



NEWS FROM NYC EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT INSTITUTE

Children's Program Administrators Credential (CPAC) to be Offered by CUNY in Jan '08

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www.QualityNewYork.org

Find applications to join QNY, resources, training opportunities, support groups for accredited programs.

Use this great resource for the latest information from QNY for every program working on quality improvement as well as those centers striving for NAEYC Accreditation.

The NYC Early Childhood Professional Development Institute (PDI) recently conducted a study with Cornell University, designed to examine the early childhood center-based workforce.

Among many items of intense interest was information about the lack of training for directors in management and leadership in the city. Ninety-two percent of all directors responding to the survey reported having no management training at all before assuming their work in administration. This presents significant challenges for early childhood leadership in a city the size of New York. But with a cadre of wonderful colleagues, the PDI and Quality New York have worked together to establish the courses for the **Children's Program Administrators Credential (CPAC)**, a NY state-recognized credential developed by the **New York State Association for the Education of Young Children (NYSAEYC)**. The CPAC is also an NAEYC accepted program of study in the new accreditation system for program administrators.

Once the courses are formally approved this fall, they will be offered for the first time in January '08 through the **CUNY School of Professional Studies**. The 18 courses are designed to maximize individuals' access to them. Each course will be worth one credit and will meet for 4 weeks — one evening or one morning a week. Participants will be able to take courses in succession or in any order that works with the rest of their lives. The PDI currently has secured a small grant to help cover the cost of partial scholarships that will most likely be made available to those who meet financial guidelines. We continue to look for additional scholarship dollars!

Once an individual has completed all 18 credits she will be supported in submitting her portfolio (completed in the courses) to the NYSAEYC CPAC committee, to be considered as a candidate for the credential.

The CPAC is designed to serve multiple populations of early childhood educators: current directors who desire to be more effective leaders or require coursework to meet the accreditation standards; new directors interested in administrator certification; and the next generation of leaders who require preparation as administrators. [CONTINUED ON PAGE 2]

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Quality New York (QNY) is a comprehensive initiative to engage early childhood programs in New York City in ongoing quality improvement towards the achievement and maintenance of NAEYC accreditation standards. QNY is a lead initiative of United Way of New York City's Early Education Action Area.

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QNY has worked with more than 200 early care and education programs since inception in 2002. 83 programs have achieved NAEYC Accreditation.

Quality New York Partners

Bank Street College of Education, a recognized leader in early childhood education, is an independent, fully accredited graduate institution located in New York City.

Child Care, Inc. (CCI), a resource and referral agency, works to expand the supply of quality child care and school-aged education in New York City through public policy, training and technical assistance to home- and center-based programs.

Federation of Protestant Welfare Agencies (FPWA) is a leading social service support organization in New York City and an advocate for the poor and underserved. Among its many programs, the Accreditation Facilitation Project provides technical assistance and training to child care centers.

[CPAC TO BE OFFERED BY CUNY, CONTINUED FROM PAGE 1]



Preparing the Next Generation of Leaders

As we focus on excellence, through the work of Quality New York and other activities, we recognize that we must work together to prepare the next generation of program directors. So while we expect the current directors will take the courses, we also urge gifted teachers who are considering their next steps in their early childhood careers to consider taking these courses. We look to a day in the not too distant future where it will be common for a director to have had comprehensive education and training before she assumes a critical position in leadership.

The work of the director is pivotal in determining the quality of the program. All successful directors are great teachers but not all great teachers are successful directors. Are you leadership material?

Ask yourself these questions (or share them with your teaching team) and then perhaps you will have a sense of your future career path.

- *Do you have “vision”? See where your program needs to go? Envision the ideal center?*
- *Do you inspire people to do their best work? In our souls, we all want to do our best work. Can you help people to succeed in the quest for excellence?*
- *Do you embrace, with passion, the responsibility of working on behalf of children?*
- *Are you secure enough to make hard decisions that may affect people you like, but are in the best interest of children?*
- *Are you resourceful, creative, and imaginative?*
- *Do problems fill you with dread or do you find excitement in the opportunity those problems present?*

“Ninety-two percent of all directors responding to the survey reported having no management training at all before assuming their work in administration”

The next generation of directors will take the field of early childhood education forward, most likely to places we have not been before. We have the opportunity to implement statewide quality improvement work that is supported with the appropriate technical assistance and resources. We are preparing to elevate our practice in the field by creating a comprehensive system of professional development. We are ready to address compensation issues with strategies that must include engaging the business community, and we need to establish an Office of Early Childhood within our City government that coordinates all programs and services for young children. We need a cadre of early childhood professionals ready to collaborate and lead — The CPAC is the first step. **Are you in?**

More information about registering for CPAC courses, including financial aid guidelines, will be available shortly! Send an email to info@earlychildhoodnyc.org to receive additional information about the CPAC courses. The full report of the Workforce Study is available at www.earlychildhoodnyc.org. For more details about the CPAC credential go to www.nysaeyc.org. See page 7 for a special event.

By Sherry M. Cleary, Executive Director of the NYC Early Childhood Professional Development Institute, a public-private partnership, at the City University of New York (CUNY) that is engaged in developing a comprehensive system of professional development for those working with young children in New York City.

The NYC CPAC is a partnership with NYC ECPDI and Quality New York.

Nurturing Program Improvements

Finding the Right Moment for Positive Change

Early childhood teachers know about right moments. We know how children grow and learn, so we arrange the learning environment with books, puzzles, drawing materials and a schedule that includes play, movement and quiet times which encourage many right moments to happen. Skilled teachers know young children need both content and experience, provided step by step so as they grow they will be ready for the next challenge. We wait patiently for opportunities that bring meaning to the children's materials and experiences, so they can connect blocks with numbers and their neighborhood trees with science and caring for our environment. We include families in their children's learning process, because we know the right moments happen at home and the center. We care about children and allow them to work through their struggles, observing carefully so we can provide unobtrusive support, so they can succeed. We celebrate their triumphs and achievements. QNY's Accreditation Facilitators and Quality Advisors are very similar to good teachers.

QNY has found that the NAEYC standards and self-study kit are like good early childhood curricula; they provide a framework, but allow programs to practice according to their values and pedagogy. Although the new NAEYC performance criteria are numerous, our facilitators help programs use NAEYC's topic areas to break the standards into manageable steps. But what is the first step? Just as teachers get to know children by talking with their parents and through assessments, both formal and informal, QNY gets to know programs through assessment and conversations. This is where our quality advisor's ability to listen actively helps program staff establish and prioritize goals. For instance, classroom assessments might indicate the need to improve curriculum areas related to language and literacy. But, the program administrator knows from past experience that conference workshops did not sustain changes in teaching practices over time. Together, the quality advisor and program administrator might determine that an exploration of criteria related to cultural values is needed for change.

Quality Advisors Find Teachable Moments

The right moment comes in many ways; one such circumstance comes when our quality advisors find that self-study tasks, such as conducting classroom observations — a primary source of evidence, are not being done. Everyone agrees the standards and performance criteria are important, but the staff have difficulty finding time to observe. This becomes an opportunity for discussing and strategizing about time-management, rather than improving curriculum content. Our quality advisors may make suggestions for using time more effectively, but the staff have to do what works best for them. There may be missteps along the way, but eventually, the staff will incorporate better teaching and administrative practices to meet their goals.

As teachers, we know there are many forms of assessing what children know. There are also many ways that program directors can evaluate a teacher's performance. The classroom portfolio is one of the NAEYC's self-study tools that can help teachers and their supervisors establish individual professional development goals and the means for meeting those goals. In reviewing classroom portfolios, one of our quality advisors distinguished differences between an individual teacher's ability to meet criteria related to ongoing, two-way communication between teachers and families. This was the right moment to show the director how he could help less experienced teachers learn how to collect information from families and use it as part of the curriculum planning process.

Accreditation facilitation, like high-quality teaching, is a difficult job. It requires specialized knowledge of early education and human development. It requires master-level early childhood professionals, who are flexible, patient, and creative. QNY's Accreditation Facilitators and Quality Advisors are always looking for the right moment that will make the standards relevant and meaningful, thereby producing sustainable, positive changes that benefit the entire program.

UPCOMING EVENTS

SUPPORT GROUP

QNY Network of NAEYC Accredited Programs

November 28, 2007

February 6, 2008

Bank Street College of Education

9:30 am-11:30 am

For information please call: 212.961.3414

TRAINING

Intro to NAEYC Accreditation

December 5, 2007

Child Care Inc.

To register please call: 212.929.7604 x 3012

CONFERENCES

NAEYC Annual Conference and Expo

November 7-10, 2007

Chicago, IL

www.annualconference.naeyc.org

NYS AEYC Annual Conference

May 1, 2008

Buffalo, NY

www.nysaeyc.org



Cool Culture

Placing Out of School Learning Within Reach of Low-Income New Yorkers

Educators so often talk about the importance of family involvement in the early years, and its impact on children's social skills, school grades, high school graduation rates and continuing education. But with so much riding on parents' role in educating their children, what does this mean for low-income families without the resources to pay for art, drama, or music lessons that allow children to approach learning outside of a formal classroom setting?

Cool Culture, a Channel 13 award winning program, is a citywide nonprofit which has set out to answer just that question. The organization provides 32,000 low-income families enrolled in early childhood education with free admission to over 70 arts and cultural institutions throughout NYC. "When Cool Culture was founded in 1999, we were responding to the absence of low-income families amongst the audiences of the City's cultural institutions," said Edwina Meyers and Gail Velez, Cool Culture's co-founders. "Given the overwhelming number of educational and cultural resources available for children and families in the City's museums, we saw an incredible opportunity to help parents provide their children with enriching learning experiences — which at that time was being missed."

"Given the overwhelming number of educational and cultural resources available... in the City's museums, we saw an incredible opportunity to help parents provide their children with enriching learning experiences."

Today, the Cool Culture Family Pass is honored by cultural institutions throughout the five boroughs, including the Metropolitan Museum of Art, the American Museum of Natural History, the Museum of Modern Art, the Brooklyn Botanic Garden, and The Studio Museum in Harlem. While many cultural institutions work to bring their programming to more diverse audiences by conducting outreach for special events or sponsoring field trips, very often families will go on a single visit without becoming regular attendees.



Cool Culture works in close partnership with early childhood educators that have longstanding relationships with the families in their programs to dispel the perception of many low-income parents that cultural institutions are "not for them." Each year Cool Culture helps thousands of families travel outside their communities to access the kind of educational opportunities proven to prepare young children for school and to support academic achievement.

For more information, go to Cool Culture's website at www.cool-culture.org.

By Candace Anderson, the new Executive Director at Cool Culture.

ABC'S of NAEYC Accreditation

This list will remind you of points to keep in mind as your program works towards your goal of becoming an NAEYC Accredited Program.

ASSESSMENTS of children, teachers, and the program are essential

BEING ORGANIZED is the key to completing Self Study

CLASSROOM PORTFOLIOS can be done differently in each class

DELEGATE teaching staff to take on specific tasks

ENROLLMENT in Self Study is the first step towards accreditation

FAMILY & staff surveys— use multiple times

GET EVERYBODY, from parents to custodians, on-board with the accreditation process

HOLD regular staff and parent meetings and document them

IMPROVEMENTS are sustained when all staff are included

JUST begin by reading the *Getting Started* book in the Self Study kit

KNOWLEDGE of accreditation will be gained from reading, attending support group meetings, trainings and conferences

LABEL ALL Portfolio materials

MENTORING staff means you must *MOVE* from your office

NAEYC WEBSITE provides information, updates and news about accreditation and early childhood. www.naeyc.org/academy

OPPORTUNITIES for professional development should meet individual needs of staff

PROGRAM IMPROVEMENT PLANS are your guideposts for quality improvement

QNY provides free support assisting programs through the accreditation process

REMEMBER, you select the timing for your own accreditation steps

SCHOLARSHIPS from NAEYC are available to assist with the fees for the accreditation process

TEACHING staff must feel valued at all times

UNIVERSAL criteria mean all age groups must meet them

VISITS from NAEYC assessors provide you with one business day notification

WORKING TOGETHER — *Administrators, Teachers and Parents* — is the only way to achieve accreditation

XEROX everything before sending to the NAEYC Academy

YOUNG children are entitled to have quality early education

ZEAL & ZEST for education never ends!

Motivate Your Staff Toward Quality Targeting Team Building

Accreditation is a team effort; it requires the blending of work styles and the adaptation of effective team building strategies in order to achieve this goal. Creating a team takes effort, time, patience and commitment from everyone involved.

Think of a team that works well together. What makes it successful? According to the High/Scope Educational Research Foundation (1994), the characteristics of an effective team include a positive climate, goal-setting, expectations, decision-making, handling conflicts, and regular evaluation of teamwork.

Now, think of your program as a team. What does it look like?

- **Do you feel a sense of purpose and a desire to start working towards the goal of accreditation?**

Collaboration with the team develops a cohesive plan to achieve a motivating set of goals that will bring life to this process.

- **Does each team member have a role in the process?**

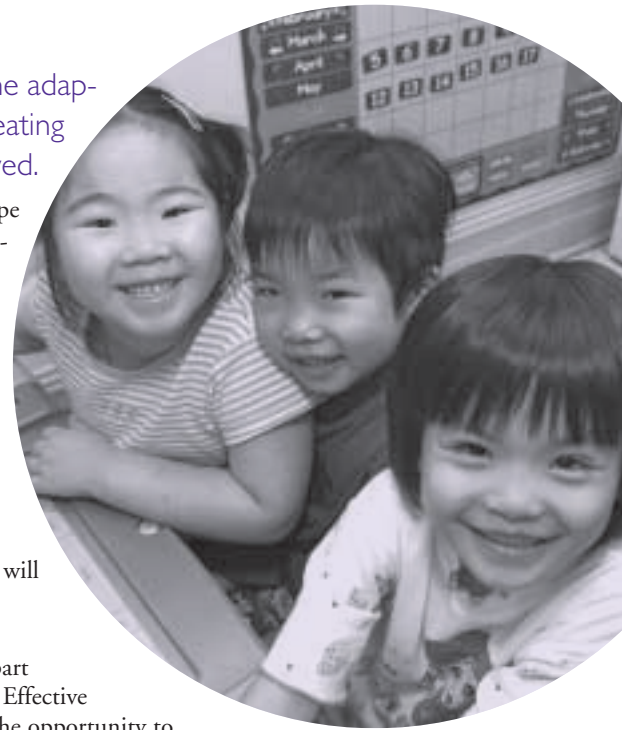
Clarity of the goals and tasks to be accomplished allows each team member to highlight their expertise. All involved feel valued and able to contribute to the short term goals that will drive the program to accreditation.

- **Have the responsibilities been clearly articulated?**

Clear expectations ensure that everyone involved understands that their role plays a vital part in this endeavor, and will be able to take action that intertwines with each person's work. Effective communication and regularly scheduled meetings keeps everyone on track, and provides the opportunity to clarify roles and resolve conflicts.

Being part of a team is an important process reflected throughout the NAEYC Accreditation Standards and Performance Criteria. The tools guide and support the progress towards each program's goals and objectives so that teams work towards high quality and reflective practices. It provides guidance on a day-to-day basis so that teams are functioning components of the program's operations. Specific criteria can be found within **Standard 1: Relationships (Topic Area A: Building Positive Relationships among Teachers and Families)** and **Standard 10: Leadership and Management (Topic Area B: Management Policies and Procedures; Topic Area F: Program Evaluation, Accountability, and Continuous Improvement)**.

As your program takes part in the QNY trainings this fall, you will have multiple opportunities to explore new ideas, share with others and take away tools to enhance your skills. We look forward to our continued collaborations with you, from our team to yours.



Characteristics of an Effective Team

Climate: People know what is expected of them. There is a positive atmosphere of mutual sharing and trust.

Goal-Setting: Staff work together to set goals. The goals then drive the team.

Expectations: Expectations are clear. Staff knows what to expect from administrators and administrators know what to expect from staff. These expectations are based on shared philosophy and mutually-agreed upon goals.

Decision-Making: Decisions by consensus are preferred. Many alternatives are discussed. Once a decision is made, there is a commitment by all to the decision.

Handling Conflicts: Problems are viewed as a normal part of working together. Conflict resolution strategies are used to solve problems effectively.

Regular Evaluation of Teamwork: All team members work together to achieve team goals. Program evaluation is based on accomplishment of team goals.

From the High/Scope Educational Research Foundation, 1994
www.highscope.org

Learning from the Geese

When you start to doubt the wisdom of teamwork, heed these lessons from an unlikely source — a flock of geese:

As each bird flaps its wings, it creates an uplift for the bird following. By flying in a "V" formation the whole flock adds 71% more to its flying range than if each bird flew alone.

Lesson: Teammates who share a common direction and sense of community can get where they are going quicker and easier when they travel on shared power.

When the lead goose tires, it rotates back into the formation and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing the leader's role.

In formation, the geese from behind honk to encourage those in front to keep up their speed.

Lesson: Sometimes, team members need to hear a little honking.

Whenever a goose is sick or wounded, two geese drop out of formation to help and protect it. They stay with it until it heals or dies.

Lesson: Stand by one another in times of trouble.

Adapted from 40 Tools for Cross-Functional Teams, by Walter J. Michalski, Productivity Press; Portland, OR

Spotlight on Janet McIntosh

An Interview with the Director of Ella Baker/Charles Romain Early Learning Center at Medgar Evers College



As a child, Janet McIntosh remembers her love for the colorful island of Jamaica and the love she felt from the community. As a teacher for 30 years and a director for nine years, it was only fitting that she make every attempt to give back to the place and those who gave so much to her.

*In her role as director of the **Ella Baker/Charles Romain Early Learning Center**, Janet is able to care for children of many Caribbean backgrounds. She is also a mother of two daughters and a grandmother with one granddaughter who attends Ella Baker. Despite her many responsibilities, her desire to provide assistance for a needy school in her homeland, Jamaica, has remained. She established a partnership with the Albion Basic School in Montego Bay, Jamaica that provides cultural exchange between the two schools and much needed resources for the Albion program.*

How did the partnership begin?

I had attended a NCCC (National Coalition for Campus Children's Centers) conference where Pam Bolton made a presentation on building partnerships and how a former student of hers had opened a school in Africa. This sparked my interest and began the initial idea for collaboration. Also my mother would visit NYC for the holidays and always had to return to Jamaica because she was part of a community organization that provided holiday items for the children of the Albion Basic School. Since I always donated to

Albion, I felt it was the right place to expand my commitment. After a visit to the school while on vacation, I decided that my center should create a partnership with them.

When did the partnership begin and is your staff at Ella Baker involved?

It has been less than a year since we started. Our teachers became interested after I shared with them my visit and the tasks involved. They became excited and are now part of the program, assisting with ideas and donations.

Besides time and training, what have you donated to the Albion Basic School?

We have sent barrels with food items to help with food preparation, learning materials, Leap Pads and school supplies. Donations are ongoing and always welcome!

What is your vision for this partnership?

My vision is for a teacher exchange program — they can learn so much from each other culturally. I would also like to see our children be able to communicate through letters and art work. Parent training is also much needed since there are many young parents at Albion.

Has participation in QNY and the process of accreditation enhanced your vision?

Yes!! I clearly see the connection to quality improvement in Ella Baker's early childhood program and the need for changes at the Albion Basic School. The campaign slogan for the educational community in Jamaica is "Start them right, make them bright". I truly feel this echoes the NAEYC's belief that, "Early years are learning years. Make them count!" It is my hope to see Ella Baker and the Albion Basic School become a united front for quality early care and education.

QNY has Openings for your Early Care and Education Program to Participate!

Apply now to join **The Quality New York Accreditation Project** to work on quality improvements at your center and achieve NAEYC accreditation.

Benefits include: an onsite consultant (Quality Advisor); director support groups; teacher and director training from Bank Street College and technical assistance with the accreditation process.

All these benefits are free to participating programs due to the generosity of our funders.

Centers only pay fees to NAEYC for the accreditation process.

Site selection is based on availability of resources, program readiness and a complete application.

To receive an application: go to www.QualityNewYork.org and download the application form and submit it with the documentation requested.

We look forward to hearing from you!

Full Time Job Opening With QNY at FPWA

QNY is seeking to fill a newly created position — **OUTREACH COORDINATOR** for QNY. This position requires a dynamic and outgoing individual who is organized, comfortable presenting workshops and works well with a team. A background in early childhood education is required.

Seeking Quality Advisors

Seasoned E.C. professionals, former center directors needed to mentor and coach QNY programs through structured quality improvement and the NAEYC accreditation process. Willingness to develop expertise in the new accreditation system and participate in training required. These positions are hourly work as a consultant.

To apply for either of these positions: view the job descriptions and requirements on our website www.QualityNewYork.org. Click on the news and events page.

Submit your cover letter and resume to:
Alison Pepper by email: apepper@fpwa.org
or by mail: Quality New York, FPWA
281 Park Ave. South, New York, NY 10010



State Advocates Call for New Strategies, Funding For Early Care and Education

The Winning Beginning New York coalition released a bold new agenda in early September, urging Governor Spitzer and the Children's Cabinet to improve and expand early learning opportunities for the state's youngest citizens. The new agenda calls for three new strategies to boost quality and resources for both programs and the workforce.

- **Establish a Contract for Excellence in Early Care and Education**
- **Create a Quality Rating and Improvement System (QRIS) for NYS**
- **Launch an Excellence in Early Childhood Workforce Initiative**

Taken together the three new strategies would set guidelines and standards to guide new investments toward research-based practice that lifts quality and improves outcomes for children. The goal is to drive strategic investments into early childhood settings to help every child succeed in the new global economy, and to adjust funding levels to support core components of quality — including compensation for the workforce and a healthy learning environment for all children.

In addition, the coalition's agenda calls for a comprehensive plan to expand and sustain the state's pre-k program. The coalition has worked hard to see that funding and infrastructure draw on existing resources and community collaboration — and also expand full-day options.

To learn more about state advocacy efforts, visit www.winningbeginningny.org and sign up for e-advocacy alerts and online reports about early care and education. We encourage everyone to sign up, stay informed and participate in Winning Beginning e-advocacy.

New York City Pre-k on TV!

Over the past decade, NYC's public pre-k program has managed to expand and flourish — and serve as a model to advocates and policymakers around the country. With more than 50,000 children enrolled in the program this fall, in both community- and school-based classrooms, the city has managed to roll out an impressive array of early learning opportunities for young children.

And that's why the cameras will be rolling in NYC on our local public TV station, on Oct. 17, as advocates from around the nation gather via satellite broadcast to learn about our city's public pre-k expansion. To learn more about the satellite broadcast, sponsored by Pre-k Now, contact Bholcomb@childcareinc.org.

Resources

NY State Child Care Coordinating Council's Parent Central, an online support for parenting information and e-advocacy, is an additional form of outreach for NY State families and the early childhood workforce. Each person who signs up can choose the area or areas that most meet their needs. Members have access to information on child development, tips related to raising children, choosing appropriate child care and more. A monthly newsletter, action alerts, and on-going information and education encourage Parent Central members to stay connected, get active, and make a difference in early care and education. To subscribe simply go to www.nysccccc.org and click Join Parent Central. Joining is fast, easy, and best of all free!

Born Learning an innovative public engagement campaign that helps parents, caregivers and communities create quality early learning opportunities for young children, made available through the efforts of United Way, United Way Success By 6, and Civitas. You can subscribe to Born Learning's web-based newsletter, Bits of Understanding, when you visit www.bornlearning.org. Each month, you will receive the latest research-based information about important issues in caring for your young children and helping them learn.

Teaching Young Children

Published by the editors of *Young Children*, coming this fall

Designed especially for preschool teachers, *Teaching Young Children* builds on the latest research and provides practical suggestions for bringing these ideas into the preschool classroom. This colorful new resource offers your staff an accessible reference that will further their professional development and improve your preschool program. www.naeyc.org

Learning About The Workforce: A Profile of Early Childhood Educators in New York City's Community- and School-Based Centers

Published by The NYC Early Childhood Professional Development Institute (PDI) 2007. A study conducted by the NYC EC PDI and Cornell University Early Childhood Program, provides an in depth profile of early childhood educators in NYC's community and school based centers. A PDF file of the report is available at www.earlychildhoodnyc.org. Research Symposium will be on October 24, 2007 from 9:00-10:30 am at the CUNY Graduate Center on 5th Ave./34th St. to discuss the Workforce Study.

NYC Association for the Education of Young Children

There are many local professional activities you can participate in right here in NYC. To find out about NYCAEYC meetings and events: www.nycaeyc.org

New Leadership at the Center for Early Childhood Professionals at Bank Street College of Education



QNY is pleased to welcome **Margot Hammond**, recently appointed Director of the Center for Early Childhood Professionals at Bank Street College, a QNY partner. As a teacher, school leader and consultant, Margot has worked with children and families for more than 30 years. She is a strong advocate for quality childcare and education for all children, support for their families, and professional preparation for their teachers.

During her 17 year tenure at Bank Street, Margot has previously served as Director of The Family Center, a nationally recognized model for early care and education, early intervention and family support and as Program Coordinator/Staff Developer for Project New Beginnings, an early childhood classroom restructuring partnership with Newark Public Schools. She is a frequent presenter at early childhood conferences, a consultant for children's media, and the author of "Let's Get Cooking", a curriculum guide written for parents and teachers. She is a graduate of St. Mary's College, Notre Dame and holds a MS in Early Childhood Education and an M.Ed. in Leadership from Bank Street College of Education.

We are glad to have Margot's expertise, experience and dedication on the QNY team!



Supporting Accreditation

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FEDERATION OF PROTESTANT WELFARE AGENCIES

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