in which a custodian's health is put at the greatest risk, and secondly it's the most physically demanding aspect of their job.

Another important point is that a fair number of custodians said they are performing these tasks during program hours, while children and staff members are still in the facility. I'm certain the Department of Health would consider this type of activity an *imminent health hazard*, and if reported may force a closing.

I want to lay out for you, based on industry standards established by the International Sanitary Supply Association (The Experts on Cleaning & Maintenance), the staff-hour requirement to strip and finish (wax) one classroom 650 square feet, designed for 18 children. It will give you an idea of how long it should take 1 individual with average skills, with 1 floor machine 19", three mop buckets and 4 mops with handles to do this job.

Task	ISSA Standard Minutes per 1,000 sq. ft.	Classroom 650 sq. ft. in minutes
Plan the Job **		30
Setup Equipment & Supplies **		30
Move Furniture **		45
Sweep Floor	15	9.75
Clean Edges & Base moldings	30	19.5
Strip Floor	78	50.7
Rinse Floor	10	6.5
Apply Finish (wax) **** (8 coats @36 minutes each)	288	187.2
Move Furniture – Start position **		45
Clean Equipment ***		30
Put away Equipment & Supplies		15
Total Minutes Required		468.65
Total Staff-Hours Required		7.8

** WrightCo standard

*** Variable

**** Includes drying time. Note: Can potentially save 15 minutes between each coat with an air mover (blower).

The variables that can affect how long it takes to complete this project include but may not be limited to the following:

- 1) What are the skills and physical abilities of the custodians?
- 2) How many times the furniture is moved. If there is limited space it may have to be moved 3 times adding an additional 45 minutes to one hour to the project.
- 3) The condition of the floor. Can it be stripped once or will it have to be done two times or more because of old sealer and wax.
- 4) What are the environmental conditions? Is it raining resulting in high humidity and longer drying time?
- 5) What technology is available? Do you have a floor machine that turns at 350 rpm (revolutions per minute) instead of 175 rpms the standard machine? Do you have an air mover and wet dry vacuums?
- 6) **Best Practice is to put down 8 to 10 coats of finish. How many coats of finish are going to be applied? The fewer coats applied the higher the likelihood you will be back at it in less than one year. It's been our experience the average custodian puts 3 to 4 coats of finish down after they've stripped.**
- 7) How much time it takes to clean the edges corners and baseboards. If not cleaned the job is really not done.

In summary, based on how long it should take one person to strip and finish one classroom (over 7 staff-hours, not including lunch and breaks), you now should have a sense for how long it could take to complete an entire facility. If you are requiring one person do this task, they probably will to save their job, but the outcome is not going to be high quality and the custodian is facing potential burn out and health problems. There are alternatives. Here are three potential solutions: (1) if you have two or more custodians have them work as a team on strip and finish projects, (2) add the additional help on a temporary basis or (3) hire an outside contractor to do the job. And remember this must not be done with children present. The best time and the best job will be done on weekends.

Grease Trap Cleaning: Whose Job Is It?

A question that has come up time after time in custodial training sessions is that of who is responsible for cleaning the kitchen grease trap? It's naturally assumed by some Directors that it's the custodian's responsibility. They might be right or wrong, depending how you are trying to address the issue of cleaning the trap of food, oils and grease. I scoured both the New York City Department of Health and Mental Hygiene's – Child Care Services Articles 47 and Food Preparation and Food Establishments Article 81, not finding an answer to my question. Then I reframed the question. The question is not if the custodian is responsible for cleaning the grease trap, but what is the requirement under the law for disposal of the content of the grease trap?

For the answer to that question you must look to the NYC Department of Environmental Protection - Sewer Use Regulations Title 15. The answer is: *The transport of the content of grease traps (food particles, oils and grease) from commercial establishments must be performed by a trade hauler licensed by the NYC Department of Environmental Protection.* Short of begging the question, why instruct your custodian to remove the contents of the grease trap, which may be improperly handled and could cause a fine up to \$10,000? It would seem to me less expensive to have the hauler remove the contents.

If you have a Grease Trap maintenance contract, as most sites do, you will be better off, unless you have a very experienced custodian who is comfortable with that job.

Ronald Wright -President
WrightCo Environmental Solutions, Inc.
Email: ronald@wrightcoonline.com
Web: www.wrightcoonline.com



March 2009, Issue 19

Preschool Policy Brief

Policy Brief series edited by
Ellen C. Frede, Ph.D., and
W. Steven Barnett, Ph.D.

National Institute for
Early Education Research

www.nieer.org

RUTGERS
Graduate School of Education

Math and Science in Preschool: Policies and Practice

by Kimberly Brenneman, Judi Stevenson-Boyd
and Ellen C. Frede

Improving mathematics and science learning is of great concern to educators and policymakers. Because early experiences affect later education outcomes, providing young children with research-based mathematics and science learning opportunities is likely to pay off with increased achievement, literacy, and work skills in these critical areas.¹ This report addresses the development of mathematics and science understanding in preschool children, reviews the current knowledge base on educational practices in these domains, identifies areas that require further study, and outlines recommendations for early education policy in mathematics and science.



What We Know:

- Young children have foundational competence in mathematics and science *before* they begin formal schooling.
- Children are motivated to explore mathematical and scientific concepts they encounter in their everyday interactions with the world.
- Comprehensive curricula are strengthening their offerings, and subject-specific programs are emerging. Almost every state has developed mathematics and science learning expectations or standards for preschoolers.
- Despite the existence of learning standards and increased curricular attention to mathematics and science, they tend not to be emphasized by teacher preparation or in-service professional development programs and evidence suggests that preschool educators tend not to support mathematics and science learning.
- In general, little is known about effective teaching of mathematics in preschool and even less is known about science.

Policy Recommendations:

- Mathematics and science should be treated as essential components of a comprehensive, high-quality preschool program, not as extras.
- Policymakers must be certain that curricula, learning standards, and teaching expectations for early mathematics and science are research based and must outline expectations that are attainable and appropriate for preschool learners.
- Early education policies should define mathematics as more than counting and number, and science should be treated as more than learning lists of facts.
- Pre-service and in-service educators need improved preparation to understand math and science content and to provide experiences integrating this content into their teaching practice.
- Appropriate accountability systems that focus on the classroom, the teacher, and the child must be built to support high-quality early mathematics and science education.
- Mathematics and science learning should be integrated with each other and with other content domains.

1. Foundational Competence in Mathematics and Science

Very young children demonstrate a natural interest in exploring “everyday” mathematical and scientific concepts. They count steps as they walk up stairs, create patterns with different colored materials, build towers with blocks, and comment that one tower is taller than the other.² They question where cow babies come from, observe that people have different color eyes, and generate explanations for this difference.³ These early explorations and engagement in associated thinking processes serve as foundations for learning as children continue toward more formal understandings. Although mature understanding of mathematical and scientific concepts requires further cognitive development, teachers and parents can support learning by encouraging preschoolers to reason mathematically and scientifically, to explore concepts in these domains, and to explain their thinking as they do so.

1a. Early Mathematics Competence. When they consider mathematics in preschool, many people (and many preschool teachers) think of learning to count and identify numbers, but young children also possess considerable competence in numerical operations, geometry and spatial relations, measurement, algebraic thinking, and data analysis.

Most preschoolers count verbally, which serves as an explicit sign to adults of the child’s burgeoning number skills. However, research suggests that children have a basic understanding of one-to-one correspondence even before they can enumerate a set of objects verbally. Without counting, they can match up two sets of items or point to items in a collection, labeling each with a number, even if it is not the correct number. Evidence also suggests that they can make a matching collection for one that is not visible but is mentally represented. For example, a toddler who retrieves two



dog treats for two pets in another room is saying, in effect, “This [one] is for [the first dog], and this [one] is for [the second dog].”⁴ Such intuitive understandings and everyday applications of knowledge may help lay the groundwork for later understandings of numerical equivalence and operations, such as addition and subtraction.

Young children also enjoy exploring spatial positions and relationships and properties of geometric shapes.⁵ Understanding how one’s body moves in space and learning how to manipulate objects and shapes in space are important cognitive developments. Preschoolers learn about spatial

relationships and shapes by moving through their classroom and outdoor spaces and by manipulating toys such as puzzles and two- and three-dimensional shapes. They also demonstrate emerging awareness of measurement, long before they know how to use standard measurement tools, when they begin to notice differences in the height, weight, and length of various objects.

Along with curriculum focal points on number and operations, geometry, and measurement, the National Council of Teachers of Mathematics (NCTM)⁶ also identifies algebra and data analysis as important,

connected content areas. NCTM⁷ defines algebra simply as a way of thinking and reasoning about relationships. This means that children as young as 3 or 4 years old begin to think algebraically by manipulating pattern blocks, making their own patterns, arranging objects according to a rule, or calling attention to patterns they observe in the environment.⁸ The object attributes that children attend to, as part of their emerging geometry and measurement skills, are foundational for data analysis as well.⁹ Children's propensity to collect and sort items by their attributes is a key component of the ability to represent, analyze, and interpret mathematical data.¹⁰

1b. Early Science Competence.

Children entering kindergarten already have a great deal of knowledge about the natural world, including understandings of cause and effect; some of the differences between animate and inanimate objects; ways in which people's beliefs, goals, and desires affect behavior; and substances and their properties. These knowledge domains include concepts related to physics, biology, psychology, and chemistry (see Duschl, Schweingruber, & Shouse, 2006, for a review).¹¹

Consider, for example, young children's understandings of animals and plants. Preschoolers know quite a bit about the differences between animate and inanimate objects and the kinds of changes and states they take.¹² When shown photographs of novel objects, they accurately predict that animates can move by themselves but inanimates cannot¹³ and that the insides of an unfamiliar machine are different from those of an unfamiliar animal.¹⁴ Young children distinguish between living and non-living things on a number of critical features. They seem aware that animals and plants can grow and heal but that artifacts cannot, and they understand some aspects of the life cycle of plants and animals.¹⁵ Preschoolers can also correctly name germs as causes of illness,

and know that germs can transmit disease through physical contact, even though germs are invisible.¹⁶ With educational intervention, they can form a beginning notion of genes and inheritance.¹⁷

The foregoing examples illustrate that preschool children can think abstractly about various scientific concepts. They also possess dispositions and thinking skills that support later, more sophisticated, scientific reasoning. For example, preschoolers are motivated to clarify ambiguous evidence. When they play with a jack-in-the-box-type toy, and the mechanism that causes the doll to spring from the box is clear, children stop playing with the jack-in-the-box as soon as a new toy is presented. When it is unclear exactly how the first toy works, they continue to explore it, even when a new toy is available.¹⁸

Children also persist in asking information-seeking questions of adults until they are given a satisfactory response.¹⁹ In addition to being motivated to understand, young children show specific scientific reasoning skills. Older preschoolers are able to interpret simple data patterns and show some understanding of how different patterns support different conclusions.²⁰ Often, though, children this age use sophisticated reasoning without being aware that they are doing so and without being able to describe their reasoning.²¹ Like all learners, children's use of logical thinking is constrained by their knowledge of, and experience with, the conceptual domain they are reasoning about; whether the problem being posed makes sense to them; and whether they are comfortable in the assessment situation.



2. School Readiness and Achievement

Children have very positive attitudes toward mathematics and science during the preschool years, and opportunities to use mathematics and logical thinking to solve problems help children develop dispositions such as curiosity, imagination, flexibility, inventiveness, and persistence. These positive attitudes toward learning contribute to future success in and out of school and should be preserved by providing appropriate materials and instruction in the preschool years.²²

Supporting children's early mathematical thinking has implications for school readiness which, in turn, impacts later achievement. A recent analysis of the links between school readiness indicators and school achievement in six large-scale studies revealed a strong correlation between mathematics skills at school entry and later mathematics and reading achievement.²³

The research base in early mathematics and science can be leveraged to design appropriate learning experiences, build further understandings, and prepare children for the mathematics and science they will encounter in school. However, work remains to describe the course of development in these domains, to understand the ways development can best be supported for diverse learners, and to identify the links between early knowledge and skills and later school achievement. The importance of identifying learning trajectories or pathways in math and science domains has been acknowledged in the current educational literature,²⁴ and progress is being made, especially in the field of mathematics (e.g., Clements & Sarama, 2004).²⁵

3. Connections Among Literacy, Mathematics, and Science

As researchers continue to explore the importance of specific science and math experiences and skills for school readiness and later achievement, we already know that early math and science experiences matter because they can support *language and literacy* development, independent of any effect on later math and science achievement.

Science and math interactions support vocabulary development by exposing children to a variety of new words in meaningful contexts. The practices of math and science are described using verbs such as observe, predict, estimate, sort, experiment, and so on. As children engage in these practices, they learn new nouns to label what they are observing—chrysalis, roots, seed pods, parallelogram—and use adjectives to describe attributes—sticky, dirty, roundish, pointy, more than, and less than. Research suggests that exposure to uncommon vocabulary words predicts vocabulary development, which predicts reading achievement,²⁶ and that participation in sustained science experiences results in vocabulary gains for preschoolers.²⁷

Conversations about objects that are not present or events in the past or future support the development of abstract reasoning and are related to literacy skills.²⁸ Such conversations often occur in the context of a science activity when children make predictions and plan explorations.²⁹ Children who are asked, “What should we do to find out?” must use language to describe a plan for the future. When they are asked, “What will happen if...?” or “Why do you think seeds need water to sprout?” they are required to reason and talk about

objects, events, and changes that they have not yet experienced.³⁰ Similarly, explaining results and their causes supports the use of complex grammatical structures such as embedded clauses and prepositional phrases. Children's growing science content knowledge and their developing language skills mutually reinforce each other.³¹ Encouraging children to talk about their observations, thoughts, and reasoning as part of mathematical and scientific play helps them develop not just their facility with the language of mathematics, but also more general communication skills and their awareness of their own thinking.³²

Math and science explorations can be used to support literacy development. The content of fiction and nonfiction books can be scientific or mathematical and can serve as the basis for extended conversations between children and adults around key science and math content and ideas.³³ When teachers create science charts to record children's observations, predictions, and explanations of results, they illustrate the links between spoken and written language and support growing print concepts. Producing simple graphs, recording numerical data on charts, and documenting how math problems were solved encourages children to use numerals or other symbols that represent number. Science journals can also be successfully incorporated into preschool activities as tools for supporting the growth of both science and literacy skills. A rich language interaction occurs as children watch their ideas and words translated into print as a teacher transcribes what children have to say about their entry. Recording in journals also provides opportunities for children to practice their own growing printing and spelling skills.³⁴

Children have very positive attitudes toward mathematics and science during the preschool years, and positive attitudes toward learning have been shown to contribute to future success in and out of school.

Critical Issues

Basic research has identified mathematics and science competencies in young children. For mathematics especially, we have evidence that early skills are associated with positive school achievement in both mathematics and literacy. The case for early science is less well developed, in part because the particular thinking skills associated with science can be applied to just about any content, making it less clear which skills and content are uniquely scientific.³⁵ Nevertheless, science joins mathematics and literacy as a domain that early education experts and policymakers believe is foundational for future learning. Further issues addressed in this brief include: 1) the development of comprehensive early learning standards; 2) the development of appropriate and effective curricula; 3) issues of accountability and assessment; 4) teacher preparation and professional development; and 5) home-school connections.

1. Early Learning Standards

In 2002, the National Association for the Education of Young Children (NAEYC) and NCTM issued a joint statement to “affirm that high-quality, challenging, and accessible mathematics education for 3- to 6-year-old children is a vital foundation for future mathematics learning.”³⁶ The document outlines recommendations for educational professionals who teach young children and describes ways in which institutions, curriculum developers, and policymakers can support quality mathematics in preschool classrooms. Many of these recommendations are incorporated into this brief. At this time, parallel documents have not been developed for early science education.³⁷ Head Start also includes math and science among the eight developmental domains in their Child Outcomes Framework.³⁸ Further, the 2007 reauthorization of the Head

Start Act³⁹ adds mathematics, science, and approaches to learning as areas that teachers should include in classroom learning experiences to improve school readiness.

Most U.S. states have developed and published at least one set of early learning standards and/or learning expectations that describe what children should know and be able to do when they enter kindergarten. Used as intended, these standards can support teaching and learning by providing a comprehensive description of the knowledge and skills children should have, guidance to administrators and teachers as they design or choose curricular experiences for young learners, and benchmarks for educators to assess the quality of their offerings. Standards can also support continuity between the skills children attain during preschool and the ones they will need to succeed in school.⁴⁰

Experts in early mathematics





agree that standards should be research based and should focus on “big” ideas, including number and operations, geometry and spatial relations, and algebraic thinking/problem solving.⁴¹ Current standards tend to include number and operations, and geometry and spatial relations, but the specific indicators or goals for these topics vary greatly from state to state. Algebraic thinking and data analysis are less likely to be addressed by standards.⁴² To our knowledge no analysis of science standards has been published, but expectations for science are included in most state learning outcomes. At the K–8 level, science educators and policymakers are calling for learning expectations that focus on the big ideas of science;⁴³ this is also a reasonable goal for preschool expectations. However, until research identifies the key science process skills and content that predict improved

school readiness and outcomes, it is likely that the specific performance indicators will continue to be inconsistent from state to state.

2. Curriculum and Classroom Practices: More Than Counting on the Calendar and Describing the Weather

A quality curriculum supports skills that relate to later achievement. For mathematics, it provides experiences that not only encourage thinking and reasoning about numbers but support investigations into size, quantity, properties of objects, patterns, space, and measurement. Preschoolers learn mathematics through concrete experiences with materials and through intentional interactions by their teachers to extend their thinking.⁴⁴ In most high-quality preschool pro-

grams, mathematical thinking and reasoning are encouraged as children engage in activities such as counting, measuring, constructing with blocks, playing board and card games, and engaging in dramatic play, music, and art.⁴⁵ By providing children with an environment that is mathematically rich, teachers lay the foundation for their students’ future success at learning school mathematics.⁴⁶ Similarly, a quality preschool environment supports children as they learn key content and practices of science by providing opportunities to observe, explore, experiment with, question, and discuss a range of scientific phenomena.⁴⁷ Children learn when questions and reasoning are encouraged as they explore the world around them. By providing these opportunities, teachers help children to hone their thinking skills and clarify their informal ideas about science.⁴⁸

Mathematics and science are part of many widely used, comprehensive curricula. A number of curricula are strengthening their offerings in these domains. HighScope has developed *Numbers Plus*, which is aligned with NCTM standards and focuses on number, operations, geometry, measurement, algebra, and data analysis.⁴⁹ Key developmental indicators and instructional strategies for science and technology are included in the HighScope comprehensive preschool curriculum.⁵⁰ The developers of the Creative Curriculum recently published an extensive mathematics supplement and math kits to support instruction in number, geometry, data, patterns, and measurement,⁵¹ and they also have augmented science (and social studies) offerings with *Study Starters*. These volumes are guides for teachers designed to help them identify children's questions and ideas and to build learning experiences around them.

Curriculum developers should be cognizant of the ways in which math and science (as well as other domains) are mutually supporting. Teachers who design and implement classroom experiences should integrate mathematics and science with each other and with other activities. Learning experiences that cut across curricular areas are important for children's conceptual development but are also practically important as teachers design activities to support multiple learning goals in a very full curriculum.⁵²

In addition to integrated curricula, "layover" programs that focus on preschool mathematics and science exist, although many have not been evaluated empirically.⁵³ A recent special issue of *Early Childhood Research Quarterly*⁵⁴ featured a number of these approaches to mathematics and science learning. Although the programs vary in the extent to which they have been studied empirically, each is based on the research literature on young children's learning. Further, most have been used with

learners from low-income populations. Identifying learning supports for these children who often arrive at school behind their more affluent peers in mathematics understanding is critical.⁵⁵

Despite the existence of standards and some curricular supports for incorporating math and science into early education, very few math and science experiences are available in classrooms⁵⁶ and what little does occur is rarely of high quality.⁵⁷ Even when preschool teachers agree that mathematics is important and believe that they are exposing children to mathematical discussions, classroom observations reveal that very little mathematical content is being presented. In 12 hours of observation, Graham and colleagues⁵⁸ report just three examples of planned math activities and only 12 examples of spontaneous discussion. Rudd and her collaborators⁵⁹ saw *no* examples of planned mathematics activities in 40 hours of observation, and teachers' spontaneous mathematical utterances overwhelmingly involved counting or discussion of spatial concepts (over, under, inside) rather than operations, patterns, or even shape concepts. For science, teachers spend little time engaged in either planned or spontaneous science-relevant⁶⁰ activities and the science area is one of the least likely centers to be visited by teachers during children's free choice time.⁶¹

3. Accountability and Assessment

As the number of children enrolled in preschool programs increases, so will the need for valid and reliable ways to assess programs' effectiveness for enhancing student learning.⁶² In the upper grades, group-administered testing is the norm; however, this is not recommended, nor perhaps even possible, with preliterate, preschool children.⁶³ One move has been to develop performance-based assessment tools that rely on systematic teacher observation and documenta-

tion of children's ongoing behavior and samples of children's work using a standard checklist or scale.⁶⁴ In addition to performance-based assessment tools, a number of individually administered early childhood mathematics assessments exist or are being developed. These include the Child Math Assessment (CMA),⁶⁵ the Early Mathematics Assessment System (EMAS),⁶⁶ and the Research-Based Early Maths Assessment (REMA).⁶⁷ University of Miami researchers have developed a direct assessment of preschool science that assesses a wide range of content knowledge and process skills in science.⁶⁸

Teachers employ more informal assessment techniques every day to identify children's interests, strengths, and needs. Once identified, the teacher can plan learning experiences that build on and extend strengths and address learners' needs. The recommended approach for doing so in mathematics and science is to gather multiple forms of evidence for particular skills or learning indicators. These include observations of children's interactions with materials, one-on-one discussions with them, documentation of conversations with peers, and examples of their drawings.⁶⁹ Of course, accurate and complete learning assessments depend on teachers understanding the range of learning indicators to which they should attend. Without this awareness, there is some danger of falling back on familiar, easily recognized skills as evidence for children's learning. Just as knowing the alphabet is only one small piece of literacy, we must be careful that children's rote memorization of the count list or science facts is not taken as evidence for mathematical or scientific understanding. Certainly counting and facts are critical to knowledge in these domains, but they are only pieces, not the whole picture.

Although there is reasonable concern that assessments can narrow what teachers teach,⁷⁰ for math and science, which are often overlooked

in the preschool classroom, well designed, comprehensive assessment tools can support and expand the learning activities offered by teachers. Assessments that identify the knowledge and skills preschoolers learn across mathematics and science domains, describe expected learning trajectories and ranges for these, and provide illustrative examples of what children are capable of achieving can lead to more intentional instruction and expanded learning opportunities for children in mathematics and science.

4. Teacher Preparation and Professional Development

Although math and science learning materials on their own may provide learning opportunities for young children, it is important for teachers to have a deep knowledge base regarding the development of children's mathematical and scientific thinking and learning.⁷¹ By understanding children's development, teachers are better prepared to identify moments when math and science learning is taking place, to assess what an individual child knows or needs to know about a particular concept, and to plan for future instruction. Recent studies have also demonstrated a direct link between teacher behavior and children's math learning. Specifically, the amount of math-related talk a teacher engages in is correlated with the growth of students' mathematical knowledge over the school year.⁷² Unfortunately, very little time is dedicated to mathematics talk. Even when there is math-related conversation, it rarely lasts longer than a minute and is focused on basic, rudimentary concepts such as names of shapes or numeral identification.⁷³

Although little research has addressed the actual math and science competencies of early childhood educators, we know that many consider these subjects to be difficult to teach.⁷⁴ This is not surprising because teachers traditionally have not been pre-

pared to teach domain-specific knowledge, aside from literacy, to young children.⁷⁵ A recent review of requirements for pre-service, early childhood teachers in New Jersey reveals that their teacher preparation programs require relatively little coursework in math and science and that science was very unlikely to be linked to a practicum experience.⁷⁶

The story for in-service professional development in mathematics and science is similarly discouraging. Among the 50 state-funded preschool programs, 41 require at least 15 hours of in-service training per year.⁷⁷ Decisions regarding content tend to be determined locally which means that there is no guarantee that teachers will receive training in mathematics and science. Further, if teachers do attend workshops on math or science, these often do not provide the kind of experience necessary to bring about meaningful changes in content knowledge or teaching practices. Professional development should move beyond one-day workshops and into models that allow teachers to explore deeply the content and pedagogy of science and mathematics.⁷⁸

Programs that focus on children's learning trajectories seem to facilitate teachers' understanding of how children learn math and how their curriculum and teaching approaches can further this development.⁷⁹ An innovative program that encouraged both pre- and in-service teachers to study and reflect on their own teaching and children's mathematical and scientific thinking resulted in better attitudes about mathematics and extensions of classroom activities beyond teaching shapes and counting sequences. More important, teacher participation was linked to positive math learning outcomes for children.⁸⁰

5. Home-School Connection

Like many teachers, parents report trying to help their children learn math, but they feel less capable to support early math than they do literacy. Many

of the recommendations one would make to improve early math and science teaching apply equally to improving the home environment's learning supports. These include educating parents about the importance of early math, providing concrete examples of the ways preschoolers learn math, and providing ways to leverage and increase children's natural interest in math ideas.⁸¹

Efforts to increase parental involvement should involve more than providing materials; this kind of approach does not educate parents and is particularly ineffective with families most in need of assistance and support.⁸² True support requires personal interactions and special training with families that reinforce their critical role in their child's learning and provide clear strategies for supporting it. A successful parent education program designed by Starkey and Klein⁸³ met the criteria of sustained learning experiences for parents and addressed a range of mathematical topics with specific activity ideas. Experienced teachers modeled activities and directly supported parents' efforts to engage with their children. Parents were very interested in supporting their children's mathematical learning once provided with strategies for doing so. Most important, children whose families participated showed developmental gains in their emergent mathematics knowledge.

A number of authors suggest that professional development for early math and science should provide teachers with strategies to involve and inform parents, and there is some evidence of success on this front.⁸⁴ As noted by Cannon and Ginsburg,⁸⁵ preschool teachers often share parents' lack of knowledge about supporting early math learning. For this reason, effective professional development becomes even more important if teachers, in addition to supporting children's math and science learning directly, are also doing so indirectly by educating their parents.

Conclusion

Researchers, educators, and policy-makers agree that improving the mathematical and scientific readiness of young children is a critical educational goal. Some progress has been made in meeting this challenge. A rich research base identifies the wide range of mathematics and science competencies of preschool children. We must go beyond identification to describe the developmental trajectories or learning progressions for particular skills,⁸⁶ and this work is well underway in early mathematics.⁸⁷

Recognition of the importance of early math and science is evidenced by the fact that standards for early mathematics and science learning are in place in almost every state. A number of widely used preschool curricula are strengthening their offerings in mathematics and, to a lesser extent, science. True research-based curricula for early math have been developed and continue to be tested for effectiveness. Early science programs also exist and some are being evaluated for effects on learning outcomes. The need to assess young children's learning in authentic and appropriate ways has been acknowledged, and new tools are being developed. Required changes in teacher preparation and professional development have been described, and some effective professional development models for early mathematics and science have been identified. Parental involvement is also essential to early mathematical and scientific development, just as it is for language and literacy.

There is no doubt that improvement of early mathematics and science education will require a great deal of effort, time and funding; however, progress is being made and we are cautiously optimistic that it will continue. We note that just a decade ago, authors of an American Association for the Advancement of Science report⁸⁸ on early mathematics, science, and technology education



repeatedly lamented inequities in access to quality preschool education and recommended that this be a top funding priority. Ten years later, access to prekindergarten has never been greater, with more than 2 million 3- and 4-year-olds enrolled in state-funded preschool, special education, or Head Start programs in the 2007-2008 academic year.⁸⁹ While acknowledging that deep challenges exist to improve the mathematics and science education of preschool children, the evidence presented in this brief provides some clear directions for change. Lessons learned from the language and literacy domains can

also guide efforts in early math and science. A number of promising approaches to curriculum, assessment, teacher training, and parent education exist. These can serve as models for larger scale efforts to improve practice in the preschool classroom, increase teacher knowledge, develop strong home-school connections, and ultimately prepare young learners for future success in mathematics and science.

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by Kimberly Brenneman, Judi Stevenson-Boyd and Ellen C. Frede

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RUTGERS
Graduate School of Education



FDC Spring

Scholarship Application for the Family Development Training and Credentialing Program

● ● ●

Credit-bearing
Professional Development Training
for Frontline and Family Workers

PASSION PASSION PASSION PASSION PASSION PASSION PASSION

The **Family Development Training and Credentialing Program (FDC)** is the result of a major New York State initiative to redirect the way health, education, and human services are delivered to families. This redirection moves systems away from crisis-oriented and fragmented services toward an empowerment and family support-based focus.

FDC benefits workers, families and organizations. Learning and practicing the concepts of family development is a valuable tool which enables organizations to work more effectively with families as well as improve services to families and communities - services and interventions are less fragmented and crisis driven.

The **FDC** training will impact all levels of your organization by empowering staff, strengthening your team and giving workers the skills they need to better serve your constituents.

With regular attendance, a satisfactory portfolio and passing the Family Development credential exam, workers can earn a **Family Development Credential** and PONSI college credits. See application for details regarding additional professional development benefits.

Cornell University research has documented the following benefits of **FDC** training:

- **Workers** develop effective skills in helping families and *individuals set and reach goals* of healthy self-reliance.
- **Family members** who worked with FDC credentialed workers are better able to recognize their strengths, set goals and develop the capacity to solve problems.
- **Organizations** increase their resources, opportunities to collaborate and staff feel motivated and validated.

This training is for organizations that want to invest in their staff because they believe that they are only as strong as the people that work for them.

Family Development Training and Credentialing Program (FDC)

A Program for Frontline and Family Workers

WHAT IS THE FDC CURRICULUM?

The FDC curriculum, developed by Cornell University and facilitated by a certified instructor, consists of 90 hours of intensive, interactive classroom study that include the following ten topics:

- *Family Development: A Sustainable Route to Healthy Self-Reliance*
- *Communicating with Skill and Heart*
- *Taking Good Care of Yourself*
- *Diversity*
- *Strengths-based Assessment*
- *Helping Families Set and Reach their Goals*
- *Helping Families Access Specialized Services*
- *Home Visiting*
- *Facilitation Skills: Family Conferences, Support Group and Community Meetings*
- *Collaboration*

Classes meet one day per week for 15 weeks (see applicant feedback form for complete schedule and locations).

There is also an additional 10 hours of small group instruction in portfolio development. The portfolio, which each student develops under the guidance of a portfolio advisor, enables workers to demonstrate their understanding of the lessons learned in class through application of the FDC concepts at their work sites.

WHAT OTHER STATES HAVE FDC PROGRAMS?

There are over 6,000 credentialed workers in New York State and 11,000 nationwide. Other states that offer the FDC program include: Alaska, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Kentucky, Massachusetts, Missouri, New Jersey, North Carolina, Pennsylvania, Texas, Virginia and the District of Columbia.

PROFESSIONAL DEVELOPMENT BENEFITS:

With regular attendance, an approved portfolio, and passing the credential exam, workers can earn a **Family Development Credential** issued by the University of Connecticut and Charter Oak College credits issued by the National Program on Non-collegiate Sponsored Instruction (National PONSI). For additional information and to learn about cooperating colleges and universities that accept PONSI credits, visit www.nationalponsi.org

FDC training hours can also be used for:

- **Credentialed Alcohol and Substance Abuse Counselors (CASAC)** renewal requirements; individuals employed as **Credentialed Prevention Professionals (CPP)** and **Credentialed Prevention Specialists (CPS)** may also apply the training towards clock hours required to renew their certifications. FDC training is approved for 90 clock hours.
- **Runaway and Homeless (RHY)** training requirements for youth development and youth issues as required by the NYS Office of Children and Family Services.
- **NYS School Age Care Credential (SACC)** professional development renewal requirements.

WHAT DOES THE FDC SCHOLARSHIP COVER?

The competitive scholarship offered by DYCD covers the full cost of tuition, credential exam and portfolio review fees. The applicant or their organization must determine how the materials fee will be paid (approximately \$45). Do not include payment with scholarship application.

WHO'S ELIGIBLE FOR AN FDC SCHOLARSHIP?

The NYC Department of Youth and Community Development (DYCD) offers competitive scholarships for frontline and family workers of DYCD-funded and other community-based organizations, non-profits or designated City agencies located in any of the 43 Neighborhood Development Areas (NDAs) throughout New York City. **NDAs are coterminous with Community Boards.* Classes are held at City University of New York (CUNY) campuses and off-site campus locations.

Frontline and family workers can apply for the FDC scholarship upon recommendation from their supervisor and agency/organization's executive director, completion of a scholarship application form, and submission of a letter of support from a representative of their agency/organization on agency letterhead. ***Please note: agency or organization volunteers are not eligible for FDC scholarships.***

There are no formal educational requirements for the program; however students must be able to read and comprehend the curriculum, which is written in English at the 9th grade level, and possess the writing skills needed to complete the portfolio and other assignments. It is strongly recommended that program participants have basic computer skills, a valid email address and access to a computer, printer and the internet.

Designated city agencies that are eligible for scholarships: Administration for Children Services (*not including Head Start*); Dept for the Aging, Dept. of Juvenile Justice; Dept. of Probation; Dept. of Health and Mental Hygiene.

Dept. of Homeless Services Staff: contact Joyce Rivers, Deputy Director, DHS Training Bureau, 212-361-8553.

ACS-Head Start Staff: contact Eleanor Quallo, Policy Council Liaison, 212-361-7226.

ELIGIBLE NEIGHBORHOOD DEVELOPMENT AREAS (NDAs):

Bronx: 1,2,3,4,5,6,7,8,9,10,11,12

Manhattan: 3,7,9,10,11,12

Brooklyn: 1,2,3,4,5,6,7,8,9,11
12,13,14,15,16,17,18

Queens: 1,3,4,5,7,12,14

Staten Island: 1

For additional program information, please contact Meryl M. Jones, Director of Professional Development, DYCD, at 212-341-9568, or mjones@dycd.nyc.gov

Individuals who do not meet the above scholarship eligibility criteria and are interested in participating in the FDC program should contact Deborah Douglass at the City University of New York, 646-664-8019, or Deborah.Douglass@mail.cuny.edu regarding payment options.

Return original completed application to Professional Development/Capacity Building, NYC Department of Youth and Community Development, 156 William Street, 4th floor, NY, NY 10038; fax: 212-676-8164 or email to: CapacityBuilding@dycd.nyc.gov. Closing date for applications: Friday, January 24, 2014.

Class Guidelines
Family Development Training and Credentialing (FDC) Program
(for frontline and family workers)

In order to earn the Family Development Credential, participants must meet the following criteria: comply with attendance policies, complete all portfolio requirements and pass the Family Development Credentialing Examination.

Attendance

As part of your commitment to participating in the FDC program, it is expected that students will attend classes **all** class sessions. Absences jeopardize your continuation in the program, and the ability to earn the credential as well as earn college credits. In order to receive PONSI college credits, students must attend **all class sessions**.

All appointments, staff meetings and other activities should be scheduled on days that do not interfere with FDC training. Participants should arrive at least 15 minutes prior to the start of class. Late arrivals are disruptive to the instructor and fellow students. Students are also expected to return on time from any breaks, including lunch. In addition, cell phones and/or beepers should be turned to vibrate or off.

- Classes meet for a total of **90** hours of classroom instruction. There is also an additional ten (10) hours of individual or small group instruction in portfolio advisement and portfolio development.
- Consistent attendance at classroom and portfolio development sessions is mandatory. In order to be eligible to receive a credential from Cornell University and to apply for PONSI college credits, FDC students must complete all class work and portfolio assignments. It may be necessary to complete an additional written assignment(s) and/or attend a make-up session to meet these requirements. Make-up sessions are held at the discretion of the instructor and are subject to approval by DYCD.
- After **any** absence from class or portfolio development sessions, students will be required to discuss the reason for their absence with their FDC instructor. Students' supervisor or designated agency contact may be notified of absences by the Department of Youth and Community Development.
- Attendance will be taken at the start of the session and again following the mid-session break. Absence from both sessions will be considered one full absence. Absence from either the start of the session or after the break will be considered one-half absence.
- Students arriving after the scheduled start time will be considered late. Lateness will be documented at the start of class and after the break. Excessive lateness may result in actions prescribed for absences.

Portfolio Development

Under the guidance of the instructor and portfolio advisor, students will create a portfolio, which provides a format for workers to demonstrate their knowledge and understanding of family development skills. The FDC portfolio helps workers express their knowledge and skills through three basic components: *Activities to Extend Learning, Skills Practice Reflection, and Family Development Plans*. All students must also participate in an additional 10 hours (minimum) of portfolio development and advisement sessions as scheduled by the class instructor and portfolio advisor. Students must complete all components of the portfolio in order to be eligible to take the Family Development Credentialing Exam.

Students who face unforeseen medical or family emergencies that may interfere with continued class participation may be eligible for a scholarship deferment. Please contact Meryl M. Jones, Director of Professional Development, 212-341-9568 for further details.



Dear Applicant:

Thank you for your interest in the **Family Development Training and Credentialing Program**. Before submitting your scholarship application, please check the following:

- ***All items are filled out completely and legibly –print or type your information. Illegible applications may not be considered.***
- ***Obtain all necessary signatures.***
- ***Letter of support from agency representative is included.***
- ***Campus location has been selected.***

Note: Applicants will receive an electronic or fax confirmation that their application has been received within one week of submission. It will also indicate if the application is complete or requires additional information.

If you do not receive a confirmation, then we have not received your application. Be sure to retain a copy of your completed application for your files. We are not liable or responsible for lost or misdirected applications.

Return completed applications to:

Professional Development/Capacity Building
NYC Department of Youth and Community Development
156 William Street, 4th Floor
New York, NY 10038
via email to: CapacityBuilding@dycd.nyc.gov
or fax: 212-676-8164

Applications must be received by Friday, January 24, 2014.

**FAMILY DEVELOPMENT TRAINING AND CREDENTIALING (FDC) PROGRAM
SCHOLARSHIP APPLICATION FORM (PART I)**

Please type or print clearly. Complete all questions.

Candidate's Name: _____ **Title:** _____

Agency Name: _____ **CB#** _____

Worksite Address: _____ **Boro:** _____ **Zip:** _____

Work Phone: _____ **Fax:** _____

Agency Address: _____ **Boro:** _____ **Zip:** _____
(if different from worksite address)

Date Hired: _____ **Yrs. In Position:** _____

Home Address: _____ **Boro:** _____ **Zip:** _____

Home Phone: _____ **E-mail:** _____

If DYCD funded, note program area: OST__ SYEP__ Beacon__ RHY__ NDA__ Other_____
****If funded by another City agency, indicate which _____**

Have you ever previously applied for an FDC Scholarship? ___yes ___no If yes, when _____

Candidate's Signature: _____

Relevant Prior Positions / Experience: _____

Educational Background:

<u>Name of Institution</u>	<u>Dates of Attendance</u>	<u>Degree</u>	<u>Major</u>

Special Training/Skills/Certifications:

<u>Name of Training</u>	<u>Where Received</u>	<u>Date Received</u>

Have you participated in other DYCD intensive trainings? Please indicate your status below:

Initiative	Applied	Accepted	Currently Enrolled	Date Completed
HMPI				
Leadership Caucus				

AGENCY / ORGANIZATION INFORMATION (PART II)

(A) Identify a senior/management staff person(s) who is (are) designated to become acquainted with the underlying concepts of FDC and will attend focus group / feedback sessions This designee will also be responsible for monitoring the candidate’s attendance on a weekly basis, and will be contacted in case of excessive absence from class or portfolio development sessions. The designee will be expected to meet with DYCD Professional Development staff if the candidate does not adhere to the FDC Class Guidelines:

Name: _____

Title: _____

Agency Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax _____ E-mail: _____

Relationship to candidate _____

(B) *Agency/Organization Commitment:* I support _____ for the FDC Scholarship.

Name _____ Title _____
(Print) (candidate)

Signature _____ Date _____

Supervisor’s Commitment: I support _____ for the FDC Scholarship.

Name _____ Signature _____ Date _____
(candidate)

* **NOTE 1: ALL APPLICANTS MUST SUBMIT A LETTER OF SUPPORT FROM A REPRESENTATIVE OF THEIR AGENCY/ORGANIZATION ON THE AGENCY/ORGANIZATION’S LETTERHEAD.**

**FAMILY DEVELOPMENT TRAINING AND CREDENTIALING (FDC) PROGRAM
SCHOLARSHIP APPLICATION FORM**

AGENCY / ORGANIZATION INFORMATION (PART II continued)

1) Explain why you endorse the candidate as a scholarship nominee and how will FDC enhance the candidate's work performance?

2) How has this candidate's job skills/work performance evolved during employment / appointment?

3) How will your organization accommodate your candidate so that he or she can commit to class and portfolio development scheduling requirements? Does the candidate's current attendance and punctuality record indicate their potential to adhere to the attendance requirements of the FDC program? (see enclosed FDC Class Guidelines)

4) Participants in the FDC program will be required to do extensive reading, complete a written portfolio and take a multiple choice examination. Participants must be able to read and write in English at a ninth grade level. It is strongly recommended that participants possess basic computer skills, a valid email address and access to a computer, printer and the internet. Please explain how your candidate meets these criteria.



FDC Spring

Scholarship Application for the Family Development for Supervisors Credentialing Program



Professional Development Leadership Training
for Supervisors, Managers and Directors



PASSION PURPOSE GROWTH EMPOWERMENT IMPACT

Professional Development Training for Agency Leaders and Supervisors

The NYC Department of Youth and Community Development (DYCD) is pleased to offer the **Family Development for Supervisors Credentialing Program**, an intensive professional development training for agency leaders and supervisors interested in using empowerment-based leadership in their organizations.

FDC for Supervisors is based on the Family Development Training and Credentialing (FDC) program. FDC is the result of a major New York State initiative to change the way health, education and human services are delivered to families.

This redirection moves systems away from crisis-oriented and fragmented services toward an empowerment and family support-based focus. **FDC for Supervisors** benefits workers, families and organizations.

Family Development for Supervisors provides an experiential and collaborative setting for leaders to share and learn from each other based on the family development principles that are the basis of the Family Development Credentialing and Training Program (FDC).

The training is directed to supervisors of frontline workers, service coordinators, program managers, department directors, board members and executive directors or CEOs.

- *Is communication with your staff and supervisors a challenge?*
- *Would you like to reconnect with your work?*
- *Are you unclear of why you went into the field and what your vision, goals and expectations are?*
- *Do you want to create a more empowering work experience for you and your staff?*

These are just some of the questions that lead people to the **FDC for Supervisors**.

This training empowers supervisors to be better communicators, improve their conflict resolution skills and ultimately, to become great leaders.

At **FDC for Supervisors**, the focus is on you and exploring your professional development needs in a supportive and welcoming environment. FDC for Supervisors is for organizations that want to invest in their supervisors and help them to become more than just managers—to become leaders.

This training is for organizations that want to invest in their staff because they believe that they are only as strong as the people that work for them.

Family Development for Supervisors Credentialing Program A Program for Directors/Supervisors/Managers

WHAT IS THE FAMILY DEVELOPMENT FOR SUPERVISORS CURRICULUM?

- Classes meet one day per week for 11 weeks of intensive interactive classroom study and an additional 3 hours for a final leadership portfolio review and presentation (see page 7 for complete schedule and location).

Curriculum chapters include:

- *The Family Development Credential and the Empowered Workplace*
- *Transforming Your Workplace through Empowerment-based Leadership*
- *Leadership and Self-Empowerment*
- *Supervising with Skill and Heart*
- *Cultural Competence*

Leadership Portfolio (three components):

1. Plan and complete an Independent Learning Project for each of the five curriculum chapters, in collaboration with a colleague in the class, who will serve as a “peer advisor.” *Students will serve as peer advisors for fellow classmates, meeting during designated class time to discuss the Independent Learning Projects and provide written reflections.*
2. Develop a Leadership Empowerment Plan in collaboration with a peer advisor, and implement the plan for one month.
3. Prepare a personal reflection on the implementation of the Leadership Empowerment Plan that describes the steps taken, challenges encountered, how the student responded, and future steps or goals identified as a result of the plan.

There is no exam for the Leadership Credential - credentials are issued after classes are completed and final portfolios have been reviewed and approved by the National FDC program. Credentials are issued by the University of Connecticut.

PROFESSIONAL DEVELOPMENT BENEFITS:

Family Development for Supervisors Training can be used for renewal requirements for credentialed alcohol and substance abuse counselors (CASAC). Individuals employed as Credentialed Prevention Professionals (CPP) and Credentialed Prevention Specialists (CPS) may also apply the training towards clock hours required to renew their credentials – the training is approved for 30 clock hours.

WHAT DOES THE SCHOLARSHIP COVER?

The competitive scholarship offered by DYCD covers the full cost of tuition, portfolio review and credential fees. The applicant or their organization must determine how the materials fee will be paid (approximately \$45). Do not include any payment with the scholarship application.

WHO'S ELIGIBLE FOR A SCHOLARSHIP?

The NYC Department of Youth and Community Development (DYCD) offers competitive scholarships for agency supervisors and leaders of DYCD-funded and other community-based organizations (CBO's), non-profits or designated City agencies located within any one of the 43 Neighborhood Development Area's (NDAs), **NDAs are coterminous with Community Boards.* **Please note: organization or agency volunteers are not eligible for scholarships.**

It is strongly recommended that program participants have basic computer skills, a valid email address and access to a computer, printer and the internet.

Designated city agencies that are eligible for scholarships: Administration for Children Services (*not including Head Start*); Dept. for the Aging; Dept. of Juvenile Justice; Dept. of Probation; Dept. of Health and Mental Hygiene.

Dept. of Homeless Services Staff: contact Joyce Rivers, Deputy Director, DHS Training Bureau, 212-361-8553.

ACS-Head Start Staff: contact Eleanor Quallo, Policy Council Liaison, 212-361-7226.

ELIGIBLE NEIGHBORHOOD DEVELOPMENT AREA'S *(NDAs):

Bronx: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Manhattan: 3, 7, 9, 10, 11, 12

Brooklyn: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13,
14, 15, 16, 17, 18

Queens: 1, 3, 4, 5, 7, 12, 14

Staten Island: 1

For additional program information, please contact Meryl M. Jones, Director of Professional Development at 212-341-9568 or mjones@dycd.nyc.gov. Individuals who do not meet the above scholarship eligibility criteria and are interested in participating should contact Deborah Douglass, at the City University of New York, 646-664-8019 or Deborah.Douglass@mail.cuny.edu regarding payment options.

Mail original completed application to Professional Development/Capacity Building, NYC Department of Youth and Community Development, 156 William Street, 4th floor, NY, NY 10038; fax: 212-676-8164; email: CapacityBuilding@dycd.nyc.gov

Closing date for applications: Friday, January 24, 2014



Family Development for Supervisors Credentialing Program Class Guidelines

In order to earn a Leadership Credential, students are required to:

- **Attend all scheduled classes**
- **Complete all portfolio requirements**
- **Receive approval of portfolio by the course instructor and the National FDC Program**

Attendance

As part of your commitment to participating in the family development training program, it is expected students will attend all classes. Lateness/and or absences jeopardize your continuation in the program and your ability to earn the credential and clock hours.

All appointments, staff meetings and other activities should be scheduled on days that do not interfere with the program as classes cannot be made up. Students should arrive at least 15 minutes prior to the start of class. Late arrivals are disruptive to the instructor and fellow students. Students are also expected to return on time from any breaks. As a courtesy to fellow classmates and the instructor, cell phones should be turned to vibrate or silent mode.

Portfolio Development

The purpose of the portfolio is to help students relate their knowledge and understanding of the curriculum to benefit and support their professional practice. The Leadership Portfolio consists of three components:

- Independent Learning Projects
- Leadership Empowerment Plan
- Personal Reflection on the Leadership Empowerment Plan

All students must also participate in the peer advisement sessions as scheduled by the class instructor and the final portfolio review session and presentation.

Non-completion of any of the five Independent Learning Projects, the final Independent Learning Project Plan and Personal Reflection will also jeopardize students' ability to earn the Leaders' Credential. As "peer advisors" to each other, students must be present to offer one another support, encouragement and feedback on their learning projects.

Students that face unforeseen medical or family emergencies that will interfere with continued class participation may be eligible for a scholarship deferment. Please contact Meryl Jones, Director of Professional Development, 212-341-9568 immediately after the first related absence.



Dear Applicant:

Thank you for your interest in the **Family Development for Supervisors Credentialing Program**. Before submitting your scholarship application, please check the following:

- **All items are filled out completely and legibly –print or type your information. Illegible applications may not be considered.**

- **Obtain all necessary signatures.**

- **Letter of support from agency representative is included.**

Note: Applicants will receive an electronic or fax confirmation that their application has been received within one week of submission. It will also indicate if the application is complete or requires additional information. If you do not receive a confirmation, then we have not received your application. Be sure to retain a copy of your completed application for your files. We are not liable or responsible for lost or misdirected applications.

Return completed applications to:

Professional Development/Capacity Building
NYC Department of Youth and Community Development
156 William Street, 4th Floor
New York, NY 10038
via email to: CapacityBuilding@dycd.nyc.gov
or fax: 212-676-8164

Applications must be received by Friday, January 24, 2014.

Application Number _____

**FAMILY DEVELOPMENT FOR SUPERVISORS
CREDENTIALING PROGRAM SCHOLARSHIP APPLICATION**

Please type or print clearly and complete all questions

Candidate's Name: _____

Title: _____

Agency/Organization: _____

Agency Address: _____ Boro: _____ Zip _____

NDA/Community Board # _____

Phone: _____ Fax: _____ E-mail _____

If DYCD funded, note program area: OST ___ SYEP ___ Beacon ___ RHY ___ NDA ___ Other _____

Home Address: _____ Apt. _____ Boro _____ Zip _____

Home Phone: _____

* Please the address where you prefer mailings: home agency

Date Hired/Appointed: _____ Years in Position _____ The number of staff you supervise: _____

Have you received your FDC credential? _____ If yes, what year? _____ Campus _____

Have you previously applied for the FDC for Supervisors program? If yes, when? _____

How many FDC credentialed workers do you have on your staff? _____ / in your agency? _____

How many workers are currently enrolled in FDC training? _____

If none, how many have applied for spring 2014 classes? _____

Educational Background:

Name of Institution	Dates of Attendance	Degree	Major

Have you participated in other DYCD intensive trainings? Please indicate your status below:

Initiative	Applied	Accepted	Currently Enrolled	Date Completed
HMPI				
Leadership Caucus				

Application Number _____

Spring 2014 Class Schedule:

Fridays, March 7 – *May 30, 2014 (12 weeks)
9:30 AM – 12:30 PM

**Final Portfolio Review and Presentation*

Classes meet one day per week - No class on Friday, April 18

Location:

School of Professional Studies (CUNY)
119 West 31st Street
New York, NY 10001

Agency/Organization Commitment

I support _____ for the Family Development for Supervisors Scholarship. (candidate name)

Name _____ Title _____
(PRINT)

Signature _____ Date _____

Candidate's Commitment

I agree to fully participate in the Family Development for Supervisors Credentialing Program, comply with the attendance requirements, complete the program and portfolio, participate in the program follow-up evaluation efforts, and demonstrate its application to my work, as appropriate.

Name _____ Signature _____
(PRINT)

NOTE: APPLICANTS MUST SUBMIT A LETTER OF SUPPORT FROM AN AGENCY REPRESENTATIVE ON AGENCY LETTERHEAD.

Please answer all questions completely and legibly.

1) Please outline the mission of your agency; describe the type of facility in which you work, size, staff, clients served, target population and location.

2) As a leader/supervisor, please provide an overview of your job responsibilities, including the number of staff that you supervise. Describe your role as a leader in your agency.

3) If you do not supervise staff, demonstrate how you are a leader in your agency.

4) What interests you about the Family Development for Supervisors Program and how will the Family Development for Supervisors Program enhance your performance as a supervisor in your agency and improve your ability to do your work?

5) How do you expect your staff and agency to benefit from your participation in the Family Development for Supervisors Program?

6) If you have FDC credentialed staff, how have your staff, agency and clients benefited from the Family Development Training & Credentialing (FDC) program? (If you do not have credentialed staff, please skip to question 9)

7) How have you supported your staff in the implementation of FDC concepts?

8) If you do not have credentialed staff, what are your agency's plans to support staff in earning their Family Development Credential?



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6:00 pm a 8:00 pm**

**Location: Beacon Program @
East Side Community High School
420 East 12th Street en Manhattan
(btwn: 1st Ave. & Ave. A)**

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Inglés como Segundo Idioma

**Martes y Jueves
Enero 7 – Abril 3, 2014
6:00 pm a 8:00 pm**

**Lugar: Programa Beacon @
East Side Community High School
420 E. de Calle 12 en Manhattan
(entre: 1st Ave. & Ave. A)**

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Llame: (917) 600-1644

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January 27-February 1, 2014



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fun and free events for the family.

To find your local library, call 311 or visit:

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NYPL.org

Queenslibrary.org



Gladys Carrión
ACS Commissioner

Bill de Blasio
Mayor

NYC
Administration for
Children's Services



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Enero 27 – Febrero 1, 2014

Para encontrar su biblioteca local, llame al 311 o ingrese en:

Bklynpubliclibrary.org

NYPL.org

Queenslibrary.org



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ACS Commissioner

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Gentle Separation Classes Ages 2 – 3 years

These special classes allow
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gradually separate at their own



Drop-off Classes Ages 3 – 6 years

Children will use their five
senses to make observations,
test predictions through
experimentation, and discuss

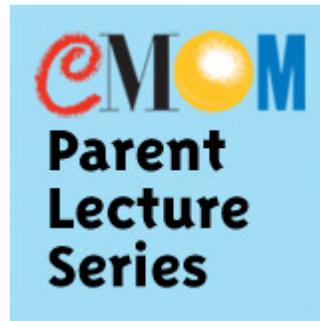
children explore, create, sing and express themselves in these unique classes structured to prepare children for their first preschool experience. Small, intimate classes give adults the opportunity to observe and learn about their child's unique learning style.

[View classes for ages 14 months – 2 years](#)

pace, easing them into the preschool experience. CMOM's experienced staff facilitate a positive, nurturing separation between child and grownups.

Choose from:

[View classes for ages 2 – 3](#)



The CMOM's Parent Lecture Series Continues

Thursday, February 27th □

Raising Resilient Girls with Girls Leadership Institute

Anneka Fagundes, Senior Educator, Girls Leadership Institute, speaks about the challenges girls face today, and the reasons why we see girls struggling. Ms. Fagundes gives participants concrete steps to awaken girls to the power of their authentic selves by teaching the practices of assertive self-expression, emotional intelligence, healthy communication, and conflict management skills. Her engaging presentation will

their findings with CMOM educators, as they make investigation and art exploration part of everyday learning!

[View classes for ages 3 – 6](#)



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Ages 5 – 6 years

Help your child make the right 'move' in our chess program. Join us as CMOM hosts NYChessKids to offer a fun class geared toward beginners, as well as children who may know a little about the game. In this class, children will learn the basic rules and strategies of chess as well as individual and group decision making, all of which make chess a really fun and artful game!

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cover the development of girl
dynamics beginning in
preschool through high school.

5:30 – 7pm at CMOM, Free for
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212 West 83rd Street
New York, NY 10024

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**New York City Administration for Children’s Service
 Division of Early Care and Education
 Area Representative Eligibility Letter**

Ms. Miranda Harrison
 Director of Program Governance
 ACS/Head Start
 66 John Street, 8th Floor
 New York, NY 10038

Dear Ms. Harrison:

As part of the 2014 Parent Election process that includes the election of the Area Representative Candidate, this letter stands to introduce and certify the eligibility of the following Delegate Agency Policy Committee/Council Parent Representative from my agency.

I understand that the qualifying Area/ Alternate Representative candidate must be a parent of a Head Start or HS Dually Eligible child who is enrolled in the program.

CERTIFICATION OF ELIGIBILITY OF AREA REPRESENTATIVE CANDIDATES

The Delegate Agency Head Start Director certifies the eligibility of any parent nominated as a potential candidate for the Area and /or Alternate Representative positions. The qualification of an Area and /or Alternate Representative candidate is that he/she must be a Head Start parent, as defined by 45 CFR 1306.3 (h), who has a child currently enrolled in the program at the time of his/her installation as a member of the City-Wide Policy council. The 45 CFR 1306.3(h) definition of a Head start parent is: **“a Head Start child’s mother or father, other family member who is a primary caregiver, foster parent, guardian, or the person with whom the child has been paced for purposes of adoption pending a final adoption decree”**

The following representative was elected as a candidate to participate in the Area cluster election for an Area or Alternate Representative member to the City-Wide Head Start Policy Council.

Area or Alternate Representative Candidate _____

Address _____

Telephone _____ Email: _____

Cell Phone _____

Sincerely,

 Signature of Head Start/ Early Learn Director Date

Name of Delegate Agency _____ **Telephone** _____

ACS/CUNY Informal Family Child Care Project

www.earlychildhoodnyc.org/ifcc

718-254-7354



Who We Are

The ACS/CUNY Informal Family Child Care Project (IFCC) provides information and resources to informal (license-exempt) child care providers throughout the five boroughs of New York City. As part of the NY Early Childhood Professional Development Institute (PDI), IFCC helps child care providers develop the skills and tools to directly impact excellence for children. IFCC is here to help you succeed!

UPCOMING EVENTS

January 2014

Central Training

Joseph S. Murphy Institute for Worker Education

Saturday, January 11th, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

Topic: Guiding Children's Behavior

OR

In your borough

Bronx Training

Bronx Library Center

January 15th and 29th 6:30-8:30 pm

310 East Kingsbridge Road

Bronx, NY 10458

Topics: Setting Up Your Child Care Environment & Planning Your Day

Brooklyn Training

Informal Family Child Care Project

January 15th and 29th 6:30-8:30 pm

16 Court Street 10th Floor

Brooklyn, NY 11241

Topics: Setting Up Your Child Care Environment & Planning Your Day

February 2014

Central Training

Joseph S. Murphy Institute for Worker Education

Saturday, February 15th, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

Topic: Setting Up Your Child Care Environment

OR

In your borough

Bronx Training

Bronx Library Center

February 12th and 26th 6:30-8:30 pm

310 East Kingsbridge Road

Bronx, NY 10458

Topics: Approaches to Learning & Block Play

Brooklyn Training

Informal Family Child Care Project

February 12th and 26th 6:30-8:30 pm

16 Court Street 10th Floor

Brooklyn, NY 11241

Topics: Approaches to Learning & Block Play

March 2014

Central Training

Joseph S. Murphy Institute for Worker Education

Saturday, March 15th, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

Topic: Approaches to Learning

OR

In your borough

Bronx Training

Bronx Library Center

March 12th and 26th 6:30-8:30 pm

310 East Kingsbridge Road

Bronx, NY 10458

Topics: Art, Music, and Movement

Brooklyn Training

Informal Family Child Care Project

March 12th and 26th 6:30-8:30 pm

16 Court Street 10th Floor

Brooklyn, NY 11241

Topics: Art, Music, and Movement

Thank you for taking responsibility to care for and educate young children in New York City.

For more information, please call 718-254-7354



New York City Early Childhood
Professional Development Institute

Developing Adults Working with Developing Children



Proyecto de Cuidado Infantil de ACS/CUNY

www.earlychildhoodnyc.org/ifcc

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Quienes Somos

El Proyecto de Cuidado Infantil Familiar e Informal (IFCC) ofrece información y recursos a proveedores de cuidado infantil sin licencia. Como parte del Instituto de Desarrollo Profesional en Edad Temprana de Nueva York (PDI) el IFCC ayuda a los proveedores a desarrollar las habilidades y herramientas que impactan directamente en la excelencia para los niños. ¡Estamos aquí para ayudarle a ser exitoso!



EVENTOS PROXIMOS

Enero 2014

Entrenamiento Central

Joseph S. Murphy Institute for Worker Education

Sábado, Enero 11, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

Tema: Guiando el Comportamiento de Los Niños



En tu condado

Entrenamiento en el Bronx

Librería Central del Bronx
Enero 15 y 29 6:30-8:30 pm
310 East Kingsbridge Road
Bronx, NY 10458

**Tema: Configuración del Entorno
Planificación de su día**

Entrenamiento en el Brooklyn

Proyecto de Cuidado Infantil Familiar
Informal (IFCC)
Enero 15 y 29 6:30-8:30 pm
16 Court Street 10th Floor
Brooklyn, NY 11241

**Tema: Configuración del Entorno y
Planificación de su día**

Febrero 2014

Entrenamiento Central

Joseph S. Murphy Institute for Worker Education

Sábado, Febrero 15, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

**Tema: Configuración del Entorno de
Cuidado Infantil**



En tu condado

Entrenamiento en el Bronx

Librería Central del Bronx
Febrero 12 y 26 6:30-8:30 pm
310 East Kingsbridge Road Bronx, NY
10458

**Tema: Enfoques de Aprendizaje y
Juego con Bloques**

Entrenamiento en el Brooklyn

Proyecto de Cuidado Infantil Familiar
Informal (IFCC)
Febrero 12th and 26th 6:30-8:30 pm
16 Court Street 10th Floor
Brooklyn, NY 11241

**Tema: Enfoques de Aprendizaje y Juego
con Bloques**

Marzo 2014

Entrenamiento Central

Joseph S. Murphy Institute for Worker Education

Sábado, Marzo 15, 2014

9:30 am – 1 pm

25 W. 43rd Street, 18th Floor

Tema: Enfoques de Aprendizaje



En tu condado

Entrenamiento en el Bronx

Librería Central del Bronx
Marzo 12 y 26 6:30-8:30 pm
310 East Kingsbridge Road Bronx, NY
10458

Tema: Arte, Música, y Movimiento

Entrenamiento en el Brooklyn

Proyecto de Cuidado Infantil Familiar
Informal (IFCC)
Marzo 12 y 26 6:30-8:30 pm
16 Court Street 10th Floor
Brooklyn, NY 11241

Tema: Arte, Música, y Movimiento

Gracias por tomar la responsabilidad de cuidar y educar a los niños pequeños de la Ciudad de Nueva York.

Para más información, llame 718-254-7354



New York City Early Childhood
Professional Development Institute

Developing Adults Working with Developing Children

CUNY The City
University
of
New York



Creating Environments That Work for Children

Children learn from everything around them. The way you set up your child care environment has a significant impact on children's learning and behavior and your ability to do your job.

A comfortable, pleasing space helps children play and learn better. With a few creative ideas, your home can meet your family's needs and the needs of children in your care – allowing them to move around safely while sampling a variety of activities with little intervention required from adults.

Your home should be safe and clean. Before children come into your home be sure to check for possible risks and hazards, including covering electrical outlets, keeping hazardous cleaning supplies and other materials, as well as sharp or breakable objects out of children's reach. Vacuum or sweep areas children play in, and wipe down surfaces and toys with safe cleaning products at the beginning and end of the day.

Quality child care environments have:

- Age-appropriate, child-centered activities and experiences
- A variety of interesting and open-ended materials accessible to children
- Enough space to play

- Colorful photographs and pictures, including the children's own artwork displayed at their level
- Light – preferably natural

To the extent possible try to arrange the space where children will be to include the following:

- A place for messy play – art supplies, bins, sponges, washcloths or towels, access to water
- A place for loud, active play – mattress, pillows or cushions for jumping, music, open space
- A place for playing quietly – puzzles, blocks, stacking toys, books
- A place to pretend – sheets or blankets to make caves and forts, appliance or other large boxes to make cars, houses and crawling spaces, old clothes and hats, dolls
- A place to relax or be alone – a corner with soft pillows and blankets, books
- A place to eat – highchairs or booster seats, table and chairs comfortable for children, something on the floor to make clean up easier, washcloths
- A place to rest or sleep – beds, mats or cots, quiet, same place every day



Building with blocks at The Children's Museum of Manhattan

Do You See What I See?

The environments we live, work and play in significantly impact how we feel, think and learn. This is true for adults as well as children. In a child care setting safety should always be a priority however, you may also want to consider what your environment communicates to children and their families. What do you notice about your current child care environment? How can you ensure that the spaces you share with children each day communicate the messages you want to convey? Below you will find a list of messages you may want to consider as you plan and design your environment.

- **This is a good place to be**

There are toys that I can play with without asking, there is a variety of textures that I can touch, there is furniture just my size and there is a quiet place in case I want to be alone for a while.

- **You belong here**

There is a place where I can place just my

things and there is a picture of me and my family in case I miss them.

- **This is a place you can trust**

There is a routine/schedule so I always know what we are doing next. When I forget where to return the toys I just used, there are pictures on the bins to remind me so I don't feel lost.

- **There are places you can be by yourself when you want to be**

There is a quiet area where I can go when it is too loud or just when I want to sit with a book or play quietly.

- **You can do many things on your own**

There is a variety of toys I can reach when I want to play and I am able to put them away all by myself.

- **This is a safe place to explore and try out your ideas**

The things that I can reach are safe and I am able to use them and explore them by myself.

Be mindful of children's needs and how their needs change as they grow and become more independent. It is a good idea to periodically assess your environment to address safety concerns as well as to ensure that your setting is always transmitting the message you intend. **This list is excerpted from the Creative Curriculum for Preschool published by Teaching Strategies, Inc. 2004*



Sample design of a home-based child care environment

Keep Calm and....

Keeping calm is usually easier said than done. However, teaching children how to manage their emotions may be one of the most important skills they learn. Learning how to achieve and maintain calm has many positive short and long-term effects on physical and mental health.

There are many ways you can organize your physical environment to reinforce relaxation and calm. By encouraging children to actively engage in relaxation, you can address a number of behavioral, emotional, and sensory issues affecting many children with special needs. Creating an environment conducive to helping children relax and keep calm can help them reduce stress, anger and impulsivity, as well as prevent sensory overload.

Creating simple and consistent structure and routines in your child care environment can be the most effective tools in reducing anxiety and helping all children feel secure, especially children with special needs. Supporting children in this way will help them anticipate the events and transitions of the day, provide a sense of stability, and reduce stress.

Another strategy to incorporate structure in a child care environment is through the creation of a safe space or corner, where children can go to regroup when they're angry or to calm down when feeling overwhelmed. This space does not have to be fancy or big. The most important factors are for everyone to understand that the space is designated specifically for calming and for children to feel safe and respected when in this space.

There are also fun and simple ways to alter your environment to promote calm. Try incorporating relaxing (lavender, citrus, chamomile) or stimulating (peppermint, cinnamon, clove, sage) scents to help children relax or focus. Music can also be a great relaxation tool, particularly for children with special needs. Music improves biological functions and elevates the mood. Simple environmental adjustments like these benefit all children.



Exploring the sand table at The Children's Museum of Manhattan

IFCC Staff

Angelica Velazquez, Project Coordinator/Coordinadora del Proyecto

Sofia Lopez, Project Associate/Asociada del Proyecto

Margarita Lopez-Feliz, Project Associate/ Asociada del Proyecto

Margaret Ayala, Special Needs Project Manager/ Gerente del Proyecto de Necesidades Especiales

Setting Up Activity Areas in Your Home

Create your own learning and activity areas using boxes, plastic bins or cardboard shoe boxes filled with open-ended materials for children to explore, play, and learn.

Here are some ideas to try:

Pretend play- Fill a box with clothes such as dresses, shirts, and suit jackets. Add accessories like hats, scarves, neckties, bags, and jewelry to make children's pretend play more exciting and elaborate. Let the children's interests and imaginations guide their selection of clothes and props.

Art- Keep a box handy with different types of paper and drawing and painting materials, safety scissors and glue, so children can make collages or experiment with other art techniques.

Math- Include board games and puzzles. Add empty, clean, egg cartons or ice cube trays and materials for sorting, like buttons or old bottle tops. Add materials that children can use in inventing their own games: paper, crayons, and dice, along with pennies or buttons to use as player pieces. Add a ruler, a tape measure, measuring cups and spoons and other items for measuring size and distance.

Science- Fill a box with a few tools, such as magnets, a magnifying glass, and binoculars, along with a clipboard, paper, and crayons or pencils. Take a walk to collect natural items. Invite children to investigate using the tools. Ask questions such as "What do you think might happen?" to help them observe and make predictions.

Reading & Writing- Store books and magazines your child will enjoy in a basket that can be carried around the house or even outdoors. Fill a basket with paper, markers, notebooks, pens, pencils, envelopes, a ruler, stationery, and note cards.

Cooking- Store a child-size apron, a collection of favorite recipes, and unbreakable bowls and utensils in a kitchen drawer or bottom cupboard. Invite your children to join in while you prepare



Example of a learning area in a child care home

meals and snacks. Get them in the habit of washing their hands before and after handling foods.

Music- Use oatmeal containers, old yogurt cups, and other materials you have on hand to make homemade instruments (like a rainstick or a drum) with your children. Store these instruments in a box and add other items, like castanets or maracas. Children love to create music while singing with family members or making up silly songs together.

Adapted from: <http://families.naeyc.org/learning-and-development/music-math-more/10-prop-boxes-learning-bringing-spirit-learning-centers#sthash.bvawUQVo.dpuf>

Try any of these ideas and let us know how it goes. Send us an e-mail with your questions or comments at cunyifcc@gmail.com or call us at (718) 254-7354.

Helpful Telephone Numbers

Administration for Children's Services
(877) 543-7692
To report a problem with your payment
(212)835-7610
ACS Child and Adult Care Food Program
(212) 361-5823
United Federation of Teachers
(212) 598-9288
Child Care Resource & Referral Consortium
(888) 469-5999
Child Care Automated Phone Service
(800) 692-0699
Women's Housing and Economic Development Corporation (WHEDCo)
(718) 839-1100

Voices from the Field



Mercedes Orozco Gomez
Informal Family Child Care Provider
Brooklyn, NY

Mercedes Orozco joined the Informal Family Child Care Project Early Learning Sessions in September 2013. She is a child care provider for three children ages 7, 9, and 12. After getting laid off from work, Mercedes was working as an Administrative Assistant for her church where she met people that shared with her information about how to become a child care provider.

Mercedes enjoys her new role as a child care provider because she feels that she is able to help educate children and assist their mother while she goes to work. Her most rewarding experience so far, is learning about how children grow and develop. The most challenging experience, according to Ms. Orozco is

that “every day is a new day! This is very different than working in an office setting. As a child care provider, every day is a new learning opportunity for myself and the children I work with”.

Share your story...

Do you have an interesting story to share about your work or experiences with children?

Call us at 718-254-7354 or email us at: ifcc@earlychildhoodnyc.org

ACS/CUNY Informal Child Family Care Project



www.earlychildhoodnyc.org/ifcc

ACS/CUNY Informal Child Family Care Project



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Comparta su historia...
 ?Tiene una historia interesante para compartir sobre su trabajo o experiencias con los niños? Llámenos al 718-254-7289 o ifcc@earlychildhoodnyc.org envíenos un email:

Mercedes Orozco asiste a las clases de Aprendizaje Temprano del Proyecto de Cuidado Infantil Familiar Informal (IFCC) desde Septiembre del 2013. Ella cuida a tres niños de 7, 9 y 12 años. Después de quedar sin empleo, Mercedes trabajó como asistente administrativo en su iglesia y allí conoció a personas quienes le informaron sobre el trabajo de proveedor de cuidado infantil.

Mercedes disfruta de su nuevo trabajo como proveedora de cuidado infantil por que tiene le brinda la oportunidad de educar a los niños y asistir a los padres mientras trabajan. Su experiencia más memorable hasta el momento es ver como los niños crecen y se desarrollan. La experiencia más



Mercedes Orozco Gomez
Provedora de Cuidado Infantil
Familiar Informal
Brooklyn, NY

Creación de Áreas de Actividades en Tu Hogar

Creá tus propias áreas de aprendizaje y actividades utilizando cajas, recipientes plásticos o cajas de zapatos llenas de materiales experimentales para que los niños exploren, jueguen y aprendan. Prueben Algunas de Estas Ideas:

Jugar a hacer crear -llene una caja con ropa como vestidos, camisas y chaquetas de traje. Agregá accesorios como sombreros, bufandas, corbatas, bolsos y joyas para que el juego dramático sea más emocionante y elaborado para los niños. Permita que a los niños e imaginación de los niños guíe su selección de ropa y accesorios.

Arte - Mantén a mano una caja con diferentes tipos de papel y materiales de dibujo y pintura, tijeras y pegamento, para que los niños puedan hacer collages o experimentar con otras técnicas de arte.

Matemáticas - Incluye juegos de mesa y rompecabezas; también cartones de nuevos vasos y limpios, o bandejas de cubos de hielo y materiales para clasificar, como botones o tapas de botellas viejas. Añadid materiales que los niños puedan utilizar para inventar sus propios juegos: papel, lápices de colores y dados, junto con monedas o botones para usar como piezas de juego. Agregá una regla, una cinta métrica, tazas y cucharas de medir y otros artículos para medir tamaño y distancia.

Ciencia - llene una caja con algunas instrumentos, como imanes, una lupa y binoculares, junto con un cuaderno, papel y crayones o lápices. Den un paseo para recopilar elementos naturales. Invita a los niños a investigar utilizando los instrumentos. Pregunta algo como "¿Qué crees que podría pasar?" para ayudarles a observar y hacer predicciones.

Lectura & Escritura-Mantenga libros y revistas en una canasta que puede llevar por la casa o incluso al aire libre para que el niño los disfrute. Llena una canasta con papel, marcadores, cuadernos, plumas, lápices, sobres, una regla, papelería y tarjetas.

Cocina - Mantenga un delantal de tamaño

de bregar con los alimentos.
Música - Aprovecha recipientes de avena, vasos viejos de yogur y otros materiales que tengas a mano para hacer instrumentos caseros (como un palo de lluvia o un tambor) con los niños. Guarda estos instrumentos en una caja y añadé otros objetos, como castañuelas o maracas. A los niños les encanta crear música mientras cantan con miembros de la familia o componiendo canciones juntos.
 Adaptado de: <http://families.naeyc.org/learning-and-development/music-math-more/10-prop-boxes-learning-bringing-spirit-learning-centers#sthash.bvawUQVo.dpuf>



Ejemplo de un espacio de aprendizaje en un hogar de cuidado de niños

Pruebe cualquiera de estas ideas y díganos cómo le va. Envíenos sus preguntas o comentarios a cunyhifcc@gmail.com o llámenos al (718) 254-7354.

Teléfonos Útiles

Administration for Children's Services (877) 543-7692
 To report a problem with your payment (212)835-7610
 ACS Child and Adult Care Food Program (212) 361-5823
 United Federation of Teachers (212) 598-9288
 Child Care Resource & Referral Consortium (888) 469-5999
 Child Care Automated Phone Service (800) 692-0699
 Women's Housing and Economic Development Corporation (WHEDCO) (718) 839-1100

¿Ves Lo Que Yo Veo?

El ambiente en que vivimos, trabajamos y nos divertimos inflencia profundamente nuestras

emociones, pensamientos y aprendizaje. Esto es así tanto para adultos como para niños. En una guardería, la seguridad debe ser siempre prioritaria, sin embargo, también es importante considerar lo que el entorno comunica a los niños y sus familias. ¿Qué notas acerca de tu entorno de cuidado infantil actual? ¿Cómo puedes garantizar que los espacios que compartes con los niños cada día comunican los mensajes que quieres impartir? A continuación encontrarás una lista de mensajes, que podrás considerar al planear y diseñar tu entorno.

• **Este lugar es bueno para estar**
Hay juguetes que puedo jugar sin preguntar, espacio tranquilo en caso de que quiera estar solo por un tiempo.

• **Eres parte de este lugar**
Tengo mi propio lugar donde puedo poner mis cosas, y hay una foto mía y de mi familia

Mantener la calma es generalmente más fácil decirlo que hacerlo. Sin embargo, saber manejar las emociones, es una de las destrezas esenciales que debemos enseñarle a los niños. Saber calmarse y estar en calma brinda beneficios inmediatos y acumulativos a nuestra salud física y mental.

Hay muchas maneras de organizar el entorno para que propicie la relajación y la calma. Aumentar a los niños a disfrutar participando en la relajación, apoya el manejo de una serie de problemas de conducta, emocionales y sensoriales que afectan a muchos niños con necesidades especiales. Crear un ambiente propicio que ayude a los niños a relajarse y a mantener la calma puede contribuir a reducir el estrés, la ira y la impulsividad, así como a prevenir que se abrumen.

La creación de rutinas y estructuras simples y constantes pueden ser el instrumento más eficaz para reducir la ansiedad y ayudar a todos los niños a sentirse seguros, especialmente a los niños con necesidades especiales. Esta clase de apoyo ayuda a los niños a anticipar los eventos y transiciones

Mantenga la Calma y...

de la jornada, brinda una noción de estabilidad y reduce el estrés.

Una buena estrategia para integrar la estructura en el ambiente es creando una esquina o espacio seguro, donde los niños pueden retirarse cuando están enojados o cuando se sienten abrumados. Este espacio no tiene que ser ni elaborado ni grande. Pero es esencial que todo el mundo comprenda que el espacio está dedicado específicamente para calmarse, y que los niños se sientan seguros y respetados cuando se encuentran en este espacio.

Hay otras formas divertidas y sencillas de modificar su entorno para fomentar la calma. Intente incorporar aromas relajantes (manzanilla, cítricos, lavanda), o estimulantes (menta, canela, clavo de olor, salvia) para ayudar a los niños a relajarse y concentrarse. La música también puede ser un buen recurso de relajación, particularmente para los niños con necesidades especiales. La música mejora las funciones biológicas y eleva el estado de ánimo. Ajustes ambientales simples como estos beneficiarían a todos los niños.



Muestra del diseño de un ambiente de cuidado infantil en el hogar



Explorando la mesa de arena en el Museo de Niños de Manhattan

IFCC Staff

- Angela Velazquez, Project Coordinator/Coordinadora del Proyecto
- Sofía Lopez, Project Associate/ Asociada del Proyecto
- Margarita Lopez-Feliz, Project Associate/ Asociada del Proyecto
- Margaret Ayala, Special Needs Project Manager/ Gerente del Proyecto de Necesidades Especiales

idea evaluar periódicamente el entorno para actualizar la seguridad, así como para refrescar detalles en las áreas y continuar comunicando el mensaje que desea.

* Esta lista fue tomada de *The Creative Curriculum for Preschool* publicado por Teaching Strategies, Inc. 2004



Otreciendo un Ambiente Eficiente

Los niños aprenden de todo lo que los rodea. La disposición del entorno de la guardería tiene un gran impacto en la conducta y aprendizaje de los niños, así como en tu labor. Un espacio cómodo y agradable les facilita jugar, y aprenden más. Con unas cuantas ideas creativas, tu casa puede satisfacer las necesidades de tu familia y las necesidades de los niños que cuidas – permitiéndoles moverse con seguridad, mientras exploran una variedad de actividades sin tanta necesidad de intervención de los adultos.

Tu hogar debe ser limpio y seguro. Antes de que los niños lleguen a tu casa elimina posibles riesgos y peligros. Cubre los enchufes eléctricos, guarda detergentes y otros materiales peligrosos fuera del alcance de los niños, así de juego y limpia las superficies y los juguetes al principio y al final del día, con productos de limpieza seguros.

Los Entornos de Cuidado Infantil de Calidad Otrecen:

- Actividades y experiencias enfocadas en el niño y apropiadas para su edad.
- Una variedad de materiales interesantes y experimentales accesibles a los niños

- Suficiente espacio para jugar
 - Fotografías y cuadros coloridos, incluyendo el arte de los niños exhibidos a su nivel visual
 - Luz – preferiblemente natural
- Según sea posible, organice el espacio de los niños para que otrezca lo siguiente:**
- Un lugar para juegos que ensucian – arte, cubos, esponjas, trapos o toallas, acceso al agua
 - Un lugar para juegos ruidosos y activos – colchón, almohadas o cojines para saltar, música, espacio abierto
 - Un lugar para jugar en silencio – rompecabezas, bloques, juguetes de apilamiento, libros
 - Un lugar a hacer crear – sábanas o mantas para hacer cuevas y campamentos, cajas de electrodomésticos y otras cajas grandes para hacer autos, casas y escondrijos, ropa vieja y sombreros, muñecos
 - Un lugar para relajarse o estar solo – una esquina con almohadas suaves y mantas, libros
 - Un lugar para comer – sillas altas o eleva-asientos, mesa y sillas cómodas para los niños, algo en el suelo para facilitar la limpieza, estropajos
 - Un lugar para descansar o dormir, camas, esteras o catres, tranquilidad, el mismo lugar todos los días



ACS/CUNY Informal Family Child Care Project
16 Court St.
Brooklyn, NY 11241



**NY Early Childhood
Professional
Development Institute**

*Developing Adults
Working with Developing Children*



← **version en Español**

A Message from the IFCC Team

Thank you for taking responsibility to care for and educate young children in New York City. We look forward to working with you and supporting the important work you do with children and families every day.

How We Can Help You

IFCC offers a variety of programs and services to support your work with children, including:

- Monthly professional development training
- Health and safety/15 Hour training
- Family Day Care licensing support
- Child and Adult Care Food Program Training (CACFP)



Sharing crafts at an IFCC Play Day
Compartiendo manualidades en un Día de Juego de IFCC

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English version →

Un Mensaje del Equipo IFCC

Gracias por tomar la responsabilidad de cuidar y educar a los niños pequeños de la Ciudad de Nueva York. Esperamos trabajar con usted y apoyarle en el importante trabajo que realiza con los niños y las familias todos los días.

Cómo Podemos Ayudarle

IFCC ofrece una variedad de programas y servicios para apoyar su trabajo con los niños, entre ellas:

- Entrenamientos mensuales para su desarrollo profesional
- Entrenamiento en Salud y Seguridad/15 horas
- Apoyo para obtener la licencia de Cuidado Infantil Familiar
- Entrenamiento en el Programa de Cuidado y Alimentos Para Niños y Adultos (CACFP)

Q & A: Noroviruses (“Stomach Viruses”)

1 WHAT ARE NOROVIRUSES?

Noroviruses are a group of viruses that cause an illness some people call the “stomach flu.” They are *not* related to the flu (influenza). Another name for noroviruses is gastroenteritis.

2 WHAT ARE THE SYMPTOMS?

Vomiting and diarrhea are the most common. Other symptoms may include nausea, stomach cramps, fever, chills, aches, and tiredness.

3 HOW SOON DO SYMPTOMS APPEAR?

Symptoms start 1 to 2 days after contact with the virus.

4 HOW ARE NOROVIRUSES SPREAD?

Noroviruses are spread through close contact with infected people. For example, noroviruses spread through changing diapers, sharing eating utensils, eating foods or drinking liquids that are contaminated with the virus, or touching infected surfaces or objects and then putting your hands in or near your mouth.

Stomach viruses can also spread quickly in group settings like nursing homes, schools, day care centers, and dormitories.

5 FOR HOW LONG CAN AN INFECTED PERSON SPREAD THE VIRUS?

People can spread a stomach virus from the moment they feel sick until at least 3 days after they get better.

6 HOW ARE NOROVIRUSES DIAGNOSED?

A health care provider usually makes a diagnosis based on symptoms.

7 WHAT IS THE TREATMENT FOR NOROVIRUSES?

There are no specific treatments for noroviruses. Antibiotics *do not* work. Your doctor may give you medicine to stop the vomiting and diarrhea, but most people get better on their own within 1-2 days.

If you have diarrhea or are vomiting, drink plenty of fluids to avoid dehydration (too much fluid loss). If you think you are becoming dehydrated (dry mouth, dry skin, dry eyes), go to a doctor or hospital immediately.

8 SHOULD AN INFECTED PERSON STAY HOME?

Yes. Sick people should stay home until completely recovered, especially food handlers and workers in schools, day care centers, and health care settings.

9 HOW CAN I AVOID NOROVIRUSES?

- Wash hands with soap and water often, especially after using the bathroom or changing diapers and before preparing or eating food.
- Remind children to wash their hands after using the bathroom and before eating. This is especially important while they are ill.
- Immediately clean up vomit and stool and anything they touch:
 - Disinfect surfaces with a germ-killing cleaner (such as bleach).
 - Wash clothing in hot soapy water.
 - Throw away cleaning rags in sealed plastic bags.
 - Always wash your hands after cleaning.

P & R: Los Norovirus (“virus estomacales”)

1 ¿QUÉ SON LOS NOROVIRUS?
Los norovirus son un grupo de virus que causan una enfermedad que algunas personas llaman la “gripe del estómago”. Sin embargo, *no* tienen relación con la gripe (influenza). Otro nombre para los norovirus es la gastroenteritis.

2 ¿CUÁLES SON LOS SÍNTOMAS?
Los síntomas comunes son los vómitos y la diarrea. Otros incluyen náuseas, retorcijones, fiebre, escalofríos, dolores y cansancio.

3 ¿CUÁNDO SE PRESENTAN LOS SÍNTOMAS?
Los síntomas comienzan 1 o 2 días después del contacto con el virus.

4 ¿CÓMO SE PROPAGAN LOS NOROVIRUS?
Los norovirus se propagan a través del contacto cercano con personas infectadas. Por ejemplo, los norovirus se propagan al cambiar pañales, compartir utensilios de comida, consumir alimentos o líquidos que están contaminados con el virus, o al tocar las superficies u objetos infectados y después llevarse las manos en la boca o cerca de ella.

Los virus estomacales también se pueden propagar rápidamente en lugares donde hay grupos comunitarios como hogares de ancianos, escuelas, guarderías y residencias universitarias.

5 ¿DURANTE CUÁNTO TIEMPO PUEDE UNA PERSONA INFECTADA PROPAGAR EL VIRUS?
Las personas pueden propagar el virus desde el momento en que empiezan a sentirse enfermas hasta al menos 3 días después de que se mejoran.

6 ¿CÓMO SE DIAGNOSTICAN LOS NOROVIRUS?
Generalmente un proveedor médico hace un diagnóstico en base a los síntomas.

7 ¿CUÁL ES EL TRATAMIENTO PARA LOS NOROVIRUS?
No hay tratamientos específicos. Los antibióticos *no son* efectivos. Su médico puede darle una medicina para detener los vómitos y la diarrea, pero la mayoría de las personas se mejoran por sí solas en el plazo de 1 a 2 días.

Si tiene diarrea o vómitos debe beber muchos líquidos para evitar la deshidratación (demasiada pérdida de líquidos). Si usted considera que se está deshidratando (boca seca, piel seca, ojos secos), acuda inmediatamente a un proveedor médico o a un hospital.

8 ¿DEBE PERMANECER EN CASA UNA PERSONA INFECTADA?
Sí. Las personas enfermas deben permanecer en casa hasta que se recuperen completamente, especialmente las personas que trabajan manipulando alimentos, los que trabajan en escuelas, guarderías y centros de cuidados de salud.

9 ¿CÓMO SE PUEDEN EVITAR LOS NOROVIRUS?

- Lávese las manos frecuentemente con agua y jabón, especialmente después de usar el baño o de cambiar pañales, y antes de preparar o consumir alimentos.
- Recuerde a los niños que se laven las manos después de usar el baño y antes de comer. Esto es especialmente importante mientras están enfermos.
- Limpie las superficies que se ensucian con excrementos o con vómito y todo lo que toquen, inmediatamente.
 - Desinfecte las superficies con un limpiador que mate los gérmenes (tal como blanqueador).
 - Lave la ropa con jabón en agua caliente.
 - Bote los trapos de limpieza en bolsas plásticas selladas.
 - Siempre lávese las manos después de hacer esta limpieza



Norovirus: What you need to know

1) What are noroviruses?

- Noroviruses are a group of viruses that cause an illness some people call the “stomach flu” or “food poisoning”. They are not related to the flu (influenza).

2) What are the symptoms?

- Vomiting and diarrhea are the most common. Other symptoms may include nausea, stomach cramps, fever, chills, aches, and tiredness.
- Symptoms start 1 to 2 days after contact with the virus.

3) How is it diagnosed?

- There is no easy diagnostic test for noroviruses, so a health care provider usually makes a diagnosis based on symptoms.

4) How are noroviruses spread?

- Noroviruses are spread through close contact with infected people.
- They can be spread through changing diapers, from hands not washed after a bowel movement, sharing eating utensils, eating foods or drinking liquids that are contaminated with the virus, or touching infected surfaces or objects and then putting your hands in or near your mouth.

5) What is the treatment for norovirus infections?

- There are no specific treatments. Most people get better on their own within 1-2 days.
- It is important that infected children and adults drink plenty of fluids, to avoid dehydration.

6) If a child is sick, and is sent home, when can the child return to class?

- The child can return when s/he no longer has any symptoms, and can participate fully in all program activities.

7) How can we prevent norovirus outbreaks?

- Wash hands often, with soap and water, especially before entering a classroom, after using the bathroom, and before preparing or eating food.
- Alcohol-based hand sanitizers are only partially effective against noroviruses. Handwashing is the most effective preventive treatment.
- If there are 3 or more individuals are sick with vomiting and/or diarrhea, contact your borough office of the Department of Health and Mental Hygiene and follow their additional recommendations.