

Cardinal McCloskey Community Services

Early Childhood Education Division

Head Start Annual Report

2017-2018



Cardinal McCloskey
COMMUNITY SERVICES



2017 – 2018 Head Start Annual Report

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 2017-2018 Annual Report. CMCS continues to make progress ensuring that our children have solid educational experiences to securing that each child's "school readiness" transitional journey has a positive outcome for families. This year, we have accomplished this by continued training of staff, parents, Policy Council and Governing Board members throughout the year to understand and guide our work with children and families. Our professional development sessions were targeted and included effective coaching strategies for Education Directors and practice based coaching for teaching staff. Our family engagement opportunities continued to allow us to build positive collaborative relationships with families to identify and meet 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.

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,

Reva Gershen-Lowy, EdD

Senior Vice President of the Early Childhood Education Division



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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) maintains a standard of excellence in the early childhood programming that we offer to children and families. The goal of our Head Start program 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. Our program continues to provide services to 1,012 children in center-based and home-based settings, and the ECED strives to ensure that each child receives quality educational, health and nutritional services. This year emphasis was placed on alignment of policies and procedures to the new Head Start Performance Standards leading to the revision of our comprehensive Service Plans, supporting teachers through the implementation of practice based coaching and using data collected to inform practice. Family enrichment continued to be emphasized through the implementation of strategies for engaging parents in their children’s learning and helping parent’s progress toward their own educational, literacy and employment goals. In addition, the programs focused on implementing the HS management wheel elements and determining our dual language approach to learning.

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EDUCATION/SCHOOL READINESS

CMCS' ECED continues to strengthen our model to help young children become prepared for Kindergarten and able to succeed in elementary school, which is the primary outcome that CMCS Head Start programs strive to accomplish.

CMCS' ECED staff members, specifically education directors and teachers utilize and implement a set of rigorous educational tools to create and consistently assess our classroom program. This starts with a research based curriculum called the Creative Curriculum, and includes its accompanying ongoing online assessment instrument Teaching Strategies Gold (TSG). Ages and Stages (ASQ-3) and the Ages and Stages-Social Emotional (ASQ-SE) are administered as our developmental screening tool. For assessment of child and teacher interactions, we utilize the Classroom Assessment Scoring System (CLASS), and the Early Childhood Environmental Rating Scale (ECERS) to assess the classroom environment. The results of these assessment instruments inform our practice and help guide our professional development activities on annual basis.

During the 2017-2018 school year, we focused on providing high quality educational services to promote school readiness and positive program outcomes in the following ways:

1. We maintained the momentum in the usage of CLASS and Practice Based Coaching. Initial CLASS observations were conducted during the month of October 2017, using the method of cross coding with 2 reliable observers. During May 2018 another cycle of Practice Based Coaching was conducted through the usage of a consultant. During our Self-Assessment our average CLASS scores in all 3 domains to exceed the Office of Head Start's minimum threshold and higher than the lowest 10% across all 3 domains.
2. Within our School Readiness Committee we added an additional member within the community, Special Education Advocates. They are an advocacy group that supports parents of children that are going through the evaluation process or are receiving related special education preschool services. They were able to provide insight of our agency School Readiness Goals from the perspective of a parent with a child diagnosed as a preschool child with a disability.

Data from our TSG assessments shows that children in CMCS' ECED Head Start programs made progress towards meeting school readiness goals during the 2017-2018 program year, across all domains of measurement. A total of 987 Head Start children's information was analyzed. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed during the spring 2018 checkpoint. 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.

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

Domain	Spring Checkpoint	
	3 Yr. Olds	4 Yr. Olds
Social/Emotional	83%	86%
Gross Motor	85%	85%
Fine Motor	85%	85%
Language	79%	79%
Cognitive	83%	83%
Literacy	87%	87%
Mathematics	79%	79%



Aggregated data from TSG: A Comparison of Fall 2017 and Spring 2018 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.

Domain	Fall 2017 Check Point	Spring 2018 Check Point	Fall 2017 Check Point	Spring 2018 Check Point
	3 Yr. Olds		4 Yr. Olds	
Social/Emotional	40%	83%	33%	86%
Gross Motor	31%	85%	38%	85%
Fine Motor	31%	85%	38%	85%
Language	29%	79%	30%	79%
Cognitive	37%	83%	33%	83%
Literacy	40%	87%	40%	87%
Mathematics	44%	79%	29%	79%



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Child outcomes for the spring 2018 checkpoint revealed 80% of children across the agency were assessed at meeting or exceeding expectations across all learning domains. The domain(s) with higher than 80% of children meeting or exceeding expectations were:

- Social Emotional: 84%
- Literacy: 82%
- Physical: 81%

As the school year progressed through the continued infusion of language supports the following demographic groups demonstrated similar positive outcomes:

- English vs other home language,
- 1st year children versus returning children,
- SPN children in their 1st year and SPN children in their 2nd year.

As children whose home language is other than English developed their proficiency in receptive and expressive language in English they were able to meet the objectives within the different learning domains. The spring data indicates that the children in their 2nd year of service out performed children in their 1st year of service in all domains; indicating that a child who attends for 2 years in our program demonstrates better outcomes. This trend is also accurate for children with a disability in their 2nd year of service; as they outperformed children in their 1st year of service. This demonstrates that the interventions provided to the returning children in the prior school year had a positive impact in their 2nd full year of service.

As the children are looked at by their age, the data indicates general consistency in their scores between the domains; meaning that their scores were within 5 percentage points of each other. Two domains that revealed a different trend were Language and Literacy. Within both domains the difference was 10% meaning that 4 year olds had more children meeting expectations in comparison to 3 year olds. Four year olds in their 2nd year of service out performed four year olds who are in their 1st year of service in all learning domains. This can be attributed to children in their 2nd year of service having learned /mastered core/basic skills & concepts for four year olds within each domain.

Special Education Services

For the 2017-2018 school year CMCS exceeded the 10% enrollment requirement for children with special needs; we achieved a rate of 19% in our Head Start programs. To support the steady increase in our enrollment and identification of children with special needs, we have a Deputy Director of Special Education on staff to oversee CMCS' ECED special education efforts. In addition, we continue to collaborate with our community partners to offer high quality special education services, and extensive professional development trainings for staff on understanding developmental milestones, challenging behaviors, and working effectively with families of children with special needs. We also continue to have an active Special Education Committee of staff and community partners with an expertise in



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special education who meet minimal twice-a-year to discuss our special education service integration and best practices. We have formal partnerships with early intervention and special education provider agencies such as; Our Children First, Chat-A- Lot Kiddies, and New York Therapy. In addition, we partnered with Theracare this year to provide special education evaluations and services along with two inclusion classrooms for children with special needs at Sacred Heart Head Start.

CMCS ECED FUTURE GOALS

CMCS' future goals for our Head Start programs are to continue to focus on full-enrollment, school readiness, and family and community engagement. In April 2018, we submitted a re-competition grant proposal to provide Head Start and Early Head Start services. The implementation of the new Head Start performance Standards supported the strengthening of our overall program quality and outcomes for children and families. We will continue to support staff in analyzing classroom and child-based assessment data to determine trends, inform practices and address needs through professional development, including practice based coaching. We continue to foresee utilizing a strengths-based approach to family engagement to address child and family needs, and support families with achieving their goals. We continue to build strong 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 through the opening of a Charter School in 2019 and special education services.

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NUMBER OF CHILDREN & FAMILIES SERVED

Enrollment as of June 27, 2018

Funded Enrollment: **1,012**

Actual Enrollment: **993**

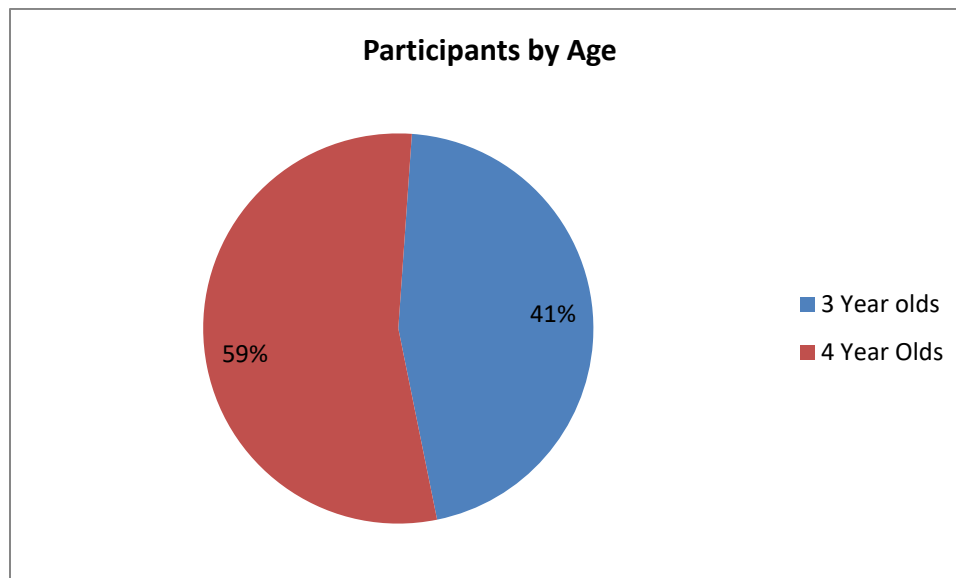
Cumulative Enrollment: **1,112**

Number of Children served Year-To-Date in 2017-2018

Actual Participants by Age as of June 27, 2018:

- 41% of the children enrolled YTD were 3 Year Olds: **(403)**
- 59% of the children enrolled YTD were 4 Year Olds: **(590)**
- Families served: 1068
- Percentage of eligible children served: **99%**

- **Figure 1- Participants by Age & Percentage**



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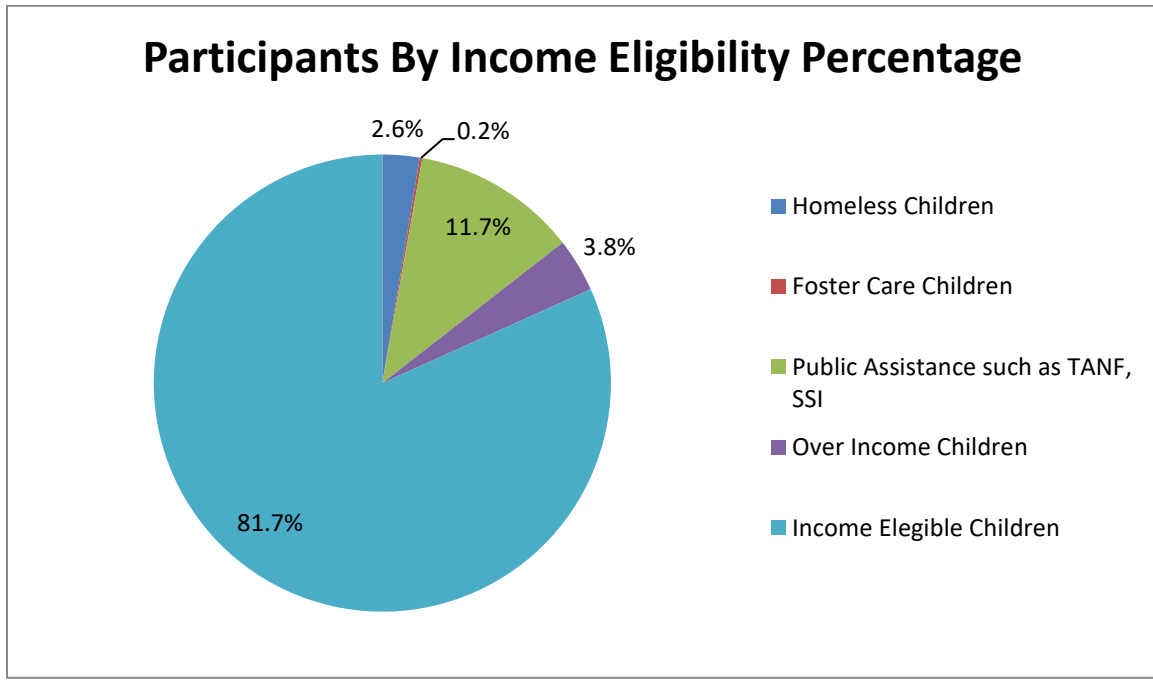


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- 29 Homeless Children (2.6%)
- 2 Foster Care Children (.2%)
- 129 Public Assistance such as TANF, SSI (11.7%)
- 904 Income Eligible Children (81.7%)
- 42 Over Income Children (3.8 %)

Volunteers

- Total number of volunteers: 83
- Total number of these volunteers who are current or former Head Start Parents: 40

Head Start Staff

- Number of Head Start Staff: 233
- Number of Head Start Teachers: 47
- Number of Head Start Assistant Teachers: 51

Families

- There were slightly more single-parent families served during this program year than two-parent families at 50.4%
- Father Involvement: 600 fathers
- 296 (28%) of families received WIC Nutritional Services

Health/Dental

- Children with completed medical exam: 100%
- Children with up-to-date immunizations: 99.9%
- Children with a completed dental exam: 100%
- Children with health insurance: 100%
- Children with Special Needs/ IEPs: 19%

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Race and Ethnicity as of June 27, 2018

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	668	60%
Asian	37	4%
Black or African American	182	16.4%
Native Hawaiian/ Pacific Islander	2	0.2%
White	52	4.7%
Biracial / Multi-Racial	86	7.7%
Other Race	0	0%
Unspecified Race	79	7%

Primary Language of Family at Home as of June 27, 2018

Languages	# of Participants	% of participants
English	321	28.9%
Spanish	680	61.2%
Central American, South American, or Mexican	23	2%
Caribbean	6	0.1%
Middle Eastern or South Asian	31	2.8%
East Asian	8	0.1%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	16	1.4%
African	27	3.5%
Other	0	0%
Unspecified	0	0%



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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. Each year, the Committee meets to review and update the ECED's selection criteria to ensure it is in alignment with the Head Start Performance standards and that it reflects the composition of the neighborhoods our program serves. CMCS strives to ensure that our practice to assess communities and recruit and enroll the children and families most in need included the following activities:

- Meetings and trainings at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance.
- Quarterly meetings of the ERSEA Committee as well as site-level ERSEA Committees. Discussions focused on enrollment statistics, strategies for recruitment, understanding procedures, enrollment documentation, attendance, and other concerns related to ERSEA.
- ECED presentations shared at agency-wide professional development activities and community partner meetings.
- Community outreach to secure partnership agreements that enhance recruitment.
- Ongoing monitoring by the Administrative Director of ERSEA & Program Support to ensure recruitment efforts are ongoing and salient to the needs of each site's community.
- Ongoing training of staff, Policy Council and Governing Board on Head Start Eligibility Guidelines.

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

Building trusting and sustainable relationships with families is integral to our family engagement work. We engage our families by offering individual case management services as well as supportive group work to support them in achieving their goals.

CMCS greatly appreciates its volunteers' commitment to making a difference in the lives of the children we serve. We are especially grateful to our parent volunteers, community partners, interns, and Board members, who as trustees assure the sustainability of CMCS and give real meaning to the term "volunteer agency." Last year over one hundred volunteers donated their time in our ECED classrooms, kitchens, offices and field trips. Parents expand their career opportunities by starting as volunteers and eventually gaining employment at CMCS. Our volunteer pool also includes our own CMCS foster-care youth.



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GOVERNANCE

Participation in Decision Making/Governance/Policy Council

The CMCS 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 fourth annual Volunteer Appreciation Event. This event honored the valuable contributions of parent volunteers. The Policy Council has played an important role in guiding the parent volunteers and cultivating them as community leaders. Many current/former Head Start parent volunteers seek employment opportunities within the ECED. In addition to their role in governance, our Policy Council parents assisted in packaging holiday gifts for children in the program, attended the Madame Tussauds Wax Museum, and received training in First Aid & CPR, Child Abuse, and Women's Empowerment. Lastly, the Policy Council utilized the Parent Activity fund to provide activities at the site level such as Holiday Events, Arts and Crafts activities and Mother's Day and Father's Day events.

FAMILY/PARENT INVOLVEMENT

We continue to provide monthly Best Practices Committee Meetings to bring all the Family Services staff together along with the Director of Family Engagement and the Administrative Director of Family and Community Services.. 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, we continue to successfully offer two evidence-supported parent education programs, Parenting Journey and Personal Best. Personal Best was developed by the Ackerman Institute for the Family. The group is facilitated by our two licensed masters-level social workers.

T Our Fatherhood Program is led by two male facilitators. This year, *we implemented a new fatherhood curriculum, 24/7 Dad.* 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. In September 2017, CMCS ECED participated in the annual event, "Dad Take Your Child to School Day." Father's not only escorted their child to school; they also participated in program activities and celebrations that promoted father engagement.

MENTAL HEALTH SERVICES

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. Our mental health professionals continue to utilize an individualized approach to providing mental health and child development support to families.



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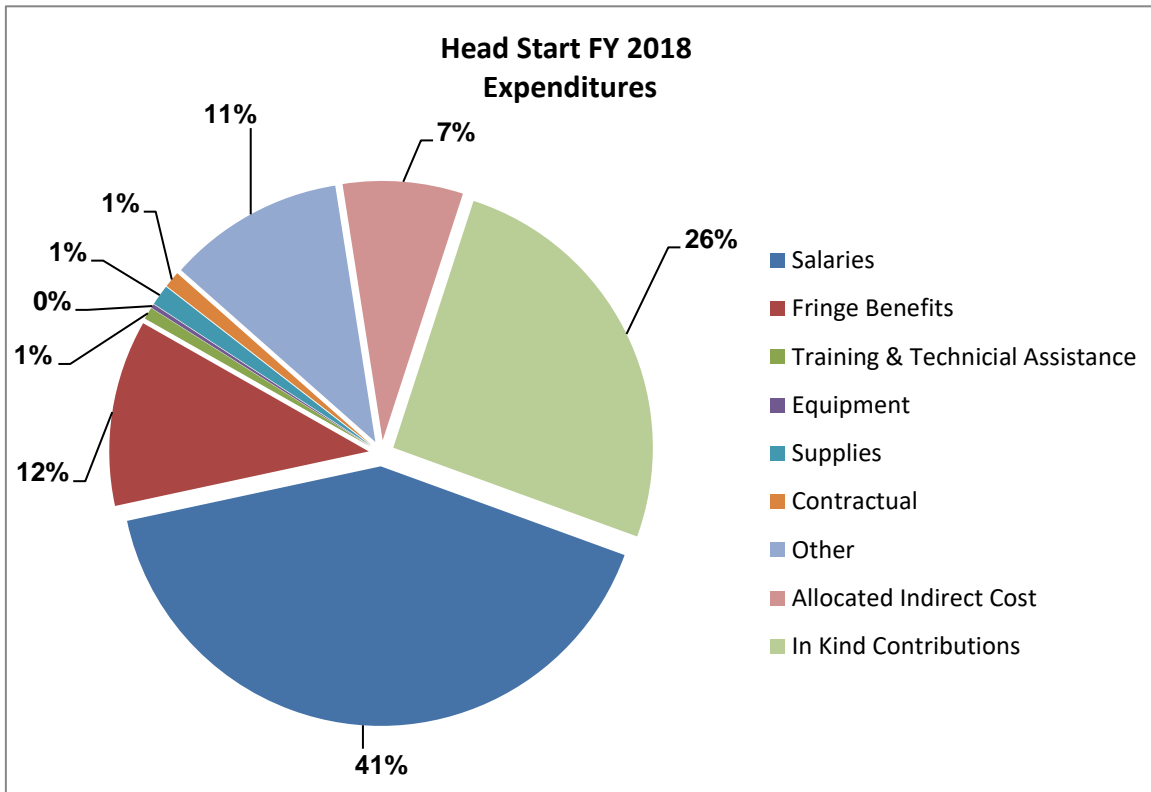
2017-2018 HEAD START GRANT SUMMARY

Federal & CIK Actual Funded Revenue

Federal Head Start	12,641,894
Contribution In Kind & Other	3,183,379
Total	<u>15,825,273</u>

Actual Expenditures

Salaries	7,344,707
Fringe Benefits	1,500,725
Training & Technical Assistance	86,873
Equipment	0
Supplies	385,933
Contractual	113,103
Other	1,691,607
Allocated Indirect Cost	1,518,946
In Kind Contributions	3,183,379
Total Expenses	<u>15,825,273</u>





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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- ECED completed all required monitoring reviews by ACF, with the last review conducted in 2016. Based on data and information gathered during the last two reviews no areas of non-compliance or concerns were noted. CMCS re-competed for a competitive HS/EHS grant for the Bronx/Soundview County in April 2018.



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Cardinal McCloskey Community Services' Leadership

Beth Finnerty, President & CEO

914-997-8000 – Bfinnerty@cmcs.org

ECED Management Team

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

Maria Benejan, Vice President of Early Childhood Education Division

Nancy Martin, Vice President of Policy and Planning

Todd Baldwin, Deputy Director of Operations and Transportation

Marsha Guthrie, Deputy Director of Family and Community Partnerships

Enrique Pabon, Deputy Director for Early Childhood Education

Elsie Rosa, Deputy Director of Pre-K for All and Special Education

Catherine Garcia-Bou- Administrative Director of ERSEA and Program Support

Candy Vargas, Administrative Director of EarlyLearn

Board of Directors

Rev. Father Eric P. Cruz, Chairman of the Board

John J. McCombe, Director

John M. Queenan, Chairman Emeritus/Director

Hon. Alison Tuitt, Director

Msgr. Kevin Sullivan, Ex-Officio

Bishop Gerald Walsh, Director

William T. Smith, PhD, Director

William Hayduk, Director

George Grossman, Director

Christine M. Johnson, Director

Paul Michels, Director

Sr. Patricia Broderick, Director

Eugene J. Desoiza, Jr., Director

Nicole C. Grogan, Director

Michelle Medina, Director

John Lundin, Director

Kim Turner, Director

Michele Lawton, Director

Michael Brathwaite, Director

Christopher Fargo, Director

Elizabeth Houghton, Director

Dunica Charles, Policy Council Co-Chair –CMCS Head Start Parent

Policy Council

Olga Burgos, Chairperson

Judy Hazelgreen, Treasurer /secretary

Nadia Okraku, Parliamentarian /co-chairperson

Nahar Kamrun, Community Representative



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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

Ryan Collier, Program Specialist

212-264-2890 x 156 – Ryan.Collier@acf.hhs.gov

Head Start Sites

CMCS-Concord Avenue Head Start and UPK Program, 560 Concord Avenue, Bronx, N.Y. 10455

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, 899 East 180th Street, Bronx, N.Y. 10460

CMCS-Home-Based Head Start Program Option, 402-404 East 152nd Street, Bronx, N.Y. 10455

EarlyLearn/Child Care/Head Start Sites

CMCS-Ana Lefkowitz EarlyLearn, Head Start, UPK, and Child Care Program, 690 Westchester Avenue, Bronx, N.Y. 10455

CMCS-629 Courtlandt Avenue EarlyLearn, Head Start, UPK, and Child Care Program, 629 Courtlandt Avenue, Bronx, N.Y. 10451