

# Staten Island Head Start

*Division of Richmond University Medical Center*

*Annual report 2022-2023*

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## Executive Summary

**Staten Island Head Start has a long and rich history, being amongst the first Head Start programs in the City of New York.**

**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, Stapelton, 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.

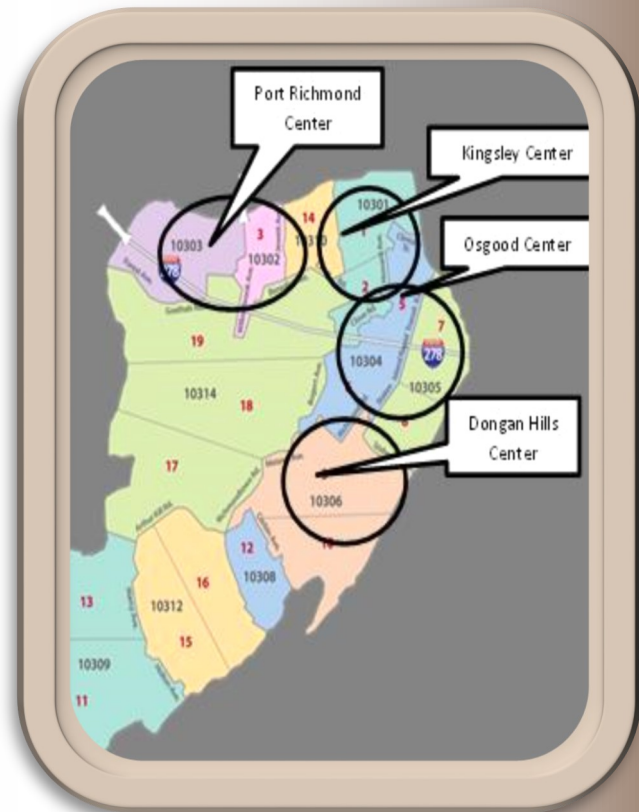


## Our Goals

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, Stapelton, Rosebank, Clifton, South Beach, Midland Beach and Dongan Hills.

Staten Island HS/EHS is funded to provide service to (233) 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

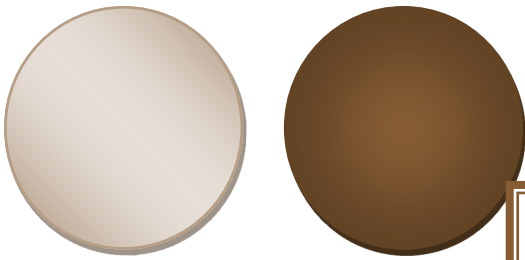
## Funding Summary

### Budget and Budget Justification

RUMC – SI Head Start is requesting continuation grant application a total of \$4,774,620 to operate our Head Start & Early Head Start program for FY2022 (12/01/2021 -11/30/2022). Non-federal funds in the amount of \$1,193,655 will be leveraged to support the program.

Relying on 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	\$4,024,228.00	\$694,745.00
Cost for Training and Technical Assistance	\$42,207.00	\$13,440.00
Total Federal Budget	\$4,066,435.00	\$708,185.00
Non Federal Share (In-kind)	\$1,016,609.00	\$177,046.00
Child and Adult Care Food Program Fund (CACFP)	\$264,240.00	\$45,360.00
Grand Total	\$5,737,284.00	\$930,591.00



# Services to Families

In school year 2020-2021, enrollment was extremely low due to the COVID-19 pandemic. Staten Island Head Start provided services to 162 children ages 2—5.

Most of the children served were income eligible (including children below 100% of the poverty line, on public assistance, and foster children).

Our Head Start programs have 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.

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

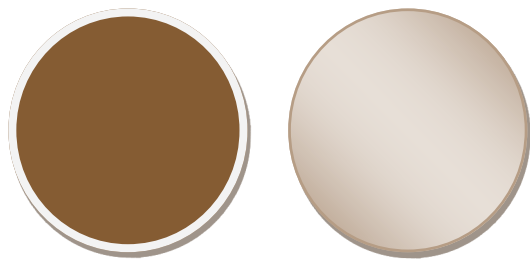
Early Learning Guidelines, NYC Pre-K for All Program Quality Standards, NYS Pre-kindergarten Foundation for

the Common Core, and the High Scope Learning Domains.

Our program works in partnership with the public schools, 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.

Staten Island Mental Health (SIMH), a division of Richmond University Medical Center, provides enhanced services to children at all four of our Head Start locations. All of our sites are licensed by OPWDD as Article 16 clinic locations, and by OMH as Article 31 clinic sites, and are under the auspices of SIMH's Pouch Center. Through our Article 16 license, our clinical staff provide developmental speech,

PT and OT screenings, as well as follow-up therapies to children identified as in need of these services. If indicated, we can complete CPSE evaluations and/or a full array psychological testing services. Our professional social workers provide ongoing counseling to children, including trauma focused services when needed. Our developmental services receive supplemental support from the Robin Hood Foundation, and from NYC DOHMH Thrive for early childhood mental health and consultation services. Our social workers have been trained in evidence based treatments and practices such as CPP (Child Parent Psychotherapy), Triple P Parenting, Trauma Focused CBT and the Georgetown Model of Early Childhood Consultation for preschools. Under the Georgetown model, staff work directly with teachers in the classrooms to develop strategies that promote positive learning/behavioral environments. This model also encourages teacher and parent participation for children who would benefit from 1-1 consultation. By offering these enhanced services we have seen positive social/emotional as well as developmental outcomes



## Medical and Dental Services

The SIHS/EHS program will implement a Child Health Program to support parents in the development of a comprehensive system of health management for their family. SIHS/EHS has partnered with established networks of local health care agencies to provide health screenings and medical services for participating children and their families. A number of existing partnerships will be used to provide health

screenings and services for HS and EHS children and families, including partners that serve on the Health Services Advisory Council.

All children enrolled in the SIHS/EHS will have to meet the health requirements of the NYC Department of Health and Mental Hygiene (DOHMH) and the NYS Early Periodic Screening Diagnostic and Treatment Program (EPDST), Medicaid's comprehensive

and preventive child health program. The family advocate will maintain comprehensive health records for all participants. These will include the following documents: physical exam, dental exam, immunization record, Child Health Booklet (individualized health plan), speech and language consent, home language survey, proof of medical coverage, health care providers, child health assessment form, asthma or food allergy action plan (if applicable), parent medical reminder letters, screening results, a copy of their IEP (if applicable), and parent notes.

All enrolled HS and EHS children will have an individualized health plan developed at intake with the parent an assigned family advocate. The family advocate will maintain all files related to children's health record, review and track children's health requirements on a monthly basis,

and work with and support the parent on all health-related matters.

In addition, the SIHS/EHS administers medication to participating children when authorized by a health care provider and parent. All medications must comply with the NYS medication administration regulations, including the requirement to submit the completed medication administration form every six months along with doctor and parent authorization signatures and dates. All teachers and family advocates will be certified in CPR and First Aid, and a staff person certified in medication administration will be present during all hours of operations.



# Family Engagement

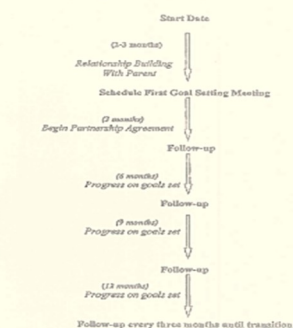
At the core of the trust building conversations is to encourage parents to see Head Start staff as a source of information, support and a resource. The intent of Staten Island Head Start Family Services is to support families. The program's approach is to treat parents with dignity and respect, and to develop a sense of self-direction and self-esteem. Therefore, service delivery is based on an understanding of child and family development, multicultural 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. Family Workers follow up

Family Partnership Agreement Timeline



Notes:  
The relationship building process should be completed by the first follow-up meeting. The goal setting meeting should be completed by the first follow-up meeting. The goal setting meeting should be completed by the first follow-up meeting. The goal setting meeting should be completed by the first follow-up meeting.



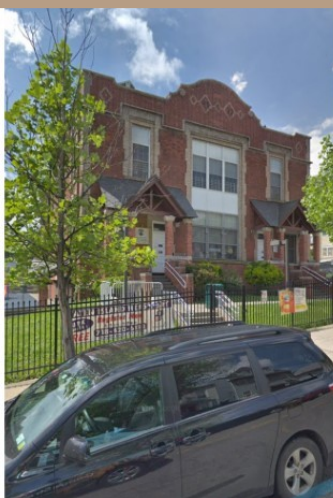
# Parent Testimonies

Program Feature	Parent/Family Comments
<i>Teacher/staff quality</i>	<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>“The staff made my experience and my son’s experience a memorable one.”</p>
<i>Child impact</i>	<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>“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>
<i>Parent engagement</i>	<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>
<i>Learning environment</i>	<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>
<i>Overall satisfaction</i>	<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>

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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166 Lockman Ave  
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## 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](http://www.CharitiesNYS.com) which is open to the public.