ANNUAL REPORT
SCHOOL YEAR 2016-2017
FISCAL YEAR FEBRUARY 2017 – JANUARY 2018

Child Development Center of MMCC
Head Start Program
MISSION

The MISSION of MMCC is to improve the lives of Bronx and Manhattan residents with our dedication to humanitarian efforts; reaching out to a rich tapestry of cultures, building gateways to success through quality service and programs, building confidence, sustainability and working toward self-sufficiency for the individuals we serve.

CHILD DEVELOPMENT CENTER

The ultimate goals of the Child Development Center (CDC) of Mosholu Montefiore Community Center (MMCC) are to prepare children for cognitive, physical, and social-emotional success in Kindergarten and beyond; support their families in responding to their educational and developmental needs; and provide the information and services families in the community need to become self-sufficient. Success will mean: children have the foundational knowledge and skills to become life-long learners in Kindergarten and beyond; families are empowered to advocate for their children and be active partners who extend learning into the home; families are self-sufficient; and staff grow professionally, feel supported and valued. We know that an ongoing commitment to learning is crucial for a successful program. We therefore emphasize and implement an ongoing professional development for our staff members and support them in their professional and personal needs.
CHILDREN’S EDUCATIONAL SERVICES

We at CDC, seek to develop the five domains of development as defined by the Head Start Early Learning Outcomes Framework and Pre-K Foundation for the Common Core: approaches to learning; physical development/perceptual and health; social and emotional development; language and literacy; and cognition and knowledge of the world.

To accomplish these goals, we provide children with opportunities for higher-order thinking and problem solving. This includes art, music/movement, science, math, block play, social studies, reading, writing, dramatic and physical play, and field trips. Activities are based on observing children’s interests, developmental assessments, as well as children’s health, family background/culture, learning styles, attitudes and abilities. The learning environment and curriculum is designed to meet the developmental needs of all children, including children with special needs. Our curriculum is Creative Curriculum. We utilize Brigance to screen the children and Teaching Strategies GOLD to assess their development and progress three times a year.
PARENTS AND FAMILY SERVICES/ FAMILY ENGAGEMENT

The Child Development Center adopted the Head Start Parent Family and Community Engagement (PFCE) Framework in the implementation of our family services specifically the seven main family outcomes: (1) ensuring family well-being, (2) promoting positive parent-child relationships, (3) encouraging families as long-life partners, (4) assisting parents in achieving their own learning interests, (5) engaging families through the transition process, (6) connecting families with peers and community, and (7) engaging families in leadership opportunities. To achieve these outcomes, CDC developed a multilateral programmatic strategies that include establishing goals for every family and support each of them to reach their goals. These strategies are implemented and assess annually and changes are made according to the family needs.
The Child Development Center (CDC) is able to make a continuous impact in the lives of our families. Throughout the year, the program assesses family needs, offers parenting supports, ESL Classes, volunteering opportunities, workshops, Fatherhood Programs, educational trips, informational sessions, parent-child activities and leadership opportunities (Policy Council/Class Committee). Last year, CDC was able to support our parents like Jennifer, Nanci, Amy, Betty, Ciriana and many more to attain their own personal goals towards self-sufficiency. These CDC parents were regular classroom volunteers. They attended CDC workshops to learn teaching skills. Some of them have become part-time substitutes and assistant teachers at CDC, and the others were employed in day care centers. Others are in process of CDA completion. Additionally, some parents who required assistance were able to obtain social services and health services from the community. At the Child Development Center of MMCC, families come first.

**SUMMARY OF FUNDS**
The Child Development Center of MMCC has 17 classrooms that provides Head Start services in 3 location; the Main Building at 3450 DeKalb Avenue, the Northside Annex at 3512 DeKalb Avenue and Van Cortlandt at 3880 Sedgwick Avenue, all in the Bronx. CDC receives two separate funds from the Office of Head Start:

- **Head Start 1 (Northside)**
  - FY 2018: $10,927 Personnel, $8,185 Fringe Benefits, $5,340 Supplies, $6,301 Contractual, $27,301 Training/TA, $76,850 Other, $321,449 Total
  - FY 2019: $10,927 Personnel, $8,185 Fringe Benefits, $5,340 Supplies, $6,301 Contractual, $27,301 Training/TA, $74,694 Other, $330,190 Total

- **Head Start 2 (Main Site, Van Cortlandt, Northside)**
  - FY 2017-2018: $2,343,723 Total, $592,093 In-kind/non-federal match
SERVICES, PERFORMANCE AND OUTCOMES

- **Total Number of Children and Families Served and Monthly Enrollment:**

  Head Start 1 is funded for 51 children. The cumulative enrollment is 53 children and the average monthly enrollment is 51 children. The percentage of eligible children served is 100%.

  Head Start 2 is funded for 232 children. The cumulative enrollment is 258 children and the average monthly enrollment is 232 children. The percentage of eligible children served is 100%.

- **Audit Reports:**

  During the audit for June 2016-17 conducted by Dorfman Abrahams Music, it was noted that while reports were accurate, there were reports that were not submitted by the due date to US Department of Health and Human Services. The organization hired a new staff member and created a monitoring system to make sure this issue will not happen again.

- **Medical and Dental Services**

  Through partnerships with medical and dental providers; and by supporting our families, 100% of our children received comprehensive medical and dental services at the end of the year.

- **Kindergarten Readiness**

  The Child Development Center formed a School Readiness Committee that collaboratively works with all staff members across service components. The committee includes an Administrator, Education Director, Family Service and Disabilities Coordinator, Teacher(s) per site, Family Worker(s) per site, a Policy Council Representative and a
Board Member representative. The School Readiness Committee meets and discusses outcomes at least 3 times a year; in November, March and June then formulate recommendations and begins the planning cycle again. After each meeting, minutes and updates are shared with the Policy Council and Board for discussion, recommendation and approval. SRGs are aligned with the five Head Start Child Development domains in the Early Learning Outcomes Framework (ELOF), with the NYS PreK Foundation for Common Core and with the NYS Early Learning Guidelines. It is important to note that School Readiness Goals and School Readiness outcomes are based on multiple data collected from TSG, observations, children’s records, and family and community feedback.

The following graphs show the progress of children's SRGs with TSG alignment. These shows the percentage of children who meet/exceed the expectations after each season.

- **Children will develop self-regulation**
  - TSG 1.a Manage feelings
  - TSG 1.b Follows limits and expectations

- **Children will engage in play and other activities with purpose, persistence, attention, and curiosity**
  - TSG 11.a Attends and engages
  - TSG 11.b Persists
  - TSG 11.d Shows curiosity and motivation
Children will use strong and varied vocabulary and will participate in conversations
- TSG 9.a Uses an expanding expressive vocabulary
- TSG 10.a Engages in conversations

Children who speak a home language other than English will progress in their ability to understand and use English
- TSG 37. Demonstrates progress in listening to and understanding English
- TSG 38. Demonstrates progress in speaking English

Children will hear and manipulate the sounds in oral language, noticing similarities and differences
- TSG 15.a Notices and discriminates rhymes
- TSG 15.b Notices and discriminates alliteration
- TSG 15.c Notices and discriminates smaller and smaller units of sound

Children will understand the function of print and some concepts and will use early writing to communicate
  a. TSG 17.b Uses print concepts
  b. TSG 19.a Writes name
  c. TSG 19.b Writes to convey meaning

Children will use counting and numerical representation in their activities, especially to solve problems
- TSG 20.a Counts
- TSG 20.b Quantities
- TSG 20.c Connects numerals with their quantities

Children will demonstrate knowledge of shapes and their properties
- TSG 21.a Understands spatial relationships
- TSG 21.b Understands shapes

Children will demonstrate understanding of patterns
- TSG 23. Demonstrates knowledge of patterns
With our comprehensive services and school readiness programs, the Child Development Center is proud that every year, we managed to sustain the success of our children and families. This is evident from conversations with, and reports from former Head Start parents and Public School partners. According to them, our former head start students, are performing at high levels and well-adjusted. In addition, the Child Development Center successfully supported 45 children (*PIR, HS 1 and HS 2 2016‐17) who need Special Education Services. These services are provided by Committee on Preschool Special Education (CPSE), a NYC agency responsible for providing children (3-5 year-old children) with special education services.
This graph shows the percentage of special needs children who meet/exceed the expectations after each season.
Social Emotional - This is children’s ability to manage frustrations, emotions and resolve social conflicts.
Approaches to Learning - This is the foundation that affects how children learn in every other content area that includes their set of habits, participation and engagement.
Language and Literacy - This includes children’s skills in speaking, listening, reading, and writing.
Perceptual/ Physical Development - This is children’s ability to use their physical ability to perform different activities; gross motor or fine motor.
Cognition and General Knowledge - This domain includes reasoning, memory, problem solving and thinking skills.

BUILDING COMMUNITIES ONE LIFE AT A TIME

The Child Development Center under the umbrella agency, Mosholu Montefiore Community Center (MMCC), has been persistently transforming the program to focus on ending the cycle of poverty for the families and children we serve. We will continue to provide broad and deep opportunities that open new possibilities to change the course of individual lives, strengthen families and reshape the greater community.

Child Development Center of MMCC Locations

**Main Building**
Head Start 2
3450 DeKalb Ave.
Bronx, NY 10467
718-654-0563

**Northside Annex**
Head Start 1 and 2
3512 DeKalb Ave.
Bronx, NY 10467
718-405-0020

**Van Courtlandt**
Head Start 2
3880 Sedgwick Ave.
Bronx, NY 10463
718-543-0231

*PIR 2017*