



Building  
communities  
one life  
at a time

Mosholu Montefiore Community Center  
3450 Dekalb Avenue Bronx, NY 10467  
Phone: 718. 882.4000 | Fax: 718. 882. 6369 | [www.mmcc.org](http://www.mmcc.org)

# Child Development Center of MMCC



## HEAD START ANNUAL REPORT

**School Year 2021 – 2022**

**Fiscal Year February 2022 - January 2023**

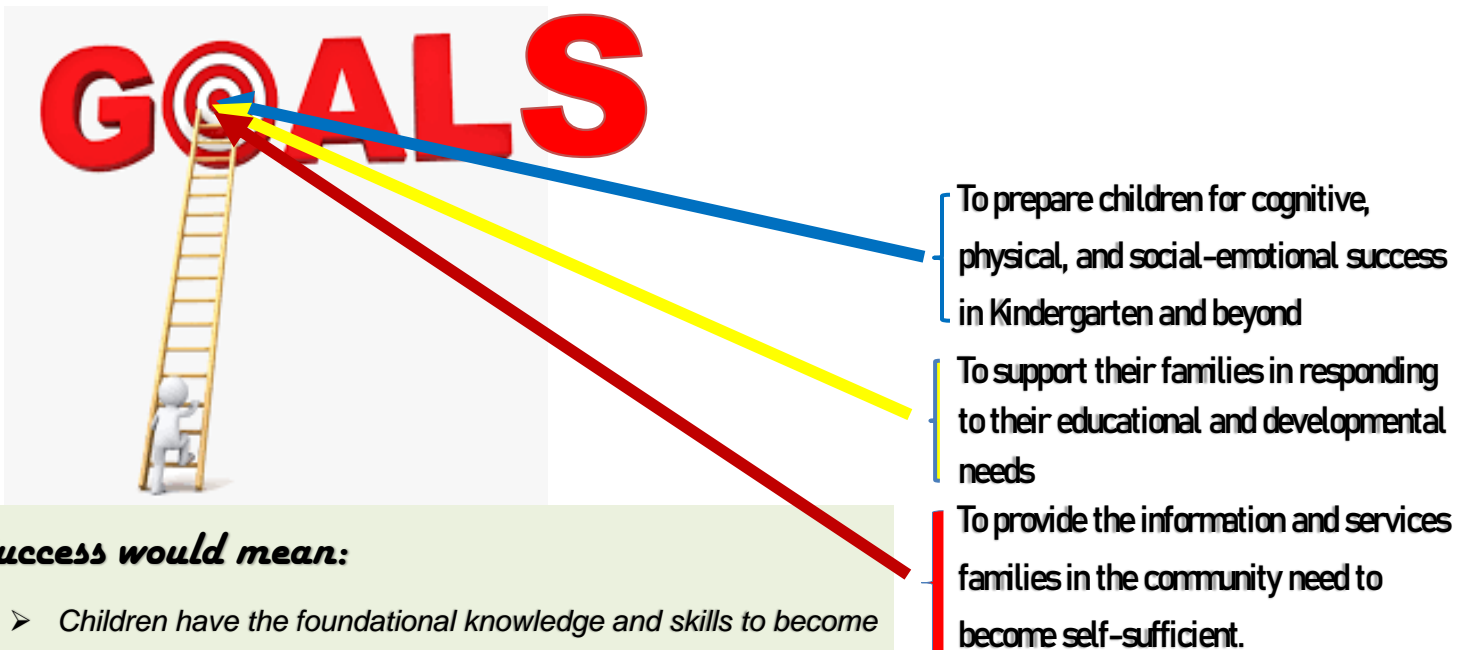




The **Child Development Center** under the umbrella agency of Mosholu Montefiore Community Center (**MMCC**) has been persistently transforming the program to focus on ending the cycle of poverty for the families and children we serve. It is our goal to continue providing broad and deep opportunities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

**The Child Development Center (CDC) of MMCC is a family-centered program with activities designed to meet young children's needs, while keeping them engaged.**

## Our Program's Ultimate



### *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.



**The Child Development Center of MMCC consists of five (5) centers, all located in the Bronx.**



**Child Development Center of MMCC – Main Site**  
3450 DeKalb Avenue Bronx, NY 10467  
Tel: (718)654-0563



**Child Development Center of MMCC – Northside Annex**  
3512 DeKalb Avenue Bronx, NY 10467  
Tel: (718)405-0020



**Child Development Center of MMCC – Van Cortlandt**  
3880 Sedgwick Avenue Bronx, NY 10463  
Tel: (718)543-0231



**Natly Esnard Child Development Center of MMCC**  
934 East Gun Hill Road Bronx, NY 10469  
Tel: (347)899-8193

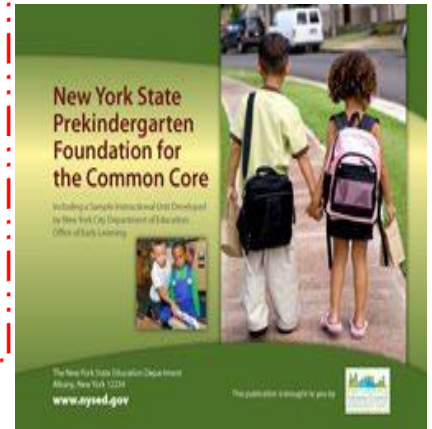


**Nora Feury Child Development Center of MMCC**  
887 Crotona Park North Bronx, NY 10460  
(917)737-8890

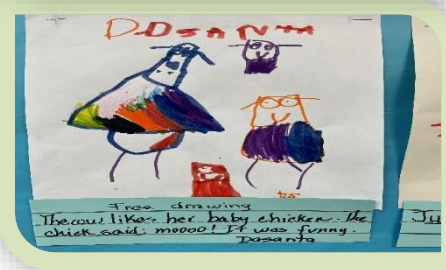
# Children's Educational Services



*We at the CDC of MMCC, aim to develop the five domains of development as defined by the Head Start Early Learning Outcomes Framework (ELOF) and the Pre-K Foundation for the Common Core (PKFCC): Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development.*



We always aim to provide a learning environment that supports children's growth. Even amidst the pandemic challenges and difficulties, our program managed to continue providing our preschoolers with several learning opportunities and meaningful experiences. These include arts, music and movement, dramatic play, block play, science, math, social studies, reading and writing. The activities were planned based on children's interests and developmental assessments, as well as children's health, family background, cultures, learning styles, attitudes and abilities. The learning environment and curriculum were designed to meet the developmental needs of all children, including children with special needs and dual language learners. During the entire SY 2020-2021, we implemented a blended learning model, but for the school year 2021-2022, we shifted back to 'Face to Face' (in person) learning but continued following the COVID guidelines provided by the Centers for Disease Control and Prevention (CDC).







## Curriculum, Assessment, and Screening

During the SY 2021-2022, we continued to use *The Creative Curriculum for Preschool 6<sup>th</sup> Edition*, a comprehensive, research-based curriculum which features exploration and discovery as a way of learning. It promotes positive child outcomes through engaging, meaningful, and individualized experiences. This curriculum was enhanced with a digital resource called Cloud which supports both teachers and families with developmentally appropriate learning experiences regardless of setting— distance learning, traditional classroom or a hybrid model. It enables quick, efficient, and secure communication between teachers and families.

We used *Teaching Strategies GOLD* to assess children's development and progress throughout the year. GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do. Teachers completed three (3) checkpoints (Fall, Winter, and Spring) and aggregated and analyzed *Snapshot by Dimension* report after each checkpoint.

For screening, our program utilized *Brigance Early Childhood Screen III*. This tool is a collection of quick and reliable early childhood education assessments and data-gathering tools that are nationally standardized. It supports the efforts of early childhood educators and others working with children to identify potential developmental delays, as well as giftedness and inform instruction and monitor child progress.

# Kindergarten Readiness

This report reflects the outcomes of our child assessment for the Fall, Winter, and Spring of the School Year 2021 – 2022. Our program established **13 school readiness goals** which were aligned to the Head Start Early Learning Outcomes Framework (ELOF), NYS DOE PKFCC, NYS Early Learning Guidelines, and to the authentic child assessment tool that we use, the **Teaching Strategies Gold (TSG) Objectives and Dimensions**.

**1) Children will develop self-regulation**

TSG 1.a Manages feelings

TSG 1.b Follows limits and expectations

**2) 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

**3) 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

**4) 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

**5) 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

**6) 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

**7) 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

**8) Children will demonstrate knowledge of shapes and their properties**

TSG 21.a Understands spatial relationships

TSG 21.b Understands shapes

**9) Children will demonstrate understanding of patterns**

TSG 23. Demonstrates knowledge of patterns

### 10)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

### 11)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

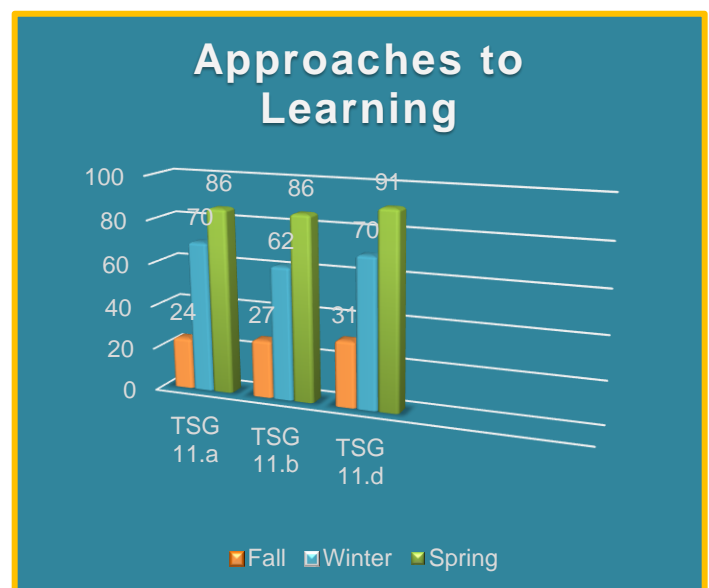
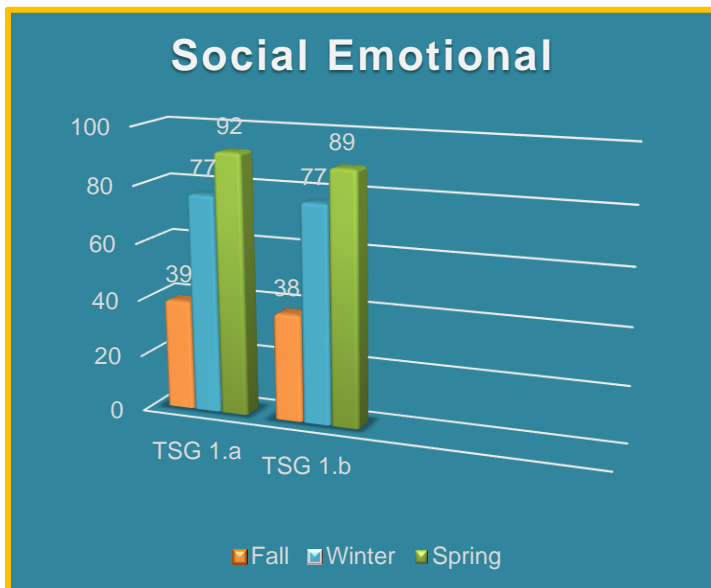
### 12)Children will demonstrate simple geographic knowledge

- TSG 32. Demonstrates simple geographic knowledge

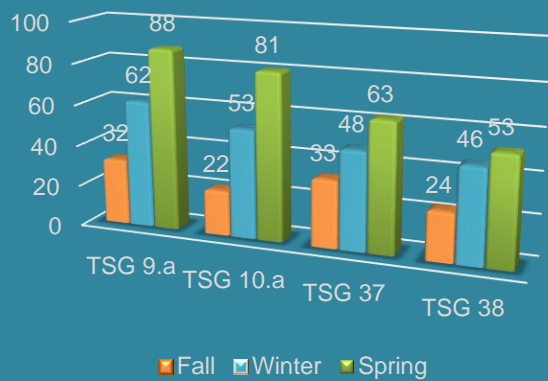
### 13)Children will maintain physical health, age-appropriate physical development and fine/gross motor skills

- 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

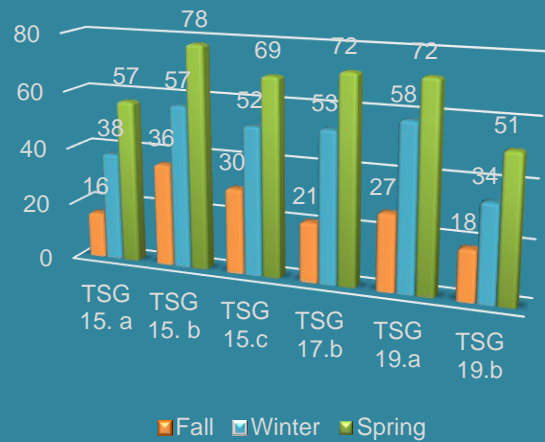
The following graphs show the percentage of children who met/exceeded the expectations after each season.



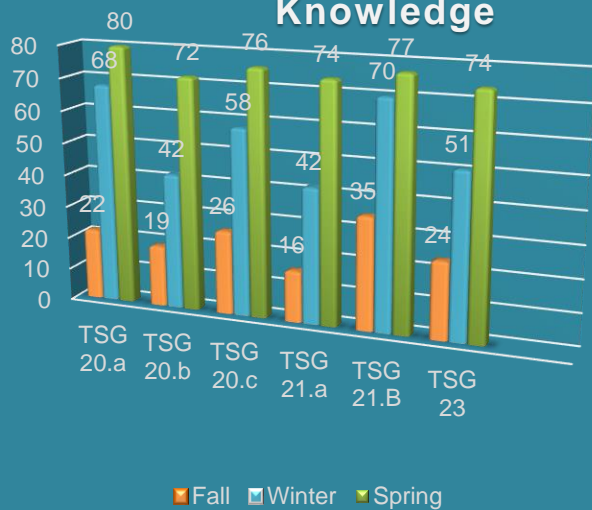
## Language and Communication



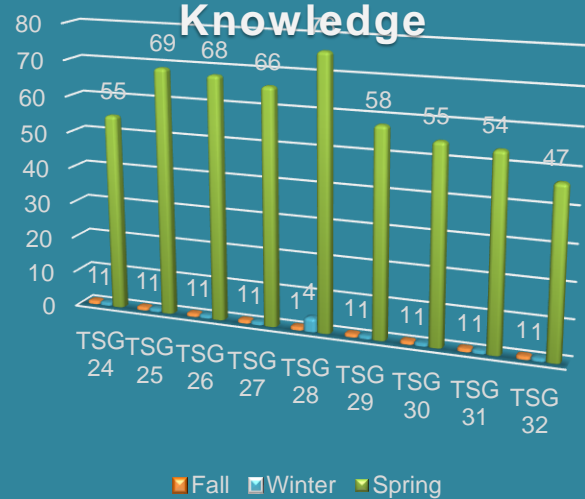
## Language and Literacy



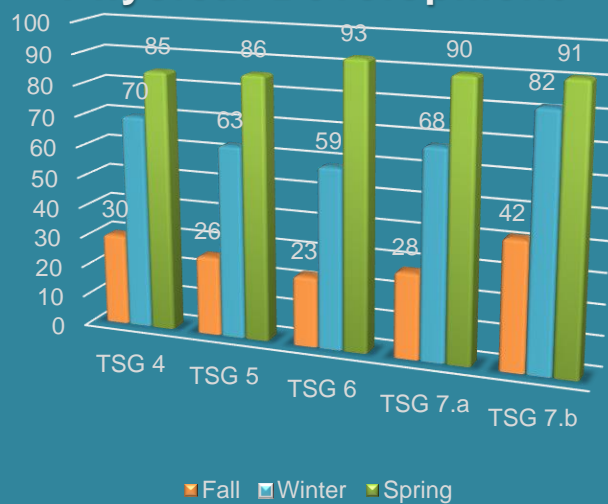
## Cognition and General Knowledge



## Cognition and General Knowledge



## Physical Development





# Parent, Family, and Community Engagement (PFCE) 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 namely, (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 multi-lateral programmatic strategies that include establishing goals with every family and supporting 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. During the school year 2021-2022, our program continued to engage families through workshops, parent-teacher conferences, volunteering and decision-making opportunities, family goal setting and community events, although most of them were done virtually (still due to the pandemic).

Parents/Families were encouraged to take leadership roles, share program governance, and take an active part in decision-making (Parent/Class Committees and Policy Councils). Staff also encouraged parents to bring learning activities to the classroom, such as songs and stories, that come from their own childhoods and cultures. We celebrated a "Culture Week" sometime in November wherein teachers/staff implemented lessons and activities about different cultures. We extended learning from school to home by providing parents and children with meaningful home activities. Our program ensured school-home consistency by working together with parents/families in reinforcing children's learning everywhere. We conducted two (2) home visits, three (3) parent-teacher conferences and several parent workshops virtually. We offered health, educational, nutritional, social, and safety services to our children and their families.

We continued to partner with Cool Culture and Shine Assist (Acelero). In January 2022, our program started the full implementation of Shine On Families (SOF) using the PEER books. We also collaborated with Cornell University to provide Nutrition classes to our families (virtually for 7-8 weeks). We provided CARE packages, masks, test kits, test vans, and pantries for our children and families.



Parent Orientation



Policy Council Training



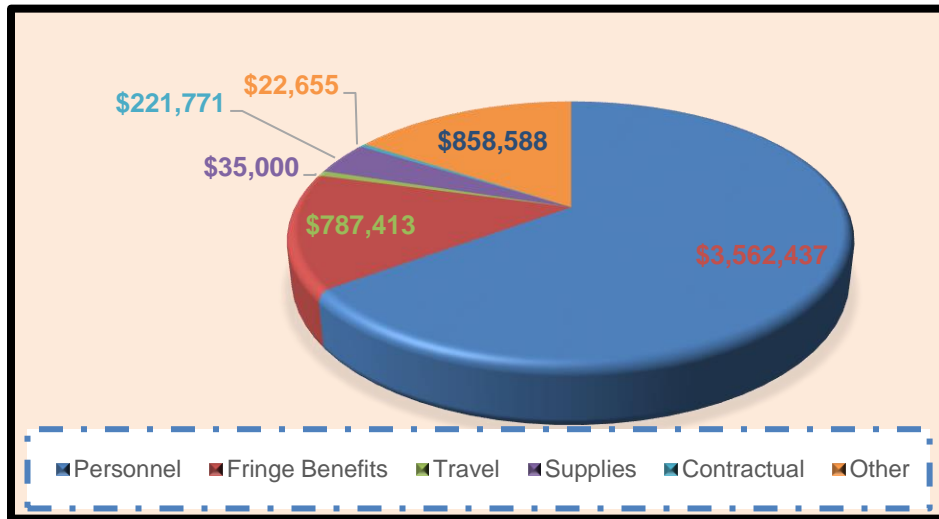
Program Self-Assessment

# Funding and Expenditures Summary

The Child Development Center of MMCC has **27 classrooms** that provide Head Start services in **5 locations** identified on page 3 of this report. The CDC of MMCC received funds from the Office of Head Start for **436 seats/slots** effective February 2021 (Grant # 02CH010815).

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

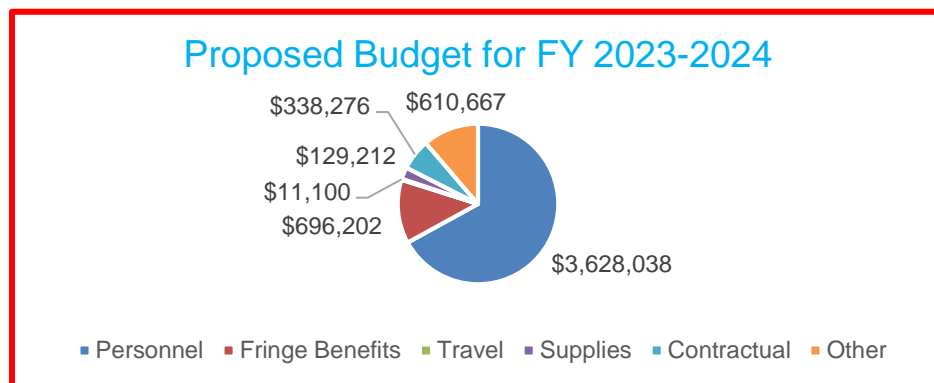
- **\$5,551,333** for FY 2022-2023  
In-kind/non-federal share was **\$1,387,833**



- **Other** includes rent, utilities, telephone, building and child liability insurance, building maintenance/repair and other occupancy, nutrition services, parent services, accounting and legal services, publications/advertising/printing, training or staff development, etc.
- **CACFP** provides fund for meals. Food Program (in January 2023) provided a total of **15,895 meals** consisting of breakfast, lunch and snacks for a total cost **\$37,634.74**.

## Proposed Budget for FY 2023-2024

- **\$5,699,147**  
In-kind/non-federal share: **\$1,424,787**



# Enrollment

Total Funded – SY 2021-2022

**Enrollment** 436

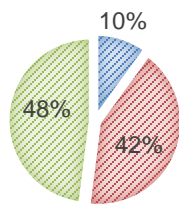
CUMULATIVE  
ENROLLMENT

356



## % OF CHILDREN AT ENROLLMENT

■ 2YO ■ 3YO ■ 4YO ■

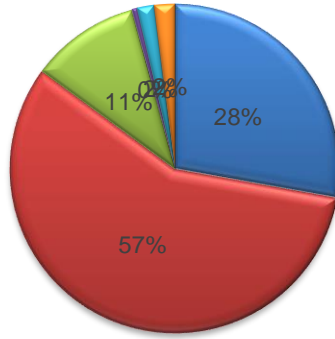


# Characteristics of Children and Families

Ethnicity and Race	# of Hispanic or Latino Origin	%	# of Non-Hispanic or Non-Latino Origin	%
American Indian or Alaska Native	91	25.56	1	0.28
Asian	0	0.00	36	10.11
Black or African American	14	3.93	54	15.17
Native Hawaiian or Pacific Islander	1	0.28	1	0.28
White	38	10.67	5	1.40
Biracial or Multi-Racial	24	6.74	2	0.56
Others	82	23.03	7	1.97



## Primary Language of Family at Home



English
Spanish
Middle Eastern or South Asian Languages
East Asian Languages
African Languages
American Sign Language
Unspecified Languages

Total Number of Dual Language Learners --- 274

## Health and Special Education Services

### Services (Health, Dental, Mental Health and Disability)

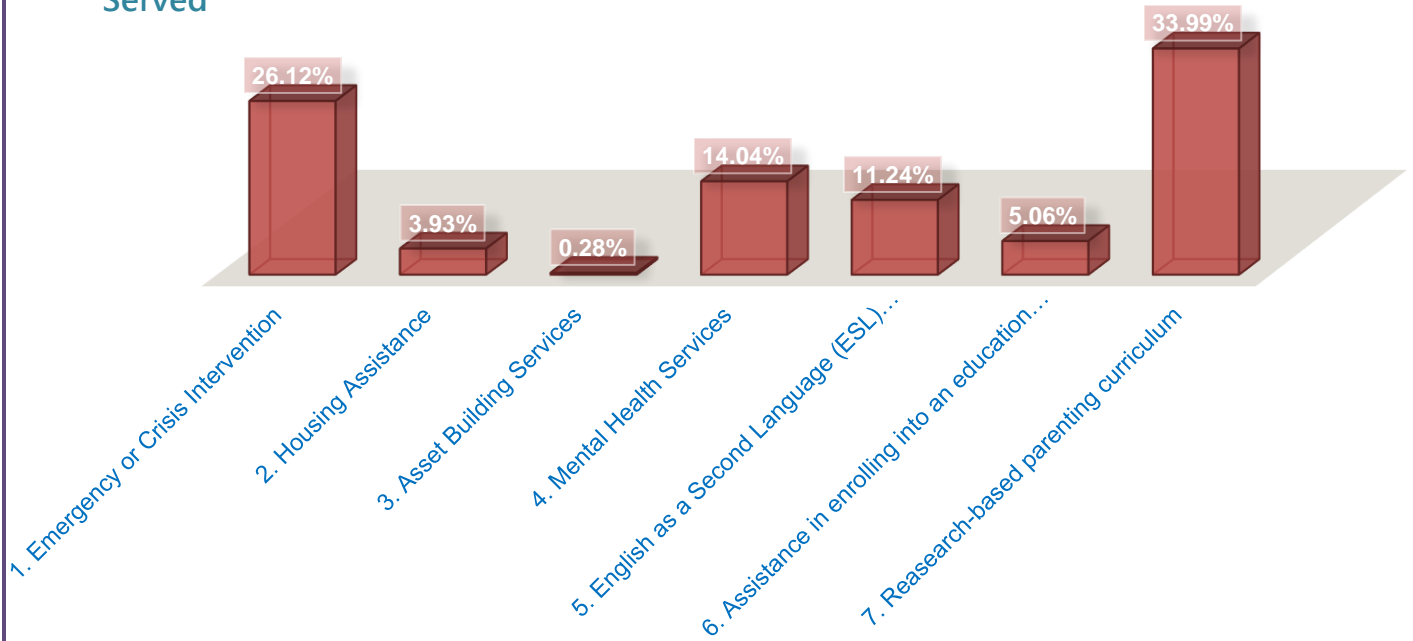
	At Beginning of Enrollment Year	At End of Enrollment Year
Children with health insurance	346	356
Children with accessible health care	348	356
Children with up-to-date immunizations appropriate for their age	247	356
Children with accessible dental care	171	356

**TOTAL NUMBER OF CHILDREN REFERRED FOR AN EVALUATION TO DETERMINE ELIGIBILITY UNDER THE IDEA DURING THE PROGRAM YEAR 34**

Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services 21

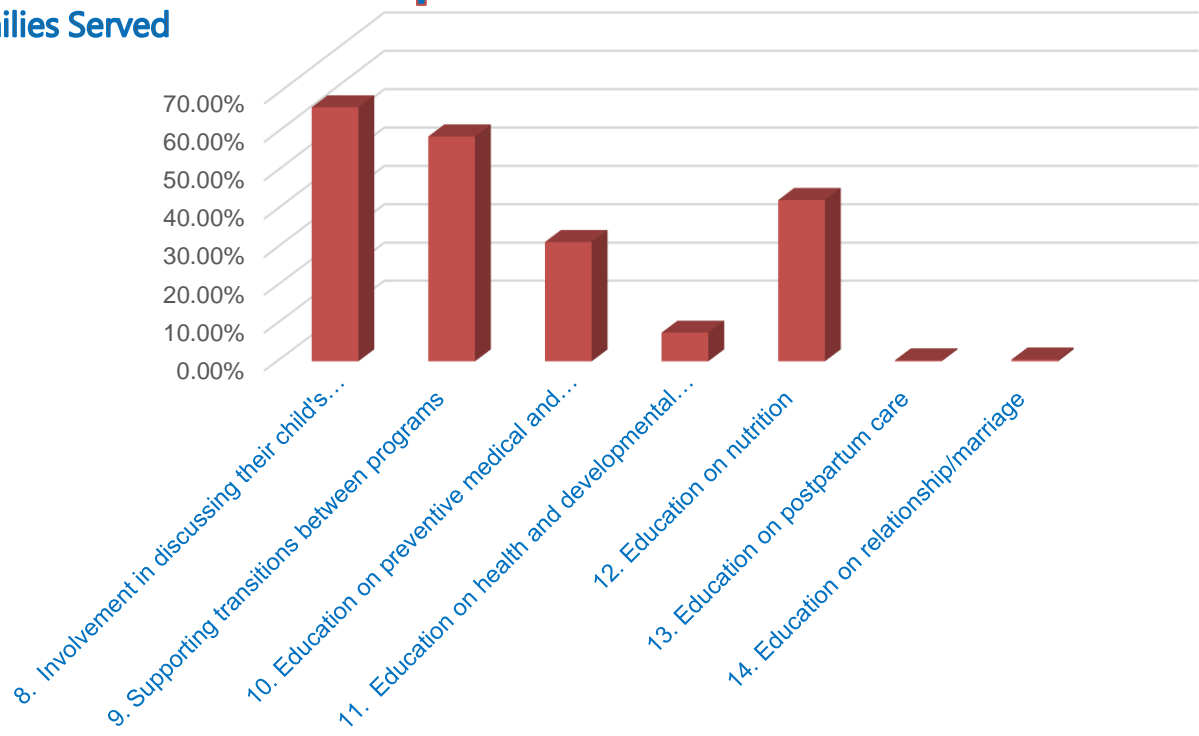
# Specific Services

■ % of Families Served



# Specific Services

■ % of Families Served



# Program Performance and Outcomes

## FA2 Federal Review

The Office of Head Start conducted a Focus Area Two (FA2) monitoring review of our program during the week of June 27, 2022 to July 1, 2022. The Program Performance Summary Report indicated that our program has met the requirements of all applicable HSPPS, laws, regulations, and policy requirements in all service areas.

### Program Management and Quality Improvement

- Child Development Center of MMCC promoted a cross-training approach to its management structure, ensuring content area experts had the knowledge and skills to monitor each service area.
- Our leadership team used an ongoing monitoring schedule to conduct site visits, perform classroom observations, and review data and outcomes.
- During monthly meetings, our team members analyzed data and outcomes from site visits, shared perspectives, and created strategic plans to support areas of improvement.
- Our leadership team met with front-line staff at our five centers and shared information across service areas. This approach enhanced communication among managers, led to meaningful internal and external partnerships to address family and children's well-being, and informed professional development opportunities for staff members.
- We established a coordinated and integrated approach to leadership, growth, and sustainability.

### Monitoring and Implementing Quality Education and Child Development Services

- Child Development Center of MMCC worked with its receiving schools to help families access New York City's gifted and talented programs. Parents, teachers, and family service staff identified children demonstrating the potential for enrollment in these programs beginning in kindergarten. Our Family service staff assisted parents in completing the gifted and talented application and promoted enrollment for transitioning children.
- Our program's cooperative relationships with its receiving schools nurtured children's strengths and encouraged families to enroll them into programs from which they were historically excluded.
- Through partnerships with receiving schools, Child Development Center of MMCC promoted children's skills and created a pathway for lifelong learning opportunities.

### Monitoring and Implementing Quality Health Services

- We, at Child Development Center of MMCC leveraged our partnerships with two local hospitals to ensure our enrolled participants had access to health services throughout COVID-19.
- Hospital representatives attended our Health Services Advisory Committee meetings to educate our families and staff on up-to-date pandemic information and safe practices while living in one of the most impacted cities.
- These partnerships allowed our children and families to receive health services provided by both hospitals, including physical and mental health, dental exams, and COVID-19 vaccinations, without wait time.
- These collaborations helped our program ensure each family's access to age-appropriate preventive and follow-up care.



## Monitoring and Implementing Quality Family and Community Engagement Services

- Child Development Center of MMCC offered families access to in-house resources. These resources included an on-site food pantry, housing assistance, a domestic violence response center, after-school programs, and a summer camp.
- Our program offered our enrolled families access upon enrollment and throughout the program year to support their immediate needs and well-being.
- An in-house social worker was available to nurture and help our families with mental health concerns such as trauma, anxiety, depression, loss, and homelessness.
- Our program's internal design and delivery model established enduring and sustainable services for our Head Start families.

## Monitoring and Implementing Fiscal Infrastructure

- Child Development Center of MMCC's leadership and finance team developed a budget that strengthened our school readiness goals and the implementation of a research-based curriculum.
- Our management and fiscal teams reviewed historical data, organizational needs, and funding opportunities to support these goals. This communication and budget analysis system allowed our program to invest in a new curriculum for all classrooms. The purchase included in-person learning experiences for our teachers to increase their knowledge of the curriculum and reduce their stress during the implementation process.
- Our fiscal team helped us meet our goals by creating a program-driven budget development and execution process that enriched our children's learning experiences and expanded our staff development.

## Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance

- Child Development Center of MMCC ensured the enrollment of eligible children and families most in need. Toward this aim, our program created a selection committee to review application documents, assess families' unique characteristics, and make enrollment determinations using selection criteria based on our community and program data and designed to prioritize children with higher risk factors.
- Our program implemented a process of second reviews by the committee of all documents to verify that only eligible applicants were selected for enrollment. This extension of the intake process helped our program enroll children and families most in need.



*On June 30, 2022, an audit was conducted for Mosholu Montefiore Community Center (MMCC) programs by CBlz Marks Paneth Accountants and Advisors for FY July 2021-June 2022.*

*Our program Child*



**We, at Child Development Center of MMCC are so committed to the young children and the families that we serve and are always motivated to improve our practice. We aim to engage in continuous quality improvement.**



Three of our centers have maintained NAEYC Accreditation for several years now and are currently participating in a *5-Star Quality Rating and Improvement System (QSNY)*.

Our Education Leaders Team which consists of Education Manager, Special Ed. Coordinator, Instructional Coach, and 5 Center/Education Directors also worked hard to improve our class observation skills by renewing our Reliability Certification in the tool that we use.



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.**

## *Staff Professional Development Trainings and Staff Appreciation*

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. We value our employees and make efforts to thank them for their hardwork and dedication. We celebrate Staff Appreciation Day at least twice a year (around December Holidays and during the Year-End PD). We provide educational leave and we started giving incentive/tuition assistance to those teachers/staff who are pursuing a degree in Early Childhood or CDA credential or working towards certification. Below are some of the professional learning experiences that our staff had during the school year 2021-2022.





**This Annual Report is dedicated to the memory of Nora Feury whose vision and passion guided our success.**



***A Head Start Supporter and Legend***