

# **Annual Report 2009 - 2010**

## **New York City Administration for Children's Services Head Start**



**NYC Administration for Children’s Services  
Head Start Annual Report 2009-2010**

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## Message to Our Community

NYC Administration for Children's Services Head Start programs offer many of the city's low income preschool children quality early care and education experiences; especially those that promote healthy development and help to ensure school readiness. In addition, we remain committed to providing individualized support to families by working with them to develop plans and partnerships that are responsive to their needs.

As a Head Start super-grantee, we annually serve over 19,000 children three to four years of age and their families in 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.

Head Start services are offered in collaboration with many partners. In New York City, we are able to serve over 19,000 young children because of the work of the agency's staff, the staff and sponsoring boards of the 72 delegate agencies, and the City-wide Policy Council, and most importantly, with the support and guidance from the parents of the children in the many programs throughout the city. Working together, we know that the children are attending a high-quality early childhood education and development program that meets their individual developmental needs.

The Grantee accomplished its main objectives for Program Year 44. These included:

- ✚ **Enrollment** The grantee began the school year (in September 2009) at 91% enrollment; was at 98% at the start of the Program Year in February 2010; and achieved a high of 99% in April 2010. The Grantee was proactive and tracked each agency's progress throughout the term. System-wide, 51 of 73 delegate agencies were fully enrolled as of the end of PY 44, and another 15 were enrolled at between 97% and 99.9%.
- ✚ **Governance** ACS staff focused on ways to support the full involvement of governing board members and policy council/committee members and, in turn to strengthen their structures. To support reaching compliance in the area of board composition, ACS continued its work with Lawyers Alliance, Inc. on providing board training and technical assistance to governing boards. Lawyers Alliance also offered delegate agencies access to a network of lawyers pro bono; many have taken advantage of this service. In addition to this partner, ACS worked with the Day Care Council of NY to address the critical issues of governance with policymakers. The Council is a longstanding member of the early care and education community.
- ✚ **Ongoing Monitoring** ACS staff, alongside the staff from MIS, continued the work to ensure the development and initial implementation of the *Agency Compliance Tracking System (ACTS)*. This system uses computer technology to house information on every site visit to a delegate agency. Managers and specialists will record and report on areas of non-compliance and, most importantly they will be able to determine the status of any open findings and to confirm any technical assistance and training needs.

- ✚ **Program** To realize the Grantee’s vision of a unified quality early care and education system, ACS leadership staff from both Child Care and Head Start developed and participated in a two-week Summer Institute in July 2010. The Institute created opportunities for managers and specialists from both areas to meet and work on ideas for reorganizing the Division and integrating the historically separate units.
- ✚ **Fiscal** The grantee successfully applied for and used over \$10 million in American Recovery and Reinvestment Act (ARRA) funds to improve the facilities of fifty delegate agencies and to cover delegate agencies’ escalating health insurance costs. The grantee applied for one-time funding and received an award of \$2,163,000 in September 2010. Approximately \$900,000 of this funding has been allocated for expansion of the existing automated child care information system to include Head Start. The balance is being used to address health and safety issues at various Head Start centers.

Through cost allocation of expenses that overlap between Head Start and Department of Education Universal Pre-Kindergarten (UPK) services provided concurrently, ACS leveraged UPK funds to offset the shortfall in federal funding for the Head Start grant. The balance of the UPK funding is used to supplement existing budgets to enable programs to extend the hours of service to children, and to provide for enhancements. The projected number of slots associated with UPK supplemental services at the start of the 2010-2011 school year is approximately 6800 the aim for PY 46 is 8200.

The ACS Financial Services and Program Divisions effectively performed the oversight and monitoring of the program’s financial conditions, operations and progress via their weekly and monthly ACS inter-intra agency meetings. At the end of PY 44, one-third of programs were rated as “at-risk”; by the end of the second quarter of PY 45 (July 31, 2010), this proportion had dropped to ten percent. The percentage of delegates in the highest ranked group (“no review”) rose from three percent to eighteen percent, and the percentage with the next highest rating (“of concern”) went from 37% to 52%.

- ✚ **Work with Different Populations** In December 2009, ACS hosting its initial conference for program staff on dual language learners. In June 2010, ACS Division of CC/HS hosted its 2<sup>nd</sup> Dual Language Learners Conference for parents. Two hundred and twenty parents attended and learned about the importance of supporting their bilingual language children in child care and Head Start settings. In addition to the Dual Language Conference, the Grantee provided three training sessions on working with immigrant families to the family service staff of the Delegate Agencies and to the Grantee specialists.

New York TEACHS, one of the Grantee’s community partners who provide training in serving homeless families, invited all of the Head Start Delegate Agencies to attend their annual conference and included a special session for Head Start focused on the preschoolers. Since the majority of children attending Head Start programs transition to the local public school, understanding the provisions of the McKinney Vento legislation is critical for the staff and families

In conclusion, ACS Child Care & Head Start remains strong in its commitment to provide the necessary services to the children and families of NYC.

John B. Mattingly  
Commissioner, Board Chair

Ayleen Guzman  
Assistant Commissioner/Head Start Director

*Special Note: Commissioner Mattingly left ACS August 2011 to pursue other personal interests and to spend time*

*with his family.*

## Message from the New York City Citywide Policy Council

The New York City Citywide Head Start Policy Council serving from March 1, 2010 through April 31, 2011 worked in conjunction with the parent leaders from each delegate agency to offer ongoing support and training in order for parents to perform their duties as advocates for the children and families in the New York City area. Some trainings and programs the Policy Council attended or held in partnership with ACS, were the Education Fair, Policy Council Annual Retreats (Part I and Part II), Fiscal Management Workshop and workshops on understanding the Early Learn NYC process.

Through these and many other training opportunities, the Executive Officers and the Policy Council reviewed and voted on the evaluation criteria included in the Early Learn NYC Request for Proposals. Members participated in various question and answer sessions with the Acting Associate Commissioner and her staff to ensure that everyone understood the process and goals of this new initiative. The Council also discussed issues affecting the Delegate Agencies, such as the finger printing process for parents to continue volunteering in their sites. The Acting Assistant Commissioner and other staff from the management team gave monthly updates regarding the programmatic and fiscal standing of Delegate Agencies, Policy Council members also discussed the Fiscal Protocol scoring and the effects on the agencies as they move towards open competition under Early Learn NYC.

In summary, the joint effort of the Administration of Children's Services Division of Head Start and Child Care and the City Wide Head Start Policy Council continue to actively work in conjunction to provide the best quality services for the children and families of Head Start.

Diane Adlam Ferguson  
Chairperson, Citywide Head Start Policy Council

## **About NYC Administration for Children's Services (ACS) 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 72 not-for-profit, community-based organizations, referred to as Delegate Agencies (DAs). ACS is unique in that it does not provide direct services; it 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, New York City Department of Education/Universal Pre Kindergarten Program and the 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 that supports 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 44, Grantee staff conducted over 1,000 site visits, providing the necessary guidance and supporting the development and maintenance of high quality centers of learning for children and families.

### **Federal Monitoring Review Update**

ACS HS underwent its Federal triennial review along with a special health insurance review in July 2009. 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. The Agency received the final reports in January 2010. From its program review, ACS and its delegate agencies were cited only for areas of non-compliance; no deficiencies. The few areas noted included both fiscal and programmatic issues. The Insurance Review revealed areas for improvement in internal controls & ensuring cost reasonableness and allowability.

ACS took immediate steps to plan and implement corrective action beginning with notification to the DAs on the reported findings and ending with a comprehensive process for certifying that all findings were resolved. The Federal Follow up Review conducted in February 2011 covering the program review confirmed that all of the findings identified were resolved. The Federal Follow up Review covering the health insurance review was conducted in June 2011; we are waiting for the final report.

### **Enrollment Information**

The average monthly enrollment during calendar year 2010 was 18,505, which represents an average of 96% of the funded enrollment. During 2009-2010 a total of 21,283 children from 20,690 families received services (HS Program Information Report, 2010).

The most recent Head Start Community Assessment estimated a total of 63,108 eligible 3 and 4 year olds in New York City (2000 Census multiplied by the poverty rate for children younger than 6). Approximately one-third of eligible children were served during 2009-2010.

### **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** including all of the

required 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-two members:** Twenty-four 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. Plans 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.

ACS assigns 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.

**Short and Long-term Goals:** Short-term goals for the Grantee 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 as needed. The Plans are updated as needed with revisions to improve the monitoring, T&TA and management systems required of ACS.

**Comprehensive 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-mail, and hand distributed at meetings and/or during site visits.

**Extensive Record-Keeping Systems:** The Grantee has an extensive system for record-keeping including 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. 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.

**2. 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 aligns 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 2009-2010 school year, a total of 3,332 children enrolled in Head Start were determined to have a disability (defined as “children ... who have an individualized Education Program indicating that they have been deemed eligible by the LEA to receive special education and related services.”). This number represents 15.6% of the total cumulative enrollment, and 17.4% 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.

**3. 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 2009-2010, 99.1% of enrolled children completed a medical screening and 95.2% 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.

**4. Family and Community Partnerships (FCP):** The Family and Community Partnerships team includes an Assistant Director of FCP, 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 the homeless 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.

The ACS Head Start program is currently financed with public funds only.

**Program Year 44 - Funding Composition**

Federal funding	\$190,877,008	
Stimulus ARRA – Federal funding	\$10,615,027	
State funding	\$7,200,000	
Total funding		\$208,692,035

**Program Year 45 - Funding Composition**

Federal funding	\$191,371,085	
State funding	\$21,880,631	
Total funding for PY45		\$213,251,716

**Program Year 46 - Funding Composition (Projection)**

Federal funding	\$190,591,217	
State funding	\$21,486,342	
Projected funding for PY46		\$212,077,559

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

- Delegate Agencies Operation: Includes delegate agencies operational expense and any other initiative 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, maintenance, consultants, training, policy council, equipment, supplies, etc.

## **Audit Findings and Resolution – Period Ending June 30, 2010**

**Finding: The auditor recommends procedures are strengthened to ensure compliance with Federal matching requirements.**

**Resolution:** Administration for Children’s Services continues to maintain systems to monitor the fiscal activities of its delegate agencies with respect to compliance with matching requirements. Delegate agencies fiscal reports are reviewed to identify and assist delegates that may not meet the matching requirements.

The Department of Health and Human Services letter to Commissioner Richter dated October 12, 2011 states “The finding is resolved”.

**Finding: Auditor recommends procedures are strengthened to ensure enrollment is maintained at budgeted levels.**

**Resolution:** ACS continues to work to maintain the targeted enrollment of 100 percent for its city-wide Head Start program. Head Start Directors’ have addressed targeted enrollment with delegate agencies at the monthly meetings, and enrollment is closely monitored to identify programs not meeting the targeted numbers. ACS continues to work closely with the Head Start Policy Council to improve enrollment.

The Department of Health and Human Services letter to Commissioner Richter dated October 12, 2011 states “..The finding is resolved”.

**Finding: Auditor recommends procedures are strengthened to ensure subrecipient audit reports are received, reviewed and appropriate follow-up action is taken in a timely manner.**

**Resolution:** ACS continues to work closely with its delegate agencies to oversee compliance with established rules and regulations with respect to the annual submission of audited financial statements. In addition ACS will identify a less than satisfactory performance of a provider that is non-compliant and does not meet their contractual obligation for timely submission of an audit report.

The Department of Health and Human Services letter to Commissioner Richter dated October 12, 2011 states “..The finding is resolved”.

**Finding: The auditor recommend procedures be strengthened to ensure (1) the governing board is comprised of individuals who meet the appropriate educational, expertise and credential requirements; (2) Federal funds are only expended on allowable items**

**Resolution:** ACS continues to maintain processes and procedures to closely monitor delegate agencies (1) regarding governing body composition as well as delegate agencies partnership agreements for health and dental screening for children. ACS staff routinely reminds delegates to include and maintain information in the Board of Directors files and help to ensure agencies recruit board members with qualifications that meet established guidelines; (2) on monitoring program compliance to help ensure Head Start agency expenditure records are consistent with standards.

The Department of Health and Human Services letter to Commissioner Richter dated October 12, 2011 states “.The findings are resolved.

**APPENDIX A**  
**List of 2009 Head Start Governing Board Members**

John B. Mattingly  
Chairperson

Joseph Cardieri  
ACS Office of Legal Counsel

Julie Friesen  
ACS Deputy Commissioner, Administration

J. Donald Rice  
Financial Expert

Frank Cresciullo  
Department of Health & Mental Health, Assistant Commissioner

Recy Dunn  
Department of Education, Office of Early Childhood Education

Deborah Rubien  
Agenda for Children Tomorrow

Aracelis Rogers  
Former HS Parent

Diane Adlam Ferguson  
Citywide HS Policy Council, Chairperson

**APPENDIX B**  
**List of 2009 Head Start Citywide Policy Council Members**

Diane Adlam Ferguson  
Chairperson

Jamar Smith  
Secretary

Andrea Dyall  
Treasurer

Gisela Perez  
Personnel Practices

Keisha Williams  
Grievance

Cometia Banfield  
Bylaws Committee

Kita Williams  
Personnel Committee

Isonia Ricks  
Special Activities