Message from the Senior Vice President of the Early Childhood Education Division:

Cardinal McCloskey Community Services Head Start program was awarded a contract from the Health and Human Services, Administration and Children and Family Services beginning July 2013 to provide preschool services to low income families in the Bronx, New York.

Our program is a comprehensive child and family development program for children 3-5 years of age and their families. In addition to early childhood education, children and families receive health and nutrition services, family development support, access to mental health services, as well as supports for children with disabilities.

The goal of the program is to improve child and family outcomes, including school readiness, by providing a continuum of comprehensive services that support children’s development and family functioning. Our program provides services to 952 children in center based and home base setting.

Our Mission Statement:

Cardinal McCloskey Community Services mission is to protect, empower and promote independence for at risk children and families and those with developmental disabilities through quality community based services. Our Head Start Annual Report will support the agency in fulfilling this mission, to ensure “safe children, stable families and successful lives.”

The mission of the Cardinal McCloskey Community Services Head Start program is to provide a high quality, comprehensive, developmental based preschool program for eligible children and families living in the Bronx, New York.

Our Vision Statement

As a dynamic organization, we will lead, advocate and serve to enhance lives by anticipating and responding to the needs of the children and families in our communities.
Education

Cardinal McCloskey Community Services (CMCS) Early Childhood Education Division (ECED) utilizes Creative Curriculum and Teaching Strategies GOLD (TSG) to develop units of study and lesson planning. This past year we worked on developing the skills of the teaching staff so that higher quality education is provided for all children. Teachers worked to engage children in a rigorous curriculum and provide individualization for all children in order to challenge each child based on their individual needs.

Children were screened for the school year using the Ages and Stages 3 (ASQ-3) and the Ages and Stages SE (ASQ-SE). The data from both ASQs, anecdotes, and information from the families are reviewed and used to help determine if a child needs modifications in the classroom, additional individual lessons and/or referred for evaluation for an Individual Education Program (IEP). Teaching Strategies Gold (TSG) data management system was used to gather baseline, midline and endpoint data providing the CMCS ECED with both summative and formative information. The Common Core Learning Standards were used by teachers in conjunction with the updated Head Start Learning Standards. The teachers align both performance standards and Common Core Learning Standards to ensure a high quality of learning in the classrooms.

TSG gives us data and insights to whether our children were below or meeting/exceeding the area expectations which would give us a clear picture of the amount of growth or development of children’s skills between checkpoints. TSG outcomes are used to drive the small group and individual instruction within the classrooms. Based on how the children are developing, TSG outcomes can also aid in determining what professional development workshops may help the teachers learn new skills and become most effective so they can cultivate critical thinkers within the classrooms.

Classroom Assessment Scoring System (CLASS) is used in all of our classrooms to help our teachers understand and build their relationships with children. Some of the areas that teachers are critiqued and subsequently trained on are creating positive climates, regard for student perspectives, behavior management, sensitivity, and quality of feedback. This information drives our professional learning for the upcoming year. To enhance our own professional learning of CLASS, many of our education directors and some of our teachers have been trained in the use of the tool in order to observe and provide support to the education staff.

CMCS ECED invites families into the classroom and sends home books and activities as a way to form a school to home educational connection. This connection helps parents to be engaged in their child’s education not only at home but in our classrooms as well.

Of the CMCS ECED educational staff, 100% of the Head Start teachers and 64% of the ACS Early Learn teacher have a New York State teacher certification.

All education directors and many of our teachers have been trained in the use of the Early Childhood Environmental Rating Scale (ECERS) which is used to assess the classroom learning environment. Each year classrooms are assessed and the findings will then be incorporated into the teachers’ performance plans. Teachers will be given guidance, support, and trainings to aid them in the development of their classrooms as it pertains to the growth and development of the children.
School Readiness

Our goal is for all children and families to be ready for elementary school upon leaving our program. The chart shows the percent of our children who were meeting and exceeding age appropriate expectation in both the Fall and Spring checkpoints. It also demonstrates the growth that our children made throughout the year. This growth helps indicates that children leave our program with a solid foundation of skills needed to be successful in Kindergarten.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Children Meeting and Exceeding Age Appropriate Expectations</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Checkpoint 3 Yr. Olds 4 Yr. Olds</td>
<td>Spring Checkpoint 3 Yr. Olds 4 Yr. Olds</td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>39% 28%</td>
<td>95% 85%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>22% 20%</td>
<td>76% 88%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>51% 39%</td>
<td>89% 92%</td>
</tr>
<tr>
<td>Language</td>
<td>32% 29%</td>
<td>78% 83%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>29% 32%</td>
<td>85% 86%</td>
</tr>
<tr>
<td>Literacy</td>
<td>36% 35%</td>
<td>90% 92%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27% 21%</td>
<td>87% 82%</td>
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</table>

Head Start Regulations includes provisions to strengthen the communication and collaboration between Head Start and elementary schools to encourage ongoing parent engagement once Head Start children enter elementary school. During parent orientation, the transition program is introduced. Throughout the year, staff will review transition information with parents such as kindergarten options, registration screening and requirements prior to entrance to ensure completeness. Staff will schedule a field visit to the feeder schools for children, parents and teachers to view the kindergarten classrooms. In order to accomplish successful transitions for children and families, the CMCS ECED provides services consistent with four elements that support positive transition experiences:

- Ongoing communication and cooperation between Head Start staff, schools, and community programs;
- Educating and preparing parents for transition as they continue their role as the primary educator in their child's educational career by offering School Readiness workshops;
- Preparing children for transition and;
- Supporting and encouraging continuity through the use of developmentally appropriate practices and curricula which sustain the involvement and support of families.

Children enrolled in CMCS ECED receive developmental and behavioral screenings. These screenings allow for an assessment of the individual needs of each child. Children whose scores indicate concerns are observed, and a team, which includes the parents, work together to create a plan to support the child in the education process. If any delays are identified, the family will be encouraged to have their child evaluated. If children have a disability the Department of Education will provide the family based on a child's IEP.
Program Goals
- Expansion— we are pursuing various grants and other opportunities
- Continue our commitment to every employee to support his/her professional development, including providing more training to obtain accreditation
- Provide opportunities within the organization to advance and grow
- Develop greater Community Partnerships to strengthen our commitment to our children and families
- To enhance our services through providing wraparound/extended hour programming and slot conversions to FHS

Enrollment
- Grantee Slots: FC: 952
- Actual Enrollment: ACF: 1011

Number of children served Year-To-Date in 2013 - 2014

- 35% of the children enrolled YTD were 3 year-olds (352)
- 65% of the children enrolled YTD were 4 year-olds (659)
- The total number of children served is included. The total number of families served is included.
- The average monthly enrollment as a percentage of funded enrollment is included. 85% the percentage of eligible children served is included.
- Families Served: 1000
- Percentage of Eligible Children Served 100%

Federal-Head Start

Volunteers
Total number of volunteers: 478
Total Number of these volunteers who are Head Start parents: 424
Total number of these volunteers who were from outside agencies/Providers: 54

Head Start Staff
Number of Head Start Staff: 292
Number of Head Start Teachers: 61
Number of Head Start Assistant Teachers: 61

Facts About Our 2013-2014 Head Start Program
Awarded ACF Grant for the next 5 years on July 1st, 2013

Families
- The majority of the families we served this program year were two parent families
- Fathers involvement in program: 132
- Over 93% of the families we served received PA/Income Eligible: 942
- 55% of families received WIC Nutritional Program: 588

Health/Dental
- Children with a completed medical exam: 99% - 996
- Children with up-to-date immunizations: 99% - 1000
- Children with a completed dental exam: 92% - 929
- Children with health insurance: 99% - 998
- Children with Special Needs - ACF with IEPs (14%):
Actual Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Federal#</th>
<th>FED%</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>6</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>42</td>
<td>4.2%</td>
</tr>
<tr>
<td>Black or African</td>
<td>107</td>
<td>10.6%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Isl</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td>Biracial/Multi</td>
<td>11</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>833</td>
<td>82.4%</td>
</tr>
</tbody>
</table>

Race Ethnicity/(Federal)

- American Indian: 6
- Asian: 42
- Black or African: 107
- Native Hawaiian/Pacific Isl: 2
- White: 10
- Biracial/Multi: 11
- Other: 0
- Hispanic: 833
Parent Involvement

Parent Education and Support
Comprehensive support services for families are provided by the Family Services Staff. Family Workers serve as a liaison between the program and family to ensure effective communication. Family services staff work with families on developing goals, offer parent education workshops and psycho-educational groups, conduct home visits, and provide referrals and information that will promote family well being and self sufficiency.

Our fatherhood program is a critical aspect of our work with engaging fathers. Our fatherhood program provide an opportunity for our fathers to meet and connect, discuss topics that are of interest to fathers and males, and help fathers become more involved in their children's lives and education. Our father's group meets on a monthly basis.

Participation in Decision Making
Parents/guardians are recognized as their child's first and primary educator and lifelong advocate. CMCS ECED partners with parents to prepare their child to be successful in school and beyond. Parents/guardians are provided with the opportunity to be fully engaged in program planning and decision making. Parents are supported and encouraged to participate in annual elections, and are elected by their peers to serve as members of Parent Committees and the Policy Council.

Volunteers
Parents are encouraged to volunteer in classrooms, on field-trips, or get involved in other ways. Volunteering provides parents with the opportunity to develop leadership and job skills and build on their experiences with children. Parents are a valuable source of in-kind contributions. Volunteering or any activity that provides a good or service to the program is considered an allowable contribution.

Efforts to Prepare Children for Kindergarten

Head Start Performance Standards, (Section 6429d) includes provisions to strengthen communication and coordination between Head Start and elementary schools, and to encourage ongoing parent involvement once Head Start children enter school. In order to accomplish successful transitions for children and families, Cardinal McCloskey provides services consistent with four elements that support positive transition experiences:

- Ongoing communication and cooperation between Head Start staff and schools and community programs;
- Educating and preparing parents for transition and for their continuing role in their child's education;
- Preparing children for and involving children in transition experiences and;
- Supporting and encouraging program continuity through the use of developmentally appropriate practices and curricula which sustain the involvement and support of families.

Children enrolled in Head Start receive hearing, vision, developmental and behavioral screenings. These screenings allow for an assessment of the individual need of each child. Children whose scores indicate a concern are observed, and a team works together to create a plan for the environment and where appropriate, for the child. Parents are included in the process. If any delays, disabilities or concerns are identified, appropriate supports are provided.

Families of children entering kindergarten are notified of the transition process and are educated on associated rights, responsibilities and activities:

Information shared may include:
- School district registration timelines;
- Essential paperwork and materials; district-specific transition requirements Observation Records;
- Dates of Open Houses;
- Orientations/Teacher conferences;
- Parent and Child Kindergarten Activity Book;
- "School Readiness" topic offered at workshops

During Head Start parent orientation, the transition program is introduced. Throughout the year, CMCS staff will review transition information with parents such as kindergarten options, registration screening and requirements prior to entrance to ensure completeness. Staff will schedule a field visit to the feeder schools by Head Start children, parents and teachers to view the kindergarten classrooms. Staff will also schedule meeting(s) with the school principal to discuss the transition program and have a Partnership Agreement Letter signed.
Positive Behavior Support
The entire atmosphere of the ECED is one of positive reinforcement. We provide a nurturing, enthusiastic accepting environment in which children can grow towards independence. Children are preparing for Kindergarten by learning social behaviors such as sharing, cooperating, resolving conflicts and regulating their emotions. The Deputy Director for Education and the education team, along with the social workers work with the classroom staff to create healthy classroom environments that encourage social/emotional development.

Early Intervention Services
Special Needs
Head Start regulations require 10% of the children we serve to be children with special needs. Some children exhibit developmental, speech and language, and/or cognitive delays. We have strengthened our recruitment efforts and continue to establish linkage agreements with child care programs and community agencies who serve younger children. Our partnerships with educational agencies such as Achieve Beyond provide evaluations, educational/related services, and trainings and workshops for staff and parents. All Head Start children are screened within 45 days of entry to determine whether there is a need for further services.

Collaborative Recruitment Efforts and Partnerships
We aim to ensure full enrollment at all times. We have a variety of recruitment strategies to strive for 100% enrollment. In the spring, we hold an open house at each center. Open house is a major event in which parents, local agencies and community providers are invited to visit centers, obtain information and register their children. Throughout the year, we provide an opportunity for families to visit our sites. We have a yearly health fair in which community agencies participate and provide referrals to the program.

We have several partnerships with hospitals and other health care providers, and they are invited to sit on our Health Services Advisory Committee (HSAC). This advisory group meets twice-a-year to discuss the health issues that impact the communities that we serve. The HSAC also share in the responsibility of supporting our families and assisting us with recruitment. In addition, we have partnered with Monroe College, to assist in recruitment. In an effort to recruit special needs children, we have partnered with TheraCare, a non-profit educational service, to provide an inclusion program at one of our sites. Currently we have two inclusion classes in one of our centers. CMCS has a very comprehensive foster care program. Through our inter-agency collaboration with the CMCS Preventive Service Division, we work together to recruit foster care children and to support non-custodial parents and foster parents.

Mental Health
CMCS ECED provides families with support and parent education, so they can nurture and support their child. The primary role of our mental health professionals is to support staff so that they can foster the behavioral and emotional development of the children, and promote the healthy development of families. Our Mental health professionals include social workers as well as licensed clinical social workers (LCSW's) that serve as our Mental Health Consultants. Our mental health professionals advocate and refer families to community agencies for support. Information on mental health and wellness is readily available to families and staff. Some topics include: discipline, self-esteem, child development, depression, and child abuse. Mental health professionals will elicit concerns and information from parents about their child's mental health and involve them in planning and implementing interventions for their child.
Cardinal McCloskey Community Services Operational Expense Allocation- 7/1/2013-6/30/14

Head StartGrant Summary

Federal Funded Budget FY 2014

Federal Head Start Revenue $11,838,730
Contribution in Kind $2,161,759
Contributions Foundations $500

Total Revenue $14,000,989

Actual Expenditures

Personnel $5,534,779
Fringe $1,776,896
Travel $23,469
Equipment $258,034
Supplies $68,812
Contractual $305,896
Other $2,934,355
Indirect $834,462
T&TA $102,527
In-Kind $2,161,759

Total Expenditures $14,000,989

Cardinal McCloskey Community Services - ANNUAL AUDIT- 2013 - 2014 is still pending results at this time. Our Annual financial and program audits are conducted by certified independent Public Accountants and Consultant Auditors (MPS & Mark Paneth (Sharon))
Cardinal McCloskey Community Services

Cardinal McCloskey Community Services strives to protect, empower and promote independence for at-risk children and families and those with developmental disabilities through quality community based services.

Program Highlights and Future Plans
- Maintain enrollment at 100%
- Maintain attendance at 85%
- Continue assessing our children and maintain planning goals to meet their individual needs
- Ensure compliance with Federal, State, City and Local Agencies and Regulations.
- Continue to obtain NAECY and Quality Stars Accreditation

ECED Management Team
Dr. Reva Gershen Lowy, Senior Vice President of the Early Childhood Education Division
Patti Jo Wilson, Deputy Director for Education
Marsha Guthrie, Deputy Director of Family and Community Partnerships
Yolanda Pizarro, Deputy Director/ Technology Coordinator

Board of Directors
Dr. Stephen Sweeny – Chairman
Mr. John Queenan – Chairman Emeritus
Mr. Charles Houghton, Jr. – Vices Chairman
Anton Zauner – Treasurer
Ms. Beth Finnerty – Ex Officio, Non-Voting
Msgr. Kevin Sullivan – Ex Officio
Ms. Jessica Marrero – Parent Representative
Sr. Patricia Broderick
Eugene Desolza Jr.
Nicole Grogan
Bill Hayduk
Michele Lawton
John Lundin
Michelle Medina
John McCombe
Paul Michels
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Bishop Gerald Walsh, MSW

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Ms. Kimberly Estaba, Vice-Chairperson
Ms. Jeanlin Mercado, Secretary
Ms. Kiriris Chanlette, Treasurer
Ms. Carmen Montanez, Personnel Committee Chairperson
Ms. Carrie Rivera, Grievance Committee Chairperson
Ms. Marilyn Acevedo, Community Representative
Ms. Tabatha Taylor, Area Representative

Funding Sources Information
HHS – Administration for Children and Families
26 Federal Plaza, New York, NY 10278
Joyce A. Thomas, Regional Administrator
212-264-2890 x 103 – joyce.thomas@acf.hhs.gov
Carolyn Baker-Goode, Program Manager
212-264-2890 x 274 – CarolynBakerGoode@acf.hhs.gov
Aurelia Tantac-Thompson, Program Specialist
212-264-2890 x 111
Aurelia.Tantac-Thompson@acf.hhs.gov

Cardinal McCloskey Community Services:
Beth Finnerty, President & CEO
914-997-8000 - BFinnerty@cmcs.org
### Head Start Sites

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<tr>
<th>Head Start Sites</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>CMCS-Sacred Heart Head Start and UPK Program</td>
<td>95 West 168th Street, Bronx, NY 10452</td>
<td>718-293-2006</td>
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<tr>
<td>CMCS-St. Nicholas of Tolentine Head Start and UPK Program</td>
<td>2331 University Avenue, Bronx, NY 10468</td>
<td>718-384-7608</td>
</tr>
<tr>
<td>CMCS-St. Martin of Tours Head Start and UPK Program</td>
<td>695 East 182nd Street, Bronx, NY 10457</td>
<td>718-220-4750</td>
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<tr>
<td>CMCS-St. Anthony's Head Start and UPK Program</td>
<td>1750 Mansion Street, Bronx, NY 10460</td>
<td>718-823-7202</td>
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<tr>
<td>CMCS-Monsignor Boyle Head Start Center UPK and Child Care Program</td>
<td>3044 Hull Avenue, Bronx, NY 10467</td>
<td>718-405-7844</td>
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<tr>
<td>CMCS-Concord Avenue Head Start UPK Program and Child Care</td>
<td>560 Concord Avenue, Bronx, NY 10455</td>
<td>718-401-8194</td>
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<tr>
<td>CMCS-Holy Spirit Head Start and UPK Program</td>
<td>1960 University Avenue, Bronx, NY 10453</td>
<td>718-731-8439</td>
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<tr>
<td>CMCS-Home Based Head Start Program Option</td>
<td>402-404 East 152nd Street, Bronx, New York 10455</td>
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<td>Cardinal McCloskey Child Care and Head Start Program</td>
<td>180th Street-699 East 180th Street, Bronx, New York 10460</td>
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### Child Care Sites

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<tr>
<th>Child Care Sites</th>
<th>Address</th>
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<tr>
<td>CMCS-Queen of Martyrs Child Care and UPK Program</td>
<td>71-91 Arden Street, New York, NY 10040</td>
<td>646-796-1398</td>
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<td>CMCS-Monsignor Boyle Head Start Center UPK and Child Care Program</td>
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<tr>
<td>Cardinal McCloskey Child Care and Head Start Program</td>
<td>180th Street-699 East 180th Street, Bronx, New York 10460</td>
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