



**NYS Early Childhood Advisory Council (ECAC)
Membership Meeting
March 19, 2015**

Members:

Patti Banghart	Robert Frawley*	Kristen Kerr	Jenn O'Connor
Evelyn Blank	Dana Friedman	Jessica Klos	Lynnette Pannucci
Sherry Cleary*	Rayana Gonzalez	Nancy Kolben	Carol Saginaw
Rachel de Long	Sheri Gruber	Barbara-Ann Mattle	Mary Shaheen
Denise Dowell	Timothy Hathaway	Jim McGuirk	Monica Short
Andrea Eaton	Liz Hood	Mary McHugh	Ellen Sullivan
Chris Deys	Mark Jasinski	Meg McNiff	
Maggie Evans	Ira Katzenstein	Janice Molnar	
Melanie Faby	Betsy Kenney	Donna Noyes	
* Co-chair			

Guests:

Johannah Chase	Marie Lovato	Elana Sigall
Jennifer Gomez	Britt Myrhol-Clarke	Kelly Smith
Giovanna Joseph	Michelle Bianchi	

Staff:

Renee Nasadoski	Susan Perkins	Stephanie Woodard
Rebekah Widrick	Patty Persell	

Welcome, Introductions, Review of Agenda

- **Introductions and Welcome:** Sherry welcomed the invited guests to the meeting and recognized the two fellows (I think there were three could you add their names to the guests list Renee should have their names on the sign in sheet if nothing else) from the Center for Women in Government and Civil Society. All participants were given the opportunity to introduce themselves.
- **ECAC Transition Plan:** Bob announced that he has retired from the Council on Children and Families (CCF), however he will remain as the ECAC co-chair for the time being. Elana Marton was named as the new Deputy Director of the Council on Children and Families. The Council is in the process of hiring a Director of Early Childhood Initiatives. It is expected that the successful candidate will be nominated to replace Bob as ECAC Co-chair. .
- **News and Announcements:**
 - ECAC Steering Committee Retreat: There will be an ECAC Steering Committee Retreat on April 29th and 30th. The goal of the retreat is to review, revise and update the ECAC strategic plans. Work group co-chairs are encouraged to engage their members in discussing their work group plans and update them prior to the retreat.
 - Maternal and Child Health Services Block Grant: Rachel de Long thanked ECAC members for their support and assistance in the development of the needs assessment for the Maternal and Child Health Services Block Grant. She reported there were 15 ECAC and Promoting Healthy Development Work

Group members who participated on a conference call and that State Education Department staff was well represented on other calls. As a result of the input from the ECAC, the needs assessment was submitted including an emphasis on the need for social-emotional development services.

The Governor's 2015-16 Early Childhood Agenda

Elana Sigall, Deputy Secretary for Education and Johannah Chase, Assistant Secretary for Education expressed how important early childhood education is for the governor. They thanked Sherry for her presentation at the Governor Cuomo's cabinet meeting on high-quality early childhood education for three-year olds. Prior to the ECAC meeting, three questions, developed by the ECAC Steering Committee, were sent to Elana, and based on the suggested questions Elana and Johanna provided the following responses:

- The ECAC wants to be as supportive as possible to the Governor's Office. What is the best way for the ECAC to communicate progress and provide guidance to the Governor's Office on strategies to address the needs of young children and their families? Elana suggested that the ECAC can support the Governor's Office by continuing to meet with staff from the Governor's Office. Thus far, she thinks this has been effective. In addition, she recommended that as the ECAC develops strategies to advance early childhood education, members should continue to bring the information to the Governor's senior staff.
- We appreciate the Governor's allocations for Nurse Family Partnerships, Prekindergarten and Prekindergarten for three year olds and QUALITYstarsNY. The ECAC recognizes these steps as an investment in a system that supports children from birth through the fifth year of life. What is your perspective on the budget negotiations and how can ECAC members support the Governor's budget initiatives? Although the governor is in support of all the initiatives it is important for the Senate and the Assembly to include funding in their budget. Currently the Senate or Assembly did not include in their budgets funding for QUALITYstarsNY. During the current budget negotiations, Elana and Johannah recommended to the group, they send letters and meet with both the Assembly and Senate members encouraging them to support funding for QUALITYstarsNY. Elana expressed some concerns to the members that funding for QUALITYstarsNY may be difficult because it is not being supported in New York City.
- The Governor has launched new initiatives for early childhood that are seen as innovative and progressive. He has also put support behind research-tested concepts. The ECAC membership has a wide range of expertise and perspective and can help provide guidance on specific mechanics of these new initiatives. What strategies can we use to match member knowledge and experience with needs of the Governor's Office in the design and implementation phases of these new initiatives?: Elana indicated that the Governor's Office is exploring the possibilities of establishing a group to explore the opportunities of developing a Universal Prekindergarten Program for three year olds. The Governor's Office would like to:
 - Learn from the mistakes of the past when the Universal Prekindergarten program for four year olds were implemented;
 - Understand the effect on Head Start and child care in New York if a Universal Prekindergarten Program for three-year olds was implemented; and
 - Identify any affects it will have on the working poor.

Once the three questions were answered, members had additional questions and comments for Elana and Johanna on the following topics:

- **Behavior Health:** The ECAC is working on initiatives to support children zero to five as it relates to behavior health. Currently, the state has methods to work with adolescents and older children, but early childhood requires a more comprehensive method of services which often times is not easy to provide. The ECAC

wants to identify and provide support to the children and their families with behavior health issues in hopes it will provide support in the classroom to reduce student disciplines.

- Early Childhood Infant and Toddler Focus: Often times it feels as though early childhood is still stuck in buckets where infant and toddlers are separated from preschool early childhood initiatives. How will the Governor's Office work to keep focus on all young children? Jennifer Gomez, Assistant Secretary for Human Services explained the Governor's Office is still focused on initiatives that support:
 - Low income mothers;
 - Families with infant and toddlers; and
 - Targeted resources associated with the new federal Child Care Development Fund requirements associated with infants and toddlers.

In addition, Jennifer suggested that the infant and toddler family support organizations need to work more closely together on their initiatives.

- Expand capacity for child care by providing funding to support infrastructure for child care programs: Currently Community Based Organizations (CBO) cannot support the delivery of child care services without expanding to increase capacity. Startup funds to help develop new space for child care providers are needed. Facility funding has not been discussed in a long-time. Several years ago Community Development Corporations (CDCs) focused on early childhood and provided funding to support the infrastructure needs associated with early childhood programs. Nora Yates Director, CORE Initiative indicated that the Regional Economic Development Council will use \$500 million to support workforce initiatives in some of the hardest economically disadvantage areas in New York. As the workforce expands there will be a need for child care. The Regional Economic Development Council will have a committee to examine the barriers associated with expanding the workforce. One of the barriers that could be discussed is capacity as it relates to child care.
- Role of the State Education Department: ECAC members who represent the State Education Department provided an overview of their programs and their support for early childhood:
 - Office of Educational Television & Public Broadcasting Activities: Liz Hood Director explained that television and public broadcasting helps support teacher, parents, and young children by offering online activities and resources for families with young children.
 - Office of Special Education: Monica Short, expressed interest in the state's Universal Prekindergarten and Head Start as it relates to special education services for young children which often times has not been a good fit. In addition, her office would be interested in providing support for the Universal Prekindergarten for three year olds and work associated with eliminating expulsions and suspensions from prekindergarten to replace with disciplines that are more positive and effective. Monica felt positive and effective discipline in the Universal Prekindergarten program for three year olds is important and hopefully will be addressed in the work group.
- Languages within the schools: ECAC members expressed the need to recognize the many different languages spoken by students within the education system. The New York State United Teachers is working to expand the current list of seven languages to include more languages.
- ECAC Steering Committee: Bob and Sherry will keep Elana engaged in the work being developed by the ECAC and share Steering Committee information with her.

Updates and Reports

- **Developmentally Appropriate Practice Briefs:** Kristen Kerr provided an overview of the [Developmentally Appropriate Practice briefs](#). She recognized Patty Persell and Meg McNiff for their work and efforts to developing the briefs. There are five briefs that provide research-based practical guidance to support effective early childhood practices that help young learners gain the foundational skills necessary to reach the Common Core Learning Standards. Kristen describe the brief as guidance aim to support administrators and teachers in making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children. These briefs include material from interviews with school principals and teachers and have been vetted by the field. The last Developmentally Appropriate Practice brief that is currently being developed is focused on family engagement. All five briefs are currently posted on the ECAC website and available in print form. All members who attended the ECAC Membership Meeting received packets of Developmentally Appropriate Practice papers. Members were instructed to contact Patty Persell at Patty.Persell@ccf.ny.gov if they wanted more.

The next steps consist of disseminating the briefs to teachers, administrators, and prekindergarten administrators, and develop a webinar to help people effectively use the briefs.

Suggestions from the ECAC members:

- Importance of addressing family engagement: During discussion, members expressed an interest of including a Developmentally Appropriate Practice brief for parents as it relates to the current five briefs. Sherry suggested they review the *Partners in Early Learning: A companion piece to New York State Early Learning Guidelines* to determine if the document provides families with the information they need. If not, it may be necessary to develop a parent companion document for the Developmentally Appropriate Practice briefs.
 - Dissemination: ECAC members suggested adding the School Board Association to the distribution list.
 - Professional Associations: Members also expressed the importance of organizing a concerted effort to reach professional associations and school boards. Kristen announced that Ellen Sullivan from New York State United Teachers (NYSUT) has join the Developmentally Appropriate Practice team and will provide assistance as it relates to the professional organizations.
- **Policy and Possibilities to Advance Mental Health in New York:** Evelyn Blanck and Mary McHugh provided a presentation ([click here](#) for PowerPoint presentation) to update the members on the three initiatives associated with early childhood social emotional development. The ECAC is working with New York State agencies and stakeholders to align efforts and increase training and education around mental health through the following initiatives:
 - **Medicaid Redesign:** Evelyn and Mary are working on behalf of the ECAC to make sure children’s mental health services are included in the Medicaid Redesign. Evelyn discussed her work on the Medicaid Redesign Team and reviewed four key recommendations that were made to support services designed to identify and address social-emotional development issues in young children and their families:
 - ✓ Screening of children for social-emotional problems with a standardized tool to allow for both a developmental and social emotional screen to be conducted in the same day;
 - ✓ Screening for parents/caregivers for depression during a pediatric care visits using a standardized tool;
 - ✓ Home-visits by a clinician for relationship-based treatment; and

- ✓ A Medicaid approved crosswalk of the Diagnostic Classification 0-3 Revised (DC:0-3R) to the Diagnostic Statistical Manual V (DSM-V) so services can be reimbursed for services to children birth to age 5.

The recommendations to the Medicaid Redesign Team also included specific plan recommendations:

- ✓ Dyadic treatment with evidence-based or research informed models;
- ✓ Evidence-based parenting programs that promote parenting skills needed to strengthen the parent-child relationship and the child's social-emotional functioning; and
- ✓ Evaluation, brief treatment, and care management in primary care settings.

Also included in the PowerPoint presentation are the posters on social emotional development which are all available on the ECAC website:

- ✓ [Because Their Futures are in Your Hands - Poster for Doctors \(English and Spanish\)](#)
 - ✓ [Because Their Futures are in Your Hands - Poster for Early Care and Education/Child Care Provider \(English\)](#)
 - ✓ [Improving Early Childhood Screening in New York: Early, Routine, Coordinated - Document for Professionals](#)
 - ✓ [Keeping in Rhythm with Your Child - Poster for Parents \(English & Spanish\)](#)
- Endorsement System for Mental Health Professionals: New York State will receive support from Michigan to implement the endorsement. There are four levels of endorsement.
 - ✓ LEVEL I Infant Family Associate;
 - ✓ LEVEL II Infant Family Specialist;
 - ✓ LEVEL III Infant Mental Health Specialist; and
 - ✓ LEVEL IV Infant Mental Health Mentor

As this work moves forward, Marcy Safyer will come in to talk with the ECAC members about this. The process will take about 2-3 years.

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model: New York State has applied in the past to receive a grant for this work, but was not successful. Fortunately, there are now funds available through Project LAUNCH to purchase the training and technical support. With this funding we will receive two years of expert consultation and technical assistance. Mary provided an overview of the CSEFEL Pyramid Model along with the State's implementation plan. Patty Persell is putting together a leadership team. For more information on CSEFEL visit their website at <http://csefel.vanderbilt.edu/>.
- The Joint Task Force on Social-Emotional Development Guidance Document: The Joint Task Force on Social-Emotional Development is developing guidance for the systems that provide care for infants and toddlers and their families including the child's medical home, early childhood education programs, Early Intervention Program, and mental health services to assist them in partnering with families, to promote and support healthy social-emotional development in young children (ages birth to three years). The document will also address the interrelationships of these systems, and delineate the roles, responsibilities, and capacity of each system to provide resources to support social emotional

development. Finally, the document will address how the Early Intervention Program should identify, screen, diagnose, and treat children experiencing social-emotional development delays. The document will focus on ages birth to-3, but will include guidance on supporting successful transitions to preschool programs.

- What's Great in our State?: An event to publicize the importance of mental health awareness “What's Great in our State?” event is scheduled for May 5, 2015 from 12:00 noon to 2:00 pm in Huxley Auditorium at the New York State Museum in Albany. Invitations for the event will be sent to the ECAC members and it is posted on the [ECAC website calendar](#). In addition, five organizations/programs will be honored at the event. At the meeting, each ECAC member received a nomination form with instructions to return and contact Britt Myrhol-Clarke with questions.

After the presentation the members participated in a discussion and provided their comments regarding the information that was shared.

- There was agreement that Evelyn as a member of the Medicaid Redesign Team is on the right team and is in discussion with the right people at Department of Health.
- Mary McHugh explained to the membership that once the Medicaid Redesign plan is approved by Center for Medicare and Medicaid Services (CMS), the next step is to get the information out to the providers so services can be provided.

Child Care Development Fund Act of 2014:

Janice Molnar provided the members with an update regarding the Child Care Development Fund (CCDF). The date to submit the state plan has been changed to March 1, 2016 providing an additional year to complete the plan. The Office of Children and Families (OCFS) Division of Child Care will continue to work with the ECAC Work Groups to complete the plan.

Janice expressed concern over complications regarding the funding and regulatory changes due to the fact that the time-line associated with the state's legislative session for enacting the state budget and changes to regulations do not coincide with the time-line provided as part of the CCDF plan process.

Janice extended thanks to Kristen Kerr, Sherry Cleary, Dina Lieser, and Mary McHugh for their assistance as it relates to the professional development and access to developmental screening sections of the plan. In addition, Janice provided some important dates as it relates to the plan submission.

- Pre-Print of the plan guidance will be available April 2015;
- Plan completion December 2015;
- Existing plan will be in effect until June 2016; and
- New plan will expire September 30, 2018.

After the presentation there was a discussion which consisted of the following points:

- Who will the grant target, and what groups are considered “priority”: Janice will provide the information which will go out to the workgroups.

- ECAC members expressed concern regarding reductions in the availability of subsidies that will occur if districts are unable close cases when families lose eligibility. This would become more of an issue with no new money.
- McKinney Veto (homeless children):
 - Will the new requirements include prioritizing homeless children as defined under the McKinney Veto Act?
 - Will the definition of homeless children change?
 - There will be a follow up conversation with State Education Department to look at the data as it relates to homeless children. In the 2013-14 school year, there were 117,000 children living in temporary housing and this figure does not include the children who were displaced as a result of Hurricane Sandy.

Federal Preschool Development and Expansion Grants:

Meg McNiff and Bob Frawley provided a presentation regarding the federal Preschool Expansion Grant. Meg provided an overview of the grant and an update of the grant process. The Preschool Expansion Grant provides \$25M each year for four years. Five school districts (Uniondale, NYC, Indian River, Port Chester and Yonkers) will participate in the grant which will expand their prekindergarten programs. Progress to date:

- The scope of the school districts work plans are almost complete and will be sent to the U S Department of Education by the end of the month.
- The budget for the grant is in the process of being finalized as well as the Memorandum of Understanding with the school districts.
- Visits to the five districts have been positive. Initial contact has been made with some of the Child Care Resource and Referral agencies (CCR&Rs) that are serving the school districts and helping them to prepare to support implementation of the grant. Relationships are being facilitated, between prekindergarten to 3rd grade administrators and Community Based Organizations (CBOs) including Head Start providers and CCRRs.
- Uniondale and Port Chester currently do not have prekindergarten programs. While each school district is excited about being a part of the grant, they are concerned about physical space to accommodate the students. Other districts participating in the grant raised the concern that this program has not designed to be universal in that it is targeted for families at or below 200% poverty. In addition, the Indian River school district, which works with Head Start is concerned because the four year olds in the Head Start programs will shift into the new prekindergarten slots, consequently reducing enrollment in the Head Start programs.
- SED has reached out to representatives of McKinney-Vento program, Title 1, and Parents as Teachers to advise the grant implementation process.

Bob walked the members through [ECAC Responsibilities for Federal Preschool Expansion Grant](#) document. He highlighted that in the grant there is funding available to support one full-time position at the Council on Children and Families to work with the Preschool Development and Expansion team at SED. Some functions the new staff person will perform are as follows:

- Assist SED with developing and administering five Prekindergarten Leadership Orientation Seminar and the Annual Community Leaders Meeting; and

- Build relationships with the following organizations that operate in the school district:
 - Head Start
 - Universal Prekindergarten
 - Community Based Organizations

In addition, the ECAC will:

- Oversee contracts to implement the Early Development Instrument (EDI) and the Common Metric in specific communities with the support of the project team including the new staff person.
- Facilitate school-community partnerships in their use of the EDI.
- Support the implementation of QUALITYstarsNY in the five school districts that will be administered by City University of New York Early Childhood Professional Development Institute (PDI).
- Increase the ECAC membership with organizational representation that will support the implementation of the grant.

QUALITYstarsNY Funding

Sherry provided the membership with an overview regarding the implementation of QUALITYstarsNY in four of the five selected school districts who are participating in the federal Preschool Expansion Grant. By the fall of 2015, QUALITYstarsNY will be implemented in four of the five selected school districts. QUALITYstarsNY will not be implemented in the New York City prekindergarten programs. Currently, QUALITYstarsNY specialists are meeting with CCR&R agencies as a way to build relationships and align current activities to what will occur once the QUALITYstarsNY implementation process begins. The CCRR in Lewis County which has credentialed trainers is willing to support training in the Indian River school district. Meetings will occur in April with CCR&R's located in Westchester and Nassau counties. In addition, Sherry talked about the \$3 million dollars that was in the 2015-2016 Executive Budget. Currently, the 2015-16 Legislative Budget does not include \$3 million for QUALITYstarsNY. Assuming the funding is included in the budget, there are no definitive plans associated with the new funding, it is expected that as much as \$2.5 million will be needed to support the 375 existing QUALITYstarsNY programs. The remaining funds can be used for expansion. Some expansion possibilities that were identified during the meeting are as follows:

- Providing QUALITYstarsNY to the Priority Full-day Prekindergarten and Expanded Half-day Prekindergarten Grant recipients or the Universal Prekindergarten programs;
- Expanding to additional programs in communities where QUALITYstarsNY is already present;
- Expand to CORE community;
- Provide more extensive on-site coaching and mentoring; and

If it is decided to provide more extensive on-site coaching and mentoring, efforts will be needed to coordinate with the Workforce Development Work Group on activity to define high quality onsite mentoring and coaching. Members raised the possibility of focusing on expanding to Prek programs within Economic Development Zones. There are many things to consider before a decision can be made on how to spend the remaining funds. Also the State Fiscal Year

Lynnette Pannucci provided an overview of the January 15th Quality Improvement Work Group meeting. During the meeting there were three child care sites that presented on their QUALITYstarsNY experience. In addition to the child care site representatives there was one QUALITYstarsNY specialist who provided information regarding her experience of working with the child care providers. Also, included as part of the meeting were other QUALITYstarsNY specialist and CCR&R agency representatives who participated in the discussion. Bonnie Beukema

and Ariel Davis from PDI provided an overview of QUALITYstarsNY and a progress report of the programs currently participating.

Advocacy Report

Jenn O' Connor and Kristen Kerr presented the highlights from the Winning Beginnings' Legislative Agenda for State Fiscal Year 2015-16. Jenn reported that one item, a \$3M investment in QUALITYstarsNY, was not included as part of the Legislative State Fiscal Year 2015-2016 budget. She expressed the importance of soliciting support from the CCR&Rs and other partners as an advocacy effort to get the QUALITYstarsNY funds in the enacted budget. Jenn reported that some of the participants of QUALITYstarsNY and their parents have contacted their Assembly and Senate representatives to advocate for QUALITYstarsNY funding. She also reported that that the proposed funding level for Healthy Families-NY home visiting is the same as last year, the proposed funding for Nurse Family Partnership was increased to \$5M, and there is \$2 million for Parents as Teachers.

BUILD Equity Agenda

Sherry reported on the BUILD Equity Agenda and whether the ECAC should include focus on equity as part of its work. She reminded members, that New York State is a BUILD state joining ten other states in a national initiative that partners with state leaders, such as ECAC, to continuously improve services and public policies for young children. Racial equity is the latest BUILD priority which will bring attention to the disparities that are central to changing outcomes for children from birth to age 5. BUILD identifies five gaps for children by culture and language: (1) readiness; (2) participation; (3) cultural awareness and recognition; (4) workforce diversity; and (5) stakeholder planning and decision –making. This information is outlined in [Building Early Childhood Systems in a Multi-ethnic Society](#) document.

Sherry asked several questions to guide the discussion:

1. Is there agreement that racial equity is an important issue for New York?
2. How can the BUILD resources help New York State?
3. Where does 'racial equity' fit into the ECAC strategic plan?
4. If we agree that racial equity is an important issue for ECAC, how does it impact each work group and how should the Steering Committee proceed?

Discussion points included:

- Reflection on communities within New York State:
 - Long Island: There is racial inequality that currently exist as it relates to access to prekindergarten; racism to keep immigrant children out of the school district; and the need for equity for child care and prekindergarten workers.
 - Albany County: Class is a critical issue because race can impact their lives even though they are not poor; and white privilege is something that should be address.
- Race conversation at Syracuse University:
 - Class was a hot issue during the discussion - Poor vs. Very Poor;
 - Caucasian students who grew up poor felt they face inequalities; and
 - Class vs. Poverty was not seen as the same.

- Fiscal Equity:
 - Fair and equal funding of education and services is not happening throughout the state;
 - Find a solution to fiscal equity;
 - Eliminate bias;
 - Provide education that is sensitive to inequalities which can help eliminate division; and
 - Income inequalities should be addressed.
- Media as a form of education as it relates to race:
 - Shows that highlight the African-American point of view can be enlighten and provide information about: segregation of communities, 1967 race riots, address race head on and provide some understanding as it relates to African-American colleagues.

After much discussion the group reached consensus that this is an important issue to tackle. These next steps that were suggested include:

1. Conduct a facilitated discussion to increase members' comfort with the issue of racial equity;
2. Examine the data that documents racial inequity in services such as foster care;
3. Consider ways to understand racial equity in the context of cultural competence;
4. Continue to consider factors of financial equality and the struggles of poverty; and
5. Have work groups identify how racial equity would impact their work.

It was pointed out that the first Guiding Principle of the ECAC is "New York's plan encompasses all children and all families with recognition of the diversity of languages, abilities, and family structures." The members recommend that there should be a facilitated discussion at the Steering Committee Retreat. The following suggestions were made:

1. Define what ECAC needs to do to be more intentional as it relates to racial equity;
2. Confront any issues as it relates to how the ECAC views race;
3. Provide the data (i.e., disaggregate the data on student achievement; examine racial composition and other factors at the community level, and review data as it relates to the No Child Left Behind Act of 2001);
4. Review current policies to identify potential policy changes;
5. Identify gaps in racial equity that may have been overlooked in the BUILD brief;
6. Discuss the advantages that young children may have by living in a family culturally different and where English is a second language. For example, children who are in families where English is a second language can be empowered or see themselves in control of the family because they are needed to interpret important information for the family;
7. Lead the group in reflective assessment of their personal attitudes and practices (include the work groups in the activity at some point);
8. Identify ways to create a pipeline with communities to bring diversity to child care providers; and
9. Build on New York's asset as the most diverse state in the union with opportunity to lead others.

Next Steps

- DAP Briefs: For hard copies of the DAP Briefs contact Patty Persell (Patricia.Persell@ccf.ny.gov) and [click here](#) for online copies of the briefs.
- Do not forget "Mental Awareness Day: What's Great in Our State?" on May 5, 2015 from 12:00 noon to 2:00 pm in Huxley Auditorium at the New York State Museum in Albany.

Send any suggestions you have for strategies that should be considered for inclusion in the strategic plan to Bob and Sherry. **The next meeting is scheduled for June 4, 2015 at the Empire State Plaza, Albany NY - Meeting Room 2 and 3 from 10:30 am – 3:30 pm**