



Cardinal McCloskey Community Services Early Childhood Education Division

Head Start I 2022-2023 Annual Report





2022-2023 Head Start I Annual Report

Dear Colleagues,

It is our pleasure to present you with the Cardinal McCloskey Community Services Early Childhood Education Division Early Head Start/ Head Start 2022-2023 Annual Report. CMCS continues to make progress ensuring that our children have solid educational experiences ensuring that each student’s “school readiness” transitional journey has a positive outcome for students and families through our Family Engagement programs.

The Early Childhood Education Division provides services to over 2,000 students in our community. The Head Start/ Early Head Start program provides services to students in center-based, home-based, and family childcare settings. CMCS’ key goals are to continue providing solid educational experiences to our children and families and to build nurturing and collaborative relationships through our family engagement services. We would like to give our sincerest thanks and appreciation to our staff, parents, and community partners for helping us achieve successful outcomes for our children and families.

This year we have accomplished this by continued training of Staff, Parents, Policy Council, Governing Board members and outreach to our community. Our professional development trainings were targeted and included effective coaching strategies for administrative staff and practice-based coaching for teaching staff. Our family engagement opportunities continued to allow us to build positive collaborative relationships with families to identify and meet their needs and interests. We continue to work closely with parents and families to ensure that individualized services for children and families are effective, positive, and meaningful.

Best,

Reva Gershen-Lowy, EdD
Senior Vice President of Education and Operations

Our Mission Statement

Cardinal McCloskey Community Services strives to protect, empower and promote independence for at-risk children and families and those with developmental disabilities through quality community-based services. Our Head Start Annual Report will support the agency in fulfilling this mission, to ensure “safe children, stable families, and successful lives.”



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Vision Statement

As a dynamic organization, we will lead, advocate and serve to enhance lives by anticipating and responding to community needs.

Cardinal McCloskey Community Services (CMCS) Early Childhood Education Division (ECED) maintains a standard of excellence in the early childhood programming that we offer to children and families. The goal of our Head Start program is to improve the lives of low-income children and families by providing exceptional preschool education to 12 months to 4-year-olds in full-day and extended-day sessions. Our program continues to provide services to children in center-based, family childcare, and home-based settings, and the ECED strives to ensure that each child receives quality educational, health, and nutritional services. This year emphasis was placed on the alignment of policies and procedures to the new Head Start Performance Standards leading to the revision of our comprehensive Service Plans, supporting teachers through the implementation of practice-based coaching and using data collected to inform practice. Family enrichment continued to be emphasized through the implementation of strategies for engaging parents in their children's learning and helping parents progress toward their own educational, literacy, and employment goals. In addition, the programs focused on implementing the HS/EHS management wheel elements and determining our dual language approach to learning.



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EDUCATION/SCHOOL READINESS

CMCS' ECED continues to strengthen our model to help young children enter Kindergarten able to succeed in elementary school, which is the primary outcome that CMCS Head Start programs strive to accomplish. This report will focus on our first contract. CMCS' ECED staff members, specifically program administrators and teachers utilize and implement a set of rigorous educational tools to create and consistently assess our classroom program. This starts with a research-based curriculum called the Creative Curriculum and includes its accompanying ongoing online assessment instrument Teaching Strategies Gold (TSG). Brigance Inventories and the Ages and Stages-Social Emotional (ASQ-SE) questionnaires are used as our developmental and behavioral screening tools.

For the assessment of child and teacher interactions, we utilize the Classroom Assessment Scoring System (CLASS), and the Early Childhood Environmental Rating Scale (ECERS) to assess the classroom environment. We also administer the Infant Toddler Environmental Rating Scale (ITERS) in center-based childcare and the Home Visiting Environmental Rating Scale (HOVERS) in home visiting. During the 2022-2023 school year, we focused on providing high-quality educational services to promote school readiness and positive program outcomes in the following ways:

1. We maintained the momentum in the usage of CLASS and Practice-Based Coaching; this was done through both NYS Quality Stars and MY TEACHSTONE online Coaching Companion, the developer of CLASS. Goals to account for remote learning, taking into account the unique needs of children and families working as educational partners at home. We have school readiness goals across the domains of; approaches to learning, social-emotional growth, physical growth, cognition, language and literacy, mathematics, and family goals for pregnant women, infants, toddlers transitioning to preschool, three-year-olds, and four-year-olds. With the advent of the CMCS Charter School, we are able to provide an array of services from birth to kindergarten.
3. Providing Social Emotional Learning using the companion piece to Creative Curriculum, AI's Pals.

Data from our TSG assessments show that children in CMCS' ECED Head Start programs made progress towards meeting school readiness goals during the 2022-2023 program year, across all domains of measurement. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed during the checkpoint. For the purposes of this analysis, "widely held expectations" is defined as knowledge, skills, and behaviors of a child measured against widely held developmental expectations for children of the same age or same class/grade as determined by TSG.



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Teaching Strategies Gold Checkpoint Data Early Head Start

Fall Checkpoint Data for Early Head Start 1

Social Emotional	72% of children meeting or exceeding widely held expectations
Physical Development	72% of children meeting or exceeding widely held expectations
Language	52% of children meeting or exceeding widely held expectations
Cognition	77% of children meeting or exceeding widely held expectations
Literacy	48% of children meeting or exceeding widely held expectations
Mathematics	50% of children meeting or exceeding widely held expectations

Spring Checkpoint Data for Early Head Start 1

Social Emotional	83% of children meeting or exceeding widely held expectations
Physical Development	83% of children meeting or exceeding widely held expectations
Language	72% of children meeting or exceeding widely held expectations
Cognition	86% of children meeting or exceeding widely held expectations
Literacy	57% of children meeting or exceeding widely held expectations
Mathematics	58% of children meeting or exceeding widely held expectations

Fall to Spring Checkpoint data for Early Head Start shows overall growth in all areas for children including social emotional, physical, language and cognitive development.

Overall, with Early Head Start our main goal is to support development and growth, provide safety and continuity of care. Ideally, each child will have a primary caregiver who works with them on throughout infancy and toddlerhood. Early Head Start families who are income eligible can transition to Head Start during the 3-year-old program year.

Fall to Spring Checkpoint data for Early Head Start shows overall growth in all areas for children including social emotional, physical, language and cognitive development.

Teaching Strategies Gold Checkpoint Data Head Start

Fall Checkpoint Data for Head Start 1

Head Start 3s	
Social Emotional	60% of children meeting or exceeding widely held expectations
Physical Development	45% of children meeting or exceeding widely held expectations

Language	34% of children meeting or exceeding widely held expectations
Cognition	34% of children meeting or exceeding widely held expectations
Literacy	35% of children meeting or exceeding widely held expectations
Mathematics	39% of children meeting or exceeding widely held expectations
Head Start 4s	
Social Emotional	20 %of children meeting or exceeding widely held expectations
Physical Development	30% of children meeting or exceeding widely held expectations
Language	19% of children meeting or exceeding widely held expectations
Cognition	23% of children meeting or exceeding widely held expectations
Literacy	23% of children meeting or exceeding widely held expectations
Mathematics	18% of children meeting or exceeding widely held expectations

Spring Checkpoint data for Head Start 1

Head Start 3s	
Social Emotional	79% of children meeting or exceeding widely held expectations
Physical Development	84% of children meeting or exceeding widely held expectations
Language	64% of children meeting or exceeding widely held expectations
Cognition	60% of children meeting or exceeding widely held expectations
Literacy	66% of children meeting or exceeding widely held expectations
Mathematics	69% of children meeting or exceeding widely held expectations
Head Start 4s	
Social Emotional	82%of children meeting or exceeding widely held expectations
Physical Development	82% of children meeting or exceeding widely held expectations
Language	62% of children meeting or exceeding widely held expectations
Cognition	76% of children meeting or exceeding widely held expectations
Literacy	70% of children meeting or exceeding widely held expectations
Mathematics	69% of children meeting or exceeding widely held expectations

Coming out of the pandemic, a strong emphasis was placed on social emotional, physical development and language skills this school year. Nationwide there is a trend that shows that young children’s language development has the potential to be delayed. We will continue to enhance our social emotional and language development strategies in Program Year 2023-2024.



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SPECIAL EDUCATION SERVICES

For the 2022-2023 school year, CMCS exceeded the 10% enrollment requirement for children with special needs. To support the steady increase in our enrollment and identification of children with special needs, we have a Senior Administrative Director of Education, an Administrative Director of Staff Support, and a Disabilities Manager on staff to oversee CMCS' ECED special education efforts. In addition, we continue to collaborate with our community partners to offer high-quality special education services, and extensive professional development training for staff on understanding developmental milestones, speech and language development, challenging behaviors, and working effectively with families of children with special needs. We have formal partnerships with early intervention (EI) and special education provider agencies such as; Our Children First, Up Wee Grow, Chat-A-Lot Kiddies, Premium Therapy, New York Therapy Placement. In addition, we collaborated with Kid-Centric to provide services in two inclusion classrooms for children with special needs at Sacred Heart Head Start. Kid-Centric also provides special education evaluations.



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CMCS ECED FUTURE GOALS

CMCS' future goals for our Head Start programs are to continue to focus on full-enrollment, school readiness, active supervision of children, and family and community engagement. In August 2018, CMCS received a grant reward from the Office of Head Start to provide services to 942 children in the Head Start center based and home-based program options, and 120 pregnant women and children in the Early Head Start center based, home based and family child care program options. CMCS ECED is now the largest provider of Head Start/Early Head Start services in the Bronx. In July 2019, CMCS ECED was awarded 200 Head Start slots to provide services for children in the center-based program option, and 120 Early Head Start slots to provide services to children in the center based, home based, and family child care program options.

We will use the Head Start Program Performance Standards and guidance from the Office of Head Start and our other regulatory agencies to strengthen our program quality and outcomes for children and families. We will support staff in analyzing classroom and child-based assessment data to determine trends, inform practices, and address needs through professional development, including practice-based coaching. We will utilize a two-generational strengths-based approach to family engagement to address children and family needs and support families in achieving their goals.

We will seek to build strong relationships with feeder schools to facilitate and support the coordination of the transition from Early Head Start to Head Start, and to kindergarten. In addition, the Cardinal McCloskey Community Charter School opened in August 2019. This endeavor will allow CMCS to expand and provide a continuum of services to meet the needs of our children and families from birth through elementary school and beyond. We will also provide services to children with special needs and continue to collaborate with Kid-Centric to provide inclusion classrooms for children with special needs. As the Early Childhood Education Division continues to grow, we will work collaboratively with the Human Resources Department to recruit and retain high-quality qualified staff. CMCS would like to expand our services to other communities including Westchester and Putnam County.



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NUMBER OF CHILDREN & FAMILIES SERVED (Head Start)

Head Start Enrollment as of June 30, 2023:

Funded Enrollment: 942
Actual Enrollment: 406
Cumulative Enrollment: 532

Number of Children served Year-To-Date in 2022-2023

Actual Participants by Age as of June 30, 2023:

- 30.54% of the children enrolled YTD were 3 Years Old: (124)
- 69.46% of the children enrolled YTD were 4 Years Old: (282)
- Families served: 508
- Percentage of eligible children served: 91 %

Figure 1- Participants by Age & Percentage

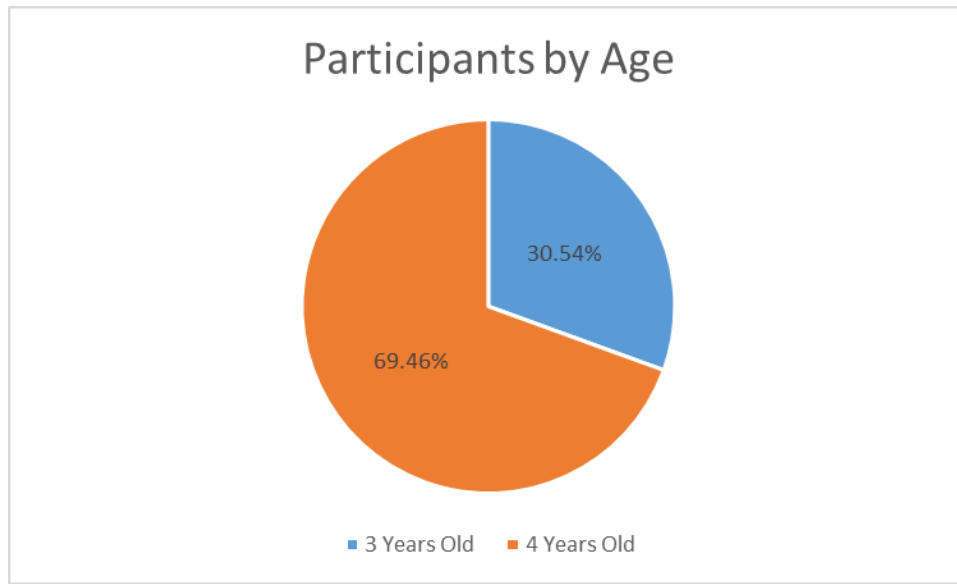
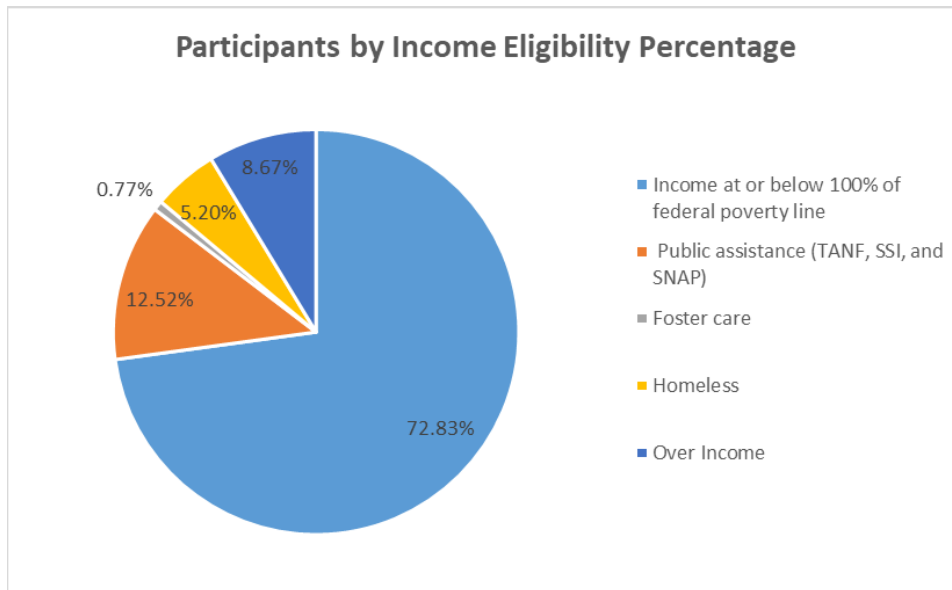


Figure 2- Participants by Income Eligibility Percentage



Participants by Income Eligibility Percentage by Cumulative Enrollment

- 27 Homeless Children (5.20%)
- 4 Foster Care Children (0.77%)
- 65 Public Assistance such as TANF, SSI (12.52%)
- 378 Income Eligible Children (72.83%)
- 45 Over Income Children (8.67%)

Volunteers

- Total number of volunteers: 532
- Total number of these volunteers who are current or former Head Start Parents: 508

Head Start Staff

- Number of Head Start Staff: 194
- Number of Head Start Teachers: 27
- Number of Head Start Assistant Teachers: 42

Families

- 508 Families were served. 240 were single-parent families (47.24%) and 268 were two-parent families (52.76%)
- Father Involvement: 296 fathers (58.29%)
- 215 of families received WIC Nutritional Services (42.32%)

Health/Dental

- 537 Children with completed medical exams (100%)
- 537 Children with up-to-date immunizations (100%)
- 518 Children with a completed dental exam (96.46%)
- 537 Children with health insurance (100%)
- 53 Children with diagnosed Special Needs/ IEPs (9.87%)



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Race and Ethnicity as of June 2023

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	22	5.42%
Asian	17	4.19%
Black or African American	76	18.72%
Native Hawaiian/ Pacific Islander	1	0.25%
White	97	23.89%
Biracial / Multi-Racial	22	5.49%
Other Race	165	40.64%
Unspecified Race	6	1.48%

Primary Language of Family at Home as of June 2023

Languages	# of Participants	% of participants
English	89	21.92%
Spanish	185	45.57%
Central American, South American, or Mexican	1	0.25%
Caribbean	0	0%
Middle Eastern or South Asian	11	2.71%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	1	0.25%
European or Slavic	0	0%
African	7	1.72%
Other	7	1.72%
Unspecified	105	25.86%



NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 30, 2023:

Funded Enrollment: 120
Actual Enrollment: 83
Cumulative Enrollment: 147

Number of Children served Year-To-Date in 2022-2023

Actual Participants by Age as of June 30, 2023

- 14.46% of the children enrolled YTD were under 1 Years Old: (12)
- 18.07% of the children enrolled YTD were 1 Years Old: (15)
- 55.42% of the children enrolled YTD were 2 Years Old: (46)
- 0% of the children enrolled YTD were 3 Years Old: (0)
- 12.05% the Pregnant Women enrolled YTD: (10)
- Families served: 133
- Percentage of eligible children served: 92.17%

Figure 1- Participants by Age & Percentage

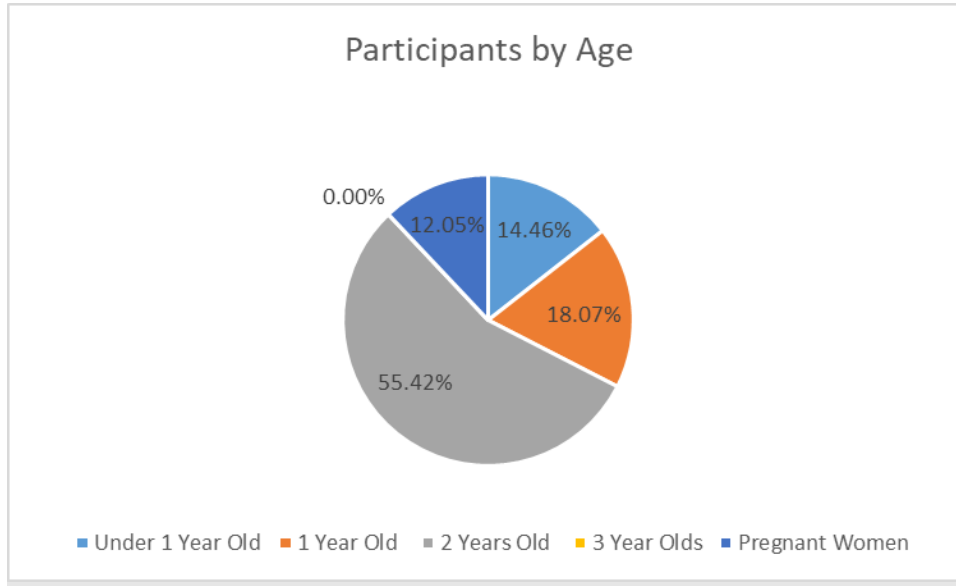
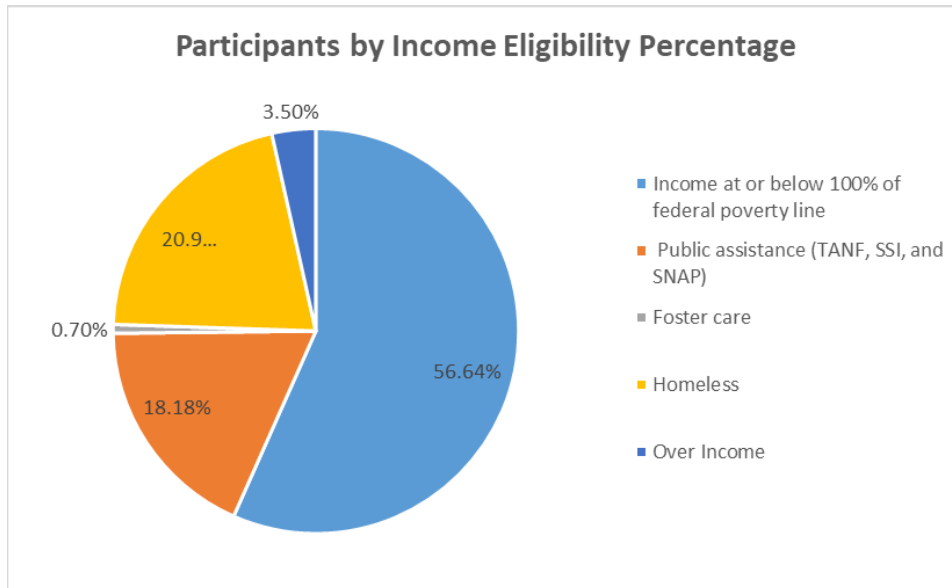


Figure 2- Participants by Income Eligibility Percentage



Participants by Income Eligibility Percentage by Cumulative Enrollment

- 30 Homeless Children (20.9%)
- 1 Foster Care Children (0.70%)
- 26 Public Assistance such as TANF, SSI (18.18%)
- 81 Income Eligible Children (56.64%)
- 5 Over Income Children (3.50%)

Volunteers

- Total number of volunteers: 170
- Total number of these volunteers who are current or former Head Start Parents: 147

Early Head Start Staff

- Number of EHS Inf/Todd Staff: 49
- Number of EHS Inf/Todd Teachers: 8
- Number of EHS Home Visitors: 7
- Number of EHS FCC Providers: 3

Families

- 133 Families were served. 82 were single-parent families (61.65%) and 51 were two-parent families (38.34%)
- Father Involvement: 62 fathers (46.62%)
- 99 of families received WIC Nutritional Services (74.44%)

Health/Dental

- 108 Children with completed medical exam (89.26%)
- 102 Children with up-to-date immunizations (84.29%)
- 119 Children with a completed dental exam (98.35%)
- 121 Children with health insurance (100%)
- 11 Children diagnosed with Special Needs/ IEPs (9.09%)

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Race and Ethnicity as of June 30, 2023

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	26	31.33%
Native Hawaiian/ Pacific Islander	0	0%
White	10	12.05%
Biracial / Multi-Racial	6	7.23%
Other Race	40	41.19%
Unspecified Race	1	1.20%

Primary Language of Family at Home as of June 30, 2023

Languages	# of Participants	% of participants
English	20	24.10%
Spanish	49	59.04%
Central American, South American, or Mexican	0	0%
Caribbean	0	0%
Middle Eastern or South Asian	0	0%
East Asian	0	0%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	0	0%
African	4	4.82%
Other	1	1.20%
Unspecified	9	10.84%



ERSEA Committee: Collaborative Recruitment Efforts, Partnerships & Highlights

The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Committee guides the assessment of a program's practices for verifying the eligibility status of children and families who are receiving the program's services and for ensuring appropriate enrollment of children. Each year, the Committee meets to review and update the ECED's Head Start and Early Head Start selection criteria to ensure it is in alignment with the Head Start Performance standards and that it reflects the composition of the neighborhoods our program serves.

CMCS strives to ensure that our practice to assess communities, and recruit and enroll children and families most in need, includes the following activities:

- Meetings and training at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance
- Training of all new staff who determine eligibility within 60 days of hire
- Ongoing training of staff, Policy Council, and Governing Board on Head Start and Early Head Start eligibility guidelines
- Monthly meetings of the ERSEA Committee and site-level ERSEA committees. Discussions are focused on enrollment statistics, strategies for recruitment, procedures, enrollment documentation, attendance, and other ERSEA related issues
- ECED ERSEA presentations shared at agency-wide professional development workshops and community partnership meetings
- Community outreach to establish and maintain partnership agreements that enhance recruitment opportunities
- Ongoing monitoring by the ERSEA Administrative Director to ensure recruitment efforts in the program are ongoing and salient to the needs of each site's community
- ERSEA TEAM meets monthly with the sites' Family Advocates, and Program Administrators to deliver guidance and support to maintain enrollment and develop strategies to continue ongoing recruitment which links to Child Plus, the division's enrollment monitoring software
- The ERSEA content area maintains compliance by submitting required enrollment reports and updates to federal funders on a monthly basis
- Utilize the online application system along with Child Plus Data Management System to enroll Families
- Recruitment efforts are established and maintained by conducting in-person fairs, in-person and virtual Open Houses for interested families in the community with the goal of increasing enrollment
- ERSEA Component updated, revised and the board approved the Selection Criteria for both Head Start and Early Head Start (April 2023)

Opportunities for Parents in Shared Partnership Building/Goal Setting/Volunteering

Building trusting and sustainable relationships with families is integral to our family engagement work. We engage our families by offering individual case management services and supportive group work to support them in achieving their goals.

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Participation in Decision Making/Governance/Policy Council

The CMCS Policy Council (PC) prepares parents/guardians to be advocates and leaders for their children, and their communities. Parents on the Policy Council can be fully engaged with program planning and decision-making and work closely with the ECED Senior Management Team and Governing Board. The Policy Council serves as a link to the parents at each of our sites and ensures ongoing communication between parents and the ECED staff. In addition to their role in Governance, Policy Council parents can organize various events and activities. All Policy Council Parents received training in Head Start enrollment and eligibility requirements. Also included was an overview of the Homebased and FCC programming, the Policy Council Bylaws, and the responsibilities of the PC members roles and responsibilities with Melvin Gravely of the Gravely Group. This year the PC also participated in First Aid, CPR & AED Training with Stacey White, a registered nurse and CPR trainer. They explored their creativity during a Paint & Snack event with Tom Burnett. The Policy Council utilized parent activity monies to purchase Arts & Crafts items for all the children enrolled at our home, FCC and center-based programs. PC also funded the Cool Culture program for all enrolled families. Despite the impact of COVID-19, through the dedication and commitment of CMCS parents, the Policy Council was able to meet remotely and fulfill all governing responsibilities in 2022-2023.

FAMILY/PARENT ENGAGEMENT

CMCS Head Start and Early Head Start Programs follow a two-generational approach with children and parents to support healthy child development, school readiness, and long-term family well-being. The ECED offers a wide variety of parent engagement activities; including Policy Council participation, monthly workshops, parenting groups, and monthly fatherhood events.

During the 2022-2023 school year, all program models returned to providing in-person services. Children and families returned to locations for programming and parent workshops. Workshops were typically offered in a hybrid model to accommodate as many families as possible.

CMCS ECED continued to provide the *Ackerman Institute for the Family's Personal Best* parenting groups. Personal Best is a parent program that promotes parents' mental health, social support, healthy coping skills, and a sense of self-efficacy in multiple roles. The training was conducted in person in 2022.

ECED maintained its strong Fatherhood component based on the 24:7 Dad National Fatherhood Initiative. ECED presented monthly events for Fathers (open to grandfathers, uncles, brothers, and stepfathers) like "Story Time with Dad" and "Daddy & Me Movie Night" for Fathers (and Father figures) and their children to enjoy together on Zoom. In addition, virtual workshops were held to provide Fathers the opportunity to connect with peers and learn more about child development and financial literacy. ECED also participated virtually in the statewide initiative, "Dads Take Your Child to School Day". ECED is in the second year of bringing the Cool Culture program to the division. Families use the passes to visit museums and cultural events throughout the five boroughs.



MENTAL HEALTH SERVICES

ECED mental health services consist of a team of licensed social workers who provide individual/family support, counseling, and parent education to promote mental health, positive parent-child relationships, and overall family well-being for children, families, and staff in all ECED programs. Also, mental health professionals assist families (and staff) experiencing difficulties and need assistance with resources and referrals to community agencies. Mental health professionals utilize an individualized approach to providing mental health and child development support.

ECED works closely and collaboratively with the CMCS Article 31 Clinic to facilitate referrals of children and their families for mental health services. This collaboration allows for expedited referrals for mental health services and continuity of care.

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2022-2023 Head Start Grant Summary

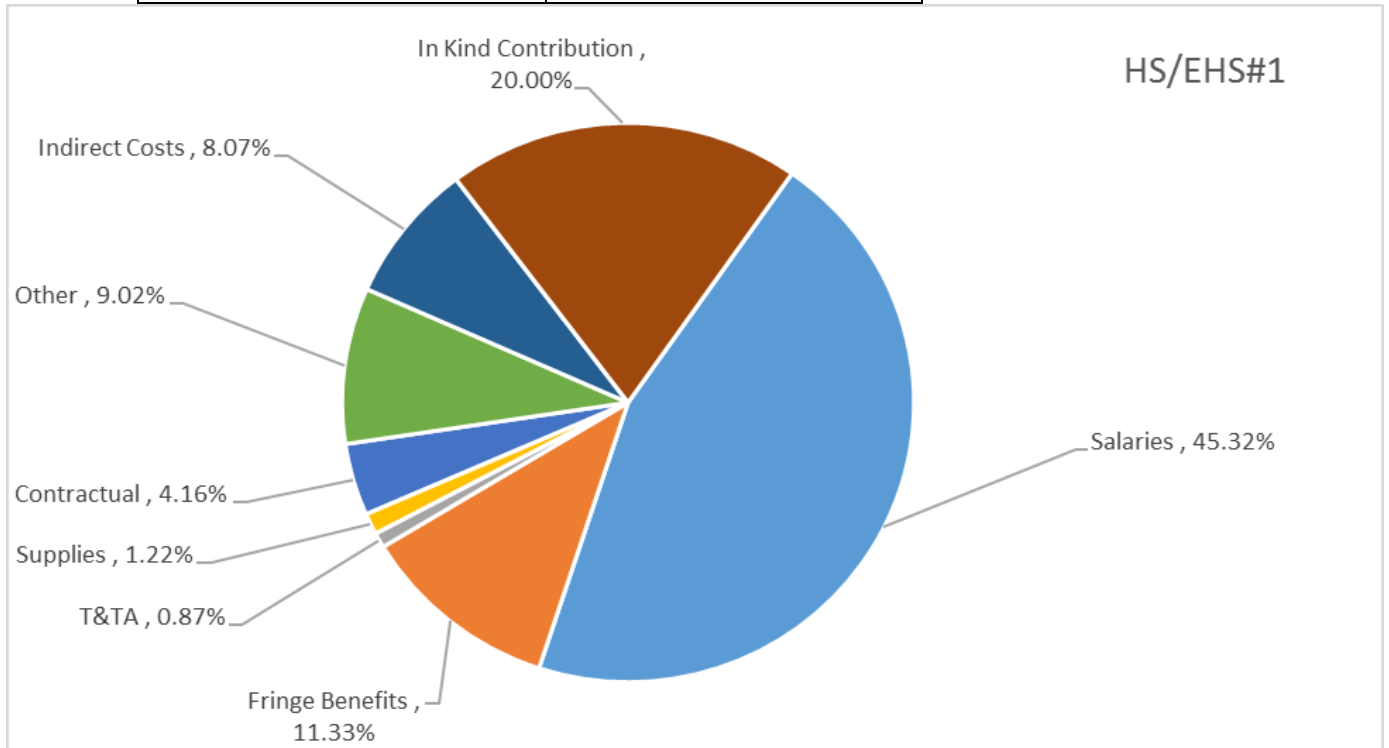
Federal & CIK Actual Funded Revenue

Federal Head Start-Share	16,773,323
Contribution in Kind	4,193,331
Total Revenue	20,966,654

AND
 CMCS,
 been
 certified
 provided

Budget expenditures	
Salaries	9,502,076
Fringe Benefits	2,375,519
Travel	
T&TA	181,747
Supplies	256,457
Contractual	872,740
Other	1,892,227
Indirect Costs	1,692,557
In Kind Contribution	4,193,331
Total budget expenditures	20,966,654

FINANCIAL AUDITS
FEDERAL REVIEWS
 financial statements have
 audited by an outside-
 accounting firm that
 CMCS with an
 unqualified opinion.





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Cardinal McCloskey Community Services' Leadership

Beth Finnerty, CEO
 William Ursillo, PhD, COO
 Chris Monroe, CFO

ECED Management Team

Dr. Reva Gershen-Lowy EdD, Senior Vice President of Education and Operations and Charter School Lead
 Todd Baldwin, Sr. Admin. Director of Operations
 Joanne Casanova, Senior Admin. Director of ECED
 Janine O'Connor, Senior Admin. Director of Education
 Tiffany Roberson, Senior Admin. Director of Head Start Program Management

Board of Directors

William T. Smith, PhD, Chairman of the Board	Robert Balachandran, Director
Rev. Father Eric P. Cruz, Director	Hon. Alison Tuitt, Director
Msgr. Kevin Sullivan, Ex-Officio	Bishop Gerald Walsh, Director
George Grossman, Director	Christopher Gallin, Director
Paul Michaels, Director	Sr. Patricia Broderick, Director
Eugene J. Desoiza, Jr., Director	John Lundin, Director
Kim Turner, Director	Jeanne Mastoloni Almeida, Director
Elizabeth Houghton Lagreca, Director	Jessica Sinarski, Director
Mary Alice Donius, Vice-Chair	Gilbert Landy, Director
	Happy Begum Laskar, Policy Council Chair – CMCS Head Start Parent

Policy Council 2022-2023

Happy Laskar, Chairperson
Assiatu Jalloh, Co-Chairperson
Roxanne Escalera, Treasurer
Marlene Sarkis, Parliamentarian
Widallys Soto, Secretary

Funding Sources Information

HHS-Administration for Children and Families
26 Federal Plaza, New York, N.Y. 10278
Alfonso Nicholas, Regional Administrator
212-264-2890 x 103 –
Alfonso.nicholas@acf.hhs.gov
Carolyn Baker-Goode, Program Manager
212-264-2890 x 274 –
CarolynBakerGoode@acf.hhs.gov
Ryan Collier, Program Specialist
212-264-2890 x 156 –
Ryan.Collier@acf.hhs.gov
NYC Department of Education Pre-k for All
Amber Legrand
Alegrand2@schools.nyc.gov
Family Child Care Network
Andrea Maldonado
Amaldonado16@schools.nyc.gov

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CMCS Head Start Locations

Head Start Early Head Start Sites

E. 180th Street, 899 East 180th Street, Bronx, N.Y. 10460

Concord Avenue Head Start, 560 Concord Avenue, Bronx, N.Y. 10455

Monsignor Boyle Head Start and Pre-k for All Program, 3044 Hull Avenue, Bronx, N.Y. 10467

Sacred Heart Head Start, 95 West 168th Street, Bronx, N.Y. 10452

Mansion Head Start Program, 1750 Mansion Street, Bronx, NY 10460

St. Nicholas of Tolentine Head Start, 2331 University Avenue, Bronx, N.Y. 10468

Aquinas Head Start/Early Head Start Program, 685 E. 182nd Street, Bronx, NY 10457

Home-Based Head Start Option, 529 Courtlandt Avenue, Bronx, N.Y. 10451

Longfellow Early Head Start/Head Start, 1926 Longfellow Avenue, Bronx, N.Y. 10460

Early Head Start Family Childcare Program Option, 529 Courtlandt Avenue, Bronx, N.Y. 10451

Early Head Start Home Base Option, 529 Courtlandt Avenue, Bronx, N.Y. 10451

Bronx Office (Main), 529 Courtlandt Avenue, Bronx, N.Y. 10451