



BCA Head Start Program



Sponsored by the Brooklyn Chinese-American Association

5000 8th Avenue, Brooklyn, New York 11220

Telephone No. (718)438-0008

Fax No. (718)438-8303

2022 Head Start Program Annual Report (2021-2022 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 1 Avenue to 22nd Avenue (Bay Parkway) and from 36th Street to 76th Street in Brooklyn, New York (Zip Codes 11204, 11209, 11219, 11220 and 11232). This low-income residential neighborhood, which encompasses the Sunset Park (Community District 7) Borough Park (Community District 12) and Bensonhurst (Community District 11) 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 adequately 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 for 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 Head Start Program was a center-based program implemented at the following sites. Both sites are licensed by the New York City Department of Health.

871 50th Street, Brooklyn, New York 11220

757 60th Street, Brooklyn, New York 11220

IV. 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, the Head Start program funding was as follows:

Funding Sources		Operation	T & TA	COLA & QI	COVID	Total
Federal	Basic Head Start Award	\$1,236,099	\$14,437	\$15,080		\$1,265,616.00
Non Federal Share						\$ 316,404.00
Total						\$1,582,020.00

Sources of Non-Federal Share

In order 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 (around 49%) of the Non-Federal Share. Another major source was the disabilities services provided by local service providers to address the individual special needs of Head Start children. They contributed 2,010 hours of disabilities services valuing approximately \$110,578. Parents also contributed 11,340 volunteer hours valuing around \$170,100 to help the Head Start Program in implementing various activities.

V. Program Budget and Expenditures

The program budget was planned and developed with the involvement of the Board, staff and Policy Council. Since the Head Start Program provided early childhood program services for 102 pre-school children and a wide array of activities to involve and engage the parents and the families, approximately 78% of the program funding was utilized for personnel costs. The major staff positions in the program included Program Director, Educational Director, Teachers, Assistant Teachers, Family Workers, Fiscal Officers as well as Health Services Consultant, Nutritional Services Consultant and Mental Health Consultant.

The remaining program funds were utilized for OTPS (Other Than Personnel Services) costs. The major portion of it was utilized for facilities costs including the rent of six classrooms located in two BCA Head Start facilities and utilities, telephone, security system, fire alarm system service and maintenance, monthly pest extermination, etc. Other costs included classroom supplies, field trips, and family involvement activities. A small percentage of the cost was utilized for program operation such as insurance liability, contract services, audit, and printing, etc.

Expenditures of the Head Start Program (2/1/2021- 1/31/2022)

	Actual Expenditures
Personnel Total	\$880,364.54
Facilities Cost	\$213,138.44
Supplies	\$69,939.98
Contract Services	\$55,705.00
Insurance	\$7,338.63
Trips & Travel	\$0
Family Involvement	\$1,356.54
Miscellaneous	\$17,026.97
Training & Technical Assistance	\$20,745.90
TOTAL	\$1,265,616.00

VI. Children and Families Served in the Head Start Program

Total Funded Enrollment: 102 Full-Day
Actual Enrollment: 115 Full-Day

The Head Start program was fully enrolled starting on the first day of the program (September 2021) and 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). All children (100%) were of Asian descent. Of the 115 children, forty three (37.4%) were 3-year-olds and seventy-two (62.6%) were 4-year-olds.

During the school year, eighteen Head Start children (17.6%) were determined eligible by the Department of Education to receive special education and related services. Ten of them had the IEP when they enrolled into the program and four developed their IEP within the program year and secured the services they needed. Seven of them had speech or language impairments (38.9%), eleven of them had SEIT services (61.1%) and four of them had both speech and SEIT services.

The Head Start program served a total of 115 families. Out of them, twenty seven families (23.5%) are single parent families. In most families (93.9%), only one parent was employed. The majority of parents (43.4%) graduated from high school, 6% held associate degree and 4.3% had a baccalaureate or advanced degree.

Comprehensive family services were provided to families to address their varying needs. During the school year, all parents attended parenting education workshops and all of them received mental health individual consultation services; sixteen (13.9%) attended ESL classes offered by BCA. One virtual health workshop regarding COVID prevention was held and the attendance was 88.24%. Ten mental health workshops were held during the year and the average participation was 90.41%. This year, the program made much effort in promoting the fatherhood initiative; three fatherhood workshops were held, the average participation was 85.42% and all fathers attended at least one of the fatherhood workshops.

VII. Health Services for Children and Families

The 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 nurse 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 first 90 days of enrollment, all Head Start children (100%) were up-to-date with their immunizations and 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 five bilingual Mental Health Consultants. Though one Consultant primarily worked with the Head Start Program, Head Start parents could also access the services, workshops and guidance groups provided by the other three Consultants. This year, because of COVID, in order to go on providing mental health services to meet 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 online platform for all Head Start families. During the school year, all children received individual mental health assessment and consultation provided by the Mental Health Consultant.

Ten mental health workshops were held during the year, all of them were held virtually, and the average participation was 90.41%. This year, the program made much effort in promoting the fatherhood initiative; all of them were remote workshops, the average participation was 85.42%. The remote 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 relationship 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 staff conducted 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 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 Head Start 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 Head Start provided an environment of acceptance that supported and respected gender, culture, language, ethnicity and family composition. BCA Head Start 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 process of planning and implementing the curriculum, the program provided training for parents and created more opportunities for them to become 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 Head Start Program utilized the Teaching Strategies GOLD as the assessment tool. The tool was selected and utilized because the domains and objectives of GOLD aligned with the Head Start Child Development and Early Learning Framework as well as New York 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 plan together to better assist the children in meeting the school readiness goals. Based on the 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 Head Start Educational Director generated and aggregated the snapshot report. Based on the aggregate assessment data, both Program Director and Educational Directors worked together to identify 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.

The Head Start Program resumed in-person center-based approach starting the beginning of the school year. However, as the COVID-19 pandemic continued, once a positive case was identified in a classroom, the class had to switch to remote learning via Zoom. Children receiving remote learning attended classes remotely for 1.5 hours (core hours) in the morning and 1.5 hour (core hours) in the afternoon. In addition, teachers conducted conversational activities through individual phone calls to children or small groups through Zoom, WeChat or telephone to help children keep on learning and maintaining/improving their English proficiency and communication skills.

School Readiness Goals and Objectives

During the last few years, it was one of the major goals of BCA’s Head Start Program to set up the school readiness goals for the program. Head Start program staff, BCA board, Head Start Policy Council, and 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 children’s assessment results.

The 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 Council were involved in reviewing trends in child outcomes of the past year/months and in determining and setting the program school readiness goals. The 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 the four year old children and three year old made great and impressive progress during the 2021-2022 school year.

For 4-year-olds:

SOCIAL-EMOTIONAL Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	84%	4%	16%	67%	0%	29%
Follows limits and expectations	95%	2%	5%	69%	0%	29%
Takes care of own needs appropriately	84%	10%	16%	61%	0%	29%
Forms relationships with adults	100%	18%	0%	53%	0%	29%
Responds to emotional cues	100%	24%	0%	45%	0%	31%
Interacts with peers	78%	14%	22%	57%	0%	29%
Makes friends	89%	22%	11%	39%	0%	39%
Balances needs and rights of self and others	89%	0%	11%	71%	0%	29%
Solves social problems	97%	12%	3%	59%	0%	29%

PHYSICAL-GROSS/FINE MOTOR SKILLS	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates traveling skills	73%	4%	27%	67%	0%	29%
Demonstrates balancing skills	49%	2%	51%	67%	0%	31%
Demonstrates gross-motor manipulative skills	100%	6%	0%	65%	0%	29%
Uses fingers and hands	62%	0%	38%	71%	0%	29%
Uses writing and drawing tools	65%	16%	35%	55%	0%	29%

LANGUAGE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Comprehends language	78%	16%	22%	49%	0%	35%
Follows directions	35%	4%	65%	67%	0%	29%
Uses an expanding expressive vocabulary	41%	6%	59%	63%	0%	31%
Speaks clearly	69%	8%	31%	51%	0%	41%
Uses conventional grammar	64%	12%	36%	59%	0%	29%
Tells about another time or place	97%	18%	3%	53%	0%	29%
Engages in conversations	86%	18%	14%	43%	0%	39%
Uses social rules of language	100%	20%	0%	51%	0%	29%

COGNITIVE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Attends and engages	100%	14%	0%	57%	0%	29%
Persists	100%	8%	0%	63%	0%	29%
Solves problems	100%	18%	0%	53%	0%	29%
Shows curiosity and motivation	100%	6%	0%	65%	0%	29%
Shows flexibility and inventiveness in thinking	89%	6%	11%	65%	0%	29%
Recognizes and recalls	97%	16%	3%	55%	0%	29%
Makes connections	100%	12%	0%	59%	0%	29%
Uses classification skills	57%	0%	43%	71%	0%	29%
Thinks symbolically	78%	2%	22%	69%	0%	29%
Engages in socio-dramatic play	32%	4%	68%	67%	0%	29%

LITERACY	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Notices and discriminates rhyme	100%	63%	0%	37%	0%	0%
Notices and discriminates alliteration	100%	61%	0%	10%	0%	29%
Notices and discriminates smaller and smaller	97%	41%	3%	31%	0%	28%
Identifies and names letters	5%	0%	81%	18%	14%	82%
Uses letter-sound knowledge	54%	12%	46%	59%	0%	29%

Uses and appreciates books	54%	4%	46%	67%	0%	29%
Uses print concepts	100%	10%	0%	61%	0%	29%
Interacts during read-aloud and book conversations	57%	16%	43%	84%	0%	0%
Uses emergent reading skills	97%	4%	3%	96%	0%	0%
Retells stories	81%	33%	19%	67%	0%	0%
Writes name	46%	6%	40%	27%	14%	67%
Writes to convey meaning	100%	49%	0%	51%	0%	0%

MATHEMATICS	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Counts	100%	14%	0%	57%	0%	29%
Quantifies	84%	4%	16%	67%	0%	29%
Connects numerals with their quantities	100%	10%	0%	61%	0%	29%
Understands spatial relationships	100%	24%	0%	76%	0%	0%
Understands shapes	100%	12%	0%	88%	0%	0%
Compares and measures	100%	69%	0%	31%	0%	0%
Demonstrates knowledge of patterns	57%	8%	43%	63%	0%	29%

SCIENCE & TECHNOLOGY	Not Yet		Emerging		Meet	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Uses scientific inquiry skills	100%	2%	0%	6%	0%	92%
Demonstrates knowledge of the characteristics of living things	86%	0%	14%	4%	0%	96%
Demonstrates knowledge of the physical properties of objects and materials	100%	0%	0%	8%	0%	92%
Demonstrates knowledge of the Earth' environment	100%	0%	0%	4%	0%	96%
Uses tools and other technology to perform tasks	95%	0%	5%	4%	0%	96%

SOCIAL STUDIES Objectives/Dimensions	Not Yet		Emerging		Meeting	
	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	5%	0%	95%	0%	0%	100%
Shows basic understanding of people and how they live	8%	0%	92%	0%	0%	100%

Explores change related to familiar people or places	49%	0%	51%	8%	0%	92%
Demonstrates simple geographic knowledge	97%	0%	3%	27%	0%	73%

THE ARTS Objectives/Dimensions	Not Yet		Emerging		Meeting	
	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	22%	0%	78%	12%	0%	88%
Explores musical concepts and expression	3%	0%	97%	4%	0%	96%
Explores dance and movement concepts	3%	0%	97%	0%	0%	100%
Explores drama through actions and language	49%	0%	51%	20%	0%	80%

ENGLISH LANGUAGE ACQUISITION	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates progress in listening to and understanding English	46%	4%	21%	30%	33%	66%
Demonstrates process in speaking English	73%	4%	9%	49%	18%	47%

For 3-year-olds:

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	30%	0%	70%	87%	0%	13%
Follows limits and expectations	33%	0%	67%	63%	0%	37%
Takes care of own needs appropriately	70%	7%	30%	93%	0%	0%
Forms relationships with adults	87%	3%	13%	54%	0%	43%
Responds to emotional cues	67%	0%	33%	53%	0%	47%
Interacts with peers	23%	0%	54%	13%	23%	87%
Makes friends	33%	0%	67%	53%	0%	47%
Balances needs and rights of self and others	30%	0%	57%	13%	13%	87%
Solves social problems	77%	10%	23%	90%	0%	0%

PHYSICAL- GROSS/FINE MOTOR SKILLS	Below	Meeting	Exceeding
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Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	77%	0%	23%	27%	0%	73%
Demonstrates balancing skills	77%	0%	23%	100%	0%	0%
Demonstrates gross-motor manipulative skills	83%	0%	17%	43%	0%	57%
Uses fingers and hands	67%	13%	33%	54%	0%	33%
Uses writing and drawing tools	53%	0%	47%	100%	0%	0%

LANGUAGE	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	100%	7%	0%	50%	0%	43%
Follows directions	63%	3%	37%	87%	0%	10%
Uses an expanding expressive vocabulary	70%	7%	30%	93%	0%	0%
Speaks clearly	77%	20%	23%	67%	0%	13%
Uses conventional grammar	70%	10%	30%	90%	0%	0%
Tells about another time or place	73%	10%	27%	90%	0%	0%
Engages in conversations	100%	23%	0%	77%	0%	0%
Uses social rules of language	67%	10%	33%	90%	0%	0%

COGNITIVE	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	63%	3%	37%	17%	0%	80%
Persists	67%	10%	33%	23%	0%	67%
Solves problems	80%	7%	20%	43%	0%	50%
Shows curiosity and motivation	60%	7%	40%	47%	0%	46%
Shows flexibility and inventiveness in thinking	30%	0%	70%	83%	0%	17%
Recognizes and recalls	63%	3%	37%	74%	0%	23%
Makes connections	63%	0%	37%	83%	0%	17%
Uses classification skills	53%	3%	37%	47%	10%	50%
Thinks symbolically	66%	3%	27%	47%	7%	50%
Engages in socio-dramatic play	60%	0%	40%	50%	0%	50%

LITERACY	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	100%	3%	0%	67%	0%	30%
Notices and discriminates alliteration	17%	0%	83%	7%	0%	93%
Notices and discriminates smaller and smaller	0%	0%	60%	3%	40%	97%
Identifies and names letters	0%	0%	67%	23%	33%	77%

Uses letter-sound knowledge	57%	0%	43%	3%	0%	97%
Uses and appreciates books	0%	0%	100%	47%	0%	53%
Uses print concepts	67%	0%	33%	10%	0%	90%
Interacts during read-aloud and book conversations	50%	0%	50%	73%	0%	27%
Uses emergent reading skills	53%	0%	47%	7%	0%	93%
Retells stories	53%	0%	47%	100%	0%	0%
Writes name	67%	3%	33%	97%	0%	0%
Writes to convey meaning	97%	50%	3%	50%	0%	0%

MATHEMATICS	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Counts	83%	3%	17%	27%	0%	70%
Quantifies	63%	3%	37%	10%	0%	87%
Connects numerals with their quantities	20%	0%	80%	10%	0%	90%
Understands spatial relationships	63%	57%	37%	43%	0%	0%
Understands shapes	53%	3%	47%	47%	0%	50%
Compares and measures	20%	3%	80%	97%	0%	0%
Demonstrates knowledge of patterns	100%	10%	0%	40%	0%	50%

SCIENCE & TECHNOLOGY	Not Yet		Emerging		Meet	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Uses scientific inquiry skills	53%	50%	47%	50%	0%	0%
Demonstrates knowledge of the characteristics of living things	70%	50%	30%	50%	0%	0%
Demonstrates knowledge of the physical properties of objects and materials	67%	50%	33%	50%	0%	0%
Demonstrates knowledge of the Earth' environment	67%	50%	33%	50%	0%	0%
Uses tools and other technology to perform tasks	50%	50%	50%	50%	0%	0%

SOCIAL STUDIES	Not Yet		Emerging		Meet	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates knowledge about self	0%	0%	100%	100%	0%	0%
Shows basic understanding of people and how they live	57%	0%	43%	100%	0%	0%

Explores change related to familiar people or places	60%	50%	40%	50%	0%	0%
Demonstrates simple geographic knowledge	70%	50%	30%	50%	0%	0%

THE ARTS	Not Yet		Emerging		Meet	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	50%	0%	50%	100%	0%	0%
Explores musical concepts and expression	50%	0%	50%	100%	0%	0%
Explores dance and movement concepts	3%	0%	97%	100%	0%	0%
Explores drama through actions and language	63%	50%	37%	50%	0%	0%

ENGLISH LANGUAGE ACQUISITION	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates progress in listening to and understanding English	64%	0%	3%	70%	33%	30%
Demonstrates process in speaking English	66%	13%	7%	67%	27%	20%

IX. Parent Involvement Activities

BCA Head Start program targets 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 them.

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. At the conference, 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 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 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 join their children in doing projects or participated in classroom activities on a few occasions - Christmas, Chinese New Year, Mother's Day, Father's Day, etc. 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, over 76% of parents served as volunteers for the program. Altogether, they contributed 4120 hours of services.

X. 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 obtain 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 into which school the child successfully enrolled in May and June and provided information assistance to help parents locate a school if necessary.
- 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.
- Arranged schools visits for children to local public schools 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, 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 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 Head Start.