



# Staten Island Head Start

Division of Richmond University Medical Center

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This report is available on  
our website

[https://  
statenishlandhead-  
start.godaddysites.com/](https://statenishlandhead-start.godaddysites.com/)

## Executive Summary

For over 100 years Staten Island Head Start has delivered high quality Social Services in New York City that its constituents deserve and have come to expect. In July 2019 the agency became a Direct Grantee with the Office of Head Start after providing delegate services for over 50 years to families under ACS.

This exciting development pivoted the agency to not only enhance the quality of services to families but increased Staten Island Head Start's autonomy on decision making and direct responsibility as a Head Start/Early Head Start Grantee.

The children are well served by a qualified and well trained staff. The partnerships with a host of affiliates help us serve the social service, medical and dental needs of our children, which also includes children with special needs and their families.

Our work is built on a framework of our exemplary and quality care and education services. Our high involvement of families and community members coupled with a supportive governing board drives the success of our head start program.

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

## *Our Goals*

Staten Island Head Start's goal is to continue to providing comprehensive early childhood services and preparing children for success into kindergarten, 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 .

Providing comprehensive and high quality services to the community, Staten Island Head Start is comprised of four facilities: 44 Dongan Hills Avenue, 148 Cassidy Place, 16 Osgood Ave and 166 Lockman Ave.

Staten Island Head Start is providing early childhood services to families within the catchment areas of Port Richmond, West Brighton, New Brighton, St. George, Tompkinsville, Stapleton, Rosebank, Clifton, South Beach, Midland Beach and Dongan Hills.

## *Our Mission*

The mission of Staten Island Head Start is to educate pre-school and empower parents to be advocates for themselves and their children, to be positive role models and to become productive members of society. The philosophy stems from the belief that a child's learning experience during his/her preschool years form the foundation of his/her life success.

Staten Island Head Start is committed to utilizing all available resources to educate the children and to providing a safe, nurturing literacy-rich learning environment to facilitate

children's positive developmental and social growth. Staten Island Head Start believes that it must also provide every opportunity for families to fully participate in the education and development of their children. Through these efforts, Staten Island Head Start hopes to contribute to ending the cycle of poverty that has existed for too long and restore its communities to health, happiness and prosperity.

## Public Funds Received

### Funding Summary

#### Budget and Budget Justification

RUMC - Staten Island Head Start received a total grant of \$6,949,970 to operate its Head Start and Early Head Start programs for Fiscal Year 2024 (December 1, 2024 - November 30, 2025). In addition, \$1,113,823 in non-federal funds was leveraged to support the program.

Building on decades of experience delivering high-quality Head Start services in Staten Island, the following budget justification outlines how the proposed expenditures are both reasonable and necessary to effectively implement the program and achieve the established goals for participating children and families.

Funding Category	Head Start	Early Head Start
Cost for Program Operations	\$4,413,087.00	\$904,842.00
Cost for Training and Technical Assistance	\$42,207.00	\$13,440.00
Total Federal Budget	\$4,455,294.00	\$917,282.00
Non Federal Share (In-kind)	\$1,113,823.00	\$229,571.00
Child and Adult Care Food Program Fund (CACFP)	\$149,786.00	\$83,214.00
Grand Total	\$5,718,903.00	\$1,231,067.00

## Program Information Reported— 2024-2025

Children by Age	# of children at enrollment
Under 1 year	0
1 year old	0
2 years old	61
3 years old	74
4 years old	72
5 years and older	0
	# of children
Total cumulative enrollment	207

Primary Eligibility	# of children
Income at or below 100% of federal poverty line	156
Public assistance (TANF, SSI, and SNAP)	24
Foster care	0
Homeless	2
Eligibility based on other type of need	10
Incomes between 100% and 130% of the federal poverty line,	15

### Prior enrollment

Enrolled in Head Start or Early Head Start	# of children
The second year	61
Three or more years	19



## Program Information Reported— 2024-2025

### HS Transition and turnover

# of children

Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll 13

Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days 2

# of preschool

Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year 55

### EHS Transition and turnover

# of children

Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll 17

a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days 0

b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start 17

Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program 16

Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program 1

Of the infants and toddlers who aged out of Early Head Start, the number who did not enter another early childhood program 0



## Program Information Reported— 2024-2025

Dual language learners	# of children
Total number of Dual Language Learners	116
Transportation- Inclusion Classrooms	# of children
Number of children for whom transportation is provided to and from classes	12

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	64	20
Of the total staff, the number who are current or former Head Start parents - Head Start/Early Head Start Staff	34	4

Volunteers by type	# of volunteers
Number of persons providing any volunteer services to the program during the program year	69
Of these, the number who are current or former Head Start or Early Head Start parents	34



## Program Information Reported— 2024-2025

### EDUCATION AND CHILD DEVELOPMENT STAFF

# of EHS classroom  
teachers

10

# of HS classroom teachers	# of HS assistant teachers
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10

9

### Classroom and Assistant Teachers (HS and EHS programs)

Ethnicity and Race	Hispanic or Latino origin	Non-Hispanic or Non-Latino origin
American Indian or Alaska Native	0	0
Asian	0	1
Black or African American	0	4
Native Hawaiian or other Pacific Islander	0	0
White	8	10
Biracial/Multi-racial	0	0
Other	4	2



## Program Information Reported— 2024-2025

Language	# of nonsupervisory education and child development staff
The number who are proficient in a language(s) other than English.	21
Of these, the number who are proficient in more than one language other than English	1
Language groups in which staff are proficient:	# of nonsupervisory education and child development staff
Spanish	12
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	0
Middle Eastern and South Asian Languages	9
European & Slavic Languages (German, French, Italian, Portu-	1

All staff turnover	# of Head Start or Early Head Start staff
Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	6
Of these, the number who were replaced	4



## Program Information Reported— 2024-2025

### Medical

#### # of children at enroll-

Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care 207

Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility 27

### Immunization services

#### # of children at enrollment

Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age 207

Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age 0

Number of children who meet their state's guidelines for an exemption from immunizations 0

### Oral health

#### # of children at enroll-

Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment 207

## Program Information Reported— 2024-2025

### Mental health consultation

#### # of staff

Total number of classroom teachers, home visitors, and family child care providers 20

Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation 20

### Disability Services

#### # of children

The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year 35

Of these, the number who received an evaluation to determine IDEA eligi- 20

Of the children that received an evaluation, the number that were diagnosed 18

Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA 2

Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act. 2

Of these, the number who did not receive an evaluation to determine IDEA 15

Specify the primary reason that children referred for an evaluation to determine # of children

a. The responsible agency assigned child to Response to Intervention (RTI) 0

b. Parent(s) refused evaluation 6

c. Evaluation is pending and not yet completed by responsible agency 8

d. Other 1

## 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	62
Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	41
2. During this program year	21
Of these, the number who have not received special education and related services	21

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	4
Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	4
2. During this enrollment year	0
Of these, the number who have not received early intervention services under IDEA	0

Preschool primary disabilities	# of children determined to have this disability	# of children receiving special services
Non-categorical/developmental delay	38	32



## ***Program Information Reported— 2024-2025***

### **EDUCATION AND DEVELOPMENT TOOLS/APPROACHES**

<b>Screening</b>	<b># of children</b>
Number of all newly enrolled children since last year's PIR was reported	174
Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since	98
Of these, the number identified as needing follow-up assessment or formal	23

### **FAMILY AND COMMUNITY PARTNERSHIPS**

<b>Number of families</b>	<b># of families at enrollment</b>
Total number of families:	202
Of these, the number of two-parent families	110
Of these, the number of single-parent families	92
Of the total number of families, the number in which the parent/guardian figures are best described as:	# of families at enrollment
Parent(s) (e.g., biological, adoptive, stepparents)	201
Of these, the number of families with a mother only (biological, adoptive, stepmother)	75
Of these, the number of families with a father only (biological, adoptive, stepfather)	4
Grandparents	0
Relative(s) other than grandparents	0
Foster parent(s) not including relatives	1

## ***Program Information Reported— 2024-2025***

<b>Parent/guardian education</b>	<b># of families at enrollment</b>
An advanced degree or baccalaureate degree	28
An associate degree, vocational school, or some college	32
A high school graduate or GED	95
Less than high school graduate	47

<b>Federal or other assistance</b>	<b>(1) # of families at enrollment</b>
Total number of families receiving any cash benefits or other services un-	32
Total number of families receiving Supplemental Security Income (SSI)	5
Total number of families receiving services under the Special	118
Supplemental Nutrition Program for Women, Infants, and Children (WIC)	
Total number of families receiving benefits under the Supplemental Nutri-	106



## *Program Information Reported— 2024-2025*

<b>Family services</b>	<b># of families</b>
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	41
Housing assistance (e.g., subsidies, utilities, repairs)	0
Asset building services (e.g., financial education, debt counseling)	0
Mental health services	0
Substance misuse prevention	0
Substance misuse treatment	15
English as a Second Language (ESL) training	7
Assistance in enrolling into an education or job training program	13
Research-based parenting curriculum	28
Involvement in discussing their child's screening and assessment results and their child's progress	201
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	89
Education on preventive medical and oral health	201
Education on health and developmental consequences of tobacco product use	0
Education on nutrition	201
Education on postpartum care (e.g., breastfeeding support)	0
Education on relationship/marriage	0
Assistance to families of incarcerated individuals	0
Of these, the number of families who were counted in at least one of the services listed above	201

## ***Program Information Reported— 2024-2025***

<b>Father engagement</b>	<b># of father/ father fig-</b>
Family assessment	11
Family goal setting	6
Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	20
Head Start program governance, such as participation in the Policy Council or policy committees	0
Parenting education workshops	2

<b>Homelessness services</b>	<b># of families</b>
Total number of families experiencing homelessness that were served during the enrollment year	2
Total number of children experiencing homelessness that were served during the enrollment year	2
Total number of families experiencing homelessness that acquired housing during the enrollment year	1

<b>Foster care and child welfare</b>	<b># of fami- lies</b>
Total number of enrolled children who were in foster care at any point during the program year	0
Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1



## Program Information Reported— 2024-2025

### Intensive Coaching

# of education and child development staff

The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching

6

### Management Staff

Number of Management

Executive Director

0

Head Start and/or Early Head Start Director

1

Education Manager/Coordinator

4

Health Services Manager/Coordinator

0

Family & Community Partnerships Manager/Coordinator

1

Disability Services Manager/Coordinator

0

Fiscal Officer

1

### Education Management Staff Qualifications

# of education managers/coordinators

Total number of education managers/coordinators

4

Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early edu-

4



## Family Engagement

Since 1965, the Staten Island Head Start program has provided comprehensive early childhood services, effectively preparing children for kindergarten and beyond. We are especially proud of our success in supporting English Language Learners, helping them gain the language skills needed to participate fully in classroom activities alongside their English-speaking peers—all in alignment with the Head Start Performance Standards.

We are funded to serve 144 Head Start children, ages 3–4, and 40 Early Head Start children, age 2. The majority of the children enrolled are income-eligible based on the Federal Income Guidelines, including those living below 100% of the poverty line, receiving public assistance, or placed in foster care.

Staten Island Head Start/Early Head Start has established School Readiness Goals that align with the following standards and frameworks:

- Head Start Early Learning Outcomes Framework: Ages Birth to Five
- New York State Early Learning Guidelines
- NYC Pre-K for All Program Quality Standards
- NYS Prekindergarten Foundation for the Common Core

- HighScope Learning Domains

Our program partners closely with public schools and families to support a smooth and successful transition to kindergarten. This collaboration emphasizes open communication, cooperation, and coordinated efforts to ensure each child and family is well-prepared for the next stage in their educational journey.

We support our families through the transition process as their children leave our program and move on to kindergarten. Transition is a key program focus, evolving with our growing understanding of developmentally appropriate expectations and strengthened relationships with families and local school districts.

We actively share our school readiness plans and goals with families and community partners to promote alignment and continuity of care.

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 partnership with the Elizabeth W. Pouch Center for Special People, a division of Staten Island Mental Health Society

(SIMHS), the Integrated Preschool Classrooms at our Osgood Avenue Head Start Center provide both educational and therapeutic supports for children with special needs, as identified by the NYC Department of Education (NYCDOE) Committee on Preschool Special Education.

The Pouch Center also delivers on-site services across all four of our early childhood sites, including:

- Speech therapy
- Occupational therapy
- Mental health counseling (for both children and families)
- Comprehensive diagnostic evaluations to determine eligibility for special education services

This collaboration ensures that children receive the individualized support they need to succeed both now and in their future educational experiences.

We have also implemented Abriendo Puertas/Opening Doors, an evidence-based, 10-session parenting curriculum designed by and for parents of children ages 0 to 5. The program empowers parents as their child's first and most important teacher, equipping them with the knowledge, tools, and confidence to support their children's success in school, life, and within their communities.

A Family Services staff member with a social work degree facilitates the sessions each spring, engaging 10–15 parents every Tuesday via Zoom. The one-hour sessions are offered in both

## Family Engagement

English and Spanish to ensure accessibility.

Upon completing all 10 sessions, parents are invited to attend an in-person graduation luncheon, where they receive certificates recognizing their achievement. This celebration also gives parents the opportunity to reflect on and share their experiences with the group, fostering a sense of community and mutual support.

At the heart of trust-building conversations is the goal of helping parents view Head Start staff as a valuable source of information, support, and resources. Staten Island Head Start's Family Services team is committed to empowering families through respectful, culturally sensitive, and strengths-based support.

Our approach is grounded in treating parents with dignity and respect, fostering self-direction and self-esteem, and promoting genuine partnership. Service delivery is informed by a deep understanding of child and family development, multicultural awareness, and effective communication. We provide families with information about community resources, guidance on how to access them, and ensure parents are meaningfully included in the decision-making process.

Family Workers recognize and honor each parent's goals, aspirations, strengths, and needs. All parents are respected as their

child's first and most important teacher, and our efforts to engage families begin at intake and continue throughout the year.

To foster a supportive and collaborative environment, the program offers numerous opportunities for parents and staff to build mutual trust. Participation is encouraged for all caregivers — including fathers, grandparents, and extended family members — who play an active role in a child's life. Our open-door policy ensures that parents feel welcome to visit and participate in classroom activities at any time.

To further promote this connection, November is designated as Parent-Child Observation Month, when families are invited to spend time in the classroom, observe activities, and participate alongside their child. Special events are also held throughout the year to encourage involvement from fathers or other male caregivers, including shared reading, cooking, and games.

Parents also engage in their child's learning through classroom volunteer opportunities, chaperoning field trips, and even employment as teaching assistants or support staff. Events such as our annual Family Day Outing reinforce the message that Head Start is a safe, respectful, and welcoming extension of the family and community.

Families are encouraged to

take an active role in the education and development of their children, including participation in:

- Parent Committee meetings, where they provide input on classroom activities and receive tools to support learning at home.
- The Head Start and Early Head Start Policy Committee, where they receive training and contribute to discussions about program operations, including fiscal matters.

Together, Family Workers and parents collaboratively develop individualized family partnership agreements that identify goals and address family needs, creating a shared path toward success.

## Parent Testimonies

Program Feature	Parent/Family Comments
Teacher/staff quality	<p>“My son began the program at the tender age of 3 years old and was in need of instructional support. The teachers at the program were extremely dedicated and provided my son with a caring and loving environment while making sure he was meeting developmental milestones.”</p> <p>“Excellent staff, Teachers, Family service, ED Director– always all helped me and my child.”</p>
Child impact	<p>“My daughter has come a long way academically and socially. She is outgoing and happy. I have seen the progress that my daughter achieved throughout the year. She knows her shapes, her letters, and she talks passionately about her teachers.”</p> <p>“I enjoy this program a lot, Head Start helped my child write his name.”</p> <p>“My son has made exponential progress. He was given so many educational tools, time, patience, love, and care. The structure and obedience that was instilled in him will be life long.”</p> <p>“Head Start is a very good program. It helped my child to be social, play, clean up, sing/dance and talk.”</p>
Parent engagement	<p>“The teachers are always busy working and doing wonderful projects with the children and continuously make the parents part of their learning experience. Parents are always invited to the classrooms for events and are made to feel welcome.”</p> <p>“I am the DAPC chairperson at all sites, which gave me strength and a place to grow as a parent and a leader.”</p> <p>“Head Start offered a range of educational classes for me as a parent while supporting my sons in their education. HS did not only provide me with an opportunity to learn about raising children, it offered a strong support system through its staff.”</p> <p>“The HS staff keeps the parents up to date so there’s never a need to ask questions.”</p>
Learning environment	<p>“The school building is always clean. This assures me that my children, along with the other children, are learning in a healthy clean environment.”</p> <p>“Every culture and ethnicity is embraced. [The teachers] have such an ability to embrace everyone and address everyone’s needs.”</p> <p>“The program teaches age-appropriate critical thinking skills, positive interactions with their peers, and it helps the children become more independent.”</p>
Overall satisfaction	<p>“As a mother and as a parent, when I leave my daughter with HS, I am at peace. I am a very over protective mother and with HS I felt blessed not to worry about her. She is safe and secure.”</p> <p>“They are amazing people and as a parent I appreciate the love, patience, and kindness they show to all my children.”</p> <p>“When your child begs you to go to school, you know they’re doing something right.”</p>

## Site Locations

Each of our Head Start centers is located in a different Staten Island community, allowing us to serve diverse neighborhoods effectively. Recruitment is a year-round effort, with targeted enrollment drives taking place in late spring to ensure full enrollment by summer and early fall.

Staten Island Head Start/Early Head Start recruits children from a pre-determined catchment area, identified through our Community Needs Assessment. This area typically includes neighborhoods in close proximity to each program site.

Families residing outside the designated catchment area may be considered for enrollment if there is no other Head Start program available in their area and space is available in our program.

In accordance with Head Start requirements, at least 90% of our enrolled children must meet federal eligibility guidelines.



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## Accountability-Quality Assurance and External

Staten Island Head Start is committed to ensuring our young children and families have access to quality care and education. All Staten Island sites were rated a 4 Star through the Quality Stars NY Rating and Improvement System.

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.

QUALITYstarsNY has 75 Standards of excellence that fall into four categories: Children's Learning Environment, Family Engagement, Leadership & Management, and Staff Qualifications & Experience. Assessment, coaching, professional development, and a wide range of resources are made available to each site, to earn higher star ratings.

Monitoring the goals and activities of the Early Child-

hood 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](http://www.CharitiesNYS.com) which is open to the public.