

Staten Island Head Start

Division of Richmond University Medical Center



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.

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.

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This report is available on
our website

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



Our Goals

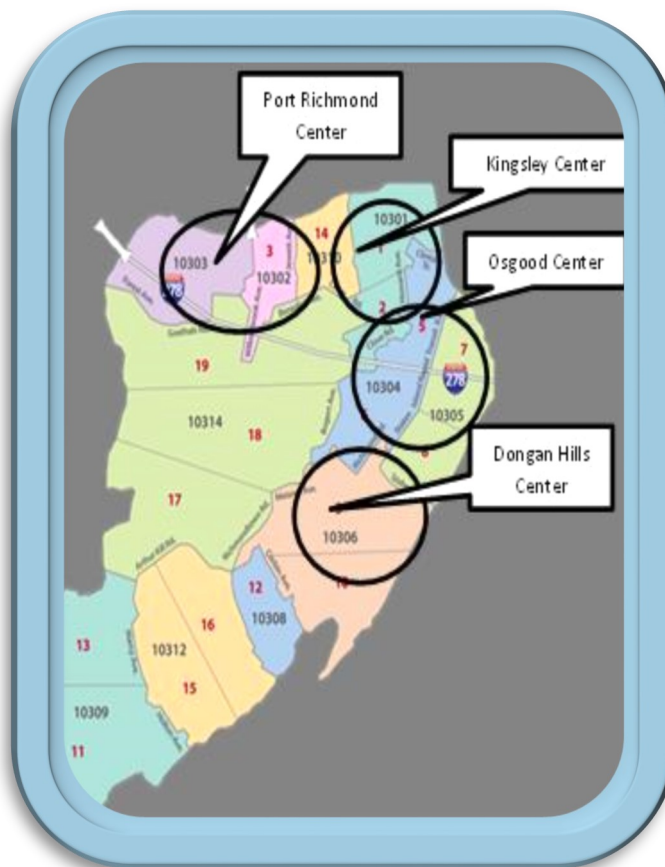


Staten Island Head Start's goal is to continue to providing comprehensive early childhood services and preparing children for success into kindergarten, fully aligned with the Head Start Performance Standards including equipping English Language Learners with the language skills necessary to participate 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, 10 Kingsley 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.

Staten Island HS/EHS is funded to provide service to (171) 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.



Public Funds Received

Funding Summary

Budget and Budget Justification

RUMC - SI Head Start's grant was a total of \$4,897,519 to operate our Head Start & Early Head Start program for FY2023 (12/01/2022 -11/30/2023). Non-federal funds in the amount of \$1,224,380 was leveraged to support the program

Relying on almost five decades of experience operating high quality HS programs in Staten Island, the following budget justification demonstrates that the proposed costs of implementing this HS/EHS program are both reasonable and sufficient to achieve the goals established for participating children and families.

Funding Category	Head Start	Early Head Start
Cost for Program Operations	\$4,311,761.00	\$884,066.00
Cost for Training and Technical Assistance	\$42,207.00	\$13,440.00
Total Federal Budget	\$4,353,968.00	\$897,506.00
Non Federal Share (In-kind)	\$1,088,492.00	\$224,377.00
Child and Adult Care Food Program Fund (CACFP)	\$192,585.00	\$45,050.00
Grand Total	\$5,635,045.00	\$1,166,933.00

Program Information Reported– 2022-2023

Children by Age	# of children at enrollment
Under 1 year	0
1 year old	0
2 years old	59
3 years old	104
4 years old	69
5 years and older	0
	# of children
Total cumulative enrollment	232

Primary Eligibility	# of children
Income at or below 100% of federal poverty line	134
Public assistance (TANF, SSI, and SNAP)	44
Foster care	4
Homeless	10
Eligibility based on other type of need	9
Incomes between 100% and 130% of the federal poverty line,	31

Prior enrollment

Enrolled in Head Start or Early Head Start for:	# of children
The second year	68
Three or more years	13



Program Information Reported— 2022-2023

HS Transition and turnover	<i># of children</i>
Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	17
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
	<i># of preschool children</i>
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	66

EHS Transition and turnover	<i># of children</i>
Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	18
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	16
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	0
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– 2022-2023

Dual language learners	<i># of children</i>
Total number of Dual Language Learners	108
Transportation- Inclusion Classrooms	<i># of children</i>
Number of children for whom transportation is provided to and from classes	15

Staff by type	<i># of Head Start & Early Head Start staff</i>	<i># of contracted staff</i>
Total number of staff members, regardless of the funding source for their salary or number of hours worked - Head Start/Early Head Start Staff	63	9
Of the total staff, the number who are current or former Head Start parents - Head Start/Early Head Start Staff	24	1

Volunteers by type	<i># of volunteers</i>
Number of persons providing any volunteer services to the program during the program year	10
Of these, the number who are current or former Head Start or Early Head Start parents	6



Program Information Reported -2022-2023

EDUCATION AND CHILD DEVELOPMENT STAFF

<i># of EHS classroom teachers</i>
10

<i># of HS classroom teachers</i>	<i># of HS assistant teachers</i>
11	11

Classroom and Assistant Teachers (HS and EHS programs)

Ethnicity and Race	<i>Hispanic or Latino origin</i>	<i>Non-Hispanic or Non-Latino origin</i>
American Indian or Alaska Native	0	0
Asian	0	1
Black or African American	2	4
Native Hawaiian or other Pacific Islander	0	0
White	9	9
Biracial/Multi-racial	0	2
Other	3	2



Program Information

Language	<i># of nonsupervisory education and child development staff</i>
The number who are proficient in a language(s) other than English.	29
Of these, the number who are proficient in more than one language other than English	0
Language groups in which staff are proficient:	<i># of nonsupervisory education and child development staff</i>
Spanish	17
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	0
Middle Eastern and South Asian Languages	12

All staff turnover	<i># of Head Start or Early Head Start staff</i>
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)	7
Of these, the number who were replaced	4

Program Information

Medical	<i># of children at enrollment</i>
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	232
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	31

Immunization services	<i># of children at enrollment</i>
Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	232
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	<i># of children at enrollment</i>
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	232

Program Information Reported 2022-2023

EHS preventive dental services	<i># of children at end of enrollment</i>
Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	59

Mental health consultation	<i># of staff</i>
Total number of classroom teachers, home visitors, and family child care providers	21
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	21

Disability Services	<i># of children</i>
The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	39
Of these, the number who received an evaluation to determine IDEA eligibility	33
Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	23
Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	10
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.	10
Of these, the number who did not receive an evaluation to determine IDEA eligibility	6
Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	<i># of children</i>
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	1
c. Evaluation is pending and not yet completed by responsible agency	1
d. Other	2

Program Information Reported 2022-2023

Preschool disabilities services (HS)	<i># of children</i>
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	38
Of these, the number who were determined eligible to receive special education and related services:	<i># of children</i>
1. Prior to this program year	30
2. During this program year	8
Of these, the number who have not received special education and related services	3

EHS Part C early intervention services	<i># of children</i>
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	14
Of these, the number who were determined eligible to receive early intervention services:	<i># of children</i>
1. Prior to this program year	11
2. During this enrollment year	3
Of these, the number who have not received early intervention services under IDEA	1

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



Program Information

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening	# of children
Number of all newly enrolled children since last year's PIR was reported	177
Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	164
Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	36

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families	# of families at enrollment
Total number of families:	227
Of these, the number of two-parent families	107
Of these, the number of single-parent families	120
Of the total number of families, the number in which the parent/guardian	# of families
Parent(s) (e.g., biological, adoptive, stepparents)	223
Of these, the number of families with a mother only (biological, adoptive, stepmother)	115
Of these, the number of families with a father only (biological, adoptive, stepfather)	3
Grandparents	0
Relative(s) other than grandparents	1
Foster parent(s) not including relatives	3

Program Information

Parent/guardian education	<i># of families at enrollment</i>
An advanced degree or baccalaureate degree	38
An associate degree, vocational school, or some college	32
A high school graduate or GED	111
Less than high school graduate	45

Federal or other assistance	<i>(1) # of families at enrollment</i>
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	38
Total number of families receiving Supplemental Security Income (SSI)	8
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	77
Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	137



Program Information

Family services	# of families
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	118
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	0
English as a Second Language (ESL) training	7
Assistance in enrolling into an education or job training program	1
Research-based parenting curriculum	12
Involvement in discussing their child's screening and assessment results and their child's progress	226
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	90
Education on preventive medical and oral health	226
Education on health and developmental consequences of tobacco product use	0
Education on nutrition	72
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	226

Program Information

Father engagement	<i># of father/ father figures</i>
Family assessment	4
Family goal setting	3
Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	50
Head Start program governance, such as participation in the Policy Council or policy committees	0
Parenting education workshops	6

Homelessness services	<i># of families</i>
Total number of families experiencing homelessness that were served during the enrollment year	10
Total number of children experiencing homelessness that were served during the enrollment year	10
Total number of families experiencing homelessness that acquired housing during the enrollment year	9

Foster care and child welfare	<i># of families</i>
Total number of enrolled children who were in foster care at any point during the program year	4
Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1



Program Information

Intensive Coaching	<i># of education and child development staff</i>
The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	4

Management Staff	<i>Number of Management Staff in this Position</i>
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	<i># of education managers/coordinators</i>
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 education teaching experience	4

Family Engagement

We are funded to provide service to (171) Head Start children 3-4 years old and (40) Early Head Start children 2 years old. Most of the children served are income eligible according to the Federal Income Guidelines, including children below 100% of the poverty line, on public assistance, and foster children.

As such, Staten Island HS/EHS has established School Readiness Goals for the program consistent with these domains and aligned with the HS Early Learning Outcomes framework Ages Birth to Five, NYS:

- Early Learning Guidelines
- NYC Pre-K for All Program Quality Standards
- NYS Prekindergarten Foundation for the Common Core
- High Scope Learning Domains.

Our program works in partnership with the public schools and our parents to support the successful transition of children and families into Kindergarten. This partnership strives to maintain open communication, cooperation and coordination of efforts to streamline the process.

We support our families with our transition process as our

children leave us and venture into Kindergarten. Transition is a program focus and evolves along with our shared understanding of realistic expectations for our children and our relationships with families, our local school districts.

We share our school readiness plans and goals with our families and partners throughout our communities.

In keeping with our mission to serve children with special needs, more than 20% of the children enrolled at our early childhood centers have a diagnosed disability.

In collaboration with the Elizabeth W. Pouch Center for Special People, another division of SIMHS, the Integrated Pre-school Classrooms at the Osgood Avenue Head Start Center provides educational and therapeutic supports to children with special needs, identified by the NYC Department of Education (NYCDOE) Committee on Pre-school Education. The Pouch Center also provides on-site services at all four early childhood sites, including speech therapy, occupational therapy, mental health counseling (child and family) and comprehensive diagnostic evaluations to determine a child's need for special education services.

We Have also implemented

Abriendo Puertas which is a ten session parenting curriculum for parents with children ages 0 to 5 evidence based created by parents. Abriendo Puertas/Opening Doors was created to support parents in being their child's first teacher. The curriculum provides parents with knowledge, tools and confidence to support children to become successful in life and their communities.

A Family Service staff with a Social Worker degree facilitate sessions in the spring with 10 – 15 parents every Tuesday via zoom. The sessions are conducted in English and Spanish for one hour.

Once parent completes all ten sessions there is a graduation luncheon in person and parents are given certificates for their accomplishment. In addition, parents are given the opportunity to share their experience with the group.

Family Engagement

At the core of the trust building conversations is to encourage parents to see Head Start staff as a source of information, support and a resource. The intent of Staten Island Head Start Family Services is to support families. The program's approach is to treat parents with dignity and respect, and to develop a sense of self-direction and self-esteem. Therefore, service delivery is based on an understanding of child and family development, multi-cultural sensitivity, effective communication and a partnership with parents. This is accomplished by providing information about community resources and how to obtain them and including parents in the decision-making process.

The Family Worker is always respectful of the goals, aspirations, strengths and needs of the parent. All parents are recognized and respected as their child's primary educator, so efforts to involve parents in the education and development of the child will begin at intake and continue throughout the year..

The program provides a variety of opportunities for staff

and parents to establish mutual trust and a respectful collaborative relationship.

Parents, including fathers, grandparents, and extended family members who are active in the child's life, will be encouraged to participate in the early childhood program. The HS and EHS program will adhere strongly to an open-door policy, and parents will be welcomed and encouraged to visit and participate in classroom activities whenever they have an opportunity.

To promote this policy, November is the program's Parent-Child Observation Month, when parents are invited to spend time in the classroom, and observe and participate in the activities for the day. There will also be a number of classroom activities offered to encourage fathers (or other male caregivers) to join their child in reading books, cooking, and playing games.

Parents will also share in the child's learning experiences by chaperoning on trips and working in the classroom as both volunteer and paid staff (e.g., teaching assistants).

Special events, such as the annual Family Day Outing, will also planned to encourage the family to see the early childhood program as a respectful, safe, and welcoming extension of the community.

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.

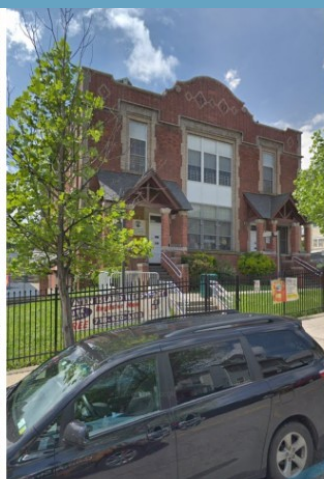
Parent Testimonies

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 different communities. Recruitment is a year round process with special intensive drives in the late spring to ensure full enrollment during the summer and in the early fall. Staten Island HS/EHS recruits children from a pre-determined catchment area. Selection of the target area is based on the Community Needs Assessment and covers an area in the approximate vicinity of the program site. Families who reside outside of our catchment area will be considered for placement if there is no Head Start where they live and space is available in our program.

Our program must have a minimum of 90% eligible children.



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16 Osgood Ave
Staten Island, NY 10304
PH: 718-420-6138
Fax: 718-420-6250

44 Dongan Hills Ave
Staten Island, NY 10306
PH: 718-987-7755
Fax: 987-2909

166 Lockman Ave
Staten Island, NY 10303
PH: 718-494-0400
Fax: 494-4464

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. 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 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.