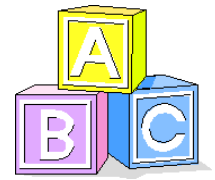




BCA Head Start Program



Sponsored by the Brooklyn Chinese-American Association

5000 8th Avenue, Brooklyn, New York 11220

Telephone No. (718)438-0008

Fax No. (718)438-8303

2023 Head Start Program Annual Report (2022-2023 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 22nd Avenue (Bay Parkway) and from 36th Street to 101st 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	\$1,251,179	\$14,437	\$38,527		\$1,304,143.00
Non Federal Share						\$ 326,036.00
Total						\$1,630,179.00

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 1,845 hours of disabilities services valuing approximately \$111,228. Parents also contributed 1,452 volunteer hours valuing around \$21,780 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 (2/1/2022- 1/31/2023)

	Actual Expenditures
Personnel Total	\$911,381.89
Facilities Cost	\$287,854.37
Supplies	\$20,536.14
Contract Services	\$32,490.00
Insurance	\$22,351.77
Trips & Travel	\$0
Family Involvement	\$4,009.45
Miscellaneous	\$11,057.48
Training & Technical Assistance	\$14,461.90
Covid-19 Related Expenses	
TOTAL	\$1,304,143.00

VI. Children and Families Served in the Head Start Program

Total Funded Enrollment: 102 Full-Day
Actual Enrollment: 107 Full-Day

Owing to the pandemic and the expansion of NYC DOE funded PreK For All Programs, the Head Start program was under enrolled since the beginning of the school year. The program strove hard continuously on recruiting children and was able to attain 97% of the funded enrollment by the end of the school year. 97 children (90%) in the HS Program were from low-income households (income below 100% of federal poverty line) and 9% were homeless. All children (100%) were of Asian descent. Of the 107 children, sixty (56%) were 3-year-olds and forty seven (44%) were 4-year-olds.

During the school year, fourteen Head Start children (13%) were determined eligible by the Department of Education to receive special education and related services. Ten of them had the IEP prior to this program year or when they enrolled into the program and two developed their IEP within the program year and secured the services they needed, six of them had speech or language impairments (42.9%), eight of them had SEIT services (57%) and four of them (28.57%) had both speech and SEIT services.

The Head Start program served a total of 107 families. Out of them, thirty two families (29.9%) are single parent families. In most families (87.8%), only one parent was employed. 46% of the parents did not complete high school. Among the remaining parents, 47% were high school graduates, 5.5% held associate degree and 1.5% 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; five (4.7%) attended ESOL classes offered by BCA. Ten mental health workshops were held during the year and the average participation is 79%. This year, the program made much effort in promoting the fatherhood initiative; four fatherhood workshops were held, the average participation was 72% and 85% of the 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 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 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 79%. This year, the program made much effort in promoting the fatherhood initiative; all of them were remote workshops, the average participation was 72%. The remote workshops focused on topics which parents might utilize 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 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.

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 2022-2023 school year.

For 4-year-olds:

SOCIAL-EMOTIONAL Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	100%	20%	0%	62%	0%	18%
Follows limits and expectations	100%	20%	0%	58%	0%	22%
Takes care of own needs appropriately	100%	38%	0%	30%	0%	32%
Forms relationships with adults	100%	48%	0%	30%	0%	22%
Responds to emotional cues	100%	12%	0%	50%	0%	38%
Interacts with peers	94%	10%	6%	52%	0%	38%
Makes friends	100%	26%	0%	36%	0%	38%
Balances needs and rights of self and others	100%	8%	0%	54%	0%	38%
Solves social problems	100%	24%	0%	40%	0%	36%

PHYSICAL-GROSS/FINE MOTOR SKILLS	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates traveling skills	100%	22%	0%	40%	0%	38%
Demonstrates balancing skills	100%	34%	0%	30%	0%	36%
Demonstrates gross-motor manipulative skills	100%	20%	0%	60%	0%	20%
Uses fingers and hands	100%	8%	0%	54%	0%	38%
Uses writing and drawing tools	88%	6%	12%	42%	0%	52%

LANGUAGE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Comprehends language	96%	18%	4%	44%	0%	38%
Follows directions	92%	8%	8%	80%	0%	12%
Uses an expanding expressive vocabulary	88%	18%	12%	82%	0%	0%
Speaks clearly	88%	28%	12%	72%	0%	0%
Uses conventional grammar	100%	14%	0%	68%	0%	18%
Tells about another time or place	100%	34%	0%	66%	0%	0%
Engages in conversations	86%	20%	14%	36%	0%	44%
Uses social rules of language	100%	10%	0%	58%	0%	32%

COGNITIVE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Attends and engages	100%	14%	0%	52%	0%	34%
Persists	100%	16%	0%	54%	0%	36%
Solves problems	94%	20%	6%	80%	0%	0%
Shows curiosity and motivation	98%	10%	2%	66%	0%	24%
Shows flexibility and inventiveness in thinking	88%	4%	12%	96%	0%	0%
Recognizes and recalls	98%	10%	2%	54%	0%	36%
Makes connections	100%	10%	0%	54%	0%	36%
Uses classification skills	80%	0%	20%	68%	0%	32%
Thinks symbolically	80%	4%	20%	60%	0%	36%
Engages in socio-dramatic play	71%	2%	29%	62%	0%	36%

LITERACY	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Notices and discriminates rhyme	100%	70%	0%	30%	0%	0%
Notices and discriminates alliteration	96%	8%	4%	92%	0%	0%
Notices and discriminates smaller and smaller	55%	0%	45%	80%	0%	20%
Identifies and names letters	2%	2%	98%	44%	0%	54%
Uses letter-sound knowledge	90%	10%	10%	66%	0%	24%

Uses and appreciates books	94%	18%	6%	82%	0%	0%
Uses print concepts	100%	26%	0%	74%	0%	0%
Interacts during read-aloud and book conversations	100%	14%	0%	86%	0%	0%
Uses emergent reading skills	100%	12%	0%	88%	0%	0%
Retells stories	82%	0%	18%	100%	0%	0%
Writes name	8%	2%	51%	14%	41%	84%
Writes to convey meaning	88%	48%	12%	52%	0%	0%

MATHEMATICS	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Counts	73%	14%	27%	36%	0%	50%
Quantifies	86%	14%	14%	80%	0%	6%
Connects numerals with their quantities	88%	8%	12%	68%	0%	24%
Understands spatial relationships	100%	72%	0%	28%	0%	0%
Understands shapes	100%	10%	0%	46%	0%	44%
Compares and measures	100%	74%	0%	26%	0%	0%
Demonstrates knowledge of patterns	88%	2%	12%	96%	0%	2%

SCIENCE & TECHNOLOGY	Not Yet		Emerging		Meet	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Uses scientific inquiry skills	98%	0%	2%	3%	0%	97%
Demonstrates knowledge of the characteristics of living things	93%	0%	7%	0%	0%	100%
Demonstrates knowledge of the physical properties of objects and materials	74%	0%	26%	3%	0%	97%
Demonstrates knowledge of the Earth' environment	93%	0%	7%	3%	0%	97%
Uses tools and other technology to perform tasks	74%	0%	26%	3%	0%	97%

SOCIAL STUDIES	Not Yet		Emerging		Meeting	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates knowledge about self	40%	0%	60%	0%	0%	100%
Shows basic understanding of people and how they live	67%	0%	33%	2%	0%	98%
Explores change related to familiar people or places	69%	0%	31%	2%	0%	98%

Demonstrates simple geographic knowledge	100%	0%	0%	10%	0%	90%
--	------	----	----	-----	----	-----

THE ARTS	Not Yet		Emerging		Meet	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	74%	0%	26%	8%	0%	92%
Explores musical concepts and expression	74%	0%	26%	4%	0%	96%
Explores dance and movement concepts	74%	0%	26%	4%	0%	96%
Explores drama through actions and language	74%	0%	26%	4%	0%	96%
ENGLISH LANGUAGE ACQUISITION	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates progress in listening to and understanding English	87%	6%	13%	9%	0%	85%
Demonstrates process in speaking English	42%	9%	58%	12%	0%	79%

For 3-year-olds:

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	30%	0%	70%	100%	0%	0%
Follows limits and expectations	87%	0%	13%	100%	0%	0%
Takes care of own needs appropriately	93%	6%	7%	94%	0%	0%
Forms relationships with adults	97%	41%	3%	59%	0%	0%
Responds to emotional cues	37%	0%	63%	69%	0%	31%
Interacts with peers	83%	6%	17%	66%	0%	28%
Makes friends	73%	6%	27%	78%	0%	16%
Balances needs and rights of self and others	63%	12%	37%	72%	0%	16%
Solves social problems	100%	12%	0%	88%	0%	0%

PHYSICAL-GROSS/FINE MOTOR SKILLS	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	100%	3%	0%	69%	0%	28%
Demonstrates balancing skills	97%	0%	3%	100%	0%	0%

Demonstrates gross-motor manipulative skills	80%	3%	20%	78%	0%	19%
Uses fingers and hands	67%	22%	33%	78%	0%	0%
Uses writing and drawing tools	23%	0%	77%	100%	0%	0%

LANGUAGE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Comprehends language	100%	19%	0%	53%	0%	28%
Follows directions	97%	6%	3%	94%	0%	0%
Uses an expanding expressive vocabulary	100%	25%	0%	75%	0%	0%
Speaks clearly	83%	28%	17%	72%	0%	0%
Uses conventional grammar	70%	9%	30%	91%	0%	0%
Tells about another time or place	100%	37%	0%	63%	0%	0%
Engages in conversations	93%	44%	7%	50%	0%	6%
Uses social rules of language	83%	6%	17%	94%	0%	0%

COGNITIVE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	0%	Spring
Objectives/Dimensions						
Attends and engages	93%	3%	7%	78%	0%	19%
Persists	93%	3%	7%	69%	0%	28%
Solves problems	97%	9%	3%	78%	0%	13%
Shows curiosity and motivation	80%	0%	20%	100%	0%	0%
Shows flexibility and inventiveness in thinking	100%	9%	0%	91%	0%	0%
Recognizes and recalls	100%	13%	0%	59%	0%	28%
Makes connections	97%	19%	3%	81%	0%	0%
Uses classification skills	100%	3%	0%	59%	0%	38%
Thinks symbolically	100%	6%	0%	56%	0%	38%
Engages in socio-dramatic play	93%	9%	7%	66%	0%	25%

LITERACY	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Notices and discriminates rhyme	100%	19%	0%	81%	0%	0%
Notices and discriminates alliteration	83%	9%	17%	53%	0%	38%
Notices and discriminates smaller and smaller	0%	0%	100%	63%	0%	37%
Identifies and names letters	63%	34%	37%	35%	0%	31%
Uses letter-sound knowledge	0%	0%	100%	59%	0%	41%
Uses and appreciates books	97%	0%	3%	88%	0%	12%
Uses print concepts	67%	9%	33%	50%	0%	41%

Interacts during read-aloud and book conversations	73%	12%	27%	66%	0%	22%
Uses emergent reading skills	73%	0%	27%	63%	0%	37%
Retells stories	80%	37%	20%	41%	0%	22%
Writes name	67%	9%	33%	78%	0%	13%
Writes to convey meaning	80%	31%	20%	69%	0%	0%

MATHEMATICS	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	43%	0%	57%	66%	0%	34%
Quantifies	63%	16%	37%	62%	0%	22%
Connects numerals with their quantities	90%	6%	10%	63%	0%	31%
Understands spatial relationships	100%	38%	0%	34%	0%	28%
Understands shapes	97%	12%	3%	63%	0%	25%
Compares and measures	57%	0%	43%	53%	0%	47%
Demonstrates knowledge of patterns	90%	6%	10%	50%	0%	44%

SCIENCE & TECHNOLOGY	Not Yet		Emerging		Meet	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	100%	4%	0%	55%	0%	41%
Demonstrates knowledge of the characteristics of living things	100%	26%	0%	77%	0%	11%
Demonstrates knowledge of the physical properties of objects and materials	84%	32%	16%	47%	0%	21%
Demonstrates knowledge of the Earth' environment	100%	47%	0%	32%	0%	21%
Uses tools and other technology to perform tasks	11%	5%	89%	74%	0%	21%

SOCIAL STUDIES	Not Yet		Emerging		Meet	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	11%	0%	89%	59%	0%	41%
Shows basic understanding of people and how they live	84%	14%	16%	41%	0%	45%
Explores change related to familiar people or places	11%	18%	89%	64%	0%	18%
Demonstrates simple geographic knowledge	100%	9%	0%	59%	0%	32%

THE ARTS	Not Yet		Emerging		Meet	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Explores the visual arts	11%	0%	89%	59%	0%	41%
Explores musical concepts and expression	11%	0%	89%	73%	0%	27%
Explores dance and movement concepts	11%	0%	89%	55%	0%	45%
Explores drama through actions and language	84%	18%	16%	46%	0%	36%

ENGLISH LANGUAGE ACQUISITION	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates progress in listening to and understanding English	95%	10%	5%	37%	0%	53%
Demonstrates process in speaking English	84%	16%	16%	63%	0%	21%

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 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 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, 76 parents (71%) served as volunteers for the program. Altogether, they contributed 1,452 hours of services.

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 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 and hosted the end of the year celebration for children and families at 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, 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.

X. Audit Results

The 2022 Audit were completed by the end of March 2023. There were no non-compliance findings or concerns related to Head Start.