EARLYLEARN NYC

Hootmail, October 2013

Attachment Index

HOOTMAIL

A NEWSLETTER FOR THE NYC EARLYLEARN COMMUNITY

OCTOBER 2013

FIRST THINGS FIRST...

As you know, the insurance coverage provided through the New York City Central Insurance Program (CIP) will no longer be available beginning **November 1, 2013.**

Contractors must obtain their own Commercial General Liability, Workers' Compensation and Disability, and Fidelity Bond (crime) coverage – sites cannot provide services to children without this insurance coverage.

If you have not yet requested – or received – your loss run, please immediately email Alyson Grant at el.insurance@acs.nyc.gov.

If you have not yet sent your insurance documentation to be reviewed, do so immediately. Providers are required to submit a proof of insurance to the attention of Jean Sheil at jean.sheil@acs.nyc.gov. *For more detailed instructions and information please see the attached document.*

Go get insured!

IMPORTANT DATES

10/31	School Readiness Survey Due (Online)
11/01	Deadline to purchase insurance (liability, etc)
11/01	Policy Council Rep Form Due to ACS (for Head Start)
11/01	PAC Election Certification Form due to ACS (for Child Care)
11/13	Citywide ELNYC Director's Meetings
-11/14	(either morning)
11/15	First Child Assessment Checkpoint Date

The front inside cover of our Hootmail will focus on events and happenings in our programs around the city.

This is your chance to submit your pictures and info. You send them to us and we will share them!

THE SCHOOL YEAR IS OFF TO A GREAT START!

September has come and gone and October is making its escape. But, EarlyLearn folks have been very busy during that time. Here are a few items that graced our calendars in the Fall of 2013.

DADS TAKE YOUR KIDS TO SCHOOL DAY was a citywide success with many programs reporting successful meaningful experiences with our father figures across New York. Here is an account from one of our programs: "Yesterday the Charles R. Drew Early Learning Center participated in "Dad's Take Your Child to School Day". We were thrilled at the outcome and had over 50 dads in attendance, we feel that it was a great step towards promoting fatherhood in our center and the community. The dads participated in games, activities, story time and breakfast with their children. The day was filled with smiles and pride as the fathers showered their children with love and support.

JUMP START READ FOR THE RECORD took place around the country in early October, and NYC was part of it.

Yours truly was invited to read at SCO First Steps program in Brownsville Brooklyn. What a pleasure that was! I will never forget Otis, that friendly little tractor.

Have you taken part in events in your community that support the work we do in EarlyLearn NYC? Send some pics in! Let the whole city enjoy what you are doing!

Send them directly to john.borrero@acs.nyc.gov for entry into the next Hootmail.

SHOW YOUR PRIDE!

We really don't get tired of seeing pictures of your EarlyLearn banners waving in front of your programs.

Here is a beautiful pic sent to us from the Salvation Army Bedford Day Care Center.

Well done, folk! Keep 'em coming.

Do you have marketing materials to show off? Marketing materials are available to our EarlyLearn sites.

If your site has not received your marketing materials, we ask that you please check with your main office or contact Tovah Gottesman at Tovah.Gottesman@dfa.state.ny.us.
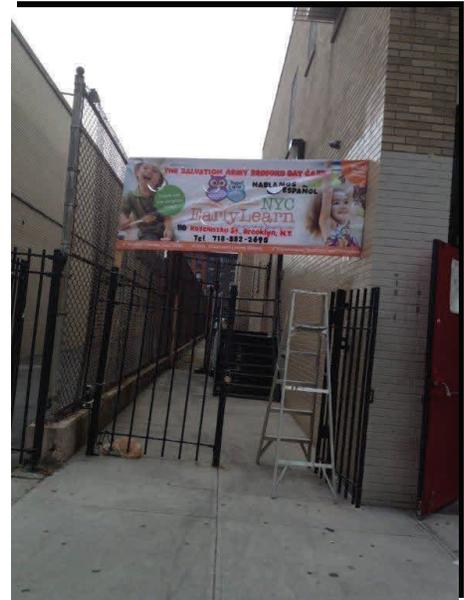
"Send some pics in! Let the whole city enjoy what you are doing!"

INFO FOR THE ENTIRE EARLYLEARN COMMUNITY

RECRUITMENT RESOURCES

Programs should have a recruitment process that is active throughout the year. All staff should be aware of opportunities to recruit families into their program. It is also important to remember that the recruitment process usually begins when families and/or potential volunteers first interact with your program.

See the attached Quick Recruiting Tips, adapted from the Quick Recruitment Tips published on Head Start's Early Childhood Learning and Knowledge Center website.

FACILITIES TIP OF THE WEEK!

Our facilities department has prepared another fun look at ways for you to live violation free! This tip is in the form of a quiz. See the Facility Corner attachment and assess your knowledge!
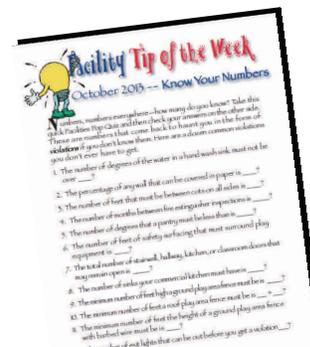
EDUCATION & DISABILITIES NEWS

RELATED SERVICES FOR PRESCHOOLERS WITH IEPS

With the exception of recently referred preschoolers, all preschoolers with IEPs should now have their related services in place. Please check to make sure that all of the children with IEPs in your program are receiving the services mandated by their IEPs. In general, children with IEPs should receive their services at their EarlyLearn programs.

If children are not receiving their mandated services or are not receiving services at an acceptable location, please see the attached resources for information about how to resolve the problem and get services in place, or you can follow these links:

☑ Advocates for Children's Preschool Related Services Fact Sheet (English): click here

☑ Advocates for Children's Preschool Related Services Fact Sheet (Spanish): click here

☑ NYC Department of Education's Information Packet for Families re: Preschool Related Services: click here

(available in other languages here *)*

"Children with IEPs should receive their services at their EarlyLearn programs."

CURRICULUM SUPPORT

Teaching Strategies, the makers of the Creative Curriculum®, are hosting an event on November 06, 2013 for programs who want more information about how to effectively use their product. Stop by and learn how the Creative Curriculum "enables children to develop confidence, creativity, and lifelong critical thinking skills through exploration and discovery." There are breakfast and lunch sessions, with free food included. RSVP required. See attached invite for info.

INFANTS AND TODDLERS (AND OUR FCC COMMUNITY)

The New York City Infant Toddler Technical Assistance Resource Center provides:

▪ Information for childcare providers on caring for infants and toddlers, from birth to age three years in multiple languages.

▪ Training and professional development opportunities for infant/toddler staff, program directors and family child care providers.

▪ Resource library (books, materials, educational videos) available at each CCR&R member office.

Check them out at http://www.babystepsnyc.org/

SELF-ASSESSMENT 2014

The Self-Assessment process for EarlyLearnNYC programs will begin on February 1 and end on April 30, 2014.

This year we want to let programs know that your CLASS (center-based) and ERS (ECERS-R, ITERS-R, FCCERS-R) results will determine your Vendex Score.

Please use this time to make sure that 25% (or a minimum of 2 classrooms, whichever is higher) of all classrooms and homes are assessed this year in time for the Self-Assessment period. CLASS assessments must be done by an evaluator that has been certified by Teachstone as reliable.

Similarly with ECERS, ITERS, and FCCERS, scores must be obtained by a licensed ECERS assessor. If you have been given a CLASS score by DOE this year, then this score can be used for your self-assessment.

Joint ACS/DOE event in September, 2013

ACS AND DOE WORKING IN TANDEM

The NYC Department of Education (DOE) and ACS have been working together for some time now to build a strong system of collaboration between the two agencies. And we are seeing success. You may have already seen us visiting your programs together. In September, ACS specialists teamed up with DOE specialists to prepare for the new academic year. (picture above)

Also in September, all programs were sent the Joint ACS/DOE School Readiness Guidance documents as well as the School Readiness Survey and common Citywide Child Assessment Checkpoints.

The Citywide School Readiness Surveys that you received are **due on**

October 31, 2013.

The common Citywide Child Assessment Checkpoints are:

November 15, 2013

April 4, 2014 and

June 13, 2014

Finally, DOE and ACS are working together to help EarlyLearn programs obtain CLASS, and ERS (ECERS, ITERS, FCCERS) data. Programs around the city will be contacted by DOE contracted assessors who will be looking to schedule a visit to conduct these assessments. Please help them feel welcome in our programs.

We are grateful to DOE for their work with our programs and both teams are looking forward to the good work to come! Stay tuned...

NYC DOE & ACS

We have dedicated a part of our newsletter to our collaborative work with the NYC Department of Education.

In a city as great and as large as ours is, we know that collaboration is the key to effective work.

It's very rewarding to see that two large agencies that both serve the NYC community can establish shared visions for how to help the NYC community grow.

HEAD START NEWS

NHSA: NEWS YOU CAN USE

Are you a member of NHSA? NHSA's News You Can Use is a bi-weekly publication that keeps NHSA members informed about all they are doing to better serve the Head Start community. It includes info about speaking engagements and events, funding opportunities, trainings, news and more! Click here for more info.

CLASS SCORES AND THE NCQTL

Attached you will find a documents recently created by the Head Start National Center on Quality Teaching and Learning. It is a step towards drawing meaning from CLASS scores and the beginning of an answer to the question "What do we do now that we have a CLASS score?" See the attachment "Beyond CLASS Scores" and pair this with the NCQTL modules on the ECLKC.

"What do we do now that we have a CLASS score?"

FAMILY & COMMUNITY ENGAGEMENT

ACTIVITIES FOR FAMILIES

Have you been to the Brooklyn Children's Museum?   Did you know that the Brooklyn Children's Museum was the first museum created expressly for children when it was founded in 1899? The mission of Brooklyn Children's Museum is to actively engage children in educational and entertaining experiences through innovation and excellence in exhibitions, programs, and use of its collection. Check out their website and plan a visit: http://www.brooklynkids.org

NOSOTROS...

Noticias en español para la comunidad de EarlyLearn.

En esencia, la iniciativa Lee y serás se propone contribuir a que los niños latinos realicen su potencial como lectores estudiantes. Un niño que aprende a leer, y que disfruta haciéndolo adquiere destrezas que le abren la puerta a los beneficios que la educación proporciona de por vida. Para mayor información: http://www.leeyseras.net/

Translation: Lee y serás® (Read and You Will Be) is a multi-faceted, multi-year reading initiative that empowers and engages families and communities to foster children's literacy development. At its core, Lee y serás is about helping Latino children realize their potential as strong readers and learners. Check them out at http://www.leeyseras.net/

HEALTH & WELLNESS

DOCS FOR TOTS

Both doctors and early childhood practitioners have a shared goal of making sure young children thrive and succeed. Docs for Tots partners with providers to make connections between doctors and others who interact daily with young children. On their website, they provide easy-to-use tools and resources to promote good health in early childhood settings. And, they have a brand new website!

The website is full of resources for doctors. healthcare professionals, early childhood educators, parents, advocates nd policy-makers. So, yes, there's something for everyone. See for yourself: http://docsfortots.org/

HEALTH AND WELLNESS: AFFORDABLE HEALTH CARE IS HERE!!

The NYS Health Benefit Exchange is a marketplace where New Yorkers, both individuals and small businesses, can shop for, compare and enroll in new, affordable health insurance options. Exchanges are being administered in every state as part of President Obama's federal health care reform law. Over 1 million New Yorkers are estimated to receive coverage through the Exchange.

There is a lot of information available. Enrollment began on October 1, 2013.

Visit http://www.healthbenefitexchange.ny.gov/ today!

MENTAL HEALTH/ SOCIAL EMOTIONAL SUPPORT

Increasingly, research points to the emergence and importance of evidence-based strategies to support the development of a strong emotional vocabulary in the early years of a child's social emotional development. There are a few resources that have come across our desks recently which speak to that. Attached you will find three resources around social –emotional screening that you can use in your programs.

PROFESSIONAL DEVELOPMENT

Fordham- Tremont CMHC along with Fordham University is hosting a conference on Men of Color and Mental Health on October 25, 2013. Please see attached flyer for more info.

FRIENDLY REMINDERS

A few documents have gone out to programs during the beginning of this school year. Because we want to support all of our programs to be successful in their work, we are attaching them again to this newsletter. So, whether you missed a meeting, or just want a clean copy without your notes on it... here you have them.

EARLYLEARN INSURANCE REQUIREMENT. These forms were sent to all EarlyLearn and Discretionary providers in September and they outline your responsibilities as an EarlyLearn provider.

VISION AND HEARING SCREENING GUIDANCE. Carefully prepared by our Health unit, this document is a reminder that vision and hearing screenings should be conducted within 45 calendar days of a child's entry into your program. Attached is a copy of this resource which went out in September.

EVENTS TO REMEMBER AT START OF SCHOOL. The beginning of the school year is chock full of events, forms, procedures, and let's face it... things to do. We put together a guideline for programs to have in mind as they start the year. It was distributed at the borough-based Director's meetings in September.

PARENT FEES MEMO. This memo was first sent out in May, 2013, and speaks to each contractor's responsibility to collect parent fees associated with a Child Care subsidy from the City of New York Administration for Children's Services. If you need a refresher, it is attached.

Program Year Calendar Memo. Over the summer, as ACS reviewed the program year calendars submitted by EarlyLearn NYC Contractors, it became clear that several providers would have difficulty meeting the contractually mandated service day requirements. So, a memo went out about it in September. That memo is attached.

PARENT ELECTION FORMS. Attached you will find forms that went out in August 2013 around Parent Elections for Head Start Delegate and Child Care programs within EarlyLearn-NYC. See the attachments entitled "Parent Elections..."

SCHOOL READINESS AND CHILD ASSESSMENT CHECKPOINTS. DOE and ACS released its School Readiness guidance and its Child Assessment Checkpoints in our joint memo, which went out to programs in September, 2013. The memo, checkpoints and School Readiness survey are all attached.
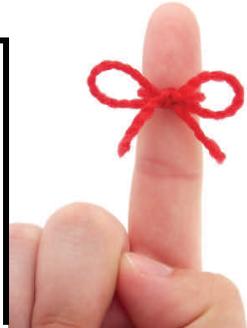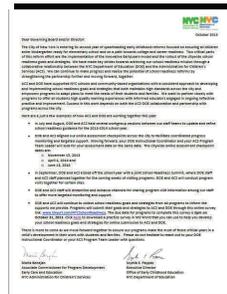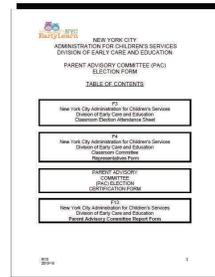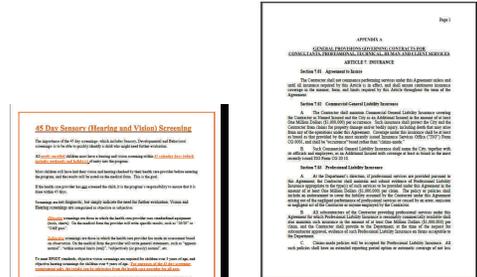
ONE MORE THING...

We are listening to your feedback ...

We've gotten grumbles about the attachments that go along with Hootmail and we've also been asked if there is as a way to produce Hootmails that are more printer friendly.

I think we have the solution to both. Attached to this Hootmail (yes, another attachment...sorry) is a PDF version of this Hootmail, suitable for printing AND containing all of the attachments in one document.

One document to print. One attachment.

Great, huh?

Please continue to give us feedback on how Hootmail is working for you and ways in which we can help it to work better.

We want Hootmail to be a useful resource to our EarlyLearn community and we welcome your ideas on how to make that happen.

Send comments, suggestions, pictures, and questions to

John.borrero@acs.nyc.gov

Stay warm!

Hootmail is a newsletter for the **Early Learn** community.
Visit nyc.gov or call 311 to find an **Early Learn** program.

NYC EarlyLearn | NYC Children's Services

Michael R. Bloomberg
Mayor
Ronald E. Richter
Commissioner

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: October 8, 2013

TO: *EarlyLearn* NYC Providers

FROM: Jose Mercado

SUBJECT: FAILURE TO OBTAIN INSURANCE BY
NOVEMBER 1, 2013 WILL RESULT IN SITE CLOSINGS
EL Memorandum Number #9

The Administration for Children's Services (ACS) is concerned that you have not yet submitted proof of insurance coverage beginning November 1, 2013. As you know, effective November 1, 2013 you are responsible for obtaining insurance policies that will no longer be provided by the New York Central Insurance Program (CIP). Due to the serious nature of this issue, we urge you to address this issue immediately and to include your board members in this conversation. **Your site(s) will not be able to remain open to serve children without the appropriate insurance coverage.**

For your convenience, an information session is being scheduled to provide details concerning insurance coverage:

TIME AND DATE: 10AM-Noon Tuesday, October 15, 2013
LOCATION: Essensa, 555 West 57th Street, 12th Floor NY, NY 10019

If you have not yet requested your loss run information from ACS, which is the first step in the process for you to obtain insurance coverage, you must do so immediately. **Please email ACS and request your loss run information. Send your request to: EL.INSURANCE@acs.nyc.gov.**

If you have already received your loss run information and you are seeking a broker, or you are in the process of determining your insurance coverage, it is important that you act promptly since it will take time to generate the required proof of insurance and for ACS to validate these documents.

Attached please find the September 27, 2013 letter from ACS Finance and Early Care & Education Divisions which provided detailed information concerning the insurance deadlines, requirements and vendor information. A copy of your contract language covering insurance requirements is also attached.

We are also attaching a listing of specific, detailed information which are applicable to the various insurance certificates needed to operate. Please follow all guidelines to ensure that your certificates are approved and your site can remain in service.

Copy:
Deputy Mayor Linda Gibbs
ACS Commissioner Ronald E. Richter

Required Insurance Documents
Applicable to Insurance Certificates

Listed below are the required insurance documents that should be submitted to New York City Administration for Children's Services (ACS). These insurance documents must have an effective date of November 1, 2013 and should be sent to Jean Sheil at jean.sheil@acs.nyc.gov by November 8, 2013.

1. Certification By Broker
   a. Must be notarized.
   b. Must include the name of the broker and their contact information
2. Your general liability, worker's compensation and fidelity carrier(s) can all be listed on the same "Certificate of Liability Insurance" document, provided that you are using the same broker. Each type of insurance should have its own policy number and the limits outlined. All certificates should be dated. Listed below are the other items that must be included on the Certificate of Liability Insurance:
   a. Contact name and phone number for the sponsor agency (i.e. the ACS contractor).
   b. Insured site name and address.
   c. If insuring more than one site and using one document instead of multiple Certificate of Liability Insurance documents, each additional site name and full address must be added to the: "Description of Operations/ Locations/Vehicles" box.
   d. Policy number must be provided; the words "on binder" are not acceptable
   e. All policies should be for a minimum of a calendar year.
   f. NAIC # should be listed next to insurers affording coverage on all documents.
   g. Broker contact information (full name, address and phone number)
   h. Certificate of Holder section should read as follows:
      City of New York
      C/O The Administration for Children's Services
      150 William Street, 9th floor
      New York, NY 10038
3. Disability coverage must be on its own document called "Certificate of Insurance Coverage under the NYS Disability Benefits Law". For multi-site contractors, you must have one certificate for each site. Listed below are some of the items that must be included in this document:
   a. Sponsor agency (i.e. the ACS contractor)
   b. Site name and address
   c. Business phone number.
   d. Insurance Carrier's name, contact person and phone number.
   e. Policy number must be provided; the words "on binder" are not acceptable
   f. All policies should have a start and end date that equals a year.
   g. Broker contact information (name and phone number)
   h. Name and Address of the Entity Requesting Proof of Coverage should read as follows:
      City of New York
      C/O The Administration for Children's Services
      150 William Street, 9th floor
      New York, NY 10038
4. Organizations that are taking buses on trips must obtain a "Certificate of Liability Insurance" from the chartered bus company (includes yellow school bus) which shows that ACS and the name of the site(s) taking the trip, has been added to the "Certificate Holder" section of the document two weeks prior to the date of the trip. The coverage should have a total of $5 million dollars in coverage (can be a combination of auto and excess liability). The Certificate Holder section should read as follows:
      City of New York
      C/O The Administration for Children's Services
      150 William Street, 9th floor
      New York, NY 10038

NYC
Administration for Children's Services

To: EarlyLearn NYC & Discretionary-funded child care programs
From: ACS Finance and Early Care & Education Divisions
Date: Friday, September 27, 2013
RE: Central Insurance Program – There are **35** calendar days until November 1!

THERE ARE 35 CALENDAR DAYS (25 BUSINESS DAYS) UNTIL NOVEMBER 1!

Dear *EarlyLearn* and City Council discretionary funded programs –

As you know, beginning November 1, 2013, the New York City Central Insurance Program (CIP) will no longer cover Commercial General Liability, Workers Compensation and Disability, and Fidelity Bond (crime). Each ACS contractor MUST obtain these policies by November 1, 2013 – **sites cannot provide services to children without this insurance coverage.**

If you do not have these policies in place by November 1, you will be in breach of your contract with ACS. In addition, you should be aware of the following consequences:
- Without general liability coverage, DOHMH will revoke your permit;
- Without workers' compensation and disability, you will be fined *daily* by the NYS Department of Labor.

In short, your center(s) will have to be closed.

We are writing today with a checklist of actions necessary for your organization to acquire insurance by November 1. **If you have not yet requested loss runs for your organization, PLEASE DO SO IMMEDIATELY.** Please note that depending on your organization's history, it can take some time to receive your requested documentation. **TIME IS OF THE ESSENCE.**

Checklist and Action Steps:
- **Request and receive loss runs:**
  - Your Executive Director, a member of the Senior Staff or Board of Directors must request loss runs in writing via email to Sunday Bafunso at sunday.bafunso@dfa.state.ny.us. *Loss run requests cannot be made by an insurance broker;*
  - If you are a multi-site provider, the loss run request must be made on the organization level – in other words, each individual site/program need not make a separate loss run request. As part of your request, please include your name and title, the name of the organization, and **the addresses** – not site names – **of all sites/programs under your organization** that have an EarlyLearn and/or City Council funded discretionary contract.
- **Identify an insurance broker/firm** – see attached list for your convenience, if you have not yet identified a broker/firm.
- **Find insurances carriers,** for the four types of insurance listed above: general liability, worker's compensation, disability, and fidelity bond coverage
- **Receive quotes**
- **Select insurance carrier(s)**
- **Carrier Informs the NYS Insurance Fund of coverage**
- **Provide ACS with proof of coverage** for all four types of required insurance listed above as soon as possible, but **no later than November 8, via jean.sheil@acs.nyc.gov** :

If you have already acquired insurance coverage, we ask that send your documentation to Jean Sheil as soon as possible so we are aware that you are covered and in full compliance with your contract terms.

Administration for Children's Services

A reminder of the types of insurance required, and requirements for each:

For Workers' Compensation, Disability Benefits, and Employer's Liability coverage the submitted proof of insurance must comply with Section 7.08(A) of Appendix A of your *EarlyLearn* or discretionary contract.

For all other required insurance coverage, you are required to submit proof of insurance in accordance with Section 7.08(B) of Appendix A of your *EarlyLearn* or discretionary contract which includes a copy of the Certificate of Insurance, the additional insured endorsement, and a duly executed Certification by Broker (page 5 in the attached "Insurance Requirements" document).

For the Commercial General Liability insurance (which may include additional, supplementary or alternate, umbrella, abuse and molestation and/or corporal punishment coverage), The City of New York, together with its officials and employees, must be named as an Additional Insured with coverage at least as broad as the most recently issued ISO Form CG 20 10. Please note: do not name the Administration for Children's Services as the Additional Insured as this is not acceptable. The City's address to include on the "Certificate Holder" box of the Certificate of Insurance is as follows:

> The City of New York
> c/o The Administration for Children's Services
> 150 William Street, 9th Floor
> New York, New York 10038

Please note each site address must be listed in full on the ACORD Certificate of Insurance as it is specified in your contract with ACS. It is not acceptable to refer to the sites by their center names.

Contact Information for Insurance Brokers & Providers

New York State Insurance Fund - offers Worker's Compensation & Disability
Customer Service Center: 888.875.5790
http://ww3.nysif.com/

multiple business offices in NYC:
http://ww3.nysif.com/EyebrowPages/ContactUs/DistrictOfficeLocations.aspx

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Essensa (NYC's non-profit group purchasing organization)
Kenneth O'Reggio
555 West 57th Street, 12th Floor
New York, NY 10019
koreggio@innovatix.com or koreggio@essensa.org
212.901.1210

Representatives from Essensa's insurance vendor portfolio:

The Omni Agency, Inc.
Trey Wilder
1430 Broadway, 13th Floor
New York, NY 10018
Office: 718.831.7888 ext. 2604
Cell: 347.676.8606
twilder@theomniagency.com
www.omniessensa.com

Q6 Advisors, Inc.
Alix A. Beien-Aime
60 East 42nd Street, Suite 864
New York, NY 10165
Office: 516.394.2523
Cell: 516.850.1847
abienaime@Q6Advisors.com
www.q6advisors.com

Additional vendors:

Arthur J. Gallagher Risk Management Services
Jack McArdle
2 Gannett Drive
White Plains, NY 10604-3404
Office: 914.697.6031
Cell: 914.584.2239
Fax: 914.323.4531
jack_mcardle@ajg.com
www.ajgrms.com

Borg and Borg Insurance
Sean Bickoff
148 E. Main Street
Huntington, NY 11743
Phone: 631.673.7600
Fax: 631.351.1700
seanb@borgborg.com
http://www.borgborg.com/

Brown and Brown Metro Inc.
Matthew Struck
30A Vreeland Road
Florham Park, NJ 07932
Office: 973.549.1893
Cell: 973.303.8967
Fax: 973.549.1000
mstruck@bbmetro.com
http://www.bbmetro.com/

Carriage Trade Insurance Agency, Inc.
Michael R. Jakob
One Holland Avenue, Suite 105
Floral Park, NY 11001
Office: 516.358.5600
Fax: 516.358.5656
mjakob@carriagetradeinsurance.com
www.carriagetradeinsurance.com

Five Star Coverage Corp
Donald Smith
75B Montauk Hwy
Blue Point, NY 11715
Office: 631.567.1111
Cell: 516.317.8910
Fax: 631.218.3411
Donald@5starcoverage.com

HUB International Northeast Limited
Scott Konrad
1065 Avenue of the Americas
New York, NY 10018
Office: 212.338.2295
Cell: 347.491.9671
Fax: 917.934.9546
scott.konrad@hubinternational.com
http://www.hubinternational.com/

Lamb Financial Group
Liam Kemmerley
145 W. 45th Street, 6th Floor
New York, NY 10036
Office: 212.375.3000 x 105
Cell: 267.275.6196
Fax: 718.389.4300
lkemmerley@lambfinancialgroup.com
http://lambfinancialgroup.com/

Lee Insurance
Stephen Boon Jr.
31 Pell Street
New York, NY 10013
Office: 212.962.2232
Toll Free: 800.352.1707
Fax: 212.233.1421
sboon@leeins.com
http://www.leeins.com/

Loyola Group, Inc.
Edward R. Quinn III
119 North Park Avenue, 4th Floor
Rockville Centre, NY 11570
Office: 516.960.0701
Fax: 516.536.2234
equinn@loyolains.com

Sobel Affiliates - A Brown and Brown Company
Alan Labadorf
595 Stewart Avenue
Garden City, NY 11530
Phone: 516.745.1111
Fax: 516.745.5733
alabadorf@sobelins.com
http://www.sobelins.com/

The Signature Group, LLC
Peter S. Schapero
950 Franklin Avenue
Garden City, NY 11530
Phone: 516.764.1100
Fax: 516.764.1019
pschapero@tsgins.com
http://www.signatureinsurance.com/

USI Insurance Services LLC
David Carpentier
261 Madison Avenue, 5th Floor
New York, NY 10016
Office: 212.842.3430
Cell: 401.480.5906
Fax: 610.537.1920
david.carpentier@usi.biz
http://ww2.usi.biz/

Please note –

ACS does not endorse the services of any particular broker. Contractors are NOT limited to obtaining insurance coverage from one of the vendors on this sheet.

APPENDIX A

GENERAL PROVISIONS GOVERNING CONTRACTS FOR CONSULTANTS, PROFESSIONAL, TECHNICAL, HUMAN AND CLIENT SERVICES

ARTICLE 7. INSURANCE

Section 7.01 Agreement to Insure

The Contractor shall not commence performing services under this Agreement unless and until all insurance required by this Article is in effect, and shall ensure continuous insurance coverage in the manner, form, and limits required by this Article throughout the term of the Agreement.

Section 7.02 Commercial General Liability Insurance

A. The Contractor shall maintain Commercial General Liability Insurance covering the Contractor as Named Insured and the City as an Additional Insured in the amount of at least One Million Dollars ($1,000,000) per occurrence. Such insurance shall protect the City and the Contractor from claims for property damage and/or bodily injury, including death that may arise from any of the operations under this Agreement. Coverage under this insurance shall be at least as broad as that provided by the most recently issued Insurance Services Office ("ISO") Form CG 0001, and shall be "occurrence" based rather than "claims-made."

B. Such Commercial General Liability Insurance shall name the City, together with its officials and employees, as an Additional Insured with coverage at least as broad as the most recently issued ISO Form CG 20 10.

Section 7.03 Professional Liability Insurance

A. At the Department's direction, if professional services are provided pursuant to this Agreement, the Contractor shall maintain and submit evidence of Professional Liability Insurance appropriate to the type(s) of such services to be provided under this Agreement in the amount of at least One Million Dollars ($1,000,000) per claim. The policy or policies shall include an endorsement to cover the liability assumed by the Contractor under this Agreement arising out of the negligent performance of professional services or caused by an error, omission or negligent act of the Contractor or anyone employed by the Contractor.

B. All subcontractors of the Contractor providing professional services under this Agreement for which Professional Liability Insurance is reasonably commercially available shall also maintain such insurance in the amount of at least One Million Dollars ($1,000,000) per claim, and the Contractor shall provide to the Department, at the time of the request for subcontractor approval, evidence of such Professional Liability Insurance on forms acceptable to the Department.

C. Claims-made policies will be accepted for Professional Liability Insurance. All such policies shall have an extended reporting period option or automatic coverage of not less

than two (2) years. If available as an option, the Contractor shall purchase extended reporting period coverage effective on cancellation or termination of such insurance unless a new policy is secured with a retroactive date, including at least the last policy year.

Section 7.04 Workers' Compensation, Disability Benefits, and Employer's Liability Insurance

The Contractor shall maintain, and ensure that each subcontractor maintains, Workers' Compensation Insurance, Disability Benefits Insurance, and Employer's Liability Insurance in accordance with the Laws of the State on behalf of, or with regard to, all employees providing services under this Agreement.

Section 7.05 Unemployment Insurance

To the extent required by Law, the Contractor shall provide Unemployment Insurance for its employees.

Section 7.06 Business Automobile Liability Insurance

A. If vehicles are used in the provision of services under this Agreement, then the Contractor shall maintain Business Automobile Liability insurance in the amount of at least One Million Dollars ($1,000,000) each accident combined single limit for liability arising out of ownership, maintenance or use of any owned, non-owned, or hired vehicles to be used in connection with this Agreement. Coverage shall be at least as broad as the most recently issued ISO Form CA0001.

B. If vehicles are used for transporting hazardous materials, the Business Automobile Liability Insurance shall be endorsed to provide pollution liability broadened coverage for covered vehicles (endorsement CA 99 48) as well as proof of MCS-90.

Section 7.07 General Requirements for Insurance Coverage and Policies

A. All required insurance policies shall be maintained with companies that may lawfully issue the required policy and have an A.M. Best rating of at least A- / "VII" or a Standard and Poor's rating of at least A, unless prior written approval is obtained from the City Law Department.

B. All insurance policies shall be primary (and non-contributing) to any insurance or self-insurance maintained by the City.

C. The Contractor shall be solely responsible for the payment of all premiums for all required insurance policies and all deductibles or self-insured retentions to which such policies are subject, whether or not the City is an insured under the policy.

D. There shall be no self-insurance program with regard to any insurance required under this Article unless approved in writing by the Commissioner. Any such self-insurance program shall provide the City with all rights that would be provided by traditional insurance required under this Article, including but not limited to the defense obligations that insurers are required to undertake in liability policies.

E.   The City's limits of coverage for all types of insurance required under this Article shall be the greater of (i) the minimum limits set forth in this Article or (ii) the limits provided to the Contractor as Named Insured under all primary, excess, and umbrella policies of that type of coverage.

Section 7.08   Proof of Insurance

A.   For Workers' Compensation Insurance, Disability Benefits Insurance, and Employer's Liability Insurance, the Contractor shall file one of the following within ten (10) Days of award of this Agreement.   ACORD forms are not acceptable proof of workers' compensation coverage.

    1.   C-105.2 Certificate of Workers' Compensation Insurance;

    2.   U-26.3 -- State Insurance Fund Certificate of Workers' Compensation Insurance;

    3.   Request for WC/DB Exemption (Form CE-200);

    4.   Equivalent or successor forms used by the New York State Workers' Compensation Board; or

    5.   Other proof of insurance in a form acceptable to the City.

B.   For each policy required under this Agreement, except for Workers' Compensation Insurance, Disability Benefits Insurance, Employer's Liability Insurance, and Unemployment Insurance, the Contractor shall file a Certificate of Insurance with the Department within ten (10) Days of award of this Agreement. All Certificates of Insurance shall be (a) in a form acceptable to the City and certify the issuance and effectiveness of such policies of insurance, each with the specified minimum limits; and (b) accompanied by the endorsement in the Contractor's general liability policy by which the City has been made an additional insured pursuant to Section 7.02(B). All Certificate(s) of Insurance shall be accompanied by either a duly executed "Certification by Broker" in the form attached to this Appendix A or copies of all policies referenced in the Certificate of Insurance. If complete policies have not yet been issued, binders are acceptable, until such time as the complete policies have been issued, at which time such policies shall be submitted.

C.   Certificates of Insurance confirming renewals of insurance shall be submitted to the Commissioner prior to the expiration date of coverage of policies required under this Article. Such Certificates of Insurance shall comply with the requirements of Section 7.08 (A) and Section 7.08(B), as applicable.

D.   The Contractor shall provide the City with a copy of any policy required under this Article upon the demand for such policy by the Commissioner or the New York City Law Department.

E.   Acceptance by the Commissioner of a certificate or a policy does not excuse the Contractor from maintaining policies consistent with all provisions of this Article (and ensuring that subcontractors maintain such policies) or from any liability arising from its failure to do so.

F.   In the event the Contractor receives notice, from an insurance company or other person, that any insurance policy required under this Article shall expire or be cancelled or

terminated for any reason, the Contractor shall immediately forward a copy of such notice to both the Commissioner City of New York Administration for Children's Services, 150 William Street, New York, New York 10038, and the New York City Comptroller, Attn: Office of Contract Administration, Municipal Building, One Centre Street, Room 1005, New York, New York 10007.

Section 7.09 Miscellaneous

A.   Whenever notice of loss, damage, occurrence, accident, claim or suit is required under a general liability policy maintained in accordance with this Article, the Contractor shall provide the insurer with timely notice thereof on behalf of the City. Such notice shall be given even where the Contractor may not have coverage under such policy (for example, where one of Contractor's employees was injured). Such notice shall expressly specify that "this notice is being given on behalf of the City of New York as Additional Insured" and contain the following information: the number of the insurance policy; the name of the named insured; the date and location of the damage, occurrence, or accident; the identity of the persons or things injured, damaged, or lost; and the title of the claim or suit, if applicable. The Contractor shall simultaneously send a copy of such notice to the City of New York c/o Insurance Claims Specialist, Affirmative Litigation Division, New York City Law Department, 100 Church Street, New York, New York 10007. If the Contractor fails to comply with the requirements of this paragraph, the Contractor shall indemnify the City for all losses, judgments, settlements and expenses, including reasonable attorneys' fees, arising from an insurer's disclaimer of coverage citing late notice by or on behalf of the City.

B.   The Contractor's failure to maintain any of the insurance required by this Article shall constitute a material breach of this Agreement. Such breach shall not be waived or otherwise excused by any action or inaction by the City at any time.

C.   Insurance coverage in the minimum amounts required in this Article shall not relieve the Contractor or its subcontractors of any liability under this Agreement, nor shall it preclude the City from exercising any rights or taking such other actions as are available to it under any other provisions of this Agreement or Law.

D.   The Contractor waives all rights against the City, including its officials and employees for any damages or losses that are covered under any insurance required under this Article (whether or not such insurance is actually procured or claims are paid thereunder) or any other insurance applicable to the operations of the Contractor and/or its subcontractors in the performance of this Agreement.

E.   In the event the Contractor requires any subcontractor to procure insurance with regard to any operations under this Agreement and requires such subcontractor to name the Contractor as an additional insured under such insurance, the Contractor shall ensure that such entity also name the City, including its officials and employees, as an additional insured with coverage at least as broad as the most recently issued ISO form CG 20 26.

CERTIFICATION BY BROKER

[Pursuant to Article Seven of Appendix A, every Certificate of Insurance must be accompanied by either the following certification by the broker setting forth the following text and required information and signatures or complete copies of all policies referenced in the Certificate of Insurance. In the absence of completed policies, binders are acceptable.]

CERTIFICATION BY BROKER

The undersigned insurance broker represents to the City of New York that the attached Certificate of Insurance is accurate in all material respects, and that the described insurance is effective as of the date of this Certification.

_____
[Name of broker (typewritten)]

_____
[Address of broker (typewritten)]

_____
[Signature of authorized officer of broker]

_____
[Name of authorized officer (typewritten)]

_____
[Title of authorized officer (typewritten)]

_____
[Contact Phone Number for Broker (typewritten)]

_____
[Email Address of Broker (typewritten)]

Sworn to before me this

_____ day of _____, 201_

_____
NOTARY PUBLIC

APPENDIX B

EARLY LEARN NYC SCOPE OF WORK

Section 4.07. Insurance.

C.   **Fidelity Bond.** Notwithstanding anything to the contrary provided in this Agreement and unless explicitly waived in Section 2.05 of this Appendix B, the Contractor shall deliver to ACS a Fidelity Bond, with a limit of liability equal to twenty five percent (25%) of the Contractor's annual budget in connection with this Agreement or as otherwise determined by ACS, bonding every person authorized by the Contractor to receive, handle, or disburse monies received under this Agreement. The bond shall be issued by an insurer duly licensed by the Superintendent of Insurance of the State of New York and shall provide that any payment made thereunder for any loss sustained either by the Contractor or the City or both of them through any fraudulent or dishonest act by one or more of the bonded persons shall be payable to the City. In the event ACS has waived the fidelity bond requirement contained in this Section, ACS may in its sole discretion, reinstate the fidelity bond requirement at any time upon written notice to the Contractor.

Fidelity Bond Provision for EarlyLearn Modified Contracts and Discretionary Contracts:

Fidelity Bond. The Contractor shall deliver to ACS a Fidelity Bond, with a limit of liability equal to twenty five percent (25%) of the Contractor's annual budget in connection with this Agreement or as otherwise determined by ACS, bonding every person authorized by the Contractor to receive, handle, or disburse monies received under this Agreement. The bond shall be issued by an insurer duly licensed by the Superintendent of Insurance of the State of New York and shall provide that any payment made thereunder for any loss sustained either by the Contractor or the City or both of them through any fraudulent or dishonest act by one or more of the bonded persons shall be payable to the City.

Facility Tip of the Week

October 2013 -- Know Your Numbers

Numbers, numbers everywhere--how many do you know? Take this quick Facilities Pop Quiz and then check your answers on the other side. These are numbers that come back to haunt you in the form of *violations* if you don't know them. Here are a dozen common violations you don't ever have to get.

1. The number of degrees of the water in a hand wash sink must not be over ____?

2. The percentage of any wall that can be covered in paper is ____?

3. The number of feet that must be between cots on all sides is ____?

4. The number of months between fire extinguisher inspections is ____?

5. The number of degrees that a pantry must be less than is ____?

6. The number of feet of safety surfacing that must surround play equipment is ____?

7. The total number of stairwell, hallway, kitchen, or classroom doors that may remain open is ____?

8. The number of sinks your commercial kitchen must have is ____?

9. The minimum number of feet high a ground play area fence must be is ____?

10. The minimum number of feet a roof play area fence must be is ___ + ___?

11. The minimum number of feet the height of a ground play area fence with barbed wire must be is ____?

12. The number of exit lights that can be out before you get a violation___?

A Dozen Numbers You Need!

1. The number of degrees of the water in a hand wash sink must not be over 115.

2. The of any corridor wall that can be covered in paper is 20.

3. The number of feet that must be between cots on all sides is 2.

4. The number of months between fire extinguisher inspections is 6.

5. The number of degrees that a pantry must be less than is 72.

6. The number of feet of safety surfacing that must surround play equipment is 6.

7. The total number of stairwell, hallway, kitchen, or classroom doors that may remain open is 0.

8. The number of sinks your commercial kitchen must have is 4.

9. The minimum number of feet high a ground play area fence must be is 5.

10. The minimum number of feet high a roof play area fence must be is 10+2 inverted.

11. The minimum number of feet the height of a ground play area fence with barbed wire must be is 6.5.

12. The number of exit lights that can be out before you get a violation is 1.
(You should keep a number of extras bulbs on hand at all times.)

Facility Tip of the Week
is brought to you by
ACS EarlyLearn Facilities
For more information
email earlylearnfacilities@acs.nyc.gov

Please forward to your Site Directors

Quick Recruiting Tips

Programs should have a recruitment process that is active throughout the year. All Head Start staff should be aware of opportunities to recruit families into the Head Start community. It is also important to remember that the recruitment process usually begins when families and/or potential volunteers first interact with your program. The first interaction with families should be a positive interaction.

Put up notices about your program on Bulletin Boards at grocery stores, hardware stores, office Supplies stores, restaurants and schools.

Send out press releases (print) or public service announcements (broadcast) regularly to the media telling them about things you are doing. You can announce:

> New outreach programs in your community
> Festivals, Fairs, Holiday Events sponsored by your program
> Moves to a new location
> Awards received by staff or parents
> Special educational projects
> Gifts or donations made by local businesses or organizations
> Fundraisers, Celebrity or well-known attendees
> Anything that would interest the readers in your community

Open your mouth. Talk to all the people you see: gasoline and grocery store cashiers, hairdresser, sales clerks make sure they know about your program.

Speak at your church and at other area churches. Speak at seminars, conferences. Promote your speaking engagement with flyers, or a press release to community newspapers or radio stations.

Appear on local community cable shows that have programs geared to the community.

Contribute articles to your neighborhood newspapers so they are familiar with your program's activities.

Attend community meetings, speak up and let everyone know who you are and what your program is doing!

Send out postcards with simple announcements about events at your Head Start program. Postcards get read!

Send out greeting cards each holiday with a flyer about your program. Why not have the children make the holiday cards.

Go to school with your children. Talk to the classes and teachers about the Head Start program. Visit other schools and talk with the principals. Leave behind your materials in the teacher's lounge.

Take out a small quarter page ad in a popular community newspaper. This works best if you put the same ad in each issue of the publication for several months and have the ad positioned in the same place or same section each time.

Attend conferences, festivals, fairs. Network and pass out your program's flyers and cards.

Desktop-publish a program newsletter and distribute it widely.

Write letters to the editor about issues that affect your program. Letters that get printed in magazines and newspapers carry a lot of weight. Call in to radio talk shows. Make your comments and identify yourself and what you do. You never know who may be listening.

Be a copy cat. If you see a good promotional idea copy it.

Phone-a-thon. Call everyone you know and tell them you are recruiting.

Do a poster or flyer for your program. Put it where the foot traffic is.

Do a survey find out what children services your community wants.

Make sure your program is listed in all the area phone directories. Specialized community directories too!

Connect your program with other community campaigns. Help out with the events and share the publicity.

Hold an Open House. Invite the community to your program. Give tours when it is convenient.

Sponsor an artist. Have a talented artist do a mural on a wall or help the children do a mural. Publicize the event and invite the community to the opening.

Create a sticker with the phone number of your program. Stick it everywhere permissible.

Frame articles about your program. Keep a notebook of positive press.

Wear a symbol of your program everywhere, for example, a Head Start button.

Offer an inexpensive gift to parents who refer other parents and children to your program.

Create a list of the organizations and businesses that have helped or worked with you in the past. Send each one a note to thank them and to telling them you are recruiting.

Try all these ideas. The more ideas you use the better! The key to promotion is repetition. BE PERSISTENT. Soon you'll have all the volunteers and help you need.

August 15, 2013

Dear Parent or Guardian,

I am pleased to provide you with information about how the Department of Education (DOE) will arrange the preschool (also known as "pre-kindergarten" or "pre-k") related services stated on your child's Individualized Education Program (IEP) for the 2013-2014 school year.

Related services include speech therapy, occupational therapy, physical therapy, counseling, and vision and hearing education services. These services are important in helping your child make educational progress. The DOE will arrange for a provider to be assigned for each related service stated on your child's IEP. Our administrative process may seem complicated, but we are here to support you throughout it.

Please take a few minutes to review the attached packet, which has detailed information about the DOE's process for arranging pre-k related services and answers questions that parents often ask. This information, along with links to other useful sites, is also available online. Here are a few of the key points in the process for providing pre-k related services:

- It is NOT your responsibility to find a related service provider. The DOE will arrange for any related services stated on your child's IEP to be provided at the DOE's expense.

- If your child attends a special education center-based program, that program will provide your child's related services.

- If your child does not attend a special education center-based program, the DOE will assign a qualified provider to serve your child by the date on which services are scheduled to begin.
    o A Committee on Preschool Special Education (CPSE) representative (who may or may not be the CPSE administrator who attended your child's IEP meeting) will be assigned to your child's case and will contact you directly, or authorize a related services agency to contact you, to make the necessary arrangements for your child's related services to begin.
    o Once these arrangements have been made, the representative will confirm the assignment with both you and the provider and will follow up to make sure that services begin as planned.

We are deeply committed to providing the services your child needs to meet his/her educational goals. After reviewing the enclosed materials, please do not hesitate to contact us if you have questions or concerns.
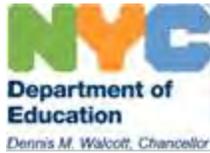
Overview of the Process: Arranging Related Services for Pre-Kindergarten Children

The Department of Education (DOE) is responsible for providing any related services stated on a child's Individualized Education Program (IEP). The cost of these services is covered entirely by the DOE.

If your child attends a special education center-based program, such as a special class or a special class in an integrated setting, the center-based program will provide your child's related services.

If your child does not attend a special education center-based program, a representative of your local Committee on Preschool Special Education (CPSE) will assign a provider for each related service stated on your child's IEP. This representative might not be the same CPSE administrator who was at your child's IEP meeting, but will be your point of contact regarding provision of your child's services. To find out which CSE is responsible for your child's services, go to our homepage at http://schools.nyc.gov, type *CSE* in the search box at the top of the page, click here, and locate the listing for the CSE that serves the district in which your child lives.

The CPSE representative will first work to find a DOE employee to provide related services for your child for the upcoming school year. If no DOE employee is available, the CPSE representative will look for a qualified service provider through an agency that has a contract with the DOE. If no contract agency is available, the CPSE representative will find a qualified independent provider (either an individual or an agency). *It is NOT your responsibility to find a provider for your child.*

The contract agency or independent provider assigned by the CPSE representative will contact you to make necessary arrangements. If you have questions or concerns during the process, please communicate directly with your CPSE representative. Once arrangements have been made, the representative will send a confirmation to you and the agency that identifies the provider, the location of services and the start date for services. (In the case of an independent provider only, the DOE will issue an Independent Agreement to the provider.) *Do not contact an agency or provider on your own, as this may cause confusion.*

Just after the scheduled start date, the CPSE representative will confirm with the provider that services have begun. If services do not begin on the scheduled start date, please call your CPSE representative immediately. The DOE will then take action to make sure that services begin.

If you have questions regarding any part of this process, please read the attached list of Frequently Asked Questions (FAQs). You may also find it helpful to read the DOE's Guiding Philosophy for provision of related services, and other information on our website concerning pre-k special education. If these resources do not fully address your questions, please contact your CPSE. If you still have questions or concerns after contacting your CPSE, please send an email to relatedservices@schools.nyc.gov. This email address is checked every business day by the DOE's Division of Students with Disabilities and English Language Learners, and we will work to provide you with a prompt and thorough response.
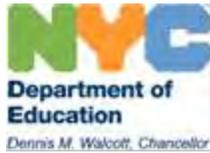
Frequently Asked Questions (FAQ)

Related Services for Pre-Kindergarten Children

1. **How do I know the name and contact information for my CPSE representative?**
   To find your CPSE representative, call the CSE in the district in which your child lives. To do so, click here. If you are unsure of the district in which your child lives, you may call 311, or type your child's home address into the "school search" box on the homepage.

2. **What is the DOE's philosophy in providing related services for my child?**
   Related services are provided to support and advance the educational progress of a student with a disability. The main goal of related services is to help maximize each student's ability to achieve his or her educational goals. To read more about the DOE's Guiding Philosophy for provision of related services, click here.

3. **Can I choose a provider for my child?**
   No. The DOE, through your CPSE representative, will assign a provider for your child. Contacting an agency or provider on your own may result in unnecessary confusion. The CPSE representative will direct a provider to contact you to make specific plans for serving your child. If you have questions or concerns at any point, please contact your CPSE representative.

4. **How can I help make sure that services are put in place quickly?**
   The most important thing you can do is to communicate with your CPSE representative and respond quickly and fully to requests from the CPSE representative and from providers the DOE asks to contact you. Please tell your CPSE right away if your address or contact information changes, so that we know how to reach you.

5. **I am very happy with the therapist who served my child this year; can I keep the same provider next year?**
   In some cases it may turn out that the same provider continues working with your child from one pre-kindergarten year to the next; however, it is not possible to guarantee that this will happen. Receiving services from different providers can help your child develop and prepare for elementary school, where a child's teachers often change each year.

6. **Where will services be delivered?**
   If services will be provided in your child's classroom, that will be stated on your child's IEP. Otherwise, services will be provided in your home, in a separate room at your child's preschool or child care program, or at a related service agency. The CPSE representative will direct the provider to serve your child at a time and place that are reasonable and appropriate. If your child can no longer receive services at the arranged time and place, you should contact your CPSE representative immediately.

7. **How does the DOE make sure that my child's providers are qualified?**
   Before any provider can start work with your child, the DOE makes sure that the provider has the appropriate, current New York State license for the service to be provided. We also require that the provider be fingerprinted and background checked. If we learn of any incident that might affect a provider's ability to continue serving your child safely, we will immediately assign a new provider.

8. **Why does the DOE use contract agencies? How were they selected? Why are some called "primary" agencies?**
   The DOE uses contract agencies to make sure that qualified providers are available to serve students throughout the five boroughs. The contracts help the DOE find providers quickly and efficiently without placing a burden on parents.

   Contract agencies were selected through a competitive bidding process. Each contract agency was reviewed and selected for its ability to provide high quality services. "Primary" agencies have many providers and can serve an entire borough. In seeking a provider for your child, the CPSE representative will contact primary agencies first.

9. **How will the provider assigned by the CPSE to serve my child know where and when to begin working with my child?**
   The CPSE will notify the provider in writing of the location and start date for services. In the case of a contract agency, the notification will typically be issued via e-mail. In the case of a qualified independent provider, the CPSE representative will execute an Independent Agreement (IA) directly with the provider. The CPSE representative will also provide you with the name of the provider, the location and the authorized start date.

10. **Can services begin prior to the date stated in writing by the CPSE?**
    No.

11. **Do I need to pay for services?**
    No. Contract agencies and independent providers MAY NOT bill you or accept payment from you for related services arranged by the DOE.

12. **During what period of time will the provider assigned by the CPSE serve my child?**
    The CPSE representative will set the end date for services. Typically, the end date will be the end of the school year. The end date may be changed at your child's IEP meeting.

13. **What happens if my child's services do not start on the date stated by the CPSE?**
    You should contact your CPSE representative right away. The CPSE will contact the provider assigned to serve your child. If the provider cannot begin services, your CPSE representative will look for a different provider. If you are not able to reach your CPSE representative, please email

relatedservices@schools.nyc.gov or contact the CSE chair. (Please note that a provider may not refuse to "release" an assignment; the decision to look for a different provider will be made by the DOE.)

14. What happens if the provider serving my child is unable to continue providing services?

The provider is responsible for immediately informing the DOE. The DOE will then follow the same process described above to identify another provider. If your provider tells you that services will stop before the end date, you should contact the CPSE representative right away.

15. Is transportation available to get my child to related services?

If your child's related services are provided at your child's preschool (other than a special education center-based program), child care program, or home, the DOE will not provide transportation. If your child's related services take place at a related services agency because the CPSE was unable to arrange for the services to be provided at home, preschool or child care, the CPSE will provide or fund transportation to the agency, typically through issuance of a MetroCard.

للحصول على نسخة باللغة العربية من هذه الوثيقة، نرجو زيارة الموقع الإلكتروني أدناه.	Pour obtenir la traduction de ce document, merci de visiter le site internet cité ci-dessous.	Перевод данного документа на русский язык находится на вебсайте, указанном ниже.
এই নথির বাংলা অনুবাদের জন্য অনুগ্রহ করে নিচের ওয়েবসাইট দেখুন।	Pou ka jwenn yon kopi dokiman sa a an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.	Para obtener una versión en español de este documento, por favor visite el sitio de Internet a continuación.
如要取得本文件的中文譯本，請瀏覽下面的網站。	본 문서의 한국어판을 보시려면 다음 웹사이트를 방문해 주십시오.	اس دستاویز کے اردو ترجمہ کے لیے برائے مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/information-parents-preschoolers.htm

Servicios Relacionados para Estudiantes de Edad Preescolar

Los niños de edad preescolar que tienen discapacidades o retrasos pueden ser elegibles para recibir **servicios relacionados** tales como terapia del habla, terapia ocupacional, terapia física, o asesoramiento. Estos servicios relacionados son proveídos a los niños preescolares gratuitamente a través del programa de educación especial del Departamento de Educación de NYC. Los servicios de educación especial, incluyendo cualquier servicio relacionado, de su hijo serán indicados en un documento denominado el Programa de Educación Individualizada (IEP). El Departamento de Educación es el responsable de organizar los terapeutas para ofrecer todos los servicios relacionados indicados en el IEP de su hijo antes de la fecha de inicio indicada en el IEP.

Esta hoja informativa describe el proceso que el Departamento de Educación utiliza para asignar a los proveedores de servicios relacionados a los niños de edad preescolar que *no* están en programas preescolares de educación especial localizados en centros. Si el IEP de su hijo recomienda una clase preescolar especial o una clase preescolar especial en un arreglo integrado, su hijo recibirá sus servicios relacionados a través de su programa de educación especial, por tanto el proceso descrito aquí no se aplica.

Proceso para Asignar a los Proveedores de Servicios Relacionados

El Comité de Educación Especial Preescolar (CPSE, por sus siglas en inglés) asignará a los proveedores de servicios relacionados para trabajar con su hijo cada año escolar. Para los niños que tienen IEPs de 10 meses, el año escolar comienza en septiembre. Para los niños que tienen IEPs de 12 meses, el año escolar comienza en julio. Los padres no tienen derecho a elegir a los proveedores. Al igual que un niño de edad escolar es asignado a un nuevo maestro cada año, un niño de edad preescolar puede ser asignado a un nuevo proveedor cada año (aunque en algunos casos, el niño puede ser asignado al mismo proveedor que trabajó con él anteriormente).

La mayoría de los estudiantes de edad preescolar recibirán servicios relacionados a través de una agencia que tiene un contrato con el CPSE. Cada agencia trabaja con muchos terapeutas distintos que ofrecen servicios tales como terapia del habla, ocupacional, y física. El CPSE utilizará el procedimiento siguiente:

1. El CPSE le enviará el caso de su hijo a un primer grupo de agencias (denominadas agencias de "primer nivel") y les dará cinco días para asignar a un proveedor de servicios relacionados a su hijo.
2. Si ninguna agencia de primer nivel le asigna a un proveedor durante el plazo establecido, el CPSE le enviará el caso de su hijo a un segundo grupo de agencias y les dará hasta cinco días para asignar a un proveedor.
3. Si ninguna agencia de segundo nivel le asigna a un proveedor durante el plazo establecido, el CPSE le enviará el caso de su hijo a un tercer grupo de agencias y les dará hasta cinco días para asignar a un proveedor.
4. Si ninguno de los tres niveles de agencias contratadas pueden asignar a un proveedor, el CPSE elegirá a un proveedor independiente y firmará un contrato con ellos.

El CPSE es responsable de encontrar a los proveedores de servicios, ya sea que trabajen con las agencias contratadas o sean proveedores independientes, para trabajar con su hijo.

Conozca Sus Derechos

Como padre de un niño de edad preescolar que recibe servicios relacionados, debería estar consciente de sus derechos legales:

- El Departamento de Educación debe proveer todos los servicios relacionados indicados en el IEP, comenzando a tiempo. Si su hijo tiene un IEP de 10 meses, los servicios deben comenzar al principio del nuevo año escolar en septiembre. Si su hijo tiene un IEP de 12 meses, el nuevo año escolar comienza en julio. Si su hijo empieza a recibir servicios relacionados durante el año escolar, los servicios deben comenzar en la fecha de inicio indicada en el IEP.
- Los servicios deben ser proporcionados en el ambiente menos restrictivo apropiado para su hijo. Para la mayoría de los niños, el ambiente menos restrictivo será el preescolar, el centro de cuidado infantil, o el hogar. A veces, el equipo de IEP determina que es apropiado que el niño reciba servicios en otro lugar, tal como una agencia de servicios relacionados. El lugar apropiado debe ser discutido y seleccionado durante la reunión de IEP de su hijo.
- El CPSE debe organizar el transporte para los estudiantes de edad preescolar que reciben servicios relacionados en un lugar distinto del preescolar, el centro de cuidado infantil, o el hogar. Por ejemplo, si su hijo recibe terapia del haba en la oficina de un terapeuta del habla a donde se puede llegar por el transporte público, el CPSE puede darle MetroCards para cubrir el costo de llevar a su hijo a la agencia. Si no puede llevar a su hijo a la agencia, el CPSE puede organizar el transporte en autobús.
- Su hijo tiene derecho a recibir servicios para compensar por las semanas que el niño pierda porque el CPSE no organizó los servicios para comenzar a tiempo.

Como Resolver Problemas de Servicios Relacionados

Puede tomar los siguientes pasos si usted está teniendo algún problema con los servicios relacionados de su hijo, tales como servicios que no han comenzado a tiempo, servicios que no son proveídos en el lugar apropiado, o falta de transporte a la agencia que provee los servicios:

1. Llame a la oficina del CPSE que le sirve a su hijo. Debe pedir hablar con el **oficial de colocación del CPSE**, que es la persona encargada de asignarles proveedores de servicios relacionados a los niños de edad preescolar. Para una lista de las oficinas del CPSE y sus números de teléfono, visite: **http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/cpse.htm**
2. Si el CPSE no resuelve el problema, envíe un correo electrónico a **relatedservices@schools.nyc.gov**, una dirección electrónica establecida por el Departamento de Educación para resolver problemas con los servicios relacionados. Debe incluir el nombre de su hijo, fecha de nacimiento, NYC ID #, una descripción del problema, y cualquier paso que haya tomado para intentar resolver el problema. Por favor siéntase libre de copiar a **preschool@afcnyc.org** en su correo electrónico para que podamos tener registro de las preocupaciones de los padres.
3. Tiene derecho a pedir una reunión de mediación o una audiencia imparcial.

Para obtener más información, consulte la *Guía de Servicios de Educación Especial Preescolares* de Advocates for Children, disponible en nuestro sitio Web en **www.advocatesforchildren.org/get_help/guides_and_resources.** También puede llamar a nuestra Línea de Ayuda al 1-866-427-6033 para discutir la situación individual de su hijo.

Related Services for Preschool Students

Preschool students with developmental delays or disabilities may be eligible to receive **related services** such as speech therapy, occupational therapy, physical therapy, or counseling. These related services are provided to eligible preschool children free of charge through the NYC Department of Education's special education program. Your child's special education services, including any related services, will be listed on a document called an Individualized Education Program (IEP). The Department of Education is responsible for arranging therapists to provide all of the related services on your child's IEP by the start date listed on the IEP.

This fact sheet outlines the process that the Department of Education uses to assign related services providers to preschool children who are *not* in center-based special education preschool programs. If your child's IEP recommends a preschool special class or a preschool special class in an integrated setting, he or she will receive related services through his or her special education program, so the process described here does not apply.

Process for Assigning Related Services Providers

The Committee on Preschool Special Education (CPSE) will assign related services provider(s) to work with your child each school year. For children who have 10-month IEPs, the school year begins in September. For children with 12-month IEPs, the school year begins in July. Parents do not have the right to choose the providers. Just as a school-age child is assigned to a new teacher each year, a preschool child could be assigned to a new provider each year (although in some cases, the child may be assigned to the same provider who worked with him or her before).

Most preschool students will receive related services through an agency that has a contract with the CPSE. Each agency works with many different therapists who provide services such as speech, occupational, and physical therapy. The CPSE will use the following procedure:

1. The CPSE will send your child's case to a first group of agencies (called "first tier agencies") and give them five days to assign a related services provider to your child.
2. If a first tier agency does not assign a provider by the deadline, the CPSE will send your child's case to a second group of agencies and give them up to five days to assign a provider.
3. If a second tier agency does not assign a provider by the deadline, the CPSE will send your child's case to a third group of agencies and give them up to five days to assign a provider.
4. If none of the three tiers of contracted agencies can assign a provider, the CPSE will select an independent provider and sign a contract with them.

The CPSE is responsible for finding service providers, whether they work for contracted agencies or independent providers, to work with your child.

Know Your Rights

As a parent of a preschool child receiving related services, you should be aware of your legal rights:

- The Department of Education must provide all related services on the IEP, starting on time. If your child has a 10-month IEP, services must start at the beginning of the new school year in September. If your child has a 12-month IEP, the new school year begins in July. If your child starts receiving related services during the school year, services must begin by the start date listed on your child's IEP.
- Services must take place in the least restrictive environment appropriate for your child. For most children, the least restrictive environment will be the child's preschool, child care center, or home. Sometimes, the IEP team determines that it is appropriate for a child to receive services in a different location, such as a related services agency. The appropriate location should be discussed and decided at your child's IEP meeting.
- The CPSE must arrange transportation for preschool students who receive related services at a location other than their home, preschool, or child care center. For example, if your child gets speech therapy at a speech therapist's office that you can reach by public transportation, the CPSE can give you Metrocards to cover the cost of taking your child to the agency. If you are unable to take your child to the agency, the CPSE can arrange busing.
- Your child has the right to receive make-up services for any weeks that he or she misses because the CPSE did not arrange for the services to start on time.

How to Resolve Problems With Related Services

You can take the following steps if you are having a problem with your preschool child's related services, such as services not starting on time, services not being provided at the appropriate location, or transportation not being provided to services at an agency:

1. Call the CPSE office that serves your child. You should ask to speak to the **CPSE placement officer**, who is the staff person in charge of assigning related service providers to preschool children. For a list of CPSE offices and their phone numbers, please visit: **http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/cpse.htm**
2. If the CPSE does not resolve the problem, e-mail **relatedservices@schools.nyc.gov**, an e-mail address set up by the Department of Education to address problems with related services. You should include your child's name, date of birth, NYC ID #, a description of the problem, and any steps you have taken to try to address the problem. Please feel free to copy Advocates for Children at **preschool@afcnyc.org** so we are aware of your concern.
3. You have the right to file for mediation or an impartial hearing.

For more information, please see Advocates for Children's *Guide to Preschool Special Education Services*, available online: **www.advocatesforchildren.org/get_help/guides_and_resources.** You can also call our Helpline at 1-866-427-6033 to discuss your child's individual situation.

TeachingStrategies®

The Creative Curriculum® *for* Preschool

Complimentary Invitational Event

Learn how *The Creative Curriculum® for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills through exploration and discovery.

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Barnes and Noble Conference Center
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Between Lexington & 3rd Avenue
New York, NY 10028

9:30 a.m.–11:30 a.m.
Continental Breakfast served
        -or-
12:30 p.m.–2:30 p.m.
Lunch served

RSVP to Caitlin Taylor
rsvp@teachingstrategies.com
by Wednesday, October 30

THE NATIONAL CENTER ON
**Quality Teaching
and Learning**

INSTRUCTIONAL INTERACTIONS:
BEYOND CLASS SCORES AND BACK IN THE CLASSROOM
from the ECE webinar presented Sept. 3 & Sept. 5, 2013 by Vanessa Maanao-French and Mala Sablok

HANDOUT

How much time do we have with the children in our class?

There are only about **2,000 days** from a child's birth to the first day of kindergarten. In most Head Start programs, we have children for one year in part year/part day programs, **approximately 128 days, 4 hours a day, or 512 hours per year**. How much time is this? **Only 6% of the child's year.** We have even less time with children in our home visiting in both Head Start and Early Head Start.

That means every moment matters:

- The 20-second conversation you have with a child while helping her learn to tie her shoe

- The 5-second warm greeting you give to a child and parent when they walk in the door

- The hours that teachers spend documenting their observations of children in order to design their 10–15 minute circle times

- The time spent planning parent engagement workshops

Every day, every hour, every moment matters.

How do we use that time?

Let's look more closely at our 6%. **Too often instructional interaction and direct teaching are thought of as interchangeable**. Teachers "save" these rich teaching moments for large and small group activities. But if instructional interactions are limited to leading a science activity, for example, or reading aloud during group time, **that would leave us only 1 hour per day of instructional interactions.**

Instead, **teachers should infuse instructional interactions throughout the day, but this is not easy.** It takes planning, reflection, and constructive feedback. Teachers think about each activity, routine, and transition in the day, and consciously decide to build instructional interactions into them. So, how do we do that?

Created as a draft for the September 2013 ECE Specialist webinar

Do we *actually* do what we *think* we do?

Let's compare:

- **What teachers *think* they do**
- **What children experience**
- **What many teachers *actually* do**

Teachers often think their conversations are rich back-and-forth exchanges that encourage critical thinking skills and language development. **Children often experience conversations that feel out of context** and disconnected from what they're interested or engaged in.

Teachers often save deep-thinking conversations for large group or small group activities. But these do not usually lend themselves to rich conversation. We find ourselves "roll calling" for children's thinking and have limited time for children to process and formulate their thoughts.

Children often think that teachers are just randomly talking to them…and the **research shows that teachers tend to make a comment and then move on, with no back-and-forth.**

Conversations can happen anytime, anywhere, but it takes planning to engage children in rich conversations. The goal is a classroom culture that supports conversations, where children are listened to, and where they listen to each other.

What tools encourage rich interactions and conversations?

Wait time

Teachers often think they really *do* give children time to process and to express themselves. **From a child's perspective there may not be enough time to synthesize their many thoughts, current experiences, and memories** into an idea to share. Consequently, the child feels rushed.

One solution is to **provide more time.** Waiting is difficult for all of us, but we have to remember that formulating an idea is hard work on the child's part. We need to force ourselves to wait a little longer, possibly counting to five in our head s-l-o-w-l-y. **Wait time is critically important** to provide children the opportunity to talk if they want to.

Meaningful questions

Typically, **we ask children questions that we already know the answer to,** and we expect a predetermined response. Because of this, our questions don't provide a path to an engaging conversation. **Children either don't respond or respond with a one- or two-word answer.**

We need to **rethink the types of questions we are asking.** If we are asking questions for evaluation, we need to reframe them to **capture children's imaginations, allow them to share their experiences,** and support them to extend their thoughts.

Created as a draft for the September 2013 ECE Specialist webinar

And when you ask a question, remember to give children time to think so they can offer their own perspective.

Intentional planning

Often teachers spend more time planning what materials to put in the learning centers than in thinking about children's interactions there. **An individualized approach that focuses on specific interactions—behaviors and conversations in the classroom—will make a difference.**

We can start by having teachers **share ideas and brainstorm new strategies.** Teachers need to know what specific types of classroom interactions will promote learning and development. Teachers need to know what these interactions look like in action—in a wide variety of classrooms, and with different types of children.

Know–See–Do–Reflect–Plan = Improve!

Teachers say they don't get nearly enough opportunities to see other teachers teach and they report how helpful it is. To improve, teachers need ongoing opportunities to **receive feedback and reflect on their classroom practice** using video or a feedback session with a peer or supervisor who has observed their classroom.

Feedback from others, including how children respond, is one step. The most important next step is to **take that feedback to inform what happens next.** Growth is supported by careful planning.

What do you do when your observations tell you that some children are not able to fully participate?

You could use some of the effective teaching practices described in the roof of the NCQTL House that will help you individualize, such a curriculum modifications or child-focused instructional strategies.

Teaching young children is a lot like learning yoga.

It is not easy.
You must be committed to regular, intentional practice.
You need to know the steps to progress.
You need a model to know if your attempts are on track.
You must go beyond your comfort zone and take some risks.
You should have guidance from someone who can give you feedback on your approach.
You can only improve with continued dedication to learning and stretching your understanding.
Essential to both is deep reflection and a desire for self-improvement.

Our time with the children matters. We want to make each moment matter.

Early childhood is *"…a period of momentous significance—by the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users, and they will have reached certain important decisions about their own abilities and their own worth."*

By the time our children leave us and enter kindergarten they will have come to a decision about not only who they are, but who they can be.

Our work in Head Start is not easy, but this is the time; our children need us.

As ECE specialists in the field, we support programs and teachers to see these children as our dreamers, communicators, inventors, and leaders.

What you do matters.

Additional resources

Teachers can come together to reflect and think creatively build momentum, but **without follow through, the benefits will fade with time.**

Fostering Children's Thinking Skills 15-Minute In-Service Suite:

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/foster.html

Engaging Children in Conversations 15-Minute In-Service Suite:

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/engage.html

Novel Words 15-Minute In-Service Suite:

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/engage.html

Asking Questions 15-Minute In-Service Suite:

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ask.html

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. American Educator, 27(1). Retrieved from
http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf

This article summarizes a longitudinal study focused on identifying aspects of children's early experiences in the home that contribute to their later language and cognitive development. Findings showed large differences in the amount and quality of children's experiences with language and interactions by their third birthday associated with families' socio economic levels.

Created as a draft for the September 2013 ECE Specialist webinar

Jablon, J., & Stetson, C. (2007). Tips for talking with children. Teaching Young Children, 1(1), 8–9.

Retrieved from http://www.nxtbook.com/nxtbooks/naeyc/tyc_vol1issue1/index.php?startid=9

This resource is a one-page article that outlines ten tips for engaging in meaningful conversation with young children.

Massey, S. (2004). Teacher-child conversation in the preschool classroom. Early Education Journal, 31, 227–232.

This article discusses how to engage children in conversations during three critical times throughout the day (book reading, playtime, and mealtime). It incorporates examples of how teachers can model and facilitate conversations to enhance oral language development.

Epstein, A. (2003). How planning and reflection develop young children's thinking skills. Beyond the Journal – Young Children on the Web.

Retrieved from http://journal.naeyc.org/btj/200309/Planning&Reflection.pdf

This article focusing on engaging children in planning and reflection as a way to promote children's thinking and problem-solving skills.

Seitz, H. J. (2006). The plan. Building on children's interests. Beyond the Journal – Young Children on the Web.

Retrieved from http://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf

This article describes how teachers can build on children's interests and curiosity to help them think further and more deeply.

Quote:
Donaldson, M., Grieve, R., & Pratt, C. (Eds.) (1983). Early childhood development and education: Readings in psychology (p. 1). Oxford: Basil Blackwell.

Developmental Screening and Assessment Instruments

with an Emphasis on Social and Emotional Development
for Young Children Ages Birth through Five

Compiled by Sharon Ringwalt

May 2008

nectac
The National Early Childhood Technical Assistance Center

In recent years, there has been a growing emphasis on the mental health and social and behavioral developmental needs of very young children. In response, state administrators and local providers of early intervention and preschool programs have worked to strengthen their screening and assessment of children's social and emotional development. They have sought guidance from technical assistance providers, including the National Early Childhood Technical Assistance Center (NECTAC) about appropriate tools to use. To meet this need, NECTAC, as part of its cooperative agreement with the U.S. Office of Special Education Programs, compiled this product. This list of instruments was gathered through a review of: the infant mental health literature, states' Part C and Part B–Section 619 Web sites, screening and assessment texts, and publishers' Web sites. The complete list of sources used is at the end of this compilation. The screening instruments include both those that address multiple developmental domains as well as those that focus on the social-emotional developmental domain. The screening instruments are further sub-divided into those which must be administered by professionals and those that may be completed by family members or other caregivers. A list of assessment instruments that must be administered by professionals is also provided. The information for each instrument includes a description, the age range for which the instrument was validated, the time to administer, the scoring procedure, psychometric properties, and requirements for administrators, and a link to, or address for, the publisher or source of more information.

Suggested citation:
Ringwalt, S. (2008). *Developmental screening and assessment instruments with an emphasis on social and emotional development for young children ages birth through five*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

This document appears at: *http://www.nectac.org/~pdfs/pubs/screening.pdf*

A list of currently available NECTAC publications can be viewed at our site on the World Wide Web or requested from us. NECTAC is committed to making the information it disseminates fully accessible to all individuals. To acquire this publication in an alternate format, please contact us through our Web site or email address below. NECTAC is a program of the FPG Child Development Institute at The University of North Carolina at Chapel Hill.

I. MULTI-DOMAIN SCREENING INSTRUMENTS THAT MAY BE COMPLETED BY FAMILIES OR OTHER CAREGIVERS

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Ages and Stages Questionnaire (ASQ) - 2nd Ed.	The Ages & Stages Questionnaire (ASQ) system is designed to be implemented in a range of settings & can easily be tailored to fit the needs of many families. Clear drawings & simple directions help parents indicate children's skills in language, personal-social, fine & gross motor, & problem solving. The ASQ involves separate copy-able forms of 30 items for each age range (tied to well-child visit schedule). The measure can be used in mass mail-outs for child-find programs as a first-level screening tool to determine which children need further evaluation to determine their eligibility for early intervention or preschool services. The questionnaire can also be used to monitor the development of children at risk for disabilities or delays. Published in English, Spanish, French & Korean, other translations are in development. A video is available that demonstrates completion of the questionnaire for two children. Their family is introduced & guided through questionnaire completion by a home visitor. Viewers discover how to explain the ASQ screening process, redefine items to reflect a family's values & culture, create opportunities for child learning & development, & promote positive parent-child interaction.	Birth to 60 months	~ 15 - 20 minutes, less if parents complete independently (each questionnaire takes 10-20 minutes to complete, with 2-3 minutes to score)	A 2 SD below the mean cut-off score is used for questionnaires at 4, 8, 12, 16, 24, 30 & 36 months A 75 developmental quotient is the cut-off for questionnaires at 6, 10, 14, 18, 22, 27 & 33 months. Scores provide guidance on which children to refer for diagnostic testing, which to provide with skill-building activities & recommend to re-screen, & which children simply to provide activities for.	The normative sample consisted of educationally, economically, and ethnically diverse families (Caucasian, African American, Hispanic, and Native American), but the sample was not nationally representative. Test-retest reliability, inter-rater reliability, and internal consistency: acceptably high to strong results. Internal consistency and predictive validity: moderate results. Under-referral rates ranged from 1% to 13% across the age intervals; over-referral rate ranged from 7% to 16%. Sensitivity range from 38% to 90% across the intervals, while specificity ranged from 81% to 90%. Concerns: The normative sample was not nationally representative – parents from Asian backgrounds appear underrepresented. Product information: http://www.brookespublishing.com/store/books/bricker-asq/index.htm	Parents; home visitors; other providers; requires a 6th grade reading level. Professionals score the questionnaires.
Child Development Inventories (CDI)	Three separate instruments [the Infant Development Inventory (IDI), Early Child Development Inventory (ECDI), & the Preschool Development Inventory (PDI)] each with 60 yes-no descriptions. Inventories measure a child's development in five domains: gross motor, fine motor, language, comprehension, and person-social. Items tap the better predictors of developmental status only. A 300-item assessment-level version may be useful in follow-up studies or sub-specialty clinics & produces age equivalent & cutoff scores in each domain.	3 - 72 months; IDI for 3-18 months; ECDI for 18-36 months; PDI for 36-60 months	~ 10 minutes, less if parents complete independently	The ECDI & the PDI produce a single cutoff tied to 1.5 standard deviations. T-scores may be calculated from this information. The IDI provides cutoffs for each of five developmental domains & illustrates both significantly advanced & delayed development.	The normative sample reported in 1995 consisted of 1,322 children; it was three times larger than the original MCDI sample for the same ages (1-4 yrs), and represented a broader range of demographics. A February 2006 article in the Journal of Clinical Psychology reports that a review of 132 cases utilizing parental report on the CDI found these data to be highly correlated ($r = 0.92$) with mental ages obtained during formal psychometric evaluation. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a9670	The CDIs can be mailed to families, completed in waiting rooms, administered by interview or by direct elicitation.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Kent Inventory of Developmental Skills – 3rd Edition (KIDS)	Completed by the child's caregiver, and based on repeated observations of behavior across a wide range of conditions. The 252 items on the KIDS questionnaire assess the following domains: motor, self-help, cognitive, communication, and social skills. Linguistically adapted and standardized versions are available for the Netherlands, Spain, Russia, and Hungary.	Infancy through 15 months (or up to age 6 when a severe develop-mental delay is present)	45 minutes	Developmental age scores and standard scores which highlight a child's strengths and needs. Provides information about whether a child has developmental delays, is at risk for delays, or is not delayed.	Standardized on 706 infants in the United States and in Europe. The reliability of the domains is particularly high for infants between 2 and 12 months; for those older than 12 months the analysis of the Motor and Self-Help domain is less reliable. Internal consistency = 0.95 for full development scale & between 0.93 and 0.99 for the 5 domains. Test-retest reliability between 0.86 and 0.98. Scale validity: 0.95 for the full scale and somewhat lower values for the 5 domains (between 0.80 and 0.88). Product information: http://portal.wpspublish.com/portal/page?_pageid=53,105083&_dad=portal&_schema=PORTAL	Parent or other caregiver who spends significant amounts of time with the child. Can be completed at home or elsewhere and returned for scoring.
The Ounce Scale	The Ounce Scale is an observational, functional assessment that can be used effectively with children living in poverty, children at risk or with disabilities, and children growing and developing typically. The Ounce Scale is organized around eight age levels and six areas of development: Personal Connections-How children show trust; Feelings about Self-How children express who they are; Relationships with Other Children-How children act around other children; Understanding and Communicating-How children understand and communicate; Exploration and Problem Solving-How children explore and figure things out; and Movement and Coordination-How children move their bodies and use their hands. English and Spanish versions available.	Birth through 42 months – divided into 8 intervals	The Ounce Scale involves ongoing observation that is periodically summarized.	The Ounce Scale has a twofold purpose: (1) to provide guidelines and standards for observing and interpreting young children's growth and behavior, and (2) to provide information that parents and caregivers can use in everyday interactions with their children. It is not scored, but provides rating on individual indicators.	Pilot and field testing of the Scale occurred over two years across 5 states in early childhood sites. Validation and reliability studies underway. Product information: http://pelcatalog.pearson.com/program_multiple.cfm?site_id=1021&discipline_id=802&subarea_id=0&program_id=942	Early interventionists, Early Head Start programs, child care centers, Even Start programs, home visiting programs, and family child care homes.
Parents' Evaluations of Developmental Status (PEDS)	This screening & surveillance tool provides decision support & both detects & addresses a wide range of developmental issues include behavioral & mental health problems. It promotes parent-provider collaboration & family-centered practice by relying on 10 carefully constructed questions eliciting parents' concerns. Domains screened include: global/cognitive, expressive language and articulation, receptive language, fine motor, gross motor, behavior, social-emotional, self-help, and school. In English, Spanish & Vietnamese with additional translations in development.	Birth to 8 years	2 – 10 minutes, less if parents complete independently	Yields high, moderate, & low risk for developmental & behavioral/mental health problems. A longitudinal score & interpretation form organized by the AAP's well-visit schedule remains in the medical record. Identifies when to refer, screen a second time, advise or support families, postpone referral, and/or monitor development, behavior, & academic progress. Resources on the PEDS can be downloaded from: http://www.pedstest.com/content.php?content=download_resources.html	Normative sample: not nationally representative. Inter-rater reliability, internal consistency, and predictive validity: acceptably high to strong results; concurrent validity: moderate results. Concerns: diversity of normative sample. Product information: http://www.pedstest.com/	Written at the 4th to 5th grade level, parents can complete the measure while they wait for appointments.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Pediatric Symptom Checklist	This tool, which consists of a 35-item checklist for emotional and behavioral problems, screens for social-emotional delays or disorders in order to identify need for additional assessment. English, Spanish, and Japanese versions available.	4 to 16 years	10 – 15 minutes	Items are rated on a 3 point scale of "never," "sometimes," or "often."	Test-retest reliability and internal consistency: acceptably high to strong results; predictive validity: moderate results. Product information: http://psc.partners.org/	Parent or caregiver, with interpretation by a practitioner with advanced training and experience in psychology.

II. MULTI-DOMAIN SCREENING INSTRUMENTS TO BE COMPLETED BY PROFESSIONALS

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Battelle Developmental Inventory Screening Test (BDIST)	The 96 items use a combination of direct assessment, observation, & parental interview. The BDIST taps a range of discrete domains including receptive & expressive language, fine & gross motor, adaptive, personal-social, & cognitive/academic. It is intended to identify children at-risk for delay and in need of full evaluation with the full-scale Battelle Developmental Inventory (BDI).	12 – 96 months	~ 20 minutes	Yields cut-off scores and age equivalents. Cutoffs at 1.0, 1.5, & 2.0 SD below the mean, with 1.5 providing optimal sensitivity & specificity. Test also produces age equivalents.	Normative sample of 800 children is nationally representative, and based on the BDI. Test-retest reliability and concurrent validity: acceptably high to strong results. The receptive language subtest appears accurate as a brief prescreen. Concerns: the age equivalent scores appear deflated & thus are best used only when cutoffs fall at or below 1.5. In addition, while the normative sample is considered nationally representative, the sub-sample of children at any particular age may be quite small. Furthermore, Asian or Native American families were not included in the sample. Product information: http://www.assess.nelson.com/test-ind/bdi.html	Members of multi-disciplinary evaluation teams; can be administered by paraprofessionals who have had supervised practice.
Bayley Infant Neurodevelop-mental Screener (BINS)	The BINS is designed to identify infants who are developmentally delayed or who have neurological impairments. It emphasizes a process approach by considering how an ability is expressed, rather than simply whether the ability is exhibited. Each of the six item sets that comprise the BINS is appropriate for different developmental ages; each covers a 3 -6 month age range. The sets contain 11 to 13 items. The four conceptual areas of ability assessed by the BINS are basic neurological functions/intactness; receptive functions; expressive functions; & cognitive process. A single form covers all age ranges & a carrying case of needed materials is provided. A videotape is also available to facilitate learning to administer the measure. The BINS is published in English only.	3 - 24 months	~ 10 minutes/set	Cut scores of low, moderate or high risk for each of the domains. Items are scored as optimal/non-optimal. Those performed optimally by the infant are summed, & the total score is located in relation to the cut scores to determine the infant's risk classification.	Normative sample is nationally representative. Test-retest reliability, inter-rater reliability, international consistency: acceptably high to strong results. Concurrent validity: moderate results. Product information: http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8028-708	A professional with training & credentials & meeting the requirements specified by the particular test instrument or test company.
Birth to Three Assessment and Intervention System, 2nd Edition (BTAIS-2), Screening Test of Develop-mental Abilities	The Screening Test of Developmental Disabilities consists of 85 items for identifying problems in the following areas: language comprehension, language expression, nonverbal thinking, social/personal development, and motor development.	Birth to 3 years	15 minutes	Instrument is norm-referenced and yields standard scores. It can be scored by observation or parental report, with the score for each subtest plotted on a graph to show child's performance level in months.	Normative sample of 357 typically developing children from 4 ½ to 36 months from 3 states. Children were evenly divided between rural and urban, male and female, with children from various ethnic backgrounds and socio-economic status. Concerns: limited evidence for both validity and reliability. Because no children younger than 4 months were included in the normative sample, then the screening may not be appropriate for very young infants. Product information: http://psycan.com/Default.aspx	A professional with training & credentials & meeting the requirements specified by the particular test instrument or test company.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Brigance Screens	Nine separate forms, ~ one for each 12-month age range, the Brigance Screens tap speech-language, motor, readiness & general knowledge, & for the youngest age group, social-emotional skills. All Screens use direct elicitation & observation except the Infant & Toddler Screen, which can be administered by parent report. All Screens are available in English & Spanish.	Birth to ~ 90 months	~ 10 minutes/ screen	Cutoff, age equivalents, percentiles, & quotients in motor, language, & readiness at all age levels except Infant & Toddler, which provides scores for nonverbal & communication. Cutoff scores should identify at least 75% of the children who need further evaluation and 82% of those who do not. Overall scores generated at all age levels. The screens also provide criterion-referenced and norm-references scores and growth indicator scores to measure a child's progress.	The 1995 standardization sample (for children two and older) included 408 children and families, representing the geographic regions of the United States and the demographic characteristics of the U.S. population as a whole. The parents of children in the normative sample reflect the current U.S. demographics (educational attainment, ethnicity, etc.) In 2001, the Infant/Toddler Screens were standardized on children from 29 sites across the country. Testing results reflect the average performance of children according to ethnicity, gender, age, socioeconomic differences, etc. Production information: http://www.curriculumassociates.com/products/detail.asp?title=BrigScreenInfant&Type=SCH&CustId=9875959122908171408293	Widely used in educational settings & often administered by paraprofessionals (a video is available to facilitate learning the test). I/T screen can be done by parent report.
Denver Developmental Screening Test II (DDST-II)	The purpose of the DDST-II is to screen children or possible developmental problems, to confirm suspected problems with an objective measure, to monitor children at risk for developmental problems. 125 Performance-based and parent report items are used to screen children's development in four areas of functioning: fine motor-adaptive, gross motor, personal-social, and language skills. There is also a testing behavior observation filled out by the test administrator. English and Spanish versions available.	1 month to 6 years of age	10 to 20 minutes	Child's exact age is calculated and marked on the score sheet; for premature infants, scorer should subtract the number of months premature from the infant's chronological age. Scorer administers selected items based on where the age line intersects each functional area. The scorer can then determine if child's responses fall into or outside of the normal expected range of success on that item for the child's age. The number of items upon which the child scores below the expected age range determines whether the child is classified as within normal range, suspect, or delayed. Those with suspect scores are monitored by more frequent screening, while those with delayed scores are referred for further assessment.	Normative sample: Originally, 1036 English-speaking children from Colorado, approximating the occupational and ethnic distribution of that state. 1990 re-standardization included 2096 children, also from Colorado, Test-retest reliability and inter-rater reliability: acceptably high to strong results. Concerns: normative sample not nationally representative – re-standardization sample overrepresented Hispanic infants, underrepresented African American infants, and had a disproportionate number of infants from Caucasian mothers with more than 12 years of education. In addition, the screening is reported to miss children with developmental delays. Product information: http://www.denverii.com/DenverII.html	Trained paraprofessionals and professionals administer the test.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3) and Speed DIAL	Screens all five early childhood areas: motor, language, concepts, plus self-help and social development. The test also includes a 9-item rating scale of the child's social-emotional behavior and a rating of the child's intelligibility. The Speed DIAL, included with the DIAL-3, is a brief screen. English and Spanish versions available.	3-0 through 6-11	20-30 minutes; Speed DIAL: 15-20 minutes	The DIAL-3, like DIAL-R, provides scores for *Motor, Concepts, Language*, plus an overall composite, and behavioral observation cutoffs. The DIAL-3 also provides standardized scores for *Self-Help* and *Social Development*, assessed by a Parent Questionnaire. Percentile ranks and standard scores are also provided. Speed DIAL yields one total score.	Normative sample: 1,560 English-speaking and 605 Spanish-speaking children throughout the U.S., based on 1994 Census Data. The Speed DIAL total score is reported to be reliable and highly correlated with the DIAL-3. Internal consistency for the scales ranges from 0.66 to 0.87. Content and concurrent validity are reported to be good. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a13700	Useful for early childhood specialists, preschool and kindergarten teachers, Head Start programs, and child development centers. Speed DIAL is appropriate for quick screening in smaller settings such as departments of public health, pediatric offices, health fairs, homes, and classrooms. The supervisor of those who use these screening instruments should have completed graduate training in measurement, guidance, individual psychological assessment, or special appraisal methods.
Developmental Profile 3 (DP-3)	Adaptive behavior scales, in 5 domains: physical, self help skills, social, academic and communication.	Birth to 12 years	20 – 40 minutes	The DP-3 yields norm-based standard scores (including a General Development Score) that can be used to determine eligibility for services; percentiles, stanines, age equivalents, and descriptive ranges.	Standardized on a nationally representative (in terms of ethnicity, geography, and socioeconomic status) sample of 2,216 children who were typically developing. Product information: http://portal.wpspublish.com/portal/page?_pageid=53,186601&_dad=portal&_schema=PORTAL	Interview or parent/caregiver checklist (to be used when an interview is not possible). User should have training in child development and experience interviewing families.
Early Childhood Inventory-4 (ECI-4)	Modeled closely on the *Child Symptom Inventory-4 (CSI-4)*, the *Early Childhood Inventory-4* (ECI-4) screens for emotional and behavioral disorders in children from 3 to 5 years of age. A Teacher Checklist and a Parent Checklist, based on DSM-IV criteria, cover symptoms for the same disorders as the CSI-4, except that they do not cover schizophrenia but add reactive attachment disorder, selective mutism, and eating, sleeping, and elimination problems. In addition, a brief developmental section gives a global impression of the child's speech and language abilities, fine and gross motor coordination, and social skills.	3 to 5 years	10 – 15 minutes for each checklist	The ECI-4 offers a Screening Cutoff Score and a Symptom Severity Score; together these provide a picture of the child's symptoms and groundwork for a DSM-IV diagnosis.	The ECI-4 Manual addresses appropriate concerns and cautions about applying DSM-IV diagnostic criteria to preschool children. Product information: http://portal.wpspublish.com/portal/page?_pageid=53,69469&_dad=portal&_schema=PORTAL	By a professional, using checklists completed by parents and teachers.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Early Screening Inventory – Revised (ESI-R)	ESI-R is designed to be a brief developmental screening tool that accurately identifies children who may need special education services in order to perform successfully in school. The test consists of performance-based items that test the child's capabilities in the areas of visual motor/adaptive, language, and cognitive development. It enables programs to quickly address any possible learning blocks, such as developmental delays, learning problems, or lack of school preparedness. Parents are present for the test administration and fill out a Parent Questionnaire, which is used for supplementary information. English and Spanish versions available.	3 – 6 years	15 – 20 minutes	Norm-referenced rating scale. This instrument has two versions, each normed for a different age range: • ESI-P is for children ages 3 to 4 1/2 • ESI-K is for children ages 4 1/2 to 6	Normative sample: 5,034 children enrolled in 60 sites from 10 states. Classrooms were drawn from Head Start (N = 20), publics schools (N = 26) and other child care and early childhood programs. This sample included approximately equal numbers of girls and boys. Seventy percent of the children were white (non-Hispanic), 16% were African-American, 32% were enrolled in Head Start programs, and 20% had mothers who had less than a high school education. Reliability data indicate that the inventory is a highly stable and consistent screening device. The test accurately identified 9 out of 10 students who were "at risk" of school problems and also correctly excluded most students who were not at risk from further assessments. Reliability: Inter-rater = 0.97 - 0.99; Test-retest = 0.87 - 0.98. Validity: Predictive = 0.73. Sensitivity 92-93%. Specificity 80%. Product information: http://www.pearsonearlylearning.com/	Individuals who have some background in early childhood behavior and development can administer the scale, such as teachers, students of child development, school psychologists, or allied health professionals. Experienced paraprofessionals have also been successfully trained to administer the scale.
ESP: Early Screening Profiles	A comprehensive, yet brief, multi-dimensional screening instrument for children. The ESP is a tool that uses multiple domains, settings, and sources to measure cognitive, language, motor, self-help, and social development. It also surveys the child's articulation, home environment, health history, and test behavior. The three basic components, called Profiles, are supplemented by 4 Surveys. You can administer all of the profiles and surveys-or just the ones you need. The Profiles are: Cognitive/Language, Motor, and Self-Help/Social. The 4 Surveys are: Articulation, Home, Health History, and Behavior. Only available in English.	2-0 through 6-11	For most children, administration of the Profiles takes 15 - 30 minutes. The Surveys require an additional 15-20 minutes.	Two levels to choose from: Level I -Screening indexes of one to six corresponding to standard deviation units on the normal curve; Level II - Standard scores with confidence intervals, percentile ranks, and age equivalents.	Normative sample of 1149 children, stratified by gender, geographic region, parental education level, and race/ethnic group, ages 2 years, 0 months through 6 years, 11 months. Reliability: Internal consistency = 0.60 - 0.90; Test-retest = 0.55 - 0.93; Inter-observer = .80 - .99; Validity: studies are extensive and correlations vary. Sensitivity 53 - 92%. Specificity 65 - 88%. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a3500	Useful for early childhood specialists, preschool and kindergarten teachers, Head Start programs, hospitals, clinics, and family health centers. Supervisor should have completed graduate training in measurement, guidance, individual psychological assessment, or special appraisal methods.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Infant-Toddler and Family Instrument (ITFI)	ITFI allows family service providers to gather information and impressions about a child and family and their home environment that help providers decide whether further referrals and services are needed. The areas screened include gross and fine motor, social and emotional, language, coping, and self-help. Components include a Caregiver Interview (covering home and family life, child health and safety, and family issues and concerns), a Developmental Map, a post-visit Checklist for Evaluating Concern to alert providers to areas that are or may become problems and should be monitored, and a Plan for the Child and Family.	6 – 36 months	Two 45- to 60-minute sessions to conduct the Caregiver Interview and the Developmental Map; one 45- to 6-minute session to share findings and develop a plan.	Scoring for the ITFI is completed using a three-part Checklist for Evaluating Concern, after the provider leaves the family's home. The checklist summarizes the provider's impressions of family and child strengths and concerns based on information from the Caregiver Interview, the Developmental Map, and observations of the caregiver-child interaction and the home environment. For each item in the checklist, the provider indicates whether the condition is present, is of concern, or if the provider is unsure of its presence.	Not normed; field test involved 55 Connecticut families with 59 children ages 6 to 36 months. Product information: http://www.brookespublishing.com/store/books/apfel-4935/index.htm	Family service providers. Can be used in home visiting or center-based programs by family service providers from different fields, with varying levels of education and experience.
Infant-Toddler Developmental Assessment	Screens developmental functioning in several domains: gross motor, fine motor, relationship to inanimate objects (cognitive), language/communication, self-help, relationship to persons, emotions and feeling states, and coping. Identifies the need for additional assessment and intervention. Two or more professionals perform six phases of screening: referral and pre-interview data gathering; initial parent interview; health review; developmental observation and assessment; integration and synthesis; and sharing findings, completion, and reporting. Available in English and Spanish versions (parent report).	Birth – 42 months	Varies	Child's behavior rated as "present and observed," "not present and not observed," "reported present and not observed," "emerging," or "refused."	Normative sample: not nationally representative. Inter-rater reliability and internal consistency: acceptably high to strong results; concurrent validity: moderate results. Concerns: diversity of normative population. Product information: http://www.riverpub.com/products/ida/index.html	Administered, scored, and interpreted by highly trained individuals, using parent report and observations.

III.   SOCIAL-EMOTIONAL SCREENING INSTRUMENTS THAT MAY BE COMPLETED BY FAMILIES AND OTHER CAREGIVERS

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Ages and Stages Questionnaires: Social-Emotional (ASQ:SE)	Parent completed questionnaires designed to identify children in need of additional assessment. Personal-social areas assessed include self-regulation, communication, autonomy, coping, and relationships. Varies from 21-32 items, depending on age interval. English and Spanish versions available.	3 – 66 months	10-15 minutes	Scores on the ASQ: SE can be compared with empirically derived cutoff scores that indicate whether a child needs additional evaluation.	National normative sample of 3014 children from diverse backgrounds. Validity and reliability established in supporting studies. Sensitivity = -.75 – 0.89; specificity = 0.82 – 0.96; alpha = $0.67 = 0.91$; test-retest reliability = 0.94. Inter-observer reliability under study. Internal consistency, concurrent validity, and predictive validity: acceptably high to strong results. Concerns: normative sample not nationally representative. Product information: http://www.brookespublishing.com/store/books/squires-asqse/index.htm	Parent, caregiver; requires a 5th – 6th grade reading level.
Behavioral Assessment of Baby's Emotional and Social Style (BABES)	Behavioral screening instrument, consisting of three scales – temperament, ability to self-soothe, and regulatory processes. This instrument is intended for use in pediatric practices, clinics, and early intervention programs. Available in both English and Spanish.	0 – 36 months	10 minutes	The maximum possible score for this instrument is 48, with higher scores indicating more problematic behaviors.	Standardized on 128 caregivers (primarily mothers) in California. Concerns: Psychometric data are limited; additional standardization has been reported to be underway. Product information: California School of Professional Psychology—Los Angeles (818) 284-2777, extension 3030	Parent or other caregiver.
Brief Infant/Toddler Social Emotional Assessment (BITSEA)	This screening assessment, designed to quickly assess emerging social-emotional development, encompasses 60 items. It is intended to identify children who may need further, more comprehensive evaluation. The Parent Form includes 42 items and can be completed in the home or clinic. The Child Care Provider form allows screening across multiple settings. The available online items are from the Infant/Toddler Social Emotional Assessment – Revised (ITSEA – R), a comprehensive measure. Areas assessed are problem and competence, including activity, anxiety, and emotionality. Available in English, Spanish, French, Hebrew, and Dutch.	12 – 36 months	7 – 15 minutes	Yields both problem and competence total scores.	Clinical groups in the normative sample included young children who had delayed language, were premature, and those who had other diagnosed disorders. Adequate validity and reliability. Internal consistency for Problem = 0.83 – 0.89; for Competence = 0.66 – 0.75. Test-retest reliability, inter-rater reliability, internal consistency: acceptably high to strong results. Concurrent validity: moderate results. Concerns: normative sample of 600 children (1280 in the ITSEA normative sample) was not geographically representative. Product information: http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8007-352	Parent, caregiver, child-care provider; requires 4th to 6th grade reading level.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Carey Temperament Scales	These scales consist of questionnaires for five age groupings: The *Early Infancy Temperament Questionnaire* (EITQ) for infants 1-4 months; the *Revised Infant Temperament Questionnaire* (RITQ) for infants 4-11 months; the *Toddler Temperament Scale* (TTS) for children 1-3; the *Behavioral Style Questionnaire* (BSQ) for children 3-7; and the *Middle Childhood Questionnaire* (MCTQ) for children 8-12. Each questionnaire comprises 75-100 behavioral descriptions that are rated on a 6-point frequency of occurrence scale. Available in English.	1 month – 12 years	20 minutes	Provides norms for nine categories of behavioral style as defined in the classic *New York Longitudinal Study* (NYLS). May be scored by hand or by computer. Items are tabulated to yield a category score for each of the nine areas. The Caregiver Report includes the temperament profile and an interpretive report of scores written for the caregiver. The authors emphasize the importance of supplementing the results from the CTS with information gathered from interviews, observations, and other information collected by trained professionals.	Normative sample: not nationally representative. Reliability: Internal consistency (Cronbach's alphas): EITQ: scale ranged from 0.43 to 0.76 (median = 0.62); RITQ: scale ranged from 0.49 to 0.71 (median = 0.57); TTS: scale ranged from 0.53 to 0.86 (median = 0.70); BSQ scale ranged from 0.47 to 0.80 (median = 0.70); MCTQ scale ranged from 0.71 to 0.83 (median = 0.82). Test-retest reliability: EITQ (20 day test interval): scale ranged from 0.64 to 0.79 (median = 0.68); RITQ (25 day interval): scale ranged from 0.66 to 0.81 (median = 0.75); TTS (1 month interval): scale ranged from 0.69 to 0.89 (median = 0.81); BSQ (1 month interval): scale ranged from 0.67 to 0.94 (scale median = 0.81); MCTQ (75 day interval): scale ranged from 0.79 to 0.93 (median = 0.88). Validity: Literature on the clinical evidence for validity and appropriate use of temperament data in practice can be found in Coping with Children's Temperament (1995), written by Carey and McDevitt or in Developmental-Behavioral Pediatrics (1992), edited by Levine, Carey, and Crocker. Concerns: lack of diversity of normative sample, which was primarily a White middle-class Eastern US population. Product information: http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8040-015	Parent or other caregiver, with an early high school reading level. Scored and interpreted by a licensed or certified professional.
Devereaux Early Childhood Assessment Program (DECA)	This screening instrument includes 37 items, which are designed to assess 27 positive and 10 problem behaviors. Behaviors are rated as occurring "never," "rarely," "occasionally," "frequently," or "very frequently." It includes guidelines for supportive interactions and partnerships with families. English and Spanish versions available.	2 -5 years	10 minutes	Standardized and norm-referenced.	National normative sample of 2000 children with adequate validity and reliability studies. Internal reliability = 0.80 for parents, 0.88 for teachers. Test-retest reliability = 0.55 – 0.80 for parents, 0-68 – 0.91 for teachers. Inter-rater reliability = 0.59 – 0.77. Construct validity 0.65; Criterion validity 0.69. Product information: http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17%7CEA1000%7C0&CollID=2329	Parent, caregiver; scoring and interpretation completed by a highly trained individual.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Early Screening Project	This screening instrument is meant to identify children at-risk for adjustment problems, acting-out, and withdrawn behavior patterns. It comprises 3 successive stages of assessment, combining parent, teacher, and other professional observations. Available in English.	3 -5 years	At least 10 minutes/stage	Based upon their scores, children may be classified as "at risk," "high risk," or "extreme risk."	Normative sample: not nationally representative. Psychometric studies have supported the technical adequacy (reliability and validity) of the ESP. Test-retest reliability, inter-rater reliability, and concurrent validity: acceptably high to strong results. Predictive validity: moderate results. Concerns: lack of national representation in the normative sample. Product information: http://www.nekesc.k12.ks.us/esp.html	Teachers nominate children for screening who act out or are withdrawn. In the 2nd stage, the teacher completes a behavior checklist; in the 3rd stage a trained professional observes the child for two 10-minute sessions and the parents complete a questionnaire.
Eyberg Child Behavior Inventory (ECBI) and the Sutter-Eyberg Student Behavior Inventory – Revised (SESBI-R)	The 36 items of the ECBI and the 38 items of the SESBI-R focus on oppositional behaviors (e.g., attention, conduct, and oppositional-defiant) at home and in school, for children with and at-risk for these behaviors. Parents complete the ECRI, while teachers complete the SESBI-R. They rank each behavior on two scales: Intensity (frequency of behavior on a 7-point scale from "never" to "always") and Problem (yes/no for whether this behavior is a problem). Available in English, with a number of unofficial translations.	2 – 16 years	10 - 15 minutes	Yields Total Intensity Score and Total Problem Score.	This instrument has adequate validity and reliability studies. Test-retest reliability = 0.87 for intensity; 0.93 for problem. Inter-rater reliability: acceptably high to strong results. Internal consistency = 0.98 for intensity; 0.96 for problem. Concurrent validity: acceptably high to strong results, while predictive validity has moderate results. Discriminant validity = 0.80. Concerns: small normative sample of 798 children (although it was representative of 1992 census). Product information: http://www3.parinc.com/products/product.aspx?Productid=ECBI	Parent or caregiver, requiring 6th-grade reading level. Graduate-level clinical training needed to interpret the results.
Greenspan Social-Emotional Growth Chart	This individually administered screening instrument utilizes a 35-item questionnaire for parents or other caregivers; the items are presented in the order in which they are typically mastered. It can be used to identify social-emotional deficits, to monitor development of social-emotion capacities, and to establish goals for intervention.	Birth – 42 months	10 minutes	The items on this instrument are rated using a 5-point scale; results are reported as cut scores.	Reliability: 0.83 – 0.94, depending on age band. Product information: http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8280-229	Parent, caregiver
Infant-Toddler Symptom Checklist	This 21 item general screen is appropriate for clinic use. There are 5 separate age-related checklists, screening the areas of self-regulation, self-care, communication, vision, and attachment. The checklists are for 7-9 months; 10-12 months; 13-18 months; 19-24 months; and 25-30 months. Available in English.	7 – 30 months	10 – 20 minutes	Most items rate behaviors as "never or sometimes," "most times," or "past."	Adequate validity and reliability. False positive = 0.03 – 0.13; false negative = 0.0 – 0.14. Concerns: size (221 children) and diversity (majority, white middle class) of normative sample. Product information: http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=076-1643-559	Parent, with scoring and interpretation by highly trained program staff.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Mental Health Screening Tool (MHST)	Developed to determine a child's need for more in-depth mental health evaluation. Intended for use by those in contact with young children, particularly those in out-of-home placements, who do not have extensive experience with or expertise in evaluating mental health.	0 – 5 years	10 minutes	This screening instrument can be used as a resource to identify those children most in need of more intensive mental health screening and/or assessment.	Three sites in California pre-tested this instrument as it was being developed. Product information: http://www.cimh.org/downloads/ScreeningTool0-5.pdf	County department of social services or mental health caseworkers, public health nurses, childcare staff and providers, foster parents, early intervention service providers, receiving home/shelter staff, and pediatricians.
Pediatric Symptom Checklist (PSC)	The original 35-item checklist is a screening tool for psychosocial dysfunction. It has been validated in other forms and translated into a number of languages. All forms can be downloaded without charge from http://www.massgeneral.org/allpsych/psc/psc_home.htm	4 – 16 years	10 – 15 minutes	Items on this tool are rated as "Never," "Sometimes," or "Often" present and scored 0, 1, and 2, respectively. The examiner calculates the total score by adding together the score for each item. For children ages 4 and 5, the PSC cutoff score is 24 or higher. A positive score on the PSC indicates the need for further evaluation by a qualified health or mental health professional.	Validity studies have revealed agreement between the PSC and the Child Behavior Checklist (CBCL) and the Children's Global Assessment Scale (CGAS). The authors report high rates of overall agreement (79%; 92%), sensitivity (95%; 88%) and specificity (68%; 100%) with the CGAS with samples of children drawn from both middle and low SES. Product information: http://www.brightfutures.org/mentalhealth/pdf/professionals/ped_sympton_chklst.pdf	Checklist completed by families. A positive score indicates that additional evaluation is needed by a physical or mental health practitioner.
Preschool and Kindergarten Behavior Scales – 2nd Edition (PBKS-2)	These scales include 34 items in the social skill scale (includes social cooperation, social interaction, and social independence sub-scales) and 42 in the problem behavior scale (includes externalizing and internalizing sub-scales). It is specifically designed to screen the preschool through kindergarten population and for intervention planning. Available in English and Spanish.	3 – 6 years	15 – 20 minutes	Behaviors are rated as occurring "never," "rarely," "sometimes," or "often."	Normative sample of 2855 children. Test-retest reliabilities are .69-.78. Internal consistency is .96-.97. There is high concurrent validity. Inter-rater reliability: moderate results. Concerns: normative sample was not nationally representative. Product information: http://www.proedinc.com/customer/productView.aspx?ID=2285	Parent, teacher, primary caregiver; interpretation requires a professional with training in psychological testing.
Social Skills Rating System	This instrument focuses on positive behaviors; ratings produce social skills, problem behaviors, and academic competence scales. There are 49 items on the parent's version, with 40 on the teacher's. Versions available in English and Spanish.	3 – 5 years	10 – 15 minutes	Scores for this instrument yield 3 scales: Social Skills, Problem Behaviors, and Academic Competence scales. For each scale, standard scores and percentile ranks are available. In addition scores indicate Behavior Levels (fewer, average, and more) for both the scales and subscales. Frequency and Importance ratings for the items reveal behaviors that may need intervention.	Normative sample: not nationally representative. Internal consistency: 0.73 - 0.95. Test-retest reliability: is 0.85 for teachers and 0.87 for parents. Concurrent validity: moderate results. Concerns: The preschool norms are from a separate sample of 200 children. Reviewers note that additional studies on the preschool version of this system are needed. In addition, normative sample not representative of the nation. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a3400	Parent, teacher

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Strengths and Difficulties Questionnaire (SDQ)	The SDQ comprises a brief questionnaire, with several versions to meet the needs of researchers, clinicians and education specialists. All versions of the SDQ ask about 25 attributes divided among 5 scales: emotional symptoms, conduct problems, hyperactivity/ inattention, peer relationship problems, and pro-social behavior. Designed to identify the need for more in-depth assessment. Versions available in English, Spanish, and more than 45 additional languages.	3 – 16 years	10 minutes	25 items are divided among 5 scales (Emotional Symptoms Scale, Conduct Problems Scale, Hyperactivity Scale, Peer Problems Scale, and Prosocial Scale) of 5 items each, generalizing scores for conduct problems, hyperactivity, emotional symptoms, peer problems, and prosocial behavior; the first four of these can be summed to yield a total difficulties score.	Normative sample: not nationally representative. Test-retest reliability: acceptably high to strong result; internal consistency and predictive validity: moderate results. In a British study published in 2000, multi-informant SDQs (parents, teachers, older children) identified individuals with a psychiatric diagnosis with a specificity of 94.6% (95% CI 94.1-95.1%) and a sensitivity of 63.3% (59.7-66.9%). Concerns: lack of national representation in normative sample. Product information: http://www.sdqinfo.com/	Parent, teacher, with interpretation by trained program staff.
Temperament and Atypical Behavior Scale (TABS screener)	Screener consists of a 15-item, single-sheet form. Responses are yes/no. Only children whose scores indicate a potential problem need to be assessed with the more extensive TABS Assessment Tool. Areas screened are temperament, attention and activity, attachment and social behavior, neurobehavioral state, sleeping, play, vocal and oral behavior, senses and movement, and self-stimulatory behavior. Available in English.	11 to 71 months	5 - 30 minutes	Identifies when more extensive assessment is needed (i.e., when one or more of the 15 items is marked "yes"). The more extensive TABS Assessment Tool can be used to qualify a child for early intervention services.	Normative sample: not nationally representative. 0.72 agreement with full TABS. Test-retest reliability, internal consistency, and predictive validity: acceptably high to strong results. Concerns: studied only in relationship to full TABS; lack of national representation in normative sample Product information: http://www.brookespublishing.com/store/books/bagnato-tabs/index.htm	Written at a 3rd grade reading level, this screening instrument is to be completed by parents or other caregivers. Although this could be used by a professional as a screening instrument, using parental responses is preferred.

IV. SOCIAL-EMOTIONAL ASSESSMENT INSTRUMENTS TO BE COMPLETED BY PROFESSIONALS

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Achenbach System of Empirically Based Assessment – Preschool Module (ASEBA)	The ASEBA is used to assess adaptive and maladaptive functioning using a set of rating forms and profiles: the Child Behavior Checklist (CBCL/1.5-5) and the Caregiver-Teacher Report Form (C-TRF), revised in 2000. The profiles for the two instruments have the following 6 cross-informant syndromes: Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, and Aggressive Behavior. The CBCL/1.5-5 also has a Sleep Problems syndrome; while both forms have parallel Internalizing, Externalizing, and Total Problems scales. Examiners use the C-TRF ratings from day daycare providers & teachers on 99 items, plus descriptions of problems, disabilities, what concerns the respondent most about the child, & the best things about the child. Similarly, they used the CBCL/1.5-6 to obtain parents' ratings of 99 problem items; plus descriptions of problems, disabilities, what concerns parents most about their child, & the best things about the child. The CBCL/1.5-5 also includes the Language Development Survey (LDS), which uses parents' reports to assess children's expressive vocabularies and word combinations, as well as risk factors for language delays. This scale indicates whether a child's vocabulary and word combinations are delayed relative to norms for young children from 18-35 months of age; it can also be used for older children with language delays, for comparison with norms up to 35 months. Some scales available in Spanish, French and English.	18 to 60 months	20 – 30 minutes	The preschool profiles feature empirically-based scales and DSM-oriented scales for the following 5 DSM-oriented categories: Affective Problems, Anxiety Problems, Attention Deficit/Hyperactivity Problems, Oppositional Defiant Problems, and Pervasive Developmental Problems. Scores are available as percentiles and T scores for each DSM-oriented scale in relation to norms for the national sample.	Norms are nationally representative, but only of English-speaking parents. Test-retest reliability, inter-rater reliability, internal consistency, concurrent validity, and predictive validity: acceptably high to strong results psychometrically. Concerns: normative sample represents only English-speaking parents. Product information: http://www.assess.nelson.com/aseba/aseba.html	The surveys can be completed by parents, teachers, or caregivers with at least a 5th grade reading level. The interpretation of the materials, according to the publishers, requires graduate training in standardized assessment procedures of at least the Master's degree level, plus thorough knowledge of the relevant Manuals and documentation.
Behavior Assessment System for Children, 2nd Edition (BASC-II)	The BASC-II can be used for both assessment and intervention planning. It comprises two rating scales and forms: the Teacher Rating Scales (TRS) and the Parent Rating Scales (PRS). Teachers or other qualified observers complete the TRS to measure adaptive and problem behaviors in the preschool setting. A child's specific behaviors are rated on a four-point scale of frequency, ranging from "Never" to "Almost Always." Similarly, the PRS measures adaptive and problem behaviors in the community and home setting, using a four-choice response format. Results yield two functional scales (functional communication and social skills) and eight clinical scales for children ages 2 to 5. Available in both English and Spanish versions.	2.0 – 21.11 years	10 - 20 minutes/scale	The scales yield T scores and percentiles, for general and clinical populations.	The BASC-II was normed based on current U.S. Census population characteristics. Internal consistency: acceptably high to strong results. Test-retest reliability, inter-rater reliability, and concurrent validity: moderate results. Validity and response set indexes to evaluate the quality of completed forms are available. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a30000	Completing the PRS requires approximately a 3rd to 4th grade reading level. School and clinical psychologists to interpret results; training and credentials specified by the test company.

Name of Instrument	Description	Age Range	Time Frame	Scoring	Psychometric Information	May be administered by
Early Coping Inventory	This inventory's 48 items measure behavior in three coping clusters: sensorimotor organization, reactive behavior, and self-initiated behavior. Used for intervention planning. English version only.	4 – 36 months	~ 1 hour	Summing the numeric values of scale items yields raw score totals in each of the 3 areas. Using the table provided, the examiner converts the raw scores into Effectiveness scores, which can be plotted on the Coping Profile and used to compare the child's level of effectiveness in the three categories. A second table is provided to convert the sum of the effectiveness scores into an Adaptive Behavior Index score.	Test-retest reliability and inter-rater reliability: moderate results. Product information: http://ststesting.com/COPI.html	Observations of the child are completed by someone with knowledge of child development; results should be interpreted by a professional with a background in early childhood development and mental health.
Functional Emotional Assessment Scale	Measures social and emotional functioning, as well as caregivers' capacity to support a child's emotional development. For this instrument, social-emotional development includes regulation and interest in the world; forming relationships; intentional two-way communication; development of a complex sense of self; representational capacity and elaboration of symbolic thinking; and emotional thinking or development and expression of thematic play. Designed to reveal need for additional clinical assessment. English version only.	7 – 48 months	20 minutes	Yields both child and caregiver scores.	Normative sample: not nationally representative. Inter-rater reliability: acceptably high to strong results. Predictive validity: moderate results. Product information: http://www.icdl.com/dirFloortime/research/FunctionalEmotionalAssessmentScale.shtml	Highly trained individual observes play sessions (live or video) between a child and caregiver.
Vineland Social-Emotional Early Childhood Scales (Vineland SEEC)	These scales are based on the popular Vineland Adaptive Behavior Scales and measure early childhood social-emotional development. There are three scales—Interpersonal Relationships, Play and Leisure Time, and Coping Skills—and the Social-Emotional Composite – which assess social-emotional. Results identify strengths and weakness in specific areas of social-emotional behavior and can be used for program planning or to monitor progress and evaluate child outcomes, as well as to identify the need for further assessment. Available in English, with a Spanish version of reports for parents.	Birth – 5 years, 11 months	15 – 25 minutes	Interviewer-assisted parent report. Yields standard scores (M = 100, SD = 15), percentile ranks, stanines, age equivalents	Normative sample: nationally representative. Test-retest reliability and internal consistency: acceptably high to strong results; inter-rater reliability and concurrent validity: moderate results. Product information: http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a3600	Level 3; Vineland SEEC test users should have a Ph.D. in psychology or be a certified or licensed school psychologist or social worker

V. Sources used in this compilation

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TABLE 1 Developmental Screening Tools

	Description	Age Range	No. of Items	Administration Time	Psychometric Properties[a]	Scoring Method	Cultural Considerations	Purchase/Obtainment Information	Key References
General developmental screening tool									
Ages & Stages Questionnaires (ASQ)	Parent-completed questionnaire; series of 19 age-specific questionnaires screening communication, gross motor, fine motor, problem-solving, and personal adaptive skills; results in pass/fail score for domains	4–60 mo	30	10–15 min	Normed on 2008 children from diverse ethnic and socioeconomic backgrounds, including Spanish speaking; sensitivity: 0.70–0.90 (moderate to high); specificity: 0.76–0.91 (moderate to high)	Risk categorization; provides a cutoff score in 5 domains of development that indicates need for further evaluation	English, Spanish, French, and Korean versions available	Paul H. Brookes Publishing Co: 800/638-3775; www.brookespublishing.com	Squires J, Potter L, Bricker D. *The ASQ User's Guide.* 2nd ed. Baltimore, MD: Paul H. Brookes Publishing Co; 1999
Battelle Developmental Inventory Screening Tool, 2nd ed (BDI-ST)	Directly administered tool; designed to screen personal-social, adaptive, motor, communication, and cognitive development; results in pass/fail score and age equivalent; can be modified for children with special needs	Birth to 95 mo	100	10–15 min (<3 y old) or 20–30 min (≥3 y old)	Normed on 2500 children, demographic information matched 2000 US Census data; additional bias reviews performed to adjust for gender and ethnicity concerns; sensitivity: 0.72–0.93 (moderate to high); specificity: 0.79–0.88 (moderate)	Quantitative; scaled scores in all 5 domains are compared with cutoffs to determine need for referral	English and Spanish versions available	Riverside Publishing Co: 800/323-9540; www.riverpub.com	Newborg J. *Battelle Developmental Inventory.* 2nd ed. Itasca, IL: Riverside Publishing; 2004
Bayley Infant Neurodevelopmental Screen (BINS)	Directly administered tool; series of 6 item sets screening basic neurologic functions; receptive functions (visual, auditory, and tactile input); expressive functions (oral, fine, and gross motor skills); and cognitive processes; results in risk category (low, moderate, high risk)	3–24 mo	11–13	10 min	Normed on ~1700 children, stratified on age, to match the 2000 US Census; sensitivity: 0.75–0.86 (moderate); specificity: 0.75–0.86 (moderate)	Risk categorization; children are graded as low, moderate, or high risk in each of 4 conceptual domains by use of 2 cutoff scores	English and Spanish versions available	Psychological Corp: 800/211-8378; www.harcourtassessment.com	Aylward GP. *Bayley Infant Neurodevelopmental Screener.* San Antonio, TX: Psychological Corp; 1995; Aylward GP, Verhulst SJ, Bell S. Predictive utility of the BSID-II Infant Neurodevelopmental Screener (BINS) risk status classifications: clinical interpretation and application. *Dev Med Child Neurol.* 2000; 42:25–31
Brigance Screens-II	Directly administered tool; series of 9 forms screening articulation, expressive and receptive language, gross motor, fine motor, general knowledge and personal social skills and pre-academic skills (when appropriate); for 0–23 mo, can also use parent report	0–90 mo	8–10	10–15 min	Normed on 1156 children from 29 clinical sites in 21 states; sensitivity: 0.70–0.80 (moderate); specificity: 0.70–0.80 (moderate)	All results are criterion based; no normative data are presented	English and Spanish versions available	Curriculum Associates Inc: 800/225-0248; www.curriculumassociates.com	Glascoe FP. *Technical Report for the Brigance Screens.* North Billerica, MA: Curriculum Associates Inc; 2005; Glascoe FP. The Brigance Infant-Toddler Screen (BITS): standardization and validation. *J Dev Behav Pediatr.* 2002;23: 145–150
Child Development Inventory (CDI)	Parent-completed questionnaire; measures social, self-help, motor, language, and general development skills; results in developmental quotients and age equivalents for different developmental domains; suitable for more in-depth evaluation	18 mo–6 y	300	30–50 min	Normative sample included 568 children from south St Paul, MN, a primarily white, working class community; Doig et al included 43 children from a high-risk follow-up program, which included 69% with high school education or less and 81% Medicaid; sensitivity: 0.80–1.0, (moderate to high); specificity: 0.94–0.96 (high)	Quantitative; provides age equivalents in each domain as well as SDs	English and Spanish versions available	Behavior Science Systems Inc: 612/850-8700; www.childdevrev.com	Ireton H. *Child Development Inventory Manual.* Minneapolis, MN: Behavior Science Systems Inc; 1992; Doig KB, Macias MM, Saylor CF, Craver JR, Ingram PE. The Child Development Inventory: a developmental outcome measure for follow-up of the high risk infant. *J Pediatr.* 1999;135:358–362

TABLE 1 Continued

	Description	Age Range	No. of Items	Administration Time	Psychometric Properties[a]	Scoring Method	Cultural Considerations	Purchase/Obtainment Information	Key References
Child Development Review-Parent Questionnaire (CDR-PQ)	Parent-completed questionnaire; professional-completed child development chart measures social, self-help, motor, and language skills	18 mo to 5 y	6 open-ended questions and a 26-item possible-problems checklist to be completed by the parent, followed by 99 items crossing the 5 domains, which may be used by the professional as an observation guide or parent-interview guide	10–20 min	Standardized with 220 children aged 3–4 y from primarily white, working class families in south St Paul, MN; sensitivity: 0.68 (low); specificity: 0.88 (moderate)	Risk categorization; parents' responses to the 6 questions and problems checklist are classified as indicating (1) no problem; (2) a possible problem; or (3) a possible major problem	English and Spanish versions available	Behavior Science Systems Inc	Ireton H. *Child Development Review Manual.* Minneapolis, MN: Behavior Science Systems; 2004
Denver-II Developmental Screening Test	Directly administered tool; designed to screen expressive and receptive language, gross motor, fine motor, and personal-social skills; results in risk category (normal, questionable, abnormal)	0–6 y	125	10–20 min	Normed on 2096 term children in Colorado; diversified in terms of age, place of residence, ethnicity/cultural background, and maternal education; sensitivity: 0.56–0.83 (low to moderate); specificity: 0.43–0.80 (low to moderate)	Risk categorization; pass or fail for each question, and these responses are compared with age-based norms to classify children as in the normal range, suspect, or delayed	English and Spanish versions available	Denver Developmental Materials: 800/419-4729; www.denverii.com	Frankenburg WK, Camp BW, Van Natta PA. Validity of the Denver Developmental Screening Test. *Child Dev.* 1971;42:475–485; Glascoe FP, Byrne KE, Ashford LG, Johnson KL, Chang B, Strickland B. Accuracy of the Denver-II in developmental screening. *Pediatrics.* 1992; 89:1221–1225
Infant Development Inventory	Parent-completed questionnaire; measures social, self-help, motor, and language skills	0–18 mo	4 open-ended questions followed by 87 items crossing the 5 domains	5–10 min	Studied in 86 high-risk 8-mo-olds seen in a perinatal follow-up program and compared with the Bayley scales; sensitivity: 0.85 (moderate); specificity: 0.77 (moderate)	Risk categorization; delayed or not delayed	English and Spanish versions available	Behavior Science Systems Inc	Creighton DE, Sauve RS. The Minnesota Infant Development Inventory in the developmental screening of high-risk infants at 8 mo. *Can J Behav Sci.* 1988;20 (special issue):424–433
Parents' Evaluation of Developmental Status (PEDS)	Parent-interview form; designed to screen for developmental and behavioral problems needing further evaluation; single response form used for all ages; may be useful as a surveillance tool	0–8 y	10	2–10 min	Standardized with 771 children from diverse ethnic and socioeconomic backgrounds, including Spanish speaking; sensitivity: 0.74–0.79 (moderate); specificity: 0.70–0.80 (moderate)	Risk categorization; provides algorithm to guide need for referral, additional screening, or continued surveillance	English, Spanish, Vietnamese, Arabic, Swahili, Indonesian, Chinese, Taiwanese, French, Somali, Portuguese, Malaysian, Thai, and Laotian versions available	Ellsworth & Vandermeer Press LLC: 888/729-1697; www.pedstest.com	
Language and cognitive screening tools									
Capute Scales (also known as Cognitive Adaptive Test/Clinical Linguistic Auditory Milestone Scale [CAT/CLAMS])	Directly administered tool; measures visual-motor/problem solving (CAT), and expressive and receptive language (CLAMS); results in developmental quotient and age equivalent	3–36 mo	100	15–20 min	Standardized on 1055 North American children aged 2–36 mo; correlations high with Bayley Scales of Infant Development; sensitivity: 0.21–0.67 in low-risk population (low) and 0.05–0.88 in high-risk populations (low to high); specificity: 0.95–1.00 in low-risk population (high) and 0.82–0.98 in high-risk populations (moderate to high)	Quantitative (developmental age levels and quotient)	English, Spanish, and Russian versions available	Paul H. Brookes Publishing Co	Voigt RG, Brown FR III, Fraley JK, et al Concurrent and predictive validity of the cognitive adaptive test/clinical linguistic and auditory milestone scale (CAT/CLAMS) and the Mental Developmental Index of the Bayley Scales of Infant Development. *Clin Pediatr (Phila).* 2003;42: 427–432

Tool	Description	Age	No. of items	Time	Standardization/validity	Output	Language	Source	Reference
Communication and Symbolic Behavior Scales-Developmental Profile (CSBS-DP): Infant Toddler Checklist	Standardized tool for screening of communication and symbolic abilities up to the 24-mo level; the Infant Toddler Checklist is a 1-page parent-completed screening tool	6–24 mo	24	5–10 min	Standardized on 2188 North American children aged 6–24 mo; correlations: 0.39–0.75 with Mullen Scales at 2 y of age; sensitivity: 0.76–0.88 in low- and at-risk children at 2 y of age (moderate); specificity: 0.82–0.87 in low- and at-risk children at 2 y of age (moderate)	Risk categorization (concern/no concern)	English version available	Paul H. Brookes Publishing Co	Wetherby AM, Prizant BM. *Communication and Symbolic Behavior Scales: Developmental Profile.* Baltimore, MD: Paul H. Brookes Publishing Co; 2002
Early Language Milestone Scale (ELM Scale-2)	Assesses speech and language development from birth to 36 mo	0–36 mo	43	1–10 min	Small cross-sectional standardization sample of 191 children; 235 children for speech intelligibility item; sensitivity: 0.83–1.00 in low- and high-risk populations (moderate to high); specificity: 0.68–1.00 in low- and high-risk populations (low to high)	Quantitative (age equivalent, percentile, standard score)	English version available	Pro-Ed Inc: 800/897-3202; www.proedinc.com	Coplan J. *Early Language Milestone Scale.* Austin, TX: Pro-Ed Inc; 1993; Coplan J, Gleason JR. Test-retest and interobserver reliability of the Early Language Milestone Scale, second edition. *J Pediatr Health Care.* 1993;7:212–219
Motor screening tools									
Early Motor Pattern Profile (EMPP)	Physician-administered standard examination of movement, tone, and reflex development; simple 3-point scoring system	6–12 mo	15	5–10 min	Single published report of 1247 high-risk infants; sensitivity: 0.87–0.92 (moderate to high); specificity: 0.98 (high)	Risk categorization (normal/suspect/abnormal)	English version available	See key references	Morgan AM, Aldag JC. Early identification of cerebral palsy using a profile of abnormal motor patterns. *Pediatrics.* 1996;98:692–697
Motor Quotient (MQ)	Uses simple ratio quotient with gross motor milestones for detecting delayed motor development	8–18 mo	11 total milestones; 1 per visit	1–3 min	Single published report of 144 referred children; sensitivity: 0.87 (moderate); specificity: 0.89 (moderate)	Quantitative (developmental age levels and quotient)	English version available	See key references	Capute AJ, Shapiro BK. The motor quotient: a method for the early detection of motor delay. *Am J Dis Child.* 1985;139:940–942
Autism screening tools									
Checklist for Autism in Toddlers (CHAT)	Parent-completed questionnaire or interview and directly administered items designed to identify children at risk of autism from the general population	18–24 mo	14 (No. of questions/items [averaged])	5 min	Original standardization sample included 41 siblings of children with autism and 50 controls 18 mo of age in Great Britain; 6-y follow-up on 16 235 children validated using ADI-R and ICD-10 criteria resulted in low sensitivity; high specificity; revised version in process of being normed ("Q-CHAT"); sensitivity: 0.38–0.65 (low); specificity: 0.98–1.0 (high)	Risk categorization (pass/fail)	English version available	Public domain: www.nas.org.uk/profess/chat	Baird G, Charman T, Baron-Cohen S, et al. A screening instrument for autism at 18 mo of age: a 6-y follow-up study. *J Am Acad Child Adolesc Psychiatry.* 2000;39:694–702; Baron-Cohen S, Allen J, Gillberg C. Can autism be detected at 18 mo? The needle, the haystack, and the CHAT. *Br J Psychiatry.* 1992;161:839–843
Modified Checklist for Autism in Toddlers (M-CHAT)	Parent-completed questionnaire designed to identify children at risk of autism from the general population	16–48 mo	23 (No. of questions/items [averaged])	5–10 min	Standardization sample included 1293 children screened, 58 evaluated, and 39 diagnosed with an autistic spectrum disorder; validated using ADI-R, ADOS-G, CARS, DSM-IV; sensitivity: 0.85–0.87 (moderate); specificity: 0.93–0.99 (high)	Risk categorization (pass/fail)	English, Spanish, Turkish, Chinese, and Japanese versions available	Public domain: www.firstsigns.com	Dumont-Mathieu T, Fein D. Screening for autism in young children: the Modified Checklist for Autism in Toddlers (M-CHAT) and other measures. *Ment Retard Dev Disabil Res Rev.* 2005;11:253–262; Robins DL, Fein D, Barton ML, Green JA. The Modified Checklist for Autism in Toddlers: an initial study investigating the early detection of autism and pervasive developmental disorders. *J Autism Dev Disord.* 2001;31:131–144

TABLE 1 Continued

	Description	Age Range	No. of Items	Administration Time	Psychometric Properties[a]	Scoring Method	Cultural Considerations	Purchase/Obtainment Information	Key References
Pervasive Developmental Disorders Screening Test-II (PDDST-II), Stage 1–Primary Care Screener	Parent-completed questionnaire designed to identify children at risk of autism from the general population	12–48 mo	22 (No. of questions/ items [averaged])	10–15 min to complete; 5 min to score	Validated using extensive multimethod diagnostic evaluations on 681 children at risk of autistic spectrum disorders and 256 children with mild-to-moderate other developmental disorders; no sensitivity/specificity data reported for screening of an unselected sample; sensitivity: 0.85–0.92 (moderate to high); specificity: 0.71–0.91 (moderate to high)	Risk categorization (pass/fail)	English version available	Psychological Corp	Siegel B. *Pervasive Developmental Disorders Screening Test-II (PDDST-II): Early Childhood Screener for Autistic Spectrum Disorders.* San Antonio, TX: Harcourt Assessment Inc; 2004
Pervasive Developmental Disorders Screening Test-II (PDDST-II), Stage 2–Developmental Clinic Screener	Parent-completed questionnaire; designed to detect children at risk of autism from other developmental disorders	12–48 mo	14 (No. of questions/ items [averaged])	10–15 min to complete; 5 min to score	Validated using extensive multimethod diagnostic evaluations on 490 children with confirmed autistic spectrum disorder (autism, pervasive developmental disorder–not otherwise specified, or Asperger syndrome) and 194 children who were evaluated for autistic spectrum disorder but who did not receive a diagnosis on the autistic spectrum; no sensitivity/specificity data reported for screening of an unselected sample; sensitivity: 0.69–0.73 (moderate); specificity: 0.49–0.63 (low)	Risk categorization (pass/fail)	English version available	Psychological Corp	Siegel B. *Pervasive Developmental Disorders Screening Test-II (PDDST-II): Early Childhood Screener for Autistic Spectrum Disorders.* San Antonio, TX: Harcourt Assessment Inc; 2004
Screening Tool for Autism in Two-Year-Olds (STAT)	Directly administered tool; designed as second-level screen to detect children with autism from other developmental disorders; assesses behaviors in 4 social-communicative domains: play, directing attention, requesting, and motor imitation	24–35 mo	12 (No. of questions/ items [averaged])	20 min	Two samples were used: for development phase, 3 children with autism, 33 without autism; for validation sample, 12 children with autism, 21 without autism; validated using CARS, ADOS-G, and DSM-IV criteria; second-level screen; requires training workshop before administration; sensitivity: 0.83–0.92 (moderate to high); specificity: 0.85–0.86 (moderate)	Risk categorization	English version available	Wendy Stone, PhD, author: triad@ vanderbilt.edu	Stone WL, Coonrod EE, Ousley OY. Brief report: Screening Tool for Autism in Two-Year-Olds (STAT): development and preliminary data. *J Autism Dev Disord.* 2000;30:607–612; Stone WL, Coonrod EE, Turner LM, Pozdol SL. Psychometric properties of the STAT for early autism screening. *J Autism Dev Disord.* 2004;34:691–701; Stone WL, Ousley OY. *STAT Manual: Screening Tool for Autism in Two-Year-Olds.* unpublished manuscript, Vanderbilt University, 1997
Social Communication Questionnaire (SCQ) (formerly Autism Screening Questionnaire–ASQ)	Parent-completed questionnaire; designed to identify children at risk of autistic spectrum disorders from the general population; based on items in the ADI-R	≥4 y	40 (No. of questions/ items [averaged])	5–10 min	Validated using the ADI-R and DSM-IV on 200 subjects (160 with pervasive developmental disorder, 40 without pervasive developmental disorder); for use in children with mental age of at least 2 y and chronologic age ≥4 y; available in 2 forms: lifetime and current; sensitivity: 0.85 (moderate); specificity: 0.75 (moderate)	Risk categorization (pass/fail)	English and Spanish versions available	Western Psychological Corp: www. wpspublish.com	Rutter M, Bailey A, Lord C. *The Social Communication Questionnaire (SCQ) Manual.* Los Angeles, CA: Western Psychological Services; 2003

The AAP does not approve/endorse any specific tool for screening purposes. This list is not exhaustive, and other tests may be available. ADI-R indicates Autism Diagnostic Interview-R; ICD-10, *International Classification of Diseases, 10th revision*; ADOS-G, Autism Diagnostic Observation Schedule-Generic; CARS, Childhood Autism Rating Scale; DSM-IV, *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*.

[a] Sensitivity and specificity were categorized as follows: low = 69 or below; moderate = 70 to 89; high = 90 or above.

This report has been completed by the
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APPENDIX A

GENERAL PROVISIONS GOVERNING CONTRACTS FOR CONSULTANTS, PROFESSIONAL, TECHNICAL, HUMAN AND CLIENT SERVICES

ARTICLE 7. INSURANCE

Section 7.01   Agreement to Insure

The Contractor shall not commence performing services under this Agreement unless and until all insurance required by this Article is in effect, and shall ensure continuous insurance coverage in the manner, form, and limits required by this Article throughout the term of the Agreement.

Section 7.02   Commercial General Liability Insurance

A.   The Contractor shall maintain Commercial General Liability Insurance covering the Contractor as Named Insured and the City as an Additional Insured in the amount of at least One Million Dollars ($1,000,000) per occurrence. Such insurance shall protect the City and the Contractor from claims for property damage and/or bodily injury, including death that may arise from any of the operations under this Agreement. Coverage under this insurance shall be at least as broad as that provided by the most recently issued Insurance Services Office ("ISO") Form CG 0001, and shall be "occurrence" based rather than "claims-made."

B.   Such Commercial General Liability Insurance shall name the City, together with its officials and employees, as an Additional Insured with coverage at least as broad as the most recently issued ISO Form CG 20 10.

Section 7.03   Professional Liability Insurance

A.   At the Department's direction, if professional services are provided pursuant to this Agreement, the Contractor shall maintain and submit evidence of Professional Liability Insurance appropriate to the type(s) of such services to be provided under this Agreement in the amount of at least One Million Dollars ($1,000,000) per claim. The policy or policies shall include an endorsement to cover the liability assumed by the Contractor under this Agreement arising out of the negligent performance of professional services or caused by an error, omission or negligent act of the Contractor or anyone employed by the Contractor.

B.   All subcontractors of the Contractor providing professional services under this Agreement for which Professional Liability Insurance is reasonably commercially available shall also maintain such insurance in the amount of at least One Million Dollars ($1,000,000) per claim, and the Contractor shall provide to the Department, at the time of the request for subcontractor approval, evidence of such Professional Liability Insurance on forms acceptable to the Department.

C.   Claims-made policies will be accepted for Professional Liability Insurance. All such policies shall have an extended reporting period option or automatic coverage of not less

than two (2) years. If available as an option, the Contractor shall purchase extended reporting period coverage effective on cancellation or termination of such insurance unless a new policy is secured with a retroactive date, including at least the last policy year.

Section 7.04 Workers' Compensation, Disability Benefits, and Employer's Liability Insurance

The Contractor shall maintain, and ensure that each subcontractor maintains, Workers' Compensation Insurance, Disability Benefits Insurance, and Employer's Liability Insurance in accordance with the Laws of the State on behalf of, or with regard to, all employees providing services under this Agreement.

Section 7.05   Unemployment Insurance

To the extent required by Law, the Contractor shall provide Unemployment Insurance for its employees.

Section 7.06   Business Automobile Liability Insurance

A.   If vehicles are used in the provision of services under this Agreement, then the Contractor shall maintain Business Automobile Liability insurance in the amount of at least One Million Dollars ($1,000,000) each accident combined single limit for liability arising out of ownership, maintenance or use of any owned, non-owned, or hired vehicles to be used in connection with this Agreement. Coverage shall be at least as broad as the most recently issued ISO Form CA0001.

B.   If vehicles are used for transporting hazardous materials, the Business Automobile Liability Insurance shall be endorsed to provide pollution liability broadened coverage for covered vehicles (endorsement CA 99 48) as well as proof of MCS-90.

Section 7.07   General Requirements for Insurance Coverage and Policies

A.   All required insurance policies shall be maintained with companies that may lawfully issue the required policy and have an A.M. Best rating of at least A- / "VII" or a Standard and Poor's rating of at least A, unless prior written approval is obtained from the City Law Department.

B.   All insurance policies shall be primary (and non-contributing) to any insurance or self-insurance maintained by the City.

C.   The Contractor shall be solely responsible for the payment of all premiums for all required insurance policies and all deductibles or self-insured retentions to which such policies are subject, whether or not the City is an insured under the policy.

D.   There shall be no self-insurance program with regard to any insurance required under this Article unless approved in writing by the Commissioner. Any such self-insurance program shall provide the City with all rights that would be provided by traditional insurance required under this Article, including but not limited to the defense obligations that insurers are required to undertake in liability policies.

E.   The City's limits of coverage for all types of insurance required under this Article shall be the greater of (i) the minimum limits set forth in this Article or (ii) the limits provided to the Contractor as Named Insured under all primary, excess, and umbrella policies of that type of coverage.

Section 7.08   Proof of Insurance

A.   For Workers' Compensation Insurance, Disability Benefits Insurance, and Employer's Liability Insurance, the Contractor shall file one of the following within ten (10) Days of award of this Agreement.   ACORD forms are not acceptable proof of workers' compensation coverage.

1.   C-105.2 Certificate of Workers' Compensation Insurance;

2.   U-26.3 -- State Insurance Fund Certificate of Workers' Compensation Insurance;

3.   Request for WC/DB Exemption (Form CE-200);

4.   Equivalent or successor forms used by the New York State Workers' Compensation Board; or

5.   Other proof of insurance in a form acceptable to the City.

B.   For each policy required under this Agreement, except for Workers' Compensation Insurance, Disability Benefits Insurance, Employer's Liability Insurance, and Unemployment Insurance, the Contractor shall file a Certificate of Insurance with the Department within ten (10) Days of award of this Agreement. All Certificates of Insurance shall be (a) in a form acceptable to the City and certify the issuance and effectiveness of such policies of insurance, each with the specified minimum limits; and (b) accompanied by the endorsement in the Contractor's general liability policy by which the City has been made an additional insured pursuant to Section 7.02(B). All Certificate(s) of Insurance shall be accompanied by either a duly executed "Certification by Broker" in the form attached to this Appendix A or copies of all policies referenced in the Certificate of Insurance. If complete policies have not yet been issued, binders are acceptable, until such time as the complete policies have been issued, at which time such policies shall be submitted.

C.   Certificates of Insurance confirming renewals of insurance shall be submitted to the Commissioner prior to the expiration date of coverage of policies required under this Article. Such Certificates of Insurance shall comply with the requirements of Section 7.08 (A) and Section 7.08(B), as applicable.

D.   The Contractor shall provide the City with a copy of any policy required under this Article upon the demand for such policy by the Commissioner or the New York City Law Department.

E.   Acceptance by the Commissioner of a certificate or a policy does not excuse the Contractor from maintaining policies consistent with all provisions of this Article (and ensuring that subcontractors maintain such policies) or from any liability arising from its failure to do so.

F.   In the event the Contractor receives notice, from an insurance company or other person, that any insurance policy required under this Article shall expire or be cancelled or

terminated for any reason, the Contractor shall immediately forward a copy of such notice to both the Commissioner City of New York Administration for Children's Services, 150 William Street, New York, New York 10038, and the New York City Comptroller, Attn: Office of Contract Administration, Municipal Building, One Centre Street, Room 1005, New York, New York 10007.

Section 7.09   Miscellaneous

A.   Whenever notice of loss, damage, occurrence, accident, claim or suit is required under a general liability policy maintained in accordance with this Article, the Contractor shall provide the insurer with timely notice thereof on behalf of the City. Such notice shall be given even where the Contractor may not have coverage under such policy (for example, where one of Contractor's employees was injured). Such notice shall expressly specify that "this notice is being given on behalf of the City of New York as Additional Insured" and contain the following information: the number of the insurance policy; the name of the named insured; the date and location of the damage, occurrence, or accident; the identity of the persons or things injured, damaged, or lost; and the title of the claim or suit, if applicable. The Contractor shall simultaneously send a copy of such notice to the City of New York c/o Insurance Claims Specialist, Affirmative Litigation Division, New York City Law Department, 100 Church Street, New York, New York 10007. If the Contractor fails to comply with the requirements of this paragraph, the Contractor shall indemnify the City for all losses, judgments, settlements and expenses, including reasonable attorneys' fees, arising from an insurer's disclaimer of coverage citing late notice by or on behalf of the City.

B.   The Contractor's failure to maintain any of the insurance required by this Article shall constitute a material breach of this Agreement. Such breach shall not be waived or otherwise excused by any action or inaction by the City at any time.

C.   Insurance coverage in the minimum amounts required in this Article shall not relieve the Contractor or its subcontractors of any liability under this Agreement, nor shall it preclude the City from exercising any rights or taking such other actions as are available to it under any other provisions of this Agreement or Law.

D.   The Contractor waives all rights against the City, including its officials and employees for any damages or losses that are covered under any insurance required under this Article (whether or not such insurance is actually procured or claims are paid thereunder) or any other insurance applicable to the operations of the Contractor and/or its subcontractors in the performance of this Agreement.

E.   In the event the Contractor requires any subcontractor to procure insurance with regard to any operations under this Agreement and requires such subcontractor to name the Contractor as an additional insured under such insurance, the Contractor shall ensure that such entity also name the City, including its officials and employees, as an additional insured with coverage at least as broad as the most recently issued ISO form CG 20 26.

CERTIFICATION BY BROKER

[Pursuant to Article Seven of Appendix A, every Certificate of Insurance must be accompanied by either the following certification by the broker setting forth the following text and required information and signatures or complete copies of all policies referenced in the Certificate of Insurance. In the absence of completed policies, binders are acceptable.]

CERTIFICATION BY BROKER

The undersigned insurance broker represents to the City of New York that the attached Certificate of Insurance is accurate in all material respects, and that the described insurance is effective as of the date of this Certification.

_____

[Name of broker (typewritten)]

_____

[Address of broker (typewritten)]

_____

[Signature of authorized officer of broker]

_____

[Name of authorized officer (typewritten)]

_____

[Title of authorized officer (typewritten)]

_____

[Contact Phone Number for Broker (typewritten)]

_____

[Email Address of Broker (typewritten)]

Sworn to before me this

_____ day of _____, 201_

_____

NOTARY PUBLIC

Fidelity Bond Provision for EarlyLearn Modified Contracts and Discretionary Contracts:

      Fidelity Bond. The Contractor shall deliver to ACS a Fidelity Bond, with a limit of liability equal to twenty five percent (25%) of the Contractor's annual budget in connection with this Agreement or as otherwise determined by ACS, bonding every person authorized by the Contractor to receive, handle, or disburse monies received under this Agreement. The bond shall be issued by an insurer duly licensed by the Superintendent of Insurance of the State of New York and shall provide that any payment made thereunder for any loss sustained either by the Contractor or the City or both of them through any fraudulent or dishonest act by one or more of the bonded persons shall be payable to the City.

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D. There shall be no self-insurance program with regard to any insurance required under this Article unless approved in writing by the Commissioner. Any such self-insurance program shall provide the City with all rights that would be provided by traditional insurance required under this Article, including but not limited to the defense obligations that insurers are required to undertake in liability policies.

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C.   Certificates of Insurance confirming renewals of insurance shall be submitted to the Commissioner prior to the expiration date of coverage of policies required under this Article. Such Certificates of Insurance shall comply with the requirements of Section 7.08 (A) and Section 7.08(B), as applicable.

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D.   The Contractor waives all rights against the City, including its officials and employees for any damages or losses that are covered under any insurance required under this Article (whether or not such insurance is actually procured or claims are paid thereunder) or any other insurance applicable to the operations of the Contractor and/or its subcontractors in the performance of this Agreement.

E.   In the event the Contractor requires any subcontractor to procure insurance with regard to any operations under this Agreement and requires such subcontractor to name the Contractor as an additional insured under such insurance, the Contractor shall ensure that such entity also name the City, including its officials and employees, as an additional insured with coverage at least as broad as the most recently issued ISO form CG 20 26.

CERTIFICATION BY BROKER

[Pursuant to Article Seven of Appendix A, every Certificate of Insurance must be accompanied by either the following certification by the broker setting forth the following text and required information and signatures or complete copies of all policies referenced in the Certificate of Insurance. In the absence of completed policies, binders are acceptable.]

CERTIFICATION BY BROKER

The undersigned insurance broker represents to the City of New York that the attached Certificate of Insurance is accurate in all material respects, and that the described insurance is effective as of the date of this Certification.

_____
[Name of broker (typewritten)]

_____
[Address of broker (typewritten)]

_____
[Signature of authorized officer of broker]

_____
[Name of authorized officer (typewritten)]

_____
[Title of authorized officer (typewritten)]

_____
[Contact Phone Number for Broker (typewritten)]

_____
[Email Address of Broker (typewritten)]

Sworn to before me this

_____ day of _____, 201_

_____
NOTARY PUBLIC

Fidelity Bond Provision for EarlyLearn Modified Contracts and Discretionary Contracts:

  Fidelity Bond. The Contractor shall deliver to ACS a Fidelity Bond, with a limit of liability equal to twenty five percent (25%) of the Contractor's annual budget in connection with this Agreement or as otherwise determined by ACS, bonding every person authorized by the Contractor to receive, handle, or disburse monies received under this Agreement. The bond shall be issued by an insurer duly licensed by the Superintendent of Insurance of the State of New York and shall provide that any payment made thereunder for any loss sustained either by the Contractor or the City or both of them through any fraudulent or dishonest act by one or more of the bonded persons shall be payable to the City.

EVENTS TO REMEMBER AT START OF SCHOOL

Start-up/ Preparation (Completed in September)

❑ Recruitment Activities

❑ Registration and Enrollment

❑ Review of Staff Qualifications/ Training (CDA, CLASS)

❑ Parent orientation (including contents of written safety plan)

❑ Send UPK and PreKids packets to DOE

Family Development and Support

❑ Parent Child Abuse and Maltreatment training (yearly)

❑ Initial Parent – Teacher Conferences

❑ Parent Pedestrian Training (< 30 days)

❑ Parent Governance Elections

❑ Complete Family Assessment, FA (1st part of Family Partnership Agreement)

❑ Share results of all child data (screenings, observations, rating scales) with parents

Professional Staff Development

❑ Staff Child Abuse and Maltreatment refresher (yearly)

❑ First Aid/ CPR training

❑ Teacher Orientation

❑ Teacher Training on Curriculum

❑ Teacher Training on Authentic Assessment

❑ Teacher Training to Support Child Social/ Emotional Development

❑ Staff/ volunteer review of written Safety Plan, including Health and Safety Policy and Procedures.

❑ Room Arrangement and Initial Classroom Planning

Child Development and Health

❑ Initial Transition Activities

❑ Initial Teacher Home Visit

❑ Child Pedestrian Safety Training (< 30 days)

❑ Age-appropriate Hearing Screenings (< 45 days)

❑ Age-appropriate Vision Screenings (< 45 days)

❑ Developmental Screening (< 45 days)

❑ Behavioral Screening (< 45 days)

❑ Environmental Rating Scale (ECERS, ITERS, etc)

❑ Initial Child Observations

❑ Child Assessment Data entry

❑ Determination of Medical and Dental Home [ongoing accessible care] (< 90 days)

❑ Age-Appropriate Dental Exam (< 90 days)

❑ Mental Health Observation/Guidance on identified screening results

Ongoing Systems and Support

❑ Initial Team Meetings/ Case Conferences

❑ Initial Observation of Teachers

❑ CLASS observations

❑ School Readiness Team

❑ Health Services Advisory Group

❑ Update Family Partnership Agreements

❑ Community Partners agreements

❑ Referrals for Mental Health services based on staff and parent concerns.

❑ Ongoing family referrals to services/resources

❑ Fire Drills (monthly)

(Edited 09/2013)

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: May 23, 2013

To: EarlyLearn Providers

From: Jose Mercado

Subject: Collection of Parent Fees

It is the contractor's responsibility to collect any parent fee associated with a Child Care subsidy from the City of New York Administration for Children's Services.

ACS nets out all fees in payments to contractors. If the contractor does not collect the parent fee, this will result in a cash flow problem for the contractor. **As long as the child was *enrolled*, the parent has to pay the fee. This is regardless of whether the child was absent all week.** Note – all information about parent fees contained within this memo is also applicable to children in EarlyLearn Family Child Care Networks.

The below delineates how the parent fee is administered by model and age in EarlyLearn.

Model	Age Group	Notes
Child Care	All ages	Family may be subject to a fee.
Dual Eligible	Infant / Toddler	Family may be subject to a fee.
	Preschooler in Child Care slot	Family may be subject to a fee.
	Preschooler in Head Start slot	No fee.
	Preschooler in Dual Eligible slot	As applicable, fee is assessed on six hours of service; remaining hours of service are considered Head Start.
Head Start	Preschool	No fee.

For families with multiple children, the fee is "attached" to the youngest child receiving Child Care services. Only the program with the youngest child enrolled is responsible for collecting the fee from the family. Please refer to placement notices which would outline all the children in the family and where they are enrolled.

Note: as there are no parent fees associated with Head Start funding, these programs do not collect fees. For families with multiple children: if the youngest child is attending a Head Start program or enrolled in a Head Start seat at a Dual Eligible program, the Child Care fee is attached to the next youngest child enrolled in a Child Care seat.

Contractors should help their families understand that paying their fee is a requirement for receiving subsidized care. It is at the contractor's discretion to work with the family on negotiating a payment plan for delinquent / back payment of fees. By State regulation, failure to pay fees is reason for termination. Should contractors terminate a family for failing to comply with paying their fee, they must provide written notice with 10 days for the family to respond.

Appendix D - Part Two
Administration for Children's Services Child Care Programs Only
Parent Elections Timetable

Conduct Parent Orientations by	9-13-2013
Complete Classroom Elections by	9-27-2013
Conduct PAC Election by	10-16-2013

REQUIRED ELECTION DOCUMENTATION

F3 Classroom Election Attendance Sheet	10-11-2013
F4 Classroom Committee Representative Form	10-11-2013
F13 Parent Advisory Committee Report Form	10-18-13
Certification Forms due to ACS by	11-1-2013

Fax – 917 551 – 7295   Email/Scan – HSDAPC@ACS.NYC.GOV

NEW YORK CITY
ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION

PARENT ADVISORY COMMITTEE (PAC)
ELECTION FORM

TABLE OF CONTENTS

New York City Administration for Children's Services
Division of Early Care and Education
Classroom Election Attendance Sheet

Program Name: _____   Date _____

Program Address_____ Telephone _____

State ***the number of children*** enrolled in this class at the time of classroom election _____

A QUORUM IS BASED ON 50% +1 OF YOUR CLASSROOM ENROLLMENT AT THE TIME OF THE ELECTION

*Please maintain a copy of your meeting notice (i.e. flyer, letter or poster) with a copy of the agenda on file

Type of Election:
[ ] Open Vote Meeting   [ ] Closed Ballot Meeting   [ ] All Day Voting (Ballot Box)

COMPLETE ONE FORM PER CLASSROOM

Parent Election Coordinator _____ Telephone _____

Email _____   FAX Number_____

Name (please print)	Signature	Classroom	Child's Name

New York City Administration for Children's Services
Division of Early Care and Education
Classroom Committee
Representatives Form

Agency _____ Date: _____

Agency Address _____ # Classrooms: ـــــــــ

Name of Class: _____**# Enrolled**: ____   **Teacher**: _____

COMPLETE ONE FORM PER CLASS

◊   Chairperson's Name _____Child's Name_____

Position: _____   Telephone: _____

Home Mailing Address: _____
                                        Apt. #   Zip Code
Email Address: _____

◊   Co-Chairperson's Name _____Child's Name_____

Position: _____   Telephone: _____

Home Mailing Address: _____
                                        Apt. #   Zip Code
Email Address: _____

◊   Secretary's Name _____Child's Name_____

Position: _____   Telephone: _____

Home Mailing Address: _____
                                        Apt. #   Zip Code

Email Address: _____

◊   Alternate's Name_____ Child's Name_____

Position: _____   Telephone: _____

Home Mailing Address: _____
                                        Apt. #   Zip Code

Email Address: _____

◊   Alternate's Name_____ Child's Name_____

Position: _____   Telephone: _____

Home Mailing Address: _____
                                Apt. #   Zip Code

Email Address: _____

Parent Election Coordinator Name_____ E-Mail_____ Tel_____

NYC EarlyLearn	THE CITY OF NEW YORK NYC ADMINISTRATION FOR CHILDREN'S SERVICES DIVISION OF EARLY CARE AND EDUCATION DIVISION OF PROGRAM DEVELOPMENT	PARENT ADVISORY COMMITTEE (PAC) ELECTION CERTIFICATION FORM

PROGRAM NAME:	FISCAL NO.	BOARD NAME:

ADDRESS:	ADDRESS:

BORO: ZIP CODE:	BORO: ZIP CODE:

DIRECTOR:	CHAIRPERSON:

PHONE NO. FAX NO:	PHONE NO:

PAC ORIENTATION DATE:	MONTH	DAY	YEAR

ORIENTATION CONDUCTED BY:	[ ]

PAC ELECTION DATE:	[ ] BALLOTING (A.M. & P.M.)
	[ ] MEETING (EVENING/PM)
MONITOR: (1)	MONITOR: (2)
SIGNATURE: (I HEREBY CERTIFY)	SIGNATURE: (I HEREBY CERTIFY)

I HEREBY CERTIFY THAT THE ELECTION REPORTED HEREIN WAS PROPERLY CONDUCTED BASED ON AND ADEQUATE ORIENTATION TO THE ACS/DCC PARENT INVOLVEMENT GUIDELINES, AND PROVISION FOR ALL PARENTS TO HAVE OPEN ACCESS TO THE ELECTION PROCESS

NO. OF PARENTS ENROLLED [ ]	NO. OF PARENTS VOTING [ ]	QUORUM [ ] YES [ ] NO
ELECTED OFFICERS: (TYPE OR PRINT NAME CLEARLY)		ADDRESS/BORO./ZIP CODE
CHAIRPERSON:	EMAIL:	
CO-CHAIRPERSON:	EMAIL:	
CORRESPONDING SECRETARY:	EMAIL:	
RECORDING SECRETARY:	EMAIL:	
TREASURER:	EMAIL:	

NOTES:

- BALLOTING CAN BE DONE DURING THE HOURS OF OPERATION (8:00 A.M. TO 6:00 P.M.) or AT A PAC MEETING IF HELD ON THE SAME DAY AS BALLOTING.
- A QUORUM OF PARENTS MUST BE AT THE MEETING WHEN THE ELECTION IS HELD.
- A QUORUM = 50 % PLUS (+) ONE (1) OF ALL PARENTS ENROLLED IN THE PROGRAM.
- PAC ELECTIONS MUST BE CONDUCTED **BY October 18, 2013**.
- PLEASE SUBMIT **ALL** PARENT ELECTION FORMS VIA:

EMAIL ADDRESS: HSDAPC@ACS.NYC.GOV

OR

FAX NUMBER: 917 551-7295

8/13
2013-14

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New York City Adminstration for Children's Services
Division of Early Care and Education
Parent Advisory Committee Report Form

Agency _____Site Address_____

Child Care Director _____Telephone: _____

Election Coordinator_____ E-Mail_____

Telephone_____   Date_____

Results: Conducted   θ   Not Conducted   θ

Check Item(s) Reviewed:

Election Minutes θ   Class Minutes θ   PAC Orientation θ

Number of Classroom ___   Number of Representatives per Classroom ___

Number of Community Representatives Members ___

Total number of representatives to the PAC Committee: ____

Mode of Election   by Paper Ballot   Special Meeting

Was There A Quorum?   Yes θ   No θ If Not, Why? _____

Were All Motions Seconded?   Yes θ   No θ

Officers:
Chairperson _____Telephone_____
Address _____Email_____

Vice Chairperson_____ Telephone: _____
Address _____Email_____

Secretary: _____

Treasurer: _____

Personnel Practices Committee: _____

Grievance Committee: _____

Education/Program Committee: _____

Special Activities Committee: _____

_____   ___   _____   _____
ACS Monitor Signature   Date   Monitor   Date

_____   (Self Monitored)
Child Care Director

Division of Early Care and Education
Early Learn NYC Parent Advisory Committee

Classroom A

Parent Classroom Committee

Classroom B

Parent Classroom Committee

Classroom C

Parent Classroom Committee

Parent Advisory Committee (PAC) Members

Chairperson (President)
Vice Chairperson (Vice-President)
Treasurer (Finance Comm. Chair)
Secretary
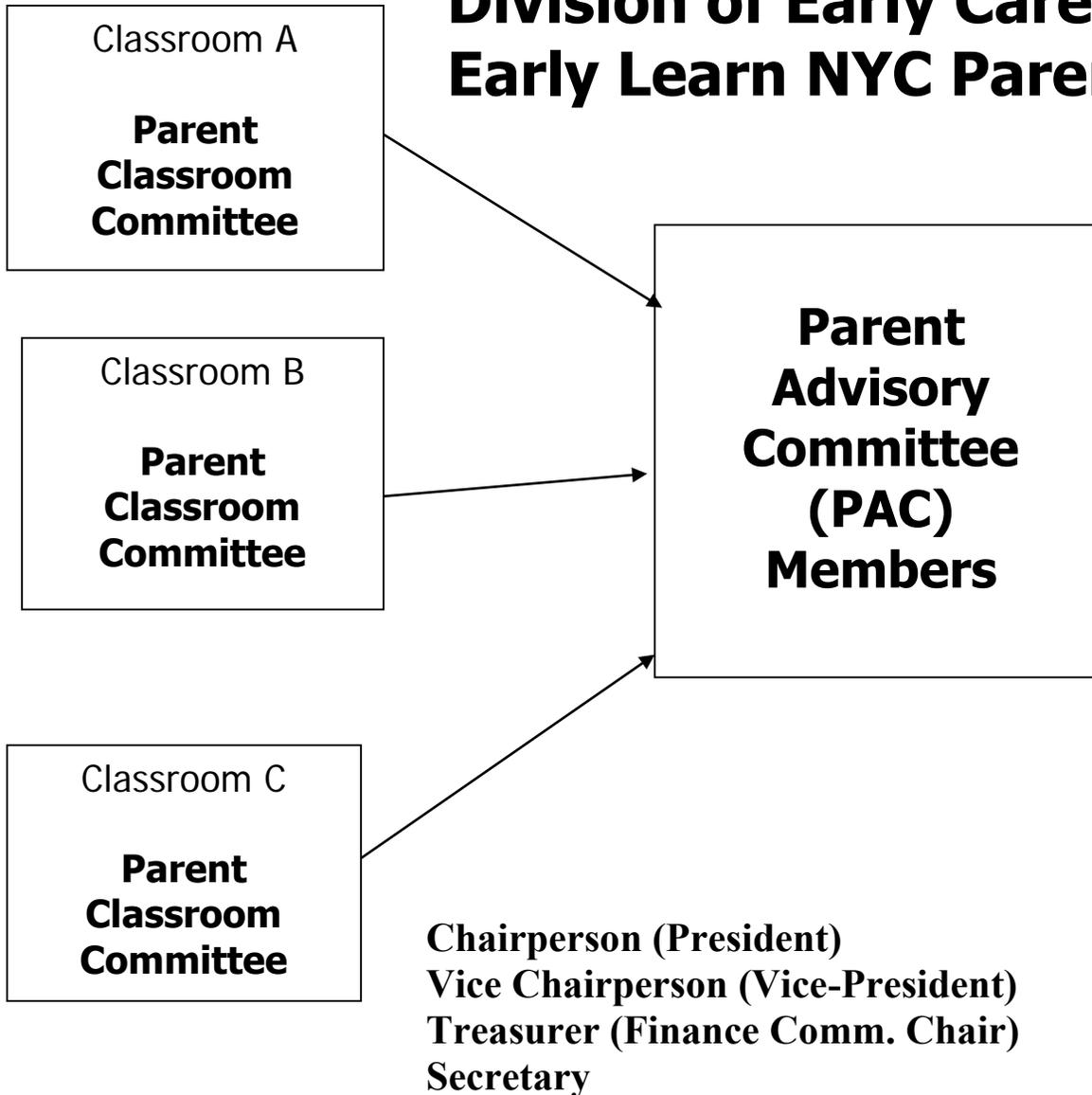
Committee Chairs:
   Bylaws Committee
   Grievance Committee
   Education/Program Committee
   Personnel Practices Committee
   Special Activities Committee

Appendix D
Administration for Children's Services Child Care Programs Only
Parent Elections Timetable

Conduct Parent Orientations by   **9-13-2013**

Complete Classroom Elections by   **9-27- 2013**

Conduct PAC Election by   **10-18-2013**

REQUIRED ELECTION DOCUMENTATION

F3 Classroom Election Attendance Sheet   **10-11-2013**

F4   Classroom Committee Representative Form   **10-11-2013**

F13 Parent Advisory Committee Report Form   **10-18-2013**

Certification Forms due to ACS by   **11-1-2013**

FAX – 917 551-7295
Email / Scan – HSDAPC@acs.nyc.GOV

NYC Administration for Children's Services
Division of Early Care and Education
Parent Election Forms

NYC Administration for Children's Services
Division of Early Care and Education
DELEGATE AGENCY PARENT ELECTION PLANNING FORM

SUBMIT ONE FORM PER DELEGATE AGENCY

Delegate Agency: _____

Name and Title of the Delegate Agency staff person designated to coordinate the Delegate Agency Parent Elections activities:

Name: _____Title_____ Telephone #_____

Fax Number: _____ E-Mail: _____

NOTE: THIS PERSON WILL BE HEREAFTER REFERRED TO AS THE "PARENT ELECTION COORDINATOR".

DELEGATE AGENCY SCHEDULE OF ELECTION DATES

Site Name: _____ Address: _____

Telephone Number: _____ Fax: _____

CLASSROOM PARENT COMMITTEE ELECTIONS

SITE NAME / ADDRESS (Please Print)	DATE RANGE OF CLASSROOM ELECTIONS FROM: TO:	DATE OF SITE ELECTION (DASPC) (Multisite Only)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Grantee advises multi-site agencies to hold its classroom elections and parent committee elections either on the same date or within the same week.

DELEGATE AGENCY POLICY COMMITTEE ELECTION (DAPC/PC)

Date: _____ Time: _____Location_____

The grantee will contact your Parent Election Coordinator to confirm your election date.

Have your DAPC Composition and Formation been approved by the Governing Board in 2013?   o Yes   o No
Note the date the Composition and Formation was approved by your Policy Committee/Council.   _____
Have your DAPC Bylaws been revised since submission during 2013?   o Yes   o No
If yes, note the date the Bylaws were approved by your Policy Committee/Council.   _____

If your Bylaws have been revised during 2013, you must resubmit your Bylaws to our office.

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2013-2014

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NYC Administration for Children's Services
Division of Early Care and Education
Delegate Agency Policy Committee/Council Structure Questionnaire and Attestation

Delegate Agency: _____

HS Director _____ Telephone No _____

Name Parent Elections Coordinator: _____ Telephone No. _____E-MAIL_____

As per Head Start regulations 1304.50(b)(1) and (642(E)(VI), "each delegate agency governing body operating an EHS or HS program must (except where such authority is ceded to the Policy Committee/Council) propose, within the framework of these regulations, the

- total size of their respective policy groups (based on the number of centers, classrooms, or other program units, and the number of children served by the EHS or HS program)

- the Procedures for the election of parent members, and

- the procedure for election of community representatives

Finally, these proposals must be approved by the Policy Council or Policy Committee AND the Governing Board"

To ensure that each Delegate Agency is able to elect and sustain a viable DAPC, management staff must continually reassess its process for policy group composition and formation so that it can realistically meet the HS standards with regard to the group's decision making responsibilities and the challenges of maintaining the necessary levels of parent involvement (quorum*, committees).

ATTESTATION

I, _____, hereby attest that I have reviewed the DAPC Bylaws for

        (Name of HS Director)

_____ and attest that the abovementioned information on policy

     (Name of Delegate Agency)

group composition and formation that is included in our bylaws adequately and accurately reflects our current practice and procedure for ensuring consistency and fairness in the selection of policy group members

_____ _____

Signature HS Director   Date   Signature PC Representative   Date

_____

Signature Governing Board   Date

Please submit when document is signed by <u>all</u> required members.

NYC Administration for Children's Services
Division of Early Care and Education
Delegate Agency Policy Committee/Council Structure Questionnaire

Delegate Agency: _____ **Date:** _____

Parent Election Coordinator: _____**Telephone:**_____ **E-MAIL**_____

As per Head Start regulations, your DAPC's Bylaws must (1) outline the composition of your DAPC with details on how you include all of your program options and, (2) outline the procedures by which parents move up to the DAPC with details on (a) the number and (b) titles of the representatives. This questionnaire will assist you in certifying that the elections you hold are in compliance with the bylaws.

1. **According to your bylaws, how many representatives should be elected in each classroom session?** _____
2. **List the page number(s) where this is indicated in your bylaws:** _____
3. **Do all of your Classroom Parent Representatives move up to the next level? [ ] Yes [ ] No**
   (To the DA Site Parent Committee in a multi-site program or to the DA Policy Committee/Council in a single site program)
4. **If your answer is No, which representatives (titles) from the Classroom Parent Committee, as per your bylaws, move up to the next level** _____
5. **How many representatives are on your Delegate Agency Site Parent Committee at:**
   Site #1_____   Site # 2_____   Site # 3_____   Site #4 _____   Site # 5_____
   Site #6_____   Site # 7_____   Site # 8_____   Site #9 _____   Site # 10_____
   (If your program operates more than 10 sites use a separate piece of paper to complete your response)
6. **Do all of the members from the DA Site Parent Committee move up to the DAPC? [ ] Yes [ ] No**
7. **If your answer to question # 6 is No, then who from the Delegate Agency Site Parent Committee (titles), as per your bylaws, moves up to the DAPC?**_____
8. **What is the <u>total</u> number of parent representatives, without including the community reps or parent alumni, on your DAPC?** _____
9. **How many community representatives do your bylaws mandate you should elect to sit on your DAPC?** _____
10. **What is the quorum for your DAPC that includes elected Parent Members and Community Representatives?** _____
11. **Does your Parent Election process include the election of Alternates at the Classroom Level? [ ] Y [ ] N If yes, do the alternates move with their classroom representatives to the next Election level? [ ] Y [ ] N**
    If no, how are alternates elected for the site and DAPC Elections? _____
12. **Has the formation process and composition of your DAPC been approved by the DAPC and Governing Board? (Governance Plan or Bylaws)**
    [ ] Yes [ ] No If the answer is Yes, list the dates it appears in the meeting minutes for:
    DAPC _____ Governing Board_____
    Date   *Date*
I hereby certify that the information on this questionnaire is accurate to the best of my knowledge:

_____   _____
        Director's Signature   **Date**

New York City Administration for Children's Services
Division of Early Care and Education
Election Attendance Sheet
Classroom Parent Committee Only

Delegate Agency _____ Date _____

Site Address_____ Telephone _____

State **the number of children** enrolled in this class/session at the time of classroom election. _____

A QUORUM IS BASED ON 50% +1 OF YOUR CLASSROOM ENROLLMENT AT THE TIME OF THE ELECTION
*Please maintain a copy of your meeting notice (i.e. flyer, letter or poster) with a copy of the agenda on file.

Type of Election: [ ] Open Vote Meeting   [ ] Closed Ballot Meeting   [ ] All Day Voting (Ballot Box)

COMPLETE ONE FORM PER CLASSROOM

Parent Election Coordinator _____Telephone _____
Email _____ FAX Number_____

Name (please print)	Signature	Classroom	Child's Name

New York City Administration for Children's Services
Division of Early Care and Education
Classroom Parent Committee
Representatives Form

Delegate Agency _____   Date _____

Name of Site (Multisite Only) _____# Classrooms: _____

Name of Class_____# Enrolled_____   Teacher_____

Head Start ☐   Head Start/Dually Eligible ☐   Both ☐

COMPLETE ONE FORM PER CLASS

◊   Representative's Name _____Child's Name_____

Position _____   Telephone_____

Home Mailing Address _____

Apt. #   Zip Code

◊   Representative's Name _____Child's Name_____ _____

Position _____   Telephone_____

Home Mailing Address _____

Apt. #   Zip Code

◊   Representative's Name _____Child's Name_____

Position _____   Telephone_____

Home Mailing Address _____

Apt. #   Zip Code

◊   *Alternate's Name*_____ *Child's Name*_____

Telephone_____

Home Mailing Address _____

Apt. #   Zip Code

◊   *Alternate's Name*_____ *Child's Name*_____ _____

Telephone_____

Home Mailing Address _____

Apt. #   Zip Code

Parent Election Coordinator Name_____ E-Mail_____ Tel_____

2013-2014 DAPC ELECTIONS SUMMARY OF CLASSROOM ELECTIONS

DELEGATE AGENCY	SITE ADDRESS	# CHILD ENROLLED	CHAIR PERSON	VICE-CHAIRPERSON	SECRETARY/ TREASURER	ALTERNATE(S)	DATE ELECTED	DAPC MONITOR

Family Coordinator Name_____ Email: _____

Email:

Director's Name _____   _____

SUBMIT THIS FORM TO THE GRANTEE BY October 11th, 2013

New York City Adminstration for Children's Services
Division of Early Care and Education
Delegate Agency <u>Site Parent</u> Committee Representatives
to the Delegate Agency Policy Committee/Council
<u>Multi-Site Agency Only</u>
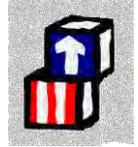
Delegate Agency _____ _____ Date _____

Site Address _____

Site Director _____Telephone _____

Parent Election Coordinator _____ Telephone _____

Fax Number _____ E-Mail _____

List <u>all</u> elected Delegate Agency Site Parent Committee Members and check only

those eligible to sit on the Delegate Agency Policy Committee/Council

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

[   ] Name _____ Home Telephone _____

Home Mailing Address _____
                                                           Apt. #   Zip Code

Instructions: Place a check (✓) next to each Delegate Agency Site Parent Committee Representative eligible, as per your DAPC By-Laws, to sit for the Delegate Agency Policy Committee elections. Remember to invite your Classroom Alternates of the Delegate Agency Parent Committee election to vote in place of Classroom Representatives that cannot attend the election.

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New York City Administration for Children's Services
Division of Early Care and Education
Election Attendance Sheet
Delegate Agency Site Parent Committee, Delegate Agency Policy Committee/Council and
Area Representative Elections Only

Delegate Agency _____ Date _____ _____

Site Address_____ Telephone _____

Parent Election Coordinator _____E-Mail _____Fax_____

Election Held: θ   **Delegate Agency Site Parent Committee**

θ   **Delegate Agency Policy Committee/Council**

θ   **Local Area Representative**

Class/Site Representative Name (please print)	TITLE	Site Address	Which classroom were you elected to represent?	DA Use Only: Check (✓) Parents Eligible to Vote

Please maintain a copy of the meeting notice (i.e. flyer, letter or poster) with a copy of the agenda and Election Minutes on file in your program.

New York City Administration for Children's Services
Division of Early Care and Education
Delegate Agency <u>Site</u> Parent Committee Election Report Form

Delegate Agency _____   Date _____

Site Address Telephone_____

Site Director_____

Parent Election Coordinator_____

Telephone_____

Fax_____   E-Mail _____

Results: θ Conducted   θ Not Conducted   If not, why?
_____

Check Item(s) Reviewed:

θ By-Laws   θ Election Minutes   θ Class Minutes   θ Center Orientation

Number of Sites_____ Number of Representatives per Classroom_____ Number of Voting Members ___

Total number of representatives to the Delegate Agency Policy Committee/Council_____

Was there a Quorum?   θ Yes   θ No

Number of voting members present _____   Were all motions seconded?   θ Yes   θ No

Officers:

Chairperson   _____Telephone_____ E-Mail_____

Address

Vice Chairperson_____ Telephone_____ E-Mail_____

Address _____

Secretary Name_____

Treasurer Name _____

Personnel Practices Chairperson Name_____

Grievance Chairperson Name _____

By-Laws Chairperson Name _____

_____
Parent Election Coordinator's Signature   Date

New York City Administration for Children's Services
Division of Early Care and Education
Parent Election Chart

Name of Delegate Agency_____Address_____Telephone_____E-Mail_____

Site Name (Where Appropriate) _____ Address _____Telephone _____E-Mail_____

Type of Election (Check One)   Delegate Agency Site Parent Committee o   Delegate Agency Policy Committee/Council o   Date_____

Number of Representatives Present: _____ *Number of Proxy Nomination Letters: _____***ATTACH COPIES OF PROXY LETTERS**

Office	Nominee	Nominated By	Declined	Motion to Close Nominations	Seconded By	Motion Passed		Number of Votes	Number of Reps Present
						Yes	**No**		
Chairperson									
Vice Chairperson									
Secretary									

Name of Delegate Agency_____Address_____Telephone_____

Office	Nominee	Nominated By	Declined	Motion to Close Nominations	Seconded By	Motion Passed		Number of Votes	Number of Reps Present
						Yes	No		
Treasurer Chairperson of Finance Committee									
Chairperson of Personnel Practices Committee									
Chairperson of Grievance Committee									
Chairperson of By-laws Committee									

FOR DASPC ELECTION ONLY

DA DIRECTOR_____ PARENT ELECTION COORDINATOR_____

ELECTED DASPC CHAIRPERSON_____ STAFF DA MONITOR_____

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Name of Delegate Agency_____Address_____Telephone_____

Office	Nominee	Nominated By	Declined	Motion to Close Nominations	Seconded By	Motion Passed		Number of Votes	Number of Reps Present
						Yes	No		
Area Representative CANDIDATE									

LIST ALL OTHER COMMITTEE/COUNCIL MEMBERS

Name	Name	Name

FOR DAPC ELECTION ONLY

Delegate Agency Director_____ Parent Election Coordinator _____
                                          SIGNATURE   SIGNATURE
Elected Chairperson_____ ACS/Head Start Monitor_____
                                          SIGNATURE   SIGNATURE

New York City Administration for Children's Services
Division of Early Care and Education
Delegate Agency Policy Committee/Council
Membership Form

Delegate Agency _____Date _____

Mailing Address _____

Executive Director_____Telephone_____

Head Start Director _____Telephone _____

Parent Election Coordinator_____ Telephone_____

Officers

· Chairperson _____Email_____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____

| | Apt. # | Zip Code |

· Vice Chairperson _____Email_____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____

| | Apt. # | Zip Code |

· Secretary _____Email_____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____

| | Apt. # | Zip Code |

· Treasurer_____ Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____

| Apt. #   Zip Code |

·   Personnel Committee Chairperson _____Email_____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

By-Laws Committee Chairperson _____Email_____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

·   Grievance Committee _____Email _____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

All Remaining Delegate Agency Policy Committee/Council Members not elected Officers

Name _____Email _____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

·   _____ Name _____Email _____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

·   Name _____Email _____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

·   Name _____Email _____

Home Telephone _____   Business/Other Telephone_____

Home Mailing Address _____
| Apt. #   Zip Code |

Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

·   Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

·   Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

·   Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

·   Name _____Email _____ _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

·   Name _____Email _____

Home Telephone _____ Business/Other Telephone_____

Home Mailing Address _____
                                                                                                Apt. #   Zip Code

Parent Election Coordinator _____Date_____
                                                                                                Signature

New York City Administration for Children's Services
Division of Early Care and Education
Delegate Agency Policy Committee/Council Election Certification Form
(Complete AT THE CONCLUSION of the Delegate Agency Policy Committee/Council Election <u>Only</u>)

Delegate Agency_____ Program Year_____

Address _____

Head Start
Director_____Telephone_____

Child Care Director (if applicable) _____Telephone_____

Parent Election Coordinator _____Telephone_____

Name of Sponsoring Board _____

Sponsoring Board Chairperson _____Telephone_____

Address _____
                        Street   Apt. #   City/State   Zip Code
Sponsoring Board Chairperson Email _____

I hereby certify that the enclosed Delegate Agency Policy Committee/Council Elections were conducted in accordance with ACS Head Start policies and guidelines and that all representatives were duly elected.

_____   Date_____
Signature of Sponsoring Board Chairperson

_____   Date_____
Signature of Head Start Director

_____   Date_____
Signature of Child Care Director (if applicable)

_____   Date_____
Signature of Parent Election Coordinator

_____   Date_____
Signature of ACS/Head Start Monitor

New York City Administration for Children's Services
Division of Early Care and Education
Election Minutes

Level of Election: o   Classroom Parent Committee o Delegate Agency <u>Site</u> Parent Committee

Check One   o   Delegate Agency Policy Committee/Council   o Local Area Representative

Delegate Agency _____   **Site Name**_____

Site Address_____ **Site Telephone** _____

 Classroom Name _____ **was a quorum established?** ☐ Yes ☐ No

Motions:
Second:
VOTING Record – as needed
 # members voting
 # quorum
 # Yes   # No   # Abs.

Note taker: _____

Parent Election Coordinator_____ **Telephone**_____
E-mail_____**Date**_____

Meeting Minutes / Notes

New York City Administration for Children's Services
Division of Early Care and Education
Area Representative Eligibility Letter

Ms. Miranda Harrison
Director of Program Governance
ACS/ Division of Early Care and Education
66 John Street, 8th Floor
New York, NY 10038

Dear Ms. Harrison:

As part of the 2013 Parent Election process that includes the selection 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 - Name of Agency: _____

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

<u>CERTIFICATION OF ELIGIBILITY OF AREA REPRESENTATIVE CANDIDATES</u>

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 placed 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.

Name of Area or Alternate Representative Candidate: _____

Address: _____ Email: _____

Borough: _____ Zip Code: _____ Telephone: _____

Sincerely,

_____
Signature of Head Start Early Learn Director

Name of Delegate Agency_____ Telephone_____

New York City Adminstration for Children's Services
Division of Early Care and Education
Delegate Agency Policy Committee Election Report Form

Delegate Agency _____Site Address_____

Head Start Director_____Telephone _____

Parent Election Coordinator_____ E-Mail_____
Telephone_____   Today's Date_____

Results: Conducted   θ   Not Conducted   θ

Check Item(s) Reviewed:

By-Laws θ   Election Minutes θ   Class Minutes θ   Center Orientation θ

Number of Sites___ Number of Representatives per Site ___ Number of Community Representatives Members ___

Total number of representatives to the Delegate Agency Policy Committee_____

Was There A Quorum?   Yes θ   No θ

If Not, Why? _____

Were All Motions Seconded?   Yes θ   No θ

Officers:

Chairperson _____Telephone_____
Address _____Email_____
                                          Apt #

Vice Chairperson_____ Telephone _____
Address _____Email_____
                                          Apt #

Secretary _____

Treasurer _____

Personnel Practices Chairperson _____

Grievance Chairperson _____

By-Laws Chairperson _____

ACS/Head Start Monitor Signature   Date   Delegate Agency Monitor   Date
                                                    (Self-Monitored Delegate Agencies)
_____
Head Start Director   Date

DAPC General Meeting Attendance Form

Delegate Agency _____   Date _____

Meeting Facilitator_____ Beginning Time_____ Ending Time_____

Number of Members on the Policy Council/Committee_____ Has a Quorum been Established? _____

Purpose of Meeting: _____

* For Use at <u>All</u> DAPC / PC <u>Meetings</u> to Document Attendance

Name (please print)	DAPC Title	Check (✓) if counted towards Quorum

New York City Administration for Children's Services
Division of Early Care and Education
DAPC MEMBERSHIP CHANGE FORM

INSTRUCTIONS:

Complete one form for each DAPC member (*officer, non-officer and or Community Representative*) that needs to be replaced. Replacements should take place within 30 days removal or resignation from the DAPC. If the member that is being replaced is also a member of the Delegate Agency Site Parent Committee and Classroom Parent Committee, they must be replaced at those levels as well. If an Alternate Representative was elected to shadow them during the initial election process then you do not need to hold another classroom election to replace the removed DAPC member. If an Alternate Representative was not elected to shadow representatives from their Classroom Parent Committee, then you will have to conduct an election in the classroom where the removed DAPC member came from. **NOTE: An Alternate Representative taking the place of a DAPC member does not automatically take the <u>ELECTED OFFICE</u> of the member they are replacing. At each level, an election must be conducted, among the members to determine who takes over the vacated office.**

NYC Administration for Children's Services
Division of Early Care and Education
DAPC MEMBERSHIP CHANGE FORM

SUBMIT ONE FOR EACH DAPC MEMBER THAT IS REPLACED

Delegate Agency: _____

Election Coordinator: _____ Telephone Number: _____

About the outgoing member:　　　　　　Date of Removal or Resignation: _____

- DAPC Member Being Replaced:_____
- DAPC Officer Title (if applicable): _____
- DASPC Officer Title (if applicable): _____Site: _____
- Classroom Officer Title: _____
- On what Committee level is the representative being replaced? [ ]DAPC, [ ]Site PC,

[ ] Classroom (check all that apply)

About the incoming member:

- New DAPC Member:_____ Date Added: _____
    - o Address: _____
    - o Email_____ Telephone :_____
    - o Originating Site:_____ Classroom: _____

About the vacated membership:

- If the vacating member held an office (i.e. Chairperson, Treasurer) then an election must take place to elect a replacement for the vacated office. If applicable, what was the date of the election? _____
- What Office was won by whom? _____
- If **removed**, attach meeting minutes where they were voted off of the DAPC and the letter sent to them informing them of the action. **Documents attached ☐ Yes ☐ No**
- If they resigned, attach their resignation letter. **Letter Attached ☐ Yes ☐ No**
- Comment:_____

Election Coordinator Signature_____ Date_____ Director's Signature_____ Date____

New York City Administration for Children's Services
Division of Early Care and Education
Delegate Agency Community Representative Report Form

Delegate Agency _____ Date _____

Parent Election Coordinator_____ Telephone_____

Parent Election Coordinator E-Mail _____

Community Representative:

Complete the following information for the Community Representatives **Elected** to the 2013-2014 DAPC

Name	Affiliation	Are they a Member of your Health Services Advisory Committee	Date of Election to the DAPC	Number of Years on DAPC

_____   _____
Delegate Agency Director's Signature   Date   Parent Election Coordinator's Signature   Date

Appendix A
Multi Site Election Process

Appendix B

Classroom A
Parent Committee

Classroom A

Classroom B

Delegate Agency Site
Parent committee

Single Site Delegate Agency
Delegate Agency Policy Committee (DAPC)

Delegate Agency

Delegate Agency
Delegate Agency Policy Committee (DAPC)

Delegate Agency
Election Of Candidates For Area Representatives And Alternates

Classroom B
Parent Committee

Classroom A

Delegate Agency Site
Parent committee

Delegate Agency Area
Elections Area Representatives And Alternates

Classroom B

Area Cluster Elections*
Of Area Representatives And Alternate Representatives

Re

Re

Grantee

City-Wide Head Start Policy Council (CWHSPC)

Grantee Wide Head Start Policy Council

Classroom C
Parent Committee

Classroom A

Delegate Agency Site
Parent committee

Classroom B

* Can be hosted by a Delegate Agency within the Cluster or at ACS 66 John Street, NYC

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* Can be hosted by a Delegate Agency within the Cluster or at ACS 66 John Street, NYC

APPENDIX C
NYC Administration for Children's Services
Division of Early Care and Education
Parent Election Chart Guidelines   F-8

This tool is designed for delegate agencies to use as a simplified means of recording and submitting the details of center and delegate agency level Policy Committee elections to the grantee. It may also be used for classroom elections.

Identifying Data:
Staff members need to be assigned to complete the Election Chart, take minutes, and record on a wall chart. List delegate agency name and center site conducting election, specifying whether center or delegate agency election. Complete all information in the Heading. State the date of election, number of representatives in attendance and number of proxy letters from parents placing themselves in nomination used as part of the election procedure.

Nominees:
•   List the name of the nominee and the person nominating for each office. Place "D" in parentheses beside name if the nominee declines.
•   A nominee cannot make a nomination or vote for a candidate in the same position, without first declining his/her own nomination. Nominations may come from the parents present, or parent candidates can nominate themselves Parents can also accept a proxy nomination. A **PROXY LETTER** from a parent requesting their name to be placed in nomination for a specific office is allowed. However, a ***proxy vote*** is **not** allowed.

Motion/Second:
•   List the names of the persons making the motion to close and second. *Neither can be a current nominee*. Make sure none of the motions are made by candidates in that office.
•   The motion to close should be heard after all the nominees in the position are nominated.
•   Check simply whether the motion passed or not.

Candidate Introductions: Ask candidates if they wish to state why they wish to be elected to the DAPC. When finished, escort candidates away from voting area so that the remainder of the committee can vote for the candidates of their choice.

Votes:
•   State the number of votes each nominee received in the voting column and the number of voting members present at the time the vote for that position is cast in the last column. The total number of votes for all candidates and "abstentions" should add up to the number of voting members present. Remember to clearly identify voting members from other people in the room to avoid voting confusion. When there is a tie vote, then the procedure should follow bylaws policies. In most cases, the Chairperson is elected as the tie breaker, which means the **Chairperson *does not nominate or cast a vote for other officers* after being elected.** When the Chairperson is **not** designated as the tie breaker, then another vote for the position must be taken.
•   ***Remember only one vote per family.***

Additional Motions and Decisions:
•   Based on Bylaws – i.e. next highest votes becomes chairperson
•   Voting Decisions – open or closed ballot
•   Asking the Chairperson to conduct the remainder of the Election.

APPENDIX D
NYC Administration for Children's Services
Head Start & Dually Eligible Programs
Division of Early Care and Education
Parent Elections Timetable

ELECTION PROGRAM ACTIVITIES   COMPLETE BY

Conduct Parent Orientations   09-13-2013

Complete Classroom Elections   09-27-2013

Conduct DASPC (Site) Elections   10-18-2013

Conduct DAPC Election   11-22-2013

REQUIRED ELECTION DOCUMENTATION

Submit a copy of the current By-Laws, the Delegate Agency DAPC Planning
Form, Governance Questionnaire and Attestation   08-30 to 09-13-2013

F-4a Class Parent Election Summary   10-11-2013

F-5 & F-6 Submit DASPC Representatives Form &
Attendance Form Election Report Forms (Multi-site only)   11-01-2013

F- 8 FAX / Scan PC Election Chart   12-13-2013

F-12 & F-13 Signed Election Report Form and Area and
Alternate Representatives Letter   **Submit Immediately Following Your DAPC Election**

F-9 & F-10 DAPC Membership and Certification Forms   12-13-2013

APPENDIX E

City-Wide Head Start Policy Council
66 John Street 8ᵗʰ Floor
New York, New York 10038
Tel: (212) 361-7226/6772

LaFleur Chairperson   **Ayleen Guzman**
Chairperson   **Assistant Commissioner**

Responsibilities of Area Representatives as Policy Council Members

In accordance with 45 CFR Part 1304.50 (b) (4) "all parent members of the Policy Council or Policy Committees must stand for election or re-election annually".

The City-Wide Head Start Policy Council is composed of Twenty seven (27) members. Nineteen (19) are Area Representatives equaling seventy percent (70%) and eight (8) are community representatives equaling thirty percent (30%).

Area Representatives are parents of children currently enrolled in the Head Start program who represent a geographical area that contains one or more delegate agencies. As an Area Representative, you are expected to attend the monthly Policy Council and General Assembly meetings regularly. These two meetings are scheduled for most months, except during the winter and summer seasons where they would conflict with holidays and vacation schedules. It is hoped that you will attend the annual Policy Council training retreat in February and additional training programs that are scheduled approximately one a month from April to June.

As an Area Representative you may consider running for an Executive Committee/officer position. The Executive Committee meets weekly and represents the Policy Council in a broad range of activities. You may also be invited to participate on a Policy Council committee. More will be discussed about these opportunities at a later date.

Ideally, Area Representatives and Alternates will work together to network with all the DAPC chairpersons/delegate agencies in their Areas to the best of their ability. Support for this and the fulfillment of all Area Rep. and Alternates responsibilities is provided by the Executive Committee and Policy Council Unit staff.

Alternate Role and Responsibilities

An Alternate is elected to work in partnership with their Area Representative. In Areas where there is more than one delegate agency, Alternates will be elected from a delegate agency other than the one from which the Area Representative comes from. Alternates are invited to attend the monthly Policy Council and General Assembly meetings. Alternates will assume the functions of an Area Representative such as voting and making motions, when their Area Representative is unable to attend a meeting. They are also included in Policy Council training programs and activities so they can receive all the knowledge provided Area Representatives in order to function comfortably.

GRANTEE GUIDANCE AT A GLANCE

❖   This grantee strongly encourages fair and equal representation from all
……   families to the Parent / Policy Committee groups. To that end, *there is only*
………*one vote per family.*
❖   The <u>number of representatives for each classroom</u> must be developed based
……..on the size and composition of your delegate agency site.
❖   In <u>single sites</u>, there must be an equal number of representatives from each
……..classroom elected to serve on the DAPC.
❖   In <u>multi-site agencies</u>, the number of classrooms at each site determine the
……..number of representatives that will be sent to the DASPC (site parent
……..committee); the number of reps from each class to the DASPC must be the
……..same; each DASPC may not have the same number of reps; however, an
……..equal number of representatives from the each DASPC must be sent to the
……..DAPC /PC;
❖   Elect an <u>alternate(s) on the classroom level </u>for each parent committee
……..representative or for the parent committee classroom to function on the
……..Parent/Policy Committee levels.
        Remember, alternates only vote in the absence of their classroom
……..representative. Alternates *cannot* be <u>nominated</u> for any office.
❖   Inform parent representatives who are eligible to run for office, and unable to
……..attend the election, of the opportunity to submit a <u>Proxy </u>letter. This letter
……..places the person's name as a nominee for the office of her/his choice <u>and is</u>
……..<u>the only form of proxy allowed</u>. The proxy letter is to be sealed and delivered
……..to the Delegate Agency Election Coordinator prior to the start of the election
……..process.
❖   <u>No proxy voting is allowed</u>. This means that the *absent* proxy candidate can
……..not vote for him/herself, but can only receive votes from qualified voting
……..members present during the election.
❖   A Q*uorum*, as defined by "Robert's Rules of Order", is the minimum number of
…….members who must be present for a legal, official meeting. The grantee
…….strongly suggests that a quorum equal <u>50+1%</u> of the sum total of the qualified
…….voting membership. A quorum is required to execute the DAPC election and is
…….defined in the Delegate Agency's By-laws.

ATTACHMENT B

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

For All Parent Election Coordinators:

ALL DAPC ELECTIONS MUST BE CONDUCTED BY **NOVEMBER 22, 2013**

[ ] PARENT **ORIENTATIONS**

   Begin to conduct Parent Orientations and other parent activities with your new families and your current parent body and Policy Committee. All Orientations must be conducted prior to conducting Parent Elections.   Date(s) Completed_____

[ ] FIRST **SUBMISSIONS** – F-2   Due by **8-30 to 9- 13- 2013**

- F-2 Governance Attestation, and the Governance Questionnaire are completed fully with all required signatures and a copy of your current Bylaws are due by the above date.

Technical Assistance for completing these forms can be obtained by contacting **Miranda Harrison** at miranda.harrison@dfa.state.ny.us or Eleanor Quallo at Equallo@acs.nyc.gov

[ ] CLASSROOM **ELECTIONS** Summary   4a   Submissions Due by ____**10/11/13**_____

- Follow the Schedule of Classroom Elections (F-1) at each site.
- Choose a method of Classroom Parent Election: classroom meeting, closed ballot, or all day balloting election.
- Each election type must ensure that the majority of parents in the classroom have voted.
- Use F-3 for each classroom election to document your election voting.
- The F-3 form includes the names and signatures of all parents that voted in the election. A *quorum* of parent classroom members must be documented using the signature sheet.
- Complete the F-4 "Classroom Parent Committee Representative Form" to document the names of the Classroom Representative that will be sent to the DAPC (single site) or the DASPC (multi-site agency) (Do not submit to grantee – keep on file at program)
- Complete and ONLY Submit by E-mail / Scan or Fax –F-4a "Classroom Parent Election Summary Form"
- Classroom Alternates are chosen at this level to represent their classroom candidates. Alternates cannot be elected to an office but serve for their classroom representative(s) when Reps are not available to attend meetings or vote. Alternates move with classroom candidates to the next level.

   .   Date(s) Completed_____

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

[ ] DELEGATE AGENCY SITE PARENT COMMITTEE (DASPC)   F-5, 6, 7, 8-
   MULTI-SITE ONLY
   Submissions DUE by___ **11/01/13**_____

- The Classroom Parent Representatives elected in each classroom and listed on the F-4 move up as parent members of the DASPC as per your DAPC Bylaws.
- Schedule your DASPC Election as soon as each site has completed their Classroom Parent Elections.
- Conduct an Orientation for the members of the DASPC. The Orientation should provide information about the roles and responsibilities of parent officers on the DASPC. The orientation should also provide the members with an opportunity to get to know each other and begin to discuss possible candidates for the DASPC officers.
- Inform the site parent representatives the date of the DASPC Election from your F-1 Planning Form. Any changes to the original dates on the F-1 must be reported to the grantee office. Invite classroom *Alternates* to the DASPC Election.
- Conduct your DASPC Election with your parent site representatives.
- Document the DASPC Election using the F-8 – Election Chart, pages 1&2 only. See Appendix C – Guidelines for completing your Election Chart;
- Use the F-6 to document the Attendance of the voting site parent members. This form will also document that you have a quorum of site parent committee members. Remember that alternates can take the place of absent classroom representatives. However, the alternate taking the place of the site committee representative must come from the same classroom.
- Prior to the DASPC Election, the Election Coordinator ensures that the documentation for conducting the DASPC Election is accurate by reviewing the Classroom Election minutes and attendance, Orientations have been conducted and that bylaws are followed. The election Coordinator, or staff representative who has been trained in the Parent Election Process completes the first half of the F-7.
- The election coordinator or staff representative assigns roles and responsibilities for staff at the site election.
- The DASPC Election is conducted with a quorum of the site committee membership. Alternates are used if their classroom representatives are not present. The DAPC committee elects or selects (based on bylaws) the representatives from each site committee that will be sent to the DAPC Election.
- After the DASPC Election, the Election Coordinator ensures that the bottom half of the F-7 is completed obtaining signatures and names of elected officers. Also obtain signatures on the F-8 – DASPC Election Chart (pg 1&2 only);

ATTACHMENT B   (CONTINUED)

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

- Complete the F-5 DASPC Multi-site Form and *check off the ELECTED DASPC REPRESENTATIVE(S) that will move up to the DAPC or PC Election*. Follow your bylaws to determine how many representatives from each site will move up and how they are selected to the DAPC election.

- There must be an equal number from each site moving up to the DAPC Election.
- Submit copies of the F-6 (Attendance Form), F-5 (DASPC Multi-site Form) the F-7 (DASPC Election Report Form) and the F-8 (DASPC Election Chart) to the Grantee by 12/13/13.
  Date(s) Completed_____

[ ] DELEGATE AGENCY POLICY COMMITTEE / POLICY COMMITTEE ELECTION
   Submissions Due by __**12/13/13**_____
- In a single site programs, based on bylaws, an equal number of representatives elected in each classroom are sent to the DAPC Election.
- In a Multi-Site Program the candidates for the DAPC Election are elected from site committee members that are selected to represent the site at the DAPC level (see F-5).
- An *Orientation for the DAPC / PC Election* is conducted among the DAPC candidates that will participate in the election. This will include the alternates for each representative or classroom. The Election Coordinator arranges for the candidates to get to know each other and provides them with information about the roles and responsibilities for the positions on the DAPC and Area Candidate.
- The candidates are informed of the Election date (see F-1) and the location of the DAPC Election

Electing a Community Representative
- Community Representatives must be elected on an annual basis. Candidates are nominated by the Governing Board, DAPC and Management staff.
- An election for Community Representative must be held prior to the DAPC Election.
- The Community Representative participates in the DAPC Election and may be elected to any office except the Chairperson.

DAPC Election
- On the day of the DAPC Election candidates and alternates sign in on the Attendance Sheet (F-6). Attendees who are not members of the DAPC should sign on an alternate attendance sheet or place a mark on the attendance sheet to determine who the voting members are.
- Staff should be assigned roles prior to the election (moderator, writing info on the chart, taking minutes, monitoring the attendance sheet, completing the F-8 Election Chart, obtaining signatures at the end of the Election.)
- Open the meeting by asking for a *Motion to Open* the DAPC Election.

ATTACHMENT B   (CONTINUED)

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

- The voting process begins by determining the number of DAPC members is present and whether there is a quorum of voting members.
- The Election Coordinator or designee will provide a brief overview of the Election process and ask for any questions.
- A *motion* may be made to determine the type of election process: *Open or Closed Balloting*. This motion is required if there is no provision in the bylaws for the type of Election voting.
- If there are *Proxy Letters*, they should be read at this time by the Parent Election Coordinator to determine what positions the proxy letters are being requested.
- The DAPC Election begins with the call for nomination for the "Chairperson"; As each candidate is called, it is recorded in minutes and documented on the Election Chart; a staff person may write the names of the nominees and the persons nominating the candidate on the board or tablet chart;
- The candidate is asked whether they accept or decline the nomination;
- A call for additional nominations is requested. And the same process is repeated each nominee.
- *When there are no other nominees, a motion to "Close" on the "group of nominees" for the position of Chairperson is made, and a" second motion" is called.*
- Each of the nominees is asked to speak to the group about why they would like the position;
- The nominees may be asked to step out of the Election area while the voting occurs;
- Using the determined voting method, the members are asked to vote for the candidate of their choice; reminding members that if they nominated a candidate that they must vote for that candidate. By a show of hands or ballot a vote is taken for each candidate. The number of votes and abstentions must add up to the total number of members voting (adding in the votes for the nominees)
- Once the nominee with the highest vote is determined, the nominees are called back into the room and the winner for "Chairperson" is announced.
- The Chairperson is then asked by the Election Coordinator whether they wish to conduct the remainder of the DAPC Election; if they respond yes, they will become a non-voting member for the remainder of the Election and assume the role of the "Tie Breaker" if needed. The Chairperson also would not be able to nominate any candidates;
- The staff will record all Election activities in the minutes and the Election Chart;
- The same process will occur for the remaining DAPC Positions: Co-Chairperson, Secretary, Treasurer, Bylaws, Personnel, Grievance;

. Date(s) Completed_____

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

Choosing an Area Representative Candidate

- The <u>third page</u> of the "DAPC Election Chart" calls for the election of an "Area Representative Candidate". The newly elected DAPC must elect based on their bylaws the Area Representative Candidate. This candidate <u>must</u> come from the DAPC membership. The candidate must understand that they will need time to attend a number of meetings during each month at the HS Central Office and, if elected work with other programs in the area. (See Appendix E)

- The candidate will participate in an Area /Alternate Representative Election that will be held at a later date with other candidate from their area cluster.

After the DAPC Election   - DA Worksheet

- Complete and submit the "Election Chart" (F-8) pages 1-3 and obtain all required signatures (with Signatures) (May be e-mailed, scanned, faxed)
                        Date(s) Completed_____
- Complete and submit the "Election Report Form" (F-13) and obtain DAPC member information   (May be e-mailed, scanned, faxed)
  .   Date(s) Completed_____
- Complete and submit " DAPC Attendance" (F-6) (May be e-mailed, scanned, faxed)
                        Date(s) Completed_____
- Maintain "Election Minutes" (F-11) <u>in your files</u>.
                        . Date(s) Completed_____
- Complete and submit the "DAPC Membership Form" (F-9)
                        (May be e-mailed, scanned, and faxed).
                        Date(s) Completed_____
- Complete and submit the "DAPC Certification" (F-10) (with signatures)
                        (May be e-mailed, scanned, faxed)
  .   Date(s) Completed_____
- Complete and submit the "Area Representative Eligibility Form" (F-12)
                        (May be e-mailed, scanned, faxed)
  .   Date(s) Completed_____

SUBMIT **ALL** DAPC ELECTION FORMS BY **DECEMBER 13th, 2013**
All Signature Forms - Submit by e-mailed, scanned, or fax -- 917-551-7295
E-Mail – HSDAPC@ACS.NYC.GOV

ATTACHMENT B   (CONTINUED)

NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES
DIVISION OF EARLY CARE AND EDUCATION
PARENT ELECTION PROCEDURES AND DOCUMENT SUBMISSION

NOTES:

All Classroom Elections and Site PC Election forms <u>must be</u> submitted after each election.
<u>Do not wait</u> until after your DAPC Election to send in CLASSROOM SUMMARY and SITE ELECTION forms.
Election Monitoring - Your program will be informed in advance if the DAPC election will be monitored by a "Grantee Election Monitor". If you are not notified, then your election will be "monitored" through your paperwork and interviews with delegate agency staff via phone and e-mail.

Please adhere to the Election due dates for submission of forms.

w York City Administration for Children's Services
Division of Early Care and Education
DELEGATE AGENCY
PARENT ELECTION MONITORING FORM

Grantee Use Only

Delegate Agency: _____

Name and Title of the Delegate Agency staff person designated to coordinate the Delegate Agency Parent Elections activities:

Election Coordinator: _____

Policy Council Member: _____ Area: _____

ACS Monitor: _____

DELEGATE AGENCY POLICY COMMITTEE ELECTION (DAPC)

Date: _____ Time: _____ Location_____

Were the eligible voting members of the DAPC identified?	Yes:☐	No:☐
Was the election conducted?	Yes:☐	No:☐
Was a quorum (50%+1) of the DAPC present for the election?	Yes:☐	No:☐
Was an orientation provided for the DAPC during the election process?	Yes:☐	No:☐
Were the DAPC's Bylaws provided to the membership?	Yes:☐	No:☐
Was some form of parliamentary procedure used during the election?	Yes:☐	No:☐

Comments:

_____

_____

_____

**Children's Services EarlyLearn / Head Start
Parent Elections Timetable**

ELECTION PROGRAM ACTIVITIES   COMPLETE BY

Conduct Parent Orientations   09-13-2013

Complete Classroom Elections   09-27-2013

Conduct DASPC (Site) Elections   10-18-2013

Conduct DAPC Election   11-22-2013

REQUIRED ELECTION DOCUMENTATION

Submit a copy of the current By-Laws, the Delegate Agency DAPC Planning
Form, Governance Questionnaire and Attestation   08-30 to 09-13-2013

F-4a Class Parent Election Summary   10-11-2013

F-5 & F-6 Submit DASPC Representatives Form &
Attendance Form Election Report Forms (Multi-site only)   11-01-2013

F- 8 FAX / Scan PC Election Chart   12-13-2013

F-12 & F-13 Signed Election Report Form and Area and
Alternate Representatives Letter   12-13-2013

F-9 & F-10 DAPC Membership and Certification Forms   12-13-2013

Dear Governing Board and/or Director:

The City of New York is entering its second year of spearheading early childhood reforms focused on ensuring all children enter kindergarten ready for elementary school and on a path towards college and career readiness. Two critical parts of this reform effort are the implementation of the innovative EarlyLearn model and the rollout of the citywide school readiness goals and strategies. We have made key strides towards achieving our school readiness mission through a collaborative relationship between the NYC Department of Education (DOE) and the Administration for Children's Services (ACS). We can continue to make progress and realize the potential of school readiness reforms by strengthening the partnership further and moving forward, together.

ACS and DOE have supported NYC schools and community-based organizations with a consistent approach to developing and implementing school readiness goals and strategies that both maintains high standards across the city and empowers programs to adapt plans to meet the needs of their students and families. We want to partner closely with programs to offer all students high quality learning experiences with informed educators engaged in ongoing reflective practice and improvement. Success in this work depends on both the ACS-DOE collaboration and partnership with programs across the city.

Here are a just a few examples of how ACS and DOE are working together this year:

- In July and August, DOE and ACS held several workgroup sessions between our staff teams to update and refine school readiness guidance for the 2013-2014 school year.

- DOE and ACS aligned our online assessment checkpoints across the city to facilitate coordinated progress monitoring and targeted support. Moving forward, your DOE Instructional Coordinator and your ACS Program Team Leader will look for your assessment data on the same date. The citywide online assessment checkpoint dates are:
  - November 15, 2013
  - April 4, 2014 and
  - June 13, 2014

- In September, DOE and ACS kicked off the school year with a joint School Readiness Summit, where DOE staff and ACS staff planned together for the coming weeks of visiting programs. DOE and ACS will conduct program visits together for certain sites.

- DOE and ACS staff will streamline and enhance channels for sharing program visit information among our staff to offer more targeted monitoring and support.

- DOE and ACS will continue to collect school readiness goals and strategies from all programs to inform the supports we provide. Programs will submit their goals and strategies to ACS and DOE through this online survey link: www.tinyurl.com/NYCSchoolReadiness. The due date for programs to complete this survey is **5pm on October 31, 2013**. Click here to download a practice survey in MS Word that you can use to help you develop your school readiness goals and strategies for online submission to ACS and DOE.

There is more to come as we move forward together to ensure our programs make the most of these critical years in a child's development in their work with students and families.   Please do not hesitate to reach out to your DOE Instructional Coordinator or your ACS Program Team Leader with questions.
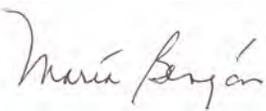
Maria Benejan
Associate Commissioner for Program Development
Early Care and Education
NYC Administration for Children's Services
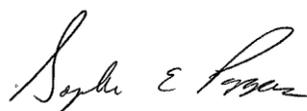
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Practice Survey to Submit Goals and Strategies to ACS and DOE

As part of our collaborative focus on high quality early childhood education, all ACS and DOE programs are required to submit a school readiness goals and strategies survey this year. This information will give both agencies valuable insight about your plans for the year, and help us to support your work. This survey is online and is due by **5pm on October 31, 2013**.

To support you in leading your school readiness team to develop answers to the survey questions before completing the survey formally online, we have created the following practice survey. This practice survey contains all of the questions that you will be asked on the online ACS/DOE school readiness goals and strategies survey.

As you complete each question, look at the instructions in italics to determine which question you should answer next. Some questions depend on answers you select in prior questions, and some questions will not be applicable to your program.

When you are ready to submit your school readiness goals and strategies to ACS and DOE, click on this link: www.tinyurl.com/NYCSchoolReadiness to go to the survey. **All surveys must be processed through the website and submitted by 5pm, October 31, 2013; we cannot accept a copy of this practice survey as your submission.**

Introduction

The NYC Administration for Children's Services (ACS) and Department of Education (DOE) are committed to ensuring that all children move forward on a path to be college and career ready starting from birth, through the support of families and early childhood education programs. In 2012, we adopted the Office of Head Start's definition of school readiness: **"School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children."**

As part of our school readiness work, we are using the online survey to collect the school readiness goals and strategies from all ACS and DOE programs. This will allow us to identify trends in goals and strategies throughout the city and will help us provide targeted coaching and support to meet your program's needs.

Prior to completing the online survey, you should read the 2013-2014 ACS/DOE School Readiness Guidance. If you have any questions or would like preliminary feedback on your school readiness goals and strategies prior to submission, please consult your DOE instructional coordinator and/or your ACS team leader.

Part 1: Program Information

Question 1: How many sites with UPK are included as part of this survey?

□ One Site (*Go to question 1a*)

□ Multiple Sites (*Go to question 1b*)

Question 1a *If you selected "One Site" in Question 1, follow the directions below, then skip to Question 2:*

Enter your Unique UPK ID: *Your unique UPK ID is a four letter site identifier (e.g. XABC): _____

*If you selected "Multiple Sites" in Question 1, follow the directions below, then go to Question **2**:*

In the space provided below, enter the Unique UPK IDs for all programs that this survey applies to. Your unique UPK ID is a four letter site identifier (e.g. XABC). In the survey, you may enter up to 16 Unique IDs.

Question 2:

Organization or Site Name:_____

*Go to Question **3***

Question 3: What approved authentic assessment tool does your program use? (check all that apply)

☐ Teaching Strategies Gold (ONLINE VERSION)

☐ Work Sampling System (ONLINE VERSION)

☐ Work Sampling System (PAPER VERSION)

☐ High Scope Child Observation Record (ONLINE VERSION)

☐ Other _____

*Go to Question **4***

Question 4: What Common Core-aligned curriculum does your program use? Check all that apply.

☐ Creative Curriculum

☐ High Scope

☐ Montessori Curriculum

☐ Curriculum developed by program staff (Note: this option applies to DOE-contracted programs only; EarlyLearn NYC programs are required to adopt a research-based curriculum)

☐ Other _____

*Go to next section: **School Readiness Team***

School readiness teams are the foundation of the school readiness work at a program. They meet regularly, help develop goals and strategies, and monitor progress to goals and effectiveness of strategies throughout the year. They include program staff, external stakeholders, and families of the children you serve.

Question 5: What stakeholders are represented on your school readiness team for the 2013-2014 school year? (Check all that apply)

☐ Early Childhood Teachers

☐ Assistant Teachers/Paraprofessionals

☐ Special Education Staff or Service Providers

☐ Family Childcare Providers

☐ Education Director

☐ Executive Director

☐ Director of Family Services

☐ Data Specialist

☐ Nutrition Staff

☐ Mental Health Staff

☐ CBO Board Members

☐ Parents/Guardians of Current Students

☐ Parents/Guardians of Former Students

☐ Governing Board Members

☐ Kindergarten Teachers from Feeder Elementary Schools

☐ School Leaders from Feeder Elementary Schools

☐ Community Service Organization Partners

☐ Other _____

☐ Other _____

Go to Question 6

Question 6: The following statements describe approaches that your school readiness team may have used to determine your 2013-2014 school readiness goals and strategies. Check either "Yes" or "No" to indicate if the statements accurately describe the process your school readiness team used. Please note that school readiness teams should use the approaches that best fit the needs of their program; programs are not required to use every approach listed below.

	Yes	No
We reviewed the NYC citywide school readiness goals to guide our program's 2013-2014 school readiness goals.		
We reviewed data about our student demographics (home language, special needs status, etc.) to guide our 2013-2014 school readiness goals and strategies.		
We reviewed data about student learning trends in previous years (authentic assessments, student work products, etc.) to guide our 2013-2014 school readiness goals and strategies.		
We studied pre-k standards (Head Start Child Development and Early Learning Framework, NYS Prekindergarten Foundation for the Common Core) to guide our 2013-2014 school readiness goals.		
We reviewed the program's authentic assessment tool (Teaching Strategies Gold, Work Sampling System, High Scope Child Observation Record) to determine which authentic assessment items will be used to measure each school readiness goal.		
We reviewed program quality data (ECERS-R scores, CLASS scores, family engagement data, self-assessments) to guide our 2013-2014 school readiness strategies.		
We studied the Quality Review weighted indicators (curriculum, pedagogy, resources, assessment, feedback) to guide our 2013-2014 school readiness strategies.		

*Go to Question **7***

Question 7 (OPTIONAL): If desired, include any additional information about the process you used to determine your program's 2013-2014 school readiness goals and strategies in the box below.

*Go to next section: **School Readiness Goals***

School readiness goals define the skills, knowledge, and approaches to learning that you expect children to develop by the end of their pre-k year, across the domains of cognition and general knowledge, physical development and health, approaches to learning, social emotional development, and language and literacy. All ACS and DOE early childhood programs are expected to review the NYC citywide school readiness goals (page 2 of the School Readiness Guidance) and, if necessary, make adjustments to meet the unique needs of children and families in their program. If adjustments are made, they cannot lower expectations for children's achievement.

Question 8: How did your school readiness team use the NYC citywide school readiness goals to determine the school readiness goals for your program*?

☐ Our program will **adopt** the NYC citywide school readiness goals *(go to question 9)*

☐ Our program will **focus** on specific NYC citywide school readiness goals *(go to question 8a)*

☐ Our program will **modify** the NYC citywide school readiness goals *(go to question 8b)*

*Some programs may wish to focus on specific NYC citywide school readiness goals, and modify other NYC citywide school readiness goals. To do this, select the **modify** option, go to question 8b, and follow the instructions there.

Question 8a: If you selected "Our program will focus on specific NYC citywide school readiness goals" in question 8, select the goals you have chosen to focus on from the list below.

Important Notes about Focusing on Specific Goals:

- You should focus on at least one goal in each domain.
- The goals that you focus on reflect your most critical goals for curriculum planning and monitoring children's progress, but your program curriculum must still address all school readiness goals.

NYC Citywide School Readiness Goals

1. COGNITION & GENERAL KNOWLEDGE

Mathematics
- ☐ Children will understand measurement and concepts such as "longer/shorter," and "heavier/lighter."
- ☐ Children will understand and intentionally manipulate quantities.
- ☐ Children will describe and compare features of objects and shapes.
- ☐ Children will demonstrate an awareness of spatial relationships, patterns, and sequences.

Science
- ☐ Children will demonstrate basic use of scientific method and basic conceptual knowledge of the natural and physical world.
- ☐ Children will demonstrate the ability to think through problems and apply strategies for solving them.

Social Studies
- ☐ Children will demonstrate an understanding of one's relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.

2. PHYSICAL DEVELOPMENT & HEALTH
- ☐ Children will demonstrate an understanding of safe and healthy habits.
- ☐ Children will demonstrate appropriate gross motor skills and fine motor skills in a variety of settings.

3. APPROACHES TO LEARNING
- ☐ Children will cooperate with peers to extend play and solve problems.
- ☐ Children will demonstrate persistence in play, activities, and problem solving.
- ☐ Children will demonstrate curiosity, creativity, flexibility, and a willingness to try new experiences.
- ☐ Children will demonstrate use of music, movement, drama and visual art to express ideas and emotions.

4. SOCIAL EMOTIONAL DEVELOPMENT
- ☐ Children will develop and maintain positive relationships with children and adults.
- ☐ Children will demonstrate positive self concept and self efficacy.
- ☐ Children will demonstrate self regulation skills in response to needs, feelings, and events.

5. LANGUAGE AND LITERACY
- ☐ Children will understand and use an increasing complex and varied vocabulary.
- ☐ Children will understand and respond to literary and informational texts.
- ☐ Children will recognize the names and sounds associated with some letters.
- ☐ Children will understand that language can be broken into words, syllables, and smaller pieces of sound.
- ☐ Children will express ideas and information through drawing, writing, and dictating.
- ☐ Children will engage in extended conversations with peers and adults.
- ☐ For English Language learners (ELLs), children will exhibit appropriate English skills necessary to understand language and to use language effectively in various settings and for various purposes.
- ☐ For English Language learners(ELLs), children will engage in English language literacy activities including the use of literary and informational books.

*Go to Question **9***

Question 8b: If you selected "Our program will modify the citywide school readiness goals" in question 8, use the text boxes below to indicate which school readiness goals you will modify, and enter in your modified goals exactly as you wish them to appear.

Important Notes about Modifying Citywide School Readiness Goals:
- You should use trends in student learning, and the needs of your student population, families, and community, to determine if you need to modify or add to the citywide school readiness goals.
- Your modifications must be aligned to the NYS Pre-K Foundation for the Common Core and the Head Start Child Development and Early Learning Framework, and must be measurable using your authentic assessment system.
- If you modify the citywide school readiness goals, your modifications cannot lower expectations for children's achievement.
- All school readiness goals should be written as statements starting with "Children will...".
- If you wish to modify some goals, and focus on other goals: Check off the citywide goals you will use. Enter your modified school readiness goals in the space provided; for goals that you would like to focus on, rather than modify, simply enter the citywide goal instead.

NYC Citywide School Readiness Goals

1. COGNITION & GENERAL KNOWLEDGE
Mathematics
- ☐ Children will understand measurement and concepts such as "longer/shorter," and "heavier/lighter."
  If applicable, enter modified goal: _____

- ☐ Children will understand and intentionally manipulate quantities.
  If applicable, enter modified goal: _____

- ☐ Children will describe and compare features of objects and shapes.
  If applicable, enter modified goal: _____

- ☐ Children will demonstrate an awareness of spatial relationships, patterns, and sequences.
  If applicable, enter modified goal: _____

Science
- ☐ Children will demonstrate basic use of scientific method and basic conceptual knowledge of the natural and physical world.
  If applicable, enter modified goal: _____

- ☐ Children will demonstrate the ability to think through problems and apply strategies for solving them.
  If applicable, enter modified goal: _____

Social Studies
- ☐ Children will demonstrate an understanding of one's relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.
  If applicable, enter modified goal: _____

2. PHYSICAL DEVELOPMENT & HEALTH
- ☐ Children will demonstrate an understanding of safe and healthy habits.
  If applicable, enter modified goal: _____

- ☐ Children will demonstrate appropriate gross motor skills and fine motor skills in a variety of settings.
  If applicable, enter modified goal: _____

3. APPROACHES TO LEARNING
- ☐ Children will cooperate with peers to extend play and solve problems.
  If applicable, enter modified goal: _____

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□ Children will demonstrate persistence in play, activities, and problem solving.
   If applicable, enter modified goal: _____

□ Children will demonstrate curiosity, creativity, flexibility, and a willingness to try new experiences.
   If applicable, enter modified goal: _____

□ Children will demonstrate use of music, movement, drama and visual art to express ideas and emotions.
   If applicable, enter modified goal: _____

4. SOCIAL EMOTIONAL DEVELOPMENT

□ Children will develop and maintain positive relationships with children and adults.
   If applicable, enter modified goal: _____

□ Children will demonstrate positive self concept and self efficacy.
   If applicable, enter modified goal: _____

□ Children will demonstrate self regulation skills in response to needs, feelings, and events.
   If applicable, enter modified goal: _____

5. LANGUAGE AND LITERACY

□ Children will understand and use an increasing complex and varied vocabulary.
   If applicable, enter modified goal: _____

□ Children will understand and respond to literary and informational texts.
   If applicable, enter modified goal: _____

□ Children will recognize the names and sounds associated with some letters.
   If applicable, enter modified goal: _____

□ Children will understand that language can be broken into words, syllables, and smaller pieces of sound.
   If applicable, enter modified goal: _____

□ Children will express ideas and information through drawing, writing, and dictating.
   If applicable, enter modified goal: _____

□ Children will engage in extended conversations with peers and adults.
   If applicable, enter modified goal: _____

□ For English Language learners (ELLs), children will exhibit appropriate English skills necessary to understand
      language and to use language effectively in various settings and for various purposes.
   If applicable, enter modified goal: _____

□ For English Language learners (ELLs), children will engage in English language literacy activities including the use
      of literary and informational books.
   If applicable, enter modified goal: _____

ADDITIONAL SCHOOL READINESS GOALS (OPTIONAL): Use the box below if you have developed additional school readiness goals. On the survey, you may enter up to 10 additional goals.

*Go to Question **9***

Question 9: Provide the alignment between your school readiness goals and your authentic assessment system. As the school year progresses, you will use this alignment to measure your progress towards your school readiness goals. You may adopt the alignment provided by ACS and DOE in the Overview of Connections between NYC School Readiness Goals and Authentic Assessment Systems document, or modify this alignment.

Please specify:

☐ Our program will **adopt** the authentic assessment alignment outlined in the Overview of Connections between NYC School Readiness Goals and Authentic Assessment Systems document *(go to question 10)*

☐ Our program will **modify** the authentic assessment alignment outlined in the Overview of Connections between NYC School Readiness Goals and Authentic Assessment Systems document*(go to question 9a)*

Question 9a: If you selected "Our program will modify the authentic assessment alignment outlined in the Overview of Connections between NYC School Readiness Goals and Authentic Assessment Systems" in question 8, follow the instructions below.

Use the blank chart below to enter your school readiness goals (citywide or modified, as applicable), and to show which items from your authentic assessment you will use to track progress toward each of the goals. Use abbreviations to note the items from your authentic assessment, as shown in this example:

Program School Readiness Goal	Authentic Assessment Alignment
Children will understand measurement and concepts such as "longer/shorter," and "heavier/lighter."	• If you use Gold: 22 • If you use WSS: III.E.1, III.E.2 • If you use COR: AA

Enter your alignment to your program's school readiness goals in the box below; use additional space as necessary.

Program School Readiness Goal	Authentic Assessment Alignment

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Part 4: School Readiness Strategies

Part 4: School Readiness Strategies

School readiness strategies represent a plan of action for achieving your program's school readiness goals. They should represent changes that you will make within your program to ensure that children have the support they need to achieve the school readiness goals. The school readiness strategies should focus on program-wide improvement, not just specific classroom practices.

School readiness strategies should be grounded in the five weighted [Quality Review](#) indicators. You may also consider [CLASS](#), [ECERS-R](#), or other sources of data to identify your school readiness strategies.

For reference, the five weighted Quality Review indicators are listed below. Take time to reflect on these indicators before developing your school readiness strategies.

1.1 (Curriculum): Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 (Pedagogy): Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and a research-based, common teaching framework, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products

1.3 (Resources): Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

2.2 (Assessments): Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

4.1 (Teacher Feedback): Observe teachers using the research-based, common teaching framework, along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection

Question 10: In the text box below, list your program's school readiness strategies (develop a minimum of 2). At least one strategy must focus on improving an aspect of pedagogy in your program (Quality Review indicator 1.2).

END OF SURVEY

When you are ready to submit your answers, use this link to get to the online survey:
www.tinyurl.com/NYCSchoolReadiness

45 Day Sensory (Hearing and Vision) Screening

The importance of the 45 day screenings- which includes Sensory, Developmental and Behavioral screenings- is to be able to quickly identify a child who might need further evaluation.

All **newly enrolled** children must have a hearing and vision screening within **45 calendar days (which includes weekends and holidays)** of entry into the program.

Most children will have had their vision and hearing checked by their health care provider before entering the program, and the results will be noted on the medical form. This is the goal.

If the health care provider has <u>not</u> screened the child, it is the program's responsibility to ensure that it is done within 45 days.

Screenings are not diagnostic, but simply indicate the need for further evaluation. Vision and Hearing screenings are categorized as objective or subjective:

> *Objective* screenings are those in which the health care provider uses standardized equipment (tools, charts). On the medical form the provider will write specific results, such as "20/20" or "OAE pass".

> *Subjective* screenings are those in which the health care provider has made an assessment based on observation. On the medical form the provider will write general statements, such as "appears normal", "within normal limits (wnl)", "subjectively (or grossly) normal", etc.

To meet EPSDT standards, objective vision screenings are required for children over 3 years of age, and objective hearing screenings for children over 4 years of age. **For purposes of the 45 day screening requirement only, the results can be subjective from the health care provider for all ages.**

We will be providing a full list of hearing and vision resources in an upcoming HOOT.   Here are two with experience working with Early Learn programs:

Vision: Optical Academy https://www.optical-academy.com. Optometrists and ophthalmologists come to your site and provide a full vision exam. They can even provide glasses for children they've identified as needing them. They accept all insurances, and provide subsidized or free exams for the uninsured. Minimum requirement is 50 children. Because they provide full exams, it is best to have everyone signed up, even those children who were screened by their health care provider.

Hearing: Center for Hearing and Communication http://www.chchearing.org/mobile-hearing-test-unit or call 917-305-7751. The Project PATH (Preschool Access to Hearing) brings a mobile van to your site and provides a full hearing exam. The program is free. It is funded by foundation grants and their ability to visit sites depends on how much funding they've received for the year. The minimum requirement is 30 children. ***However, they will only come to sites who agree to provide them with accurate and timely follow-up information***.