Cardinal McCloskey Community Services
Early Childhood Education Division
Head Start
2014-2015

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

Dear Friends,

It is my pleasure to present you with the Cardinal McCloskey Community Services Early Childhood Education Division 2014 – 2015 Annual Report. There has been a lot of progress this year, from ensuring that our children have solid educational experiences to securing that each child’s “school readiness” transitional journey is a positive outcome for families. This year, we have accomplished this by training our teachers throughout the year to understand and guide our children and families through the transitional stages of the child development. Our family engagement opportunities allow us to build positive collaborative relationships with families to identify their needs and interests. We continue to work closely with parents and families to ensure that individualized services for children and families are effective, positive and meaningful.

Many changes are happening in our Federal Head Start Standards which reference a new Head Start Early Learning Outcomes Framework that outlines key areas of learning for children from birth to age 5. CMCS is right on target with learning and implementing the new framework that will guide us with effective teaching practices and high quality learning experiences that promote school readiness and strong child outcomes.

Our program provides services to over 1,012 children in center based and home based settings. CMCS’ key goals are to continue to provide solid educational experiences to our children and families, as well as to build nurturing and collaborative relationships through our family engagement services. We would like to give our sincerest thanks and appreciation to our staff, parents and community partners for helping us achieve successful outcomes for our children and families.

Best,

Dr. Reva Gershen-Lowy
Senior Vice President of the Early Childhood Education Division

Our Mission Statement
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. Our Head Start Annual Report will support the agency in fulfilling this mission, to ensure “safe children, stable families and successful lives.”

Vision Statement
As a dynamic organization, we will lead, advocate and serve to enhance lives by anticipating and responding to community needs.
Cardinal McCloskey Community Services (CMCS) Early Childhood Education Division (ECED) continues to provide high-quality early childhood programming to children and families. Our program provides services to 1,012 children in center-based and home-based settings, and the ECED strives to ensure that they receive quality educational, health and nutritional services. The goal of our Head Start programs is to improve the lives of low-income children and families by providing exceptional preschool education to 3 and 4 year-olds in full day and extended day sessions. This year we emphasized family enrichment through new strategies for engaging parents in their children’s learning and helping parents progress toward their own educational, literacy and employment goals. In addition, the programs focused on improving support services to parents to enable them to help their children thrive in school.

Table of Contents

- Education/ School Readiness
  a. Ages and Stages (ASQs). Teaching Strategies Gold (TSG). Classroom Assessment Scoring System (CLASS) & Early Childhood Environmental Rating Scale (ECERS)
  b. Efforts to prepare children for kindergarten
  c. School Readiness Results
  d. Early Intervention Services - Special Needs
- Number of Children & Families Served
  a. Breakdown of Services
  b. Collaborative Recruitment Efforts
  c. Partnerships & Highlights
- Governance: Policy Council, Board of Directors and Volunteers
- Family and Community Engagement Opportunities
- Health, Dental and Mental Health Services
- Head Start Grant Summary
- Federal Review Results
- Future Plans
- ECED Leadership and Program List
CMCS' ECED staff members, specifically education directors and teachers utilize and implement a research based curriculum called the Creative Curriculum and its accompanying ongoing assessment instrument Teaching Strategies Gold (TSG). Ages and Stages (ASQ-3) and the Ages and Stages-Social Emotional (ASQ-SE) are administered for screening purposes. For assessment of child and teacher interactions, the Classroom Assessment Scoring System (CLASS) is utilized and the Early Childhood Environmental Rating Scale (ECERS) is used to assess the classroom environment. The results of these assessment instruments are used to inform our practice and tailor professional development activities on annual basis.

During 2014-2015 we focused on providing high quality educational services to promote school readiness and program outcomes in the following ways:

1. Education Directors were in contact with the local community feeder schools and developed relationships to ensure smooth transitions in exchanging information as well as aligning educational services. As a result, we have become better at understanding the school expectations of our children and families and we have integrated the Pre K common core standards to better prepare children for school.
2. Teachers are trained in the domains assessed by TSG and education directors are trained/retrained once a year on ECERS. As a result, education directors and teachers have become more proficient in using TSG and ECERS and are able to help children to either meet or exceed age appropriate expectations, as it pertains to their growth and development.
3. Since 2013, CMCS has had a steady stream of staff undergo CLASS reliability training to support administering the CLASS assessment instrument across all sites and provided training to teachers to enhance teacher child interactions.

CMCS' ECED continues to make steady efforts to prepare children for elementary school by assuring that children are school-ready and prepared to succeed in Kindergarten, which is the primary outcome that CMCS Head Start programs strive to accomplish.

The ECED’s efforts to prepare children for kindergarten are high-lighted below and further discussed within the Annual Report:

- Lesson planning modification to discuss new school and what to expect in Kindergarten;
- Reading books about Kindergarten during large and small groups;
- Visiting local schools to develop partnerships;
- Training teachers on meeting with parents to discuss the transition to Kindergarten.

Children in CMCS' ECED programs made progress towards meeting school readiness goals during the 2014-2015 program year. For Head Start, an analysis of the data from TSG assessment shows results for children’s development over the spring time period in all domains. For the purposes of this analysis, "widely held expectations" is defined as knowledge, skills and behaviors of a child measured against widely held developmental expectations for children of the same age or same class/grade as determined by TSG. A total of 818 Head Start children’s information was analyzed. Below is a breakdown of all children who met and exceeded the widely held expectations. (Due to the low number of 2 year olds in
the program, the outcomes analysis reflects data for only three and four-year olds. Goals for two-year old children were addressed on a site level.)

Aggregated data from TSG: Children Meeting and Exceeding Age Appropriate Expectations

<table>
<thead>
<tr>
<th>Domain</th>
<th>Spring Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Yr. Olds</td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>89%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>88%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>91%</td>
</tr>
<tr>
<td>Language</td>
<td>84%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>89%</td>
</tr>
<tr>
<td>Literacy</td>
<td>96%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>89%</td>
</tr>
</tbody>
</table>

In areas of social/emotional, physical gross motor and cognitive development between 86%–89% of the children exceeded widely held expectations.

For math 89% of the three year olds exceeded the widely held expectations.

For language, 84% of both three year olds and four year olds exceeded widely held expectations.

4

**Aggregated data from TSG: A Comparison of Fall 2014 and Spring 2015 Checkpoints**

The chart below shows data on the gains made by children between the Fall checkpoint and the Spring checkpoint, with the rates of meeting and exceeding widely held expectations.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Fall 2014 Check Point</th>
<th>Spring 2015 Check Point</th>
<th>Fall 2014 Check Point</th>
<th>Spring 2015 Check Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Yr. Olds</td>
<td>4 Yr. Olds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>57%</td>
<td>89%</td>
<td>69%</td>
<td>88%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>58%</td>
<td>88%</td>
<td>68%</td>
<td>86%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>46%</td>
<td>91%</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>Language</td>
<td>55%</td>
<td>84%</td>
<td>64%</td>
<td>84%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>73%</td>
<td>89%</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>Literacy</td>
<td>59%</td>
<td>96%</td>
<td>60%</td>
<td>95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61%</td>
<td>89%</td>
<td>52%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Areas in which the three year old children made the largest gains were cognitive learning, math, literacy, physical-gross motor skills, and social/emotional development. Areas in which the four year old children made the largest gains were in cognitive learning, physical-fine motor skills, social/emotion development and physical-gross motor skills. These gains can be attributed to the trainings that were given to staff throughout the year, age appropriate and topic specific materials and equipment purchased, and the acquisition of the social/emotional curriculum Second Step.

**Early Intervention Services – Special Needs**

For the 2014-2015 school year, CMCS exceeded the 10% enrollment requirement for children with special needs; we achieved a rate of 17% in our Head Start programs. As a result of this increase, we developed a Special Education Committee to discuss strategies on how to continue to develop and deliver high quality special education services and offer extensive special needs trainings to our teaching staff for professional development. We also continue to establish formal community partnerships with early intervention and special education provider agencies (i.e. Our Children First, Premium Therapy, local CPSE districts). In addition, we have strengthened our recruitment efforts to raise awareness of our special needs program within the community. We also have a thriving partnership with Theracare to provide two inclusion classrooms for children with Special Needs at Sacred Heart Head Start. This growth in community partnerships has helped us to ensure that all children with an IEP are receiving comprehensive special education services.

**CMCS ECED Future Goals**

CMCS’ future goals for our Head Start programs are to continue to focus on and address school readiness, and family and community partnership goals. We will continue to support staff in analyzing data to determine trends, inform practices and address needs through professional development. We will also focus on Family Engagement to assess and address family and child needs. We will build stronger relationships with feeder schools to facilitate and support the coordination of transition from

Head Start to kindergarten. As we prepare for the future of our programs, we will be assessing community needs and integrating that into our planning, including consideration for an expanded continuum of services to meet the needs of families with younger children (0-3 years) and school age children who have transitioned into kindergarten.

Enrollment
Grantee Slots: FC: 1,012
Actual Enrollment: 1041

Number of Children served Year-To-Date in 2014-2015

Participants by Age:
- 1.2% of the children enrolled YTD were 2.9 Year-olds: (12)
- 30.7% of the children enrolled YTD were 3 Year Olds: (320)
- 68.1% of the children enrolled YTD were 4 Year Olds: (709)
- The average monthly enrollment as a percentage of funded enrollment is included: 84%
- Families served: 1,027
- Percentage of eligible children served: 100%

Figure 1- Participants by Age & Percentage

Income Eligibility – Federal

![Pie chart showing income eligibility]

- 1.5% homeless
- 3% foster care
- 4% income eligible
- 74% over income

Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage
- 42 Homeless Children (4.0%)
- 16 Foster Care Children (1.5%)
- 770 Income Eligible Children (74%)
- 34 Over Income Children (3%)

Volunteers
- Total number of volunteers: 120
- Total number of these volunteers who are Head Start Parents: 120

Head Start Staff
- Number of Head Start Staff: 188
- Number of Head Start Teachers: 54
- Number of Head Start Assistant Teachers: 57

Facts About Our 2014-2015 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 single-parent families
- Father Involvement: 72
- Over 94% of families we served received PA/Income Eligible: 980
- 50% of families received WIC Nutritional Program: 524

Health/Dental
- Children with completed medical exam: 100%
- Children with up-to-date immunizations: 100%
- Children with a completed dental exam: 85%
- Children with health insurance: 94%
- Children with Special Needs-ACF with IEPs: 17%

Actual Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Federal #</th>
<th>Federal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>9</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>25</td>
<td>2.4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>153</td>
<td>14.7%</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>26</td>
<td>2.5%</td>
</tr>
<tr>
<td>Biracial / Multi-Racial</td>
<td>59</td>
<td>5.7%</td>
</tr>
<tr>
<td>Other Race</td>
<td>300</td>
<td>28.8%</td>
</tr>
<tr>
<td>Unspecified Race</td>
<td>469</td>
<td>45.1%</td>
</tr>
</tbody>
</table>

Primary Language of Family at Home

<table>
<thead>
<tr>
<th>Languages</th>
<th># of Participants</th>
<th>% of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>279</td>
<td>26.8%</td>
</tr>
<tr>
<td>Spanish</td>
<td>640</td>
<td>61.5%</td>
</tr>
<tr>
<td>Central American, South American, or Mexican</td>
<td>70</td>
<td>6.7%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Middle Eastern or South Asian</td>
<td>20</td>
<td>1.9%</td>
</tr>
<tr>
<td>East Asian</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native North American or Alaska Native</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>European or Slavic</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>African</td>
<td>26</td>
<td>2.5%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

ERSEA Committee: Collaborative Recruitment efforts, Partnerships & Highlights:

The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Committee guides the assessment of a program’s practices for verifying the eligibility status of children and families who are receiving the program’s services and for ensuring appropriate enrollment of children. The ERSEA Committee is also responsible for monitoring children’s attendance and offering families support as needed in instances in which attendance is an issue, as well as partnering with other local agencies for referral services. CMCS strives to ensure that our practice to assess communities and recruit and enroll the children and families most in need included the following practices:

- Held meetings at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance.
- Held quarterly meetings of the ERSEA Committee with the sub-ERSEA Committees at each site. Discussions focused on enrollment, strategies for recruitment, understanding procedures, forms, and other concerns related to ERSEA.
- Created ECED presentation for marketing purposes and shared it at agency-wide professional development activities and community partner meetings
- Trained staff, Policy Council and Governing Board on new Head Start Eligibility Guidelines

Opportunities for Parents in Shared Partnership Building/Goal Setting/Volunteering

CMCS greatly appreciates its volunteers’ commitment to making a difference in a child’s life. We are especially grateful to our volunteer Parents, Community Advocates and Board members, who as trustees assure the sustainability of CMCS and give real meaning to the term “volunteer agency.” Last year 120 volunteers donated their time in our ECED classrooms, kitchens, offices or field trips.

Participation in Decision Making/Governance/Policy Council

The Policy Council (PC) continues to prepare parents/guardians to be advocates and leaders on behalf of their children. Parents on the Policy Council are provided with the opportunity to be fully engaged with program planning and decision making, and work closely with the ECED management team. This year, the Policy Council hosted its first Volunteer Appreciation Event. This event honored the valuable contributions of parent volunteers. Attendees received an acknowledgement from the Director of Policy Council and PC Chairperson, as well as certificates and pins to recognize their work. The Policy Council has played an important role in guiding the parent volunteers and cultivating them as community leaders.

CMCS hired a Master’s level Director of Policy Council in 2014 to work closely with the parents on the Policy Council. She has worked with the Policy Council to be fully engaged in a systemic and comprehensive approach to governance. One of the biggest accomplishments was attending the 50th Anniversary Head Start Conference in Washington, DC. The parents were able to network with other Head Start parents across the country and participate in a full schedule of workshops and activities. Their participation in the conference helped our parents to see the importance of advocating on their

children’s behalf and the significant role they play in their children’s education. In addition to the Head Start Conference, parents in our programs assisted in packaging holiday gifts for children in the program, attended the Radio City Christmas Spectacular with their children, and the parents also attended a Circle Line Cruise.

To maintain a regular system of communication between the Policy Council and the sites, a Family Services Policy Council Representatives Committee was developed. This committee consists of Family Services staff members who meet with the Director of Policy Council on a monthly basis. The Policy Council Representatives attend Policy Council meetings and share feedback regarding program information, services, and activities.

Families/Parent Involvement

During the 2014-2015 school year, CMCS hired a licensed social worker as the Director of Family Engagement to work closely with the Family Services staff. This year, a number of enrichment programs were developed within the family and community partnerships area. A monthly Best Practices Committee was initiated to bring all the family services staff together along with the Director of Family Engagement and the Deputy Director of Family and Community Partnerships. The purpose of this committee is to build staff competency and implement best practices in family engagement across the program, and to develop a continuum of Family and Community Engagement goals that meet family needs. In addition, several family services staff participated in a week-long intensive facilitator training on the Parenting Journey curriculum. Parenting Journey is an evidence-based program developed to build parental resiliency. We successfully provided 12-week Parenting Journey groups for parents at six of our center-based sites this year (East 180th, Sacred Heart, Tolentine, St. Anthony, Msgr. Boyle, and Concord). Our plan is to expand the Parenting Journey classes across all of our Head Start sites.

This year, our Fatherhood Program was led by our Director of Family Engagement. Our program utilizes the Responsible Fathers Curriculum. This curriculum is designed to assist the facilitator in helping fathers become more aware of the importance of their roles and become more involved in their children’s lives and education.

Mental Health

Our mental health support staff consists of a team of social workers and mental health professionals. They are available to provide resources and referrals, individual/group support, and parent education to promote positive parent-child relationships and family well-being. Additionally, our mental health professionals are available to assist families that are experiencing difficulties and need assistance. This year, our Mental Health Consultants developed a workshop series for families entitled, Successful Children, Successful Families. The workshops covered 10 topics to help parents understand their children’s development, and ensure their success in school. CMCS awarded a Certificate of Completion to parents who attended 8 or more meetings. The workshops ranged from “Helping Your Child Adjust to School” to “Understanding Your Child’s Behavior” and “Moving On: Preparing for Kindergarten or a New Class” as well as, “Identifying Special Needs, Getting Services”.

CMCS Operational Expense Allocation – 7/1/14 – 6/30/15

Head Start Grant Summary

The total amount of public and private funds received and the amount from each source:

Federal Funded Budget
Federal Head Start Revenue 12,141,084.99
Contribution in Kind- Revenue 2,291,084.57
Total 14,432,169.56

Actual Expenditures
Salaries 6,700,904.00
Fringe 2,053,694.00
Rent 757,885.67
Equipment 277,401.54
Supplies 394,655.46
Other 945,126.47
Indirect 895,475.14
Training &Tooh. Asst. 115,942.71
In-Kind 2,291,084.57
Total Expenditures 14,432,169.56

Figure 3- FY 2015 Expenditures

Financial audits and Federal reviews
The CMCS’ financial statements have been audited by an outside certified accounting firm that provided CMCS with an unqualified opinion. CMCS also experienced several Federal reviews during the year, of agency financial systems, ERSEA protocols, implementation of CLASS observations, and Environmental Health and Safety.

Cardinal McCloskey Community Services’ Leadership

Beth Finnerty, President & CEO
914-997-8000 – Bf1nnerty@cmcs.org

ECED Management Team

Dr. Reva Gershen-Lowy, Senior Vice President of Early Childhood Education Division

Marsha Guthrie, Deputy Director of Family and Community Partnership

Patti Jo Wilson, Deputy Director for Early Childhood Education

Catherine Garcia-Bou-Administrative Supervisor

Elsie Rosa, Director of Universal Pre-Kindergarten

Board of Directors

Anton Zauner. Chairman of the Board
John M. Queeman, Chairman Emeritus/Director
Charles Houghton, Jr., Vice Chair
Msgr. Kevin Sullivan, Ex-Officio
George Grossman, Director
Paul Michels, Director
Eugene J. Desoza, Jr., Director
Michelle Medina, Director
John Lundin, Director
Michele Lawton, Parent of CMCS Locust Road

John J. McNamara, Director
Hon. Alison Tuitt, Director
Bishop Gerald Walsh, Director
William Hayduk, Director
Christine M. Johnson, Director
Sr. Patricia Broderick, Director
Nicole C. Grogan, Director
John Lundin, Director
Adriana Gutierrez, Policy Council Chair – Parent of CMCS Head Start

Policy Council

Adriana Gutierrez, Chairperson
Soukaina Toure, Vice-Chairperson and Personnel Committee Chair
Adriana Gutierrez, Parliamentarian
Community Representative: Altogracia Burgos

Jennifer Matos, Secretary
Roxanne Yakubu, Treasurer

Funding Sources Information

HHS-Administration for Children and Families
26 Federal Plaza, New York, N.Y. 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 Tantao-Thompson, Program Specialist
212-264-2890 x 111 – Aurelia.Tantao-Thompson@acf.hhs.gov

Head Start Sites

CMCS-Concord Avenue Head Start and UPK Program, 560 Concord Avenue, Bronx, N.Y. 10455
CMCS-Holy Spirit Head Start and UPK Program, 1960 University Avenue, Bronx, N.Y. 10453
CMCS-Monsignor Boyle Head Start, UPK, and Child Care Program, 3044 Hull Avenue, Bronx, N.Y. 10467
CMCS-Sacred Heart Head Start and UPK Program, 95 West 168th Street, Bronx, N.Y. 10452
CMCS-St. Anthony Head Start and UPK Program, 1750 Mansion Street, Bronx, NY 10460
CMCS-St. Martin of Tours Head Start and UPK Program, 695 East 182nd Street, Bronx, N.Y. 10457
CMCS-St. Nicholas of Tolentine Head Start and UPK Program, 2331 University Avenue, Bronx, N.Y. 10468
CMCS-180th Street Head Start, Child Care and UPK Program, 899 East 180th Street, Bronx, N.Y. 10460
CMCS-Home-Based Head Start Program Option, 402-404 East 152nd Street, Bronx, N.Y. 10455

Child Care Sites

CMCS-Monsignor Boyle Head Start, UPK, and Child Care Program, 3044 Hull Avenue, Bronx, N.Y. 10467
CMCS-180th Street Head Start, Child Care and UPK Program, 899 East 180th Street, Bronx, N.Y. 10460
CMCS-Queen of Martyrs – Child Care Program, 71-91 Arden Street, New York, N.Y. 10027