



Brooklyn Chinese-American Association

DOE Head Start Program



2022 Program Annual Report (2021-2022 School Year)

I. Introduction

The DOE Head Start Program operated by Brooklyn Chinese-American Association (BCA) targeted serving the low-income Asian immigrant population in Sunset Park, Bensonhurst and its surrounding areas in south Brooklyn. These low-income residential neighborhoods are home to low-income, poorly educated and/or limited English-speaking minorities and immigrants. The majority of children and families served by our DOE Head Start program are new Asian immigrants from Mainland China and come from low-income households.

II. Program Philosophy

The philosophy of our DOE Head Start Program is to create a nurturing environment and exploratory experiences for the young children to facilitate their cognitive, social, emotional, and physical growth as well as to meet their nutritional needs. All these will build a healthy foundation for the children and prepare them adequately for school. BCA strives to embody the overall goals of the DOE Head Start Program, namely, to ensure quality comprehensive child development and family services primarily to low-income households, underserved communities, and most needy populations including non-English language speaking children and the disabled.

Given that the program serves a large number of immigrant children, especially Asian immigrants, it is geared towards helping them adjust to the mainstream culture and prepare them for their later entry into the public school system. In addition, the program targets reflecting and enhancing the children's own cultural heritage and language backgrounds.

III. Program Sites

The BCA DOE Head Start Program was a center-based program implemented at the following three locations:

812 54th Street, Brooklyn, New York 11220

Total funded Enrollment: 99 Full-Day
Actual Enrollment: 94 Full-Day

The site is located in the predominantly Asian community of Sunset Park. During the 2021 to 2022 school year, there were three classes for the 4-year-olds and three classes for the 3-year-olds. Following the HS eligibility model, all the Head Start children were from low-income families; the majority of them were recent immigrants from China who spoke little or no English.

The majority of the children was from low-income families and received Medicaid. They all had health insurance and all had access to medical and dental services.

713 43rd Street, Brooklyn, New York 11232

Total Funded Enrollment: 44 Full-Day
Actual Enrollment: 36 Full-Day

All 36 children enrolled at the program were Head Start eligible and from low-income households (income below 100% of federal poverty guideline). In the school year 2021-2022, there were one class for the 4-year-olds and one class for the 3-year-olds, and one mixed Head Start and extended day class for 3&4 year-olds.

6409 20th Avenue, Brooklyn, New York 11204

Total funded Enrollment: 33 Full-Day
Actual Enrollment: 33 Full-Day

BCA Bensonhurst Early Childhood Education Center is currently BCA's first center-based providing early childhood education services for the community of Bensonhurst.

There were 33 Head Start children of ages 2.8 years (3K children) to 5 years (PK children) old. Most of the children enrolled in the program spoke Chinese and therefore the center had bilingual educators speaking Chinese and English to better meet their needs. Although there was a predominant population of Chinese, the Center welcomed and accepted children speaking other languages.

IV. Funding for the DOE Head Start Program

Our DOE Head Start Program was made possible with funding from the New York City Department of Education.

V. Program Budget and Expenditures

The program budget was planned and developed with the involvement of the Board, Staff and DOE Head Start Policy Committee. Since the DOE Head Start Program provided early childhood program services for around 160 pre-schoolers and a wide array of activities to involve and engage the parents and the families, on the average, approximately 63.05% of the program funding was budgeted for personnel costs. The major staff positions in the program included Program Director, Center Directors, Teachers, Assistant Teachers, Teacher Aides, Family Workers, Fiscal Officers as well as.

The remaining program funding - around 36.95% was budgeted for OTPS (Other Than Personnel Services). The major portion (18.7%) of it was utilized for facilities costs as the space rental in the targeted community is very high. Around 10.72% was spent on supplies and another 4.25% on contract services for hiring Health Services Consultants, Nutritional Services Consultants, and Mental Health Consultants. A small percentage (3.28%) of the cost was utilized for program operation such as insurance liability, audit, printing, fire alarm system service and maintenance, monthly pest extermination, field trips, family involvement activities, etc.

Actual Expenditures for DOE Head Start Program FY 2021-2022				
	713 43rd St.	812 54th St.	6409 20th Avenue	Total
Personnel Total	432,027.63	1,019,525.52	421,976.58	1,873,529.73
Facilities Cost	87,256.13	367,132.50	101,330.92	555,719.55
Supplies	82,037.44	176,318.04	60,071.29	318,426.77
Contract Service	26,015.39	72,342.46	28,055.88	126,413.73
Insurance	7,570.12	16,953.20	7,148.04	31,671.36
Trip & Travel	0.00	0.00	0.00	0.00
Family Involvement	6,152.61	14,156.70	5,014.33	25,323.64
Miscellaneous	9,315.63	22,868.20	8,101.05	40,284.88
Total	650,374.95	1,689,296.62	631,698.09	2,971,369.66

VI. Children Served in the DOE Head Start Program

The DOE Head Start Program provided 11 classes and served a total of 165 children of 3 to 4 years old. They were from low-income households (income below 100% of the federal poverty line). 163 children were of Asian descent and 2 children were white. Of the 165 children, 94 (56.96%) were 4 years old and 71 (43.03%) were 3 years old.

During the school year, 26 children (15.75%) were determined eligible by the Department of Education to receive special education and related services. 12 of them had the IEP when they enrolled into the program and the remaining developed their IEP within the program year and secured the services they needed. Around 46% needed SEIT services and the rest had speech or language impairments and non-categorical developmental delay.

The DOE Head Start Program served a total of 154 families. Of these, 40 families (25%) were single-parent families. In 36% of the two-parent families, both parents were employed. In the rest of the two-parent families, only one parent was employed. 26% of the parents were below high school graduate level; 52% graduated from high school, 16% held associate degree and 6% had a college degree. Comprehensive family services were provided to families to address their varying needs. During the school year, 157 parents (98%) received individual mental health consultation services; 12 attended ESOL classes offered by BCA. All of them received parenting education and/or health education during the school year. 142 (92%) of the fathers attended the fatherhood initiative activities.

VII. Health Services for Children and Families

The DOE Head Start Program aims at working with parents to bring the children up-to-date with various screenings including hearing, vision, dental, and other required screenings and/or tests, so all children will receive those screenings and/or tests within the first 90 days of the school year. The Program retained part-time registered nurses to serve as the Health Services Consultant. She tracked each child's health documentations, and brought the child up-to-date on age-appropriate schedule of well child care. She also worked with program staff in particular the Family Workers to assist the parents in making arrangements to bring the child up-to-date if necessary and would follow up to ensure that parents follow through with it. The Program also made sure that medical and dental care was provided for the children and their families. If the child or family did not have it, the Consultant and Family Worker would assist the parents in accessing a source of care. Thus, within the first 90 days of enrollment, all DOE Head Start children (100%) were up-to-date with their immunizations, as well as received the aforementioned screenings. At the end of the program year, all children's immunizations remained up-to-date and all had an ongoing source of continuous, accessible health care.

The Nutrition Consultant conducted three BMI assessments this year. For children who were underweight, overweight or obese, the nutritionist conducted consultation with parents, and provided written guidance to assist them in managing their children's health and nutrition issues. The nutritionist created a nutrition booklet for parents. This booklet introduces basic nutrition facts for children ages 3 to 5 so that parents would understand the importance of a well balanced diet, which leads to healthy lifestyles and promotes proper growth for their children. By obtaining the nutritional educational materials, parents worked closely with the Program for children's nutrition growth, and thus children made reasonable progress during the school year.

During this school year, BCA retained four bilingual Mental Health Consultants. Though each of the four Consultants primarily worked at one site, DOE Head Start parents could also access the services, workshops and guidance groups provided by other Consultants. During the school year, the Mental Health Consultants provided individual mental health consultation to 157 parents/guardians (98%) about their children's behavior/mental health. This year, because of COVID, in order to continue providing mental health services to satisfy families' needs, the Mental Health Consultants conducted consultation and mental health assessment to parents through individual phone calls, as well as remote parenting workshops through the online platform for all DOE Head Start families.

Thirty mental health workshops were held during the year and the average participation was 89%.

This year, the program made much effort in promoting the fatherhood initiative; three fatherhood workshops were held virtually and the average participation was 92%. The workshops focused on topics which parents might utilize during the COVID-19 crisis, including self-care and relaxation, special parenting skills to deal with children's behavioral and mental problems, developing healthy relationships with family members, helping children to prepare for kindergarten / transition, and so on.

VIII. Early Childhood Development & Education

At the beginning of the school year, BCA provided training to staff to conduct developmental screening for all children with BRIGANCE to assess their developmental and social-emotional growth. Based on prescreening results, teachers' observation and parents' feedback, determination was made as to whether children needed to be referred for evaluation.

The child development and educational approach in the BCA DOE Head Start Program was to help children gain social competence skills and confidence necessary to prepare for success in their present environment and in their educational experience as they prepared for their lifetime goals. BCA DOE Head Start Program utilized the Creative Curriculum to facilitate the overall developmental growth of preschoolers. Program staff strove to be developmentally and linguistically appropriate in recognizing that children develop at individual rates

according to their individual interests, temperaments, language, cultural background and learning styles. Children with different disabilities were included in all aspects of programming. Individual children's IEP (Individualized Education Program) were considered when planning all activities. The staff at BCA DOE Head Start provided an environment of acceptance that supported and respected gender, culture, language, ethnicity and family composition. The Program provided a balanced daily program of child initiated and adult directed activities, individual and small group activities as well as gross motor skills and outdoor play.

Since parents should be integral partners in the processes of planning and implementing the curriculum, the Program provided training for parents and created more opportunities for them to be involved in the development of the program's curriculum and approach.

To better attend to "Individualization" in curriculum planning, staff had been receiving training provided by the Educational Director at the beginning of the school year. Teachers would be trained/re-trained to incorporate findings from developmental and behavioral screening tool, their individual and class observations, parents' input, etc. to plan the curriculum according to each child's individual needs.

During this school year, the DOE Head Start Program utilized the Teaching Strategies GOLD as the assessment tool. The tool was selected because the domains and objectives of GOLD aligned with the DOE Head Start Child Development and Early Learning Framework as well as State early learning guidelines. Three assessments were conducted during the school year. After each assessment, parent-teacher conference was held so that staff could share and discuss the assessment findings with parents and to make plans together to better assist the children in meeting the school readiness goals. Based on assessment results and parents' input, teachers structured the curriculum and individualized instruction and learning to help children achieve the goals and objectives.

After each assessment, the DOE Head Start Educational Director generated and aggregated the snapshot report. Based on the aggregate assessment data, the Educational Director would work on identifying the patterns of children's progress in various domains, determined program-specific learning needs and pinpointed areas where improvement was needed. The findings in the data analysis report were reviewed at staff meetings and teachers discussed and brainstormed ideas and teaching approach to enhance their curriculum and lesson planning. The directors also planned staff development to provide staff with any needed training and assistance.

School Readiness Goals and Objectives

During the last school year, it was one of the major goals of BCA's DOE Head Start Program to set up the school readiness goals for the program. DOE Head Start program staff, BCA Board, DOE Head Start Policy Committee, parents and the community were all involved in the process. To ensure that the school readiness goals align with the NY State Prekindergarten Foundation for the Common Core as well as the Head Start Child Development and Early Learning Framework, BCA organized on-site staff development workshops for all teaching staff. BCA Early Childhood Program/Educational Directors also reviewed the NYS Early Learning Alignment Crosswalk and attended cluster meetings etc. to familiarize themselves with the various standards in order to formulate the school readiness goals. Input from parents and the community including local schools were also solicited. The goals were revisited this year with additional input from parents and staff as well as analysis of assessment results from children.

The DOE Head Start Program also engaged families, staff/board members and community partners on an ongoing basis to review program-specific learning needs and to determine how to modify the school readiness goals to meet those needs. To engage parents, the program went over the program school readiness goals with parents at parent committee meetings. Teachers also discussed with parents at parent-teacher conference and as needed to review individual children's progress towards meeting the goals and to make plans to better help children achieve the goals. Board, staff members and Policy Committee were involved in reviewing trends in

child outcomes of the past year/months and in determining and setting the program school readiness goals. The DOE Head Start Program staff also met with local kindergarten teachers to get their perspective on their expectations and needs of children transitioning into their classrooms. Based on all the input, the program staff worked on developing and revising the program-specific school readiness goals which we would like our children to achieve.

A comparison of children’s GOLD Fall and Spring assessment results indicated that children made impressive progress during the school year.

713 43rd St.

SOCIAL-EMOTIONAL	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	66	29	34	70	0	1
Follows limits and expectations	48	7	23	93	29	0
Takes care of own needs appropriately	53	15	18	85	29	0
Forms relationships with adults	58	24	42	33	0	43
Responds to emotional cues	48	31	52	40	0	29
Interacts with peers	70	31	30	69	0	0
Makes friends	82	37	10	44	8	19
Balances needs and rights of self and others	49	15	51	61	0	24
Solves social problems	81	15	10	17	9	10
PHYSICAL-GROSS MOTOR						
PHYSICAL-GROSS MOTOR	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	50	2	50	97	0	1
Demonstrates balancing skills	24	0	76	88	0	12
Demonstrates gross-motor manipulative skills	48	2	52	95	0	3

Demonstrates fine-motor manipulative skills	51	0	49	73	0	27
Uses fingers and hands	51	0	49	73	0	27
Uses writing and drawing tools	51	0	49	73	0	27

LANGUAGE	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	68	37	32	63	0	0
Follows directions	58	15	26	85	16	0
Uses an expanding expressive vocabulary	33	0	58	76	9	24
Speaks clearly	66	34	34	46	0	20
Uses conventional grammar	65	7	30	70	5	23
Tells about another time or place	71	29	29	71	0	0
Engages in conversations	68	25	20	75	12	0
Uses social rules of language	59	15	29	63	12	22

COGNITIVE	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	73	34	27	34	0	0
Persists	61	29	39	29	0	1
Solves problems	75	52	25	52	0	0
Shows curiosity and motivation	63	31	37	31	0	1
Shows flexibility and inventiveness in thinking	55	10	45	78	0	0
Recognizes and recalls	76	18	24	61	0	12
Makes connections	61	0	39	59	0	19
Uses classification skills	55	23	43	87	2	1
Thinks symbolically	36	1	64	58	0	20
Engages in socio-dramatic play	73	1	27	61	0	22

LITERACY	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	100	69	0	30	0	1
Notices and discriminates alliteration	50	50	50	21	0	29
Notices and discriminates smaller and smaller	70	49	30	51	0	0
Identifies and names letters	13	7	54	27	33	66
Uses letter-sound knowledge	54	22	46	54	0	24
Uses and appreciates books	59	17	41	82	0	1
Uses print concepts	48	34	52	53	0	13
Interacts during read-aloud and book conversations	58	42	25	58	17	0
Uses emergent reading skills	58	27	42	69	0	4
Retells stories	26	25	56	74	1	1
Writes name	11	0	43	4	46	96
Writes to convey meaning	84	68	16	29	0	3
MATHEMATICS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	34	10	33	37	33	53
Quantifies	76	24	24	76	0	0
Connects numerals with their quantities	24	11	70	26	6	67
Understands spatial relationships	99	1	1	65	0	0
Understands shapes	51	1	49	58	0	17
Compares and measures	100	1	0	78	0	7
Demonstrates knowledge of patterns	34	1	66	65	0	23
SCIENCE AND TECHNOLOGY	Below (%)		Meeting (%)		Exceeding (%)	

Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	58	22	42	51	0	27
Demonstrates knowledge of the characteristics of living things	48	22	52	34	0	44
Demonstrates knowledge of the physical properties of objects and materials	48	34	52	32	0	34
Demonstrates knowledge of the Earth' environment	48	29	52	24	0	47
Uses tools and other technology to perform tasks	58	49	42	49	0	2
SOCIAL STUDIES	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	45	24	52	46	0	30
Shows basic understanding of people and how they live	48	15	52	37	0	48
Explores change related to familiar people or places	48	44	52	5	0	51
Demonstrates simple geographic knowledge	58	17	42	66	0	17
THE ARTS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	93	9	7	62	0	29
Explores musical concepts and expression	48	44	52	10	0	46
Explores dance and movement concepts	48	8	28	44	24	32
Explores drama through actions and language	45	2	55	10	0	46
ENGLISH LANGUAGE ACQUISITION	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates progress in listening to and understanding English	9	6	47	32	44	62

812 54 Street

SOCIAL-EMOTIONAL Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	48.65%		51.35%	100.00%		
Follows limits and expectations	45.95%		48.64%	70.97%	5.41%	29.03%
Takes care of own needs appropriately	59.46%	16.13%	40.54%	54.84%		29.03%
Forms relationships with adults	62.16%	6.45%	29.73%	64.52%		29.03%
Responds to emotional cues	72.98%	6.45%	27.02%	93.55%		29.03%
Interacts with peers	72.97%	3.23%	27.03%	83.86%		12.91%
Makes friends	97.30%	12.91%	2.70%	70.97%		16.13%
Balances needs and rights of self and others	100.00%	6.45%		80.64%		12.91%
Solves social problems	100.00%	32.26%		67.74%		
PHYSICAL-GROSS MOTOR						
Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	64.87%	9.68%	27.02%	54.83%	8.11%	35.49%
Demonstrates balancing skills	100.00%	19.35%		80.65%		
Demonstrates gross-motor manipulative skills	70.27%	9.68%	29.73%	54.84%		35.48%
Uses fingers and hands	70.27%	22.59%	29.73%	45.16%		32.25%
Uses writing and drawing tools	67.56%		32.44%	74.19%		25.81%
LANGUAGE						
Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	91.89%	9.68%	8.11%	67.74%		22.58%
Follows directions	72.97%	3.23%	27.03%	96.77%		
Uses an expanding expressive vocabulary	91.89%	41.94%	8.11%	48.38%		9.68%
Speaks clearly	70.28%	12.90%	18.90%	58.07%	10.82%	29.03%
Uses conventional grammar	70.26%	6.45%	29.74%	93.55%		
Tells about another time or place	89.18%	19.35%	10.82%	80.65%		
Engages in conversations	70.28%	22.58%	24.32%	61.29%	5.40%	16.13%
Uses social rules of language	78.38%	22.58%	21.62%	77.42%		
COGNITIVE						
Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	72.97%	9.68%	27.03%	80.64%		9.68%
Persists	78.38%	22.58%	21.62%	70.97%		6.45%
Solves problems	94.59%	45.16%	5.41%	54.84%		
Shows curiosity and motivation	70.27%	12.90%	29.73%	77.42%		9.68%

Shows flexibility and inventiveness in thinking	64.87%	9.68%	35.13%	90.32%		
Recognizes and recalls	86.48%	28.81%	13.52%	71.19%		
Makes connections	75.68%	22.58%	24.32%	77.42%		
Uses classification skills	64.87%	6.45%	35.13%	58.07%		35.48%
Thinks symbolically	70.27%	3.23%	24.32%	64.52%	5.41%	32.25%
Engages in socio-dramatic play	70.27%	16.13%	24.32%	54.84%	5.41%	29.03%
LITERACY						
Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	45.95%	41.94%	54.05%	58.06%		
Notices and discriminates alliteration	67.57%	32.26%	32.43%	67.74%		
Notices and discriminates discrete units of sound			100.00%	74.19%		25.81%
Applies phonics concepts and knowledge of word structure to decode text			100.00%	54.84%		45.16%
Identifies and names letters	43.24%	3.23%	54.06%	58.06%	2.70%	38.71%
Identifies letter-sound correspondences			100.00%	83.87%		16.13%
Uses and appreciates books and other texts	70.27%	9.68%	29.73%	90.32%		
Uses print concepts	64.86%	29.03%	35.14%	70.97%		
Interacts during reading experiences, book, conversations, and text reflections	56.75%	19.35%	37.84%	64.52%	5.41%	16.13%
Uses emergent reading skills	62.16%	12.90%	37.84%	80.65%		6.45%
Retells stories and recounts details from informational texts	94.59%	41.93%	5.41%	58.07%		
Uses context clues to read and comprehend texts			100.00%	54.84%		45.16%
Reads fluently			97.30%	54.84%	2.70%	45.16%
Writes name	100.00%			67.74%		32.26%
Writes to convey ideas and information	100.00%	25.80%		74.20%		
Writes using conventions			97.30%	58.06%	2.70%	41.94%
MATHEMATICS						
Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Counts	64.87%	3.23%	35.13%	83.88%		12.90%
Quantifies	89.19%	3.23%	10.81%	93.54%		3.23%

Connects numerals with their quantities	51.35%	3.23%	37.84%	61.28%	10.81%	35.49%
Understands and uses place value and base ten			100.00%	90.32%		9.68%
Applies properties of mathematical operations and relationships			97.30%	90.32%	2.70%	9.68%
Applies number combinations and mental number strategies in mathematical operations			97.30%	90.32%	2.70%	9.68%
Understands spatial relationships	100.00%	77.42%		22.58%		
Understands shapes	86.48%	3.23%	13.52%	64.51%		32.26%
Measures objects	48.65%		51.35%	100.00%		
Measures time and money			91.89%	70.97%	8.11%	29.03%
Represents and analyzes data			100.00%	93.55%		6.45%
Demonstrates knowledge of patterns	94.59%	19.35%	5.41%	48.39%		32.26%
SCIENCE AND TECHNOLOGY Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	35.14%	12.90%	64.86%	83.87%		3.23%
Demonstrates knowledge of the characteristics of living things	64.86%	9.68%	35.14%	87.10%		3.22%
Demonstrates knowledge of the physical properties of objects and materials	67.57%	19.35%	32.43%	80.65%		
Demonstrates knowledge of the Earth' environment	37.84%	16.13%	62.16%	83.87%		
Uses tools and other technology to perform tasks	29.73%	12.90%	70.27%	87.10%		
SOCIAL STUDIES Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	27.03%		72.97%	83.87%		16.13%
Shows basic understanding of people and how they live	29.73%	6.45%	70.27%	87.10%		6.45%
Explores change related to familiar people or places	56.76%	12.90%	43.24%	87.10%		
Demonstrates simple geographic knowledge	59.46%	25.81%	40.54%	74.19%		
THE ARTS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	24.32%	16.13%	75.68%	83.87%		
Explores musical concepts and expression	37.84%	22.58%	62.16%	77.42%		

Explores dance and movement concepts	37.84%		62.16%	100.00%		
Explores drama through actions and language	56.76%	25.81%	43.24%	74.19%		
ENGLISH LANGUAGE ACQUISITION Objectives/Dimensions Demonstrates progress in listening to and understanding English	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
	88.89%	6.45%	11.11%	87.09%		6.46%

6409 20th Ave.

SOCIAL-EMOTIONAL	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Manages Feelings	4	96	0	0	100	0
Follows limits and expectations	8	92	0	0	93	7
Takes care of own needs appropriately	30	70	0	4	92	4
Forms relationships with adults	52	26	22	15	59	26
Responds to emotional cues	4	96	0	0	85	15
Interacts with peers	22	78	0	0	74	26
Makes friends	7	93	0	4	78	18
Balances needs and rights of self and others	15	85	0	7	67	26
Solves social problems	85	15	0	11	89	0
PHYSICAL-GROSS MOTOR	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Demonstrates traveling skills	4	96	0	0	63	37
Demonstrates balancing skills	7	93	0	0	74	26
Demonstrates gross-motor manipulative skills	4	96	0	0	67	33
Uses writing and drawing tools	7	93	0	0	89	11
LANGUAGE	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Comprehends language	11	78	11	0	74	26
Follows directions	7	82	11	0	89	11
Uses an expanding expressive vocabulary	41	48	11	15	75	10
Speaks clearly	22	52	26	11	33	22
Uses conventional grammar	29	71	0	15	78	7
Tells about another time or place	26	74	0	22	74	4
Engages in conversations	56	44	0	30	59	11
Uses social rules of language	11	89	0	11	85	3

COGNITIVE	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Attends and engages	22	71	7	14	85	11
Persists	15	70	15	4	66	30
Solves problems	11	78	0	11	85	4
Shows curiosity and motivation	15	85	0	7	89	4
Shows flexibility and inventiveness in thinking	7	93	0	4	96	0
Recognizes and recalls	44	56	0	15	85	0
Makes connections	15	85	0	15	85	0
Uses classification skills	11	85	4	0	74	26
Thinks symbolically	11	81	8	0	77	23
Engages in sociodramatic play	26	38	12	11	74	15
LITERACY	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Notifies and discriminates rhyme	23	77	0	3	82	15
Notifies and discriminates alliteration	26	63	11	0	100	0
Notifies and discriminates smaller and smaller	100	0	0	41	52	7
Identifies and names letters	15	85	0	0	74	26
Uses letter-sound knowledge	0	81	19	0	77	23
Uses and appreciates books	4	96	0	0	100	0
Uses print concepts	26	67	7	7	59	34
Interacts during read-alouds and book conversations	38	62	0	7	43	0
Uses emergent reading skills	22	88	0	7	67	26
Retells stories	30	70	0	23	77	0
Writes name	30	70	0	0	81	19
Writes to convey meaning	40	60	0	0	33	67
Mathematics	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Counts	7	86	7	0	78	22
Quantifies	41	59	0	11	74	15
Connects numerals with their quantities	40	60	0	0	85	15
Understands spatial relationships	52	48	0	30	70	0
Understands shapes	0	100	0	0	85	15
Compares and measures	7	93	0	7	96	0
Demonstrates knowledge of patterns	15	73	12	8	74	18
Science and Technology	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Uses scientific inquiry skills	41	59	0	22	33	45
Demonstrates knowledge of the characteristics of living things	33	67	0	26	30	44
Demonstrates knowledge of the physical properties of objects and	37	63	0	26	30	44

materials						
Demonstrates knowledge of the Earth' environment	37	63	0	26	30	44
Uses tools and other technology to perform tasks	85	15	0	26	74	0
Social Studies	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Demonstrates knowledge about self	19	81	0	4	40	56
Shows basic understanding of people and how they live	33	67	0	19	37	44
Explores change related to familiar people or places	22	78	0	15	30	55
Demonstrates simple geographic knowledge	12	88	0	19	63	18
The Arts	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Explores the visual arts	19	81	0	4	52	44
Explores musical concepts and expression	7	93	0	0	45	55
Explores dance and movement concepts	11	89	0	0	48	52
Explores drama through actions and language	30	70	0	19	33	48
English Language Acquisition	WINTER			SPRING		
Objectives/Dimensions	Below	Meet	Above	Below	Meet	Above
Demonstrates progress in listening to and understanding English	38	58	4	8	88	4

IX. Parent Involvement Activities

BCA DOE Head Start program targeted encouraging parent involvement in the program and implemented parent involvement activities to make parents feel that their involvement was fun, meaningful and a good learning experience for themselves. During the school year, 107 parents (66.88%) served as volunteers in the classrooms. In total, there were 222 volunteering hours contributed.

At the beginning of this school year, with the assistance of program staff, parents were guided in setting the educational goals of their own child and selecting and approving the educational curriculum. The goals and progress towards achieving the goals were discussed at ensuing parent-teacher conferences. Three Parent-Teacher Conferences were held this year. At the conferences, teachers made efforts to involve parents and solicit their input about their child's learning so that they could plan together and set or update the goals for their own child. Parents' input were recorded, signed and dated as evidence of their participation in the planning process.

Regular monthly parent committee meetings and workshops were held remotely to help parents understand more about early childhood education, basic learning goals and objectives for the 4-year-olds, learning and teaching approaches, etc. so that parents would feel more confident and comfortable in making recommendations to teachers and getting more involved in curriculum planning.

The program also put into effect a "Family Partnership Agreement" and all families participated in the goal

setting process leading to the Agreement. The Family Workers worked with the families on goal setting during the first home visit and maintained regular contact with families through scheduled home visits, phone, etc.

To involve parents and help them understand more about the American culture with children, family events were held in celebration of Thanksgiving and Christmas. The program also worked closely with the Policy Committee in organizing the Chinese New Year and the Dragon Boat Festival activities to help children learn more about the own cultural heritage. Parents were actively involved in demonstrating how to prepare food and other decorations for the two major Chinese festivals. Parents were also invited to join the virtual classroom on a few occasions - Christmas, Chinese New Year, Mother's Day, Father's Day – to join their children in doing projects or participating in classroom activities. Such intergenerational activities were found to be helpful to enhance parent-child relationships and parents' understanding and involvement in their children's education.

X. Preparing Children for Kindergarten

To prepare children for kindergarten, the following activities were implemented:

- Provided application information to parents when the kindergarten application period began
- Provided assistance to parents to complete the kindergarten application online or over the phone
- Checked and made sure that all families completed the application on time
- Contacted every parent in March and April to find out which school the child successfully enrolled into and provided information and any assistance to help parents to register the child at the public school. Provided assistance if parents did not receive the placement information and any other kindergarten enrollment and registration issues
- Arranged meetings with Principal or Parent coordinators of elementary schools where most children were assigned to coordinate activities to facilitate the transition
- Met with kindergarten teachers of the elementary schools to obtain more information about the expectations of the school so that the program could do more to prepare children for their entry into the kindergarten
- Coordinated with local schools to arrange parent orientations so that parents know more about the school, policies, regulations, expectations, etc.
- Arranged workshops and met with parents to inform them of the differences between the two systems, such as staffing patterns, schedules, etc. and trained them to develop skills to interact with public school personnel, to function as advocates of their children and to be actively involved in their child's public school education
- Helped parents to identify and locate community resources they might need in the future such as after school programs

XI. Audit Results

The 2021 Audit were completed by the end of March 2022. There were no non-compliance findings or concerns related to the DOE Head Start Program.