

Cardinal McCloskey Community Services

Early Childhood Education Division
Head Start

2015-2016



Cardinal McCloskey
COMMUNITY SERVICES



2015 – 2016 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 2014 – 2015 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.

The revised Head Start Performance Standards were recently released by the Administration for Children and Families (ACF) and we are actively participating and will be providing training to staff, parents, Policy Council and the Governing Board as we move to implement and ensure CMCS maintains compliance. CMCS remains right on target with implementing the Head Start Early Learning Outcomes framework that guides our 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



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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 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. Our program provides 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 quality assurance, implementation of new comprehensive monitoring systems and tools, and integration of a number of standardized assessment instruments as well as utilization of data to inform practice. Family enrichment was also emphasized through introduction of new 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 improving support services to parents to enable them to help their children thrive in school.

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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.

CMCS' ECED staff members, specifically education directors and teachers utilize and implement a set of rigorous educational tools to create and assess our classroom program. This starts with a research based curriculum called the Creative Curriculum, and includes 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 the 2015-2016 school year we focused on providing high quality educational services to promote school readiness and positive program outcomes in the following ways:

1. Education Directors continued to contact with the local community feeder schools to strengthen relationships and ensure smooth transitions for children and families including making visits to schools or having schools make presentations at parent meetings. Integration of the NYS Pre K Foundation for the Common Core was a priority to ensure alignment of curriculums and better prepare children for the transition.
2. Individualized training and support on the Creative Curriculum, Teaching Strategies Gold (TSG) on line child assessment and the Early Childhood Environmental Rating Scale (ECERS) were on going. As a result, Education Directors and Teachers maintained proficiency in using TSG and ECERS and are able to help children to meet or exceed age appropriate expectations, as it pertains to their growth and development.
3. CLASS reliability training and support in administering the CLASS assessment instrument continued. At the end of the 2016 program year CMCS had 15 CLASS reliable observers within ECED. The composition of CLASS observers consisted of Education Directors, Component Staff, Administrative Staff and Teachers.

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Data from our TSG assessments shows that children in CMCS’ ECED Head Start programs made progress towards meeting school readiness goals during the 2015-2016 program year, across all domains of measurement. A total of 850 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 2016 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.

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

Domain	Spring Checkpoint	
	3 Yr. Olds	4 Yr. Olds
Social/Emotional	91%	84%
Gross Motor	85%	84%
Fine Motor	94%	85%
Language	78%	77%
Cognitive	86%	84%
Literacy	89%	89%
Mathematics	82%	79%



Aggregated data from TSG: A Comparison of Fall 2015 and Spring 2016 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.



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Domain	Fall 2015 Check Point	Spring 2016 Check Point	Fall 2015 Check Point	Spring 2016 Check Point
	3 Yr. Olds		4 Yr. Olds	
Social/Emotional	21%	91%	19%	84%
Gross Motor	22%	85%	29%	83%
Fine Motor	30%	94%	29%	84%
Language	15%	78%	25%	78%
Cognitive	23%	86%	25%	84%
Literacy	22%	88%	27%	89%
Mathematics	11%	81%	23%	79%

Areas in which the three year old children made the largest gains are social/emotional development and mathematics. Areas in which the four year old children made the largest gains are social/emotion development and literacy. For this program year the data indicated that most 3 year olds that re-entered our program in the fall were meeting and exceeding expectations for their age. Most 4 year olds that transitioned and aged out of our program to kindergarten left our program either meeting or exceeding expectations. For the spring checkpoint directors continued their support with teachers in reviewing each child’s individual child report from the winter checkpoint when completing the spring checkpoint to accurately assess each child’s progress.

Early Intervention Services – Special Needs

For the 2015-2016 school year, CMCS exceeded the 10% enrollment requirement for children with special needs; we achieved a rate of 17.5% in our Head Start programs. To support the steady increase in our enrollment and identification of children with special needs, we hired a Deputy Director to oversee our special education work. 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 special education who meet 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 and New York Therapy. In addition, we have a thriving partnership with Theracare to provide 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. Additionally with the implementation of the new Head Start performance Standards we foresee strengthening our overall program quality and improving outcomes for children and families. We will continue to support staff in analyzing classroom



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and child-based assessment data to determine trends, inform practices and address needs through professional development. We will utilize a strengths-based approach to family engagement to address child and family needs, and support families with achieving their goals. 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.



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Enrollment as of July 27 2016

Funded Enrollment: **1,012**

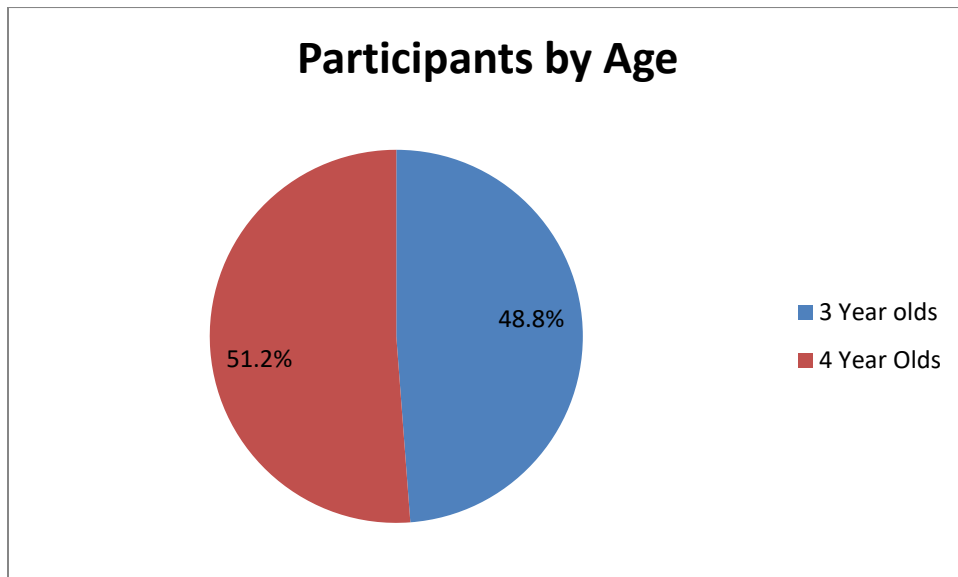
Actual Enrollment: **964**

Number of Children served Year-To-Date in 2015-2016

Participants by Age as of July 27, 2016:

- 48.8% of the children enrolled YTD were 3 Year Olds: **(470)**
- 51.2% of the children enrolled YTD were 4 Year Olds: **(494)**
- The average monthly enrollment as a percentage of funded enrollment: **84.7%**
- Families served: 952
- Percentage of eligible children served: **100%**

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



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Income Eligibility – Federal as of July 27, 2016

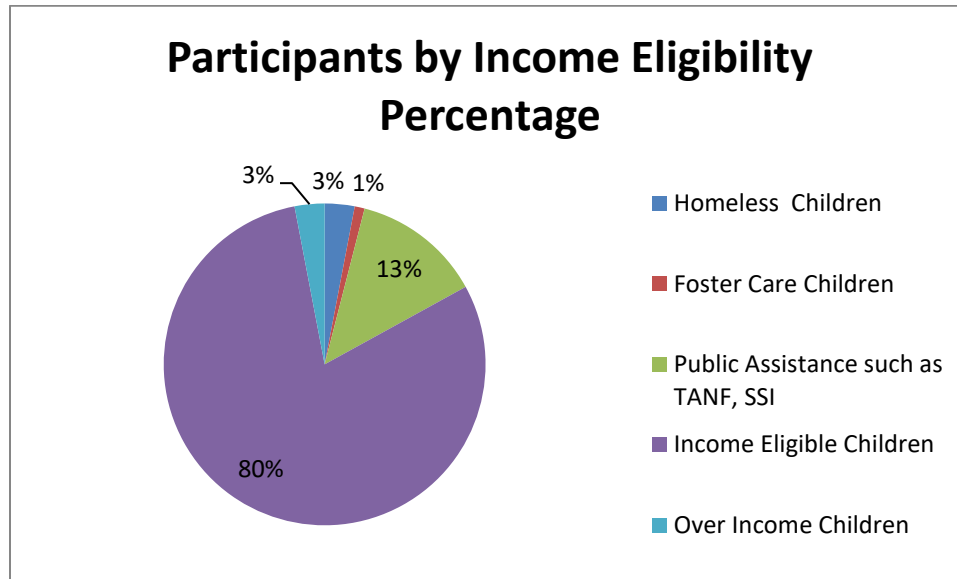


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage

- 24 Homeless Children (3%)
- 12 Foster Care Children (1%)
- 132 Public Assistance such as TANF, SSI (13%)
- 774 Income Eligible Children (80%)
- 34 Over Income Children (3%)

Volunteers

- Total number of volunteers: 103
- Total number of these volunteers who are current or former Head Start Parents: 67

Head Start Staff

- Number of Head Start Staff: 227
- Number of Head Start Teachers: 41
- Number of Head Start Assistant Teachers: 56

Families

- There were more single-parent families served this program year than two-parent families at 58%
- Father Involvement: 163
- 378 (40%) of families received WIC Nutritional Services

Health/Dental

- 964 Children with completed medical exam: 100%
- 961 Children with up-to-date immunizations: 99%
- 955 Children with a completed dental exam: 99%
- 963 Children with health insurance: 99%
- 169 Children with Special Needs/ IEPs: 17.5%



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Race and Ethnicity as of July 27, 2016

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	590	61.2%
Asian	27	2.8%
Black or African American	130	13.5%
Native Hawaiian/ Pacific Islander	1	0.1%
White	16	1.7%
Biracial / Multi-Racial	55	5.7%
Other Race	94	9.8%
Unspecified Race	51	5.3%

Primary Language of Family at Home as of July 27, 2016

Languages	# of Participants	% of participants
English	237	24.6%
Spanish	647	67.1%
Central American, South American, or Mexican	2	0.2%
Caribbean	0	0%
Middle Eastern or South Asian	21	2.2%
East Asian	11	1.1%
Native North American or Alaska Native	0	0%
Pacific Island	5	0.5%
European or Slavic	19	2.0%
African	22	2.3%
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. 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 activities:

- Meetings at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance.
- 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.
- ECED marketing presentations shared at agency-wide professional development activities and community partner meetings
- 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 103 volunteers donated their time in our ECED classrooms, kitchens, offices or field trips. Many of our parents have gone on to expand their career opportunities by starting as volunteers and eventually gaining employment at CMCS.

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 second annual 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 gifts to recognize their work. The Policy Council has played an important role in guiding the parent volunteers and cultivating them as community leaders.

CMCS Director of Policy Council, hired in 2014, continued to work closely with the parents on the Policy Council to be fully engaged in a systemic and comprehensive approach to governance. She played a key role in preparing the Policy Council to participate in two federal review interviews this year, and their



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participation was a great success. In addition to their role in governance, our Policy Council parents assisted in packaging holiday gifts for children in the program, attended a Circle Line Cruise, and received training in First Aid & CPR.

To maintain a regular system of communication between the Policy Council and the sites, we continue to work with our Family Services Policy Council Representatives. This workgroup of Family Services staff members meet with the Director of Policy Council on a monthly basis. The Policy Council Family Services Representatives attend Policy Council meetings and share feedback regarding program information, services, and activities.

Families/Parent Involvement

A number of enrichment programs were developed in 2015-2016 to enhance the skill-set of the family services staff to support the complex needs of our families. 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 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, we continue to successfully run Parenting Journey; an evidence-based program developed to build parental resiliency. This year, we also partnered with the Ackerman Institute to offer Personal Best, a parent program developed to promote mental health, social support, and self-efficacy.

During 2015-2016, our Fatherhood Program was led by our Director of Family Engagement. Our program utilized 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. During 2015- 2016 our mental health professionals utilized an individualized approach to providing mental health and child development support to families rather than workshops.



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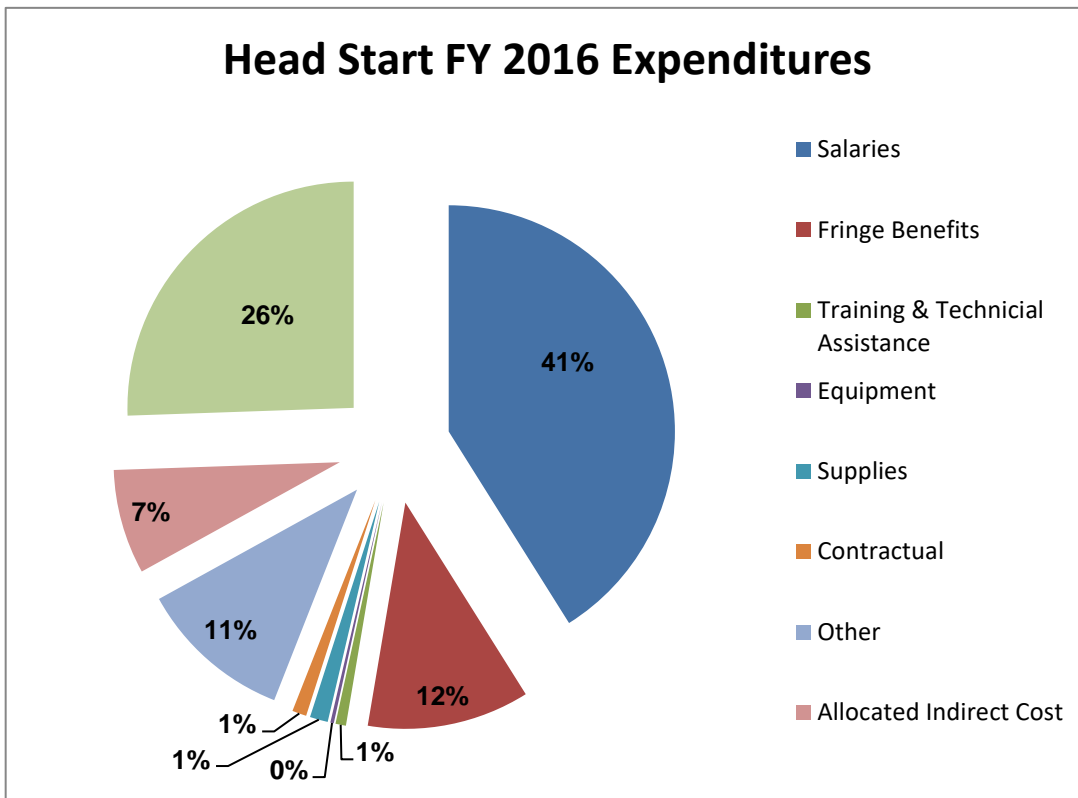
2015 - 2016 Head Start Grant Summary

Federal & CIK Actual Funded Revenue

Federal Head Start	11,355,990
Contribution In Kind & Other	3,896,805
Total	<u>15,252,796</u>

Actual Expenditures

Salaries	6,264,652
Fringe Benefits	1,768,478
Training & Technical Assistance	113,801
Equipment	37,831
Supplies	196,500
Contractual	155,467
Other	1,678,515
Allocated Indirect Cost	1,140,748
In Kind Contributions	3,896,805
Total Expenses	<u>15,252,796</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.

This year a Comprehensive Services and School Readiness as well as a Leadership Governance and Management Systems review were conducted by ACF. Based on data and information gathered during these reviews no areas of non-compliance or concerns were noted.



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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

Marsha Guthrie, Deputy Director of Family and Community Partnership

Enrique Pabon, Deputy Director for Early Childhood Education

Catherine Garcia-Bou- Administrative Supervisor

Elsie Rosa, Director of Universal Pre-Kindergarten

Board of Directors

Charles Houghton, Jr., Vice Chair/Interim Chair

John J. McCombe, Director

John M. Queenan, Chairman Emeritus/Director

Hon. Alison Tuitt, Director

Rev. Eric P. Cruz

Bishop Gerald Walsh, Director

Msgr. Kevin Sullivan, Ex-Officio

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

Kim Turner, Director

John Lundin, Director

Michael Brathwaite, Director

William T. Smith, PhD, Director

Dunica Charles, Policy Council Chair – Parent of CMCS Head Start

Michele Lawton, Parent of CMCS Locust Road

Policy Council

Dunica Charles, Chairperson

Anabel Mendez-Lif, Secretary

Michelle Stephenson, Vice-Chairperson and Personnel Committee Chair

Roxanne Yakubu, Treasurer

Michelle Martin, Parliamentarian

Community Representative: Altagracia Burgos



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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

Aurelia Tantaio-Thompson, Program Specialist

212-264-2890 x 111 – Aurielia.Tantaio-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, 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