



Building
communities
one life
at a time

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Child Development Center of MMCC

HEAD START & EARLY HEAD START ANNUAL REPORT

School Year 2023-2024
FY February 2024 – January 2025

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(MMCC)

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A Message from the Board

It is my honor and privilege to represent the MMCC Board in all things Head Start. Head Start is the greatest piece of educational legislation ever passed in this country and has made a significant difference to the lives of both children and parents. Working with the parents on the Policy Council has been a real joy. They are very timid at first and watching them grow and become advocates for their children is truly remarkable. Watching the children grow and achieve is another great joy. Their growth as can be seen in this report is truly remarkable and a credit to our teachers, assistant teachers and support staff.

I am looking forward to the opening of our new facility on Third Avenue.

Thank you all for allowing me to serve in my capacity as Board Representative.

With gratitude,



Natty Esnard

Board Co-Chair

~ WHO WE ARE ~

Our Mission

Our **MISSION** at **MMCC** is to improve the lives of Bronx and Manhattan residents through humanitarian efforts opening gateways to success with our quality programs and services. We help the individuals we serve build self-confidence and self-sufficiency.

Child Development Center of MMCC

The **Child Development Center**, operating under the umbrella of Mosholu Montefiore Community Center (**MMCC**), has been steadfast in its mission to transform our programs with a clear focus: breaking the cycle of poverty for the children and families we serve. Our goal is to continue offering comprehensive and meaningful opportunities that open new pathways—changing the trajectory of individual lives, empowering families, and reshaping the broader community.



The Child Development Center (CDC) of MMCC is a family-centered program designed to meet the developmental needs of young children through engaging, age-appropriate activities. We proudly offer Head Start, Early Head Start, and Pre-K for All, using a research-based, developmentally appropriate curriculum.

Our goal is to create a rich learning environment that fosters growth across all areas of development—including language and literacy, mathematics, science, social-emotional skills, creative expression, and physical development.

With a holistic approach to early education, Child Development Center of MMCC prepares children for Kindergarten and beyond. Our dedicated and nurturing teachers bring both warmth and expertise, ensuring each child receives the individualized support they need to thrive.





The Child Development Center of MMCC's ultimate goals are to:

- Prepare children for cognitive, physical, and social-emotional success in Kindergarten and beyond.
- Support families in addressing their children's educational and developmental needs.
- Provide families with the information, resources, and services necessary to achieve self-sufficiency.

Our vision of success includes:

- Children entering Kindergarten with the foundational knowledge and skills to become lifelong learners.
- Families who are empowered advocates and active partners in their children's learning, extending it into the home environment.
- Families achieving greater independence and self-sufficiency.
- A professional, supported, and valued staff that continues to grow in skill and purpose.

CDC of MMCC currently offers free early childhood education at five Bronx locations for children ages 1 to 4, through our Head Start, Early Head Start, and Pre-K for All programs, using The Creative Curriculum—a high-quality, research-based, and developmentally appropriate approach.



CDC of MMCC - Main Site

3450 Dekalb Ave. Bronx, NY 10467
Tel: (718)654-0563



CDC of MMCC - Northside Annex

3512 Dekalb Ave. Bronx, NY 10467
Tel: (718)405-0020



CDC of MMCC - Van Cortlandt

3880 Sedgwick Ave. Bronx, NY 10467
Tel: (718)543-0231



Natly Esnard CDC of MMCC

934 East Gun Hill Road, Bronx, NY 10469
Tel: (347)899-8193



Nora Feury CDC of MMCC

887 Crotona Park North, Bronx, NY 10460
Tel: (917)737-8890



TINY BLOSSOMS CHILD DEVELOPMENT CENTER OF MMCC

4660 Third Ave. Bronx, NY 10458

CDC of MMCC

Leadership Team

At Child Development Center of MMCC, we are proud to have a dedicated leadership team committed to shaping the future of early childhood education. Our team brings a wealth of experience, passion, and expertise to ensure every child receives the highest quality education and care. Each member of our leadership team plays a key role in driving our mission to provide inclusive, nurturing, and research-based learning experiences for young children. We are excited to introduce our leadership team to the community, who work tirelessly to support our vision and values, fostering an environment where every child can thrive.



Rita Santelia
Chief Executive Officer
Moshoulou Montefiore Community Center
(MMCC)



Agnes V. Matibag
Assistant Executive Director
Child Development Center, Support Services,
Facility and Operations



Liza Ash
Special Education Coordinator



Marivic De Castro
Center/Education Director



Samantha Walters
Education Coordinator



Jeanette Cruz
Center/Education Director



Nancy Stombaugh
Center/Education Director



Donna Mendoza
Program Director



Glennis Rosas
Administrative Assistant



Grace Pereyra
Educational Coach



Judith Castillo
PFCE Coordinator



Maria Northrup
Center/Education Director



Madeleine Macaranas-Ramos
Center/Education Director



Jennifer Moran
ERSEA, Health & Safety Coordinator



Hilda Delgado
Center/Education Director

~ WHAT WE DO ~



The Child Development Center of MMCC is proud to share the highlights of our preschool program for the 2023–2024 school year.

We take great pride in the positive impact our programs have had on the children and families we serve. This year marked a return to our regular routines and full range of services, allowing us to further support our community with consistency and care.

Our ongoing goal is to provide a nurturing, healthy, and safe environment that fosters the growth and development of young children. Throughout the year, our dedicated teachers and staff have continued to demonstrate exceptional expertise, passion, and commitment in their work. Our preschoolers have engaged in a variety of meaningful, hands-on learning experiences that enrich their knowledge and support their overall development.



Educational Services

During the 2023–2024 program year, our program continued implementing **The Creative Curriculum**, which is grounded in developmentally appropriate goals and objectives across four key areas: social-emotional, language, cognitive, and physical development. This research-based curriculum supports our teachers in thoughtful lesson planning while empowering children to learn through exploration and play. Through hands-on experiences, children developed foundational skills in counting, phonics, social interaction, and both fine and gross motor development. Units of study this year included **All About Me, Ball Study, Tree Study, Insects, Buildings**, and more—each designed to spark curiosity and deepen understanding of the world around them.

We also implemented **The Creative Curriculum** in our Early Head Start (EHS) classrooms. Our EHS program launched in the 2023–2024 school year, providing comprehensive child development services for infants and toddlers (birth to age 2), as well as pregnant women, through our Child Development Center. The program is designed to promote the physical, cognitive, social, and emotional development of young children while supporting parents in achieving greater self-sufficiency. To ensure high-quality instruction, teachers received training in the Foundations of the Pyramid Model, a five-part series aimed at strengthening positive behavioral supports, particularly for children with special needs. Additionally, staff participated in training on CLASS (Classroom Assessment Scoring System) and Effective Adult-Child Interactions for Infants and Toddlers.

CDC of MMCC used **Teaching Strategies GOLD**—now known as SmartTeach—to assess and monitor each child's growth and development throughout the year. Teachers completed developmental checkpoints three times annually—in the fall, winter, and spring. Additionally, they held three parent-teacher conferences to share progress updates and engage families in their children's learning journey.

Our program also incorporated the **Head Start Early Learning Outcomes Framework** (HSELOF) which outlines key areas of development and learning for children from birth to age five. This framework guided us in designing and implementing high-quality early learning experiences that support school readiness. It played a vital role in planning our daily activities and instructional practices to meet the developmental needs of our young learners.

For the first 45-day screening, our program consistently utilized the **Brigance Early Childhood Screen**, which serves as an initial tool for assessing a child's school readiness. This screening provides a snapshot of each child's early developmental and academic skill levels. It enables teachers to identify children who may be either developmentally delayed or advanced, allowing for timely and appropriate interventions when necessary.

The Special Education Component at the Child Development Center of MMCC is committed to identifying, supporting, and advocating for young children with developmental delays and disabilities. During the 2023–2024 school year, our efforts remained focused on early identification, family engagement, service coordination, and promoting inclusive practices across all program sites. We currently serve children from Early Head Start (ages 6 months to 3 years) through Head Start (ages 3 to 5) at five active locations, with a sixth site opening soon. Our goal is to provide each child with individualized support in a nurturing environment that promotes growth, development, and school readiness. Below are the **highlights and successes**:

- **Increased Access to Evaluations:**
This year, we successfully referred and supported over 25 children through the evaluation process, in collaboration with partner agencies such as Our Children First, EvalCare, and Special Education Associates.
- **Timely IEP Implementation:**
While many children were evaluated and found eligible for services, not all were able to begin receiving support during the school year due to a shortage of available providers.
- **Strong Family Engagement:**
We hosted multiple parent support sessions and provided individualized guidance to help families understand the evaluation process, interpret IEPs, and effectively advocate for their children.
- **Collaboration with Classroom Teams:**
We deepened our partnerships with teaching staff by conducting classroom observations, offering behavioral consultation, and supporting the implementation of accommodations and strategies.
- **Staff Professional Development:**
We facilitated and coordinated training sessions focused on identifying developmental red flags, implementing inclusive classroom practices, and supporting children with sensory or communication needs.



At Head Start, school readiness is defined as children having the skills, knowledge, and attitudes needed to succeed in school and beyond. This includes growth across multiple areas of development—cognitive, social, emotional, and physical. For the 2023–2024 school year, the Child Development Center of MMCC established specific school readiness goals aligned with both our curriculum and the developmental assessments we utilize.

School Readiness Goals – Head Start (3YO-5YO)

Goals	Developmental Domain	TSG Objectives
Children will develop self-regulation	Social-Emotional Development	1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations
Children will engage in play and other activities with purpose, persistence, attention and curiosity	Approaches to Learning and Play	11. Demonstrates positive approaches to learning a. Attends & engages b. Persists d. Shows curiosity and motivation
Children will use strong and varied vocabulary and will participate in conversations	Language and Literacy	9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills a. Engages in conversations
Children who speak a home language other than English will progress in their ability to understand and use English		37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
Children will hear and manipulate the sounds in oral language, noticing similarities and differences		15. Demonstrates phonological awareness a. Notices and discriminates rhyme b. Notices and discriminates alliteration 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		17. Demonstrates knowledge of print and its uses b. Uses print concepts

		19. Demonstrates emergent writing skills a. Writes name b. writes to convey meaning
Children will use counting and numerical representation in their activities, especially to solve problems	Cognition and General Knowledge	20. Uses number concepts and operations a. Counts b. Quantities c. Connects numerals with their quantities
Children will demonstrate knowledge of shapes and their properties		21. Explores and describes spatial relationships and shapes a. Understands spatial relationships b. Understands shapes
Children will demonstrate understanding of patterns		23. Demonstrates knowledge of patterns
Children will engage in scientific inquiry		24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment 28. Uses tools and other technology to perform tasks
Children will demonstrate knowledge of self, family, and community		29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
Children will demonstrate simple geographic knowledge		32. Demonstrates simple geographic knowledge
Children will maintain physical health, age-appropriate physical development and fine/gross motor skills	Physical Development	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools

School Readiness Goals – Early Head Start (6 months-3YO)

Goals	Developmental Domain	TSG Objectives
Children will develop and engage in positive relationships and interactions with adults.	Social and Emotional Development	2. Establishes and sustains positive relationships a.) Forms relationships with adults b.) Responds to emotional cues
Children will begin to develop personal relationships with peers.		2. Establishes and sustains positive relationships c.) Interacts with peers d.) Makes friends
Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	Approaches to Learning and Play	11. Demonstrates positive approaches to learning a.) Attends and engages d.) Shows curiosity and motivation
Children will demonstrate persistence in learning and discovery.		11. Demonstrates positive approaches to learning b.) Persists c.) Solves problems e.) Shows flexibility and inventiveness in thinking
Children will understand and begin to use oral language for conversation and communication.	Language and Literacy Development	8. Listens to and understands increasingly complex language a.) Comprehends language b.) Follows directions 9. Uses language to express thoughts and needs a.) Uses an expanding expressive vocabulary b.) Speaks clearly 10. Uses appropriate conversational and other communication skills a.) Engages in conversations
Children will engage with stories and books.		18. Comprehends and responds to books and other texts a.) Interacts during reading experiences, book conversations, and text reflections b.) Uses emergent reading skills
Children will begin to use math concepts during daily routines and experiences.	Cognition and General Knowledge	20. Uses number concepts and operations a.) Counts b.) Quantifies 21.) Explores and describes spatial relationships and shapes a.) Understands spatial relationships
Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.		28. Uses tools and other technology to perform tasks

Children will develop control of large muscles for movement, navigation, and balance.	Physical Development	4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
Children will develop control of small muscles for manipulation and exploration.		7. Demonstrates fine-motor strength and coordination a.) Uses fingers and hands b.) Uses writing and drawing tools

To ensure high-quality early childhood education, CDC of MMCC uses aggregated outcomes reports from Teaching Strategies GOLD (TSG) to support children's development, guide classroom planning, individualize instruction, measure School Readiness Goals (SRGs), and inform staff training and professional development. These outcomes also support program self-assessment and continuous improvement. The following procedures outline our approach:

1. **Data Entry by Teachers:** Teachers enter checkpoint data and anecdotal observations into TSG three times per year—Fall, Winter, and Spring. Observations include at least two entries per child per month.
2. **End-of-Season Reporting by Teachers:**
 - o Individual Child Profile Report: This report tracks each child's progress across checkpoint periods. Teachers analyze the data to individualize instruction. A copy is stored in each child's Education Folder.
 - o Class Profile Report: This report compares children's skills and behaviors to age-level expectations for each checkpoint. Teachers and the Center/Education Director analyze this data to plan small group activities. A copy is stored in a classroom binder and shared with the Education Director for the Coaching Binder.
3. **Program-Level Reporting:** At the end of each season, the Education Coordinator generates the **Program Snapshot Report**. This report is reviewed by the Leadership Team, School Readiness Team, and a Policy Council (PC) representative to assess progress and revise School Readiness Goals. Outcomes are shared with the Policy Council and MMCC Board during annual self-assessment.
4. **Parent Engagement:** Teachers use the **Family Conference Form** during Parent-Teacher Conferences (held three times a year) to discuss children's progress. A copy is provided to families, and the signed form is filed in the child's Education Folder.
5. **Snapshot by Dimension Report:** Each season, Education Directors generate this report to analyze checkpoint data by developmental dimensions. The School Readiness Team—which includes the Education Director, teachers, family workers, parent representatives, and community partners (when available)—uses this data to develop or adjust SRGs and guide strategies to achieve center-level goals. Reports are filed in the Education Director's Office.
6. **Alignment of Standards:**
The Program Director and Education Coordinator ensure that SRGs are aligned with TSG Objectives, the Head Start Early Learning Outcomes Framework (ELOF), New York State Early Learning Guidelines, and Pre-K Common Core Learning Standards.
7. **Ongoing Communication and Improvement:** All outcomes and SRG updates are regularly shared with the Policy Council and MMCC Board during monthly meetings, and with the broader community through Health and Social Services Advisory Board meetings. Recommendations for improvement are documented.
8. **Comprehensive Data Use:**
Child Development Center data—including TSG Outcomes Reports, the Program Information Report (PIR), Annual Self-Assessment, and Community Needs Assessment—are used collectively for program planning and improvement.



Science Fair



Playground Fun



Recycling

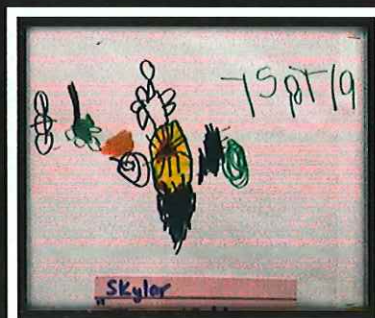


As previously mentioned, CDC of MMCC is committed to fostering development across the five domains outlined in the Head Start Early Learning Outcomes Framework (ELOF).

To support this goal, we provide children with unique opportunities for higher-order thinking and problem-solving. These opportunities are embedded in activities such as music and art, science, math, social studies, reading, writing, dramatic play, physical movement, and field trips.

Our activities are thoughtfully planned based on ongoing observations of children's interests and needs, developmental assessments, and consideration of each child's health, family background, learning style, attitudes, and abilities.

The curriculum and learning environment are intentionally designed to support the developmental growth of all children, including those with special needs and dual language learners.



During our International Week, students immersed themselves in global learning experiences. The first picture (left) shows "Around the World Tour," featuring an interactive immigration stand where students received passport stamps and learned about different countries through hands-on activities. The second image (right) captures the excitement of Fashion Week, where children showcased their national attire and parents shared their traditions, fostering a deeper appreciation for each other's differences.



Parent & Child Activity

"Build-a-Bear"



Safety Lessons from Police Officers



Orange Day Festival



Parent, Family, and Community Engagement Services

Child Development Center of MMCC embraces the Head Start Parent, Family, and Community Engagement (PFCE) Framework, striving to deliver services that support meaningful and lasting family outcomes. Our efforts are guided by the following key goals:

- *Ensuring family well-being*
- *Promoting positive parent-child relationships*
- *Supporting families as lifelong educators and partners in their child's development*
- *Assisting parents in pursuing their own learning and career goals*
- *Engaging families during key transitions in their child's educational journey*
- *Fostering connections between families, peers, and the broader community*
- *Encouraging family participation in leadership and decision-making opportunities*

To support these outcomes, our program offered families a variety of meaningful experiences and engagement opportunities. We believe that partnering with families is essential to achieving our goals for children. When parents are actively involved in their child's education, it contributes to stronger developmental outcomes. Research shows that children with engaged families are more likely to achieve academic success, exhibit positive behavior, and develop strong social and emotional skills.

During the 2023–2024 school year, our program made significant strides in family engagement by adopting innovative approaches. We introduced virtual parenting workshops, which led to increased participation as families appreciated the flexibility and convenience of joining from home. At the same time, we began reintroducing select in-person events, creating a balanced approach that combined virtual accessibility with the value of face-to-face interaction.

A highlight of the year was our annual “Dad or Father Figure Take Your Child to School” event. This initiative offers fathers and male role models a meaningful opportunity to engage with one another and observe their child's classroom experience. It's a powerful moment that helps strengthen family-school connections and fosters a deeper sense of community. For "Bring Your Child to School Day," we extended the invitation to include not only fathers but also any significant male role model in a child's life, encouraging their participation in this meaningful experience.



Policy Council members play a vital role in the success of our program. They are actively involved in decision-making processes, participate in a range of program activities, and remain well-informed about key program components and implementation efforts. To be eligible for Policy Council membership, individuals must be parents, guardians, or family members of currently enrolled children. The selection process begins with classroom elections, where parents nominate and vote for representatives. Those elected then advance to participate in the formal Policy Council election.

POLICY COUNCIL 2023-2024

CHAIRPERSON: Veronica Calle
CO-CHAIRPERSON: Josefina De La Cruz
SECRETARY: Raceen Maddan
TREASURER: Aileen Martinez
GRIEVANCE: Ruth Alonzo
BY-LAWS: Mercedes Zapata
PERSONNEL PRACTICE: Danily Diplan
ALTERNATE: Maria Rodriguez
BOARD MEMBER: Natly Esnard

POLICY COUNCIL 2024-2025

CHAIRPERSON: Ruth Alozo	PERSONNEL PRACTICE: Ived Puma
CO-CHAIRPERSON: Ana Jimenez	ALTERNATES: Angelica Hernandez
SECRETARY: Abeera Imtiaz	Aileen Martinez
TREASURER: Mercedes Zapata	Rocio Cruz
GRIEVANCE: Veronica Perez	Josefa De La Cruz
BY-LAWS: Guadalupe Vargas	BOARD MEMBER: Natly Esnard



Child Development Center offers a parenting curriculum called *Shine on Families*, designed to help parents and caregivers build meaningful connections with their children while developing skills to support positive interactions and quality time together. The program aims to enhance children's educational experiences by making them more enjoyable, engaging, and memorable. The curriculum focuses on several key objectives: educating parents about early childhood executive functioning skills, supporting children's learning both at home and in the classroom, and encouraging families to participate in fun, educational activities that foster development. To ensure families are equipped to fully benefit from the curriculum, we provide training sessions and orientations at the beginning of each school year to guide them in using these resources effectively.



We, the staff of Child Development Center of MMCC, are deeply grateful for the opportunity to serve the families and children in our community. Our mission is to provide a strong educational foundation that supports a smooth transition to kindergarten, while also empowering parents to grow as lifelong learners and educators. Since the onset of COVID-19, we have observed an increase in challenges related to emotional self-regulation among children, along with a decline in key social-emotional skills. Many parents are also facing heightened mental health concerns. In response, we've developed supportive activities aimed at helping mothers and maternal figures manage daily stressors and promote emotional well-being. One meaningful example is our annual Mother's Day celebration. This year, we hosted a painting activity designed to offer a creative and relaxing space for mothers to connect, unwind, and feel celebrated.

Family engagement can be challenging, as not all parents are able to participate in activities due to work and other commitments. Nevertheless, we make every effort to keep families connected and informed through multiple communication channels, including newsletters, emails, text messages, phone calls, and educational platforms such as ClassDojo.

Personally, we find great fulfillment in helping parents become strong advocates for themselves and their children. We also take pride in empowering others and supporting them on their life journey—whether through access to resources, training opportunities, or meaningful connections within the community.

Our Pregnancy Program

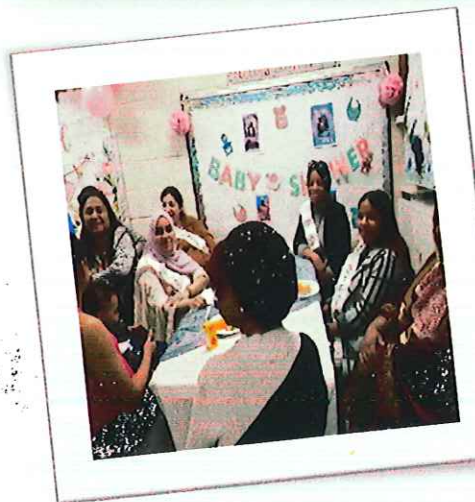
In December 2023, we launched our Pregnancy Program under Early Head Start, designed to support expectant mothers across our five Bronx center locations. A total of 13 expectant moms joined the program, where we offered a range of comprehensive services and educational workshops. Topics included breastfeeding, labor and delivery, postpartum depression, and what to expect during pregnancy.

Our workshops are facilitated by a team of highly qualified professionals, including our Mental Health Consultant, Nurse Consultant, and dedicated Family Worker, who provides ongoing support to the participating mothers.

Upon completing the workshop series, each mom received a \$25 Target gift card as a token of our appreciation. We also hosted a celebratory baby shower, where moms were given a registry list to select items they needed—and we made sure to provide those items for them. Workshops were available both onsite and virtually to accommodate working moms. Each session included a raffle and light refreshments for in-person attendees.

In addition to the workshops, we also provided an assistance with SNAP, WIC, rental support, and access to our onsite food pantry. For those interested in learning English, we offer ESL support. All these services are conveniently located at our center. We also offered referrals for diaper and wipe distribution through other family-serving programs, such as hopeline.

Once the babies are born, we offer enrollment opportunities into our Early Head Start programs for children starting at age six months. If space is unavailable at our sites, we assist families in enrolling their child in one of our Partner Child Care Centers located in the mom's preferred area.



Health and Safety, Mental Health, and Special Education Services

The **Health & Safety** component of our program ensures that all required health documents for each child are thoroughly reviewed prior to enrollment. This includes physical exams, immunization records, dental checkups, and—when applicable—forms related to asthma, seizures, and allergies. Throughout the program year, these documents are reviewed monthly to ensure they remain current. If any documents are approaching expiration, families are notified promptly. Rescue medications are also regularly checked to ensure that labels match the accompanying medical documentation.

Occasionally, additional paperwork may be required during the year if a child develops new allergies or has reactions to food or environmental triggers. Health & Safety responsibilities also include collaboration with the school nurse to keep our sick policy up to date, and the distribution of relevant health updates from the Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC) regarding new illnesses.

Our Health and Safety Coordinator plays a vital role in supporting the well-being of our children. She works closely with kitchen staff and our nutritionist to review menus and ensure that all food allergies—such as those related to milk, eggs, or soy—are addressed appropriately. She also assists with permit renewals and ensures that all center sites remain safe and compliant.

One of our key strengths is that approximately 85% of our staff are certified in CPR, which enhances our ability to respond to emergencies effectively.

However, we continue to face a few challenges. One recurring issue is compliance with the flu shot mandate. Some parents are hesitant to vaccinate their children against the flu due to personal beliefs, but New York State requires flu vaccination for all preschool-aged children. Another challenge involves our sick policy. While we understand that downtime for certain illnesses can be inconvenient, we follow standard guidelines established by the DOH and DOE, which are outlined in our family handbook.



The Child Development Center of MMCC is fortunate to have a dedicated Nurse Consultant who has been with us for nine years. She supports the entire program every Monday, playing a vital role in maintaining the health and safety of our children across all five sites. Her responsibilities begin in September and continue throughout the school year. In accordance with Article 47 of the Head Start Performance Standards, she conducts mandatory health screenings within the first 45 days of each child's enrollment. These screenings include hearing, vision, blood pressure, strabismus, height, and weight. Any abnormal results are followed up with appropriate referrals to ensure timely intervention. She also reviews and monitors emergency medications such as EpiPens and asthma inhalers, ensuring that all medication forms are complete and compliant with both Article 47 requirements and NYC Department of Health regulations. Immunization records are reviewed regularly, with a particular focus on ensuring that all children receive their flu vaccine by the December 31st deadline mandated by the NYC Department of Health. Additionally, she reviews children's physicals and sends Individual Health Care Plans (IHCPs) to their primary care providers when further clarification is needed. This allows our staff to be fully informed and prepared to meet any special medical needs a child may have while in our care.

To support staff and families, she provides visual instructions and demonstrations on how to administer EpiPens and asthma medications. She also conducts refresher trainings as needed. Beyond her on-site work, the Nurse Consultant hosts bi-weekly Zoom meetings for the prenatal program, covering various pregnancy-related topics. She is also an active member and presenter at our Health Advisory Committee meetings, which bring together parents, family workers, and community providers. Her collaborative approach includes close coordination with Supervisors, Family Workers, Educational Directors, Social Workers, and Teachers to ensure the highest level of care and observation—not only for the children but also in support of their families. She remains consistently available to staff, offering guidance and support whenever needed.

Mental Health services at our centers are dedicated to supporting the emotional and social well-being of both children and their families. A range of parenting workshops were offered virtually via Zoom, covering topics such as:

- The Challenges of Single Parenting
- Fostering Independence in Preschoolers
- The Importance of Play in Childhood
- What is Mental Health?
- Teaching Tolerance to Children
- The Impact of Domestic Violence on Families
- Helping Families Understand Special Needs and Navigate the Evaluation Process

Each workshop drew an average attendance of 40–50 parents, demonstrating strong engagement from our families. Beyond group workshops, we provided individual counseling for parents to address relationship issues, parenting concerns, and other personal challenges. As needed, families were also connected with community-based mental health resources and support services.

Children's emotional and behavioral development was regularly monitored through Case Conferences, where staff collaborated to create strategies for addressing classroom challenges. When developmental concerns were identified, children were referred for evaluations in areas such as speech, fine motor skills, and cognitive development. I guided parents through the evaluation process and participated in IEP meetings via phone to ensure continuity of care and support.

Close collaboration with the Special Education Coordinator allowed for ongoing follow-up with parents, teachers, CPSE administrators, and related service providers to ensure every child received the necessary support.

Additionally, we partnered with Chances for Children, an agency that provided an on-site therapist once a week. The therapist worked directly with both parents and children, helping caregivers better understand and respond to their children's emotional needs and behaviors through therapeutic guidance.

As with many programs, our **Special Education** services faced several challenges throughout the program year:

- **Delays in Evaluation Scheduling**
We encountered delays in scheduling evaluations, particularly during the fall, due to limited agency availability. These delays affected both evaluation timelines and the scheduling of IEP meetings. While consistent follow-up and communication helped mitigate some of the issues, this remains an area in need of improvement.
- **Service Gaps Due to Provider Shortages**
Citywide shortages of speech and occupational therapy providers led to delays in service delivery. Although we collaborated closely with our partner agencies to find alternative solutions and fill service gaps, there were instances when services could not be provided in a timely manner.
- **Parent Hesitancy and Limited Follow-Through**
In some cases, families were hesitant to move forward with referrals or delayed in completing necessary steps, such as submitting the CPSE packet. This often prolonged the evaluation and service initiation process. These situations emphasize the ongoing need for parent education and support to help families navigate the special education process more effectively.

Looking Ahead, our goals are to:

- **Enhance collaboration with the DOE and CPSE** to minimize delays in meetings and improve the timeliness of evaluations and service delivery.
- **Develop user-friendly resource guides for families**, available in multiple languages, to support understanding and engagement throughout the referral and special education process.
- **Launch ongoing staff learning groups** focused on inclusive classroom practices and trauma-informed care, ensuring that staff are equipped to support all learners effectively.
- **Implement a centralized tracking system** to monitor follow-ups, evaluation progress, and service delivery status across all sites, improving coordination and accountability.

This year has truly demonstrated the strength of teamwork, resilience, and compassion. Despite the challenges we faced, our commitment to meeting the individual needs of every child and family never wavered. I am proud of the progress we've achieved and look forward to the continued growth and impact of our Special Education component in the upcoming school year.

~ WHO WE SERVE ~

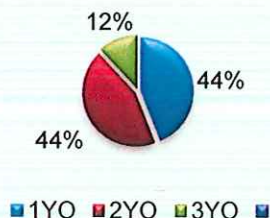
Child Development Center of MMCC currently operates under two grants: Head Start (HS) and Early Head Start (EHS). The funded enrollment capacity for the Head Start program is 436 children, while Early Head Start serves 64 infants and toddlers, along with 20 expectant mothers.

For the 2023–2024 school year, the cumulative enrollment was **426** for Head Start and for Early Head Start, the total cumulative enrollment of children was **25** and of pregnant women was **19**, total of **44**.

% of ENROLLMENT BY AGE (Head Start)



% of ENROLLMENT BY AGE (Early Head Start)



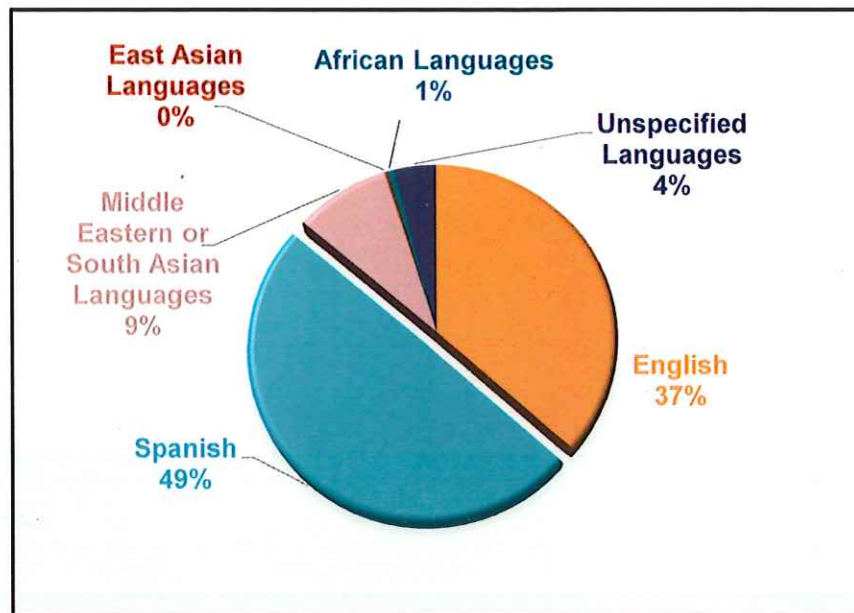
Characteristics of Children and Families – Head Start

Ethnicity and Race	Hispanic or Latino Origin	Non-Hispanic or Non-Latino Origin
American Indian or Alaska Native	84 (19.7%)	2 (.47%)
Asian	2 (.47%)	46 (10.80%)
Black or African American	34 (7.98%)	76 (17.84)
Native Hawaiian or Pacific Islander	2 (.47%)	0 (0.00%)
White	24 (5.63%)	8 (1.88%)
Biracial or Multi-Racial	13 (3.05%)	9 (2.11%)
Others	110 (25.82%)	11 (2.58%)

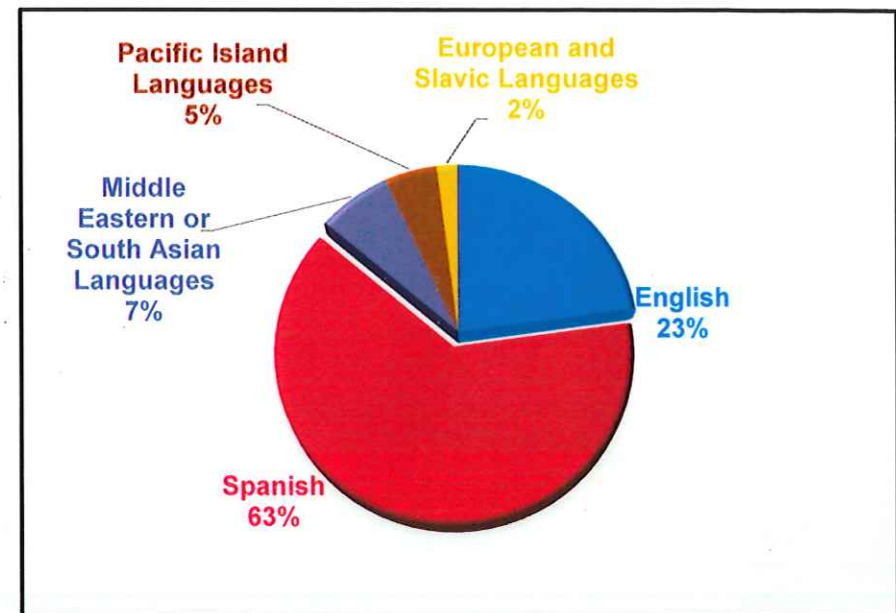
Characteristics of Children and Families – Early Head Start

Ethnicity and Race	Hispanic or Latino Origin	Non-Hispanic or Non-Latino Origin
American Indian or Alaska Native	10 (22.73%)	1 (2.27%)
Asian	0 (0.00%)	3 (6.82%)
Black or African American	6 (13.64%)	3 (6.82%)
Native Hawaiian or Pacific Islander	0 (0.00%)	0 (0.00%)
White	11 (25.00%)	1 (2.27%)
Biracial or Multi-Racial	1 (2.27%)	0 (0.00%)
Others	7 (15.91%)	1 (2.27%)

Primary Language of Family at Home (Head Start)



Primary Language of Family at Home (Early Head Start)



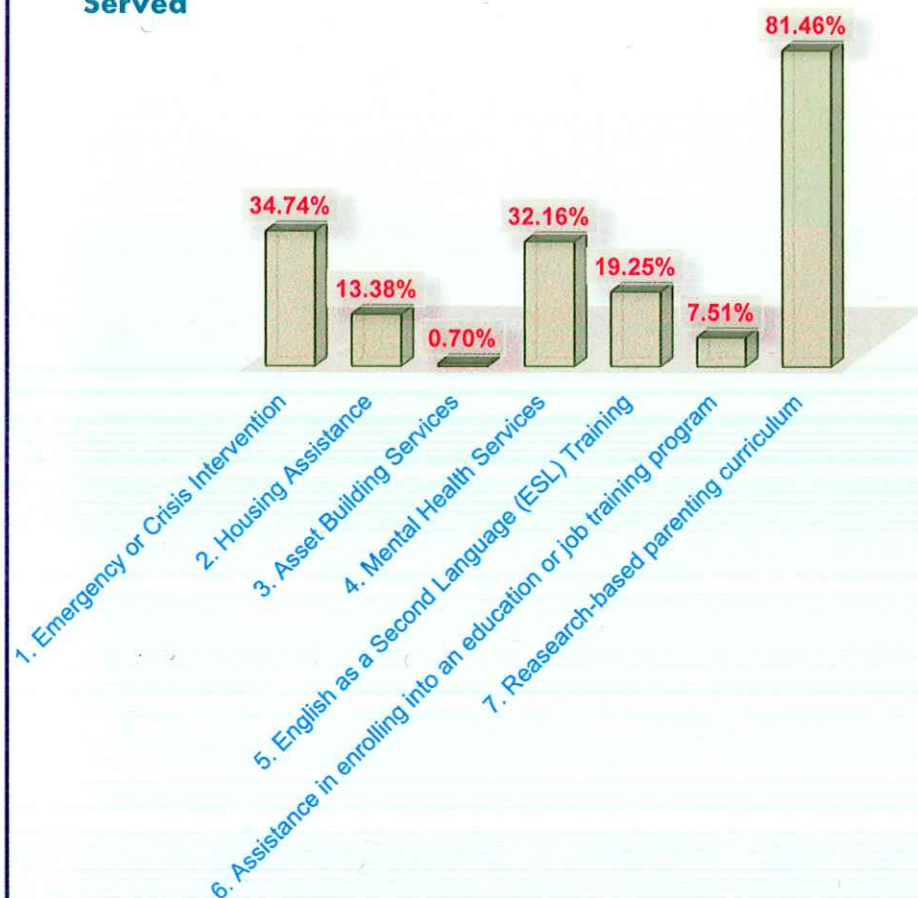
Head Start	At Beginning of Enrollment Year	At End of Enrollment Year	Early Head Start	At Beginning of Enrollment Year	At End of Enrollment Year
Children with health insurance	425 (99.76%)	426 (100%)	Children with health insurance	24 (96%)	25 (100%)
Children with accessible health care	422 (99.06%)	426 (100%)	Pregnant women with at least one type of health insurance	18 (95%)	19 (100%)
Children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	407 (95.54%)	416 (97.65%)	Children with accessible health care	24 (96%)	25 (100%)
Children with accessible dental care	335 (78.64%)	335 (78.64%)	Pregnant women with accessible health care	18 (95%)	19 (100%)
			Children with accessible dental care	8 (32%)	8 (32%)

HEAD START

- Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services – 55 (13%)
Prior to the program year (8.68%); During the program year (4.22%)
- Dual Language Learners – 297 (70%)

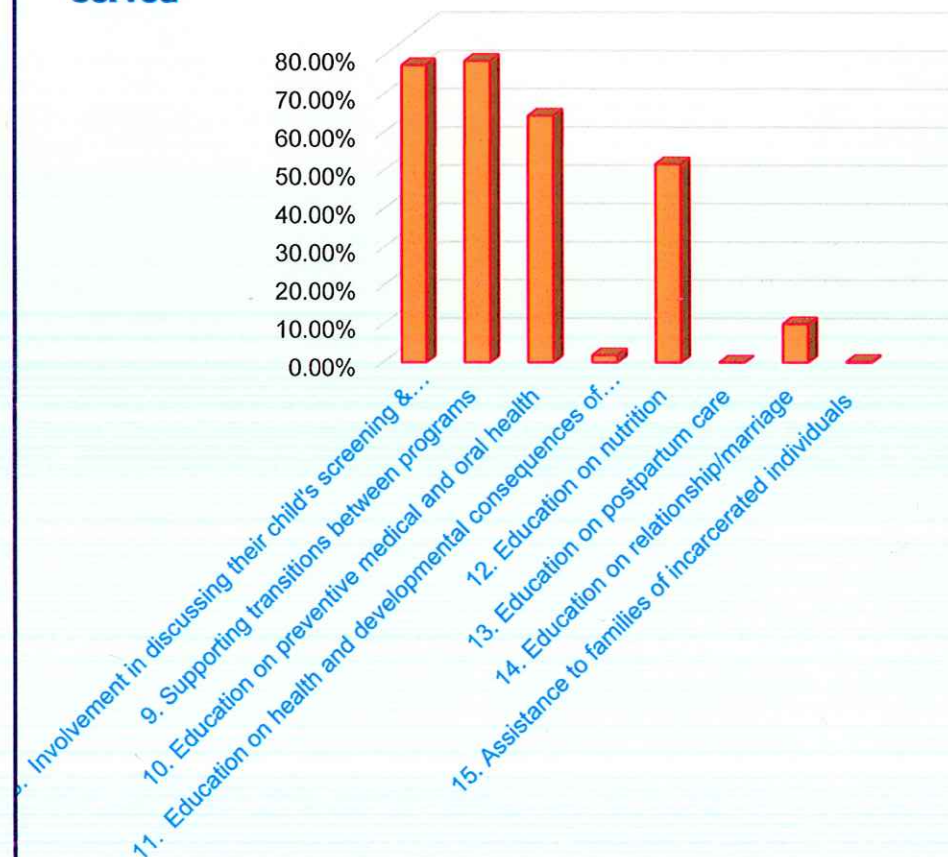
Specific Services

■ % of Families Served



Specific Services

■ % of Families Served



Funding and Expenditures Summary

The Child Development Center of MMCC receives funding from the Office of Head Start for two grants: Head Start, which serves 436 children, and Early Head Start, which supports 64 children (infants and toddlers) and 20 pregnant women.

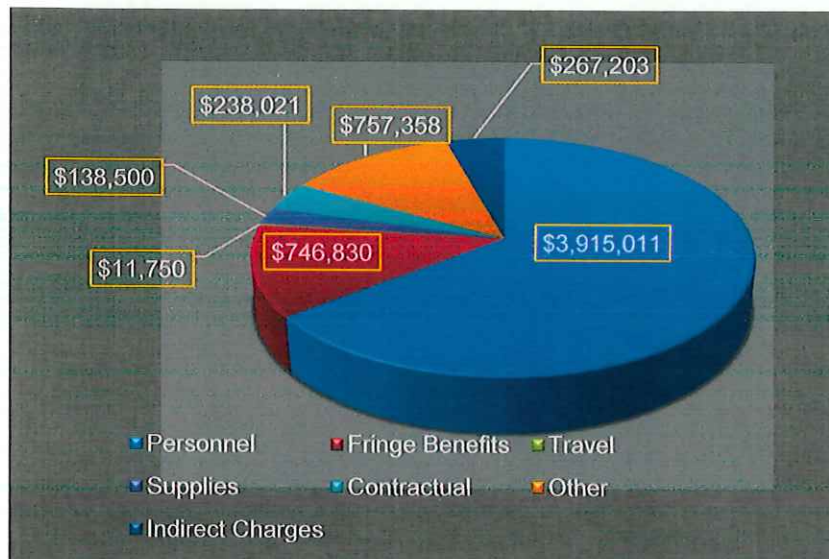
Head Start Grant # 02CH012471

Total Budget for FY 2024-2025

\$6,074,673

In-kind/non-federal share

\$1,534,536



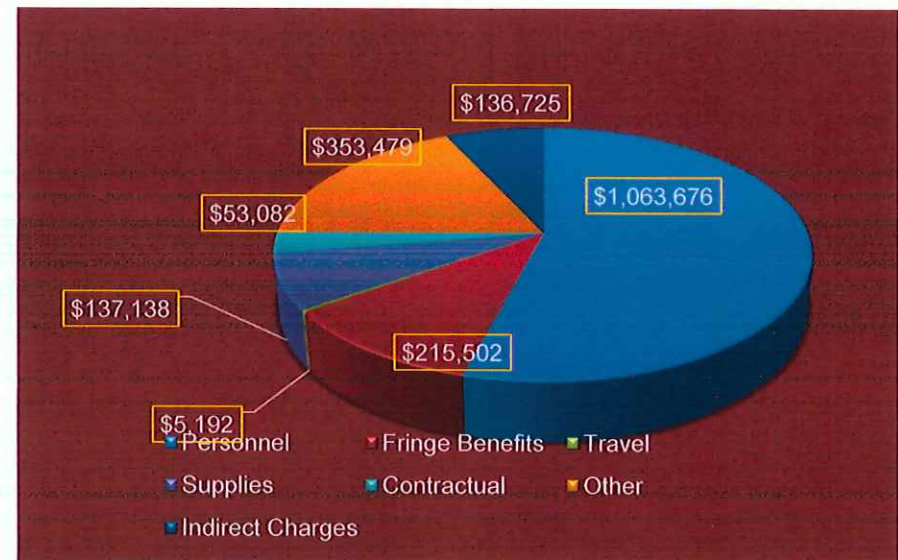
Early Head Start Grant # 02HP000512

Total Budget for FY 2024-2025

\$1,971,794

In-kind/non-federal share

\$502,927



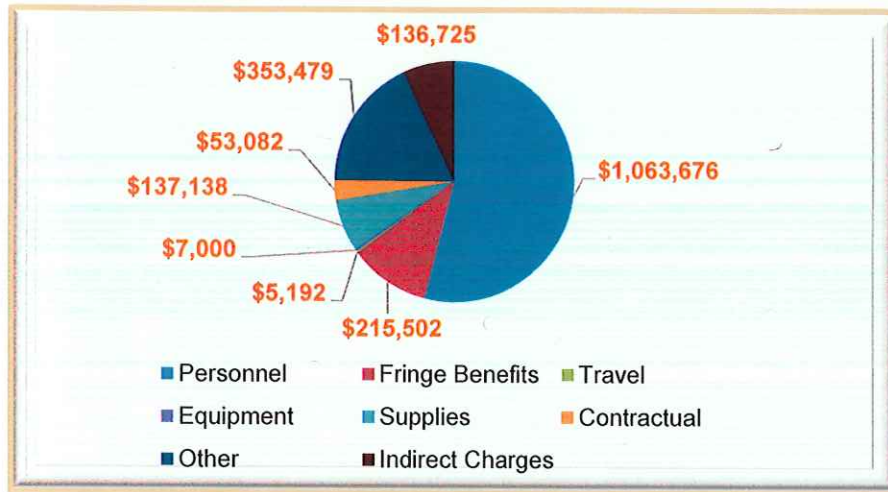
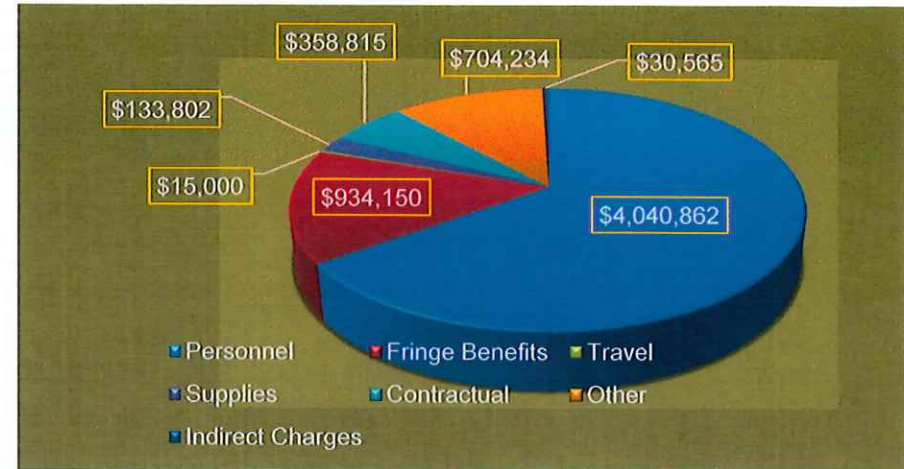
- **Other** includes rent, utilities, telephone, building and child liability insurance, building maintenance/repair and other occupancy, nutrition services, parent services, accounting and legal services, publications/advertising/printing, training or staff development, etc.
- **CACFP** provides fund for meals. Food Program (in January 2025) provided a total of **17,370 meals** consisting of breakfast, lunch and snacks for a total cost **\$44,269.09**.

Proposed Budget for FY 2025-2026

Head Start
(Grant # 02CH012471)

\$6,217,428

In-kind/non-federal share
\$1,570,224



Early Head Start
(Grant # 02HP000512)

\$1,971,794

In-kind/non-federal share
\$502,927



PKF O'Connor Davies conducted an audit for fiscal year 2024, and no material findings were reported.

Program Performance and Staff Professional Growth



At Child Development Center of MMCC, we take great pride in our strong commitment to the young children and families we serve. We are continually striving to improve our practices and go above and beyond in all that we do.

We are proud to share that three of our five centers have successfully maintained their NAEYC accreditation for several years. Additionally, we actively participate in QUALITYstarsNY, New York State's quality rating and improvement system, as part of our ongoing dedication to excellence in early childhood education.

Nine members of our Leadership Team are CLASS-Certified Reliable, along with some of our lead teachers.



CDC of MMCC is committed to employing and supporting a teaching staff with the educational qualifications, expertise, and professional dedication needed to promote children's learning and development. Our teachers implement a comprehensive curriculum and engaging learning experiences that support all areas of child development, including social-emotional, cognitive, language, and physical growth.

We believe that a strong commitment to continuous learning is essential to a successful program. To support this, we provide ongoing professional development for our staff and offer assistance that addresses both their professional and personal needs. We have an Educational Coach who observes and supports our teachers through ongoing coaching and guidance.

We deeply value our employees and actively recognize their contributions, expressing our gratitude for their passion, hard work, and dedication. Staff Appreciation Day is celebrated at least twice a year, and we support continuing education by offering educational leave, incentives, and tuition assistance for staff pursuing degrees in Early Childhood Education, CDA credentials, or certification.