

Non- APR Self-Study Template

Unit: Children’s Center

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1 STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT MISSION STATEMENT

The Division of Student Development and Enrollment Management (SDEM) provides quality services and programs to all students from admission to graduation. Our goals are: to support students' academic achievement and persistence for career development; to enhance students' intellectual, aesthetic, and social growth; to facilitate critical thinking skills; and to promote civic responsibility.

2 CHILDREN'S CENTER OVERVIEW

The Hostos Children's Center, Inc. at Hostos Community College (HCCCC) is a privately incorporated campus-based childcare center licensed by the New York City Department of Health and Mental Hygiene. The HCCCC was established in 1983, and has been providing high quality child care services to the South Bronx community for 31 years. The Center has served an estimated 2,331 children and families since its inception in 1983. In that, since 1999, when the program was expanded to include the State's Universal Pre-K program, approximately 510 Universal Pre-K children and an estimated 1,110 toddler and preschool children were also served.

The HCCCC has been committed to addressing the varied needs of children ages 2 to 5 and their families in the Bronx. The HCCCC is located in the Mott Haven section of the Bronx, the poorest congressional district in the nation, and within the boundaries of New York City (Region 9). HCCCC's experience lies in meeting the particular needs of the student parents and their children. Support is provided to student parents while they maintain their active enrollment status by providing standards-based developmentally appropriate childcare programming.

2.1 Mission

The mission of Hostos Community College Children's Center, Inc. (HCCCC) is to offer access to a safe, nurturing, affordable, high quality, educational learning environment for preschool children and student parents of Hostos Community College. The HCCCC's focus is to provide a stimulating early care and education experience which promotes each child's social/emotional, physical and

cognitive development enabling the children to become lifelong learners. In support of educating preschool students from diverse ethnic, racial, cultural and linguistic backgrounds, HCCCC provides bilingual education to foster a multicultural environment for all students.

2.2 Services

The HCCCC contributes to student retention and graduation by allowing student parents to have a safe and secure space, which is conducive to learning, to leave their children while they are taking class. In addition, with the implementation of a multicultural, bilingual curriculum, the HCCCC is able to better address the cognitive, linguistic, physical, and socio-emotional development of young children. The Hostos Children's Center Universal Pre-K program integrates the Creative Curriculum with ALERTA to ensure a high quality, standards-based instructional program for all (*Creative Curriculum, Appendix 5*). The ALERTA curriculum model is specifically designed for children who come from homes where the home language is a language other than English. It is a multicultural, dual language child centered approach to early childhood education and provides the foundation for meeting the goals and objectives of the Universal Pre-K program.

With this robust, combined approach, children ages 2 to 5, will develop on multiple levels simultaneously, along with providing a wide range of educational experience requiring creative responses in varied settings. It is also expected that children will develop appropriate social behavior, positive self-esteem, and concepts of self and others as well as master movement skills. In addition, nutritious meals are provided family-style. The objective is that all children achieve age-appropriate developmental milestones.

- **HCCCC Services Include:**

- a. Developmentally appropriate instruction in reading, science, music, art, and physical activities
- b. Assessments for developmental progress in education and social skills
- c. Access to health care
- d. Oral health education for children and parents
- e. Access to dental care for the children through a Columbia University College of Dental Medicine mobile van
- f. Access to a comprehensive network of community family-based health and social services

- g. Educational trips to museums, parks, and local community sites when the budget permits
- h. Extensive professional development activities for staff
- i. Support for a Parent Advisory Board
- j. Parent education on a wide range of topics including nutrition, child safety, lead poisoning prevention, stress management, hypertension, food allergies, children's literature, and math for young children
- k. Internship opportunities for Hostos ECE practicum students to support the completion of their degree
- l. Review and accept proposals from Researchers in compliance with the CUNY IRB Guidelines that meet our Center's goals and mission statement

- **Safety Protocol:**

- a. Some children have allergies to certain foods or drinks. The allergies are noted on the menu request to the vendor who prepares the meals for our Children's Center. Parents supply the milk that their child is allowed to drink. It is labeled and stored accordingly.
- b. The Children's Center is required to submit a "Lost Child Safety" Plan. This plan has to be practiced monthly similar to the mandated monthly Fire Drill. A new plan is submitted at the start of each academic semester, revisions are considered and practice drill implemented.

2.3 Goals and Objectives

Goals	Activities
Developmentally appropriate instruction in reading, science, music, art, and physical activities	The overarching expectation is to provide high quality early childhood education services that will result in positive child development education and social outcomes, with all children ages 2 to 5 achieving age-appropriate developmental milestones.
Assessments for developmental progress in education and social skills	Continued effort to educate and socialize the children at developmentally appropriate levels as they transition from home to a school environment.
Access to health care	With an increasing number of children with asthma and allergies requiring epi-pen use, staff has been trained and certified to ensure proper use of equipment in case there is a need to administer an intervention while children are in the HCCCC.
Access to dental and oral health care for the children and student parents	Provide preventative and treatment services for children (programmed activity) through a Columbia University College of Dental Medicine mobile van. Parent education is provided by Hostos Dental Hygiene students to support the appropriate dental care for their children.
Access to a comprehensive network of community family-based health and social services	Link with community agencies that will provide resources within the school to the children so that the student parents are able to continue their education without interruption.

Educational trips to museums, parks, and local community sites	Connect the experience of the trip to the curriculum for the children as well as encourage age-appropriate social behavior (depending on budget and staffing).
Extensive professional development activities for staff	Provide opportunities for professional development of staff and teachers employed by the HCCCC, provide ongoing information about best practices in early childhood education, and encourage trainings leading to degree completion and/or certifications.
Support for a Parent Advisory Board	Parent education on a wide range of topics including nutrition, child safety, lead poisoning prevention, stress management, hypertension, food allergies, children's literature, and math for young children.
Provide internship opportunities for Hostos ECE practicum students to support the completion of their degree	Provide guidance and skill building to supplement the Hostos ECE students' learning experience in the classroom. Students are required to complete 120 hours of experiential learning in order to meet the requirements for their degree completion in Early Childhood Education.
Review and accept proposals from Researchers in compliance with the CUNY IRB Guidelines that meet our Center's goals and mission statement	Provide an assessment tool to support the work in HCCCC. The research studies are conducted in an effort to measure the HCCCC's effectiveness in providing an age-appropriate curriculum to the children, and to help evaluate how well the children are being served.



3 OUTCOME ASSESSMENT

- Retention and graduation of student parents being served by the HCCCC.
- Holistic development of children ages 2 to 5 being served by the HCCCC.
- Increase student parents GPA.
- Maintenance of a safe and secure environment that is conducive to learning.
- Provide opportunities for HCCCC Staff to attend professional development trainings.
- Provide opportunities for student parents from the HCCCC program to receive professional development and to enhance the quality of their portfolio (i.e., enrollment, graduation, certifications, internship completion, etc.)
- Partner with community organizations that will provide free and needed services to HCCCC student parents and their children (i.e., NYU, BRONX LEBANON, LINCOLN, etc.)
- Work towards stabilizing the operating budget of the HCCCC.
- Assess use of space, conduct a needs analysis, and adjust personnel.
- Continue with recruitment efforts of student parents with eligible children.
- Incrementally adjust fees charged to student parents in order to be consistent with market rates for child-care services.
- Identify more grant opportunities to help with operational cost and personnel cost and to maximize use of the HCCCC's space.
- Get authorization to expand HCCCC's services to people in the community, staff and faculty in an effort to expand hours into the summer, budget permitting.

- Increase hours of operation to align with the Administration of Children's Services requirements for Early Learn Sites in the community and to accommodate working student parents in need of child-care.

4 CHANGES/IMPROVEMENTS

- The HCCCC has improved the admissions process for student parents. The intake and children's admissions process has become more succinct and understandable for student parents to complete. (i.e., collection and verification of documents and fees – such as vaccination records, students' course schedule, etc.)
- All forms have been aligned with those required by the Administration of Children's Services Early Learn Grant in order to position the HCCCC to apply for other grant opportunities.
- Information is being shared between Director and staff on enrollment (intake) and attrition in order to make personnel changes and/or increase recruitment efforts and to provide a flex-schedule; reducing cost and in an attempt to balance budget.
- An orientation is provided to student parents and new hires on the HCCCC's guidelines and expectations. Orientations are provided every semester.
- The Parent Handbook has been updated and will continue to be updated as needed.

5 EXTERNAL PARTNERSHIPS AND COLLABORATIONS

5.1 External

Program Name:	Service(s) Provided:	# of children receiving service	# of services utilized per week/month
Bronx-Lebanon Hospital Department of Family Medicine	Health Care, Mental Health, Assessment for Special Needs	5/Student parents	1
Bronx-Lebanon Hospital/ South Bronx Asthma Partnership (SOBRAP)	Asthma Screening	67 per semester	1
Cornell University Cooperative Extension	Nutrition and Health workshops	2	1
Lincoln Hospital	Health Care, Emergency Health Care	0	0
Lifetouch Portraits	Children's Seasonal and Graduation Photos	Average of 65 per semester	1 Per Semester
Columbia University College of Dental Medicine	Dental Care via a Mobile van	Average of 40 per semester	40
Hostos Community College Counseling Department	Provides workshops, resources, and outreach services to student parents	10 (Parents)	10/month

Montefiore Medical Center	Domestic Violence Services/workshops	15	Per semester
Comprehensive Center Children's Therapy Services	Provides specialized services on speech and language, Occupational therapy, physical therapy and counseling.	12/semester	2 time per week
New York Life Insurance	Child Identification Cards	67 per semester	67
Hostos Community College Dental Hygiene Department	Provides Children with Dental tooth-brushing techniques	55	Per semester
National Coalition of Campus Child Care Centers	Campus children's centers serve as models and set standards for the larger community regarding quality care for children. Daily briefing on a National List serve with updates on Health, Curriculum, Policy changes in the Early Childhood realm.		ON-GOING

5.2 Internal

Department	Services Provided	
Hostos Department of Public Safety	Supports efforts to adhere to the NYCDOE safety plan for evacuations, fire drills, and medical emergencies	Monthly
Allied Health Science Department	A Professor provided FIRST AID/CPR/EPI – PEN Trainings to the entire staff.	Per semester
Career Services	Liaison between the Hostos College students and the professors. Students complete their 120 hours of required Field Service in our Children's Center. Hostos high school students volunteer time for Community Service Credits.	For spring 2014 we had 19 student interns.
Dental Hygiene	A Professor provides tooth brushing etiquette training to all our Pre-School children as well as the staff.	45 children per semester
Hostos Theater	Liaison between the College and Children's Center. This partnership allows HCCCC to reserve space free of charge for all required professional development, conferences, and graduation space.	On-going
Education Department	Liaison with the College Professors. Staff, children and parents participate in the Family Learning day every semester. Professors provides In-service professional development for the teachers. A Professor serving as a member of the Children's Center Board of Director's as well as partnering with the HCCCC's Senior Mentor Teacher provides the children and College students a few sessions of 'Hands On Mathematics experiences geared specifically for Early Childhood Developmental Levels.' This year HCCCC hosted a Math Fair for the first time.	All children participate during the academic year.
Director of	A member of the Board of Directors for the Children's	All children participate

Environmental Health & Safety, Hostos Community College	Center has been supporting the program with Science activities and has donated time and money to provide the children with hands on experiences studying real insects; growing flowers and observing the butterfly cycle.	during the academic year.
COPE Department	The HCCCC allows WEB ASSIGNMENTS for Hostos College Students to be completed at the Center.	Varies per semester
Counseling Department	Provided a workshop for the Student Parents on Test Anxiety.	For student parents who participate per semester.
Health & Wellness	Provided Yoga for the parents and staff	For student parents who participate per semester.
Health & Wellness	Dove Services/Domestic Violence	On average between 10 and 15 student parents per semester.



6 CUSTOMER ANALYSIS

The tables below (A, B, and C) represent enrollment of children by age and gender at the HCCCC for the Fall 13 and Spring 14 terms.

Age	M	F
2	8	5
3	11	13
4	3	2
Total- 42	22	20

Age	M	F
2	10	11
3	14	12
4	16	15
Total - 78	40	38

Age	M	F
2	8	9
3	16	11
4	4	5
Total- 53	28	25

The tables below represent the Enrollment status, Demographics, and Short-term GPA trends for the Children's Center's student parents.

HOSTOS COMMUNITY COLLEGE CHILDREN'S CENTER GPA OUTCOMES
STUDENT PARENT COHORTS FALL 2012-SPRING 2014

GPA OUTCOMES						
	Total Students	GPA's Counted	Pre-HCCC Semester GPA	GPA's counted	IN-HCCOC GPA	Percentage Change in GPA
Fall 2012 HCCOC Student Parents Cohort	13	8	2.78	12	2.99	7.55%
Spring 2013 HCCOC Student Parents Cohort	18	10	2.76	16	2.42	-12.32%
Fall 2013 HCCOC Student Parents Cohort	44	36	2.19	44	2.41	10.05%
Spring 2014 HCCOC Student Parents Cohort	22	17	2.59	18	3.05	17.76%
Totals	97	71	2.58	90	2.72	5.33%

*HCCOC student parent not included in GPA tally are classified as either first time freshmen or participants of pre-college programs such as CLIP.

Enrollment Status				
	Full Time	Part Time	Not Enrolled*	Cohort Totals
Fall 2012 HCCOC Student Parents Cohort	10	2	1	13
Spring 2013 HCCOC Student Parents Cohort	13	3	2	18
Fall 2013 HCCOC Student Parents Cohort	32	10	2	44
Spring 2014 HCCOC Student Parents Cohort	15	4	3	22
Sub Totals	70	19	8	97
Totals	97			

* Enrollment Status Not Enrolled contains students who are not officially enrolled at Hostos. This includes CLIP students.

Gender				
	Male	Female	Unknown	Cohort Totals
Fall 2012 HCCOC Student Parents Cohort	2	11	0	13
Spring 2013 HCCOC Student Parents Cohort	2	14	2	18
Fall 2013 HCCOC Student Parents Cohort	2	40	2	44
Spring 2014 HCCOC Student Parents Cohort	1	18	3	22
Sub Totals	7	83	7	97
Totals	97			

Ethnicity						
	Asian	Black	Hispanic	White	Unknown*	Cohort Totals
Fall 2012 HCCOC Student Parents Cohort	1	2	10	0	0	13
Spring 2013 HCCOC Student Parents Cohort	1	4	8	1	2	16
Fall 2013 HCCOC Student Parents Cohort	3	5	30	0	4	42
Spring 2014 HCCOC Student Parents Cohort	0	0	17	0	1	18
Sub Totals	5	11	65	1	7	89
Totals	89					

*"Unknown" student classification derives from CUNY Central Data

*Students and their relative data classified as "Unknown" are not included in count.

7 PERSONNEL, FACILITIES, AND RESOURCES

The HCCCC's staff is composed of highly qualified, dedicated childcare professionals specialized in early childhood. These educators are dedicated to providing high quality care and education to young children.

The Executive Director, Dr. Magali Figueroa-Sánchez is certified with a Ph.D. in Language Literacy and Learning. Dr. Figueroa-Sánchez has permanent licenses in Teaching English as a second language and Bilingual Education. All Head Teachers are required to have a Bachelor's degree, preferably in Early Childhood Education and a NYS certification. The Assistant Teachers are required to have an Associate degree, preferably in Child Development or Early Childhood Education. *The Organizational Chart is enclosed in the appendix, article 1 and a detailed description of the staff responsibilities in article 2.*

7.1 Staffing

HCCCC has 20 staff members, 19 are females and 1 is male. There are 11 full time staff and 9 part time. There accreditations are as follows;

- Staff with PhD: 1
- Staff with BAs: 6
- Staff with AAs: 4
- 1 working towards an MS

In collaboration with the education department, HCCCC provides hours to the education students. . Students complete their 120 hours of required Field Service in our Children's Center. HCCCC also collaborates with Hostos high school; students volunteer their time for Community Service Credits.

- There are 19 student interns for Spring 2014
- There are 2 High school volunteers for Spring 2014

Teacher by Classroom

- Two year toddler: 2 Head Teachers, 2 Assistants
- Three year toddler: 2 Head Teachers, 2 Assistants
- Four year toddler: 2 Head Teachers, 1 Assistant

7.2 Workflow

All classrooms consist of two well qualified teachers per class (Head Teacher and 1 Assistant Teacher). Student Interns and/or Federal Work Study students are also included, depending on their individual schedules. At times, two interns are assigned per classroom. The staff is well versed in health and safety concerns that may arise. The administrative team handles information on health insurance, assists with providing information related to tuition costs, and addresses parent inquiries regarding the implementation of the structured curriculum as it relates to meeting the needs of each child.

7.3 Facilities

Hostos Community College provides the HCCCC with 10,096 square feet of space, not including the two outside play areas which have 1,330 and 1,200 square feet, respectively. At a neighborhood rate of \$23 per square foot, this is a \$232,208 annual in-kind contribution. Hostos provides the HCCCC with all utilities at no cost, which is annual in-kind contribution of approximately \$36,000. The entrance to the building at 475 Grand Concourse is staffed by a Hostos Public Safety officer, and the HCCCC is regularly inspected by Hostos officers, all at no charge to the HCCCC. The HCCCC has computers for staff and a few stations for children, and these receive Hostos IT support at no charge.

There is a large Multi-Purpose Room which is used for professional development, workshops, teacher's lounge and parents' meetings. At times, student parents use this room to study and prepare for their classes. The HCCCC is the only Childcare Center with a Bilingual Library that houses books for children, staff, and parents. There is a small kitchen where the kitchen aides review, prepare and distribute the food to the children when it is delivered from the school's catering company. The front entrance has a small Reception desk and seating for parents. The Administration area has 4 offices for the Executive Director, Senior Mentor Teacher, Fiscal Assistant, and Family Outreach Coordinator. The Administrative Assistant is in an open space in the middle of these offices. The hallway leading to the front door of the Children's Center is used as a showcase to hang the children's art products.

- There is one observation rooms in the 2s/3s wing.
- One Medical room to meet the needs of children with allergies and asthma as mandated by the Department of Health.
- There is an unused outside recreational area for the 2 and 3 year olds in need of renovation to meet the mandated standards of the Department of Health.
- The playground for the 4 and 5 year olds is also not in use as the equipment needs to be replenished. In addition, the squirrels make an occasional visit at which time the Environmental Health and Safety Director is contacted.

	Age Group	Max Capacity	Comments
Classroom B	4s	22	Not currently in use as a classroom; used for science, math, or art fairs and multipurpose room.
Classroom C	4s	18	
Classroom D	4s	18	No students enrolled this academic year. [Loss of UPK] Normally, we had registered 18 children in this classroom. Under-enrollment [space for 18 children]
Classroom E	2s	11	
Classroom F	2s	11	
Classroom G	3s	15	
Classroom H	3s	15	

7.4 Resources

The Children’s Center is a nonprofit organization that receives city, state, and grant funding for the services rendered by the staff. The majority of the funding received is allocated to the staff (90%) and for other than personnel expenses (10%). In addition, the Center also receives in-kind contributions from the College for (electricity, security, printing, space, heat, mail, telephone, and building maintenance).

Expenses	Amount
Personnel	\$ 739,528.11
OTPS	\$ 84,234.33
Total	\$ 823,762.44
Income	
Grants	\$ 817,846.00
City & State Funding	
Balance	\$ (5,916.44)

Grant Resources	Allocation
City & State Revenues	Support staff salaries
CCAMPIS	Supports the salaries of two Toddler Teachers
BLOCK Grant	Supports the salary of the Executive Director

*For detailed budget information please refer to appendix article 4.

7.5 Training

The Staff are encouraged to participate in in-house and external training sessions for their professional development. The in-house trainings are based on maintaining a continuous upgrade of current educational trends. HCCCC provides orientation for the staff on the policies and procedures and updates on city and state regulations. All staff receive a copy of the HCCCC policies and procedures handbook and it is updated yearly.

- All staff have obtained the following City and State required training and certificates;
 - Preventing Infectious Disease
 - Mandated Reporters (Child Abuse Identification and Reporting)
 - CPR and First Aide

Professional Development Training 2013-14	Dates
Code of Ethics Refresher/Review	August 2013
Communicating Effectively and Honestly	
ESI-R & ESI-P Assessments	
Citywide Instructional Expectations	
Asthma and EPI-PEN Review/Refresher	September 2013
CACFP Guidelines Review	
Fire Drill Review & Lost Child Plan	October 2013
CPR & First Aide	
How to Use a Fire Extinguisher	November 2013
How to Budget	
Lead Poisoning	December 2013
Bilingual Education in Early Childhood/Preschool Program	April 2014
Observation and Assessment	
Professionalism and leadership: Becoming a Mindful Teacher	
Effective Communication Techniques	May 2014



8 SWOT

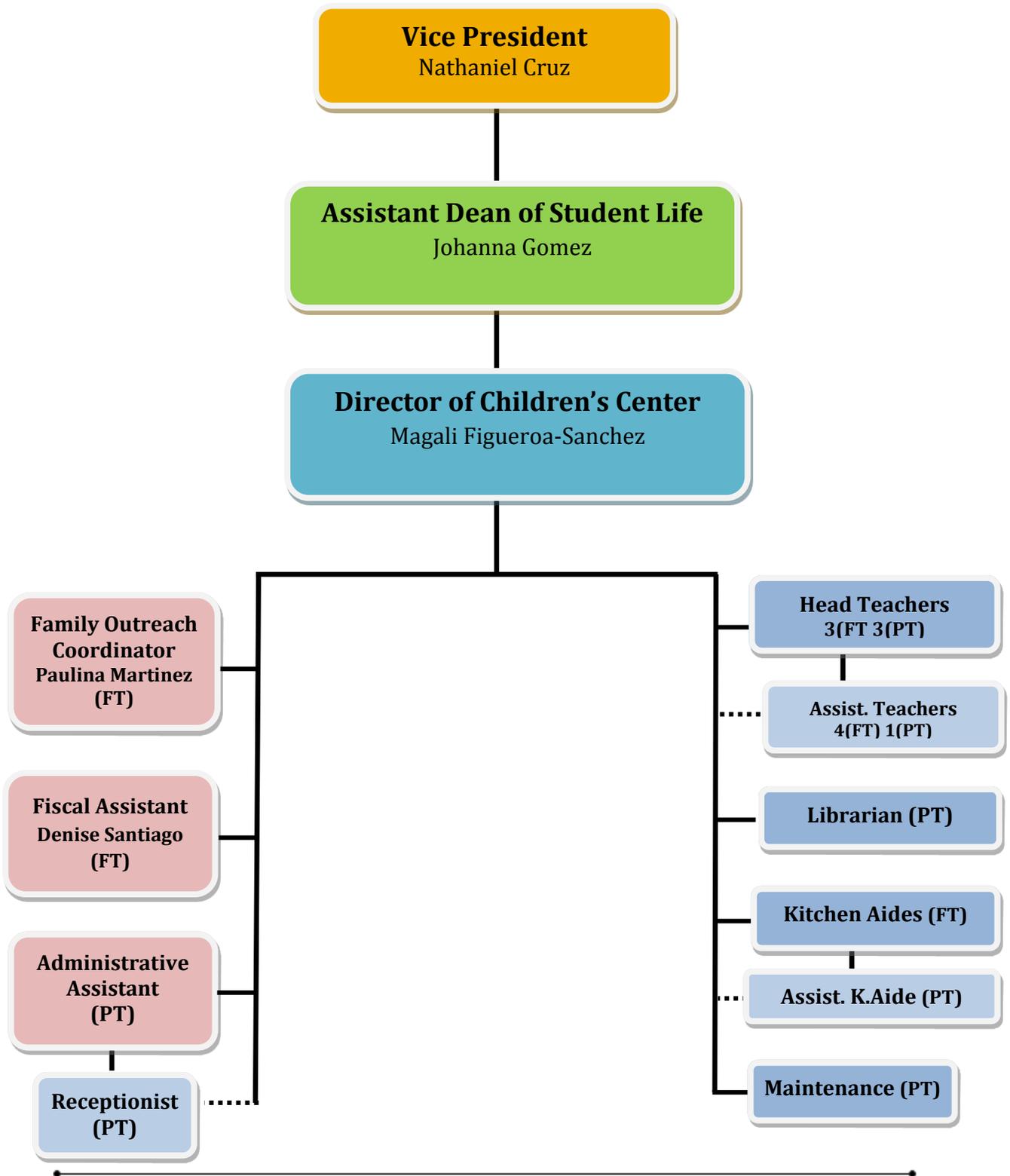
<p>Strengths</p>	<ul style="list-style-type: none"> • The HCCCC provides a Dual-Language (English/Spanish) curriculum for the children. • The HCCCC is able to provide many learning activities for children and families with the support, generosity, and commitment of some of the Board of Directors. • Reading Marathons have provided the college President, Vice Presidents, Deans, Professors, Administrators, Staff, and Parents time to read to HCCCC's children, which the children have responded well to. • Eat Well Play Hard in Child Care Settings from the NYC Department of Health provided classes on nutrition and cooking for student parents, staff, and children; as well provided 6 weeks of hands-on child nutrition and physical activity classes in the HCCCC's classrooms.
<p>Weaknesses</p>	<ul style="list-style-type: none"> • The HCCCC struggles with some student parents adhering to the guidelines set when it comes to punctuality. Though this information is covered during the general orientation session (or one-on-one for those unable to attend the orientation) in upon intake, it is still a struggle for some student parents to follow this rule when dropping off or picking up their children. • The HCCCC is unable to fully utilize the 4 year old program due to budget constraints. Attempts to gain additional funding through the Early Learn grant were unsuccessful due to the HCCCC's inability to meet certain requirements as were necessary to receive the grant. • The HCCCC is restricted in its ability to serve the children of HCC faculty and staff, as charging fees would disqualify the HCCCC of its 501c3 non-profit status. • HCCCC children only have access to the library for half day; a fulltime staff is needed to gain full day access.
<p>Opportunities</p>	<ul style="list-style-type: none"> • The HCCCC is able to pre-screen children and help prevent asthma and allergies. As the number of children with asthma and allergies is increasing each semester, the HCCCC is looking into grant opportunities that will allow the HCCCC to hire a registered nurse to oversee the health plan and children in the HCCCC. • Identifying and applying for more grants in order to maximize the use of the HCCCC's space, increase student enrollment, and hire credentialed personnel, as well as extend hours of operation. • Professional development for the administrative staff (Family Outreach Coordinator, Front Desk Receptionist, Administrative Assistant, and Fiscal Assistant) to support their growth/expertise in the services they provide to the children and student parents.
<p>Threats</p>	<ul style="list-style-type: none"> • Problem with absenteeism of staff and teachers. • HCCCC 10 month schedule and daily hours hinders the possibility of recruiting student parents to the center.

9 RECOMMENDATIONS

- Identify more grant opportunities for additions to the curriculum and faculty
 - Seek opportunities to help update the children's park so that it can meet standards
 - Develop an online form for systematized record/data keeping.
 - Maintain the number of student parents being served, ensure all contact information is updated to avoid any delays or interruptions in retrieving data.
 - Assessing student parents' needs, services rendered, and following up on children served
 - Promotional campaign using various mediums (video, student testimonials, flyers, poster, letters) and follow up with an open house
 - Analyzing student profile and doing targeted outreach of student parents with children ages 2 to 5 who can benefit from the HCCCC's offerings
 - Enforce attendance policy for teachers and staff, check and update credentials for all. Provide semester evaluations and feedback.
 - Decrease spending and work on balancing the budget
 - Analyze impact of flex care (i.e., reduce ratio of teacher to classroom when numbers of enrolled children are below requirement)
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10 APPENDICES

10.1 Children's Center Organizational Chart



10.2 Board members

Board of Directors
VP Nathaniel Cruz, SDEM SVP Esther Rodriguez-Chardavoyne , OAF Dr. Sherese Mitchell, Professor Ms. Diahann McFarlane, Professor Two Parent Members:

10.3 Staff Responsibilities

Title	Team Member(s)	Responsibilities
Director	Magali Figueroa-Sanchez	The Executive Director, Magali Figueroa-Sánchez, Ph.D. supervises the overall and day-to-day operation of the Hostos Community College Children’s Center, Inc. as a licensed Campus day care facility in full accordance with the New York City and State mandates. She is responsible for the entire day care facility, its’ budgets, services, operations, recruitment and staffing. The Executive Director is the chief representative and liaison between the Hostos Children’s Center, outside college staff, researchers, volunteers, and other key public groups.
Family Outreach Coordinator	Paulina Martinez	The Family Outreach Coordinator provides families with information concerning registration and maintains each semester’s program enrollments. The Family Outreach Coordinator assists families in completing their admission files, ensures that all required documents are submitted to the school in a timely manner, keeps records of all families registered in the program, and maintains constant communication with program applicants in an effort to keep them engaged. Family Outreach Coordinator has a Bachelor of Science in Psychology. Ms. Martínez is a full time employee who has worked at the Children’s Center fifteen years.
Fiscal Assistant	Denise Santiago	The Fiscal Assistant works in liaison with the Executive Director and provides support in all aspects of the program’s fiscal tasks: (i.e.: creating and maintaining the Center’s OTPS, CCAMPIS Grant budget and any other acquired grants (when applicable). The Fiscal Assistant works closely with the business office personnel to coordinate and maintain an accurate fiscal picture of the Program’s activities. In addition the Fiscal Assistant’s position has a customer service orientation with clients, considered to include; parents, staff, college federal work-study students and other college departments. The Fiscal Assistant is charged with producing positive outcomes in the areas of: the center’s fiscal viability, reputation, a record keeping system, timely communication with parents on accounts. In addition the Fiscal Assistant analyzes, interprets statements, and gathers information to prepare appropriate summaries and reports. Fiscal Assistant is a full time administrative staff member with ten years at the Children’s Center.

Administrative Assistant	Jenny Rivera	Under the direct supervision of the Executive Director, the Administrative Assistant carries out a variety of support functions including planning, assisting, and coordinating HCCCC's activities. The Administrative Assistant will perform functions requiring the application of specialized program and administrative knowledge with minimal supervision. The Administrative Assistant will oversee and ensure the accurate and timely preparation, review and processing of a variety of purchasing or related documents, compose and draft internal and external correspondences and in keeping with office policies, and procedures as well as inventories the HCCCC's equipment. Duties can include assisting the Executive Director in the preparation of RFP, grant writing/renewal as well as re-licensing by the expected deadlines set by outside agencies and grantors.
Part-Time Receptionist		The Part-Time Receptionist handles phone calls, opens the Children's Center, and greets student parents, faculty, staff and other visitors. The Part-Time Receptionist works closely with the Family Outreach Coordinator, checking daily attendance and calling to inquire about the absent children and writes letters to student parents regarding their status on the Waiting List. The Part-Time Receptionist also reviews the health records of currently enrolled children and helps to maintain files for the children. The Front Desk Receptionist is employed part-time; she maintains a secure environment for all involved and has worked at the Children's Center one year.
Kitchen Aides	Betty Anderson Josephina Veintimilla	The Kitchen Aides prepare weekly menus for HCCCC in advance to give to MBJ (cafeteria vendor) to prepare meals for the children. Receives and prepares the meals provided by MBJ. Both kitchen aides are trained on/familiar with CACFP as well as with NYC Agency Food Standards for Center-based Services. Ms. Betty Anderson, Kitchen Aide, has rendered fifteen years of service at the Children's Center. She is on a full time contract.
Senior Mentor Teacher	Maritza Rojas (PT)	The Senior Mentor Teacher collaborates with the Executive Director to observe the teachers, plan and review the lessons, provide resources, train teachers in assessing children appropriately, and insuring that the teachers are making daily observations of each child. Maritza Rojas, Senior Mentor Teacher is employed on a part time contract; she has a Bachelor's in Education and twenty-one years of service at the Children's Center.
2s Toddler Teacher	Eliana Moreira (PT)	Has a Bachelors Degree with years of experience working in Early Childhood Education.
2s Toddler Assistant Teacher	Estrella Tabacchi (FT)	
2s Toddler Teacher	Luz Serraty (FT)	

2s Toddler Assistant Teacher	Betty Santana (FT)	Ms. Betty Santana, Assistant Teacher, employed on a full time basis has also worked fourteen years at the Children's Center.
3s Pre-K Teacher	Elaina Amesquita (PT)	Has a Bachelors Degree with years of experience working in Early Childhood Education
3s Pre-K Assistant Teacher	Brunilda Montalvo (FT)	Ms. Brunilda Montalvo, Assistant Teacher began as a Student Mother Volunteer. She completed her Associated Degree and began working at the Children's Center on a full time contract; currently reaching 14 years of service.
3s Pre-K Teacher	Nilsa Ramos (FT)	
3s Pre-K Assistant Teacher	Esmeiry Martinez (PT)	Ms. Esmeiry Martínez, Assistant Teacher is employed on a part-time basis; she is completing her Associate Degree in ECE at Hostos and has worked approximately two years in our program.
4s Teacher	Daphne Rodriguez (FT)	Ms. Rodriguez is completing her Master's Degree and has worked seventeen years at the Children's Center
4s Assistant Teacher	Josefa Navarro (FT)	Ms. Josefa Navarro, Assistant Teacher, has worked eight years at the Children's Center and is on a full time basis.
4s Teacher	--	--
4s Assistant Teacher	--	--
Maintenance Staff	Lamond White	Mr. White is employed on a part-time contract and has been working for five years.
Librarian	Magaly Guzman (PT)	Magaly Guzmán, Teacher-Librarian is employed part-time and has worked at the Children's Center twenty-eight years.

10.4 Budget

HOSTOS CHILDREN'S CENTER RESOURCES FY13-14	
INCOME	
BEGIN (HRA)	\$ 21,000.00
CCAMPIS Grant	\$ 99,020.00
CACFP	\$ 24,500.00
CHILDCARE TUITION FEES - PARENT	\$ 40,000.00
BLOCK	\$ 80,108.00
CITY	\$ 240,621.00
STATE	\$ 263,647.00
ASSOCIATION	\$ 42,000.00

DISABILITY RECOVERY	\$ 650.00
Registration	\$ 6,300.00
Total Income	\$ 817,846.00
PERSONNEL EXPENSES	
Directors salary &FB	\$ 111,600.00
Gross Salary for staff	\$ 513,497.00
FICA	\$ 39,385.22
UI	\$ 8,500.00
NY Metro Comm.	\$ 1,745.89
Health Insurance	\$ 55,000.00
Payroll fees	\$ 3,800.00
Workman's Compensation	\$ 6,000.00
Subtotal	\$ 739,528.11
OTPS EXPENSES	
ACCIDENT/DEATH INS	\$ 400.00
TELECOMMUNICATIONS	\$ 1,100.00
INSTRUCTIONAL MATERIALS/SUPPLIES	\$ 1,100.00
INSTRUCTIONAL EQUIPMENT/FURNITURE	\$ 1,100.00
DIRECTORS LIABILITY INSURANCE	\$ 2,100.00
EDUCATIONAL TRIPS	\$ 800.00
OFFICE EQUIPMENT/FURNITURE	\$ 1,150.00
FOOD EXP	\$ 30,000.00
Kitchen/food/consumable supplies	\$ 2,300.00
GENERAL COMMERCIAL LIABILITY INSURANCE	\$ 6,000.00
JANITORIAL SUPPLIES	\$ 1,900.00
MISCELLANEOUS (INCLUDES POSTAGE)	\$ 1,550.00
OFFICE/LIBRARY SUPPLIES	\$ 2,000.00
PROFESSIONAL DEVELOPMENT TRAINING	\$ 2,200.00
FUND RAISING ACCOUNT	\$ 1,170.00
MISC FEES	\$ 16,533.33
MAINTENANCE/REPAIRS	\$ 2,000.00
CCAMPIS Grant expense	\$ 10,831.00
Subtotal	\$ 84,234.33
Total Income	\$ 817,846.00
Total Expenses	\$ 823,762.44
	\$ (5,916.44)

10.5 Creative Curriculum

The Creative Curriculum® Goals and Objectives at a Glance

SOCIAL/EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	COGNITIVE DEVELOPMENT	LANGUAGE DEVELOPMENT
<p>I. Sense of Self</p> <ol style="list-style-type: none"> 1. Shows ability to adjust to new situations 2. Demonstrates appropriate trust in adults 3. Recognizes own feelings and manages them appropriately 4. Stands up for rights <p>II. Responsibility for Self and Others</p> <ol style="list-style-type: none"> 5. Demonstrates self-direction and independence 6. Takes responsibility for own well-being 7. Respects and cares for classroom environment and materials 8. Follows classroom routines 9. Follows classroom rules <p>III. Prosocial Behavior</p> <ol style="list-style-type: none"> 10. Plays well with other children 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others 13. Uses thinking skills to resolve conflicts 	<p>I. Gross Motor</p> <ol style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills <p>II. Fine Motor</p> <ol style="list-style-type: none"> 19. Controls small muscles in hands 20. Coordinates eye-hand movement 21. Uses tools for writing and drawing 	<p>I. Learning and Problem Solving</p> <ol style="list-style-type: none"> 22. Observes objects and events with curiosity 23. Approaches problems flexibly 24. Shows persistence in approaching tasks 25. Explores cause and effect 26. Applies knowledge or experience to a new context <p>II. Logical Thinking</p> <ol style="list-style-type: none"> 27. Classifies objects 28. Compares/measures 29. Arranges objects in a series 30. Recognizes patterns and can repeat them 31. Shows awareness of time concepts and sequence 32. Shows awareness of position in space 33. Uses one-to-one correspondence 34. Uses numbers and counting <p>III. Representation and Symbolic Thinking</p> <ol style="list-style-type: none"> 35. Takes on pretend roles and situations 36. Makes believe with objects 37. Makes and interprets representations 	<p>I. Listening and Speaking</p> <ol style="list-style-type: none"> 38. Hears and discriminates the sounds of language 39. Expresses self using words and expanded sentences 40. Understands and follows oral directions 41. Answers questions 42. Asks questions 43. Actively participates in conversations <p>II. Reading and Writing</p> <ol style="list-style-type: none"> 44. Enjoys and values reading 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of the alphabet 47. Uses emerging reading skills to make meaning from print 48. Comprehends and interprets meaning from books and other texts 49. Understands the purpose of writing 50. Writes letters and words



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