



Building
communities
one life
at a time

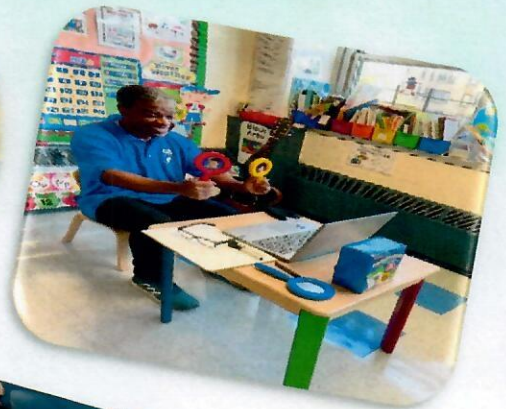
Moshulu Montefiore Community Center
3450 Dekalb Avenue Bronx, NY 10467
Phone: 718. 882.4000 | Fax: 718. 882. 6369 | www.mmcc.org

Child Development Center of MMCC



HEAD START ANNUAL REPORT

SY 2020-2021/FY February 2021-January 2022





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Child Development Center of MMCC



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.



The ultimate goals of the Child Development Center (CDC) of Mosholu Montefiore Community Center (MMCC) are:

- 1 to prepare children for cognitive, physical, and social-emotional success in Kindergarten and beyond;
- 2 to support their families in responding to their educational and developmental needs; and
- 3 to provide the information and services families in the community need to become self-sufficient.

Success would 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 grows 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 both their professional and personal needs.

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. It is our goal to continue providing 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



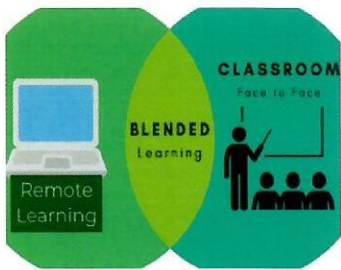
Children's Educational Services

We at the CDC of MMCC, aim 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, social and emotional development, language and literacy, cognition and knowledge of the world, and perceptual, motor, and physical development.



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/in-house 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 are designed to meet the developmental needs of all children, including children with special needs and dual language learners. We are using The Creative Curriculum for Preschool 6th Edition. We utilize Brigance Early Childhood Screen III to screen the children and Teaching Strategies GOLD to assess their development and progress three times a year.





The Child Development Center of MMCC has been providing comprehensive services to our families continuously even during the COVID-19 pandemic. COVID-19 has created a major shift in our daily lives including the way we educate our children. Since the pandemic, distance learning has become the new normal for many families. We at Child Development Center of MMCC adopted this model during the lockdown and we continued providing services to our children and families until the end of the school year 2019-2020.

After the Center for Disease Control and Prevention (CDC) and NYS/NYC DOHMH released the Health and Safety Reopening Guidelines, the Child Development Center of MMCC Team was able to create safety plans designed for each center location to make sure that our staff, children, and families would be safe. We began preparing our centers and classrooms on August 17, 2020. We created a COVID-19 Classroom Set-up Guide for our teaching staff to observe and follow.



For the entire SY 2020-2021, we implemented a blended learning model, 50% of our enrollment in -person and the other half remote/distance learning for alternating weeks. We continued to provide Google Chrome books, tablets, and laptops to staff and families to be used for remote learning. Our dedicated teachers continued to engage our young students through various multimedia learning tools for remote services. Our families were allowed to come by appointments when they needed in-person support.

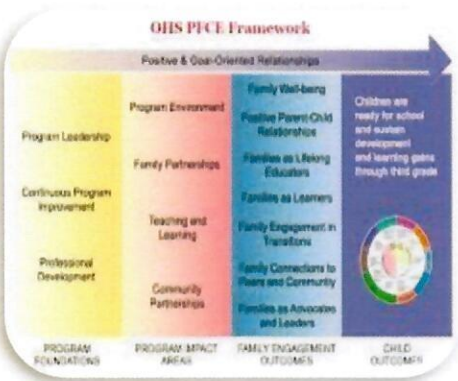
Our professional development activities were on schedule and conducted virtually. We continued to take every opportunity of joining webinars and online training to keep us abreast of what was going on with the pandemic and learn some strategies to be safe, healthy, and mentally well. Our families also received virtual training on topics such as Nutrition, COVID-19 safety, and curriculum use. The Policy Council and the Board members remained active and their meetings were held on remote platforms.



Parent, Family, and Community Engagement Services

The Child Development Center of MMCC 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, the CDC of MMCC 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 assessed annually and changes are made according to the family needs.



We believe that engaging families as partners, is a key to achieve our goals for our children and their families. We engage families through workshops, parent-teacher conferences,

volunteering and decision-making (Policy Council) opportunities, a fatherhood program, family goal setting and community events. We extend learning from school to home by providing parents and children with meaningful home activities.



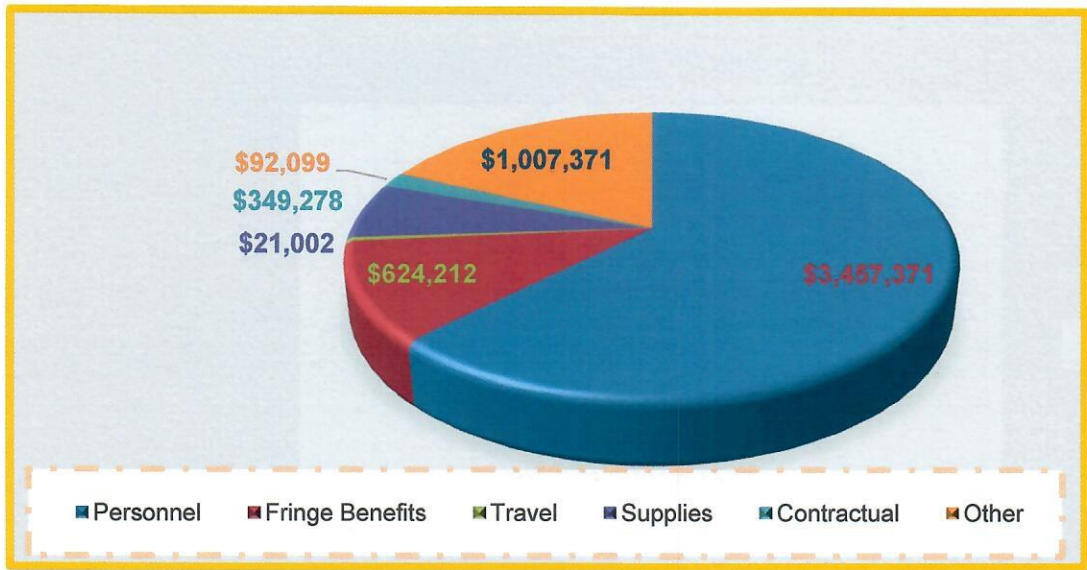
As part of MMCC, CDC is also able to connect families to a wide range of additional support services, including day care, afterschool, education and employment programs for young adults/older adults, benefit screenings, senior programs and food stamp enrollment. We are a "one stop shop" for quality community-based services.

Funding and Expenditures Summary

The Child Development Center of MMCC has **27 classrooms** that provide Head Start services in **5 locations** identified on page 4. The CDC of MMCC used to receive three (3) separate funds from the Office of Head Start for three grants (02CH010324, 02CH010946, and 02CH010815). We applied for consolidation of the three grants into one. We were granted an approval for **436 seats/slots** effective February 2021 (Grant # 02CH010815).

Head Start Grant # 02CH010815 has a total budget of:

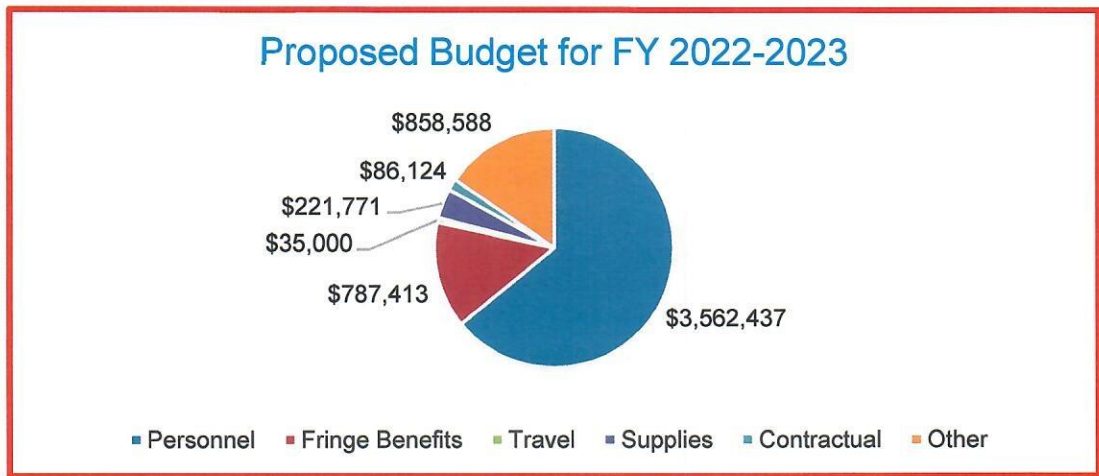
- **\$5,551,333** for FY 2021-2022
In-kind/non-federal match is **\$1,371,297**
(Our agency has applied and been approved for a Non-Federal Share waiver for the full amount).



- Other includes rent, telephone, electricity, insurance, parent activities, printing, professional fees, subscriptions and advertising, membership dues, postage, messenger, fingerprinting, etc.
- CACFP provides fund for meals. Food Program (in January 2022) provided a total of 10,520 meals consisting of breakfast, lunch and snacks for a total cost \$22,315.41.

Proposed Budget for FY 2022-2023

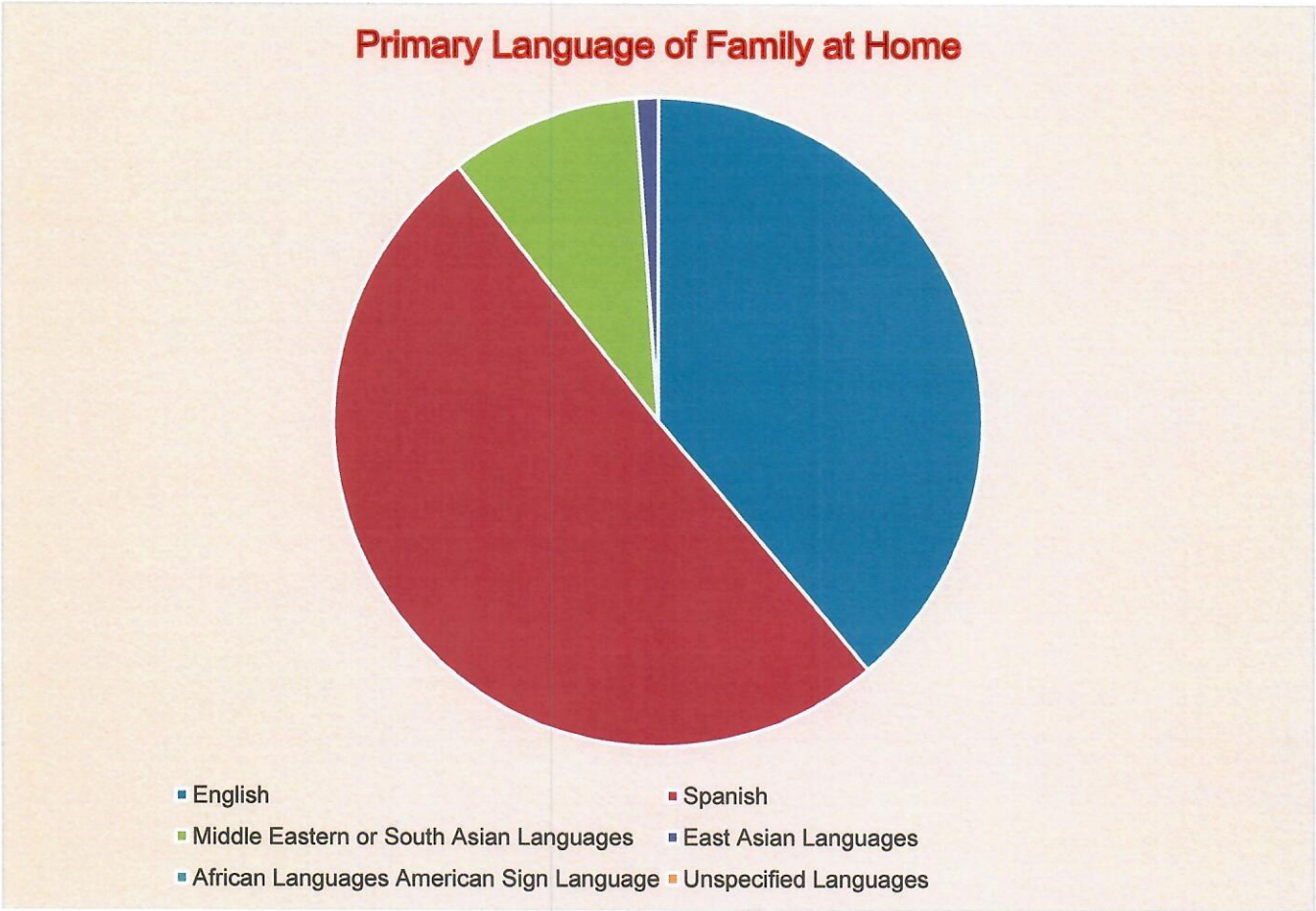
- **\$5,551,333**
In-kind/non-federal match: **\$1,387,833**



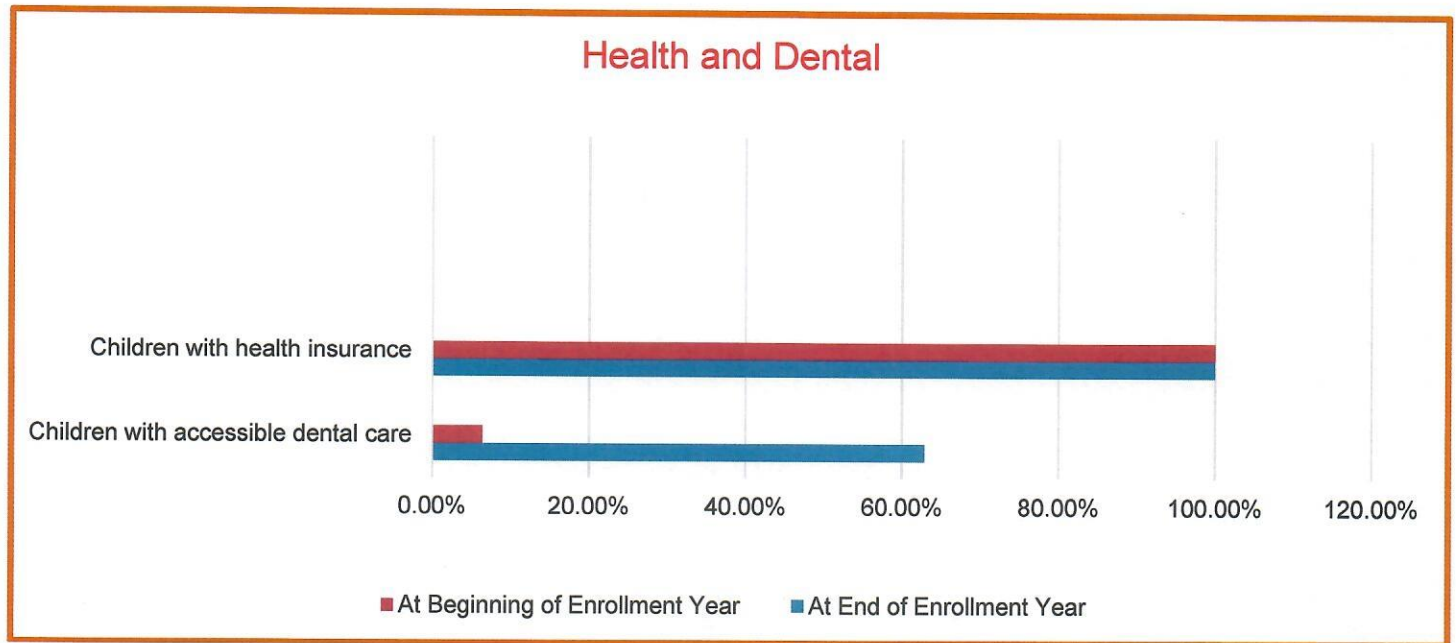
Enrollment



Characteristics of Children and Families

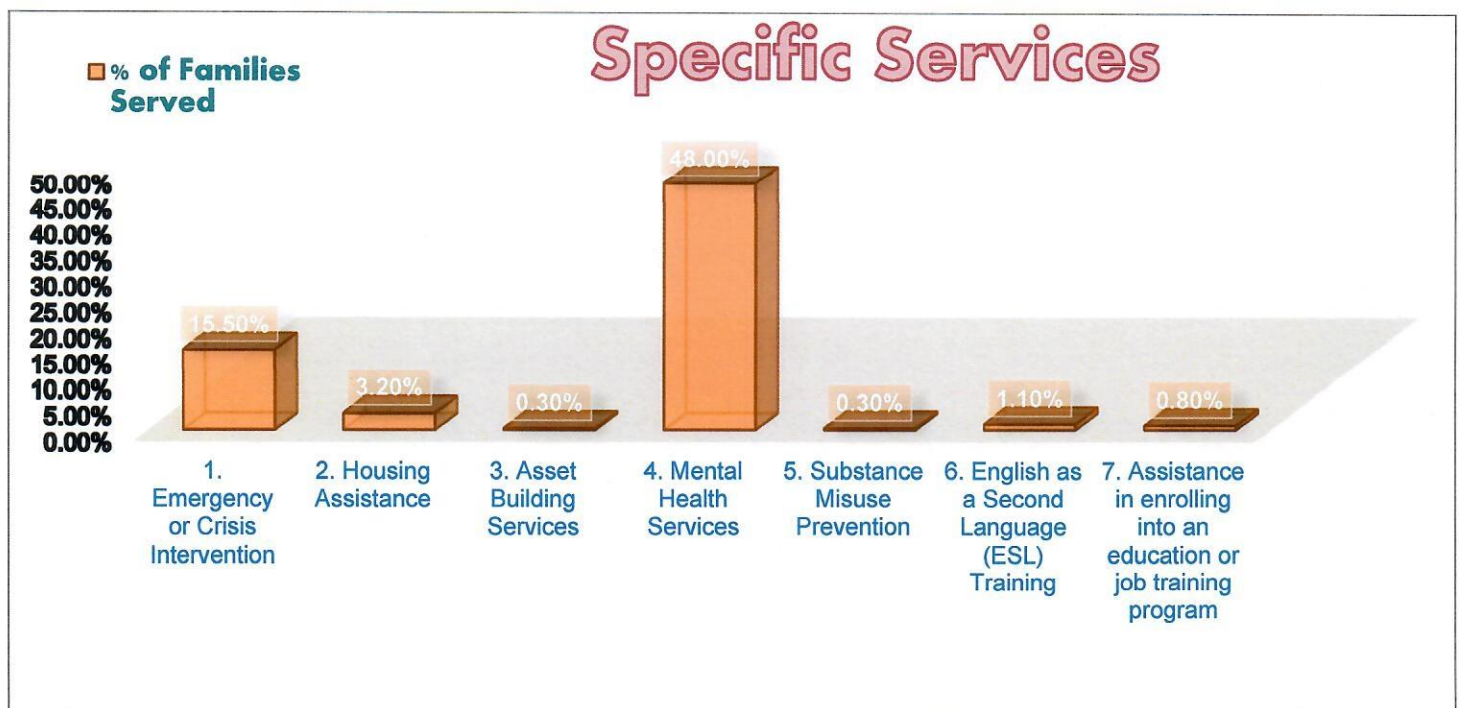


Services (Health, Dental, Mental Health and Disability)



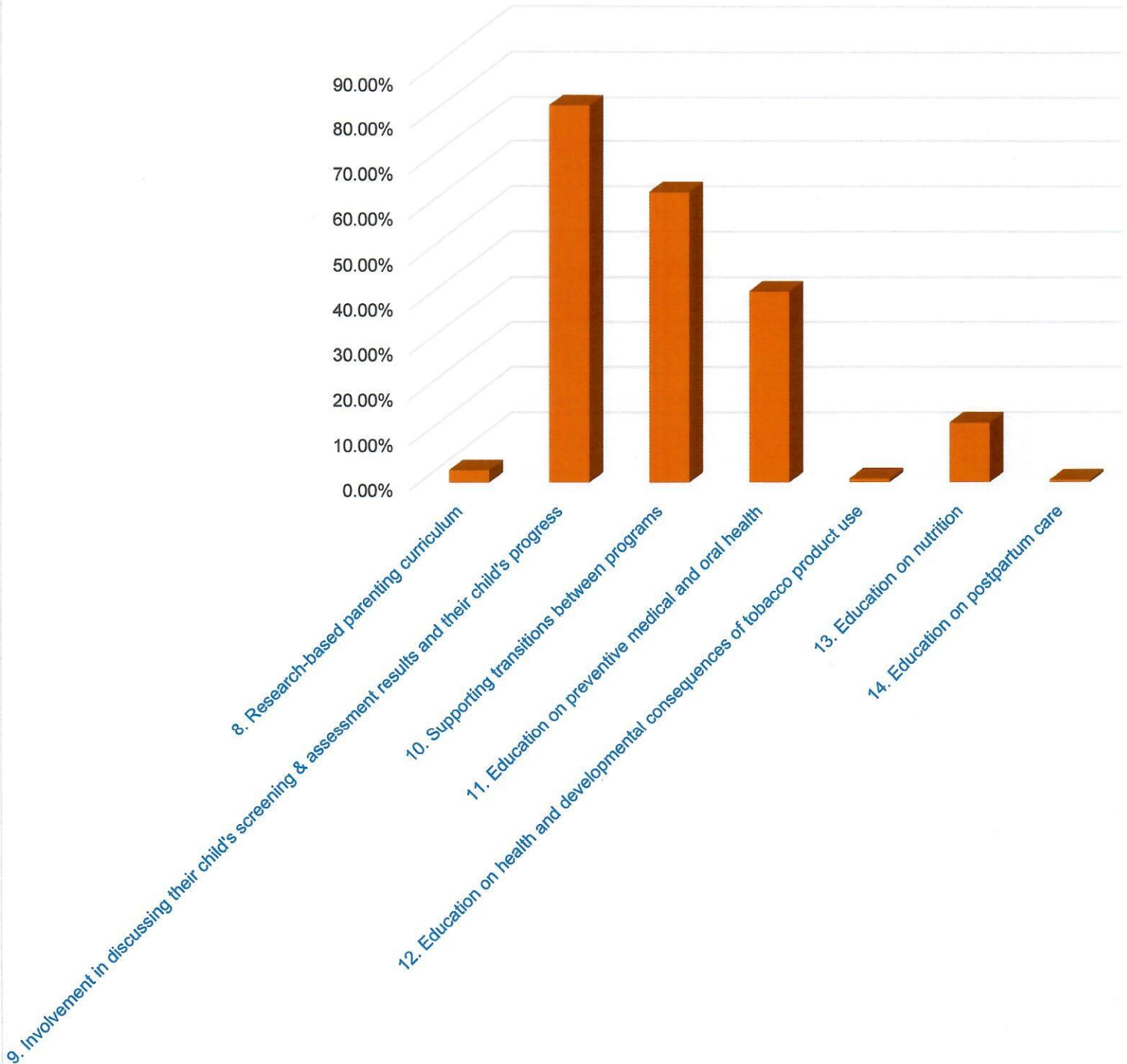
Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services

22
(5.9%)



Specific Services

■ % of Families Served



Performance and Outcomes

Office of Head Start Focus Area One (FA1) Federal Review

- June 14-18, 2021 -

FA1 Review, which is conducted offsite, offers grant recipients a chance to share the information they used to inform their program design. Through FA1, OHS hopes to learn about the following topics – strengths and needs of children and families in the community; staffing structure and program design that meets the needs of children and families; approaches to education and child development, health, and family and community engagement services; fiscal infrastructure and capacity; and program governance and accountability.

Our FA1 Program Performance Summary Report showed that our Head Start program was in compliance with the HSPPS requirements for all component areas. A few of the highlights were:

Program Design, Management, and Quality Improvement

- ✚ Our program leveraged the knowledge and expertise of staff and policy groups to implement a data-driven approach to meet the changing needs of Head Start families in the Bronx area of New York City. Responding to needs identified by the community assessment, the selection criteria were updated to prioritize enrollment for parents deemed essential workers during COVID-19 who needed reliable child care.
- ✚ Our program supported teachers' delivery of services aligned with local school's kindergarten readiness expectations; supported school readiness through data-driven instructional practices.
- ✚ Our program's design, management, and governance systems promoted the achievement of goals and continuous improvement and supported services to meet the needs of enrolled children and their families.

Designing Quality Education and Child Development Program Services

- ✚ Our program's school readiness committee guided a holistic approach to preparing children for their next educational setting.
- ✚ Our program supported qualified staff to deliver its chosen curriculum to fidelity while involving parents as their child's first teacher. The education coach, special education coordinator, and the five center/education directors trained teachers on implementing The Creative Curriculum and used Teaching Strategies GOLD to assess children's developmental outcomes and guide individualized lesson plans.
- ✚ Our program worked in concert with receiving schools to support children and families as they transitioned to kindergarten. These efforts included visits to kindergarten classrooms and workshops for families presented by the special education coordinator and center/education directors at individual sites. Children also received transition backpacks that included books, pencils, crayons, manipulatives, and a kindergarten preparation calendar with activities parents and children could complete together during the summer.

Designing Quality Health Program Services

- ✚ In collaboration with our program's internal resources and external community partners, we ensured children received health services. Our nurse consultant completed vision and hearing screenings, provided resources and training for staff and parents, and participated in program meetings both in-person and then virtually during the COVID-19 pandemic.
- ✚ Our program's collaborative relationships and safety efforts ensured children and families had access to health services and safe and healthy learning environments.

Designing Quality Family and Community Engagement Services

- ✚ Our program's approach to strengthening parenting skills utilized curricula supplemented by individual and whole-group interventions. Family workers coordinated with other component staff to deliver the Shine On family curriculum to help parents learn the necessary skills for their role as their child's first teacher. Teachers and family workers reinforced the curriculum with children in the classroom and provided materials to families to use in the home.
- ✚ We used internal and external collaboration to offer parents opportunities to improve their family well-being and parent-child relationships.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (FREFA) Strategies and Fiscal Infrastructure

- ✚ Our program leveraged community partnerships and resources to deliver family services and strengthen parent-child relationships. To support families in reaching their goals, our staff connected families to internal and community resources. For example, when many families identified wanting to learn English as a goal, staff connected them to our ESL classes.
- ✚ Our program's approach to strengthening parenting skills utilized curricula supplemented by individual and whole-group interventions. Family workers coordinated with other component staff to deliver the Shine On family curriculum to help parents learn the necessary skills for their role as their child's first teacher. Our teachers and family workers reinforced the curriculum with children in the classroom and provided materials to families to use in the home.



In April 2021, an audit was conducted for Mosholu Montefiore Community Center (MMCC) programs by **MARK PANETH Accountants and Advisors** for FY July 2020-June 2021.

Our program, Child Development Center was found compliant in all areas.



The Classroom Assessment Scoring System (CLASS®) is an observation tool that assesses the quality of teacher-child interactions in center-based preschool classrooms. It is organized to assess three broad domains of interactions among teachers and children: **Emotional Support, Classroom Organization, and Instructional Support.**

WE ARE PROUD TO SAY THAT ALL OF OUR:

**Educational
Leaders**



Education Coordinator
Special Education Coordinator
Educational Coach
5 Center/Education Directors
and three (3) Lead Teachers



**CLASS-Certified
Reliable**



Our program has maintained accreditation with the National Academy for the Education of Young Children and we continue to make improvements.



New York State's voluntary 5-Star Quality Rating and Improvement System for early childhood programs. Since its inception, QUALITYstarsNY has focused its evidence-based practices to ensure that young children in participating programs have access to excellence and their families can trust the level of quality in the programs they choose.

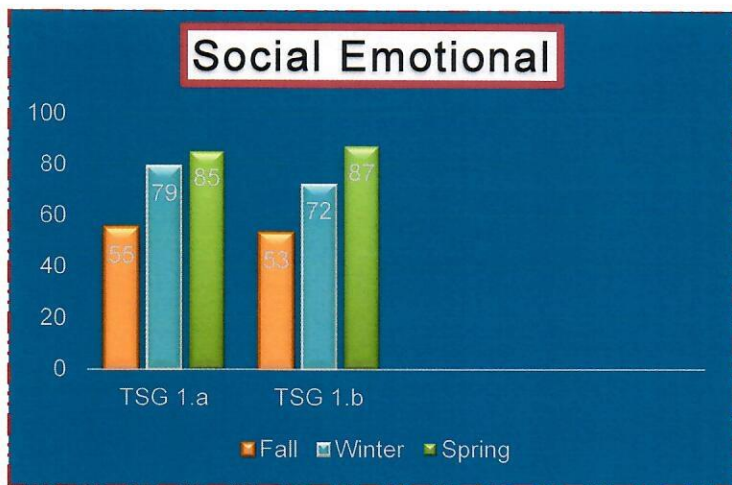
We, at Child Development Center of MMCC are so committed to the young children and the families we work with and are always motivated to improve our practice.

After having been accredited by the NAEYC, we still wanted to engage in continuous quality improvement, so we applied to QUALITYstarsNY. Fortunately, we got approved and we started participating last school year.

Kindergarten Readiness

This report reflects the outcomes of our child assessment for the Fall, Winter, and Spring of the School Year 2020 – 2021. Our program has 13 school readiness goals and they are aligned to the Head Start Early Learning Outcomes Framework (ELOF), to the NYS Early Learning Guidelines, and to the child assessment tool that we use, the Teaching Strategies Gold (TSG) Objectives and Dimensions.

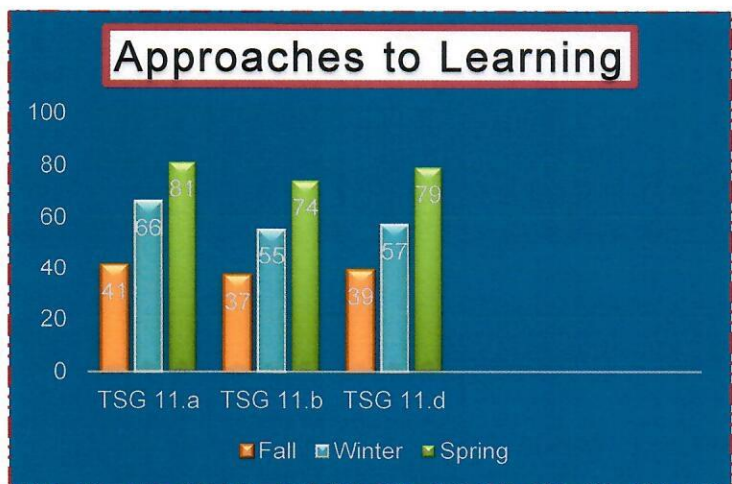
The following graphs show the percentage of children who met/exceeded the expectations after each season. We aggregated and analyzed the *Snapshot By Dimension* report from the TSG.



➤ **Children will develop self-regulation**

TSG 1.a Manages 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

Language and Communication



- **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

Language and Literacy



- **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

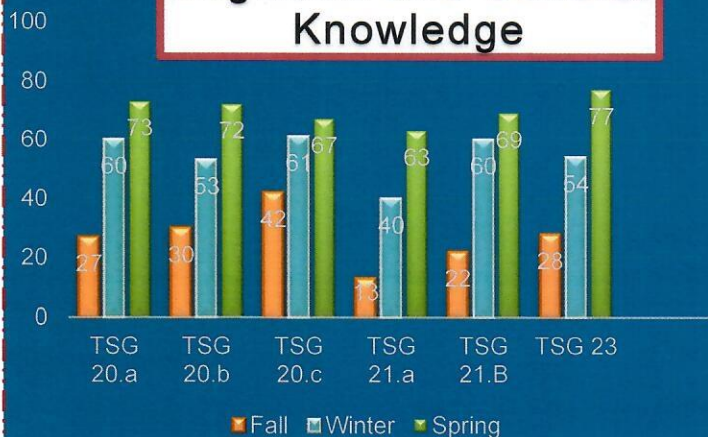
- **Children will understand the function of print and some concepts and will use early writing to communicate**

TSG 17.b Uses print concepts

TSG 19.a Writes name

TSG 19.b Writes to convey meaning

Cognition and General Knowledge



- **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

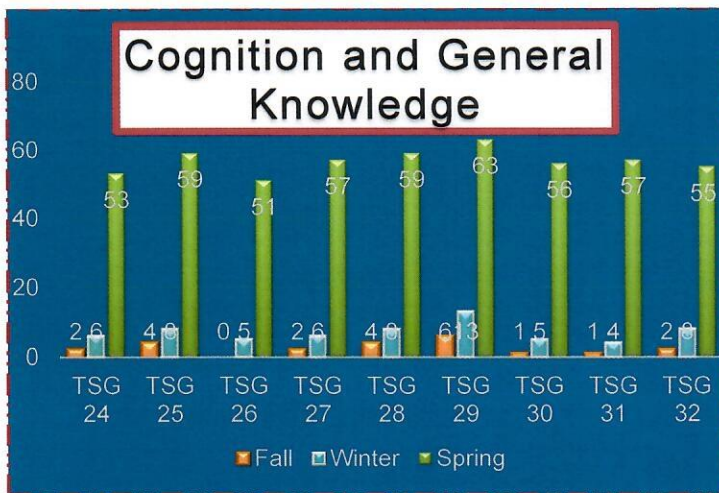
- **Children will demonstrate knowledge of shapes and their properties**

TSG 21.a Understands spatial relationships

TSG 21.b Understands shapes

- **Children will demonstrate understanding of patterns**

TSG 23. Demonstrates knowledge of patterns



➤ **Children will engage in scientific inquiry**

TSG 24. Uses scientific inquiry skills

TSG 25. Demonstrates knowledge of the characteristics of living things

TSG 26. Demonstrates knowledge of the physical properties of objects and materials

TSG 27. Demonstrates knowledge of Earth's environment

TSG 28. Uses tools and other technology to perform tasks

➤ **Children will demonstrate knowledge of self, family, and community**

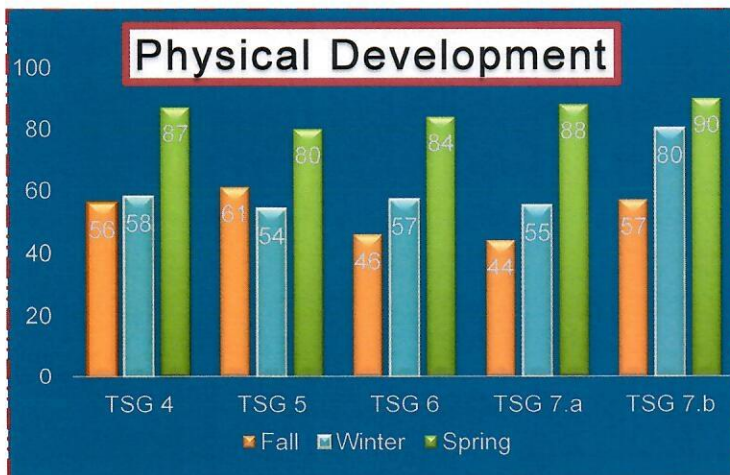
TSG 29. Demonstrate knowledge about self

TSG 30. Shows basic understanding of people and how they live

TSG 31. Explores change related to familiar people and places

➤ **Children will demonstrate simple geographic knowledge**

TSG 32. Demonstrates simple geographic knowledge



➤ **Children will maintain physical health, age-appropriate physical development and fine/gross motor skills**

TSG 4. Demonstrates travelling skills

TSG 5. Demonstrates balancing skills

TSG 6. Demonstrates gross-motor manipulatives

TSG 7.a Uses fingers and hands

TSG 7.b Uses writing and drawing tools