Cardinal McCloskey Community Services

Early Childhood Education Division
Head Start I Annual Report
2019-2020
2019-2020 Head Start I 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 Head Start 2019-2020 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.

This year due to COVID-19 we successfully transitioned our Head Start services to remote learning and were able to provide our families and students educational and social services programming via the use of technology.

The Early Childhood Education Division is able to provide services to a total of 2,033 Children. Our Head Start/Early Head Start I Program provides services to 1,062 children in center based, home based, and family child care 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
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 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.
# Table of Contents

- Education/School Readiness
  - Ages and Stages (ASQs), Teaching Strategies Gold (TSG), Classroom Assessment Scoring System (CLASS) & Early Childhood Environmental Rating Scale (ECERS)
  - Efforts to prepare children for kindergarten
  - School Readiness Results
  - Special Needs Services
- Future Goals
- Number of Children & Families Served
  - Breakdown of Services
  - Collaborative Recruitment Efforts
  - Partnerships & Highlights
- ERSEA Committee
- Governance: Policy Council, Board of Directors and Volunteers
- Family and Community Engagement Opportunities
- Mental Health Services
- Head Start Grant Summary
- Federal Review Results
- ECED Leadership and Funding Sources
- ECED Sites
EDUCATION/SCHOOL READINESS

CMCS’ ECED continues to strengthen our model to help young children enter Kindergarten able to succeed in elementary school, which is the primary outcome that CMCS Head Start programs strive to accomplish. During 2019-2020, we added a second contract consisting of Early Head Start and Head Start to our growing offering of program options. This report will focus on our first contract which provides Early Head Start and Head Start in center and home based options as well as Early Head Start in family childcare provider homes.

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). Brigance Inventories and the Ages and Stages-Social Emotional (ASQ-SE) questionnaires are used as our developmental and behavioral screening tools.

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. We also administer Infant Toddler Environmental Rating Scale (ITERS) in center-based childcare and Home Visiting Environmental Rating Scale (HOVERS) in home visiting. Our initial baseline scores are all at or near average. Due to the national health emergency Covid-19 we were unable to complete follow up assessments. The results of these assessment instruments inform our practice and help guide our professional development activities on annual basis. During the 2019-2020 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 months of December and January, using the method of cross coding with 2 reliable observers.

2. Within our School Readiness Committee, we added goals to account for remote learning, taking into the account the unique needs for children and families working as educational partners at home. We have school readiness goals across the domains of; approaches to learning, social emotional growth, physical growth, cognition, language and literacy, mathematics and family goals for pregnant women, infants, toddlers transitioning to preschool, three-year-olds and four-year-olds. With the advent of the CMCS Charter School we are able to provide an array of services from birth until Kindergarten.

Data from our TSG assessments shows that children in CMCS’ ECED Head Start programs made progress towards meeting school readiness goals during the 2019-2020 program year, across all domains of measurement. A total of 909 Head Start and 52 Early 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 winter 2020 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.
This document will summarize the Head Start child outcomes data for the 2019-2020 school year. All children are usually assessed using Teaching Strategies Gold assessment 3 times a year (Fall, Winter & Spring). Due to the Covid-19 health emergency, children were assessed 2 times in 2019-20. This report will summarize the Winter assessment data and will focus on the following demographic groups:

- Overall Agency- Head Start and Early Head Start
- Children by age –Head Start and Early Head Start
- Dual Language Learners-Head Start
- Children with Disabilities-Head Start

**Winter Outcomes 2019-20 Head Start**

Overall 64% of all children in HS 1 are meeting/exceeding expectations
3 year old’s have 70% of children meeting/exceeding expectations, whereas 4 year old’s only have 58%, and is even lower when 1st year 4 year old’s data are compared as 47% of children in this demographic are meeting/exceeding expectations.
- Children whose home language is English have 65% of children meeting/exceeding expectations.
- Children whose home language is not English have 63% of children meeting/exceeding expectations. (The learning gap from Fall has been closed)
- SPN students in their 2nd year are showing better gains at 53% of children meeting/exceeding expectations, compared to 44% for 1st Year SPN children.
2019-2020 Head Start I Annual Report

Winter Outcomes 2019-20 Early Head Start

EHS 1 Winter Checkpoints All Ages

- Social/Emotional: 37% (Below Expectation), 60% (Meeting Expectation), 3% (Exceeding Expectation)
- Physical: 42% (Below Expectation), 46% (Meeting Expectation), 12% (Exceeding Expectation)
- Language: 52% (Below Expectation), 48% (Meeting Expectation), 0% (Exceeding Expectation)
- Cognitive: 32% (Below Expectation), 66% (Meeting Expectation), 2% (Exceeding Expectation)
- Literacy: 27% (Below Expectation), 13% (Meeting Expectation), 13% (Exceeding Expectation)
- Math: 48% (Below Expectation), 48% (Meeting Expectation), 13% (Exceeding Expectation)

EHS 1 Winter Checkpoints Birth-Age 1

- Social/Emotional: 50% (Below Expectation), 8% (Meeting Expectation), 0% (Exceeding Expectation)
- Physical: 67% (Below Expectation), 33% (Meeting Expectation), 0% (Exceeding Expectation)
- Language: 83% (Meeting Expectation), 0% (Exceeding Expectation)
- Cognitive: 92% (Meeting Expectation), 0% (Exceeding Expectation)
- Literacy: 75% (Meeting Expectation), 25% (Exceeding Expectation)
- Math: 83% (Meeting Expectation), 0% (Exceeding Expectation)
**EHS 1:**
- Overall 60% of all EHS children (FCC EHS, EHS Home Base, EHS Center Base) are meeting/exceeding expectations.
- The age with the highest percentage of children meeting/exceeding expectations are Birth-Age 1.
SPECIAL EDUCATION SERVICES

For the 2019-2020 school year CMCS exceeded the 10% enrollment requirement for children with special needs. To support the steady increase in our enrollment and identification of children with special needs, we have an Administrative Director of Pre-k for All, Special Education, and Special Initiatives, and a Disabilities Manager 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 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 collaborated with Kid-Centric to provide services in two inclusion classrooms for children with special needs at Sacred Heart Head Start. Kid-Centric also provides special education evaluations.
CMCS ECED FUTURE GOALS

CMCS’ future goals for our Head Start programs are to continue to focus on full-enrollment, school readiness, active supervision of children, and family and community engagement. In August 2018, CMCS received a grant reward from the Office of Head Start to provide services to 942 children in the Head Start center based and home based program options, and 120 pregnant women and children in the Early Head Start center based, home based and family child care program options. CMCS ECED is now the largest provider of Head Start/Early Head Start services in the Bronx. In July 2019, CMCS ECED was awarded 200 Head Start slots to provide services for children in the center based program option, and 120 Early Head Start slots to provide services to children in the center based, home based, and family child care program options.

We will utilize the Head Start Program Performance Standards, and guidance from the Office of Head Start and our other regulatory agencies to support the strengthening of our overall program quality and outcomes for children and families. We will 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 will utilize a two-generational strengths-based approach to family engagement to address child and family needs, and support families with achieving their goals.

We will seek to build strong relationships with feeder schools to facilitate and support the coordination of transition from Early Head Start to Head Start, and to kindergarten. In addition, the Cardinal McCloskey Community Charter School opened in August 2019. This endeavor will allow CMCS to expand, and provide continuum of services to meet the needs of our children and families from birth through elementary school and beyond. We will also provide services to children with special needs, and continue to partner with Kid-Centric to provide inclusion classrooms for children with special needs. As the Early Childhood Education Division continues to grow, we will work collaboratively with the Human Resources Department to recruit and retain high-quality qualified staff. CMCS would like to expand our services to other communities including Westchester and Putnam County.
**2019-2020 Head Start I Annual Report**

**NUMBER OF CHILDREN & FAMILIES SERVED (Head Start)**

Head Start Enrollment as of June 30, 2020:

- Funded Enrollment: 942
- Actual Enrollment: 831
- Cumulative Enrollment: 909

**Number of Children served Year-To-Date in 2019-2020**

Actual Participants by Age as of June 30, 2020:

- 50% of the children enrolled YTD were 3 Years Old: (507)
- 50% of the children enrolled YTD were 4 Years Old: (402)
- Families served: 823
- Percentage of eligible children served: 96.4%

Figure 1- Participants by Age & Percentage
Figure 2 - Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- 45 Homeless Children (5%)
- 8 Foster Care Children (0.8%)
- 84 Public Assistance such as TANF, SSI (9.24%)
- 772 Income Eligible Children (85%)
- 92 Over Income Children (10%)

Volunteers
- Total number of volunteers: 35
- Total number of these volunteers who are current or former Head Start Parents: 33

Families
- There were slightly more single-parent families served during this program year than two-parent families at 57%
- Father Involvement: 46 fathers
- 344 of families received WIC Nutritional Services (38%)

Head Start Staff
- Number of Head Start Staff: 196
- Number of Head Start Teachers: 32
- Number of Head Start Assistant Teachers: 43

Health/Dental
- Children with completed medical exam: 100%
- Children with up-to-date immunizations: 100%
- Children with a completed dental exam: 100%
- Children with health insurance: 100%
- Children with Special Needs/IEPs: 11.7%
### Race and Ethnicity as of June 2020

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Federal #</th>
<th>Federal %</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>504</td>
<td>55%</td>
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<td>Asian</td>
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<td>Black or African American</td>
<td>117</td>
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<td>13%</td>
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<tr>
<td>Unspecified Race</td>
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<td>11%</td>
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### Primary Language of Family at Home as of June 2020

<table>
<thead>
<tr>
<th>Languages</th>
<th># of Participants</th>
<th>% of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>274</td>
<td>30%</td>
</tr>
<tr>
<td>Spanish</td>
<td>529</td>
<td>58%</td>
</tr>
<tr>
<td>Central American, South American, or Mexican</td>
<td>2</td>
<td>0.2%</td>
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<tr>
<td>Caribbean</td>
<td>2</td>
<td>0.2%</td>
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<tr>
<td>Middle Eastern or South Asian</td>
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<td>East Asian</td>
<td>4</td>
<td>0.44%</td>
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<tr>
<td>Native North American or Alaska Native</td>
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<td>0%</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>4</td>
<td>0.44%</td>
</tr>
<tr>
<td>European or Slavic</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>African</td>
<td>28</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>1.3%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>44</td>
<td>4.9%</td>
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</tbody>
</table>
NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 26, 2020

Funded Enrollment: 120
Actual Enrollment: 120
Cumulative Enrollment: 152

Number of Children served Year-To-Date in 2019-2020

Actual Participants by Age as of June 26, 2020

- 16% of the children enrolled YTD were under 1 Years Old: (24)
- 23% of the children enrolled YTD were 1 Years Old: (35)
- 43% of the children enrolled YTD were 2 Years Old: (66)
- 3.3% of the children enrolled YTD were 3 Years Old: (5)
- 14 of the Pregnant Women enrolled YTD: (22)
- Families served: 121
- Percentage of eligible children served: 100%

Figure 1 - Participants by Age & Percentage

Participants by Age

- Under 1 Years Old: 14%
- 1 Year Old: 24%
- 2 Year old: 50.00%
- 3 Year old: 11%
- Pregnant Women: 0.02%
Participants by Income Eligibility Percentage by Cumulative Enrollment

- 22 Homeless Children (14.4%)
- 1 Foster Care Children (0.7%)
- 2 Public Assistance such as TANF, SSI (1.3%)
- 109 Income Eligible Children (72%)
- 18 Over Income Children (12%)

Volunteers

- Total number of volunteers: 2
- Total number of these volunteers who are current or former Head Start Parents: 2

Early Head Start Staff

- Number of EHS Inf/Todd Staff: 15
- Number of EHS Inf/Todd Teachers: 8
- Number of EHS Home Visitors: 4
- Number of EHS FCC Providers: 3

Families

- There were slightly more single-parent families served during this program year than two-parent families at 63%
- Father Involvement: 58 fathers
- 49 of families received WIC Nutritional Services (40%)

Health/Dental

- Children with completed medical exam: 99%
- Children with up-to-date immunizations: 100%
- Children with a completed dental exam: 73%
- Children with health insurance: 100%
- Children with Special Needs/ IFSPs: 2%
### Race and Ethnicity as of June 26, 2020

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>26%</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Black or African American</td>
<td>14</td>
<td>9%</td>
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<tr>
<td>Native Hawaiian/ Pacific Islander</td>
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<td>0</td>
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<tr>
<td>White</td>
<td>6</td>
<td>4%</td>
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<tr>
<td>Biracial / Multi-Racial</td>
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<td>12.5%</td>
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<td>Other Race</td>
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<tr>
<td>Unspecified Race</td>
<td>74</td>
<td>49%</td>
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### Primary Language of Family at Home as of June 26, 2020

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<tr>
<td>Spanish</td>
<td>70</td>
<td>46%</td>
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<tr>
<td>Central American, South American, or Mexican</td>
<td>0</td>
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<td>0%</td>
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<tr>
<td>European or Slavic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>African</td>
<td>15</td>
<td>9.9%</td>
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<tr>
<td>Other</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>8</td>
<td>5.3%</td>
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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 Head Start and Early Head Start 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 children and families most in need, includes the following activities:

- Meetings and trainings at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance.
- Training of all new staff who determine eligibility within 90 days of hire.
- Ongoing training of staff, Policy Council and Governing Board on Head Start and Early Head Start Eligibility Guidelines.
- 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 opportunities.
- Ongoing monitoring by the ERSEA Manager to ensure recruitment efforts in program are ongoing, and salient to the needs of each site’s community.
- During the COVID-19 Pandemic, the ERSEA TEAM met virtually with program sites to deliver guidance and support to maintain enrollment and develop strategies to continue ongoing recruitment.
- The ERSEA content area maintained compliance by submitting required COVID-19 reports and updates to federal funders on a bi-monthly basis.

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.
GOVERNANCE

Participation in Decision Making/Governance/Policy Council

The CMCS Policy Council (PC) prepares parents/guardians to be advocates and leaders on behalf of their children, and cultivates them as community leaders. 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 Senior Management Team and Governing Board. The Policy Council serves as a link to the parents at each of our sites, and ensure ongoing communication between parents and the ECED staff. In addition to their role in Governance, Policy Council parents have the opportunity to organize various events and activities, attend conferences, receive training in first aid & CPR, child abuse, and Head Start enrollment and eligibility requirements. The Policy Council also utilizes parent activities monies to provide activities at the site level such as holiday events, activities, materials and supplies to foster parent engagement.

Despite the impact of COVID19, through the dedication and commitment of CMCS parents, the Policy Council was able to meet remotely and fulfill all governing responsibilities in 2019-20.

FAMILY/PARENT ENGAGEMENT

CMCS Head Start and Early Head Start Programs follow a two generational approach with children and parents to support healthy child development, school readiness and long term family wellbeing. The ECED offers a wide variety of parent engagement activities; including Policy Council participation, monthly workshops, parenting groups and monthly fatherhood events.

CMCS ECED partners with the Ackerman Institute for the Family to provide Personal Best parenting groups. Personal Best is a parent program promotes parent mental health, social support, healthy coping and sense of self-efficacy in multiple roles. Personal Best offered offered in the fall. In the Spring, ECED normally offers Parenting Journey, a parenting program grounded in family systems thinking that focuses on the strengths and resilience of families.

This program year 2019-20 programming was greatly impacted by the COVID 19 Pandemic and transition to remote services. In order to address and support families coping with the impact of COVID19 CMCS ECED offered parents “Coping with COVID” a series of Zoom Workshops. In addition, The ECED has a strong Fatherhood component based on the 24:7 Dad National Fatherhood Initiative. Each program site offers monthly male involvement events for Fathers (open to grandfathers, uncles, brothers, step fathers) and children to enjoy activities together. Large group workshops are held throughout the year to provide Fathers time to connect with peers and learn more about supporting child development. On an annual basis, the ECED also participates in the statewide initiative, “Dads Take Your Child to School Day”. Fathers and father-figures escort their children to school, and participate in program activities that promote father engagement.

In Spring and summer CMCS offered “Coping with COVID for Fathers” a series of Zoom workshops for fathers and male role models to address and support COVID19
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.

In January 2019, CMCS opened an Article 31 Clinic. The Administrative Director of Family and Community Services for the ECED works closely and collaboratively with the clinic staff to facilitate referrals of children and their families to the clinic for mental health services. This collaboration allows for expedited referrals for mental health services and continuity of care.

CMCS utilized MH consultation throughout program year 2019-20 to support families and staff in coping with the impact of COVID19 through the use of Zoom meetings, individual phone sessions and telehealth remote practices.
2019-2020 Head Start I Annual Report

2019-2020 Head Start Grant Summary

Federal & CIK Actual Funded Revenue
Federal Head Start 14,636,197
Contribution In Kind & Other 2,444,588
Total 17,080,785

Actual Expenditures
Salaries 7,348,607
Fringe Benefits 1,669,893
Training & Technical Assistance 70,377
Supplies 532,453
Contractual 598,534
Other 2,912,577
Allocated Indirect Cost 1,504,751
In Kind Contributions 2,444,588
Total Expenses 17,081,780

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.
2019-2020 Head Start I Annual Report

Cardinal McCloskey Community Services’ Leadership
Beth Finnerty, CEO
William Ursillo, PhD, COO
Chris Monroe, CFO

ECED Management Team
Dr. Reva Gershen-Lowy, Senior Vice President of Early Childhood Education Division/Charter School Lead
Todd Baldwin, Sr. Admin. Director of Operations
Janine O’Connor, Sr. Admin. Director of Education
Elsie Rosa, Sr. Admin. Director of Program Quality
Melanie Browne, Sr. Admin. Director of Program Operations

Board of Directors

William T. Smith, PhD, Chairman of the Board  Robert Balachandran, Director
Rev. Father Eric P. Cruz, Director  Hon. Alison Tuitt, Director
Msgr. Kevin Sullivan, Ex-Officio  Bishop Gerald Walsh, Director
George Grossman, Director  Christopher Gallin, Director
Paul Michaels, Director  Sr. Patricia Broderick, Director
Eugene J. Desoiza, Jr., Director  Magoolaghan, Director
Michelle Medina, Director  John Lundin, Director
Kim Turner, Director  Mastoloni Almeida, Director
Christopher Fargo, Director  Jessica Sinarski, Director
Elizabeth Houghton, Director  Eric Zillier, Director
Mary Alice Donius, Director  Sonia Mable, Policy Council Chair –CMCS Head
Start Parent

Policy Council
Sonia Mable, Chairperson
Monika Nagyfejeo, Co-Chairperson
Yaquelin Uruchima, Treasurer
Maria Gonzalez, Parliamentarian
Sandra Luna, Secretary

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
CMCS Head Start Locations

**Head Start Sites**

**Concord Avenue Head Start and Pre-k for All Program**, 560 Concord Avenue, Bronx, N.Y. 10455

**Monsignor Boyle Head Start and Pre-k for All Program**, 3044 Hull Avenue, Bronx, N.Y. 10467

**Sacred Heart Head Start and Pre-k for All Program**, 95 West 168th Street, Bronx, N.Y. 10452

**Mansion Head Start Program**, 1750 Mansion Street, Bronx, N.Y. 10460

**St. Nicholas of Tolentine Head Start and Pre-k for All Program**, 2331 University Avenue, Bronx, N.Y. 10468

**180th Street Head Start Program**, 899 East 180th Street, Bronx, N.Y. 10460

**Home-Based Head Start and Early Head Start Program Option**, 629 Courtlandt Avenue, Bronx, N.Y. 10451

**Early Head Start Sites**

**Longfellow Head Start**, 1926 Longfellow Avenue, Bronx, N.Y. 10467

**Early Head Start Family Child Care Program Option**, 529 Courtlandt Avenue, Bronx, N.Y. 10451