



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

Child Development Center of the MMCC

HEAD START & EARLY HEAD START

ANNUAL REPORT

School Year 2024-2025

FY February 2025 - January 2026

Agnes Matibag

Assistant Executive Director
Child Development Centers,
Support Services, Facilities
& Operations

Donna Mendoza

Head Start Program Director
Child Development Centers

Rita Santelia

Chief Executive Officer
Mosholu Montefiore
Community Center
(MMCC)

TABLE OF CONTENTS

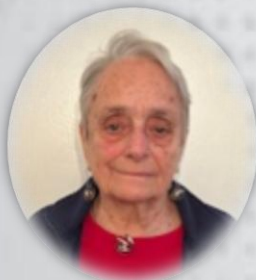
I. Message from the Board	3
II. Our Story	4
▪ MMCC's Mission	4
▪ CDC of MMCC Goals	4
▪ Site Locations	5
▪ Leadership Team	7
III. Our Work in Action	8
▪ Educational Services	9
▪ School Readiness	10
▪ PFCE Services	16
▪ Our Pregnancy Program	19
▪ Health and Safety, Mental Health, and Special Education Services	20
IV. Funding and Expenditures Summary	22
▪ Total Budget for FY 2025-2026 (HS & EHS)	22
▪ Proposed Budget for FY 2026-2027 (HS & EHS)	23
V. Program Performances and Staff Professional Growth	25

Message from the Board

This has been an exciting year for Head Start at MMCC. We have received new grants to expand to eight additional sites, opened our location on Third Avenue, and launched bus service for children attending our Van Cortlandt site.

I am thrilled to be part of these accomplishments, as they allow us to provide much-needed early childhood education to more children while supporting families throughout our community.

It is my great pleasure to represent MMCC's Board on the Policy Council and to engage with our parents, teachers, and staff. One of the most rewarding aspects of my role is witnessing the growth and development of both our children and their families.



Natty Esnard
Board Chairperson

To all of you—parents, teachers, and staff—thank you for your dedication and hard work. Your commitment makes a meaningful difference every day. I am also grateful for the opportunity to continue serving as your Board Representative and look forward to all that we will accomplish together in the coming year.

~ OUR STORY ~

Our Mission

Our mission at **MMCC** is to improve the lives of Bronx, Queens, and Manhattan residents by building gateways to success through quality service and programs, building on confidence, sustainability and self-sufficiency.

Child Development Center of the **MMCC**

The Child Development Center, operating under the umbrella of the Mosholu Montefiore Community Center (MMCC), remains firmly committed to its mission of transforming programs to better serve children and families. Central to this work is a focused effort to break the cycle of poverty by addressing the diverse and evolving needs of our community. Through the delivery of comprehensive, high-quality services, the Center strives to create meaningful opportunities that expand access, promote long-term stability, and support positive outcomes. These efforts are designed to change the trajectory of individual lives, empower families toward self-sufficiency, and contribute to the overall strength and resilience of the broader community.

Child Development Center (CDC) of the MMCC is a family-centered program dedicated to supporting the developmental needs of young children through engaging, age-appropriate experiences. The program proudly offers Head Start, Early Head Start, and Pre-K for All, all of which are grounded in a research-based and developmentally appropriate curriculum.

CDC of the MMCC is committed to creating a rich and inclusive learning environment that promotes growth across all domains of development, including language and literacy, mathematics, science, social-emotional development, creative expression, and physical well-being. Through intentional instruction and thoughtful planning, the program ensures that each child is provided with meaningful opportunities to explore, learn, and develop essential skills.





CDC of the MMCC provides free early childhood education across five Bronx sites for children ages 6 months to 5 years. Through Head Start, Early Head Start, and Pre-K for All programs, the Center offers high-quality, research-based, developmentally appropriate learning that supports children's growth and school readiness.

Child Development Center of the MMCC

Strive for the following goals:

- Nurture each child's cognitive, physical, and social-emotional growth to ensure a strong start in Kindergarten and beyond.
- Partner with families to support their children's learning and development.
- Connect families with resources and services that foster long-term stability and independence.

Vision for success:

- Children enter Kindergarten confident, curious, and ready to learn.
- Families feel empowered as valued partners in their children's education, extending learning into the home.
- Families grow toward greater independence and self-sufficiency.
- Staff feel supported, valued, and inspired to grow in their professional journey.



Child Development Center of the MMCC Head Start is growing!



Accepting children
ages
6 months-4 years old

- Pregnancy Program
- Special Education
- Educational Services
- Family Services

“Expanding Access to Early Childhood Education”

+ 3 additional centers
in The Bronx

+ 5 centers in Queens

Bronx:
*4439 Third Ave 10457
*408 E. 137th St. 10454
*10472 area

Queens:
*Astoria 11102
*Corona 11368
*Jamaica 11432
*Woodhaven 11421
*Elmhurst 11373

Child Development Center (CDC) of the MMCC is supported by a dedicated leadership team committed to advancing excellence in early childhood education. The team brings a breadth of experience, expertise, and passion to ensure the delivery of high-quality, comprehensive services for children and families.

Each member of the leadership team plays a critical role in advancing the Center's mission by promoting engaging, nurturing, and research-based learning environments. Through strategic oversight and collaborative leadership, the team works to strengthen program quality, support staff development, and enhance outcomes for the children and families served.

The leadership team remains deeply committed to upholding the organization's vision and values, fostering a culture of continuous improvement and accountability. Their collective efforts help create an environment in which every child is supported to thrive and reach their full potential.



Donna L. Mendoza
HS & EHS Program Director



Agnes Matibag
Asst. Executive Director – CDC,
Support Services, & Facilities/Operations



Rita Santelia
MMCC Chief Executive Officer



Samantha Walters
Education Coordinator



Judith Castillo
PFCE Coordinator



Liza Ash
Special Education Coordinator



Jennifer Moran
Health & Safety Coordinator



Michelle Polanco
ERSEA & Nutrition Coordinator



Glennis Rosas
Administrative Assistant



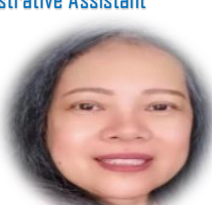
Grace Pereyra
Educational Coach



Valeria Escobedo
Clerk/Bus Matron



Jeanette Cruz
Center/Education Director



Marivic De Castro
Center/Education Director



Maria Northrup
Center/Education Director



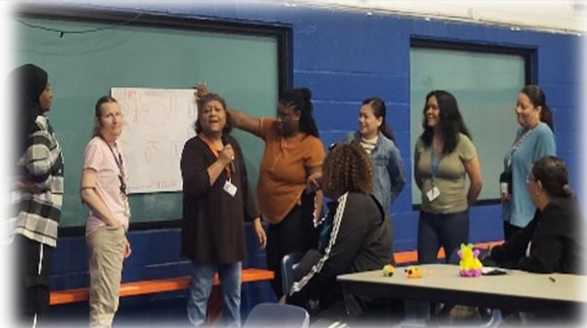
Hilda Delgado
Center/Education Director



Madeleine Macaranas-Ramos
Center/Education Director

OUR WORK IN ACTION

Child Development Center of the MMCC is excited to share the highlights of our preschool program for the 2024–2025 school year.



Professional Development Training



Educational Onsite Trips



Curriculum Day

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 demonstrated a high level of expertise, professionalism, and commitment to early childhood education.



Science Fair



Fall Festival



World Celebration

Preschool students have participated in a variety of meaningful, hands-on learning experiences designed to enhance their cognitive, social, and emotional development. These experiences have included, but are not limited to, Science Fairs, an International World Tour and Fashion Show, Fall Festivals, and Creative Music classes, all of which contribute to a well-rounded and engaging educational program.

Educational Services – Learning In Action

During the 2024–2025 program year, we continued using **The Creative Curriculum**, a research-based approach that nurtures children’s growth in social-emotional, language, cognitive, and physical development. This curriculum supports teachers in creating meaningful, engaging lessons while encouraging children to learn through exploration and play. Through hands-on experiences, children built important skills in counting, phonics, social interaction, and both fine and gross motor development. They explored exciting studies such as **All About Me, Balls, Trees, Insects, and Buildings**—each designed to spark curiosity and a love of learning.

The Creative Curriculum in our Early Head Start (EHS) classrooms continues to support infants, toddlers, and pregnant women by promoting healthy development and strengthening families. After our launch last school year, our educators received specialized training in the ELOF, Teaching Strategies Gold for Infant and Toddlers, CLASS, and effective adult-child interactions to ensure nurturing, high-quality learning environments for all children.

To support each child's growth, we used **Teaching Strategies GOLD (SmartTeach)** to monitor development throughout the year, with checkpoints in the fall, winter, and spring, along with regular parent-teacher conferences to keep families connected and involved.

Our work was also guided by the **Head Start Early Learning Outcomes Framework (HSELOF)**, helping us create thoughtful, developmentally appropriate experiences that build a strong foundation for school readiness and lifelong learning for children birth to five.

Within the first 45 days, we use the **Brigance Early Childhood Screen** to better understand each child's early skills and development. This screening provides a valuable snapshot of where children are, helping teachers identify both strengths and areas that may benefit from additional support. With this insight, we can respond early, offering targeted support or enrichment to ensure every child has the opportunity to thrive.

This school year, our program made significant strides in supporting early identification and intervention for our students. Over 20 children were referred and evaluated through Early Intervention and CPSE. Of those evaluated, more than half were found eligible for special education services and received Individualized Education Programs (IEPs) to address developmental delays and support their growth toward age-appropriate milestones.

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.



Head Start school readiness means, children developing the skills, knowledge, and confidence to succeed in school and beyond. This includes growth in cognitive, social, emotional, and physical development. For the 2024–2025 school year, the Child Development Center of the MMCC established school readiness goals aligned with our curriculum and the assessments we use.

School Readiness Goals – Head Start (3YO-5YO)		
Goals	Developmental Domain	Teaching Strategies Goals (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 rhymes 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. Quantifies 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

USING DATA TO STRENGTHEN LEARNING

CDC of the MMCC ensures high-quality early childhood education, using aggregated data from **SmartTeach (TSG)** to support children's development, guide lesson planning, individualize instruction, and track School Readiness Goals. These insights also inform staff training, program self-assessment, and continuous improvement. Our approach includes the following:

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 School Readiness Goals (SRGs) 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.

These tools help us reflect, plan, and continuously improve the quality of our services.



Playground Fun



Butterflies Activity

Children are provided with rich opportunities to develop higher-order thinking and problem-solving skills through a variety of experiences, including:

- 🎨 Art and creative expression
- 🎵 Music and movement
- 🔬 Science exploration
- ➕ Early math concepts
- 📖 Reading and writing
- 🎭 Social studies and dramatic play
- ⚽ Physical activity and outdoor play
- 🚌 Educational field trips

These experiences encourage curiosity, creativity, and active engagement in learning.

INTENTIONAL PLANNING - OUR EDUCATORS THOUGHTFULLY PLAN ACTIVITIES BASED ON:

- Ongoing observations of children's interests
- Developmental assessments and progress data
- Each child's individual learning style and abilities
- Family background and cultural context
- Children's health, strengths, and needs

This intentional approach ensures that learning is meaningful, responsive, and individualized.

Our curriculum and classroom environments are designed to support all learners.

- Supporting children with diverse learning needs
- Providing inclusive experiences for children with special needs
- Creating a welcoming environment for dual language learners

Every child is valued, supported, and given the opportunity to succeed.



Parent & Child Activity



Circle Time Activity

Parent, Family, and Community Engagement Services

Child Development Center of the 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*

We create a variety of meaningful opportunities for families to connect, engage, and be part of their child's learning journey. We believe that strong family partnerships make a powerful difference—when families are involved, children feel supported and are more likely to thrive academically, socially, and emotionally.

During the 2024–2025 school year, we strengthened family engagement by introducing new and flexible ways for families to connect. Virtual parenting workshops made it easier for families to participate from home, while the return of select in-person events brought back valuable opportunities for face-to-face connection. Together, these approaches created a welcoming and balanced experience that kept families engaged and involved.

One of our great moments of the year was our annual “Father’s Field Day” event. This special day welcomed fathers and important male role models into our centers to share in their child’s learning experience and connect with other families through sports and gross motor activities. By extending the invitation to all significant male figures, we created a warm, inclusive opportunity that strengthened family-school connections and built a strong sense of community.



Policy Council members play an important role in supporting the success of our program. They are actively engaged in decision-making, participate in program activities, and stay informed about key initiatives and implementation efforts. Membership is open to parents, guardians, or family members of currently enrolled children. The process begins with classroom elections, where parents nominate and vote for representatives, who then move forward to the formal Policy Council election.

POLICY COUNCIL 2024-2025

CHAIRPERSON: Ruth Alozo
CO-CHAIRPERSON: Ana Jimenez
SECRETARY: Abeera Imtiaz
TREASURER: Mercedes Zapata
GRIEVANCE: Veronica Perez
BY-LAWS: Guadalupe Vargas
PERSONNEL PRACTICE: Ived Puma
ALTERNATE: Angelica Hernandez
BOARD MEMBER: Natly Esnard

POLICY COUNCIL 2025-2026

CHAIRPERSON: Syeda Anjum	ALTERNATES: Micaela Garcia
CO-CHAIRPERSON: Rubi Ovalles	ALTERNATES: Micaela Garcia
SECRETARY: Sumera Arsheen	Adriana Arevalo
TREASURER: Daphne Francis	Yessenia Zena
GRIEVANCE: Rocio Cruz	Floriberta Maldonado
BY-LAWS: Naviel Naut	Rafaela De La Cruz
PERSONNEL PRACTICE: Veronica	Mariomy Perez
Polanco	BOARD MEMBER: Natly Esnard



This year we introduced our parent curriculum, *Shine on Families*, in a digital format. The new digital services provide our families with convenient access to resources, support, and communication through virtual platforms and online tools. These services help strengthen family engagement by offering remote opportunities for parenting education, mental health support, and program updates. Through digital communication and virtual meetings, families are able to stay connected with staff, access important information, and receive ongoing support in a flexible and accessible manner.



The Child Development Center of the MMCC staff, are appreciative of the opportunity to support the children and families in our community. Our mission focuses on laying a strong educational groundwork that helps children transition smoothly into kindergarten, while also strengthening and empowering parents in their vital role as their child's earliest and most important educators.

In recent years, we have seen that many children and families are navigating increased emotional and social challenges. In response, we have strengthened our commitment to supporting social-emotional well-being and creating meaningful opportunities for families to feel supported and connected.

To support families in navigating daily challenges and to provide a safe space for connection and shared experiences, we launched a Men Engagement Network (MEN). This initiative brings together male figures in our children's lives to connect, communicate, and receive support while strengthening their role in their child's development and well-being.



Family engagement can sometimes be challenging, as work and other responsibilities may limit parents' ability to participate in activities. Even so, we remain committed to keeping families connected and informed through a variety of communication tools, including newsletters, emails, text messages, phone calls, and platforms such as ClassDojo.

We find great fulfillment in supporting parents as they grow as advocates for themselves and their children. We are also committed to empowering families by providing access to resources, training opportunities, and meaningful connections within the community to support their journey.

Our Pregnancy Program



Our Pregnancy Program under Early Head Start is designed to support expectant mothers across our five Bronx center locations. During the 2024–2025 school year, we always maintained a maximum of 20 expectant mothers who participated in the program, where they received a range of comprehensive services and educational workshops. Workshop 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 provide ongoing support and guidance to participating mothers throughout their pregnancy journey.

We also hosted celebratory socialization events where mothers were invited to create registry lists of essential items they needed, and we worked to provide those items for them. To accommodate working mothers, workshops were offered both onsite and virtually. Each session also included raffles and light refreshments for in-person attendees.

In addition to the workshops, we provided families with support accessing essential resources, including SNAP, WIC, rental assistance, and our onsite food pantry. For individuals interested in improving their English language skills, ESL support is also available at our center. To further support family needs, we offered referrals for diaper and wipe distribution through other family-serving programs, such as Hopeline. All of these services are conveniently available at our center to help families access the support they need in one location.

Once babies are born, families are offered enrollment opportunities in our Early Head Start programs beginning at six months of age. If space is not available at one of our sites, we assist families with enrolling their child in one of our Partner Child Care Centers located in the family's preferred area, ensuring they continue to receive quality early childhood education and care services close to home.

Health and Safety, Mental Health, and Special Education Services

Our program's **Health & Safety** component ensures that all required health documentation for each child is thoroughly reviewed before enrollment. This includes physical exams, immunization records, dental checkups, and—when applicable—forms related to asthma, seizures, and allergies.

Throughout the program year, health documents are reviewed monthly to confirm that all information remains current. Families are promptly notified when any records approach expiration. Rescue medications are regularly checked to confirm that labels match corresponding medical documentation. Additional paperwork is obtained as needed when new allergies or health conditions arise.

Our Health & Safety Coordinator works closely with the nurse to update our sick policy, distribute important health updates from the Department of Health (DOH) and Centers for Disease Control and Prevention (CDC), and ensure that all staff are informed about new illnesses and safety protocols. She also collaborates with kitchen staff and the nutritionist to review menus and confirm that all food allergies—such as those related to milk, eggs, or soy—are properly addressed. In addition, she helps manage permit renewals and ensures all centers meet safety and compliance standards.

A core strength of our program is that approximately 80% of staff are certified in CPR, enhancing our ability to respond quickly and effectively in medical emergencies.

Two persistent challenges include compliance with the New York State flu shot mandate and adherence to our sick policy. Some families express reluctance toward the flu vaccine due to personal beliefs; however, the vaccine is required for all preschool-aged children. Likewise, while we recognize that time away from school can be difficult for families, our policies strictly follow DOH and DOE guidelines, as outlined in our family handbook.

Over the past 10 years the Child Development Center of the MMCC is fortunate to have a devoted Nurse Consultant. We do not have a nurse at every site every day. However, our nurse consultant provides support to all five sites every week and plays a critical role in ensuring the health, safety, and well-being of the children in our care throughout the school year. Beginning each September, and in accordance with Article 47 of the Head Start Performance Standards, she visits each center once a week and conducts all required health screenings within the first 45 days of a child's enrollment. These screenings include hearing, vision, blood pressure, strabismus, height, and weight assessments. Any abnormal findings are carefully reviewed, and appropriate referrals are made to ensure timely follow-up and intervention. Our Nurse Consultant also oversees the review and monitoring of emergency medications, including EpiPens and asthma inhalers, to ensure that all medication documentation is complete and compliant with Article 47 requirements as well as NYC Department of Health regulations. In addition, she regularly reviews immunization records, with special attention given to compliance with the NYC Department of Health mandate requiring all children to receive the flu vaccine by December 31st. She further supports the program by reviewing children's physical examinations and communicating with primary care providers when additional medical clarification is necessary. Individual Health Care Plans (IHCPs) are sent to providers as needed so that our staff remain informed, prepared, and equipped to appropriately support any child with special medical needs while in our care.

As continued support for both staff and families, the Nurse Consultant provides clear visual instructions and hands-on demonstrations on the proper administration of EpiPens and asthma medications. She also conducts refresher trainings as needed to ensure staff remain confident and prepared to respond appropriately in emergency situations. In addition to her on-site responsibilities, she facilitates bi-weekly Zoom sessions for the prenatal program, presenting on a variety of pregnancy-related topics to support expectant families. She is also an active member and presenter at the program's Health Advisory Committee meetings, which bring together parents, Family Workers, and community health providers to promote collaboration and strengthen family wellness initiatives. Her work reflects a highly collaborative approach, as she maintains ongoing communication with Supervisors, Family Workers, Educational Directors, Social Workers, and Teachers to ensure the highest level of care, monitoring, and support for children and their families. She remains consistently accessible to staff, offering professional guidance, consultation, and support whenever needed.

The Mental Health services provided at our centers focus on promoting the emotional and social well-being of children and their families. Throughout the year, families were invited to participate in virtual parenting workshops held on Zoom, which addressed a variety of topics, including:

- 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

Along with group workshops, parents had access to one-on-one counseling to help address parenting concerns, relationship difficulties, and other personal challenges. Families were also linked to community mental health resources and supportive services whenever additional assistance was needed.

A collaborative team, made up of the Special Education Coordinator, teachers, family workers, and the director, works together to monitor children's emotional and behavioral development. When developmental concerns are identified, parents are actively included in developing strategies to support their child's needs. Children may be referred for further evaluations, and families are supported throughout the evaluation process while receiving guidance and assistance during IEP meetings.

Through our ongoing partnership with Chances for Children, families have continued to receive weekly on-site therapy services. By working closely with both children and parents, this collaborative approach has helped caregivers better recognize and address their children's emotional and behavioral needs with professional therapeutic support and guidance.

Our **Special Education** services have faced challenges over the years, and while some issues still remain, we have made meaningful progress and created positive change by working through many of them.

- **Evaluation Scheduling**

This school year, our program made significant strides in supporting early identification and intervention for our students. Over 20 children were referred and evaluated through Early Intervention and CPSE. Of those evaluated, more than half were found eligible for special education services and received Individualized Education Programs (IEPs) to address developmental delays and support their growth toward age-appropriate milestones.

- **Service Providers**

In an effort to ensure continuity and access to mandated services, we established a collaboration with an external agency to provide speech therapy. As a result of this partnership, all students who were recommended for speech services were successfully matched with a provider and began receiving consistent support, helping to reduce service gaps and delays.

- **Parent Involvement**

Family engagement remained a key focus throughout the year. We hosted several workshops for families centered on the importance of early intervention, understanding child development, and empowering parents to advocate effectively for their children. These sessions helped build stronger partnerships with families and increased their confidence in navigating the evaluation and service process.

- **Staff Development**

We also prioritized staff development by facilitating professional development sessions for our Early Head Start teachers focused on developmental milestones and early warning signs. These trainings strengthened staff capacity to identify concerns earlier, make informed referrals, and implement supportive strategies within the classroom.

Overall, this year reflected a strong commitment to early identification, collaborative service delivery, staff growth, and meaningful family engagement to better support the developmental needs of all children in our program.

Funding and Expenditures Summary

The Child Development Center of the MMCC receives funding from the Office of Head Start for two grants:

Grant # 02CH012471

Total Budget for FY 2025-2026

\$6,280,897

In-kind/non-federal share

\$785,112.00

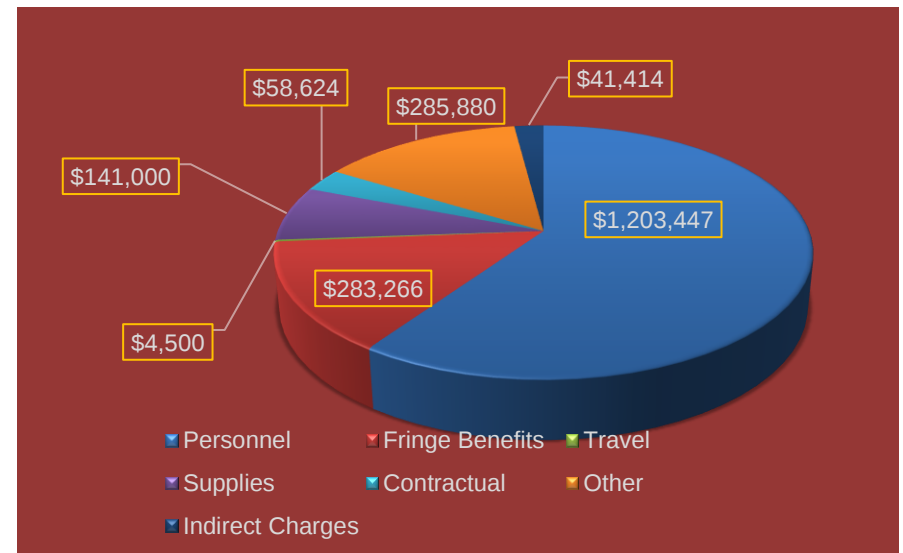
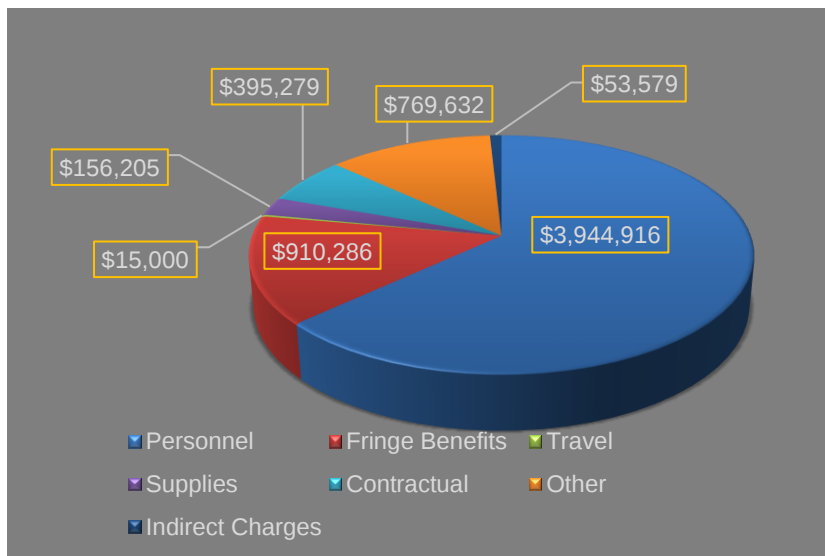
Grant # 02HP000512

Total Budget for FY 2025-2026

\$2,018,131

In-kind/non-federal share

\$514,511



- *Other includes rent, utilities, telephone, building and general liability insurance, building maintenance/repair and other occupancy, nutrition services, parent services, accounting and legal services, publications/advertising/printing, training or staff development, etc.*

Proposed Budget for FY 2026-2027

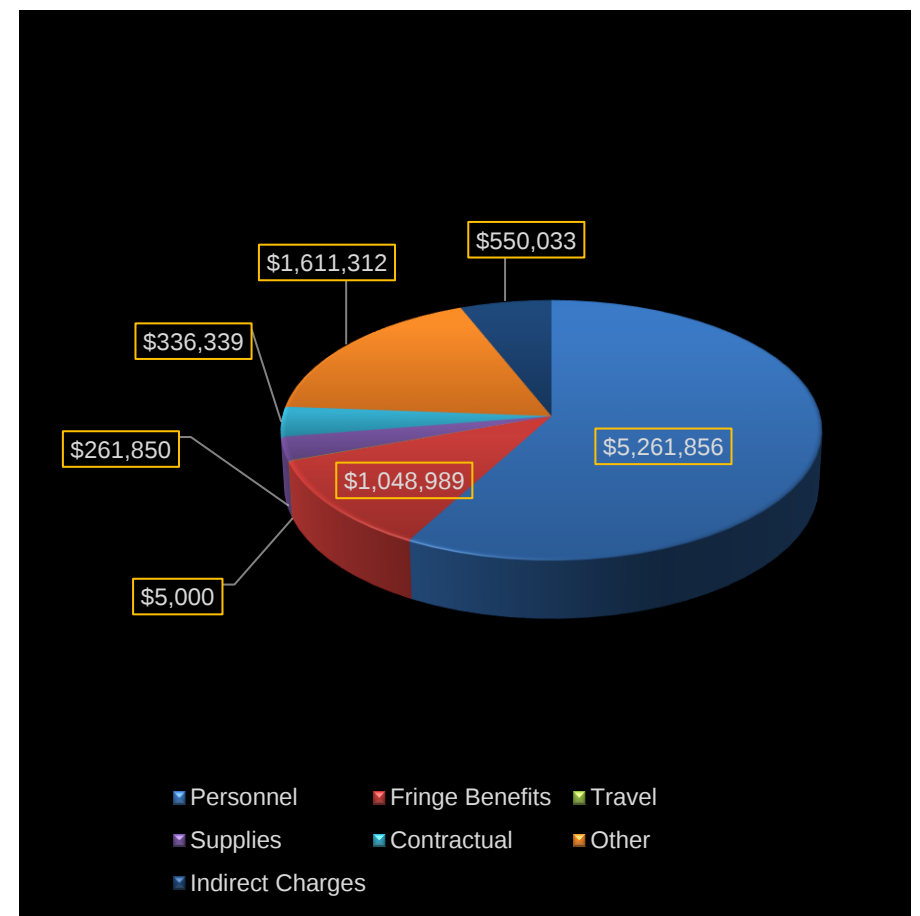
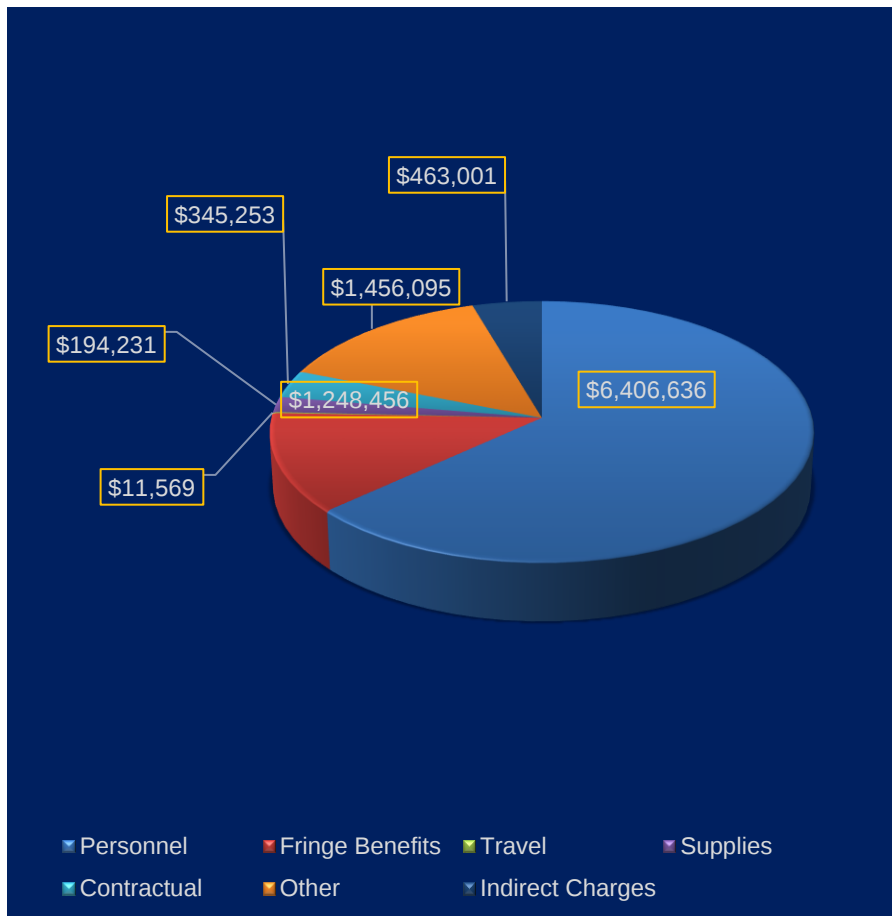
(Grant # 02CH012471)

Head Start --- \$10,125,241.00

In-kind/non-federal share - \$2,558,180

Early Head Start --- \$9,075,379.00

In-kind/non-federal share - \$2,290,173

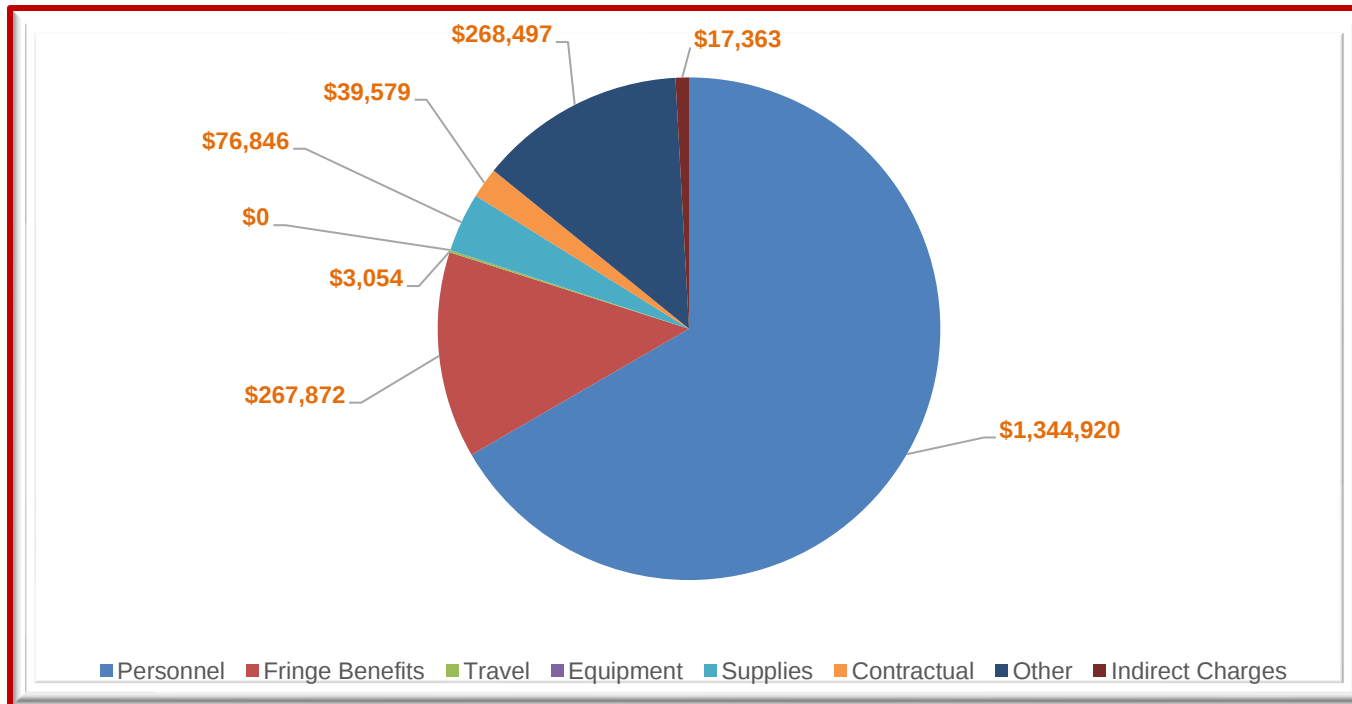


Proposed Budget for FY 2026-2027

(Grant # 02HP000512)

Early Head Start only ----- \$2,018,131

In-kind/non-federal share - \$514,511



PKF O'Connor Davies conducted an audit for fiscal year 2025, and no material findings were reported.

Program Performance and Staff Professional Growth

Child Development Center of the MMCC takes great pride in our strong commitment to the young children and families we serve. We continuously strive to improve our practices and go above and beyond in providing high-quality early childhood education and family support services.

*We are proud to share that three of our five centers have maintained their **NAEYC** accreditation for several years, demonstrating our dedication to meeting high standards of excellence in early childhood education. In addition, we actively participate in **QUALITYstarsNY**, New York State's Quality Rating and Improvement System, as part of our ongoing commitment to continuous quality improvement.*

*Our dedication to high-quality teaching and learning is further reflected in our staff development efforts. Nine members of our Leadership Team, along with several lead teachers, are **CLASS**-certified reliable, strengthening our ability to support effective teacher-child interactions and positive learning environments across our programs.*



CDC of the MMCC is committed to employing and supporting a highly qualified teaching staff whose educational background, expertise, and professional dedication foster children's learning and development. Our teachers implement a comprehensive curriculum and create engaging learning experiences that nurture all areas of child development, including social-emotional, cognitive, language, and physical growth.

Our commitment to continuous learning is essential to maintaining a high-quality program. To support this commitment, we provide ongoing professional development opportunities and resources that address both the professional and personal well-being of our staff. An Educational Coach works closely with teachers through regular observation, coaching, and individualized guidance to support effective teaching practices and professional growth.

All employees are valued and we intentionally recognize their contributions, expressing appreciation for their passion, hard work, and dedication. Staff Appreciation Day is celebrated at least twice each year, and we encourage continuing education by offering educational leave, incentives, and tuition assistance for staff pursuing degrees in Early Childhood Education, CDA credentials, or certification.