



The Children's Community
Head Start & Early Head Start

Annual Report: 2016-2017

Around The CPC Neighborhood, Global Diversity Strikes a Chord

Over the years, CPC's CCHSB-5 program has evolved to become a guiding light in the lives of many young children and their families. During the 2017 school year, the CCHS B-5 program focused on increasing the emphasis placed on cultural diversity within the program.

Although the majority of the program's children speak English, there are many families who speak Spanish, plus some who speak Portuguese, Punjabi, Hindi, and Urdu. "We try to make our environment reflective of the children in our program," explains Chrissy Beatty, Director of the CCHS B-5 program. This includes having classrooms decorated with photos of the children and their families that are culturally sensitive.

Overall, the Head Start approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. We provide children with an environment that allows them to gain the necessary skills, knowledge, and attitudes, and to develop the 'love of learning' that is so important for later success in school. The Teaching Strategies Gold assessment system, says Beatty, allows teachers to track children's progress and "to plan for individual learning and the success of *every* child, across all developmental domains, including children who speak a language other than English."

During the past year, the CCHS B-5 program has focused on helping families maintain use of their home language. "It is beneficial for children and families to develop their first language," states Beatty. "It helps them to maintain their identity and increase their personal development and leads to greater outcomes." Thus, the CCHS B-5 program places importance on children and families maintaining their home language while guiding the children in English language acquisition. Books, posters, and other materials that are reflective of the cultures and languages of the children are placed in classrooms to allow them to feel represented in their environment. Parents who speak a language other than English are also encouraged to spend time volunteering in their child's classroom to share their language and culture. "We are respectful of all cultures and individualize for children to set them on a path for success," says Beatty.

One special way that the CCHS B-5 program helps all students and families to feel included and to expand cultural horizons is with its annual *Around the World* event, during which children are given a 'passport' to go from room to room at the school, with each room representing a different country. Students use the 'passport' and related stickers to document each country visited that night. Parents are also invited to bring in songs, books, clothing, activities, and recipes that celebrate their cultures, so that all students and families might become familiar with them.



AROUND THE WORLD EVENT



During the 2016-2017 school year, the program began a class for Family Advocates leading to a Family Development Credential (FDC). Mary Ellen Butcher, Family Development, Involvement Manager, notes that the Family Advocates must have a degree in Human Services or a related field, or be credentialed with the FDC to be considered for the position. Once hired, Family Advocates participate in ongoing training; much of which focuses on diversity. “We try to show everyone that there is no need to be afraid of cultural diversity,” states Butcher. Butcher notes that cultural awareness is further enhanced when the program’s Family Advocates learn about immigration issues that affect our children and families. Among other things, Family Advocates offer English classes for families, while helping them to maintain their first language. “Learning and keeping their first language is important for [the children’s] brain development and will also help them to be more successful later in life,” points out Butcher. “In our classrooms, for instance, we provide English/Spanish books and everything is labeled English/Spanish. We also try to be mindful of bilingual needs with our staffing patterns.”

Personal and educational growth is of paramount importance to the program. To this end, CPC’s Butcher has hired and trained Family Advocates that empower the children and their families. “We want our advocates to develop positive, goal oriented relationships and to help families to tap into the resources in the community, to help families to translate information into plain English for them to better understand it,” she explains. She wants them to take full advantage of what the program offers, including all cultural dimensions, as they continue to learn and grow as students and as people. “My greatest hope for the children is that they will grow up to be caring, loving, and kind adults,” says Butcher.

A healthy pregnancy has a direct influence on the health and development of a newborn child; thus, the Home Based program strives to have the greatest impact on participating children by offering services as early in life as possible. “We make every effort to enroll mothers into our program when they are pregnant,” says Kerry Hosek, Home Based Program Manager. “Once they have the baby, we help them with the transition within our home-based program and later to our center-based program, if needed.” The program welcomes participants of all cultures and admission is determined based on income, special needs, and family circumstances. The Home Visitors meet with families on a weekly basis and use the home as a learning environment. Focus is placed on developing family goals, creating action plans, and linking families to community resources that will help them achieve their goals. “Our goal is to help more parents reach self-sufficiency,” says Hosek “[...] which is key toward later school success.”
-MRG



ENROLLMENT INFORMATION

(All Information based on Program Information Report submitted August 2017)

Enrollment & Diversity	HS	EHS	EHS EXP
Enrollment by Race			
White	77%	65%	85%
BiRacial/Multi-Racial	10%	10%	6%
Asian	4%	4%	3%
African American	9%	21%	6%
Native Hawaiian/Pacific Islander	-	-	
American Indian or Alaskan Native	-	-	
Other	-	-	
Enrollment by Ethnicity			
Non Hispanic or Non-Latino Origin	40%	47%	66%
Hispanic or Latino Origin	60%	53%	34%
Enrollment by Language Spoken at Home			
English	51%	66%	47%
Spanish	47%	30%	50%
Middle Eastern/South Asian	1%	2%	3%
East Asian	1%	2%	-
Caribbean	1%	-	-
African	-	-	-
European/Slavic	-	-	-

<i>Pacific Island</i>	-	-	-
Native North American/Alaskan	-	-	-
Other	-	-	-
Other Statistics			
Children with a Diagnosed Disability with an IEP or IFSP	24%	8%	0%
Pregnant women Enrolled	n/a	12%	N/A
EHS Children Enrolled under Age 1	n/a	22%	31%
EHS Children Enrolled at Age 1	n/a	34%	25%
HS Children Enrolled at Age 2	6%	34%	44%
HS Children Enrolled at Age 3	49%	-	-
HS Children Enrolled at Age 4	45%	n/a	n/a
Referrals to Mental Health Consultants and/or Organizations	17%	2%	0%
Families in Partnership Agreements	85%	80%	62%
Fatherhood Initiative Participation	46%	39%	52%
Teachers with Degrees in Early Childhood Education	100%	50%	25%
Assistant Teachers with CDA Credential or Associate's Degree	100%	n/a	n/a
Home Visitors with AA, BA or MA Degrees	80%	80%	n/a
Average Monthly Enrollment	100%	100%	100%
Children with Completed Physical Exams	98%	76%	100%
Children with Completed Dental Exams	100%	86%	100%
Percentage of Income Eligible Children Served by HS and EHS& EHS Exp.	Less than 25%		



A Parent's Perspective

"I always want to better my children," says Alvin, whose two-year-old daughter, Eisa, is in the CCHS B-5 home-based program. The home visitor, Christina, brings puzzles, books, and helps Eisa to develop social skills. The program also helps Eisa's parents be the best they can be. "We are temporarily living in a shelter, and the program teaches us how to better parent our children," he explains. "We learn how to speak with them and we look forward to learning everything that we can for our family."

Alvin states that in the past, children were not treated always with the respect that they deserved. "Everything has changed a lot," he says. "This program helps my wife and I a lot and, we are still learning." Alvin says that he likes to go to the events offered at the Children's Community Head Start and that he is so enthusiastic about the school that he now sits on the Policy Council in order to help make decisions for the program.

Alvin says that, even as an older parent who is in his sixties, he still likes to be involved with the program and he likes to learn more about parenting. "I always listen in order to refresh my memory," he says. "And then I can apply the things that I learn at home with my family." For instance, Alvin says that he has learned that things do not always have to go his way and how to be more patient as a husband and as a parent. He has learned how to negotiate/compromise better with his wife, and how to tackle problems with a creative approach that is mutually beneficial. "We do things in both of our favor now," he states.

Eisa is learning and growing as well. "The home-based program encouraged us to let her feed herself," he says. "The teacher shows her how to be more independent, and this helps with her self-confidence." Eisa's two older sisters like to join in the process, too, as they enjoy playing together and working on puzzles with her. "Eisa's teacher, Ms. Woods, is very good. She speaks with my wife about our daughter. This program has helped to pull up my wife and she looks forward to Ms. Woods coming," he says. "It is helping all of us." The program assisted Eisa's family in obtaining a potty for her so that she could be toilet trained and has helped them to get clothing as needed.

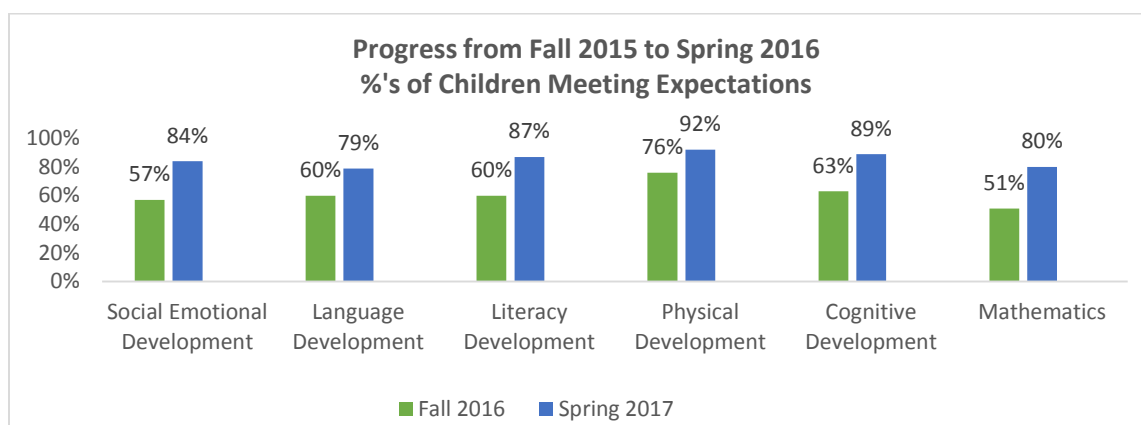
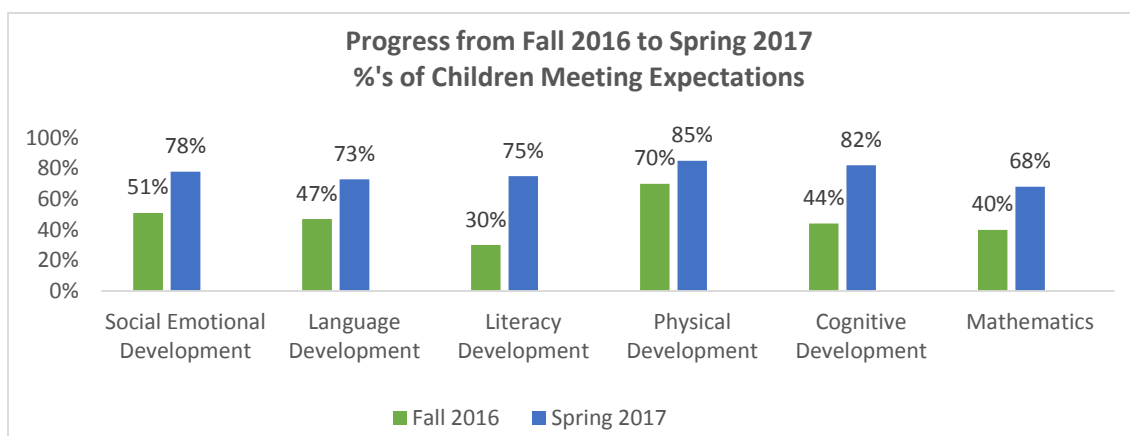
Alvin is pleased that experts come in to the Head Start program to help both mothers and fathers learn how to work with their children. "In this program, you learn to talk to your child, to pay attention to the tone of your voice with your child, and how to express yourself. I've learned that it is okay for a man to feel sad sometimes," he says.

In addition, Alvin is glad that the Head Start program is well kept and engaged with so many families. “I have not seen any other facility that is that clean and that involved with the children,” he notes, pointing out that all teachers go through background checks and that everything ‘down to the last detail’ is considered by the agency as it works with children and their families. “You can take what information you need and apply it to your family,” he says. “Every family needs this program!” –MRG



Progress toward School Readiness

The Children’s Community Birth-5 Program recognizes that tracking child progress and school readiness is crucial in ensuring that “children possess the skills, knowledge and attitudes necessary for success in school and for later learning and life”(from the “*Head Start Approach to School Readiness*”). We are able to measure this progress by utilizing a formal assessment system that tracks children’s progress/growth across all domains of learning essential for school success. Children are formally assessed 3 times each program year. These measurements track progress of individual children, groups of children, and all children. In looking at progress over the 2016-17 program year (see “*Progress...*” *graphs below*), we can conclude that children did show progress from the Fall to the Spring. When comparing year 2016-17 to the previous year (see “*Progress...*” *graphs below*), we were able to conclude that although children ended the 2016-17 program year with lower percentages meeting expectation than the previous year, that their rate of progress/growth was actually the same, if not quite a bit higher, than the previous year (see “*Rate of Growth*” *chart below*).



Developmental Area	2015-2016 School Year % of growth from Fall to Spring	2016-2017 School Year % of growth from Fall to Spring
Social Emotional Development	27%	27%
Language Development	19%	26%
Literacy Development	27%	45%
Physical Development	16%	15%
Cognitive Development	26%	38%
Mathematics	29%	28%

Revenue and Expenses

Head Start (HS) and Early Head Start (EHS)

Revenue Report		
	12/1/16-11/30/17	12/1/17-11/30/18
	Actual	Budget
	Total HS/EHS	Total HS/EHS
	Grant	Grant
Revenue Source	02CH3063/04	02CH3063/05
Federal Grant	\$ 2,959,472	\$ 3,042,344
Children & Adult Care Food Program	\$ 169,319	\$ 164,326
Universal Pre-Kindergarten Contracts	\$ 113,697	\$ 128,896
E-Rate	\$ 9,063	\$ 10,000
Total	\$ 3,251,551	\$ 3,345,566
	HS/EHS: Donated in kind goods and services resulted in cost savings to the programs of \$427,698 HS and \$327,959 EHS = \$755,657	HS/EHS: Projected donated in kind goods and services = \$422,468 HS and \$338,119 EHS = \$760,586

Expenses Report		
	12/1/16-11/30/17	12/1/17-11/30/18
	Actual	Budget
	Total HS/EHS	Total HS/EHS
	Grant	Grant
Expenses Report	02CH3063/04	02CH3063/05
Salaries and Benefits	\$ 1,954,917	\$ 2,020,037
Administration	\$ 416,860	\$ 442,763
Food	\$ 164,891	\$ 194,983
Other	\$ 205,138	\$ 190,532
Bond Interest	\$ 136,187	\$ 148,627
Building Repair	\$ 98,654	\$ 109,016
Contractors	\$ 64,752	\$ 47,040
Supplies	\$ 71,725	\$ 68,771
Fuel/Utilities	\$ 50,053	\$ 69,528
Training	\$ 52,685	\$ 53,772
Equipment	\$ 35,689	\$ 498
Total	\$ 3,251,551	\$ 3,345,566
Other expenses include advertising, recruitment, insurance, travel, amortization, and miscellaneous expenses.		

Revenue and Expenses

Early Head Start Expansion (EHSX)

Revenue Report		
	3/1/17-12/31/17	9/1/18-8/31/19
	Actual	Budget
	Total EHSX	Total HS/EHS
	Grant	Grant
Revenue Source	02HP000053/01	02HP000053/02
Federal Grant	\$ 593,250	\$ 937,886
Children & Adult Care Food Program	\$ 19,430	\$ 44,000
Universal Pre-Kindergarten Contracts	\$ -	
E-Rate	\$ -	\$ -
Total	\$ 612,680	\$ 981,886
	EHSX: Donated in kind goods and services resulted in cost savings to the programs of \$43,326	EHSX: Projected donated in kind goods and services = \$234,472

Expenses Report		
	3/1/17-12/31/17	9/1/18-8/31/19
	Actual	Budget
	Total EHSX	Total EHSX
	Grant	Grant
Expenses Report	02HP000053/01	02HP000053/02
Salaries and Benefits	\$ 322,900	\$ 660,496
Administration	\$ 75,469	\$ 100,521
Food	\$ 15,995	\$ 49,603
Other	\$ 18,979	\$ 15,300
Start Up Costs	\$ 107,750	-
Bond Interest	\$ 23,003	\$ 46,001
Building Repair	\$ 12,238	\$ 32,063
Contractors	\$ 10,044	\$ 18,240
Supplies	\$ 9,851	\$ 15,915
Fuel/Utilities	\$ 8,328	\$ 21,439
Training	\$ 9,827	\$ 22,309
Equipment	\$ 1,296	\$ -
Total	\$ 612,680	\$ 981,886
Other expenses include advertising, recruitment, insurance, travel, amortization, and miscellaneous expenses.		

THE COMMUNITY PROGRAM CENTERS OF LONG ISLAND, INC.

STATEMENT OF FINANCIAL POSITION			STATEMENT OF ACTIVITIES		
As of December 31, 2017 and 2016			For the years ended December 31, 2017 and 2016		
ASSETS	2017	2016	REVENUES AND OTHER SUPPORT	2017	2016
Total current assets	\$ 1,112,687	\$ 1,049,785	Fees from govt. agencies and third parties	\$ 5,266,244	\$ 4,950,399
Total non-current assets	\$ 2,239,841	\$ 2,361,458	Contributions & other income	\$ 14,408	\$ 91,815
Total assets	\$ 3,352,528	\$ 3,411,243	Total revenues and other support	\$ 5,280,632	\$ 5,042,214
LIABILITIES AND NET ASSETS (DEFICIT)			EXPENSES		
Total current liabilities	\$ 528,794	\$ 492,071	Head Start	\$ 3,827,742	\$ 3,181,992
Total non-current liabilities	\$ 2,786,884	\$ 2,883,396	Child care services	\$ 535,130	\$ 895,191
Total Liabilities	\$ 3,315,678	\$ 3,375,467	Adult day services	\$ 697,695	\$ 709,703
Net deficit - unrestricted	\$ 36,850	\$ 35,776	Management and general	\$ 218,991	\$ 218,282
Total liabilities and net assets (deficit)	\$ 3,352,528	\$ 3,411,243	Debt refinancing costs	\$ -	\$ 97,859
			Total expenses	\$ 5,279,558	\$ 5,103,027
Audited Financials by Grant Thornton LLP; no findings reported			Change in net assets	\$ 1,074	\$ (60,813)
			Net deficit – unrestricted, beginning of year	\$ 35,776	\$ 96,589
			Net deficit – unrestricted, end of year	\$ 36,850	\$ 35,776



Starting Out

Our little children
travel program hallways
in oversize orange wagons
with black plastic handles
tethered to their teachers
who guide them on
life's journey, who set
learning in motion
amidst daily commotion
on wheels of a vehicle
to tomorrow.

~Mary Ryan Garcia~



The Children's Community
Head Start & Early Head Start
Birth-to-Five

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2016-2017

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Head Start Birth-to-Five
Christine Beatty, Assistant Director/
Education Manager
Melanie Melendez, CPC Fiscal Manager
Sharon Evers, Fiscal Manager
Deborah Sweet, Education/Disabilities Manager
Mary Ellen Butcher, Family Development Manager
Donna Callan, Family Development Manager
Linda Del Pesce, Registered Nurse
Kerry Hosek, Home Based Manager
Eileen Grennan, Administrative Services Manager
Christine Reilly, Health and Nutrition Manager
Krista Galante-Meyer, Disabilities/Mental Health
Supervisor

About our Head Start Program:

The Children's Community Head Start Birth-to-Five is a program of the Community Program Centers of Long Island, Inc. (CPC), a 501 (c) 3, not-for-profit organization. CPC is an affiliate program of United Cerebral Palsy Association of Greater Suffolk, Inc.

