



Annual Report

2025-2026

This report is available on our website
<https://statenishlandheadstart.godaddysites.com/>

Executive Summary

Staten Island Head Start has delivered high-quality social services in New York City that families and community members have come to expect and rely upon. In July 2019, after more than 50 years of providing delegate services under ACS, the agency became a Direct Grantee with the Office of Head Start.

This significant milestone allowed the agency to further strengthen the quality of services provided to children and families while increasing Staten Island Head Start's autonomy in decision-making and direct responsibility as a Head Start/Early Head Start grantee.

Children and families are supported by a qualified, experienced, and well-trained staff dedicated to providing comprehensive, high-quality services. Through strong partnerships with a wide range of community affiliates, the program is able to address the social service, medical, dental, and developmental needs of children and their families, including children with special needs.

Our work is grounded in a strong framework of excellence in early care and education. The active involvement of families, community members, and a supportive Governing Board continues to strengthen and drive the success of the Staten Island Head Start/Early Head Start program.



Our Mission & Vision

Mission Statement

The role of Staten Island Head Start and its collaborating partners is to provide comprehensive services to children and their families. We are dedicated to serving the community and being a vital link between the families of Staten Island and all available community resources.

Vision Statement

Staten Island Head Start envisions a future in which all children—regardless of background—enter school confident, curious, and ready to excel. Our vision is to ensure that every child has the opportunity to reach their fullest potential by nurturing lifelong learners, supporting strong parent-child relationships, and laying a solid foundation for success in school and in life. Through collaborative partnerships with families and the community, we create enriching, high-quality early childhood experiences and comprehensive family services that inspire children and families to thrive.



Our Program Design

Staten Island HS/EHS is funded to provide service to (144) Head Start children and (40) Early Head Start children. We offer center-based services from 8:30am to 3:00pm Monday through Friday at each of our four sites. We operate our programs year-round (September to August), except for holidays and days for pre-scheduled in-service training, for a total of 48 weeks each year, which will meet the needs of the children and families in the communities we serve.

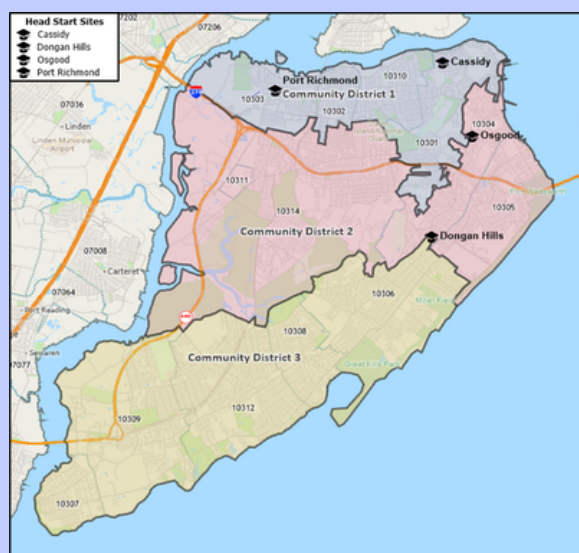
RUMC-Staten Island Head Start Locations

Osgood – 16 Osgood Ave
Staten Island, NY 10304

Cassidy – 148 Cassidy Place
Staten Island, NY 10301

Dongan Hills – 44 Dongan Hills Ave
Staten Island, NY 10306

Port Richmond – 166 Lockman Ave
Staten Island, NY 10303



Public Funds Received

RUMC – SI Head Start’s grant is a total of \$7,546,436 to operate our Head Start & Early Head Start program for FY2026 (12/01/2025 –11/30/2026).

Through strong community partnerships, dedicated staff, engaged families, and effective fiscal management, Staten Island Head Start/Early Head Start continues to fulfill its mission of supporting children's school readiness and strengthening families throughout Staten Island.

Funding Category	Head Start	Early Head Start
Cost for Program Operations	\$4,261,972.00	\$1,055,957.00
Cost for Training and Technical Assistance	\$42,207.00	\$13,440.00
Total Federal Budget	\$4,304,179.00	\$1,069,397.00
Non Federal Share (In-kind)	\$1,706,044.00	\$267,349.00
Child and Adult Care Food Program Fund (CACFP)	\$130,408.00	\$69,059.00
Grand Total	\$5,510,631.00	\$1,405,805.00

Federal Funding

The Office of Head Start provided a total federal investment of \$5,373,576 to support Head Start and Early Head Start operations, including program services and staff training and professional development activities.

- Head Start Federal Funding: \$4,304,179
- Early Head Start Federal Funding: \$1,069,397
-

These funds supported education, family services, health services, nutrition, disabilities services, program administration, facilities, and staff development activities.

Non-Federal Share (In-Kind Contributions)

Community partnerships and in-kind contributions remain an essential component of program operations. During the program year, Staten Island Head Start/Early Head Start generated \$1,973,393 in non-federal share contributions through volunteer services, donated space, professional services, and collaborative partnerships.

- Head Start In-Kind Contributions: \$1,706,044
- Early Head Start In-Kind Contributions: \$267,349

Child and Adult Care Food Program (CACFP)

Through participation in the Child and Adult Care Food Program, the agency received \$199,467 to support nutritious meals and snacks provided to enrolled children.

- Head Start CACFP Funding: \$130,408
- Early Head Start CACFP Funding: \$69,059

These funds support the program's commitment to ensuring that children receive healthy, developmentally appropriate meals that promote growth, learning, and overall well-being.

Total Program Resources

Combined federal funding, non-federal share contributions, and CACFP funding resulted in total program resources of \$7,546,436 available to support comprehensive services for children and families.

Staten Island Head Start/Early Head Start remains committed to responsible fiscal stewardship, continuous quality improvement, and providing high-quality services that prepare children for success in school and life.

Total Program Resources by Program

- Head Start: \$6,140,631
- Early Head Start: \$1,405,805

Combined Total: \$7,546,436

Community Assessment Summary

Staten Island Head Start serves Community Districts 1 and 2, with the greatest concentration of need located on the North Shore (Community District 1). Data show a significant population of children under age 5 who are income-eligible for Head Start and Early Head Start, particularly in ZIP Codes 10301, 10302, 10303, 10304, and 10310.

A substantial number of families experience economic hardship, as evidenced by high rates of SNAP participation, cash assistance, SSI receipt, and foster care involvement. Additionally, an estimated 1,066–1,333 children under age 5 live in temporary housing, indicating housing instability across the service area.

Birth data confirm a steady pipeline of infants and expectant mothers, with Community District 1 consistently showing the highest number of births. Perinatal data also reveal elevated rates of Medicaid/self-pay births, unmarried parents, late or no prenatal care, and teen pregnancy in several North Shore ZIP Codes. Educational data show that many elementary schools in the service area have poverty rates exceeding 75–95%, underscoring the need for early intervention prior to kindergarten entry.

Despite these challenges, Staten Island benefits from strong community assets, including hospitals, health clinics, social service agencies, public schools, libraries, parks, and transportation networks, which provide a foundation for coordinated services and partnerships.

Community Assessment Summary

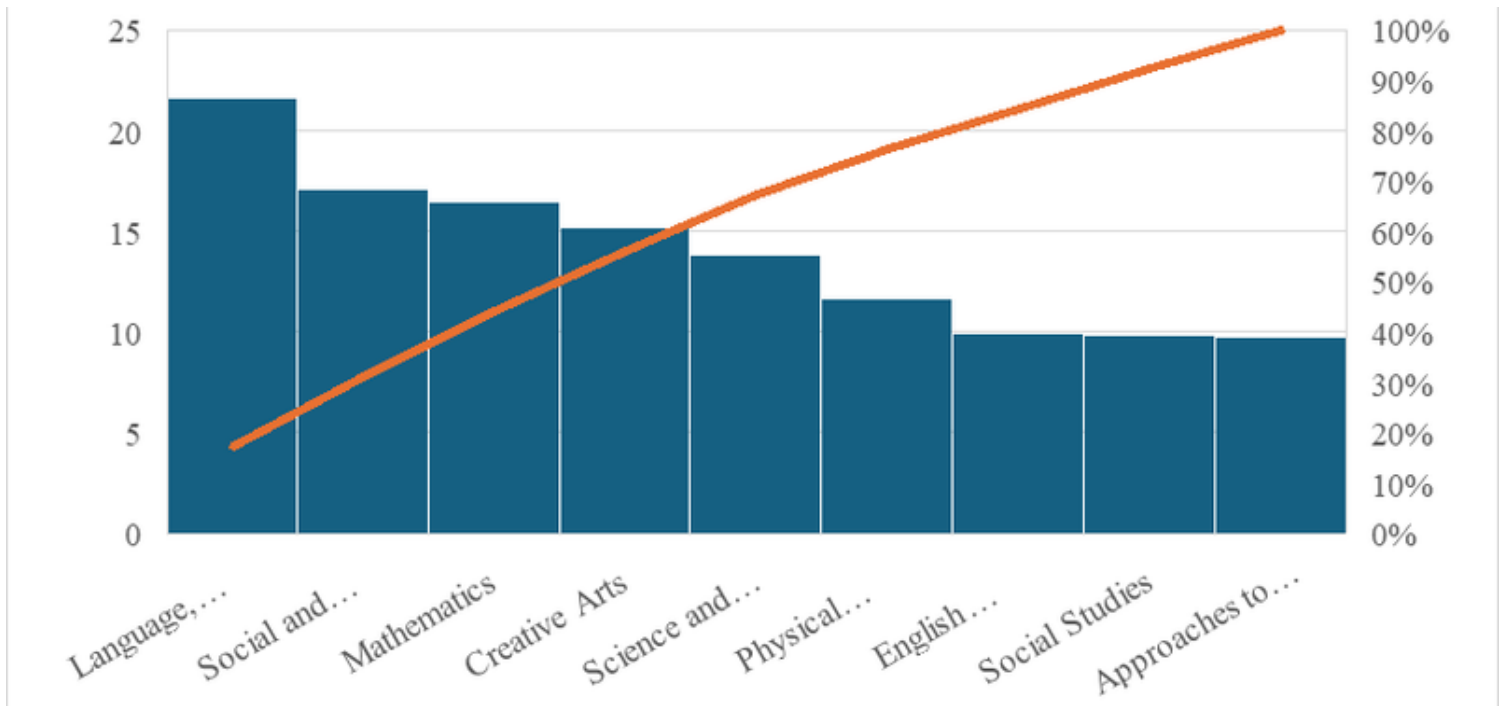
Identified Community Needs

Based on the data, the following priority needs have been identified:

- **Expanded Access to Early Childhood Education** There is a clear need for additional Head Start and Early Head Start slots, particularly in Community District 1, to serve income-eligible children, children experiencing homelessness, and children involved in foster care.
- **Housing Stability and Family Support** High rates of temporary housing indicate a need for strong family advocacy, case management, and referrals related to housing, benefits access, and emergency supports.
- **Comprehensive Health and Developmental Services** Data reflect ongoing needs for prenatal care, pediatric health services, dental care, mental health supports, nutrition services, and early identification of developmental delays, especially for children receiving SSI or involved in child welfare systems.
- **Support for Children with Disabilities and Special Needs** The estimated number of young children receiving SSI and enrolled in foster care highlights the need for integrated classrooms, individualized supports, and strong collaboration with early intervention and special education providers.
- **Family Economic Stability and Workforce Supports** High participation in SNAP and cash assistance demonstrates a continued need for employment support, job training referrals, adult education, and financial counseling for families.
- **Culturally and Linguistically Responsive Services** Given the diversity of the service area and varying family backgrounds, families benefit from services delivered in their preferred language, culturally responsive practices, and trusted relationships with staff.

The data confirm that Staten Island Head Start is serving a community with significant economic, housing, health, and educational needs, particularly among families with very young children on the North Shore. At the same time, the presence of strong community resources positions the program to continue delivering high-quality, comprehensive, and coordinated services that address school readiness while supporting overall family well-being

COR Anaylsis 2025–2026



Child Outcomes Analysis 2025–2026 Period 3

Overall Findings

The data indicate positive growth across all developmental domains. Students demonstrated gains in language and literacy, mathematics, social-emotional development, creative arts, science and technology, physical development, and approaches to learning. Several indicators showed substantial growth, reflecting the effectiveness of instructional practices and family engagement efforts.

Top Areas of Strength

English Language Development (ELL)

The highest-performing indicator was:

Listening to and Understanding English (ELL)

Score: 5.25

Gain: 1.04

Students are demonstrating strong progress in understanding spoken English, which reflects effective language-rich environments and supports for dual language learners.

Speaking English (ELL)

Score: 4.69

Gain: 0.90

Children continue to make significant progress in expressive language and verbal communication skills.

COR Analysis 2025–2026

Creative Arts

Strong performance was observed in:

Movement (4.07)
Music (3.88)
Art (3.64)

Children are actively engaged in creative experiences that support self-expression, problem-solving, and fine motor development.

Social-Emotional Development

High scores were reported in:

Building Relationships with Other Children (3.75)
Community (3.64)
Building Relationships with Adults (3.44)

These findings demonstrate that children are developing positive peer interactions, emotional regulation, and strong relationships with classroom staff.

Physical Development

Strong outcomes were reported in:

Personal Care and Healthy Behavior (4.02)
Fine Motor Skills (3.89)
Gross Motor Skills (3.72)

These results indicate that children are developing independence, coordination, and healthy habits.

Areas Showing Greatest Growth

Indicators with the largest gains included:

Indicator Gain
Music 1.55
Movement 1.45
Art 1.41
Measurement 1.34
Natural & Physical World 1.26
Knowledge of Self and Others 1.23
Geography 1.23
Data Analysis 1.12
Pretend Play 1.05

COR Analysis 2025–2026

These gains suggest that children made exceptional progress in creative arts, science exploration, social studies, and mathematical reasoning.

Areas of Opportunity

Although all indicators showed growth, the lowest-scoring areas include:

Indicator	Score
Phonological Awareness	2.51
Reading	2.90
History	3.07
Emotions	3.07
Data Analysis	3.09
Writing	3.12

These results suggest opportunities to strengthen:

Early Literacy
Phonological awareness
Letter-sound recognition
Emergent reading skills
Writing development
Mathematics
Data analysis
Patterning and classification activities
Social-Emotional Learning
Emotional identification
Self-regulation strategies
Problem-solving skills
Social Studies
Understanding history and community roles

COR Analysis 2025–2026

Program Implications

Based on these findings, the program should continue to:

Maintain Strengths

- Language-rich classroom environments.
- Dual Language Learner supports.
- Creative arts experiences.
- Social-emotional learning activities.
- Opportunities for peer interaction and collaborative learning.

Target Improvement Areas

- Increase phonological awareness activities.
- Expand literacy-rich centers and small-group instruction.
- Incorporate more writing opportunities throughout the day.
- Strengthen math experiences involving sorting, graphing, and data analysis.
- Continue explicit instruction related to emotions and self-regulation.

Professional Development Recommendations

- Science of Reading and phonological awareness training.
- Early writing development strategies.
- Intentional math instruction using HighScope practices.
- Social-emotional learning and behavior support strategies.

The Period 3 outcomes demonstrate that children enrolled in Staten Island Head Start made meaningful progress across all developmental domains during the 2025–2026 program year. The strongest outcomes were observed in English Language Development, Creative Arts, Physical Development, and Social-Emotional Development. Continued focus on phonological awareness, reading, writing, and higher-level mathematics concepts will further strengthen school readiness outcomes and support children's successful transition to kindergarten.

COR Anaylsis 2025-2026

Staten Island Head Start - Staten Island Head Start | Head Start

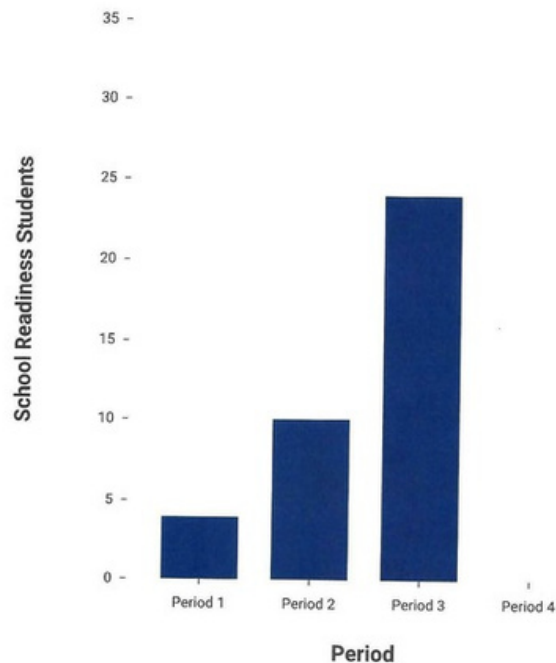
	Approaches to Learning				Social and Emotional Development				Language and Literacy				Cognition				Perceptual, Motor & Physical Development			
Center	P1	P2	P3	P4	P1	P2	P3	P4	P1	P2	P3	P4	P1	P2	P3	P4	P1	P2	P3	P4
Center #1 Osgood	2.33	2.89	3.48	-	2.17	2.92	3.34	-	2.35	2.91	3.50	-	2.28	2.83	3.46	-	2.62	3.16	3.78	-
Center #2 - Cassidy	1.72	2.47	3.27	-	1.82	2.46	3.13	-	1.86	2.65	3.27	-	1.62	2.40	3.13	-	1.88	2.69	3.55	-
Center #3 - Lockman	2.04	2.66	2.97	-	2.08	2.73	2.99	-	2.21	2.68	2.92	-	1.94	2.46	2.76	-	2.19	2.70	2.96	-
Center #4 - Dongan	3.36	3.70	3.98	-	3.33	3.63	3.95	-	3.30	3.58	3.80	-	3.14	3.51	3.74	-	3.59	3.91	4.16	-
Totals	2.39	2.95	3.46	-	2.37	2.95	3.37	-	2.45	2.97	3.41	-	2.28	2.83	3.33	-	2.62	3.15	3.67	-

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Kaymbu - School Readiness Report

Totals | School Readiness

Totals



Year: 2025-2026

<https://my.kaymbu.com/app/reports/report/school-readiness>

1/1

Program Information Reported 2024–2025

HS Funded Enrollment	144
EHS Funded Enrollment	40
Total # of HS Classrooms	8
Total # of EHS Classrooms	5



Program Information Reported 2024–2025

Children by Age	<i># of children at enrollment</i>
2 years old	51
3 years old	58
4 years old	58
	<i># of children</i>
Total cumulative enrollment	167

Primary Eligibility	<i># of children HS/EHS</i>
Income at or below 100% of federal poverty line	129
Public assistance (TANF, SSI, and SNAP)	42
Foster care	0
Homeless	1
Eligibility based on other type of need	7
Incomes between 100% and 130% of the federal poverty line	12

Program Information Reported 2024-2025

Staff by type	# of Head Start & Early Head Start staff	# of contracted staff
Total number of staff members, regardless of the funding source for their salary or number of hours worked - Head Start/Early Head Start Staff	60	12
Of the total staff, the number who are current or former Head Start parents - Head Start/Early Head Start Staff	25	0

of EHS classroom teachers
10

# of HS classroom teachers	# of HS assistant teachers
8	9

Program Information Reported 2024-2025

Preschool disabilities services (HS)	# of children
Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	34
Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	24
2. During this program year	10
Of these, the number who have not received special education and related services	5 (No Therapist Available)

Program Information Reported 2024-2025

EHS Part C early intervention services	# of children
Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	5
Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	2
2. During this enrollment year	3
Of these, the number who have not received early intervention services under IDEA	1(No Therapist Available)

Program Information Reported 2024-2025

Number of families	<i># of families at enrollment HS/EHS</i>
Total number of families:	161
Of these, the number of two-parent families	91
Of these, the number of single-parent families	50

Federal or other assistance	<i># of families at enrollment HS/EHS</i>
Total number of families receiving Temporary Assistance to Needy Families (TANF) Program	19
Total number of families receiving Supplemental Security Income (SSI)	4
Total number of families receiving Supplemental Nutrition Program for Women, Infants, and Children (WIC)	103
Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP)	94

Program Information Reported 2024–2025

Family services	# of families HS/EHS
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	49
Asset building services (e.g., financial education, debt counseling)	14
Mental health services	6
Substance misuse prevention	6
Research-based parenting curriculum	25
Involvement in discussing their child's screening and assessment results and their child's progress	173
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	36
Education on preventive medical and oral health	156
Education on nutrition	167

Family Engagement

Staten Island Head Start/Early Head Start has established School Readiness Goals that are aligned with the domains identified in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, as well as the following educational frameworks and standards:

- New York State Early Learning Guidelines
- NYC Pre-K for All Program Quality Standards
- New York State Prekindergarten Foundation for the Common Core
- HighScope Learning Domains

Our program works collaboratively with local public schools and families to support the successful transition of children and families into Kindergarten. These partnerships are built on open communication, cooperation, and coordinated efforts to ensure a smooth and supportive transition process for all children.

Transition planning is an ongoing program priority and continues to evolve through our shared understanding of developmentally appropriate expectations for children, strong relationships with families, and collaboration with local school districts.

School readiness goals and transition plans are shared regularly with families and community partners to promote continuity and support children's long-term success.

Consistent with our mission to serve children with special needs, more than 20% of the children enrolled in our early childhood centers have a diagnosed disability. In collaboration with the Elizabeth W. Pouch Center for Special People, another division of RUMC, the program provides comprehensive on-site services at all four early childhood sites. Services include speech therapy, occupational therapy, child and family mental health counseling, and comprehensive diagnostic evaluations to determine eligibility for special education services.

Parenting Curriculum

The program has also implemented the evidence-based parenting curriculum, *Abriendo Puertas/Opening Doors*, designed for parents of children ages birth to five. Created by parents for parents, the curriculum supports families in their role as their child's first teacher and provides parents with the knowledge, tools, and confidence needed to help their children succeed in school, life, and within their communities.

The curriculum consists of ten sessions facilitated by a Family Services staff member with a Social Work degree. Sessions are conducted virtually via Zoom during the spring and are offered in both English and Spanish. Groups typically include 10–15 parents and meet weekly on Tuesdays for one hour.

Upon completion of all ten sessions, families participate in an in-person graduation luncheon where certificates of completion are awarded. Parents are also encouraged to share their experiences and reflect on the impact of the program.

Men's Group

Staten Island Head Start/Early Head Start has also implemented a Men's Group in collaboration with the Fathers Matter organization. The purpose of the group is to empower fathers and male caregivers to become positive and active influences in the lives of their children, actively participate in their educational journey, and promote strong family values for future generations.

Family Engagement

At the core of Staten Island Head Start's family engagement approach is the development of trusting relationships that encourage parents to view Head Start staff as a reliable source of information, support, and community resources. The goal of Family Services is to strengthen and support families by fostering relationships built on dignity, respect, collaboration, and empowerment.

The program's service delivery model is grounded in an understanding of child and family development, multicultural awareness, effective communication, and strong partnerships with parents. Families are supported by providing information about community resources, guidance on how to access services, and opportunities to actively participate in the decision-making process.

Family Workers and program staff are committed to respecting the goals, aspirations, strengths, and individual needs of each family. Parents are recognized and valued as their child's first and primary teacher, and efforts to engage families in their child's education and development begin at intake and continue throughout the program year.

The program provides a variety of opportunities for staff and families to build mutual trust and maintain respectful, collaborative relationships. Parents, including fathers, grandparents, and extended family members actively involved in a child's life, are encouraged to participate in all aspects of the program. Staten Island Head Start/Early Head Start maintains a strong open-door policy, welcoming families to visit classrooms and participate in activities whenever possible.

To support family engagement, November is recognized as Parent-Child Observation Month, during which families are invited to spend time in the classroom observing and participating in daily activities. The program also offers activities designed to encourage fathers and male caregivers to actively participate in their child's learning experiences through reading, cooking, games, and other interactive experiences.

Families are further encouraged to participate in their child's educational experiences by volunteering in classrooms, chaperoning trips, and serving as paid staff, such as teaching assistants, when opportunities are available. Special events, including the annual Family Day Outing and other family-centered activities, are planned throughout the year to reinforce the program's commitment to creating a respectful, safe, welcoming, and community-centered environment for all families.

Family Engagement

In addition, parents will be encouraged to play an active role in decision-making regarding the education and development of their own children. Examples include Parent Committee meetings, in which parents provide input on classroom-based activities and learn ideas and techniques for supporting their child's learning at home, and the HS and EHS Advisory Council activities, in which participating parents are given training in and opportunities for providing input on program activities and operations including fiscal management.

The Family workers in collaboration with the parents develop a plan to address goals and the needs of the family.

Staten Island Head Start program has been providing comprehensive early childhood services and have been very effective at preparing children for success into kindergarten since 1965 fully aligned with the Head Start Performance Standards including equipping English Language Learners with the language skills necessary to participate fully in learning activities with their English-speaking peers.



Parent Testimonies

Parent/Family Comments

“Ayudó mucho al desarrollo de mi hija, tanto en su capacidad para socializar con otros niños como en el desarrollo de su lenguaje y comunicación.”

“Better socialization, my children have become more confident, independent and have a great team working with them. They are happy, excited to learn and enjoy going to school everyday”

“This program has been an incredible part of our family’s journey, beginning with my oldest child, who is now 6 years old. The love, support and education she received helped prepare her for success and I am grateful that my younger children are now benefiting from the same nurturing environment”

“Mi hijo ha aprendido a contar los números, ha logrado superar el miedo de quedarse con sus maestras y ha desarrollado mayor confianza e independencia. También ha aprendido sobre los colores, ha mejorado su lenguaje y está aprendiendo a hablar inglés.”

“Staten Island Head Start has been a wonderful experience. My child has learned so much, become more social, they have helped her a lot with her development learning and social skills, I have noticed a big improvement in everything with her”

لقد وفر برنامج هيد ستارت لأبنائي الأساس المثالي للنجاح. فابنائي الأكبر سنًا يحققان أداءً ممتازًا في المدرسة. كان البرنامج داعمًا ومهمًا جدًا بأطفالنا، وكوالدة كنت دائمًا أشعر بالتشجيع للمشاركة في الأنشطة والفعاليات المدرسية. كما أتاحت لنا إمكانية الوصول إلى موارد وخدمات أسرية رائعة، وكانت سياسة الباب المفتوح مطبقة دائمًا، مما جعلنا نشعر بالترحيب والدعم في كل الأوقات.

Parent Testimonies

Parent/Family Comments

“Ayudó mucho al desarrollo de mi hija, tanto en su capacidad para socializar con otros niños como en el desarrollo de su lenguaje y comunicación.”

“Estoy muy agradecido con todo el personal porque siempre son muy atentos y amables. Aprecio especialmente el cariño, la dedicación y el cuidado que brindan a los niños. Es maravilloso ver cómo crean vínculos afectivos con ellos y cómo los niños se sienten seguros, felices y queridos en su entorno.”

“Words cannot capture our appreciation for the teachers for all love, care and dedication. Head Start not only teach the children it helps families address their needs while giving them the support as they plan for future goals”

“Staten Island Head Start has had a positive impact on my family. Our oldest son is doing very well in the 7th grade because of the foundation he had from Head Start. My youngest son is demonstrating through word recognition and addition and subtraction showing he is ready for kindergarten”

“Our experience with Staten Island Head Start has been nothing short of amazing from the moment my child enrolled we felt welcomed, supported and valued. The teachers and staff go above and beyond to create a loving and engaging learning environment where children can thrive. We are incredibly grateful for the positive impact Head Start has had on our lives and would highly recommend it to any family looking for a program that genuinely cares about children and their success”

Community Partnership Highlights

- **UAU Fatherhood Matters** - Provides a safe space and supportive environment where men can build positive relationships, develop practical parenting skills and connect with community resources. The program promotes accountability, brotherhood and active engagement, helping participants become stronger fathers, male models and community leaders
- **Hunger Free America** - Provides workshops on SNAP, WIC and Summer Meals nutrition programs, screenings to determine families' eligibility
- **Kindergarten Transition** - Through classroom visits, school tours, meetings with teachers, and family engagement opportunities, kindergarten transition programs support children in feeling prepared, welcomed, and excited as they begin this important new chapter in their education.
 - PS 84
 - PS 11
 - PS 78
 - Underdog Strategies (Integration Charter School)
- **M&T Bank** - Provide Financial Literacy workshops that give valuable tools that empower families to make informed financial decisions, strengthen economic stability, and work toward achieving their personal and family goals.

Community Partnership Highlights

- **Rack Room Shoes** – generously provides shoe donations to help ensure that children have access to properly fitting footwear that supports their health, safety, comfort, and participation in daily activities.
- **Staten Island Alliance for North Shore-** Provide early intervention workshops, transition activities for educators and families. Provide networking and outreach opportunities
- **St. Pauls School of Nursing-**We provide nursing students with opportunities to work in our classrooms so they can observe and interact with children in a typical, healthy learning environment. This experience helps them gain a better understanding of child development, typical childhood behaviors, and the needs of young children when they are well, which enhances their ability to recognize and respond to health concerns in educational settings.
- **LINC-** Provide a series of literacy programs to empower parents/caregivers with the knowledge, confidence and behavior change to establish an effective daily literacy-rich routine for their children.
- **Liberty Dental** – Provide education, dental screenings and fluoride varnish.

Accountability–Quality Assurance and External Review

Staten Island Head Start is committed to ensuring our young children and families have access to quality care and education.

QUALITYstarsNY is New York State’s voluntary 5-Star early childhood Quality Rating and Improvement System. Since its inception, QUALITYstarsNY has focused its evidence-based practices to ensure young children in participating programs have access to excellence and, their families can trust the level of quality in the programs they choose.

Monitoring the goals and activities of the Early Childhood Program is an ongoing process. Through the use of regular self-assessment, the Office of Head Start Monitoring system, annual fiscal audit, CACFP monitoring visits we are able to maintain a high quality program and participate in continuous improvement.

Independent Audit

An annual independent audit is conducted in compliance with the requirements described in the US Office of Management and Budget Circular A-133. The most recent audit found that Staten Island Head Start complied in all material respects with the requirement applicable to each of its major federal programs for the previous fiscal year. A copy of the independent audit is available on www.CharitiesNYS.com which is open to the public.

Federal Monitoring – Staten Island Head Start/Early Head Start participated in a federal program review conducted by the Office of Head Start to assess compliance with Head Start Program Performance Standards and the overall quality of services provided to children and families.

Recommendations provided during the review focused on strengthening data reporting and enhancing documentation practices in specific areas. Program leadership immediately addressed the recommendations and implemented necessary adjustments to ensure continued compliance and program effectiveness.

Overall, the review was a positive experience that reflected the hard work and dedication of staff, families, Policy Council members, the Governing Body, and community partners. The process reinforced the program's commitment to providing high-quality services and maintaining strong systems that support positive outcomes for children and families.