



BCA Head Start Program



Sponsored by the Brooklyn Chinese-American Association

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2010 Annual Report

(2009-2010 School Year)

I. Introduction

The Head Start Program operated by Brooklyn Chinese-American Association (BCA) targeted serving the low-income population in the Sunset Park and its surrounding areas, particularly the residential community between 3rd Avenue to 13th Avenue and from 32nd Street to 70th Street in Brooklyn, New York (Zip Codes 11220 and 11219). This low-income residential neighborhood, which encompasses the Sunset Park (Community District 7) and Borough Park (Community District 12) areas, has been home to low-income, poorly educated and/or limited English-speaking minorities and immigrants. The majority of children and families served by our Head Start program are new Asian immigrants from Mainland China and come from low-income households.

II. Program Philosophy

The philosophy of our 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 well for school. BCA strives to embody the overall goals of the 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 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. Funding for the Head Start Program

Our Head Start Program was made possible with funding from the Department of Health and Human Services Administration for Children and Families as well as Non-Federal Share. Last year, under the American Recovery and Reinvestment Act, BCA secured two additional grants to enhance and expand the Head Start services. The Head Start program funding was as follows:

1. Head Start Program (2/1/2009 – 1/31/2010)

Federal Funding	
HS Grant Award	\$565,785
COLA Adjustment	\$ 17,055
Total	\$582,840
Non-Federal Share	\$163,210
TOTAL Program Funding	\$746,050

2. 2009 ARRA COLA/Quality Improvement Grant (7/1/2009 – 9/30/2010)

Federal Funding	\$ 29,529
Non Federal Share	\$ 7,382
TOTAL Program Funding	\$ 36,911

3. ARRA Head Start Expansion (9/30/2009 – 9/29/2011)

Federal Funding	\$401,600
Non Federal Share	\$100,400
TOTAL Program Funding	\$502,000

To provide the children and families with an extended day program, the Head Start Program wrapped around with the NYC DOE funded UPK Program which generated the major portion of the Non-Federal Share in the amount of **\$270,992** to meet the required level of non-federal share match.

4. One Time Program Improvement Funds (2/1/2009 – 1/31/2010)

In September 2009, the Head Start was awarded the One Time Improvement Grant to renovate the the rooftop playground located at 812 54th Street. Owing to inclement weather in the ensuing months, a request was made to the Regional Office to reprogram the \$70,000 to the following budget year and it was approved.

IV. Actual Program Expenditures With Federal Funds

1. Head Start Program (2/1/2009 – 1/31/2010)

	Actual Expenditures
Personnel	\$ 324,952.00
Fringe Benefits	\$ 51,967.00
Facilities	\$ 123,199.60
Supplies	\$ 14,482.97
Telephone	\$ 1,766.83
Insurance	\$ 5,351.47
Advertising	\$ 420.00
Miscellaneous	\$ 12,920.22
Contract Services (Training & Consultants)	\$ 35,831.41
Trips	\$ 11,948.50
TOTAL	\$ 582,840.00

2. 2009 ARRA COLA/Quality Improvement Grant (7/1/2009 – 9/30/2010)

	Actual Expenditures
Personnel	\$ 243,550.50
Fringe Benefits	\$ 32,405.84
Facilities	\$ 68,195.73
Supplies	\$ 21,659.05
Telephone	0
Insurance	\$ 2,937.77
Advertising	\$ 545.00
Miscellaneous	\$ 7,833.73
Contract Services (Training & Consultants)	\$ 18,264.38
Trips	\$ 6,208.00
TOTAL	\$ 401,600.00

3. ARRA Head Start Expansion (9/30/2009 – 9/29/2011)

	Actual Expenditures
COLA	\$ 6,384.97
Program Operating Cost	\$ 3,703.64
Quality Improvement	
Adjustment of staff salary	\$ 7,256.48
Individual Staff Ed/Professional development	\$ 6,904.00
Staff Development & Training	\$ 5,280.00
TOTAL	\$ 29,529.00

V. Program Sites

The Head Start Program and the ARRA Head Start Program were both center-based programs implemented at the following sites. Both sites are licensed by the New York City Department of Health.

5002 8th Avenue, Brooklyn, New York 11220 (Two Head Start classes)

812 54th Street, Brooklyn, New York 11220 (One Head Start class, three ARRA Head Start classes)

VI. Children Served in the Head Start Program

Total Funded Enrollment: 105 Full-Day

Actual Enrollment: 115 Full-Day

The Head Start program was fully enrolled starting the first day of the program (September 2009). The ARRA Head Start Program was also fully enrolled when it started in early December 2009. Both programs remained fully enrolled till the end of the school year. All children in the HS Program (100%) were from low-income households (income below 100% of federal poverty line). Out of the 115 children, 114 (99%) were Chinese and one was Hispanic. 66 (57%) of the children were girls and 49 (43%) were boys. Around half of the children (49%) had younger siblings.

Out of the 115 children, fifteen (13%) were determined eligible by the Department of Education to receive special education and related services. Nine of them had the IEP when they enrolled into the

program and six developed their IEP within the program year and secured the services they needed. The majority of them had learning disabilities (80%)

The Head Start program served a total of 114 families. Out of which, five (4.4%) were single-parent families and in three families, the parents worked/lived out of town and the children were taken care of by guardians, usually their grandparents. In 78 families (68%), the highest educational level attained by parent(s) was below high school graduate level and 32 (28%) graduated from high school. Comprehensive family services were provided to families to address their varying needs. 55 parents (48%) received mental health services and with service referral, 24 (21%) attended ESOL classes.

VII. Medical and Dental Exams for Children

Through working with the local medical centers, the Head Start Program arranged hearing, vision and dental screening for all Head Start children, so all children (100%) received the aforementioned screening. Of the 115 children who received dental screening, 36 (31%) were diagnosed as needed treatment. The program worked with the parents and did follow-up to ensure that all these children received appropriate dental treatment.

The Head Start Program also retained a registered nurse to serve as the Health Services Consultant. She tracked 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 Worker and Program Assistant 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 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. At the end of the program year, all 115 children had an ongoing source of continuous, accessible health care. Among them, 43 (37%) enrolled in Medicaid and 72 (63%) enrolled in Child Health Insurance Program.

VIII. Parent Involvement Activities

The BCA 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.

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 select and approve the educational curriculum. The goals and progress towards achieving the goals were discussed at ensuing parent-teacher conferences. Two 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 nine workshops were held 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 maintain 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 the Thanksgiving and Christmas. The Program also worked closely with the Policy Council 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 come to the classroom at a few occasions - Christmas, Chinese New Year, Easter, Mother's Day, Father' Day – to join their children in doing projects or participated in classroom activities. Such intergenerational activities were found to be helpful to enhance parent-child relationship and parents' understanding and involvement in their children's education.

The Head Start Program greatly encouraged parents to serve as volunteers. During this school year, 98 parents (86%) served as volunteers for the program.

IX. Preparing Children For Kindergarten

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

- Contacted school personnel of the neighborhood schools in February and March to get more information about the start date for kindergarten enrollment and informed parents so that they could take prompt action to enroll their children. This was important this year as all local schools were overcrowded and it was expected that there would be a shortage of kindergarten slots in the neighborhood.
- Family Workers/Teachers contacted every parent to find out which school the child successfully enrolled into in May and June and provided information assistance to help parents locate a school if necessary.
- The Head Start Program contacted the principal of a new public school which would be open in September 2010. She was invited to give a presentation to parents in April about how parents could help prepare children for transition as well as an introduction of the new school and enrollment procedures in June. Since not many community residents were aware of the opening of this new school, children that applied would most likely be enrolled.
- 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 get more information about the expectations of the school so that program could do more to prepare children for their entry into the kindergarten.
- Arranged schools visits for children to PS 94 and PS 105 so that they were more familiar with the school setting.
- Coordinated with local schools to arrange parent orientations so that parents know more about the school, their policies, regulations, expectations, etc.
- 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 that they might need in the future such as after school programs.

VIII. Audit Results

The 2009 Audit were completed by the end of March 2010. There were no non-compliance findings or concerns related to Head Start.