

Cardinal McCloskey Community Services

Early Childhood Education Division

Head Start Annual Report

2018-2019



Cardinal McCloskey
COMMUNITY SERVICES



2018 - 2019 Head Start Annual Report

Message from the Senior Vice President of the Early Childhood Education Division

Dear Friends,

It is my pleasure to present you with the Cardinal McCloskey Community Services Early Childhood Education Division Head Start 2018-2019 Annual Report. CMCS continues to make progress ensuring that our children have solid educational experiences to securing that each child's "school readiness" transitional journey has a positive outcome for families. This year, we have accomplished this by continued training of staff, parents, Policy Council and Governing Board members throughout the year to understand and guide our work with children and families. Our professional development sessions were targeted and included effective coaching strategies for Education Directors 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.

Our Head Start/Early Head Start Program provides services to 1,062 children in center based, home based, and family child care settings. CMCS' key goals are to continue to provide solid educational experiences to our children and families, as well as 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.

Best,

Reva Gershen-Lowy, EdD

Senior Vice President of the Early Childhood Education Division



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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.”

Vision Statement

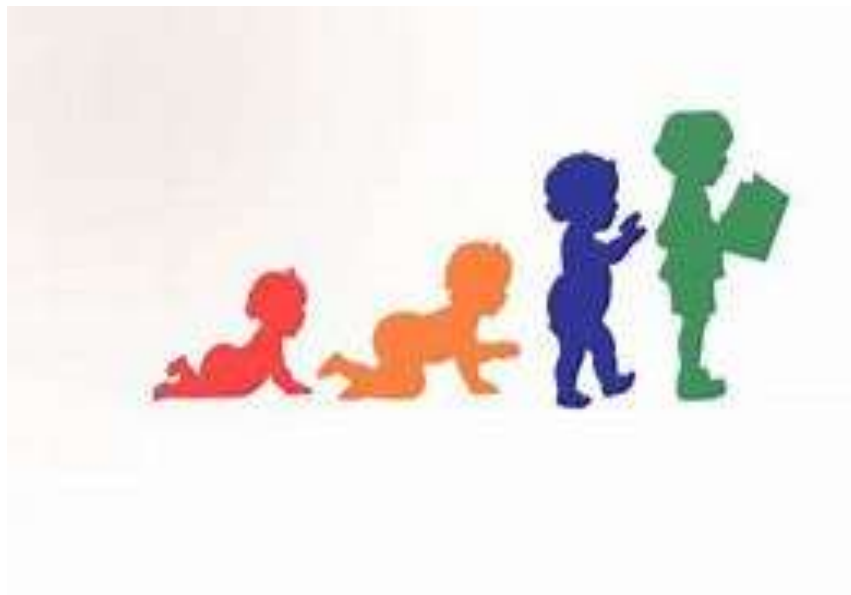
As a dynamic organization, we will lead, advocate and serve to enhance lives by anticipating and responding to community needs.

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 3 and 4 year-olds in full day and extended day sessions. Our program continues to provide services to children in center-based 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 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 parent’s progress toward their own educational, literacy and employment goals. In addition, the programs focused on implementing the HS 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. During 2018-2019, we added Early Head Start to our growing offering of program options. We now services toddlers in center based childcare; infants and toddlers in both family childcare and home visiting models.

CMCS' ECED staff members, specifically education directors 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). Ages and Stages (ASQ-3) and the Ages and Stages-Social Emotional (ASQ-SE) questionnaires are used as our developmental and behavioral screening tools.

For 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 administered Infant Toddler Environmental Rating Scale (ITERS) in center-based childcare and Home Visiting Environmental Rating Scale (HOVERS) in home visiting. Our initial baseline scores are all above average. The results of these assessment instruments inform our practice and help guide our professional development activities on annual basis. During the 2018-2019 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. Initial CLASS observations were conducted during the month of March 2019, using the method of cross coding with 2 reliable observers. During May 2019 another cycle of Practice Based Coaching was conducted through the usage of a consultant. During our Self-Assessment our average CLASS scores in all 3 domains to exceed the Office of Head Start's minimum threshold and higher than the lowest 10% across all 3 domains.
2. Within our School Readiness Committee, we added goals for Early Head Start including family goals for pregnant woman. We now 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 until Kindergarten.

Data from our TSG assessments shows that children in CMCS' ECED Head Start programs made progress towards meeting school readiness goals during the 2018-2019 program year, across all domains of measurement. A total of 987 Head Start children's information was analyzed. Because Early Head Start was rolled out throughout the year, in different program models we do not have enough data for a full analysis. Below is a breakdown of all children who met and exceeded the widely held expectations as assessed during the spring 2018 checkpoint. For the purposes of this analysis, "widely held



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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.

Aggregated data from TSG: Children Meeting and Exceeding Age Appropriate Expectations

CMCS ECED Child Outcomes Data Summary SY 2018-2019

This document will summarize the Head Start child outcomes data for the 2018-2019 school year. All children are assessed using Teaching Strategies Gold assessment 3 times a year (Fall, Winter & Spring). This report will summarize the Spring assessment data and will focus on the following demographic groups:

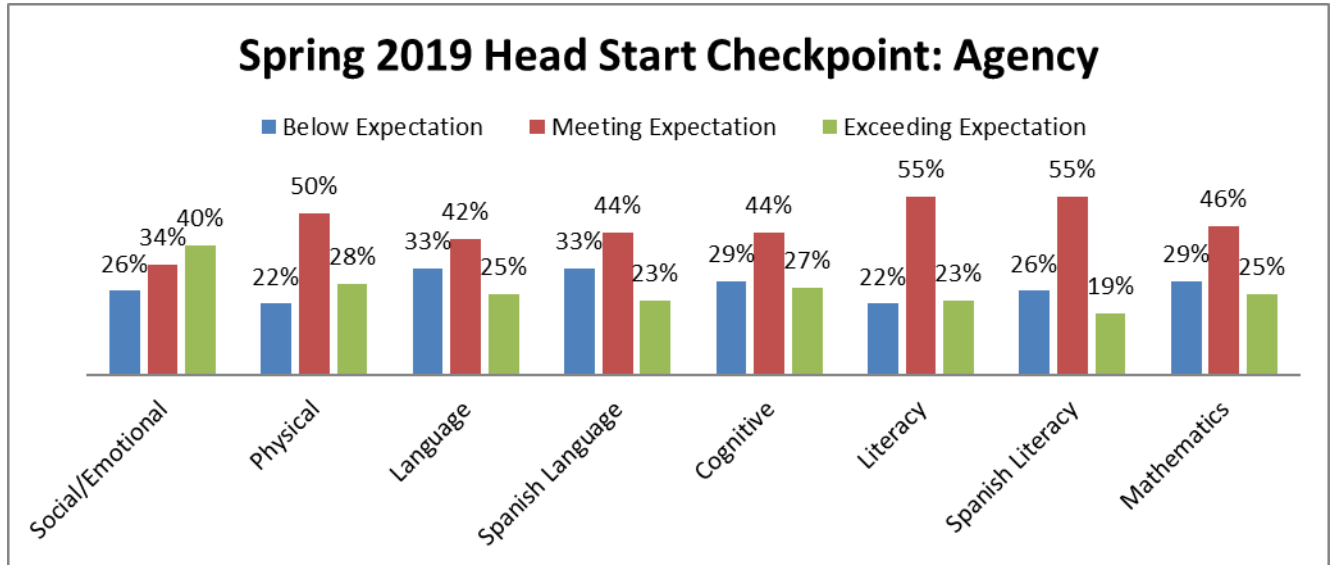
- Overall Agency
- Children by age
- 1st year & 2nd year students
- Dual Language Learners
- Children with Disabilities

As an agency 73% of children met or exceeded expectations for the spring checkpoint period. This is lower than that of previous spring checkpoint outcomes from prior years. Although the outcomes were lower, all Head Start staff were provided a 2 day training by Teaching Strategies Gold in February 2019 on utilizing the assessment software, therefore contributing to lower but more accurate assessment outcomes.

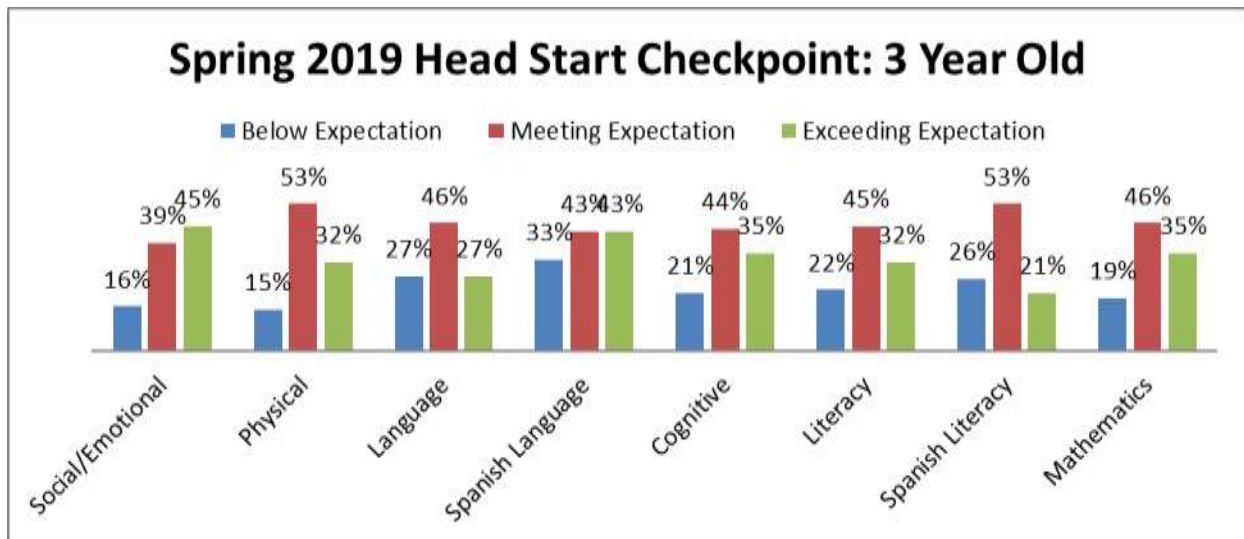
When children are compared by age the data reveals that 80% of our 3 year olds met or exceeded expectations. When 1st year 4 year olds were added, creating the 1st year student demographic, 76% of students met or exceeded expectations. This trend also carried over when the data for children with disabilities was analyzed, more specifically 3 year olds, as they reported 71% meeting or exceeding expectations. In comparison to children in their 2nd year of service which only had 66% of students meeting or exceeding expectations. Children returning for their 2nd year of service did make gains throughout the year, however meeting expectations does not take into account children that are just below the meeting expectations benchmark on Teaching Strategies Gold.

When reviewing the outcome data for children identified as Dual Language Learners (children whose home language is other than English) revealed consistent and similar gains to that of children whose home language is English. The observed trend has been that the children whose home language is English would out perform the Dual Language Learners for the Fall and Winter checkpoint. However by the Spring checkpoint the Dual Language Learners closed the achievement gap within ~1-4% within each learning domain.

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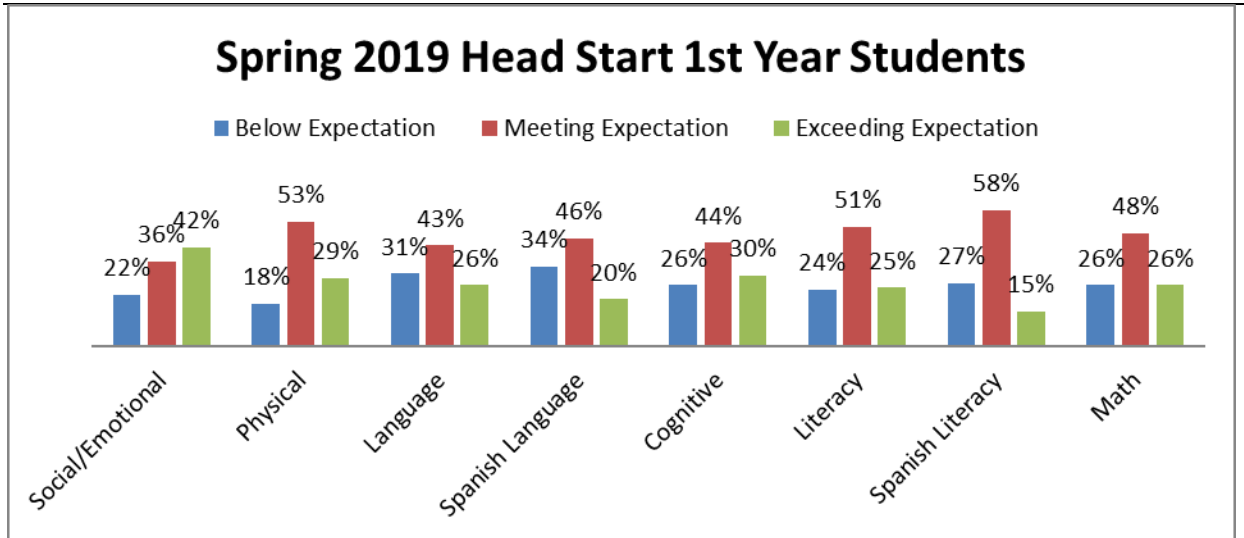


As an agency 73% of all children met or exceeded expectations across all learning domains. This will be used as the baseline in comparison for all other demographic groups.

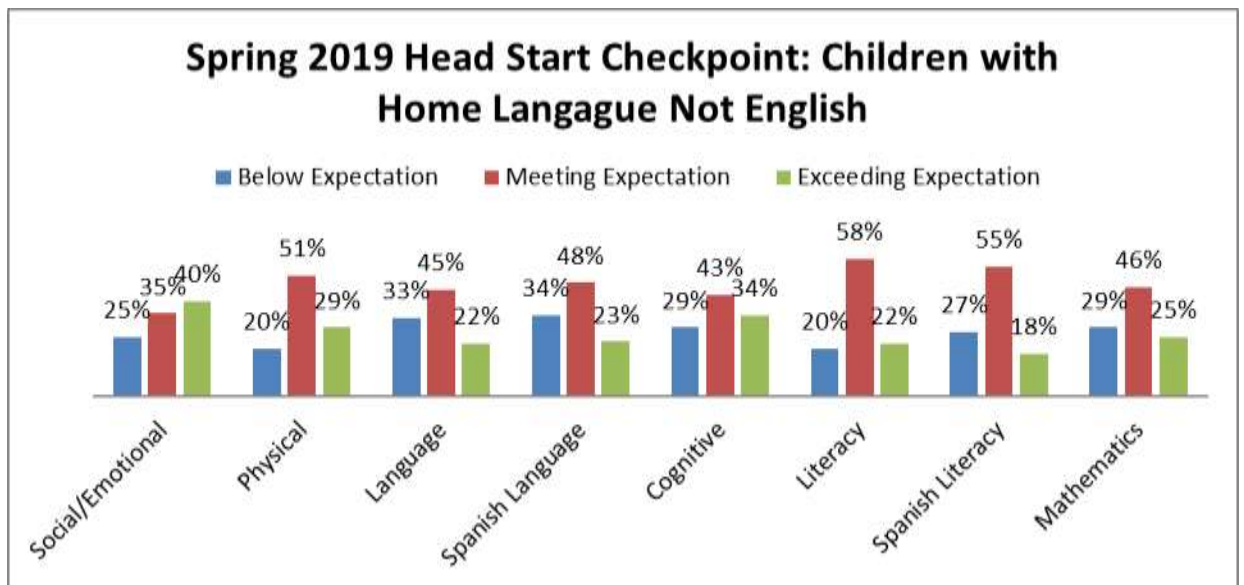


The data here indicates that 80% of all 3-year-olds met or exceeded expectations this year in our Head Start program.

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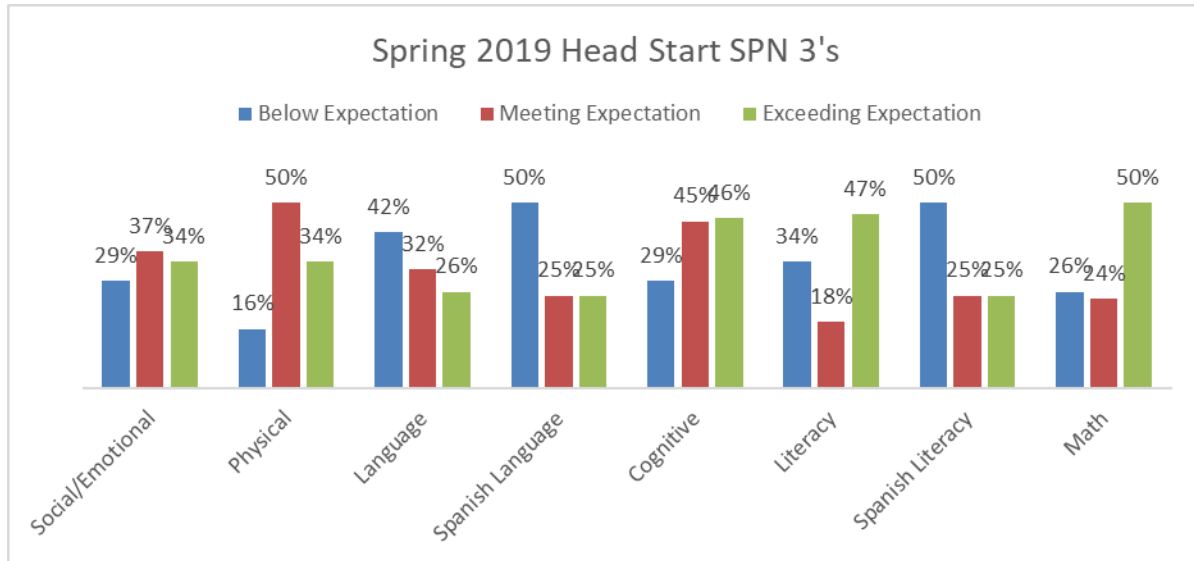


Similarly when 1st year 4 year olds are added to create the 1st year student demographic, 76% of students met and or exceeded expectations.



When comparing our Dual Language Learner population, a trend in the fall checkpoint and winter checkpoint data is difference between the DLL population and students that are identified as having English spoken as their primary language. However by the Spring Checkpoint the difference between the 2 groups often closes and are within ~1-4 percentage points. Indicating that our Dual Language Learners are developing their English Language Acquisition as well as the necessary cognitive and developmental skills.

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The trend with 1st year students demonstrating positive outcomes continued with our 3 year olds classified as a preschool child with a disability; as 71% of the children in this demographic met or exceeded expectations for their age.

SPECIAL EDUCATION SERVICES

For the 2018-2019 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 an Administrative Director of Pre-k for All, Special Education, and Special Initiatives, 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 trainings for staff on understanding developmental milestones, challenging behaviors, and working effectively with families of children with special needs. We have formal partnerships with early intervention and special education provider agencies such as; Our Children First, Chat-A- Lot Kiddies, and New York Therapy. 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 2019, 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 addition, CMCS submitted a competitive proposal to the Office of Head Start to serve an additional 480 Head Start and Early Head Start children through the NYC/ACS Re-competition. 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 utilize the Head Start Program Performance Standards, and guidance from the Office of Head Start and our other regulatory agencies to support the strengthening of our overall 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 child and family needs, and support families with achieving their goals.

We will seek to build strong relationships with feeder schools to facilitate and support the coordination of 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 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 partner 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.

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NUMBER OF CHILDREN & FAMILIES SERVED (Head Start)

Head Start Enrollment as of June 27, 2019

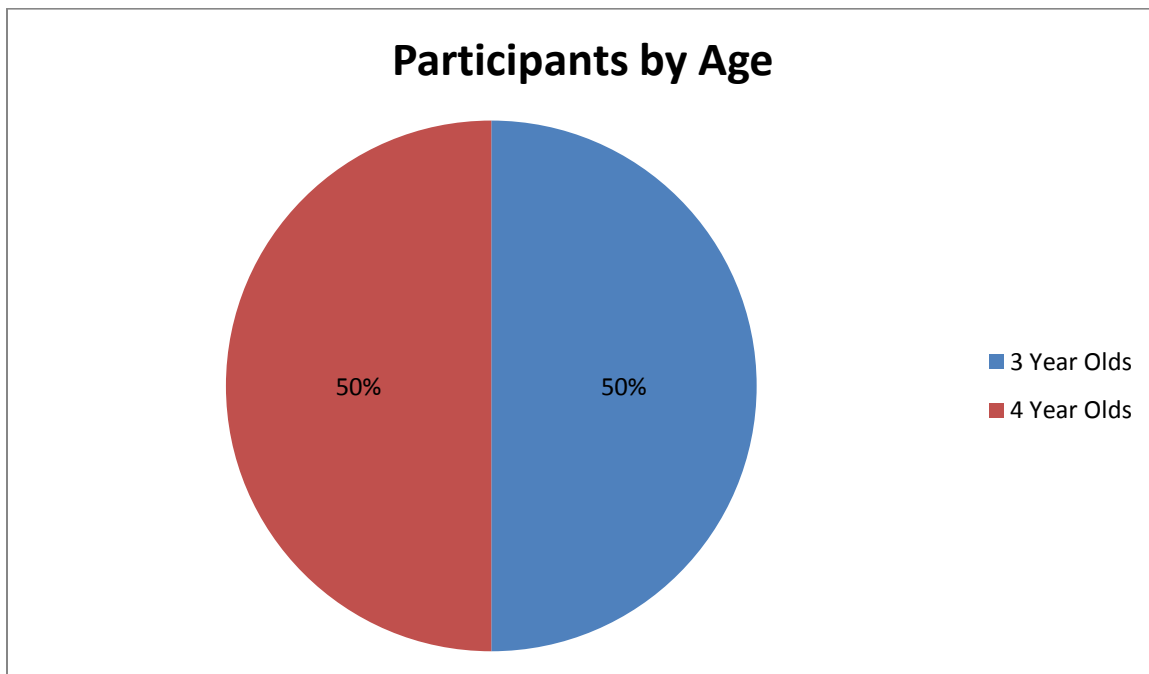
Funded Enrollment: **942**
Actual Enrollment: **770**
Cumulative Enrollment: **863**

Number of Children served Year-To-Date in 2018-2019

Actual Participants by Age as of June 27, 2019:

- 50% of the children enrolled YTD were 3 Years Old: **(428)**
- 50% of the children enrolled YTD were 4 Years Old: **(435)**
- Families served: **814**
- Percentage of eligible children served: **96.3%**

- **Figure 1- Participants by Age & Percentage**



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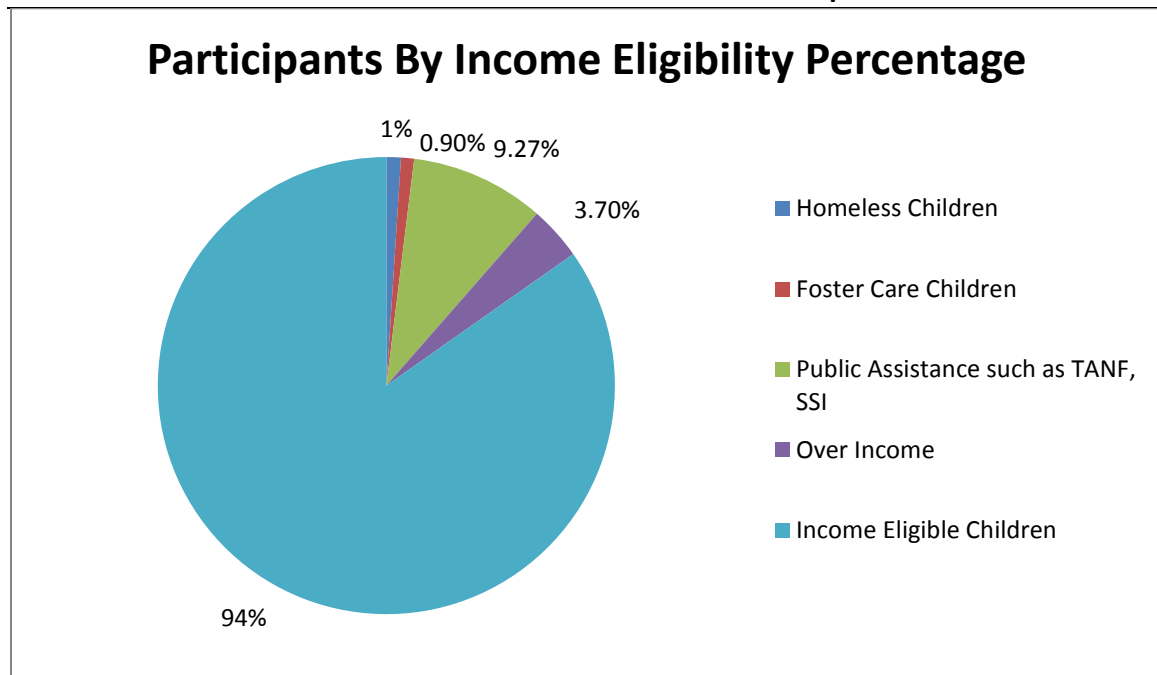


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- 9 Homeless Children (2.6%)
- 8 Foster Care Children (.9%)
- 80 Public Assistance such as TANF, SSI (9.27%)
- 812 Income Eligible Children (94%)
- 32 Over Income Children (3.7%)

Volunteers

- Total number of volunteers: 35
- Total number of these volunteers who are current or former Head Start Parents: 33

Head Start Staff

- Number of Head Start Staff: 196
- Number of Head Start Teachers: 32
- Number of Head Start Assistant Teachers: 43

Families

- There were slightly more single-parent families served during this program year than two-parent families at 50.8%
- Father Involvement: 445 fathers
- 342 of families received WIC Nutritional Services (39.6%)

Health/Dental

- Children with completed medical exam: 100%
- Children with up-to-date immunizations: 100%
- Children with a completed dental exam: 100%
- Children with health insurance: 100%
- Children with Special Needs/ IEPs: 12%



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Race and Ethnicity as of June 27, 2019

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	616	71%
Asian	20	2%
Black or African American	96	11%
Native Hawaiian/ Pacific Islander	0	0%
White	40	4.6%
Biracial / Multi-Racial	69	8%
Other Race	0	0%
Unspecified Race	22	2.5%

Primary Language of Family at Home as of June 27, 2019

Languages	# of Participants	% of participants
English	244	28.2%
Spanish	568	65.8%
Central American, South American, or Mexican	2	0.2%
Caribbean	1	0.11%
Middle Eastern or South Asian	17	1.97%
East Asian	2	0.2%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	6	0.6%
African	23	2.66%
Other	0	0%
Unspecified	0	0%

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NUMBER OF CHILDREN & FAMILIES SERVED (Early Head Start)

Early Head Start Enrollment as of June 27, 2019

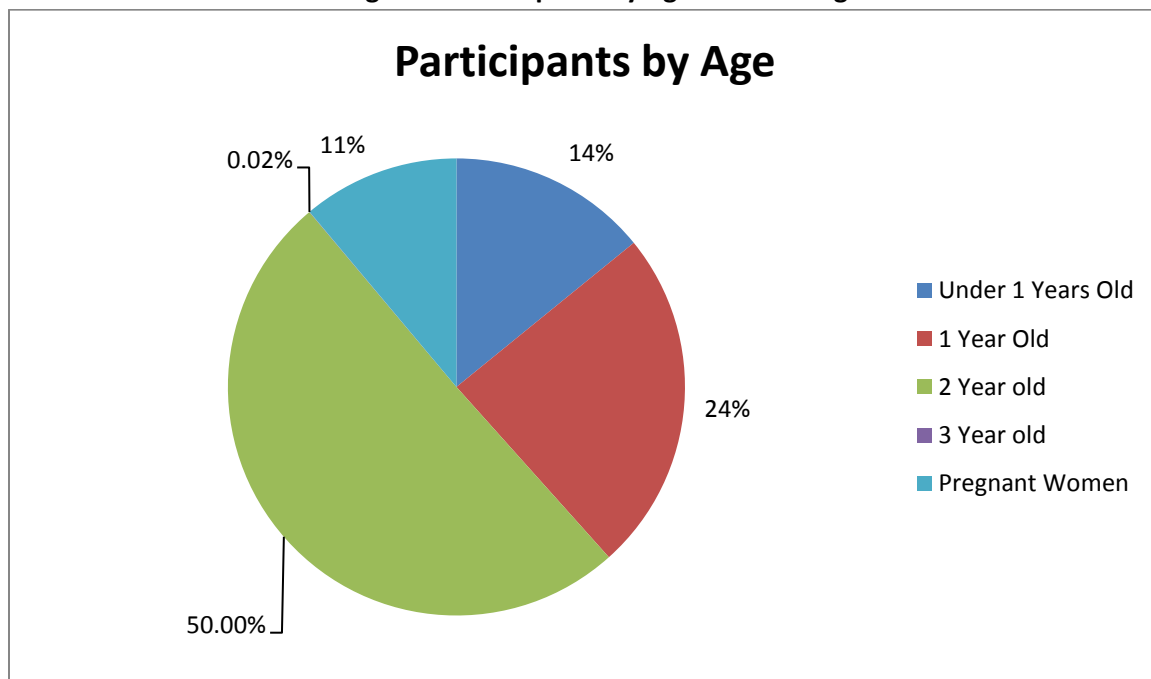
Funded Enrollment: **120**
 Actual Enrollment: **93**
 Cumulative Enrollment: **124**

Number of Children served Year-To-Date in 2018-2019

Actual Participants by Age as of June 27, 2019:

- 14% of the children enrolled YTD were under 1 Years Old: **(17)**
- 24% of the children enrolled YTD were 1 Years Old: **(30)**
- 50% of the children enrolled YTD were 2 Years Old: **(62)**
- 0.02% of the children enrolled YTD were 3 Years Old: **(2)**
- 11% of the Pregnant Women enrolled YTD: **(13)**
- Families served: **109**
- Percentage of eligible children served: **92%**

• **Figure 1- Participants by Age & Percentage**



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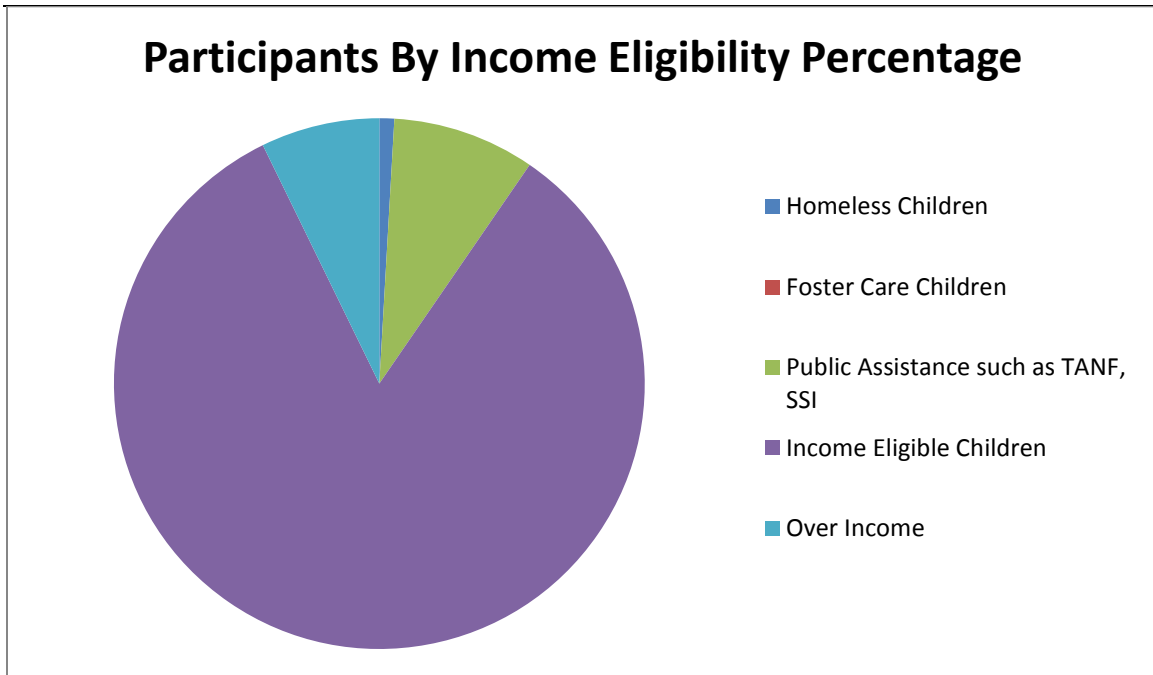


Figure 2- Participants by Income Eligibility Percentage

Participants by Income Eligibility Percentage by Cumulative Enrollment

- 3 Homeless Children (0.02%)
- 0 Foster Care Children (0%)
- 12 Public Assistance such as TANF, SSI (0.10%)
- 114 Income Eligible Children (92%)
- 10 Over Income Children (0.08%)

Volunteers

- Total number of volunteers: 2
- Total number of these volunteers who are current or former Head Start Parents: 2

Early Head Start Staff

- Number of EHS Inf/Todd Staff: 15
- Number of EHS Inf/Todd Teachers: 8
- Number of EHS Home Visitors: 4
- Number of EHS FCC Providers: 3

Families

- There were slightly more single-parent families served during this program year than two-parent families at 52%
- Father Involvement: 69 fathers
- 38 of families received WIC Nutritional Services (31%)

Health/Dental

- Children with completed medical exam: 90%
- Children with up-to-date immunizations: 89%
- Children with a completed dental exam: 62%
- Children with health insurance: 90%
- Children with Special Needs/ IFSPs: 11%



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Race and Ethnicity as of June 27, 2019

Race/Ethnicity	Federal #	Federal %
American Indian or Alaska Native	16	13%
Asian	0	0
Black or African American	9	71%
Native Hawaiian/ Pacific Islander	0	0
White	8	.06%
Biracial / Multi-Racial	23	19%
Other Race	0	0
Unspecified Race	56	45%

Primary Language of Family at Home as of June 27, 2019

Languages	# of Participants	% of participants
English	18	15%
Spanish	86	69%
Central American, South American, or Mexican	0	0%
Caribbean	0	0%
Middle Eastern or South Asian	5	0.04%
East Asian	3	0.02%
Native North American or Alaska Native	0	0%
Pacific Island	0	0%
European or Slavic	1	0.008%
African	2	.02%
Other	0	0%
Unspecified	0	0%

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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 trainings at all sites to discuss recruitment, selection, eligibility, enrollment, and attendance.
- Training of all new staff who determine eligibility within 90 days of hire.
- Ongoing training of staff, Policy Council and Governing Board on Head Start and Early Head Start Eligibility Guidelines.
- Quarterly meetings of the ERSEA Committee as well as site-level ERSEA Committees. Discussions focused on enrollment statistics, strategies for recruitment, understanding procedures, enrollment documentation, attendance, and other concerns related to ERSEA.
- ECED presentations shared at agency-wide professional development activities and community partner meetings.
- Community outreach to secure partnership agreements that enhance recruitment opportunities.
- Ongoing monitoring by the ERSEA Manager to ensure recruitment efforts in program are ongoing, and salient to the needs of each site's community.

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 as well as supportive group work to support them in achieving their goals.

CMCS greatly appreciates its volunteers' commitment to making a difference in the lives of the children we serve. We are especially grateful to our parent volunteers, community partners, interns, and Board members, who as trustees assure the sustainability of CMCS and give real meaning to the term "volunteer agency".



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GOVERNANCE

Participation in Decision Making/Governance/Policy Council

The CMCS Policy Council (PC) prepares parents/guardians to be advocates and leaders on behalf of their children, and cultivates them as community leaders. Parents on the Policy Council are provided with the opportunity to 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 ensure ongoing communication between parents and the ECED staff. In addition to their role in Governance, Policy Council parents have the opportunity to organize various events and activities, attend conferences, receive training in first aid & CPR, child abuse, Head Start enrollment and eligibility requirements, and women's empowerment. The Policy Council also utilize parent activities monies to provide activities at the site level such as holiday events, arts and crafts activities, as well as Mother's Day and Father's Day events.

In addition, this year, the Policy Council and Governing Board played an integral role during the Focus Area 1 Federal Review.

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 wellbeing. The ECED offers a wide variety of parent engagement activities; including Policy Council participation, monthly workshops, parenting groups and monthly fatherhood events.

CMCS ECED partners with the *Ackerman institute for the Family* to provide *Personal Best* parenting groups. *Personal Best* is a theory-driven prevention program that promotes parent mental health, social support, healthy coping and sense of self-efficacy in multiple roles. *Personal Best* offered is offered in the fall. In the spring, the ECED also offers *Parenting Journey*, a parenting program grounded in family systems thinking that focuses on the strengths and resilience of families.

In addition, The ECED has a strong Fatherhood component based on the 24:7 Dad National Fatherhood Initiative. Each program site offers monthly male involvement events for Fathers (open to grandfathers, uncles, brothers, step fathers) and children to enjoy activities together. Large group workshops are held throughout the year to provide Fathers time to connect with peers and learn more about supporting child development. On an annual basis, the ECED also participates in the statewide initiative, "Dads Take Your Child to School Day". Fathers and father-figures escort their children to school, and participate in program activities that promote father engagement.



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MENTAL HEALTH SERVICES

Our mental health support staff consists of a team of social workers and mental health professionals. They are available to provide resources and referrals, individual/group support, and parent education to promote positive parent-child relationships and family well-being. Additionally, our mental health professionals are available to assist families that are experiencing difficulties and need assistance. Our mental health professionals continue to utilize an individualized approach to providing mental health and child development support to families.

In January 2019, CMCS opened an Article 31 Clinic. The Administrative Director of Family and Community Services for the ECED works closely and collaboratively with the clinic staff to facilitate referrals of children and their families to the clinic for mental health services. This collaboration allows for expedited referrals for mental health services and continuity of care.



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2018-2019 HEAD START GRANT SUMMARY

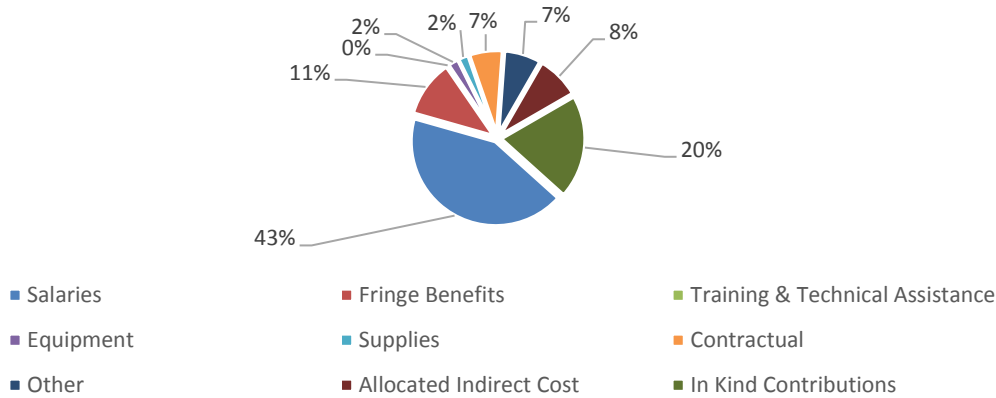
Federal & CIK Actual Funded Revenue

Federal Head Start	15,023,946
Contribution In Kind & Other	<u>3,755,989</u>
Total	18,779,935

Actual Expenditures

Salaries	8,024,139
Fringe Benefits	2,069,670
Training & Technical Assistance	36,336
Equipment	388,103
Supplies	380,222
Contractual	1,210,990
Other	1,345,323
Allocated Indirect Cost	1,569,163
In Kind Contributions	<u>3,755,989</u>
Total Expenses	18,779,935

Head Start FY 2019 Expenditures



FINANCIAL AUDITS AND FEDERAL REVIEWS

The CMCS' financial statements have been audited by an outside certified accounting firm that provided CMCS with an unqualified opinion. In June 2019, CMCS completed a Focus Area 1 Head Start Monitoring Review. No areas of non-compliance or concerns were noted. In September 2018, CMCS competed for a second competitive HS/EHS grant for the NYC Area. CMCS was subsequently awarded 200 HS and 120 EHS slots in July 2019.



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Cardinal McCloskey Community Services' Leadership

William Ursillo, PhD, COO

Chris Monroe, CFO

ECED Management Team

Dr. Reva Gershen-Lowy, Senior Vice President of Early Childhood Education Division/Charter School Lead

Todd Baldwin, Sr. Admin. Director of Operations

Marsha Guthrie, Sr. Admin. Director of FCP/HS Director

Janine O'Connor, Sr. Admin. Director of Education

Enrique Pabon, Admin. Director of ECED Support

Elsie Rosa, Admin. Director of UPK/PreK for All & Special Initiatives

Melissa Yurdin, Admin. Director of Family and Community Services

Board of Directors

William T. Smith, PhD, Chairman of the Board

Rev. Father Eric P. Cruz, Director

Msgr. Kevin Sullivan, Ex-Officio

George Grossman, Director

Paul Michels, Director

Eugene J. Desoiza, Jr., Director

Michelle Medina, Director

Kim Turner, Director

Christopher Fargo, Director

Elizabeth Houghton, Director

Mary Alice Donius, Director

Parent

John J. McCombe, Director

Hon. Alison Tuitt, Director

Bishop Gerald Walsh, Director

Christopher Gallin, Director

Sr. Patricia Broderick, Director

Joan Magoalaghan, Director

John Lundin, Director

Jeanne Mastoloni Almeida, Director

Jessica Sinarski, Director

Eric Zillier, Director

Monica Ortiz-Garcia, Policy Council Chair –CMCS Head Start

Policy Council

Monica Garcia, Chairperson

Vanessa Matos, Co-Chairperson

Amelfi Rosario, Treasurer

Sarah Ramos, Parliamentarian

Tyisha Ortiz, Secretary/Community Representative



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Funding Sources Information

HHS-Administration for Children and Families

26 Federal Plaza, New York, N.Y. 10278

Joyce A. Thomas, Regional Administrator

212-264-2890 x 103 – joyce.thomas@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

Head Start/Early Head Start Sites

CMCS-Concord Avenue Head Start and UPK Program, 560 Concord Avenue, Bronx, N.Y. 10455

CMCS-Monsignor Boyle Head Start, Early Head Start, and UPK Program, 3044 Hull Avenue, Bronx, N.Y. 10467

CMCS-Sacred Heart Head Start and UPK Program, 95 West 168th Street, Bronx, N.Y. 10452

CMCS-St. Anthony Head Start and UPK Program, 1750 Mansion Street, Bronx, NY 10460

CMCS- Aquinas/Belmont Head Start, Early Head Start, and UPK Program, 685 East 182nd Street, Bronx, N.Y. 10457

CMCS-St. Nicholas of Tolentine Head Start and UPK Program, 2331 University Avenue, Bronx, N.Y. 10468

CMCS-180th Street Head Start Program, 899 East 180th Street, Bronx, N.Y. 10460

CMCS-Home-Based Head Start and Early Head Start Program Option, 629 Courtlandt Avenue, Bronx, N.Y. 10451

CMCS-Early Head Start Family Child Care Program Option, 529 Courtlandt Avenue, Bronx, N.Y. 10451

EarlyLearn/Child Care/Head Start Sites

CMCS-Ana Lefkowitz EarlyLearn, Head Start, UPK, and Child Care Program, 690 Westchester Avenue, Bronx, N.Y. 10455

CMCS-629 Courtlandt Avenue EarlyLearn, Head Start, UPK, and Child Care Program, 629 Courtlandt Avenue, Bronx, N.Y. 10451



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