



NYC's Administration for Children's Services

Head Start Annual Report 2007-2008

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Head Start Annual Report 2007-2008**

Table of Contents

Message to Our Community	1
Message from the City-wide Policy Council	2
About NYC Administration for Children's Services Head Start and its Delegate Agencies	3
Enrollment Information	3
Federal Review Findings	3
Head Start Services and Systems	4
▪ Program Design and Management	4
○ Governing Bodies	
○ Management Systems	
▪ Education and Early Childhood Development	6
○ Services to Children with Disabilities	
○ Preparing Children for Kindergarten	
▪ Child Health and Development	8
○ Health Services Data	
○ Nutrition Services	
○ Mental Health Services	
▪ Family and Community Partnerships	8
○ Parent Involvement Activities	
Financial Reports (prior fiscal year)	10
▪ Total amount of public and private funding received segmented by source	
▪ Explanation of budgetary expenditures	
▪ Proposed budget for FY	
▪ Financial audit findings	
Appendices	11



John B. Mattingly
Commissioner

July, 2009

Melanie Hartzog
Deputy Commissioner
Division of Child Care & Head Start

Message to Our Community

María Beneján
Associate Commissioner
Program Development

NYC Administration for Children's Services (ACS) Head Start Program is dedicated to ensuring that New York City's low income young children have positive early experiences and is committed to responding to children and their developmental needs by providing quality early childhood services and supporting children within the context and needs of their families and communities.

Ayleen Guzman
Acting Assistant Commissioner
Head Start

66 John Street, 8th floor
New York, NY 10038

As a Head Start Grantee, we annually serve over 19,000 children three to four years of age and their families at 74 Delegate Agencies located throughout the five boroughs of New York City. Head Start is a free federally-funded comprehensive child development program with the overall goal of increasing the social competence of young children in low-income families. The core set of values are: establishing a supportive learning environment; recognizing and respecting all cultures; empowering families through shared decision-making; setting a comprehensive vision of health for children, families and staff; respecting all aspects of individual development; building a sense of community within the program; fostering relationships and partnerships with the larger community; and developing a continuum of support to families and children during and after their Head Start experience.

During 2008, ACS Head Start accomplished or made significant progress towards meeting established goals including increased strategic planning, new standardized reporting and monitoring protocols, increased support, technical assistance, and training events, and continued collaboration with various community partners. Children's Services also supported increasing Governing Board and Policy Council trainings and shared decision-making. Based on information gathered from our community assessment and program information report, we also initiated an English Language Learners Workgroup aimed at supporting children, parents and staff whose primary language is not English.

Our comprehensive plan for the upcoming year includes strategies to ensure that every Head Start available seat is filled with an eligible child and that Head Start funds are safeguarded and utilized effectively through the implementation of strong fiscal operations and financial management within our Delegate Agencies. We are excited about our movement toward full utilization of technology and the strengthening of our delivery systems in Head Start/Child Care Collaborations and Community-based Child Care Partnership Programs.

Working together with our community partners, we know that the children we service in our programs will continue to receive high-quality early childhood education and development. We wish to thank all of the Governing Board members, staff, parents, and community stakeholders for making Children's Services one of the best Head Start programs across the nation.

Ayleen Guzman
Acting Assistant Commissioner
Acting Head Start Director

City-Wide Head Start Policy Council
66 John Street, 8th Floor
New York, New York 10038
Tel: (212) 361-7226

Scott Johnson
Chairperson

Ayleen Guzman
Acting Assistant Commissioner

A Message from the City-Wide Head Start Policy Council

The City-Wide Head Start Policy Council is part of program governance and participates in the shared policy- and decision-making process. We work in concert with the Governing Board and Grantee management staff. We are made up of elected representatives from Head Start programs in twenty-six geographic areas of the City, and nine elected community representatives from across the City.

This has been a busy year for the City-Wide Head Start Policy Council (PC). We have maintained an effective and functioning PC by doing additional outreach to the parents of New York City Head Start (HS) programs. In addition to the PC meetings and the General Assembly for Delegate Agency Policy Councils' (DAPC) chairpersons and vice-chairpersons, we established others ways of building and strengthening the partnership and communication between the PC and the parents we are elected to represent. These activities included:

- Parent Appreciation Award Ceremony, where parents were recognized and acknowledged for their outstanding volunteerism;
- Father and Children Gala, a fatherhood celebration
- Family Day, where families spent a day in the park with their children and participated in activities
- Leadership camping trip, where members spent an outdoor camping weekend with their children
- Mentoring Project, where Policy Council Members visited and mentored other DAPC members

In addition, we were also involved in the following activities:

- PY44 Orientation and Elections for DAPC and City-Wide Policy Council;
- Policy Council Community Outreach;
- Male Involvement Initiative Workshops and Forums;
- Region II Head Start Association Professional Development Conference;
- National Head Start Association Parent Conference;
- Policy Council Training Retreats; and
- Policy Council Installation Ceremony.

We expect the next year to be just as busy and as successful as the past year.

Scott Johnson
Chair
City-Wide Head Start Policy Council



About NYC Administration for Children's Services Head Start and its Delegate Agencies

NYC Administration for Children's Services provides Head Start (HS) services to 19,311 children in all five boroughs of the City through a network of 74 not-for-profit, community-based organizations, referred to as Delegate Agencies (DAs). ACS is considered a Super Grantee and is unique in that it does not provide direct services; ACS contracts with its DAs for the provision of HS services. ACS Head Start is funded by public funds only: New York State's Office of Children and Family Services and Health and Human Services, Office of Head Start through the Administration for Children and Families.

ACS is responsible for the administrative, programmatic and fiscal oversight of the Delegate Agencies. To this end, HS Grantee staff has implemented an on-going monitoring system to ensure compliance with federal, state, and local regulations. In addition, training and technical assistance (T&TA) is offered to each DA to upgrade and enhance the quality of services provided to children and families, based in their identified needs. In PY 43, Grantee staff conducted over 1300 site visits, providing the necessary guidance and support to develop and maintain high quality centers of learning for children and families.

Federal Monitoring Review Update

Head Start Federal Monitoring Reviews, conducted every three years, assess the performance, compliance, and accomplishments of local Head Start and Early Head Start programs in meeting statutory and regulatory requirements. In Fiscal Year 2007, the Office of Head Start (OHS) introduced a new integrated monitoring protocol that was designed to assess the performance and compliance of Head Start Grantees in a more focused, efficient, and comprehensive manner. The protocol focuses on the delivery of services as well as the management systems that support services, accountability, and fiscal integrity.

ACS HS underwent its Federal triennial review in July 2006 and follow up visits occurred in February 2008 and April 2009. Currently there are no outstanding findings from these reviews, indicating that ACS HS is in full compliance with the HS Performance Standards. ACS HS' next Federal Monitoring Review will take place during July 2009, utilizing the newly updated protocol outlined above.

Enrollment Information

The average monthly enrollment during calendar year 2008 was 18,392, which represents an average of 95% of the funded enrollment. During 2007-2008 a total of 22,016 children from 20,984 families received services (HS Program Information Report, 2008).

The most recent Head Start Community Assessment estimated a total of 65,729 eligible 3 and 4 year olds in New York City (2000 Census multiplied by the poverty rate for children younger than 5). Approximately one-third of eligible children were served during 2007-2008.

Head Start Services and Systems

ACS' HS program is based on the premise that all children share certain common needs and benefit from a comprehensive, interdisciplinary, developmental program designed to meet their needs. In order to achieve this goal, HS is governed by the HS Performance Standards, related to three interconnected content areas: (1) Program Design and Management; (2) Early Childhood Development and Health Services; and (3) Family and Community Partnerships.

1. Program Design and Management

- A. Governing Bodies:** The HS Grantee and its DAs firmly believe that shared governance is both beneficial and necessary in supporting the implementation of quality HS services to children and families. To this end, decision-making by the governing bodies at the Grantee level is shared by the HS Board of Governance (Board) and the City-Wide Policy Council (PC).
- **The Board is composed of 9 members:** The Commissioner of ACS is the Board Chair. Other members include Children's Services' General Counsel and the Deputy Commissioner for Administration; one member each affiliated with the New York City Department of Education (DOE) and the Department of Health and Mental Hygiene (DOHMH); a member of the Policy Council Executive Committee; and three community representatives who represent a former HS parent, a person active in community affairs, and a business person with financial expertise. This board meets quarterly and/or on an as needed basis.
 - **The PC is composed of thirty-five members:** Twenty-six members are elected parents representing all areas of New York City, and nine are community representatives, four of whom are alumni parents and five of whom are representatives from organizations and groups that have an interest in HS. The PC Executive Committee is composed of the four officers and the five chairpersons of the standing committees (Program, Personnel Practices, Grievance, By-Laws and Special Activities); they meet on a weekly basis. The full PC meets twice monthly: (1) the PC (PC members, Area Representatives, and Alternate Representatives), and (2) the General Assembly (an open/expanded PC meeting including the PC meeting attendees, DAPC chairs and DA staff).
 - **The PC and Board participate in shared decision-making in all required areas:** planning, communications, on-going monitoring, Self-Assessment, and fiscal management. These are developed, reviewed, and approved by the governing bodies through their joint partnership with the Grantee. The ACS Head Start Management and ACS Financial Services staffs provide reports to both the Board and the PC to keep them abreast of the current status of the Grantee and the DAs, including: specific programmatic tasks and activities; budget, payment, and audit issues at the DA level; and the related status at the Grantee level. An open and active communication system, which includes a wide range of meetings, conferences, e-mails, telephone calls, and written and oral reports, serves to keep ACS and the governing bodies abreast of information required to execute share decision-making.

As a Super Grantee, ACS delegates responsibility to its DAs regarding many functions related to the Delegate Agency Policy Committees (DAPC). At the DA level, shared governance and shared decision-making rests with, its governing board, the DAPC and its HS management staff:

- **All DAs are required to have a functioning DAPC:** DAPC members participate in monthly PC General Assembly meetings, at which they receive reports from the ACS Director and Grantee staff. The DAPC works in partnership with key management staff and the governing body of their DA to develop, review, and approve or disapprove the policies and procedures in all required areas: planning, communications, on-going monitoring, Self-Assessment, fiscal management.

B. Management Systems: ACS has an extensive management system used for program planning. The system includes a comprehensive community assessment process, a detailed internal and external communication plan, a method to develop short and long-term goals, and a process to develop service plans. ACS has established and maintained the necessary reporting systems to generate the official federal, state, and local reports required by applicable law. The following documents and processes are used in developing the Grantee's and DAs management systems.

- **Community Assessment (CA):** The Grantee, for its CA, collects and analyzes information to assess the needs of the communities in its service area, at least once every three years, with annual review and updates as needed. This activity is the responsibility of the ACS Planning and Analysis Unit, and is completed in consultation with senior leadership staff, as well as the Board, PC, other key ACS staff, and DAs, as appropriate.

In addition to statistical information, there are surveys and/or interviews conducted with staff and parents to elicit additional information about strengths and needs of communities and families. The results of the needs assessment are used in conjunction with other source documents to inform the planning process, including the development of short and long-term goals and objectives. ACS is developing a new CA during this program year. Each DA conducts a similar process in completing its CA. Delegates are responsible for developing their own CA, and they may contact the Grantee Planning Unit for assistance as needed.

- **Short and Long-term Goals:** Short-term goals for the DAs are set forth annually in the grant application. The development of these goals is a consultative process that includes ACS management, ACS Financial Services, the Board, and the PC. It also incorporates input from the DAs, field visit reports, and Self-Assessment reports, and other source documents. ACS Child Care and HS long-term goals are articulated in the Strategic Plan for Early Childhood Education (ECE) services in the City. This collaborative planning process is moving the agency toward achieving ACS' vision of ensuring the availability of stable, high quality, full-day ECE services that integrate HS, CC and UPK resources to support NYC families and children from birth until Kindergarten. DAs are responsible for developing their own short and long-term goals, and they may consult with their Team Leader for assistance as needed.
- **Service Plans (Plans):** Service Plans outline the Grantee's approach to providing T&TA and support services, to the DA community, for each content area. Information for the Plans is gathered from the Grantee Self-Assessment, DA Self-Assessment, and the grant application process, as well as other elements of ACS on-going monitoring and strategic

analysis. ACS management staff has the responsibility for coordinating the development of the Plans with input from and approval of the PC and the Board. The Plans are updated as needed with revisions to improve the monitoring, T&TA and management systems required of ACS.

- **Communication Network:** ACS has created a comprehensive system of communication to ensure the timely transmission of information to and from the Board, the PC, the DAs, the Grantee, and others involved in the service and policy network supporting the program. At the Grantee level, all HS staff is informed of matters pertaining to upcoming activities, program policies and operations at regularly scheduled staff meetings. There are regularly scheduled team meetings to exchange information about issues in the field and concerns related to DA performance. Inter-divisional meetings of HS staff and ACS Financial Services, ACS Administrative Services, and other ACS divisions are also held regularly so that issues that impact more than one division of ACS may be discussed and addressed collaboratively. Other regularly scheduled meetings include the monthly DA director meetings, and joint meetings for the Grantee and DAs on specific content areas.

The Grantee staff and DAs receive weekly E-Bulletins to announce upcoming HS and community events, to share new or enhanced policies and/or operations, and to request DA information. Numbered memoranda, which communicate policy alerts or changes, are sent by mail, E-Bulletins, and hand distributed at meetings and/or during site visits.

- **Record-Keeping Systems:** The Grantee has an extensive system for record-keeping:
 - Record-keeping and reporting systems to document Grantee and DA performance include, but are not limited to: monthly tracking of key indicators for the Mayor's Management Report, monthly tracking of enrollment and attendance, quarterly reports of the frequency and indicated areas of DA site visits for monitoring and for T&TA, licensing tracking reports; ACS staff compliance tracking (Grantee staff adherence to HS Performance Standards regarding personnel policies); tri-annual reports on child outcome measures; child abuse reporting and accident reporting; fiscal reports, and quarterly reconciliation.
 - File system: Master Files, as well as Team and Unit files have established a system of safe-keeping for all important documents including site visit reports and those listed above.

Early Childhood Education and Child Development Services (ECE): The ACS Education team consists of an Assistant Director of Program Development and Support Services, a Coordinator of Child Development Services and five ECE specialists. Each team has an ECE specialist assigned to respond to the needs of their respective agencies.

Each DA has the flexibility to design their ECE services in a manner that comports with the specific philosophy of the program staff, Board, and parents. As long as developmentally appropriate, stimulating activities meet the needs and interests of the children and comply with the Head Start Performance Standards, such flexibility can serve to enrich children's experiences. In an on-going effort to guarantee DAs maintain compliance, the Grantee ECE specialists pay particular attention to several key indicators of quality ECE: (1) curriculum; (2) child outcomes measurement; (3) literacy and language development; (4) quality of the physical environment;

and (5) professionalism of ECE staff. As a whole, these measures ensure that children in existing and expanded DAs and DOE classrooms will receive the best possible preparation for school.

- **Services to Children with Disabilities:** The Grantee and its DAs share the belief that all children possess individual strengths and unique qualities which can best be brought out in developmentally appropriate, inclusive environments where all children have opportunities to grow and develop. ACS is committed to ensure that children with disabilities receive the services that meet their special needs, and thus the Grantee has a Special Education Coordinator to support both Grantee and DA staff. To coordinate services for children with disabilities, ACS has developed a formal written agreement between the Grantee and the NYC Department of Education (the City's Local Education Agency), which is applicable to all DAs.

To ensure compliance with the enrollment requirements for children with disabilities, the Grantee and its DAs implement specific strategies to actively locate and recruit children with disabilities. During the 2007-2008 school year, a total of 3,331 children enrolled in ACS were determined to have a disability by a multi-disciplinary team and CPSE. This number represents 15.1% of the total actual enrollment, and 17.2% of the funded enrollment, well above the 10% requirement. All of the DAs enrolled children with disabilities during this operating period.

ACS Head Start has worked to promote greater inclusion of children with disabilities in classrooms with children who are typically developing, through the adaptation of the Special Class in an Integrated Setting (SCIS) model. SCIS classrooms are provided by an approved community preschool special education program provider (a 4410 provider) at locations approved by the NYS Education Department (SED). The SCIS model enrolls children with moderate to significant disabilities in HS settings with their typically developing peers, while still receiving all required services to address their special needs. There are currently 14 DAs offering this model.

- **Preparing Children for Kindergarten**

Within this context, ACS HS expects that Delegate Agencies are making intentional efforts to promote school readiness and prepare children for Kindergarten. Over the past year, these efforts included:

- Ensuring the use of developmentally appropriate, research-based curricula such as the Creative Curriculum for Preschoolers and the High/Scope Curriculum; and promoting effective outcome-based curriculum planning and research-based child assessments
- Providing training sessions for Education Directors on topics linked to current research on effective classroom strategies for promoting cognitive skills with demonstrated correlation with later school success;
- Providing training initiatives to Grantee and DA staff, such as the Emotionally Responsive Classroom, designed to support social-emotional growth and development, and school readiness;

- Enhancing children's early experiences by implementing the Universal Pre-Kindergarten (UPK) program into Head Start classrooms, in collaboration with the NYC Department of Education; and
- Ensuring that transitional activities are conducted that prepare four-year-olds and their families for Kindergarten such as school visits, informational sessions and workshops.

- 2. Child Health and Development:** The ACS Child Health and Development team consists of an Assistant Director of Program Development and Support Services, a Health Officer, a Nutrition Specialist, a Mental Health Specialist and 2.5 health specialists. Each team has health specialist assigned to respond to the needs of their respective agencies.

During site visits, health specialists gather information about each DA to ensure compliance with the HS Performance Standards. To promote healthy development, DAs are expected to provide or arrange for medical, dental, nutrition and mental health screenings at the beginning of the school year as well as support families to identify a medical and dental home. All child health and development services are conducted in partnership with parents, providing them with the opportunities to learn ways to support their children's health, nutrition, and mental well-being. In 2007-2008, 98.4% of enrolled children completed a medical screening and 97.8% of enrolled children received a professional dental exam.

- **Nutrition Services:** Nutritional services at DAs offer a variety of foods that meet the children's nutrition needs and feeding requirements and comply with the USDA recommended meal patterns and nutritional standards. The Grantee provides T&TA to key DA staff, disseminates information on current research, develops a City-wide network of community partners, and monitors DAs compliance with the Child and Adult Care Food Program.
 - **Mental Health Services:** Each DA ensures that all the HS children are screened for behavioral, social, and emotional issues, are provided follow-up by a mental health professional, if necessary, and referred to appropriate mental health or special needs services. Each DA enhances parents' knowledge and understanding of mental health and mental wellness by offering parent education opportunities. The Grantee promotes quality mental health services by providing leadership, coordination, and general oversight for all mental health efforts. In addition, the Mental Health Specialist serves as a communication link to local, state, and federal levels of mental health related agencies.
- 3. Family and Community Partnerships (FCP):** The Family and Community Partnerships team includes an Assistant Director of FCP, five FCP Program Specialists with expertise in Social Work, and the Grantee Fatherhood Liaison. Each team has an FCP specialist assigned to respond to the needs of their respective agencies. DA FCP staff is expected to work collaboratively with other staff to ensure that parent involvement activities are integrated into all aspects of the DA program.

The Grantee strongly emphasizes that DAs engage families in the process of developing a Family Partnership Agreement. The Family Partnership Agreement is the primary vehicle by

which DAs deliver a family-focused social services program. The Grantee provides T&TA to DAs to ensure their compliance with Head Start Performance Standards.

In addition, the Grantee is committed to engaging parents in their children's experiences at school. FCP specialists conduct monthly trainings for Delegate Agency FCP staff to support their efforts in enhancing the home-school connection.

- **Parent Involvement:** The ACS Head Start program's parent involvement component uses a strength-based approach. The central goal of HS is to promote the healthy growth and development of the child, and parent involvement is one of the keys to achieving this goal.

The over-arching parent involvement approach is to provide support to DAs to enable them to offer a parent involvement program that meets the needs identified by parents and comply with the Head Start Performance Standards. Support, training, and technical assistance are provided to DAs by Grantee Staff.

During the past year, the emphasis of our T&TA has been on (1) relationship-building and strengthening the parent-child relationship, fostering positive communication and healthy relationships between parents and staff, and encouraging the development of supportive peer relationships among parents; (2) encouraging opportunities for parents to learn specific positive parenting skills; and (3) father involvement.

Training topics included: the philosophy and underlying principals of the HS Program; strategies for utilizing parents as partners; FCP roles and responsibilities at the program level; working with diverse populations including homelessness and immigrants; and community resources. Additionally, small group specialized trainings such as Parenting Journey, a parenting program for at-risk and hard-to-engage parents, are offered.

In addition to monthly trainings, fathers may take advantage of the fatherhood initiative provided by the Grantee. DAs are expected to develop activities aimed at broadening and strengthening fathers' participation in their children's lives. DAs may participate in the father involvement liaison training, which provides participants with Fatherhood 101 coursework. In addition, the Grantee and PC developed the Male Involvement Forum, designed to strengthen the relationship between fathers and their young children. The Forum is held annually in partnership with the NYC Male Involvement Consortium and the Medgar Evers College Male Involvement group, providing the opportunity to access a broad cadre of experts from academia to assist the fathers as they continue on their path to successful fatherhood.

Total amount of public and private funding received segmented by source

The ACS Head Start program is currently funded with public funds only:

Program Year 43 - Funding composition	
Federal Funding (public)	\$182,103,689
State Funding (public)	<u>\$5,700,000</u>
Total funding	<u><u>\$187,803,689</u></u>

Explanation of budgetary expenditures

Budgetary expenditures under this program can be grouped in one of four categories:

Delegate Agencies Operations	Includes Delegate Agencies operational expenses and any other initiatives funded by Grantee (e.g. Facilities items)
Health Insurance Cost	Delegate Agency's staff health insurance expenses
Pension Cost	Delegate Agency's staff pension related expenses
Central Office OTPS	Administrative expenses related to Audit, publication, travel, sub-imprest funds, maintenance, consultants, training, policy council, equipment, supplies, etc.

Proposed Budget for next fiscal year - Program Year 44

Projected Federal funding for PY44	\$181,642,302
Projected State Funding for PY44	<u>\$7,200,000</u>
Total projected funding for PY44	\$188,842,302
Projected Expenses	<u>\$199,956,423</u>
Projected Surplus/(Deficit) for PY44	<u><u>(\$11,114,121)</u></u>
Projected Reduction Initiatives for PY44 (TBD)	<u>\$11,114,121</u>
Projected Net Balance for PY44	<u><u>\$0</u></u>

Financial audit findings

The City of New York - Administration for Children's Services Single Audit for the Fiscal Year ended June 30, 2008 found the Head Start component out of compliance in one area: Submonitoring Compliance

The finding was due to a small number of Delegate Agencies audit were not completed by the time the audit was completed.

APPENDIX A

NYC Administration for Children's Services

Head Start Governing Board

July 2008

John B. Mattingly
Commissioner, NYC Children's Services

Recy Dunn
Director, Early Childhood Education
NYC Department of Education

Frank Cresciullo
Assistant Commissioner, Bureau of Day Care
NYC Department of Health Mental Hygiene

Julie Friesen
Deputy Commissioner, Administration
NYC Children's Services

Scott Johnson
Chairperson, City-Wide Policy Council

Deborah Rubien
Director, Agenda for Tomorrow's Children

Joe Cardieri
General Counsel, NYC Children's Services

Don Rice
CEO, Rice Financial Products

Aracelis Rogers
Former Parent

APPENDIX B

NYC Administration for Children's Services City-Wide Head Start Policy Council

2008 Executive Committee

Scott Johnson
Chairperson, City-Wide Policy Council

Robert Barrett
Vice Chairperson

Deidre Titus
Secretary

Andrea Dyll
Treasurer

Gisela Perez
Personnel Practices Committee

Keisha Williams
Grievance Committee

Cometia Banfield
By-Laws Committee

Kita Williams
Program Committee

Isonia Ricks
Special Activities Committee