



Establishing Shared Goals and Values Using the Accreditation Self Study

When a teacher goes to the program director and says, "I'm concerned about this child. Can you do an observation? Then, can we talk?" The director may ask, "What have you observed?" for a sense of the teacher's issues and in order to focus the observation.

They will schedule appropriate times for observing and meeting to discuss what is happening. These observations may indicate that more people, such as the other teachers in the classroom and family workers, may need to be invited to participate in the meeting. During the meeting, each member of this team presents documentation utilizing a variety of best practices, including notes from observations; samples of the child's work; comments from the family, such as information from the child's application and notes of conversations; and plans for curriculum adaptations and the results of what has been tried. Sharing this information leads to a more realistic picture of who this child is. Best practices in early education indicate that the same procedure be used not only for children for whom we are concerned, but for every child so we know their strengths and interests. This allows us to establish appropriate goals and learning experiences that help them reach their next developmental stage.

This collaborative procedure is essentially the same for early care and education programs that want to identify their strengths and areas in need of growth and development. It is called self-study and the **NAEYC Academy for Early Childhood Program Accreditation** provides a comprehensive guide that helps programs observe and record what is really happening to children, their families, and the staff; set goals for improvement; and make substantial, positive changes. NAEYC's self-study requires teachers, families, and governing boards to look at every aspect of the program, not just what is happening to the children. In self-study, programs examine financial systems because it's difficult to have an excellent children's program with limited funds for play materials. In self-study, programs appraise the quality of relationships between staff and families,

[CONTINUED ON PAGE 7]

83!
QNY'S 83
NAEYC ACCREDITED
PROGRAMS

The QNY Staff is proud of the achievements of the 83 programs that received NAEYC accreditation.

We know you made an enormous effort to reach this milestone.

You are leaders in the early care and education field in NYC.

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

Quality New York Partners

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

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

Federation of Protestant Welfare Agencies (FPWA) is a leading social service support organization in New York City and an advocate for the poor and underserved. Among its many programs, the Accreditation Facilitation Project provides technical assistance and training to 250 child care centers.

Visit us Online!

www.QualityNewYork.org



Take a look, our new Quality New York web-site is fresh and exciting! Bookmark us as a resource for help in your NAEYC self-study and continuous quality improvement. The information on the site will be updated to keep pace with your needs and our facilitation activities. We also have plans for developing a members-only page for QNY programs and our Quality Advisors to find the tools and resources they need, so be sure to visit www.QualityNewYork.org often!

Send us an email - we would love to hear your ideas about what you would like to see.

Congratulations to QNY's 20 Recently NAEYC Accredited Centers!

Association for Metro Area Autistic Children • Committee for Early Childhood Development Headstart • HAC Early Childhood Center #1 • Harbor Family Horizons • Harbor Oasis • Harriet Tubman DCC • Soundview Child Care Center • Cooper Park Child Care • CUNY Law School Day Care Center • Garment Industry Day Care Center • Graham Windham Harlem DCC • Harbor/Morningside Children's Center • Our Savior's Lutheran Pre-school • St. Dominic Home/John T. White Early Childhood Center • Tompkins Children's Center • Greenwich House Pre-School • Little Star of Broome Street • Little Stars Too • Dr. Richard Green Head Start • HAC Early Childhood Center #3

There are 83 QNY NAEYC Accredited Centers as of October 2006.

STRENGTHENING MULTI-SITE AGENCIES

Accreditation Leaders Group

Last year, Quality New York incorporated the Accreditation Leaders Group (ALG) into its portfolio of assistance to early care and education programs. Like QNY's other accreditation facilitation services, the ALG helps programs evaluate and strengthen their early learning and support services for young children and their families. However, the ALG model is most suitable for large organizations with multiple early childhood programs and the administrative leadership and resources to assume responsibility for their own organization's future accreditation facilitation.

The ALG originally began in 2001 under the auspices of the **Federation of Protestant Welfare Agencies** and was funded by the **Child Care and Early Education Fund** from 2001-2005. During the first four years, the ALG assisted 10 agencies that sponsored 63 early care and education programs. Congratulations to the 30 programs that have earned and sustained their NAEYC accreditation. Notably, all early education programs have achieved NAEYC accreditation at **Boys and Girls Harbor's** and the **YWCA of New York City's** and at least half of **Chinese American Planning Council, Highbridge Advisory Council, Leake and Watts Services, and Sheltering Arms Children's Services** have done the same. Many of the other programs will continue to ensure quality improvement by enrolling in the new NAEYC accreditation self-study. Quality New York would like to thank the **Child Care and Early Education Fund** for its generous support that allowed the ALG to develop into an effective model with the potential for wider implementation.

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This year, QNY's ALG accreditation facilitator, Mary Hayes, will continue working with the six agencies that joined last year. The **Association for the Help of Retarded Children, Bushwick United Head Start, Educational Alliance, La Peninsula Community Organization, Union Settlement Association, and Yeled V'Yalda Early Childhood Centers** are enrolling a second program in NAEYC self-study this year. Each agency's leadership and program administrator work to teach the next program director about NAEYC accreditation. Together they will consolidate what they know and determine what needs to be learned. As this program administrator is learning the ropes, she or he will assist the first program in meeting its improvement goals and help manage the self-study. QNY's ALG facilitator will guide each agency's accreditation leadership team in assessing program strengths and weaknesses, developing individualized program improvement plans (PIP), and implementing effective strategies for change.

La Peninsula, which sponsors six Head Start programs in the Bronx, selected Center #5 to begin its self-study last year. Their educational leaders have participated in many enriching experiences to gain a better understanding of accreditation, including attending the NAEYC Professional Development Conference in San Antonio in June. La Peninsula was pleased to find that the Program Administration Scale (PAS) showed strength in their practices in assessing children and building relationships with families, as highlighted by *Father's Express*, a program that fosters fathers involvement in their children's learning. The results of Early Childhood Environment Rating Scale (ECERS-R), like those of the PAS, validated what the staff thought was happening, including places that need work. As a result, Mary Hayes and Brenda Nixon, the educational director at La Peninsula, discussed the issues and established goals for a PIP. Work began with an end of the year in-service presentation entitled, *More than Numbers: Supporting Young children's Understanding of Early Mathematics*, giving teachers food for thought in preparing for the coming year. This is just one example of the collaboration that the ALG fosters.

UPCOMING EVENTS

QNY Network of NYC Accredited Programs

November 20, 2006

April 30, 2007

Bank Street College of Education

To Register Call: 212.961.3414

Introduction to NAEYC Accreditation and Quality New York

November 2, 2006

FPWA, 9:00-12:00

December 19, 2006

Bureau of Day Care, 1:00-4:00

January 10, 2007

Bank Street College, 9:30-11:30

April 11, 2007

Child Care Inc., 2:00-5:00

Please contact each agency directly to register for any of these sessions. See last page of the newsletter for contact information.

NAEYC Annual Conference and Expo

Nov 8-11, 2006

Atlanta, Georgia

www.annualconference.naeyc.org

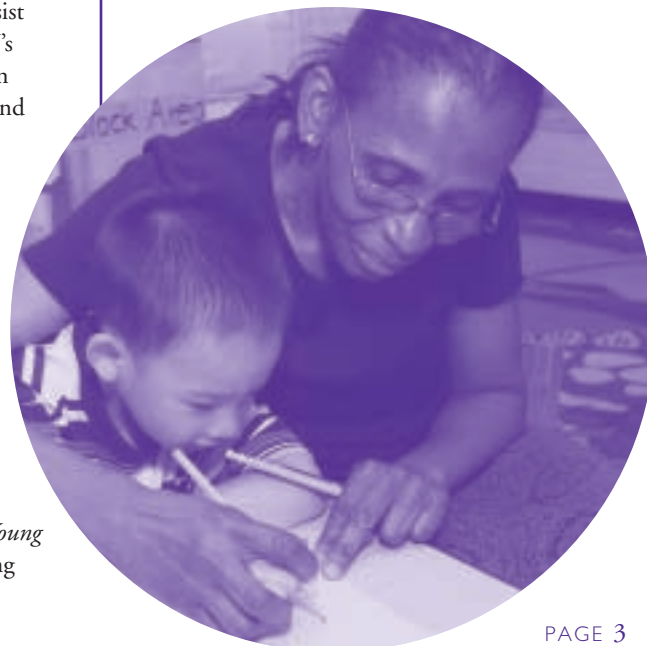
Plan ahead—this conference is close to home!

NYSAEYC Annual Conference

May 3-7, 2007

Rye Brook, New York (Westchester)

www.nysaeyc.org



A NEW NAME FOR OUR BANK STREET COLLEGE PARTNER

The Center for Early Childhood Professionals

The Center for Early Childhood Professionals (formerly the Center for Universal Pre-K) has worked since its founding in 1999, to promote quality educational programs in New York City for young children, and to influence public policy through education and advocacy. The Center operates under the auspices of the Division of Continuing Education at Bank Street College. Our new name more accurately reflects the scope of our work providing a broad range of professional development services to preschool, toddler and special education teachers, family child care providers, support, center and school-based staff, regional coordinators and administrators, as well as parents of children in public schools and community-based programs. Our new Interim Director, Hilary Abel, and her team of staff developers specifically work to meet these goals through our programmatic efforts.

As a partner in Quality New York, The Center for ECP staff developers are responsible for providing all of the professional development workshops for teachers, program directors, and the QNY staff. Through consultation and technical assistance for the Early Childhood Community, the Center for ECP provides long-term and short-term services to a variety of early care and education programs, including individualized professional development to family child care providers, programs serving children with special needs, and publicly and privately funded community-based organizations. As a NYC Department of Education System-wide Early Childhood Professional Development contractor and Family Literacy contractor, the Center for ECP is afforded the opportunity to work with early childhood program staff in the regions. The Center for ECP also produces a newsletter, maintains a website, and regularly makes presentations on early childhood education issues to a broad spectrum of the early care and education community, including policy makers, educators, researchers and the public at-large. For more information, visit our website, www.bankstreet.edu/ecp.



NYS Advocates Call For Broad New Investments In Early Care and Education Making New York's Services "The Best In The Nation"

With a new governor coming into office, advocates across the state have joined forces to promote broad new investments in early care and education, with particular attention to supporting the early childhood workforce.

The activists have set forth a bold new vision in a new white paper, "*Best in the Nation: A Plan for Early Care and Education in New York State*," calling for a new Early Learning Commission within the first 100 days of the next administration to marshal new resources and better coordinate existing investments in early childhood services. Several other states have already created such commissions to better support high-quality early learning.

At least one candidate for governor, Eliot Spitzer, has voiced strong support for full funding of Pre-K, as part of public education. Indeed, in recent months the Spitzer for Governor commercials featured "Pre-k for All Kids" as the main message on education. But advocates are pressing for a much broader agenda — one that supports quality in all early childhood programs, with particular attention to creating a quality assurance system with incentives for programs and more information for parents.

To learn more about the "*Best in the Nation*" proposals, and to help make early care and education an issue in the campaign this fall, visit www.winningbeginningny.org. There you can download the white paper and join the advocacy campaign to make early childhood education a top priority in the new administration.

For more information, contact Betty Holcomb, policy director at Child Care, Inc, at bholcomb@childcareinc.org.

QNY Network for NAEYC Accredited Programs

Congratulations to the 155 early childhood programs in New York City that have achieved NAEYC Accreditation! Quality New York supports your efforts in continuous quality improvement and professional development. The QNY Network for NAEYC Accredited Programs would like to invite you to join their meetings!

The Network's goals are to:

- build a professional community of high quality programs
- support accredited programs in achieving and maintaining the 10 NAEYC Early Childhood Program Standards
- keep program directors informed regarding accreditation updates and procedures

The QNY Network is open to **ALL** NAEYC Accredited programs. The next meeting focusing on the new annual reporting requirements will take place Monday, November 20th.

An additional meeting will take place in the spring on April 30, 2007, please save-the-date. If you are interested in receiving information about the Network or attending the upcoming meetings please call 212.961.3414.

QNY's Assistant Teacher Workshop Series: Finding Answers through Conflict Resolution Strategies

In the spring of 2006, Bank Street conducted a workshop series entitled, *Empowering Assistant Teachers: Recognizing Your Vital Role in the Classroom*, to support the assistant teachers in our QNY programs and to define their critical role within the early childhood classroom community. The text below, written by a teacher who attended the series, highlights the impact that this series had on both her students and her teaching team. We would like to extend our thanks to Glynise Murray, Assistant Teacher at the AHRC Howard Haber Early Learning Center in the Bronx, for sharing her story.

*I wanted to attend QNY's **Empowering Assistant Teachers** workshop series because I felt I could get some information on how to help with a classroom situation. A little boy came into our class in September, and within the first few weeks of school, we had to do several incident reports, as a result of children getting hurt by this little boy. Parents were asking why their children were getting hurt in our classroom. We held several team meetings, came up with several ideas, none of which worked, and we were burnt out. It was close to the end of the school year and we still had no idea as to what to do.*

Throughout the trainings, I collected a lot of information about working with children and my role in the classroom. The second training is the one that focused most on our situation in our classroom. Conflict resolution was the training topic, and it was great. At the training, I shared my story about our student who engaged in very negative behaviors like hitting and throwing things in the classroom. I got great feedback from the other assistant teachers and the trainers. Our assignment was to go back to the school and to try the "six steps to conflict resolution." I went back and was ready to try it. First, I shared the information with my staff, and we all agreed to try it and see what would happen. It worked! We saw these strategies were helping him, and we made other plans to support his positive behaviors. Now this child is sharing, using his words more, the hitting has lessened, and he's talking more with the other children and empathizing with their feelings.

I would like to say thank you to all of the other assistant teachers who shared their thoughts and ideas with me. I would also like to thank



“It means a lot to me to know there is help out there and people who want to help and support others.”

the trainers of the class for all of their vital information, words of encouragement, and support. It means a lot to me to know there is help out there and people who want to help and support others.

Supporting Children's Social/Emotional Development through Conflict Resolution

The new NAEYC Accreditation system emphasizes the importance of social interactions in the early childhood classroom. The first three Standards (Relationships, Curriculum, and Teaching) each have at least one Topic Area that addresses children's social/emotional development.

Steps for Solving Problems and Conflict Resolution, as outlined by High/Scope Educational Research Foundation, is an effective approach that supports children's social/emotional development. Disputes and conflicts that take place in the classroom can be positive experiences once the teachers recognize the developmental needs of young children, use problem prevention strategies, and engage children in a conflict resolution process. By guiding children as they settle disagreements with their friends, children learn how to respect the needs of others while meeting their own needs, that there is often more than one "right" answer and that feelings are important. Many teachers choose to support children's social/ emotional development by implementing various

prevention strategies including: having developmentally appropriate expectations for the children's behaviors; providing multiple opportunities for play; establishing clear and consistent routines, transitions, and guidelines; and modeling appropriate social interaction. Even with these prevention strategies in place conflicts arise, and when they do, utilizing the following six steps can create a positive experience for children.

Strategies that worked for Glynise:

Step 1 Approach calmly: Observe what is happening as you are approaching the conflict.

Step 2 Acknowledge feelings: Acknowledge both children's feelings and state that they will solve the problem together.

Step 3 Gather Information: So that each child tells their story in their own words, ask each child, "Can you tell me what happened?"

Step 4 Restate the problem: Listen carefully, then restate the problem and clarify with follow-up questions.

Step 5 Ask for ideas for solutions and choose one together: Respect and explore all of the children's ideas and make sure solutions are concrete and feasible.

Step 6 Be prepared to give follow-up support: Check with each child to see that the problem has been resolved.

QNY Training Opportunities 2006-07

This year, QNY will bring new and innovative trainings to our enrolled programs. Through a five-part series on incorporating science and nature into the classroom, we will integrate how to document children's experiences in a classroom portfolio, one of the new accreditation requirements. This fall, directors and teachers are participating in a two-part series focusing on conflict resolution and supervising staff. This series will be repeated in the Spring 2007 for a new group of QNY directors and teachers. The Toddler teachers just began their two-part series, exploring best practices for infants, toddlers and twos. Our next 2-part series for assistant teachers will begin in January 2007. Our series for Directors, scheduled for Spring 2007, will address how to provide professional development within early childhood programs and how to conduct evaluations.

The Program Administration Scale

An Assessment Tool for Directors and Their Board

This past year, Quality New York has been administering a new assessment tool, the **Program Administration Scale (PAS)**. The PAS is unique in that the director/administrator and the Board of Directors can use it to assess their whole program. It enables them to take a hard look at their program and evaluate what they are doing and what might be missing in their program administrative practices.

The 10 subscales are:

Human Resources Development

Personnel Cost and Allocation

Center Operations

Child Assessment

Fiscal Management

Program Planning and Evaluation

Family Partnerships

Marketing and Public Relations

Technology

Staff Qualifications

Why assess your own program?

Administering a child care center is a complex task. It requires a wide range of talents and expertise. Most directors were educated to be teachers. Perhaps you have become the director because of your strong teaching skills and ability to work with others.

That does not, however, prepare you or give you the necessary skills to run a center. A child care center is a small business that requires skills not learned in a teacher education program. You can divide a director's work into two categories, administration and supervision. So how do we know what should be done? The PAS can assist you to see 23 distinct areas in program management.

What does the PAS assess?

The PAS covers the 10 subscales listed at left. The first subscale is Human Resources Development. There are three items in this subscale.

#1: Staff Orientation. This item asks you to examine and consider how you work with a new employee. Do you have a concrete written plan to enact when you hire each new person?

#2: Supervision and Performance Appraisal. How do you supervise staff in a consistent way every year that includes written documentation?

#3: Staff Development. Is all teaching staff receiving a consistent number of documented training hours each year? The Human Resource Development subscale has you look at the cycle of working with employees. You start from the beginning with a consistent orientation plan, supervise — that is documented — on a regular basis and provide staff development that meets the needs of the individual. This is good human resources development.

How do I use the PAS to assess my own program?

Each item is set up the same way. If you are familiar with the ECERS (Early Childhood Environment Rating Scale), you will see the PAS uses the same format. Each item has four columns with several statements in each column. Answer the statements yes or no, check for the documents that the item may call for.

Do I have to do the whole PAS on my program?

You can select a subscale or individual item to work on. Ask yourself whether you do what the statement describes. It is hard to admit that you may not fully have procedures, documents or policies. The PAS will show you what you are missing and point the direction for next steps.

How can I get a copy of the PAS?

Program Administration Scale, Talan, T. & P. J. Bloom. 2004. NY, NY: Teachers College Press. Available at Bank Street Bookstore, the TC Bookstore or at the NAEYC online store. Contact TC Press at 800.575.6566 or www.tcpres.com.



Qualified Teachers Are Essential to Quality Programs for Young Children



The National Association for the Education of Young Children (NAEYC) has developed 10 standards that outline what child care centers, preschools, and kindergartens, and other early childhood programs should provide to nurture young children. One of these standards outlines the importance of qualified teachers who are committed to children's learning and care.

Teachers in quality early childhood programs have specific preparation, knowledge and skills in child development and early education so that they provide positive interactions, richer language experiences, and quality learning environments. To meet the teachers standard, programs must hire teachers who are qualified and caring.

- Teachers have professional training in early childhood education, with at least a Child Development Associate (CDA) Credential and preferably an associate's or bachelor's degree in early childhood education.
- The program makes provisions for ongoing staff training and education, so teachers can continue to gain skills that will help children's learning.

- Teachers have an understanding of the program's curriculum and ways to use it to meet individual children's needs for learning and development, including early reading, math, and science skills.
- Teachers encourage children with a variety of social experiences and opportunities for learning, and they regularly evaluate children's progress so they can help each child.
- Substitutes, volunteers, and other adults get an orientation before they work with children, including health, safety and emergency procedures, as well as classroom management techniques. These adults work with children under the direct supervision of qualified teaching staff.
- Teachers recognize and support the importance of parent involvement.

Quality early childhood programs have qualified and committed teachers that work to promote young children's learning. To learn more about the NAEYC Early Childhood Program Standard on teachers, the NAEYC Accreditation system, and other signs of quality early childhood programs, visit www.rightchoiceforkids.org.



Resources to Assist Programs in Self Study

CURRICULUM

The new NAEYC Standard 2 focuses on curriculum and requires that programs reflect not only on classroom practices, but also on the foundations of their choice of curriculum. *Curriculum Decision-Making: Dimensions to Consider* by Ellen Frede and Debra J. Ackerman is a thoughtful framework for self-study teams to use either in choosing a curriculum that fits their program or evaluating its implementation. Available through the National Institute for Early Education Research at www.nieer.org/resources/research/CurriculumDecisionMaking.pdf

PROMOTE FAMILY PARTICIPATION

Families play an important role in assuring your early care and education program's quality from the moment they step into your center in their search for the right program to ongoing annual evaluations. NAEYC offers a Guide for Families at www.rightchoiceforkids.org/docs/FamilyGuide.pdf that explains their new standards in family-friendly terms. To help families hone in on high-quality pre-kindergarten programs, give them a copy of Finding High-Quality Pre-K, developed by Pre-K Now and the PTA, along with prospective parents. This checklist can be found at www.preknow.org/documents/Pre-k_checklist.pdf

Mind in the Making (MTM) was developed by Families and Work Institute (FWI) between 1994-2003 to raise awareness of the importance of the early years of life. Today MTM continues to produce public service announcements, videos for families, tip sheets, a website, and how-to booklets on community mobilization for policy makers. Coming in late 2006, MTM will air a three-part television series intended to dispel many misconceptions of how young children learn. For more information go to www.mindinthemaking.org

PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

The first criterion in *Standard 6: Teachers* is that "All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession. (See appendix D for NAEYC's Code of Ethical Conduct)". Obtain the latest resources for your training at www.naeyc.org.

Portfolios: What are they? How are they used? Portfolios are lauded as the answer to assessment, but they are often overwhelming for adult learners who are accustomed to standardized tests and term papers. How is a portfolio different from a simple scrapbook? Begin this year's staff development with *Developing Your Portfolio—Enhancing Your Learning and Showing Your Stuff: A Guide for the Early Childhood Student or Professional*, by Marianne Jones and Marilyn Shelton, available at www.naeyc.org. Ideal for student teachers and practicing professionals, this book illuminates the process of creating portfolios and lays out practical strategies for capturing their professional development.

JUST ANNOUNCED: ACCREDITATION FEES SCHOLARSHIP NOW AVAILABLE TO ALL ENROLLED PROGRAMS

www.naeyc.org/academy/web_ready/pdf/ScholarshipApplication0609.pdf

NEW QNY RESOURCE

Why is Support for NAEYC Accreditation Important?

From its inception, QNY has stated the benefits of achieving NAEYC Accreditation as a systematic means for improving programs for young children in order to optimize their development and learning. Sam Stephens, Vice President for the Center for Assessment and Policy Development has prepared a concise report for QNY correlating high-quality early care and education programs with children's preparedness for later school. *Making the Case for Supporting NAEYC Accreditation*, which you can download at www.qualitynewyork.org/about.htm, will help you communicate to your Board of Directors, local policymakers, and community leaders the importance of providing resources to programs that enroll in NAEYC self-study and accreditation process as a guide for quality improvement.



[CONTINUED FROM PAGE 1]

because parents, siblings, guardians, and grandparents are children's first and life-long teachers and should be partners with program teachers. Programs also assess their teachers' qualifications and experience, because research shows a strong correlation between a core body of knowledge and experience in early childhood education and child development and high-quality programs.

Programs in self-study compare day-to-day practices against NAEYC's 10 national standards. These standards and the criteria that support them were formulated from multidisciplinary research of indicators of high-quality practice. The self-study is a systematic approach in assessing practice, beginning with the foundation for each standard and progressing toward aspects requiring more consideration. There are no easy answers in self-study; each program is unique and therefore a true self-study requires participants to think long and hard about their qualities and how they can meet the NAEYC standards and yet remain true to their philosophy of education and teaching methods. NAEYC provides the same tools for each program to use in observing what is happening, and yet these tools can be adapted so that programs can focus on specific topics of study.

Children, their families, and program staff reap many benefits from NAEYC self-study:

- When everyone works together in self-study, they can move towards shared values and goals, and therefore agree on consistent practices that help children grow.
- When everyone works together in self-study, everyone shares responsibility for the good things that are happening, and therefore can feel proud of their work.
- When everyone works together in self-study, the honest, reflective process of continuous quality improvement brings about real and long-lasting improvements in early childhood programs.
- For more information go to www.naeyc.org/selfstudy

NAEYC Academy for Early Childhood Program Accreditation Website

The NAEYC Academy for Early Childhood Program Accreditation site and has been updated to align with the 10 new standards, criteria, policies and procedures that go into effect on September 16th. It is also easier to use.

For technical updates and answers to your questions go to www.naeyc.org/academy.



Supporting Accreditation

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