



# CentroNía Early Head Start

2019-2020 Annual Report

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# CentroNía Early Head Start Collaboration Council

## Board of Directors

**Dennis A. Davison**  
*Chair*

**Juan Manuel Estrada**  
*Vice Chair*

Phenola Lawrence

Rebecca Murday

Rosalyn Overstreet Gonzalez

K. Shiek Pal

Wood Mackenson Ridore

Doug Rose

Nidya Sarria

Zuraya Tapia-Hadley

Jeffrey Voth

**Stephen Glover**  
*Pro-bono Counsel*

## Leadership

**Myrna Peralta**  
President & CEO

**Rosalina Burgos, Ed. D.**  
Senior Director, ECE  
Interim EHS Director

## Policy Council

**Helena Owusu-Arhen**  
President

**Monica Arias**  
Vice President

**Stacey Garcia**  
Secretary

**Jessica Vega**  
Treasurer

**Wood Ridore**  
Governing Body Liaison

**Berta E Marroquin**  
Community Member

**Erlinda Maldonado**  
Community Member

## Staff

**Raquel Pinillos**  
Educational Manager

**Henry Figueroa**  
ERSEA & Family Engagement  
Specialist

**Florangel Smith**  
ERSEA Specialist

**Yiliana Palacio**  
Family Engagement Specialist

**Elio Peraza**  
Health Coordinator

**Elena Marin**  
Mental Health Coordinator

## Nadia Colette Burts

I/T Disabilities Coordinator

**Jackie Dennis**  
Facilities/Driver

**Amare Mengesha**  
Facilities/Driver

**Anna Feliciano**  
Bilingual Administrative Assistant

**Sarita Torres**  
Administrative Assistant

## Home Visitors

Ligia Benjumea

Carla Castro

Yenny Cespedes

Delis Rivera

Eva Fernandez

Hedellim Garcia

Carolina De Jesus

Ada Joya

Anahi Castillo

Cecilia Salamanca

## Teachers

Esvirda Abreu

Lateacia Lucas

Kony Castillo

Ana Chavez

Ana Galo

Daniela Hernandez

Alma Aplicano

Mirian Rill

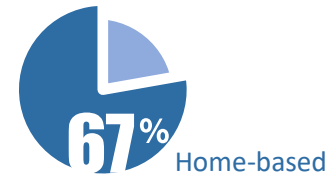
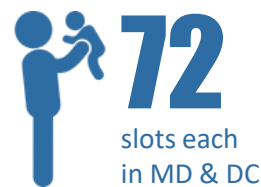
Lisbeth Ugarte

## Program Snapshot

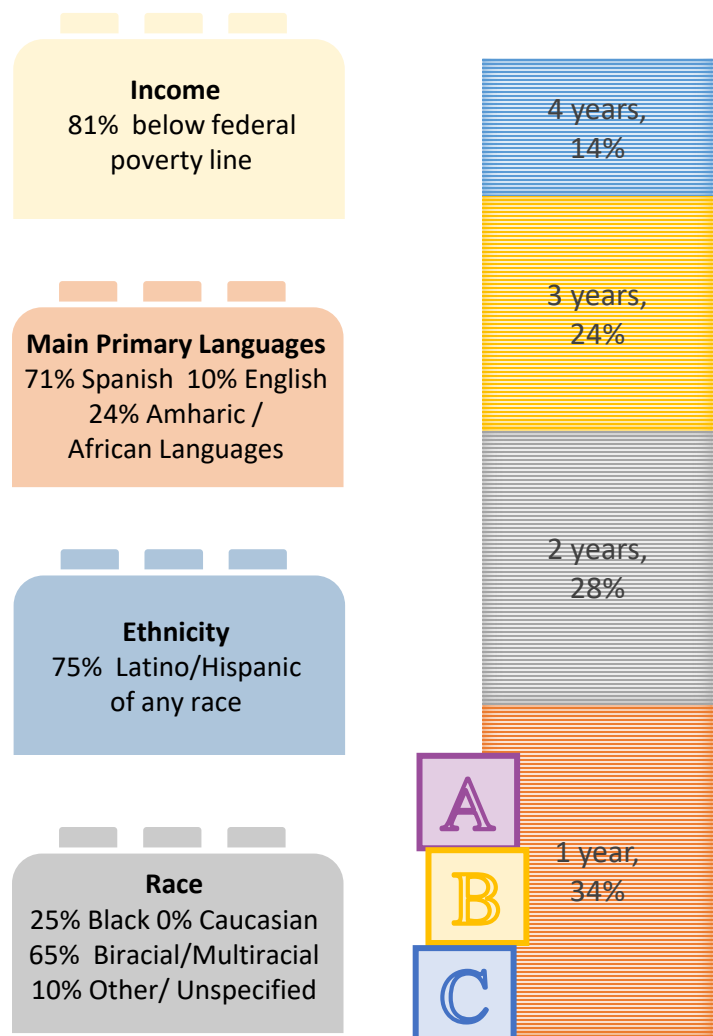
CentroNía's mission is to educate children and youth and strengthen families in a bilingual, multicultural environment.

CentroNía Early Head Start creates a model bilingual program dedicated to supporting families in building skills that are the foundation for school readiness, lifelong learning and growth. Our dual-option program provides infants, toddlers, and pregnant women from low-income families with home- and center-based services, both tailored to the observed pattern of need in the communities we serve.

Our program service areas cover Montgomery and Prince George's Counties in Maryland and Wards 1 through 8 in Washington, DC.



The data below is based on cumulative enrollment from the August 1, 2019-July 31, 2020 enrollment year.



## Home Visits

Home visits can bring parents the support they need to nurture their young child's healthy development. Home visiting reaches families where they live by delivering parent support and child development services directly to the home environment.

- Developmental Screenings
- Information on child development and early learning
- Social Support
- Referrals to ancillary community services
- Linkages for enrollment in public benefits

**46**

Home Visits per family per program year

## Socialization Activities

Socialization activities take place twice a month (once in-house & once off-site) per Home Visiting Group, for a total of 6 activities a month. They provide families and staff members with special opportunities to support child development and learning, building on the experiences and goals addressed during home visits to attend to the needs of both children and parents.

### In-House Activities



nutritional workshops



dental care workshops

### Field Trips



Smithsonian Museums



Baltimore Aquarium



Maryland Zoo



Pumpkin Patch

Activities vary throughout the year and are directly linked to the curricula and the thematic units being addressed. Carefully selected materials and planned experiences provide stimulation in all areas of development.

**Table 2. Number of socializations by site, Aug 2019 – Mar 2020\***

	Activities	Virtual Activities
D.C.	22	-
Maryland	27	12
All sites	49	12

*\*in-person socializations were suspended from March through to July 2020; during this period, socializations were limited to online platforms.*



Families receive services in the following areas:

- Family/social relations
- Food/clothes/basic resources
- Life skills
- Diapers for low-income families
- Childcare
- Health education
- Parenting education
- Health care coverage
- Employment



## Focus on Community Partners

### ***Amerigroup***

Provides free, onsite, monthly education on health insurance and the Medicaid application process, information on free health screenings, and promotes healthy behaviors, preventive care and wellness.

### ***Greater DC Diaper Bank***

Provides a reliable, adequate source of basic baby needs including diapers, formula & nursing products, as well as personal hygiene products.

### ***Judy Center***

Supports school readiness through Literacy Play and Learn sessions, family involvement activities, referrals to high quality early childhood programs, service coordination, early identification intervention, adult education & family support services.

### ***Mary's Center***

Provides health care, family literacy & social services, including onsite health and wellness workshops.

### ***Montgomery County Public Schools (MCPS) Child Find 3-5, MCPS Infants & Toddler (birth to 3), Prince George's County Public Schools (PGCPS), PGCPS Infants & Toddlers, DC Dept of Behavioral Health***

Provide assessments & services for students who show a 25% or greater delay in development; including an annual, onsite clinic administered by Child Find to screen children exhibiting possible atypical development..

## Health & Family Engagement



CentroNía EHS parents stay involved by volunteering, participating in Policy Council & parent committees, and joining monthly workshops on health education, social emotional wellness, School Readiness & child development.

In December 2019, staff and family members traveled to the Early Head Start Parent and Family Engagement Conference in Anaheim, CA, to learn together how best to support child development. CentroNía staff even took the stage to present on our Parent Engagement Framework and why it works!



Smile! We provided onsite dental services in collaboration with Smile Dental (MD) & DC Health, and 100% of enrolled children have dental insurance.



100% of enrolled children had health insurance and followed a preventive and primary health care schedule. 92% kept up to date with all immunizations.






100% of enrolled women received prenatal health care.





CentroNía Early Head Start uses *The Creative Curriculum® for Infants, Toddlers and Two's* in English and Spanish, which features exploration and discovery as a way of learning and is

-  Comprehensive
-  research-based
-  developmentally appropriate

## Outcomes and Assessment

The program collects and analyzes child outcomes data in Teaching Strategies GOLD, the assessment tool aligned with the Creative Curriculum. Data collection is focused on the areas of learning and development and uses the percentage of children who meet or exceed widely-held expectations of development as an indicator of progress toward kindergarten readiness.

**Social Emotional:** Refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions.

**Physical – gross motor and fine motor:** Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet.

**Language and literacy:** Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Emerging literacy refers to the knowledge and skills that lay the foundation for reading and writing.

**Cognitive:** Includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world, and eventually evolve into complex mathematical thinking and scientific reasoning.





Children are assessed for learning and developmental growth during Fall, Winter, and Spring checkpoints.

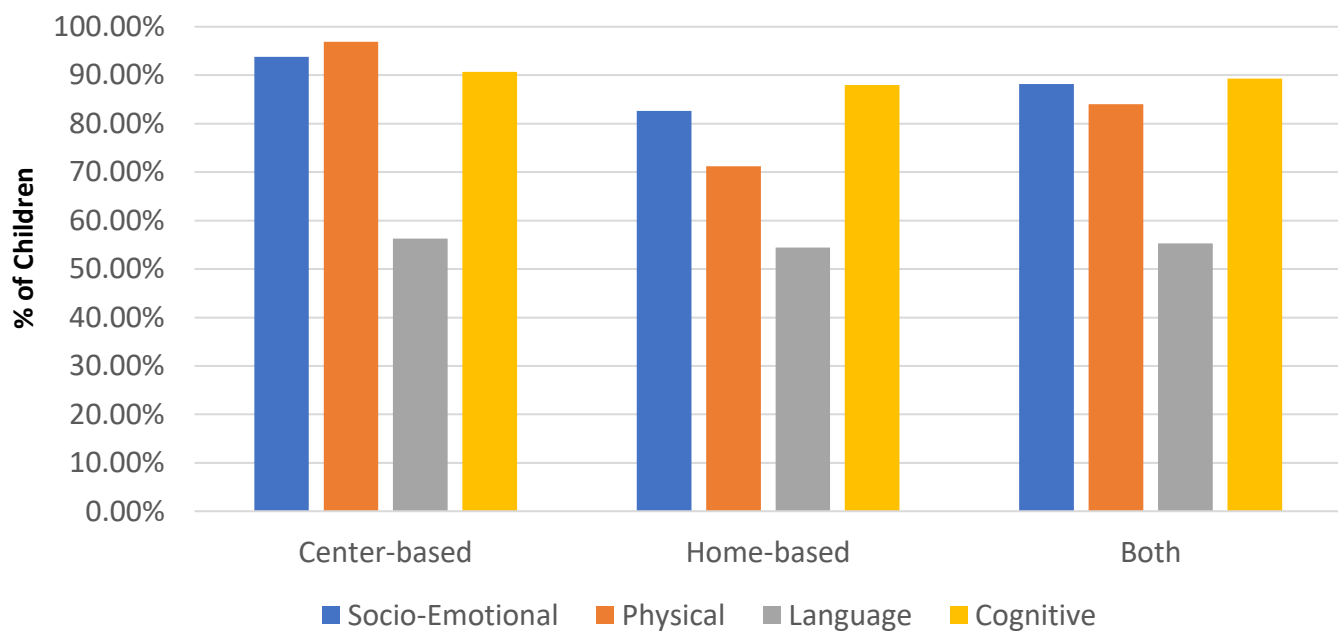
While the Winter checkpoint provides a mid-year snapshot rather than outcomes achieved by the end of the program year, for the 2018-2019 school year, it occurred prior to shifts in service delivery to limit the spread of COVID-19.

Social distancing mandates issued in response to the pandemic forced the program to conduct the Spring checkpoint in different contexts to those of prior checkpoints, making the Winter checkpoint a more reliable measure.

Table 4. Percentage of children ages birth to three meeting or exceeding expectations of development by the winter 2019-2020 assessment period.

	Center-based	Home-based	Both
<i>Socio-Emotional</i>	93.8%	82.6%	88.2%
<i>Physical</i>	96.9%	71.2%	84.0%
<i>Language</i>	56.3%	54.4%	55.3%
<i>Cognitive</i>	90.7%	88.0%	89.3%

Table 3. Percentage of children ages birth to three meeting or exceeding expectations of socio-emotional, physical, language, and cognitive development by the winter 2019-2020 assessment period in CentroNía's Early Head Start programs.



## FINANCIAL REPORT 2020

	DC	MD	Both
<b>PUBLIC AND PRIVATE FUNDS RECEIVED</b>			
Fees/Grants - Federal (HHS ACF)	931,022	900,876	1,831,898
Fees/Grants - City and Local			
Fees/Grants - State (MSDE)		23,328	23,238
United Way			
Other Foundation Support			
In-Kind Support	280,402	330,585	610,987
<b>Total Funding</b>	<b>1,211,424</b>	<b>1,254,789</b>	<b>2,466,123</b>
<b>PROGRAM EXPENSES</b>			
Personnel (salaries, Benefits, taxes)	724,167	684,665	1,408,832
Travel	21,692	21,110	42,802
Supplies and Equipment	18,348	24,285	42,633
Contractual	3,098	9,634	12,732
Other (occupancy, mileage, parent services)	161,163	182,976	344,139
Training and Technical Assistance	2,558	1,552	4,110
In-Kind Support	280,402	330,585	610,987
<b>Total Funding</b>	<b>1,211,428</b>	<b>1,254,807</b>	<b>2,466,235</b>
Excess/Deficit on Federal Award	-4	-18	



## BUDGET PROJECTION 2021

	MD	DC	Both
<b>PUBLIC AND PRIVATE FUNDS RECEIVED</b>			
Fees/Grants - Federal (HHS ACF)	1,154,204	1,053,257	2,207,461
Fees/Grants - City and Local			
Fees/Grants - State (MSDE)		23,278	23,278
United Way			
Other Foundation Support			
In-Kind Support	288,551	240,037	528,588
<b>Total Funding</b>	<b>1,442,755</b>	<b>1,316,572</b>	<b>2,759,327</b>
<b>PROGRAM EXPENSES</b>			
Personnel (salaries, benefits, taxes)	867,665	782,628	1,650,293
Travel	16,500	15,500	32,000
Supplies and Equipment	37,462	25,900	63,362
Contractual	33,000	31,600	64,600
Other (occupancy, mileage, parent services)	191,827	190,467	382,294
Training and Technical Assistance	7,750	7,162	14,912
In-Kind Support	288,551	263,315	551,866
<b>Total Funding</b>	<b>1,442,755</b>	<b>1,316,572</b>	<b>2,759,327</b>
Excess/Deficit on Federal Award	-	-	-



## 2019-2020 ORGANIZATIONAL BUDGET

*for the year ended June 30, 2020*

### SUPPORT AND REVENUE

Government grants (DC)	\$1,265,534
Government grants (MD)	\$1,488,080
Government contracts (Federal)	\$197,694
Government contracts (DC)	\$3,822,219
Government contracts (MD)	-
Government Grants - Federal Fund	\$2,432,863
Corporate	\$62,400
Foundations	\$975,000
Food Services	\$598,500
Individual and mayor donors	\$65,000
Parent fees	\$1,418,347
Rent	\$793,000
Investment gains and income	\$650,000
Other revenues	\$19,500
<b>Total revenue and support</b>	<b>\$13,788,138</b>

### EXPENSES

<b>Payroll Related</b>	<b>\$9,770,214</b>
<b>Facilities Management</b>	<b>\$3,511,417</b>
<b>Outside Services</b>	<b>\$959,592</b>
<b>Program Expenses</b>	<b>\$1,379,001</b>
<b>Financing and Other</b>	<b>\$594,562</b>
<b>TOTAL EXPENSES</b>	<b>\$16,214,786</b>
(Deficit) / Surplus	(\$2,426,648)

