



YVY CEO Solomon Igel addresses Federal reviewers at entrance conference

YVY's ACS Head Starts Undergo Successful Federal Review

The summer has been a busy time at YVY. Federal reviewers visited YVY headquarters at 1312 38 Street to review and assess YVY's ACS Head Start program as part of a larger review of ACS Head Start. They reviewed documents, interviewed key staff, and visited YVY Head Start classrooms at 1257 38 Street and Farragut Road.

The reviewers were very pleased with their findings. They were impressed with YVY's preparedness for the review, with its knowledgeable staff, and with the scope of the services available at YVY. YVY's Federal Head Start programs will undergo a review next year, and we anticipate the same positive results.

Grants Enhance YVY Facilitated Enrollment Services

In just two years, YVY's Facilitated Enrollment Department has helped over 1,000 families and individuals enroll in health insurance or renew their insurance. In recognition of its excellent service, YVY's FE has been chosen as one of only 10 Lead Agencies in New York to receive a grant for participating in a project to develop a more user-friendly public health insurance application for New Yorkers. An additional grant for promoting Healthy Families, from the New York City Department of Youth and Community Development, will be administered by the Facilitated Enrollment Department which will expand its services to include case management, utilizing the grant to provide a holistic approach to also help families in other areas of need.

YVY Fitness Center Now Open to the General Public

YVY's new state-of-the-art fitness center and swimming pool opened to an enthusiastic reception by community members this past June. The fitness center,

(continued on page 2)

YVY Fitness Center's state-of-the-art exercise machines



YVY Early Head Start children enjoy a trip to the park.

Welcome

to the new school year, new YVY parents, and welcome back for those of you who have already had a relationship with YVY.

We will be coming to you every other month with news from YVY's many divisions and with articles that we hope will be helpful to you as parents in your daily lives. Please let us know if there are any specific issues you would like us to address in this newsletter. You can write to us at YVY's executive offices or email your comments to cbuchman@yeled.org. We are always happy to hear from you.



captions for FC pics

YELED V'YALDA

Early Childhood Center, Inc.
1312 38th Street | Brooklyn, NY 11218
www.yeled.org

Chairman of the Board

Jacob Ungar

Chief Executive Officer

Solomon Igel

Policy Council Chairperson

Yitty Kupferstein

Executive Director

Naomi Auerbach, MSEd

Chief Financial Officer

Rebecca Gutman, CPA

Director, Federal Programs

Wayne Goldberg, MA, MPA

Director, Special Services

Chaim Szanzer, EdD, SAS, SDS

Director, Human Resources

Gitty Lichtenstein, MSEd

Director of Personnel

Henny Kohn

Director of Operations

Allen Lichtenstein, MBA, CIPP

WIC Coordinator

Nechama Stolzenberg

Director, Facilitated Enrollment

Michelle Goldkrantz, LMSW

Director, Health Services, Family/ Community Partnerships

Garey V. Ellis, MD

Director, Mental Health

Eliezer Kaminetsky, EdD

Deputy Director of Mental Health

Karen Scheinberg, LMSW

Director of Nutrition Services

Dina Lipkind, MS, RD, CDN

Director, Policy and Research for Education

Isabelle Barriere, PhD

Deputy Director of Social Services

Bassie Morris, RCSW

Program Coordinator, EHS

Devora Barnett, MAEd

Health Coordinator

Janie Friedman, RN

Disabilities Program Coordinator

Mina Sputz, MS, SAS

Coordinator, Early Intervention

Batya Moskowitz, MA, TR

Coordinator, ABA Program

Kreindy Myers, MSEd

Parent Involvement Coordinator

Shoshie Schapiro

Policy Council Liaison

Esther Knoll

Silver Lake Headstart

Education Directors:

Melody Lenza, MSEd

Madeline O'Donohue, MAEd

Director, Day Care Collaboration

Laurie Landa, MSEd

Fitness Center *(continued from page 1)*

located in YVY's administrative building, fills a need in the Boro Park community, which has no equivalent facility. Parents

of currently-enrolled YVY Head Start and Early Head Start children are eligible for a substantial discount at the center. Parents can call 718.686.3788 for information. ♪



Dr. Barbara Trommer, Maimonides Medical Center, and Drs. Daniella Rutner and Ilona Gelfond of Ezra Medical Center's Optometry Division at the YVY HAC Meeting

Doctors Present at YVY Health Advisory Committee Meeting

YVY's Health Advisory Committee met for its semi-annual meeting this past May. Dr. Steven Shelov, Chairman, Maimonides Medical Center Department of Pediatrics, introduced two of his staff who brought attendees up to date on their fields of specialization. Dr. Barbara Trommer, Director of Evaluation and Diagnostic Services, Pediatrics/Neurology, talked about identifying attention deficits in children, and Dr. Jason Perlman of the Maimonides Division of Pediatric Infectious Diseases talked about the latest developments in the swine flu epidemic. Dr. Ilona Gelfond, Director of Vision Services at Ezra Medical Center, presented a talk on Vision Therapy and how it relates to learning.

Regular meetings of YVY's HAC assure that YVY children have the benefit of the most up-to-date information needed for their health and well being.

YVY Research Institute Formulates YVY's Dual Language Policy

YVY serves a large population of children whose home language is not English. In fact, more than a dozen languages are represented at YVY. In compliance with a new Head Start mandate, Dr. Isabelle Barriere, Co-Director of YVY's Research Institute, has formulated a Dual Language policy for YVY Head Starts. This policy assures that children will learn English but will still retain their native language. YVY Education Directors have already been trained in implementing the new policy; teachers will be

trained in the new policy in the fall.

Dr. Barriere presented her work on Yiddish-language assessment materials at the Bloomsbury Round Table on Communication, Cognition and Culture at the University of London. The Research Foundation of CUNY has awarded the Institute a grant that will fund the next phase of this project. Once this step is complete, the assessment tool will be made available to other agencies serving Yiddish-speaking children.

Dr. Garey Ellis, Co-Director of the Research Institute, was presented with the Best of New York Community Assistance Award at the New York City College of Technology's Best of New York Award Dinner this past May. ♪



Yakov Plotkin of YVY Head Start at 667 Eastern Parkway was featured in the summer brochure of YVY Head Start partner Cool Culture



Proud to be a Head Start "graduate"

Staten Island Silver Lake II hosts Department of Education Meeting

YVY's Silver Lake II site was pleased to be chosen to host the annual Department of Education /UPK Directors' meeting. The meeting was attended by NYC De-

partment of Education Director of Early Childhood Education Recy Dunn, borough directors, and borough managers. The site was nominated because of the favorable impression it made on its own borough manager.

"Step Up" Celebrations at Silver Lake Head Starts

Four-year-olds and their families took part in Step up celebrations at both Silver Lake sites this past June. At the Silver Lake I celebration, the Community Partnerships Award was presented to Temple Israel House Committee members John and Erica Greenbaum for their commitment to the children and families of SLHS. Both sites held year-end celebrations for their parent committees, and the Home-based program held year-end socialization events for its families.

Silver Lake Partners with Staten Island JCC in Literacy Initiative

YVY partnered with the JCC of Staten Island to implement a grant from the City Council in offering a Summer Family Literacy Program during the month of July. SLI hosted an ESL class for Head



End-of-year festivities involve the whole family

Start parents and parents of children from P.S. 19, while SLII hosted a GED program. Literacy activities for children were also part of the program. 

WIC

YVY WIC is currently servicing 20% over its allotted caseload. YVY WIC participants can take advantage of a large variety of healthy lifestyle, Fit WIC, and Eat Well Play Hard activities to help them enhance their own and their families' health.

YVY WIC is proud to have had its Fit WIC activities featured at the National WIC USDA Conference. YVY WIC activities were described as part of the presentation offered by the New York State Department of Health. The NYS DOH also praised YVY WIC obesity-reduction efforts, which they say will be helpful in the development of statewide policy and a toolkit on healthy lifestyle promotion. 

More Summer Events at YVY ►

(Above right) YVY's new employees at an orientation session this summer

(Right) Young YVY chefs are trained in healthy eating



Special Services

Training Programs for Special Services Therapists and Staff Prepare for New Year

The YVY Department of Special Services, which provides therapy and special education services to children from birth to age 21, is preparing for the new school year in both its Early Intervention and school age programs.

All YVY therapists attend a comprehensive orientation session where they are given guidelines for working with children and families and are introduced to record keeping requirements. As always, YVY Head Start parents can contact the special coordinator assigned to their child's site if they encounter any problems.

YVY Parent Training Helps Save Lives

YVY has always prided itself on the parent training it provides. Thankfully, this training has yielded important results.

A YVY Early Head Start father who had taken a YVY Father's First Aid/CPR class in April was able to perform CPR on a passerby who had collapsed, so helping save his life. A YVY Head Start mother who had taken a similar YVY parent class performed the Heimlich maneuver on her own child who was choking, saving his life.

For more information on any of Yeled V'Yalda's services, please call the following numbers:

Headstart.....	718.686.3700 *3
Early Headstart	718.686.3700 *3
Special Education	718.686.3700 *1
ABA Program	718.514.8600
Early Intervention	718.686.3700 *2
Ezra Medical Center	718.686.7600 *9
YvY WIC Program	718.686.3799
YvY Facilitated Enrollment	718.686.2189

YELED V'YALDA STATEN ISLAND:

Silver Lake Headstart,	
10 Gregg Place	718.815.4488
Silver Lake Headstart II,	
20 Park Hill Circle:	718.720.0090

YELED V'YALDA SUPPORT LINES:

YvY Parenting Hotline	
Fridays, 10-2	718.686.2402
All calls are confidential. You do not need to give your name.	
Yeled v'Yalda 311	
for comments/concerns	718.686.3700 *311

YVY Eat Well Play Hard Participates in Food Expo

YVY Nutritionist Dina Lipkind hosted a food demonstration at the Bushwick Sunday Scene/Food and Fitness Expo last July in conjunction with the New York City Department of Health. YVY Eat Well/Play Hard is part of the Brooklyn Food and Fitness Task Force, a partnership committee of Brooklyn community-based organizations that unite to prevent childhood obesity. The demonstration, which was meant to encourage use of seasonal vegetables, highlighted these vegetables, which can be purchased at local Farmers' Markets.

Following is a recipe that was prepared

for the demonstration. Summer squash, which come in an array of colors, shapes, and sizes, are a great source of potassium, and of antioxidants that support healthy eyes, skin, and muscles. 

Summer Squash and Mint Whole Wheat Pasta

Ingredients:

- 1 pound whole wheat pasta (fusilli or penne preferred) cooked al dente'
- 3 medium size summer squash — sliced in thin half circles
- 2 cloves of garlic — minced
- 2 tablespoons olive oil
- 1 cup chopped fresh mint
- 3 tablespoons freshly grated parmesan cheese
- Salt and pepper to taste

Instructions:

1. Cook pasta till al dente, drain and rinse quickly with warm water
2. Heat oven to 450 degrees OR heat up grill
3. Place squash and garlic in a large mixing bowl and toss with olive oil until glistening
4. Spread onto cookie sheet lined with parchment paper and roast in oven, or grill, until golden, tossing squash every 10-15 minutes
5. When squash is done, mix into pasta — stir well, add mint, and stir again
6. Sprinkle with parmesan cheese and serve

Bon Appetit!

ONGOING PARENT ACTIVITIES: BROOKLYN

Swimming

Boro Park YM/YWHA
Alternate Tuesdays

Aerobics

Boro Park YM/YWHA
Thursdays
99 Heyward Street
Weekly

Yoga

99 Heyward Street
Tuesdays

Parenting Workshops

1257-63 38 Street
6002 Farragut Road
99 Heyward Street

Fitness for Men

99 Heyward Street
Weekly

Expectant Mom's Program: Parenting and Childbirth Education Parenting Skills for Postpartum Moms

4001 16th Avenue
99 Heyward Street

Focus on Fathers

99 Heyward Street
Tuesday

SPECIAL ACTIVITIES: BROOKLYN

Head Start and Early Head Start Orientation

By Site

ONGOING ACTIVITIES: STATEN ISLAND:

Home Visits

Back to School

Parent Training

Elections

SEPTEMBER 2009

Parents will be informed of start dates for all activities by their child's site



Children with Disabilities and Preschool

All children develop at different rates. Some children have delays in development and require early intervention. In most children, delays in mental and physical development will improve either with early intervention or on their own.

If you feel that your child may have significant developmental delays, you should have him or her evaluated as soon as possible. These delays may be in the area of communication (speech), cognitive skills (processing information), social or emotional skill functioning, fine and gross motor skills, or behavior (such as aggressiveness).

The Head Start staff can help you find out where you can obtain free preschool screenings in your area. These screenings may include the Battelle Developmental Inventory, the Learning Accomplishment Profile — Diagnostic, and adaptive behavior scales. The purpose of these tests is to evaluate your child's developmental abilities and to determine if he or she has any developmental delays. Even if the tests don't show any developmental delays, screening results can give you important information about your child's developmental needs in preschool.

If your child is diagnosed with a disability, your parental involvement and good preparation will ensure that he or she gets the right disability-related services to support educational development. Arrange a meeting with the Head Start administrator and teacher to discuss your child's special needs. Once your child starts preschool, make sure to stay involved. Studies have shown the children whose parents are involved have better educational outcomes.



Making the Transition to Preschool

Change is a natural part of growing up and maturing. As we pass through the various stages of life, things never seem to stay the same for very long. Whether a change is good or bad, learning how to adapt to it and handle it is part of the maturation process.

The transitions that occur during early childhood are some of the most important ones that will occur in our lives. Children develop so many new skills from the moment they are born that they can be seen as being in an almost permanent state of transition. However, most people would agree that the transition from home care or day care into a preschool setting is one of the most significant changes children experience.

Why is preschool so important? In our

parents' and grandparents' generations, only a small minority of children went to preschool. In 1965, according to U.S. government statistics, just five percent of three-year-olds and 16 percent of four-year-olds attended. Today, more than 40 percent of three-year-olds and more than two-thirds of four-year-olds are enrolled in preschool.

Educators have noted that preschool is a good way to get children off to a good start on their academic paths. Studies show that enrollment in preschool improves children's cognitive development, and that by the fourth grade, children who had attended preschool are more advanced in both reading and math skills. "All children can benefit from one year of preschool before entering kindergarten,

(continued on page 6)

Transition (continued from page 5)

especially if they're in a developmentally appropriate curriculum," says Bonnie Bruce, a child-development specialist.

Parents can help ensure that children make a smooth and successful transition into this new stage in their lives. One of the basic things a parent should keep in mind is the importance of establishing routines. Consistency is a key to children's healthy development, making them feel secure, and letting them know what to expect.

Daily routines are always good for preschoolers, as well as for older children. For example, the sequence of eating with the family, taking a bath, and going to bed at a particular time are all typical daily life activities that are part of children's special routines. Preschoolers like specific routines and enjoy doing things the same way each time. Helping with transitions between activities often plays a big role in preventing behavior issues for some young children. They need time to switch from one activity to another. When things change suddenly, children are apt to throw tantrums or struggle against the change. Providing children with daily structure and routines helps build their self confidence, and self confidence is a key ingredient in the ability to handle change — small changes as well as big ones.

Transitioning into preschool represents a very big change for young children. While the main things children need at this critical time is parents' time, love and support, there are some practical things that parents can do to prepare children and make the transition into preschool go as smoothly as possible. Try these transition tips:

Tell your child what to expect. Be specific, suggests elementary school teacher and former preschool teacher Amanda Wishner. "Discuss what will happen on the first day of school," she advises. "Say something like, 'I'll stay ten minutes, and I'll let you know when I'm ready to leave.'" Explaining what will happen during the school day and telling your child when you will return will also make her feel more secure. "You may want to make the first day or two a little shorter until your child gets more familiar with her new surroundings," adds Wishner.

Discuss what your child will do at preschool, and when you will be back in terms she can understand. For example, you could say, "After snack time, you'll go outside to play. I'll come back to pick you up during that time."

Arrange a tour of the preschool your child will be attending. Before the first day of preschool, try to introduce your child to his preschool teacher, show him the playground, locate the bathroom, meet any classroom pets, and check out classroom activities that you can talk about at home. When visiting with the teacher, you may want to ask about school routines and then try to follow some of them at home. "Making home and school routines similar is reassuring for children," says Becci Lukes, a preschool director.

While the main things children need at this critical time is parents' time, love and support, there are some practical things that parents can do to prepare children.

Set new school-time routines. The summer before preschool begins, gradually start putting your child to bed at her regular, new school bedtime. In the mornings, wake her up at the time you would when she would go to preschool. Go through the whole routine from bed making to teeth brushing to breakfast. This gradual switch from casual summer-time hours to a school-day schedule will help your child's internal clock set and get on a regular preschool schedule.

Let your child participate in back-to-school shopping. If your child's preschool has a supply list, let your child participate in picking out new supplies, and new school clothes. Buying an inexpensive new backpack and putting the supplies in it will help your child look forward

to the new experience and build his anticipation.

Walk or drive past the preschool often. Talk about what you see. Discuss the school building, the room she'll be in and the people she'll be meeting on the first day of preschool. Answer all your child's questions. If you don't know the answers to your preschooler's questions, write them down and call or ask about them before the child goes to school.

Acknowledge your child's apprehensive feelings. It's normal for a child to be fearful of the unknown. You might reassure him by saying, "Mrs. Smith will take care of you, and then after recess, I'll pick you up and we'll go to the supermarket."

Talk to other children about their experiences in preschool. Have a brother or sister, cousin or neighbor share their preschool experiences with you and your child.

Show or tell your child where you'll be during the day while he is gone from home. Explain in simple terms where you'll be until you come back to pick him up.

Involve your child's preschool teacher. The preschool teacher is your best ally in helping ease your child's transition. Discuss any problems your child may be having at preschool or at home.

Let your child bring a reminder of home. When his older son, Ben, entered preschool, Alan Fields says he and his wife found that "sending something from home, like a comfort item or a picture of the family," helped ease the transition. Bringing a favorite book or toy for "show and tell" also helps strengthen the home-school connection.

Bring your camera. Take pictures of your child at school and help him put together a simple "My Preschool" collage or scrapbook at home. As you look at the photos together, talk about story time, snack time and your child's favorite classroom activities.

Keep your good-byes short. Smile, say good-bye, then leave. Don't dilly-dally or your child will sense your ambivalence, and don't sneak out because then your

(continued on page 7)

Transition (continued from page 6)

child won't trust you.

Don't linger when saying good-bye. Try not to hang around after you drop off your child at preschool. If your child begins crying when it's time for you to leave, lingering at the door usually makes things worse, teachers say. Fortunately, the tears usually don't last more than a few minutes. In fact, the beginning of preschool can be tougher on parents than kids.

Always come to pick up your child at the time you promised you'd be there. If your child knows you'll always return on

time, she'll be more comfortable staying in preschool.

Don't be afraid to ask for help. Some children need more help than others in making transitions. Personalities, temperaments, life experiences, and developmental levels all play a role in how well children are able to adjust. If your child requires more than the usual strategies, or you're just not sure what to do, you should always seek help. The mental health professional at your child's Head Start site can help with emotional trauma or other stressors that may be too much for some children to handle. Your pedia-

trician is also there for you and can give you expert advice.

Give your child one-on-one time when you get home. Your child can't wait to tell you about his day, and whether the information is good or bad, take the time to really listen to what your child says. Ask how his day went, what happened, what friends he's made, or what kids gave him a hard time. Exclaim over any art projects or other papers he brings home and congratulate him for being a big boy at preschool.

(continued on page 8)

Back to School Safety Tips

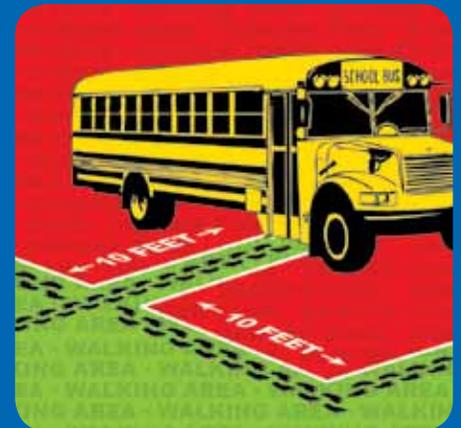
The lazy days of summer are over and a new school year is about to start. For children, the beginning of a new school year is an exciting time. But it can also be a dangerous time unless parents teach their children the basic rules of school safety.

If your child goes to school by bus or van, make sure to get him/her to the bus stop at least five minutes before the scheduled arrival time. Never allow your child to cross the street to get to the bus by him or herself. Dress your child appropriately — that is, in snugly fitting clothing and no sweatshirts or book-bags with

straps that can get caught in the bus rail, bus door or bus window. When winter comes, secure your child's gloves with clips, not strings and be sure that scarves are short and cannot be caught in a bus door. As the bus approaches, make sure that your child is standing at least three giant steps away from the curb.

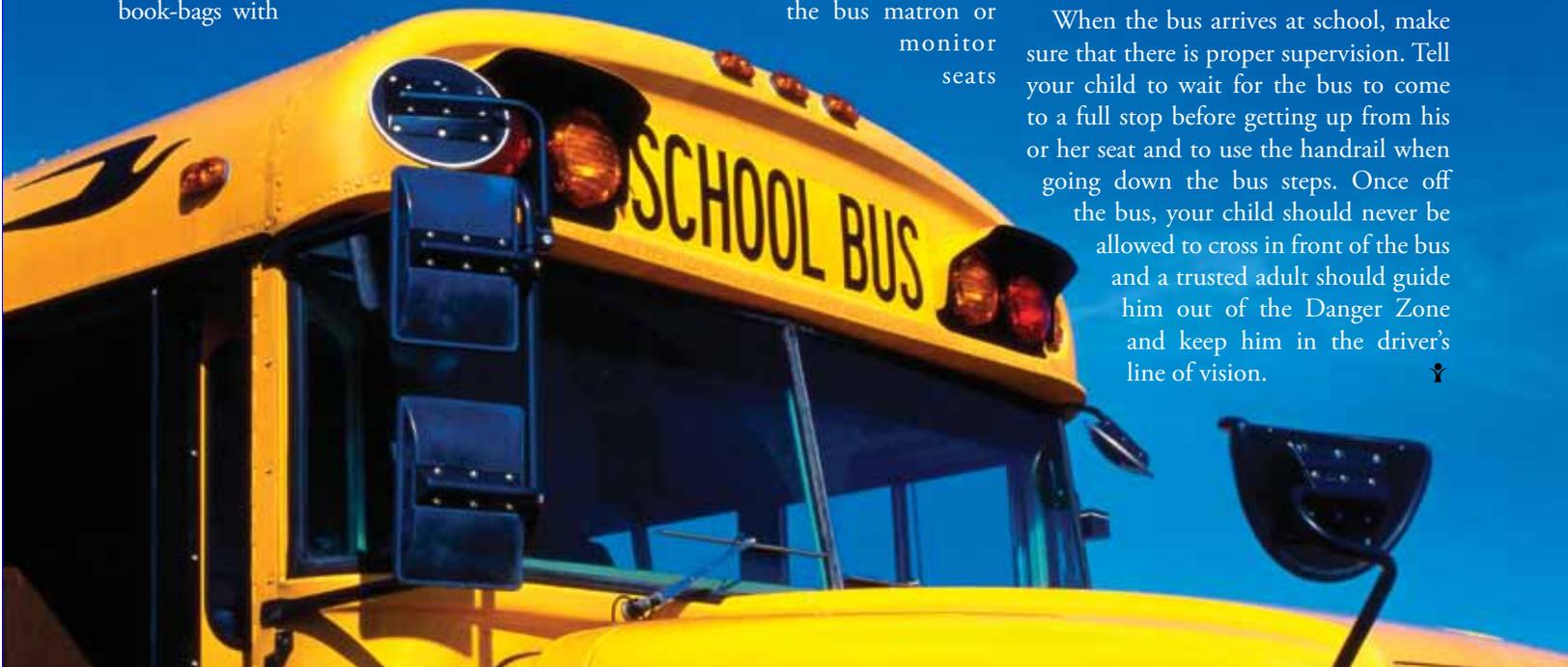
Wait for the bus to come to a complete stop before allowing your child to board the bus. The bus driver should signal that it is all right to enter the bus. When your child boards the bus, he or she should hold on to the handrails. Once your child

is on the bus, make sure that the bus matron or monitor seats



your child properly. He or she should be seated fully in the seat and facing forward before the bus begins to move. Tell your child to practice appropriate bus behavior and to listen to the bus driver.

When the bus arrives at school, make sure that there is proper supervision. Tell your child to wait for the bus to come to a full stop before getting up from his or her seat and to use the handrail when going down the bus steps. Once off the bus, your child should never be allowed to cross in front of the bus and a trusted adult should guide him out of the Danger Zone and keep him in the driver's line of vision. 





NON PROFIT ORG.
 U.S. POSTAGE PAID
 BROOKLYN, NY
 PERMIT No. 45

1312 38TH STREET
 BROOKLYN, NY 11218
 Phone: 718.686.3700
 www.yeled.org

PRIMARY FUNDING BY:
 U.S. Department of Health & Human Services
 U.S. Department of Agriculture
 New York State Department of Social Services
 Board of Education of New York State
 NYC Department of Mental Health, Mental
 Retardation and Alcoholism Services
 New York City Administration for Children
 Services/Agency for Child Development

APPROVED BY:
 New York State Department of Education

LICENSED BY:
 The New York City Department of Health



Separation Anxiety

It's not unusual for young children to have separation anxiety during their transition from home care or daycare to preschool. Leaving a child with a new caregiver such as a preschool teacher for the first time usually triggers this. How much separation anxiety a child exhibits varies, depending on his temperament and other factors. There are some children who are able to say "good-bye" easily. Other children cry, scream or cling to their mother or father.

Separation anxiety can take different forms. Most often, a child may not want to go into the preschool building or classroom. He or she may not want you to leave and may throw a crying fit or a temper tantrum. Once you're gone, the child may refuse make eye contact with the teacher or play with the other children. Others may go willingly for the first few days and then refuse to go back afterwards. Some children may regress and have toileting accidents or start sucking their thumbs.

Even though it's hard to leave a crying child, try not to worry too much. Separation anxiety is normal. A child who protests being separat-

ed from his parents is showing that he's formed an attachment and that he cares for a person other than himself. Caring about someone marks a big step in a child's emotional growth. However, if your child's separation anxiety gets worse or causes extreme distress, he or she may not be ready for preschool, or you may need some professional intervention.

If you're alert to the signs of separation anxiety in your child and work to prepare him or her for the preschool experience, your child will benefit for years to come. When children learn that they can feel secure away from Mommy and Daddy, they have an easier time making friends, being independent and growing into confident adults. So when you help ease your child's "separation anxiety" in preschool, you're not only preparing him or her for "big boy" or "big girl" school, but also for the rest of life.

As time goes on, your child will adjust to preschool and form new and healthy attachments to the preschool teacher and his new classmates. Don't be insulted if one morning, your child runs into preschool without even saying good-bye to you. Give yourself some credit. Your child is finally ready to transition

Transition *(continued from page 7)*

Preparing your child to make a successful transition into preschool begins in infancy, through the loving environment

that you create for him or her. Children need to know that their parents love them unconditionally in order to feel safe and secure. If you set reasonable standards

and routines for your child and keep to a predictable schedule, chances are your child will do fine, and the transition to preschool will be a successful one. ✎