

Cardinal McCloskey Community Services

Early Childhood Education Division  
Head Start

2016-2017





## 2016 – 2017 Head Start Annual Report

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### 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 2015 – 2016 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,

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 2016-2017 school year, we focused on providing high quality educational services to promote school readiness and positive program outcomes in the following ways:

1. An initiative around CLASS was implemented which included training for CLASS reliable observers (teaching staff with a hire date of less than 1 year), and individualized site trainings for all teaching staff on the CLASS domains. The positive outcome of this initiative was apparent during the CLASS self-assessment, as the agency average CLASS scores exceeded the Office of Head Start minimum threshold and were higher than the lowest 10% across all 3 domains.
2. In order to be in compliance with the revised Head Start Program Performance Standards, which went into effect November 7, 2016, the ECED identified a Dual Language Approach to best suited the needs of the children and families served, with both Center Based and Home Based models. The center based model focuses on using English with Home Language Support. The goals of this model are that children who are Dual Language Learners will develop age-appropriate English language literacy skills, continue to develop their home language with support at home and school, and experience their home language as an important asset and source of strength. The home base program uses the Home Language as a foundation for English development, which supports and encourages the child and family to continue utilizing their home language, while intentionally embedding English during home visits and socializations.

Data from our TSG assessments shows that children in CMCS' ECED Head Start programs made progress towards meeting school readiness goals during the 2016-2017 program year, across all domains of measurement. A total of 969 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 2017 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	90%	96%
Gross Motor	85%	95%
Fine Motor	92%	91%
Language	85%	89%
Cognitive	89%	90%
Literacy	90%	96%
Mathematics	87%	89%



### Aggregated data from TSG: A Comparison of Fall 2016 and Spring 2017 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 2016 Check Point	Spring 2017 Check Point	Fall 2016 Check Point	Spring 2017 Check Point
	3 Yr. Olds		4 Yr. Olds	
Social/Emotional	28%	90%	34%	96%
Gross Motor	24%	85%	35%	95%
Fine Motor	40%	92%	40%	91%
Language	21%	85%	31%	89%
Cognitive	27%	89%	33%	90%
Literacy	38%	90%	48%	96%
Mathematics	23%	87%	24%	89%

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Overall across the agency 90% of all children either met or exceeded expectations. In three domains (Literacy, Physical-Fine Motor & Social Emotional), 90% or more children of both age groups met and exceeded expectations. This past school year we had more classrooms of mixed age groups (3 year olds with 4 year olds) than we did in the previous year. A contributing factor to the increase in scores could be attributed to mixed age classrooms which allowed more opportunities for peer learning across age groups.

There was no significant difference in children whose home language was English versus if their home language was a language other than English. Both demographic groups demonstrated similar outcomes against the agency average for the Spring assessment.

Children diagnosed with disabilities made gains throughout the year, though they performed lower than the agency average across all domains. Within this demographic only 2 domains, Physical Fine Motor & Literacy, reported 80% or higher of children meeting or exceeding expectations.





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### **Special Education Services**

For the 2016-2017 school year, CMCS exceeded the 10% enrollment requirement for children with special needs; we achieved a rate of 18.1% 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 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 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 and submit a successful re-competition grant proposal. 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 2018 and special education services.



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### NUMBER OF CHILDREN & FAMILIES SERVED

#### Enrollment as of July 31 2017

Funded Enrollment: **1,012**

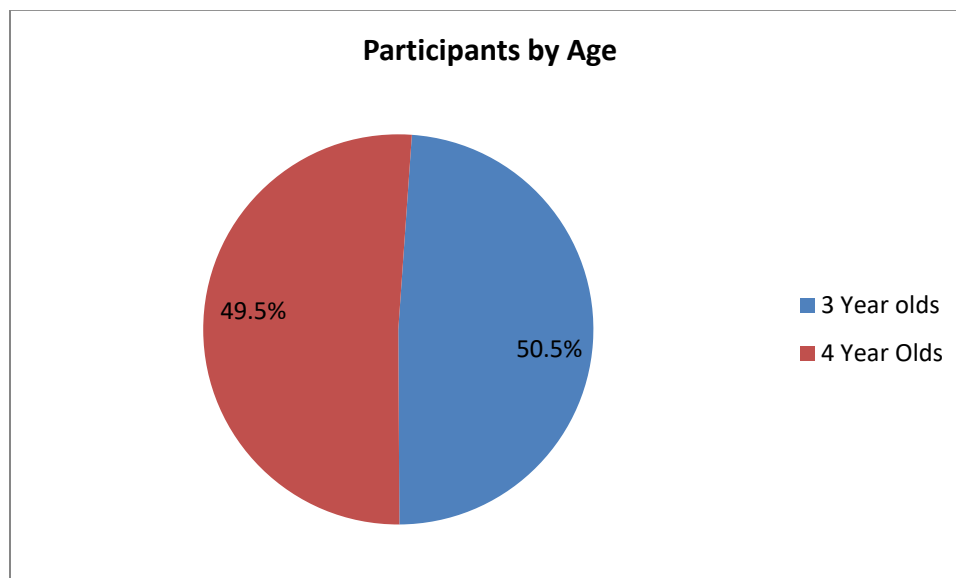
Actual Enrollment: **987**

#### Number of Children served Year-To-Date in 2016-2017

#### Participants by Age as of July 31, 2017:

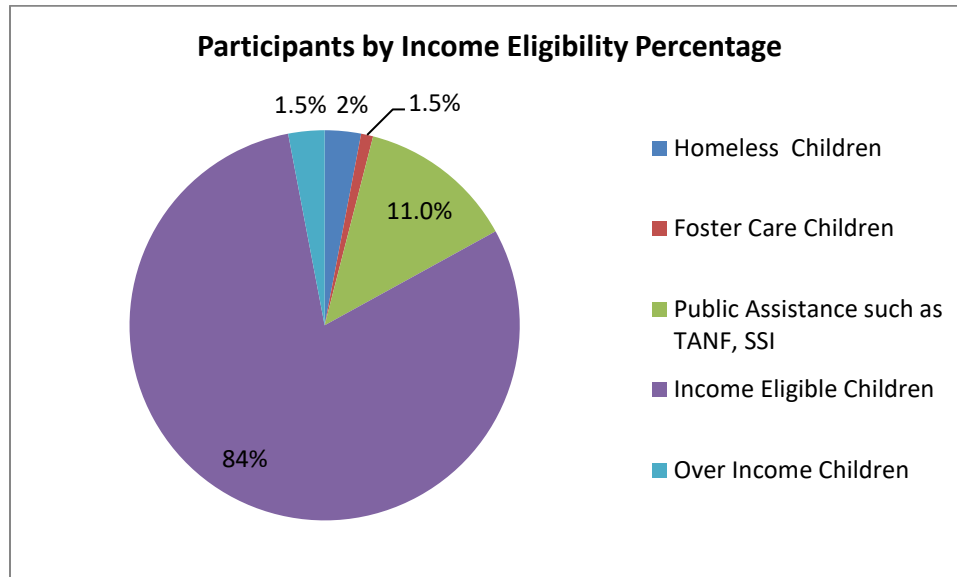
- 50.5% of the children enrolled YTD were 3 Year Olds: **(498)**
- 49.5% of the children enrolled YTD were 4 Year Olds: **(489)**
- The average monthly enrollment as a percentage of funded enrollment: **90.16**
- Families served: 966
- Percentage of eligible children served: **99%**

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



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### Income Eligibility – Federal as of July 30, 2017



**Figure 2- Participants by Income Eligibility Percentage**

#### Participants by Income Eligibility Percentage

- 19 Homeless Children (2%)
- 15 Foster Care Children (1.5%)
- 107 Public Assistance such as TANF, SSI (11%)
- 832 Income Eligible Children (84%)
- 14 Over Income Children (1.5%)

#### Volunteers

- Total number of volunteers: **104**
- Total number of these volunteers who are current or former Head Start Parents: 77

#### Head Start Staff

- Number of Head Start Staff: 176
- Number of Head Start Teachers: 46
- Number of Head Start Assistant Teachers: 53

#### Families

- There were more single-parent families served during this program year than two-parent families at 51%
- Father Involvement: 201 fathers
- **342** (35%) of families received WIC Nutritional Services

#### Health/Dental

- **987** Children with completed medical exam: 100%
- **981** Children with up-to-date immunizations: 99%
- **965** Children with a completed dental exam: 98%%
- **987** Children with health insurance: 100%
- **179** Children with Special Needs/ IEPs: 18.1%



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### Race and Ethnicity as of July 30, 2017

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	613	62%
Asian	47	4.9%
Black or African American	158	16%
Native Hawaiian/ Pacific Islander	1	0.1%
White	34	3.4%
Biracial / Multi-Racial	39	4.0%
Other Race	0	0%
Unspecified Race	95	9.6%

### Primary Language of Family at Home as of July 30, 2017

Languages	# of Participants	% of participants
English	247	25%
Spanish	679	69%
Central American, South American, or Mexican	8	0.8%
Caribbean	1	0.1%
Middle Eastern or South Asian	22	2.2%
East Asian	2	0.2%
Native North American or Alaska Native	1	0.1%
Pacific Island	1	0.1%
European or Slavic	12	1.2%
African	14	1.4%
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 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, 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 third 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 a Circle Line Cruise, and received training in First Aid & CPR, immigration rights, and women's empowerment. Lastly, our Director of Policy Council, PC Chairperson and Co-Chairperson attended the Parent, Staff, and Leadership Training Conference in Puerto Rico in December 2016.

### **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 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 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.

This year, our Fatherhood Program was led by two male facilitators. 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. In September 2016, 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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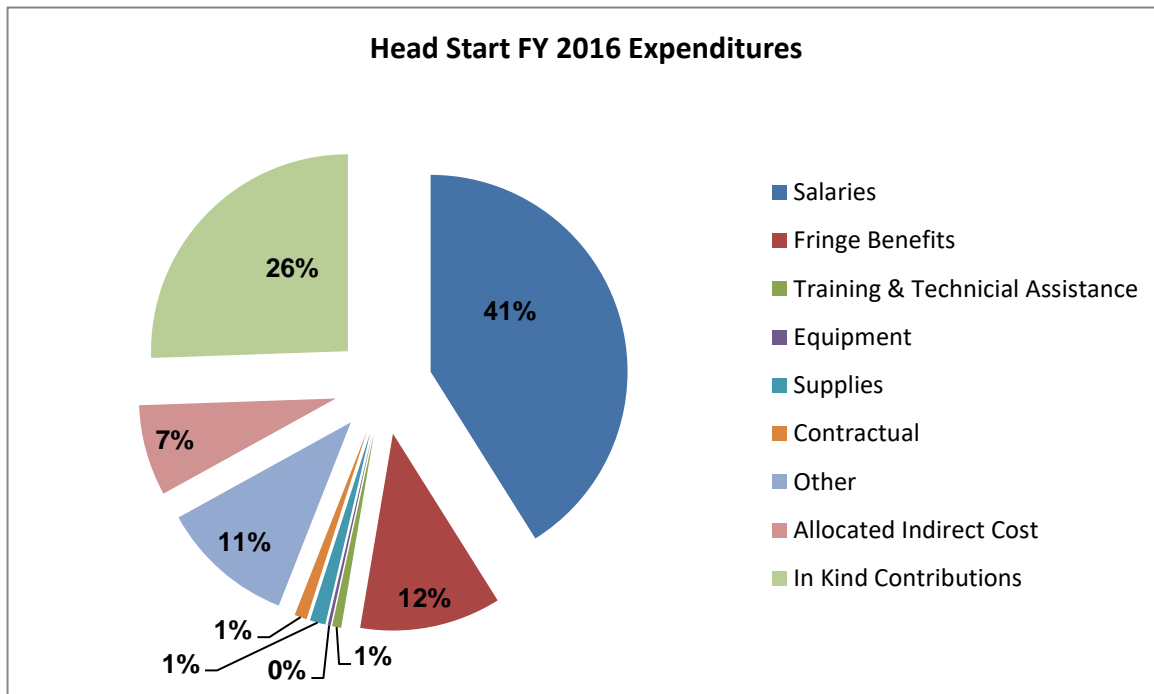
**2016-2017 HEAD START GRANT SUMMARY**

**Federal & CIK Actual Funded Revenue**

Federal Head Start	12,297,790
Contribution In Kind & Other	3,074,448
Total	<u>15,372,238</u>

**Actual Expenditures**

Salaries	7,021,742
Fringe Benefits	2,036,061
Training & Technical Assistance	86,873
Equipment	0
Supplies	237,671
Contractual	103,051
Other	1,555,808
Allocated Indirect Cost	1,256,584
In Kind Contributions	3,074,448
Total Expenses	<u>15,372,238</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 will be re-competing for an upcoming HS grant.



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### Cardinal McCloskey Community Services' Leadership

Beth Finnerty, President & CEO

914-997-8000 – [Bfinnerty@cmcs.org](mailto: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 Partnership

Enrique Pabon, Deputy Director for Early Childhood Education

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

Catherine Garcia-Bou- Administrative Supervisor

Candy Vargas, Administrative Director of EarlyLearn

#### Board of Directors

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

John M. Queenan, Chairman Emeritus/Director

Msgr. Kevin Sullivan, Ex-Officio

William T. Smith, PhD, Director

George Grossman, Director

Paul Michels, Director

Eugene J. Desoiza, Jr., Director

Michelle Medina, Director

Kim Turner, Director

Michael Brathwaite, Director

Elizabeth Houghton, Director

John J. McCombe, 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

Michele Lawton, Director

Christopher Fargo, Director

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

#### Policy Council

Olga Burgos, Chairperson

Dunica Charles, Vice-Chairperson and Personnel Committee Chair

Nadia Okraku, Parliamentarian

Lissette Ramos, Secretary

Gleibys Garcia, Treasurer

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](mailto:joyce.thomas@acf.hhs.gov)

Carolyn Baker-Goode, Program Manager

212-264-2890 x 274 – [CarolynBakerGoode@acf.hhs.gov](mailto:CarolynBakerGoode@acf.hhs.gov)

Aurelia Tantaio-Thompson, Program Specialist

212-264-2890 x 111 – [Aurielia.Tantaio-Thompson@acf.hhs.gov](mailto: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-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 168<sup>th</sup> 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 182<sup>nd</sup> Street, Bronx, N.Y. 10457

CMCS-St. Nicholas of Tolentine Head Start and UPK Program, 2331 University Avenue, Bronx, N.Y. 10468

CMCS-180<sup>th</sup> Street Head Start, 899 East 180<sup>th</sup> Street, Bronx, N.Y. 10460

CMCS-Home-Based Head Start Program Option, 402-404 East 152<sup>nd</sup> 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