



BCA Head Start Program



Sponsored by the Brooklyn Chinese-American Association

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2018 Head Start Program Annual Report

(2017-2018 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 1st Avenue to 13th Avenue and from 36th Street to 76th Street in Brooklyn, New York (Zip Codes 11209, 11219, 11220 and 11232). 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 adequately for school. BCA strives to embody the overall goals of the Head Start Program, namely, to provide 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, overcome the language barrier 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	Total
Federal	Basic Head Start Award	\$1,097,988.00	\$14,437	10,980	\$1,123,405.00
Non Federal Share					\$ 280,852.00
Total					\$1,404,257.00

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 half-day UPK Program which generated the major portion, around 47.5% 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 1,713 hours of disabilities services valuing approximately \$94,229. Parents also contributed 4,568 volunteer hours valuing around \$53,227 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 105 pre-school children and a wide array of activities to involve and engage the parents and the families, approximately 70% 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. This also paid for consultants to provide on-site Staff Development workshops for program staff.

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 (2/1/2017- 1/31/2018)

	Actual Expenditures
Personnel Total	\$765,993.00
Facilities Cost	\$225,550.00
Supplies	\$25,370.00
Contract Services	\$36,055.00
Insurance	\$14,000.00
Trips & Travel	\$11,850.00
Family Involvement	\$8,756.00
Miscellaneous	\$21,122.00
Training & Technical Assistance	\$14,709.00
TOTAL	\$1,123,405

VI. Children and Families Served in the Head Start Program

Total Funded Enrollment: 105 Full-Day (request of enrollment deduction from 105 to 102 was made in August 2017 but deduction was not effective until August 2018)

Actual Enrollment: 112 Full-Day

All children in the Head Start Program (100%) were from low-income households (income below 100% of federal poverty line). All children (100%) were of Asian descent. Of the 112 children, thirty three (29.46%) were 3-year-olds and seventy nine (70.54%) were 4-year-olds.

The Program made a request of enrollment deduction from 105 to 102 in August 2017 when it planned and targeted switching one 4-year-old class to 3-year-old class in order to address the community needs. The average monthly enrollment for the school year was 101.4.

During the school year, fourteen Head Start children (12.61%) were determined eligible by the Department of Education to receive special education and related services. Eight 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. Six of them had speech or language impairments (42.86%) and the rest needed SEIT services.

The Head Start program served a total of 109 families. Among them, five families (4.58%) were single parent families. In most families (62.38%), only one parent was employed. The majority of parents (55.96%) were below high school graduate level; 32.11% graduated from high school, 2.75% held associate degree and 2.75% had a bachelor's degree.

Comprehensive family services were provided to families to address their varying needs. During the school year, all parents (100%) attended parenting education workshops; 100 parents (98.04%) received mental health individual consultation services; twenty-one (20.59%) attended ESOL classes offered by BCA. One health workshop and one nutrition workshop was held and the average attendance is 88%. Ten mental health workshops were held during the year and the average participation is 68%. This year, the program made much effort in promoting the fatherhood initiative; three fatherhood workshops were held, the average participation was 38.56% and 57 fathers attended the fatherhood workshops. The participation of fathers was satisfactory and encouraging as many fathers worked out of the City and some might just come back to the City once a week or month.

VII. Health Services for Children and Families

The Head Start Program retained part-time registered nurses 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 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 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 beginning of the program year or at enrollment, 108 (96.42%) Head Start children were up-to-date with their immunizations. 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 Program also ensured that all Head Start children (100%) received medical and dental examination at enrollment or during the school year.

The Nutrition Consultant conducted the BMI three times a year. For children who were underweight, overweight or obese, the nutritionist conducted consultation with parents to assist them in managing their children's health and nutrition issues. Nutritional workshops were held to instruct parents how to read food labels, how to shop and prepare healthy food, etc.

During this school year, BCA retained five bilingual Mental Health Consultants. Though two Consultants 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. During the school year, the Mental Health Consultant consulted and worked with the staff and the parents to attend to the behavior and mental health of every individual child. Around 44.6% of the parents had three or more consultations with the Mental Health Consultants about their children's mental health issues. One child had been referred to mental health services for more intensive mental health services.

This school year, with the retaining of five bilingual and experienced Mental Health consultants, BCA greatly enhanced its mental health services. Parenting groups were held once a month for parents to socialize and share their common concerns with the Mental Health Consultants. BCA also partnered with the Center for Family Life and implemented one "Parents Beyond Oceans" Group. Each group met for two hours a week and for ten weeks. The participants found those mental health support groups very beneficial and helpful. They had a chance to voice and share their concerns as new immigrants in this new country and work together to resolve their adjustment and everyday life problems.

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 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 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 Early Learning Outcomes 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 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 Director 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.

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 Early Learning Outcomes 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 also involved in reviewing trends in child outcomes 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.

IX. Assessment Results of Children

A comparison of children's GOLD Fall and Spring assessment results indicated that the four year old children made great and impressive progress during the 2017 to 2018 school year.

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
	Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall
Manages Feelings	55.21%	1.68%	44.79%	42.86%	0%	55.46%
Follows limits and expectations	61.46%	0.84%	38.54%	46.22%	0%	52.94%
Takes care of own needs appropriately	77.08%	9.24%	22.92%	50.42%	0%	40.34%
Forms relationships with adults	98.96%	17.65%	1.04%	37.82%	0%	44.54%
Responds to emotional cues	79.17%	6.72%	20.83%	37.82%	0%	55.46%
Interacts with peers	45.83%	0.84%	54.17%	36.13%	0%	63.03%
Makes friends	85.42%	4.2%	14.58%	35.29%	0%	60.5%
Balances needs and rights of self and others	55.21%	4.2%	44.79%	33.61%	0%	62.18%
Solves social problems	90.63%	5.88%	9.38%	55.46%	0%	38.66%
PHYSICAL-GROSS/FINE MOTOR SKILLS						
PHYSICAL-GROSS/FINE MOTOR SKILLS	Below		Meeting		Exceeding	
	Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall
Demonstrates traveling skills	50%	8.4%	50%	36.13%	0%	55.46%
Demonstrates balancing skills	77.08%	3.36%	22.92%	56.3%	0%	40.34%
Demonstrates gross-motor manipulative skills	60.42%	0.84%	39.58%	52.1%	0%	47.34%
Uses fingers and hands	71.88%	0%	28.13%	57.98%	0%	42.02%
Uses writing and drawing tools	57.29%	1.68%	42.71%	47.06%	0%	51.26%

LANGUAGE	Below		Meeting		Exceeding	
	Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall
Comprehends language	87.5%	11.76%	12.5%	35.29%	0%	52.94%
Follows directions	64.58%	4.2%	35.42%	52.94%	0%	42.86%
Uses an expanding expressive vocabulary	68.75%	6.72%	31.25%	44.54%	0%	48.74%
Speaks clearly	69.79%	2.52%	30.21%	41.18%	0%	56.3%
Uses conventional grammar	48.96%	8.4%	51.04%	51.26%	0%	40.34%
Tells about another time or place	71.88%	1.68%	28.13%	62.18%	0%	36.13%
Engages in conversations	80.21%	16.81%	19.79%	26.89%	0%	56.3%
Uses social rules of language	72.92%	1.68%	27.08%	47.9%	0%	50.42%

COGNITIVE Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	62.5%	4.2%	30.21%	42.86%	7.29%	52.94%
Persists	71.88%	3.36%	27.08%	32.77%	1.04%	63.87%
Solves problems	76.04%	1.68%	23.96%	56.3%	0%	42.01%
Shows curiosity and motivation	75%	18.49%	14.58%	42.02%	10.42%	39.5%
Shows flexibility and inventiveness in thinking	62.5%	3.36%	34.38%	58.82%	3.13%	37.82%
Recognizes and recalls	80.21%	2.52%	13.54%	57.14%	6.25%	40.34%
Makes connections	69.79%	3.36%	27.08%	54.62%	3.13%	42.02%
Uses classification skills	39.58%	0.84%	60.42%	33.61%	0%	65.55%
Thinks symbolically	57.29%	0.84%	42.71%	34.45%	0%	64.71%
Engages in socio-dramatic play	57.29%	0.84%	34.38%	36.13%	8.33%	63.03%

LITERACY Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	80.21%	10.92%	19%	54.62%	0%	34.45%
Notices and discriminates alliteration	43.75%	3.36%	61%	52.94%	0%	43.7%
Notices and discriminates smaller and smaller	19.79%	2.52%	95%	58.82%	0%	38.66%
Identifies and names letters	20.83%	0%	95%	21.01%	0%	78.99%
Uses letter-sound knowledge	21.88%	0%	76%	36.13%	0%	63.87%
Uses and appreciates books	35.42%	0.84%	51%	65.55%	0%	33.61%
Uses print concepts	36.46%	1.68%	68%	47.06%	0%	51.26%
Interacts during read-aloud and book conversations	21.88%	3.36%	68%	53.78%	0%	42.86%
Uses emergent reading skills	32.29%	0.84%	67%	71.43%	0%	27.73%
Retells stories	33.33%	3.36%	93%	52.94%	0%	43.7%
Writes name	35.42%	0%	83%	17.65%	0%	82.35%
Writes to convey meaning	82.29%	26.89%	71%	41.18%	0%	31.93%

MATHEMATICS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Counts	45.83%	2.52%	46.88%	42.86%	7.29%	54.62%
Quantifies	43.75%	0.84%	44.79%	30.25%	11.46%	68.91%
Connects numerals with their quantities	27.08%	0.84%	54.17%	31.09%	18.75%	68.07%
Understands spatial relationships	76.04%	1.68%	23.96%	63.87%	0%	34.45%
Understands shapes	38.54%	1.68%	41.67%	48.74%	19.79%	49.58%
Compares and measures	46.88%	2.52%	53.13%	65.55%	0%	31.93%
Demonstrates knowledge of patterns	27.08%	0.84%	54.17%	47.9%	18.75%	51.26%

X. Parent Involvement Activities

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 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 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 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 at the beginning of school year/enrollment 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 come to the classroom on a few occasions - Christmas, Chinese New Year, Mother's Day, Father's 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, over 96% of parents served as volunteers for the program. Altogether, they contributed 4568 hours of services.

XI. Preparing Children For Kindergarten

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

- Obtained kindergarten enrollment information from NYC Department of Education and informed parents so that they could take prompt action to enroll their children. Family Workers would provide assistance to parents to help them complete the online enrollment in a timely manner.
- Family Workers/Teachers contacted every parent to find out which school the child successfully enrolled in May and June and provided assistance to help parents complete the registration at the assigned school in a timely manner.
- 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 neighborhood schools such as PS 160 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, 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.
- Organized workshops for parents to help them prepare their children for transition and to clarify any questions or concerns they have.
- Helped parents to identify and locate community resources they might need in the future such as after school programs.

XII. Audit Results

The 2017 Audit were completed by the end of March 2018. There were no non-compliance findings or concerns related to Head Start.