



Cardinal McCloskey
COMMUNITY SERVICES

Cardinal McCloskey Community Services Early Childhood Education Division

Head Start II 2021-2022 Annual Report





Cardinal McCloskey
COMMUNITY SERVICES

2021-2022 Head Start II Annual Report

Dear Colleagues,

It is our pleasure to present you with the Cardinal McCloskey Community Services Early Childhood Education Division Early Head Start/ Head Start 2020-2021 Annual Report. CMCS continues to make progress ensuring that our children have solid educational experiences ensuring that each students “school readiness” transitional journey has a positive outcome for students and families through our Family Engagement programs.

This year we have accomplished this by continued training of Staff, Parents, Policy Council, Governing Board members and outreach to our Community. Our Professional Development trainings were targeted and included effective coaching strategies for Administrative staff 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 Early Childhood Education Division is able to provide services to over 2,200 students in our community. The Early Head Start/Head Start program is able to provide service to students 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.”



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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 12 months to 4 year-olds in full day and extended day sessions. Our program continues to provide services to children in center-based, family child care 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 enter Kindergarten able to succeed in elementary school, which is the primary outcome that CMCS Head Start programs strive to accomplish. 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 program administrators 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 the 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. Due to the national health emergency Covid-19, we were unable to complete those assessments. During the 2021-2022 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; this was done through both NYS Quality Stars and MY TEACHSTONE online Coaching Companion, the developer of CLASS.
2. Within our School Readiness Committee, we added goals to account for remote learning, taking into 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.
3. Providing training in the Pyramid Model of Care, a framework of evidence-based practices for promoting young children's healthy social and emotional development.

Data from our TSG assessments show that children in CMCS' ECED Head Start programs made progress towards meeting school readiness goals during the 2021-2022 program year, across all domains of measurement. A total of Head Start and Early Head children's information was analyzed. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed during the 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 CMCS ECED Child Outcomes Data Summary SY 2021- 2022

This document will summarize the Head Start child outcomes data for the 2021-2022 school year. All children are usually assessed using Teaching Strategies Gold assessment three times a year (Fall, Winter & Spring). This report will summarize the spring assessment data and will focus on the following demographic groups:

Teaching Strategies Gold Checkpoint Data

1. Fall to Winter Checkpoint data for Early Head Start shows overall growth in all areas for children including social emotional, physical, language and cognitive development. A strong emphasis has been placed on emotionally responsive care, physical and social emotional growth.

Social Emotional	87% of children meeting or above growth range
Physical Development	81% of children meeting or above growth range
Language	88% of children meeting or above growth range
Cognition	83% of children meeting or above growth range
Literacy	87% of children meeting or above growth range

2. **Fall to Spring Checkpoint data for Head Start shows the following gains:**

Head Start 3s	
Social Emotional	85% of children meeting or above growth range
Physical Development	84% of children meeting or above growth range
Language	89% of children meeting or above growth range
Cognition	85% of children meeting or above growth range
Literacy	82% of children meeting or above growth range
Mathematics	84% of children meeting or above growth range
Head Start 4s	
Social Emotional	93% of children meeting or above growth range
Physical Development	87% of children meeting or above growth range
Language	79% of children meeting or above growth range
Cognition	81% of children meeting or above growth range
Literacy	82% of children meeting or above growth range
Mathematics	89% of children meeting or above growth range

During Program Year 21-22, classroom strategies supported Emotionally Responsive Care, Language and Literacy.



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SPECIAL EDUCATION SERVICES

For the 2021-2022 school year, CMCS exceeded the 10% enrollment requirement for children with special needs in the Head Start program. In the Early Head Start Program, the minimum requirement was not met due to under enrollment. To support the steady increase in our enrollment and identification of children with special needs, we have a Senior Administrative Director of Education, Administrative Director of Staff Support, 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, speech and language development, 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, Up Wee Grow and New York Therapy.



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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 320 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 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 the 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 a 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.



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NUMBER OF CHILDREN & FAMILIES SERVED (Head Start)

Head Start Enrollment as of June 30, 2022:

Funded Enrollment: 200

Actual Enrollment: 85

Cumulative Enrollment: 115

Number of Children Served Year-To-Date in 2021-2022

Actual Participants by Age as of June 30, 2022:

53.91% of the children enrolled YTD were 3 Years Old: (62)

46.08% of the children enrolled YTD were 4 Years Old: (53)

Families served: 107

Percentage of eligible children served: 94.78%

Figure 1- Participants by Age & Percentage

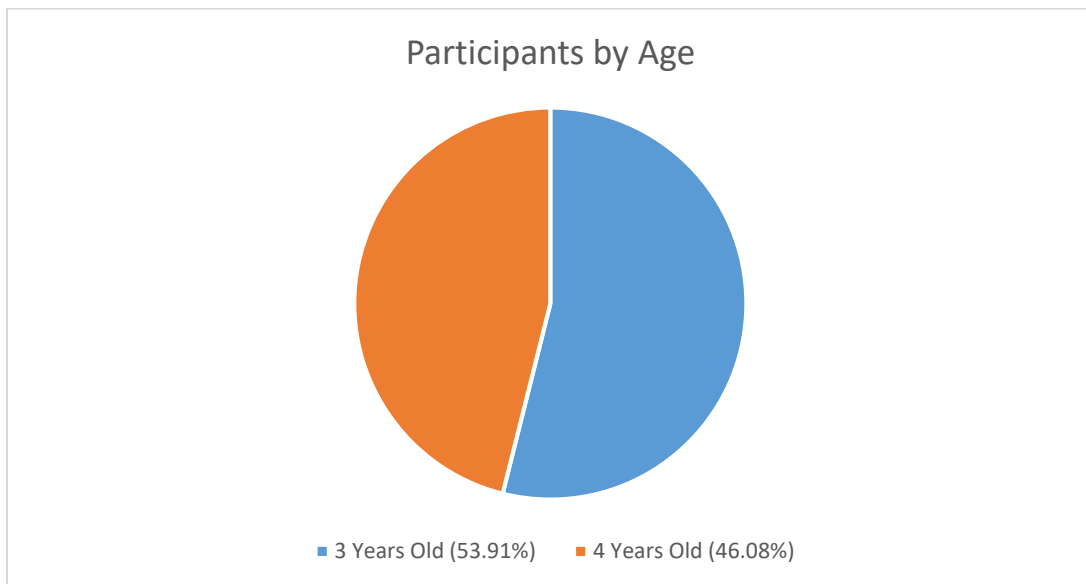
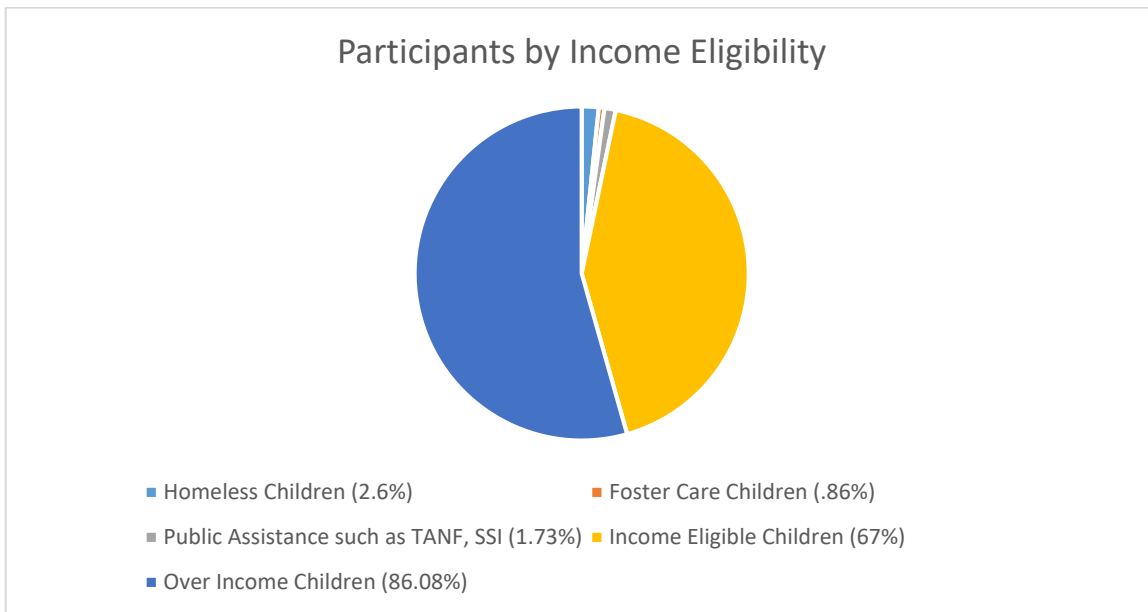


Figure 2- Participants by Income Eligibility Percentage



Participants by Income Eligibility Percentage by Cumulative Enrollment

- 3 Homeless Children (2.6%)
- 1 Foster Care Children (.86%)
- 2 Public Assistance such as TANF, SSI (1.73%)
- 99 Income Eligible Children (67%)
- 15 Over Income Children (86.08%)
- 6 Over Income Families (.03%)

Families

- 107 Families were served. 66 were single-parent families (61.68%) and 41 were two-parent families (38.31%)
- Father Involvement: 64 fathers (51.81%)
- 52 of families received WIC Nutritional Services (48.59%)

Health/Dental

- 115 Children with completed medical exam (100%)
- 115 Children with up-to-date immunizations (100%)
- 105 Children with a completed dental exam (91.3%)
- 115 Children with health insurance (100%)
- 11 Children with diagnosed Special Needs/ IEPs (9.56%)



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Race and Ethnicity as of June 30, 2022

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	5	.01%
Asian	0	.01%
Black or African American	27	28%
Native Hawaiian/ Pacific Islander	0	0%
White	5	18%
Biracial / Multi-Racial	34	20%
Other Race	42	0%
Unspecified Race	2	33%

Primary Language of Family at Home as of June 27, 2022

Languages	# of Participants	% of participants
English	43	37.39%
Spanish	64	55.65%
Central American, South American, or Mexican	0	0%
Caribbean	0	0%
Middle Eastern or South Asian	0	0%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	0	0%
African	8	6.95%
Other	0	0%
Unspecified	0	0%



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NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 30, 2022

Funded Enrollment: 120
Actual Enrollment: 42
Cumulative Enrollment: 55

Number of Children served Year-To-Date in 2021-2022

Actual Participants by Age as of June 30, 2022

21.81% of the children enrolled YTD were under 1 Years Old: (12)
34.54% of the children enrolled YTD were 1 Years Old: (19)
43.63% of the children enrolled YTD were 2 Years Old: (24)
0% of the children enrolled YTD were 3 Years Old: (0)
0% of the Pregnant Women enrolled YTD: (0)
Families served: 49
Percentage of eligible children served: 92.72%

Figure 1- Participants by Age & Percentage

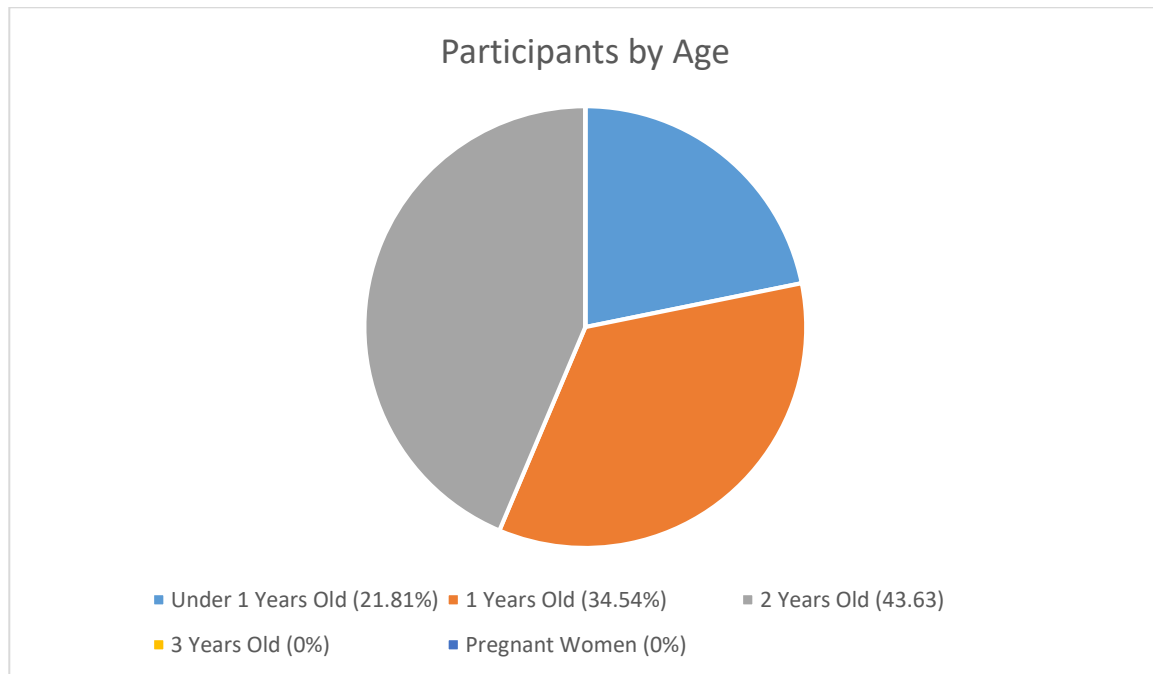
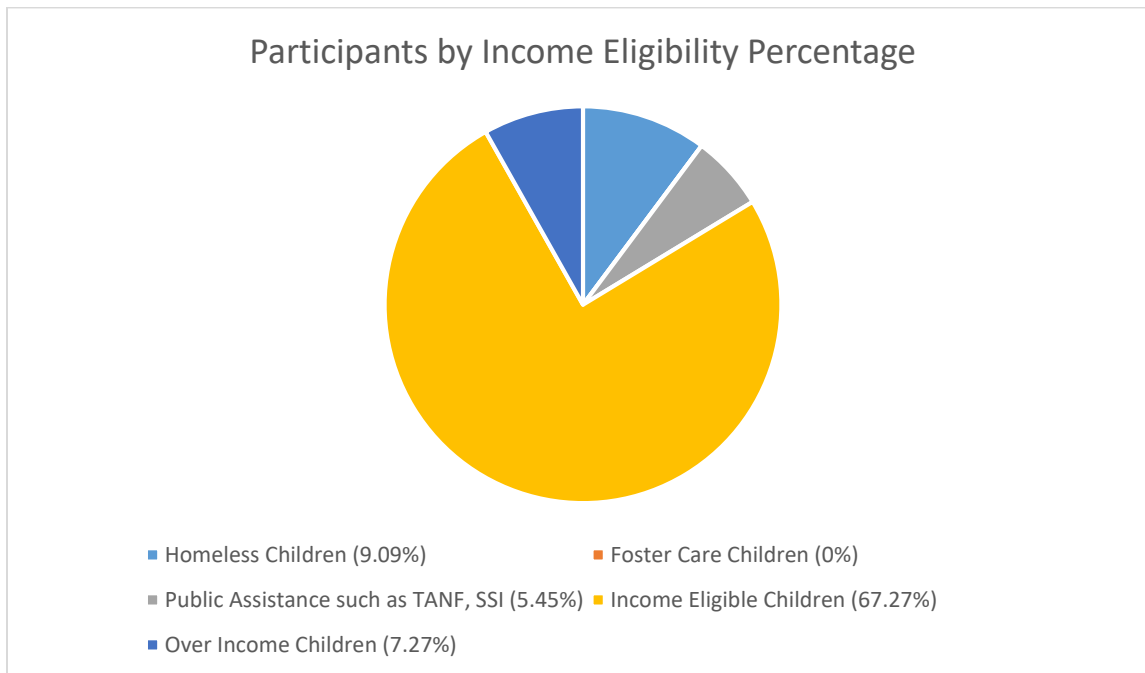


Figure 2- Participants by Income Eligibility Percentage



Participants by Income Eligibility Percentage by Cumulative Enrollment

- 5 Homeless Children (9.09%)
- 0 Foster Care Children (0%)
- 3 Public Assistance such as TANF, SSI (5.45%)
- 37 Income Eligible Children (67.27%)
- 4 Over Income Children (7.27%)

Families

- 49 Families were served. 37 were single-parent families (75.51%) and 12 were two-parent families (24.48%)
- Father Involvement: 11 fathers (22.44%)
- 38 of families received WIC Nutritional Services (77.55%)

Health/Dental

- 50 Children with completed medical exam (90.9%)
- 46 Children with up-to-date immunizations (89.09%)
- 37 Children with a completed dental exam (67.27%)
- 55 Children with health insurance (100%)
- 7 Children with diagnosed Special Needs/ IEPs (12.72%)



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Race and Ethnicity as of June 30, 2022

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	21	38.18%
Native Hawaiian/ Pacific Islander	0	0%
White	3	5.45%
Biracial / Multi-Racial	10	18.18%
Other Race	14	25.45%
Unspecified Race	7	12.72%

Primary Language of Family at Home as of June 30, 2022

Languages	# of Participants	% of participants
English	23	41.81%
Spanish	25	45.45%
Central American, South American, or Mexican	0	0%
Caribbean	0	0%
Middle Eastern or South Asian	0	0%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	0	0%
African	6	10.9%
Other	0	0%
Unspecified	1	1.81%



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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 the 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.

Created Online Application with our Child Plus Data Management System to enroll Families.

Recruitment efforts were established by conducting Virtual Open Houses for interested families in our communities in order to increase enrollment.

Sent out Recruitment texts on a monthly basis to increase enrollment with our existing families.

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.



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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 their communities. 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. Policy Council Parent Representatives attended The National Head Start Association Conference and the Office of Head Start National Conference. Both conferences were held virtually due to COVID-19. All Policy Council Parents received training in Head Start enrollment and eligibility requirements. The Policy Council utilized parent activity monies to purchase home educational materials such as books and learning games to support parent-child engagement in learning at home. Despite the impact of COVID-19, through the dedication and commitment of CMCS parents, the Policy Council was able to meet remotely and fulfill all governing responsibilities in 2021-2022.

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 well-being. The ECED offers a wide variety of parent engagement activities; including Policy Council participation, monthly workshops, parenting groups, and monthly fatherhood events.

Program year 2021 –2022 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 COVID 19 CMCS ECED offered parents “Coping with COVID” a series of Zoom Workshops.

CMCS ECED was able to continue to provide the *Ackerman institute for the Family’s Personal Best* parenting groups. Personal Best is a parent program that promotes parent mental health, social support, healthy coping, and sense of self-efficacy in multiple roles. *Personal Best* was conducted virtually in the spring of 2021.

ECED maintained its strong Fatherhood component based on the 24:7 Dad National Fatherhood Initiative. ECED presented monthly events for Fathers (open to grandfathers, uncles, brothers, stepfathers) like “Story Time with Dad” and “Daddy & Me Movie Night” for Fathers (and Father figures) and their children to enjoy together on Zoom. In addition, virtual workshops were held to provide Fathers the opportunity to connect with peers and learn more about child development and financial literacy. ECED also participated virtually in the statewide initiative, “Dads Take Your Child to School Day”.



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MENTAL HEALTH SERVICES

ECED mental health services consists of a team of licensed social workers who provide individual/family support, counseling, parent education to promote mental health, positive parent-child relationships, and overall family well-being for children families, and staff in all ECED programs. Additionally, mental health professionals assist families (and staff) that are experiencing difficulties and need assistance with resources and referrals to community agencies. Mental health professionals utilize an individualized approach to providing mental health and child development support. During COVID-19, mental health clinicians made additional outreach efforts to parents and program staff using Zoom, Teams, and telehealth technology.

ECED works closely and collaboratively with the CMCS Article 31 Clinic to facilitate referrals of children and their families for mental health services. This collaboration allows for expedited referrals for mental health services and continuity of care.

ERSEA Component updated, revised and the board approved the Selection Criteria for both Head Start and Early Head Start. The Enrollment Verification document was updated and approved to coincide with the new legislation on Public Assistance on Supplemental Nutrition Benefits (SNAP) to be eligible for Head Start Services.

CMCS utilized MH consultation throughout program year 2021-22 to support families and staff in coping with the impact of COVID-19 through the use of Zoom meetings, individual phone sessions, and telehealth remote practices.

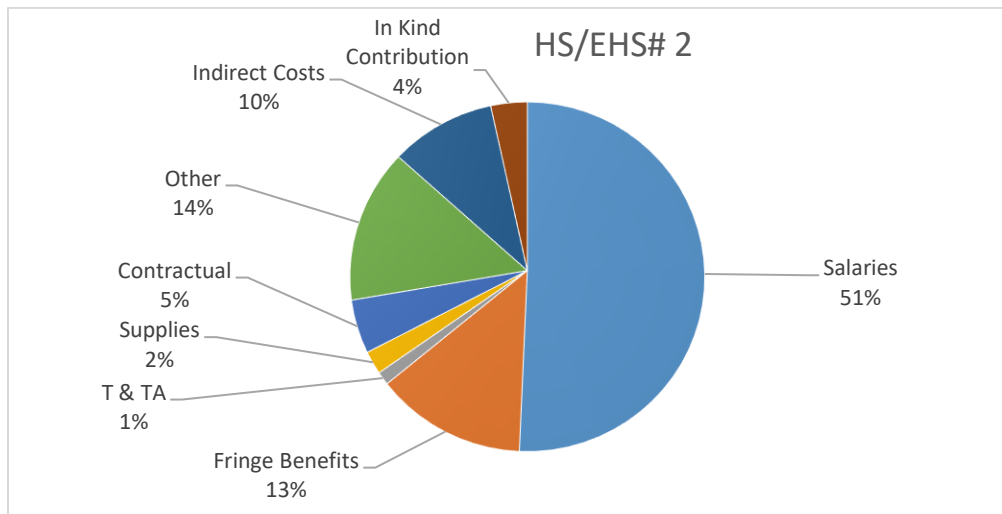


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2021-2022 Head Start Grant Summary

Federal & CIK Actual Funded Revenue

Federal Head Start-Share	6,226,189
Contribution in Kind	223,375
Total Revenue	6,449,564
Budget expenditures	
Salaries	3,284,567
Fringe Benefits	835,979
Travel	6,500
T&TA	71,600
Supplies	136,641
Contractual	319,733
Other	927,296
Indirect Costs	643,873
In Kind Contribution	223,375
Total budget expenditures	6,449,564



FINANCIAL AUDITS AND FEDERAL REVIEWS

CMCS' financial statements have been audited by an outside certified accounting firm that provided CMCS with an unqualified opinion.



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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 A 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	John Lundin, Director
Michelle Medina, Director	Jeanne Mastoloni Almeida, Director
Kim Turner, Director	Jessica Sinarski, Director
Elizabeth Houghton Lagreca, Director	Gilbert Landy, Director
Mary Alice Donius, Vice Chair	Jessica Vasquez, Policy Council Chair –CMCS Head Start Parent

Policy Council 2021-2022

Jennifer Vasquez, Chairperson
Yaquelin Uruchima, Co-Chairperson
Elizabeth Rodriguez, Treasurer
Fatoumata Baldeh, Parliamentarian
Tashianie Payano, 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



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CMCS Head Start Locations

Head Start II Sites

629 Courtlandt Avenue Head Start Program, 629 Courtlandt Avenue, Bronx, N.Y. 10451

Ana Lefkowitz, Head Start Program, 690 Westchester Avenue, Bronx, N.Y. 10455

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

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

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