



# KAI MING HEAD START ANNUAL REPORT

2015





*"At **Kai Ming Head Start**, we are proud to celebrate **40** years of excellence in providing high quality early childhood education and family support services to a diverse community of children and families. Over the years, we have always remained true to our original founding vision of providing services that not only prepare children for success in school, but that prepare their families for success in life. We are grateful for the opportunity to serve the community these past 40 years, and we look forward to the new opportunities that the next 40 years will bring."*

Karen Chin, Chairperson  
Nancy Lim-Yee, Vice Chairperson



## Executive Summary

Kai Ming Head Start has been part of the Chinatown community for more than **40 years**. During that time, we have made serving the community's needs our number one priority. This year, we have been busy restructuring the organization, hiring new staff, enhancing all sites and upgrading our operational effectiveness to ensure more reliable and **accountable systems**. We operate **15 classrooms within 7 centers** and employ **115 staff**, of which **28** are **former parents**.

Kai Ming Head Start is funded to serve **300** children between the ages of 3 and 5. This year, our cumulative enrollment was **324** children, of which **176** were 3-year-olds and **148** were 4-year-olds. Of the total number of families enrolled, **206** were new enrollees and **274** had income below 100% of the federal poverty line. Over **100** parent/family volunteers worked alongside our education staff to provide quality services to Kai Ming children.

We are continuously working to **increase access** to services for these children and families and to help ensure school readiness. All **324** children had access to **health care coverage** and were up-to-date on their schedules of preventive and primary health care. In addition, all children were provided access to **dental care**. We also served children with Individualized Education Plans (IEPs) across all seven centers.

This year, we introduced new initiatives to enhance services to our families based on our community needs assessment. These initiatives included a Parent Cafe Project, Father Engagement, Literacy Project, and a Dual Language Learning Demonstration site, as well as a Montessori-inspired classroom. As a learning organization, we continue to develop and implement accountable and reliable systems to ensure the delivery of intentional services to families.

We are proud of our continuous progress, and we invite you to join us in celebrating our success as we look ahead to the new year.

**Jerry Yang, Ph.D.**

**Executive Director**  
**December 2015**

## **A Brief History of Kai Ming Head Start**

Kai Ming, Inc. is a non-profit 501 (c) (3) Head Start agency that was established in 1975. It is our passion to provide high quality services to low income children and their families living in San Francisco through comprehensive services that are responsive to children's cultural and linguistic diversity, varied abilities, and diverse socio-economic backgrounds.

Throughout the years, the intent and vision of the program have always been to meet the high demand and need for early learning and family support services with an emphasis on quality, accountability and efficiency. Kai Ming is proud to be part of the family of Head Start programs rich in tradition, history, and quality. Alongside other accomplishments, we also celebrate our designation as a direct Head Start grantee. Here is a brief history of Kai Ming Head Start:

### **1970s**

- Kai Ming became a delegate Head Start Agency.
- Operated four centers in Chinatown.

### **1980s**

- As primary population began to grow throughout the city, Kai Ming recognized the need to expand services to meet the demand.

### **1990s**

- Expanded services to Outer Richmond and Sunset Districts

### **2000s**

- Expanded services to the Financial District.
- Became a Head Start grantee through a competitive process.
- Expanded services to seven center-based sites.
- Provided full day services.

The foresight and organizational goals of our founders have driven us to provide comprehensive and high quality resources to help families achieve stability, self-sufficiency, and school readiness. It is that same vision which drives Kai Ming today.

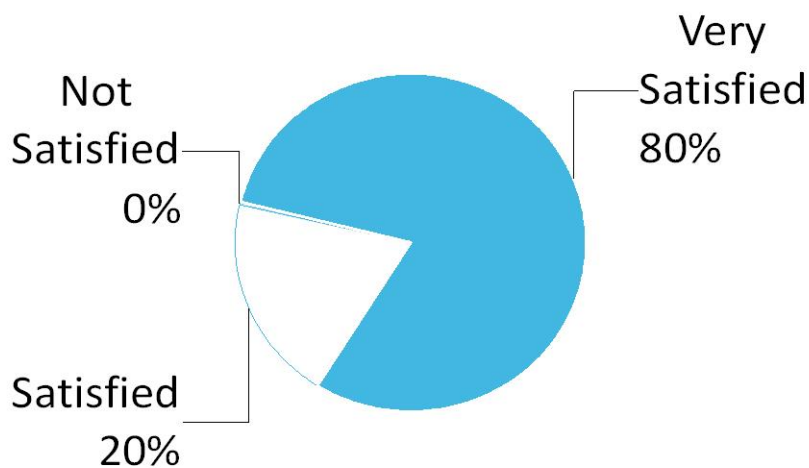
## 2015 Parents Survey Outcome

A survey conducted with 100% of our parents, revealed that 100% of families feel their child is happy in the program; and 98% of families feel their child is safe in the program.

### Parents Are Overwhelmingly Satisfied

How Satisfied Are You With the Overall Quality of the Program?

Percentage of Parents



- 98% of families feel their child is safe in the program
- 100% of families feel their child is happy in the program

## Education Services

As children grow, so does their curiosity and desire to learn. The early years in a child’s life are critical in their development and a key time to equip children for a lifetime of learning and growing. Our framework for effective practice at Kai Ming Head Start involves supporting school readiness for all children in our program. We provide engaging interactions and inclusive environments as our foundation, which stems from research-based curricula and teaching practices, ongoing assessments, and individualized early care and education services that are responsive to children’s cultural and linguistic diversity, varied abilities, and socioeconomic backgrounds.

Teachers participate in ongoing professional development through support from the Education Managers and Preschool for All coaches. Through collaboration with our community partners, we also provide curriculum enhancements to further support children’s growth and development across all developmental domains. As families are an essential part of our program, Kai Ming teachers partner with parents to identify goals for their child’s learning and development, and create activities to support learning both at home and at school.

Using the DRDP-PS©, teachers observe, document, and reflect on the learning, development, and progress of all children in the program to ensure that they are making progress towards their individualized school readiness goals, and to develop classroom and program wide action plans. The graph on the next page displays the Percentage of Child Ratings in the Top 2 Developmental Levels by Domain during the Spring 2015 developmental assessment.

## School-Readiness (4 Year Olds Entering Kindergarten in 2015)

### Preschool Desired Results Developmental Profile for Spring in School Year 2014-2015

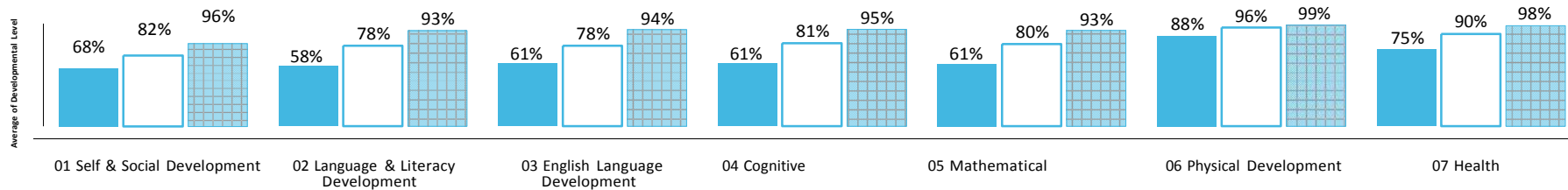
The outcomes of this report should be used as one of many tools to guide the curriculum planning process. The DRDP 2010 Tool and this report were not designed to "grade" the children, teachers, or the school and should not be used for those purposes. The Preschool DRDP 2010 Assessment is comprised of 43 measures within 7 Domains.

Note: (\*) indicates the measure label has been abbreviated.



## DOMAIN LEVEL RESULTS

Percentage of Ratings in the Top Two Developmental Levels





Kai Ming is an inclusive program with enrollment slots available for children of all abilities, especially those with diagnosed disabilities and special needs. Teachers work tirelessly to include children with special needs, disabilities, and cognitive, behavioral, and emotional challenges. In order to better support children's needs, teachers receive inclusion training to develop their skills and give them strategies in how to work most effectively with all children. Kai Ming works closely with San Francisco Unified School District, who provides specialized services such as speech and language therapy, physical therapy, and special day class to our students with diagnosed disabilities. Kai Ming teachers partner with SFUSD special education teachers to share information about the children who receive services from both programs, to discuss effective strategies, and to observe how special education teachers teach in their classes. Kai Ming teaching staff participate in Individual Education Program (IEP) meetings with the children's parents and related professionals. Attending IEP meetings help teachers to understand the children's educational goals and how to best incorporate these goals and objectives into their individualized lesson plans.

Kai Ming partners with various city programs to better provide inclusive services to all children. Kai Ming receives support from the San Francisco Inclusion Network. An Inclusion coach provides short-term, on-site training and technical assistance to our teachers. The coach assists teachers in developing appropriate inclusive practices in the classrooms. Kai Ming also collaborates with Fu Yau Project who provides mental health services at all seven of our centers. Mental health consultants support children in the classrooms, train teaching staff on various strategies, and give parent workshops aimed at developing effective parenting skills. During our 2014-2015 school year, we served 25 children (8.3%) that were identified with a disability and received services specified in their Individualized Education Plan (IEP). In addition, 100 % of children enrolled received additional mental health services through our partnership with the Fu Yau Project.

INCLUSION



Through Parent, Family and Community Engagement, Kai Ming supports families in achieving their goals. In partnership with the family, the Family Advocates (FA) provide community resources, information and workshops in helping families in the goal setting process. This year, **312 families** were supported in pursuing their goals. Parents received ongoing support through trainings, workshops and referrals for community services. This includes information on job training, financial literacy, parenting classes, nutrition classes, legal services, kindergarten transition, and other topics relating to family needs.



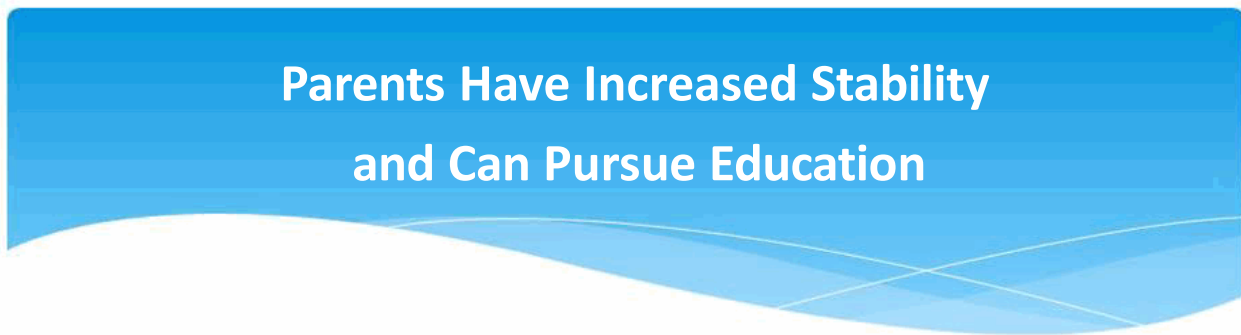
## PARENT, FAMILY AND COMMUNITY ENGAGEMENT

We support parent and family participation and encourage volunteering in the classroom, on field trips, and in attending parent committee meetings. Through these opportunities, parents learned to become more confident and self-reliant and have deeper involvement in their children's school readiness process.

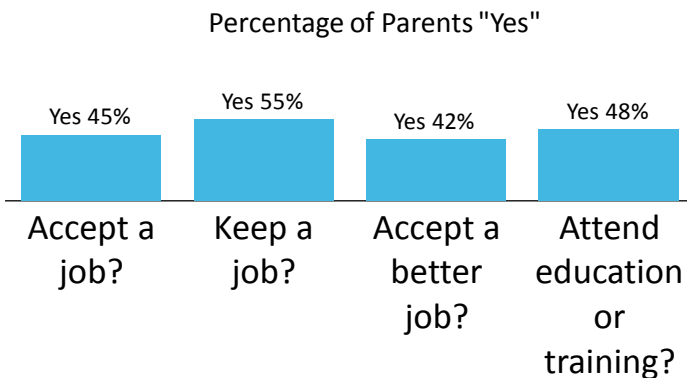
Kai Ming's **Policy Council** provides parents within the program opportunities in the decision making process. Policy Council members interact with program staff and community leaders. They learn about policies and procedures and attend workshops and trainings. In participating, they become greater advocates for their families and children.

## Family Well-Being

In the 2014-2015 school year, 72% of parents reported that the program allowed them to accept a job, keep a job, accept a better job or attend education or training. As illustrated below:



- 72% of parents reported that the program allowed them to either accept a job, keep a job, accept a better job or attend education or training.



# of Parents	
Accept a job?	116
Keep a job?	143
Accept a better job?	108
Attend education or training?	125
<b>Total # of parents with at least one positive impact</b>	<b>187</b>



Head Start programs have a specific set of requirements to assist program leaders in identifying, recruiting, and selecting children and families with the most need in their communities served.

This year, Kai Ming provided high quality comprehensive services to **324 children and families**, including 176 three-year-olds and **146** four-year-olds. Kai Ming children and families represent

diverse ethnic and cultural backgrounds.

A little over **90%** of Kai Ming’s families have income below the federal poverty guideline. This number includes **low-income** families, foster families, new immigrants, and homeless families. The **Policy Council**, which is composed of parent representatives from all seven centers, approves the recruitment plan and selection criteria each year.

This year, Kai Ming's monthly **Average Daily Attendance** rate across our seven centers was above **90%** - a testimony to the diligence of the recruitment staff in helping us attain impressive results on a key performance benchmark.

ENROLLMENT, RECRUITMENT, SELECTION,  
ELIGIBILITY & ATTENDANCE (ERSEEA)



Kai Ming believes that families thrive when the child and family are healthy. At Kai Ming, every child receives a comprehensive medical, dental and nutritional assessment to determine its exact health needs. We also strive to detect any health concerns, which may need immediate follow-up. We then carefully address those needs through community resources by partnering with the right organizations to provide our families the range of services they need to thrive.



Our community-based partners provide vital health services that ensure children are healthy. These partnerships include the UC Cooperative Extension that provides nutrition education to our families; nursing students from San Francisco State University, School of Nursing who conduct screenings such as hemoglobin, blood lead, height and weight, hearing, and blood pressure. In the beginning of the school year, Prevent Blindness visits our sites and provides vision screenings for our children. Any children who fail the screening

are provided eyeglasses free of charge. Our newest partnership with Native American Health Center allows us to provide free dental exams and fluoride varnish to our students onsite. During the 2014-2015 program year, 100% of Kai Ming's parents were connected with a medical home and a dental home. In addition, 100% were enrolled in a health insurance program. Additionally, Kai Ming assisted 13% of parents in receiving services to address chronic health conditions such as asthma, vision problems, and anemia.

## HEALTH AND NUTRITION

## Kai Ming Head Start 2014-2015: By The Numbers

324

THE NUMBER OF CHILDREN SERVED.

298

THE NUMBER OF PARENT VOLUNTEERS.

90%

THE MONTHLY AVERAGE DAILY ATTENDANCE RATE.

312

THE NUMBER OF FAMILIES SUPPORTED IN REACHING THEIR GOALS.

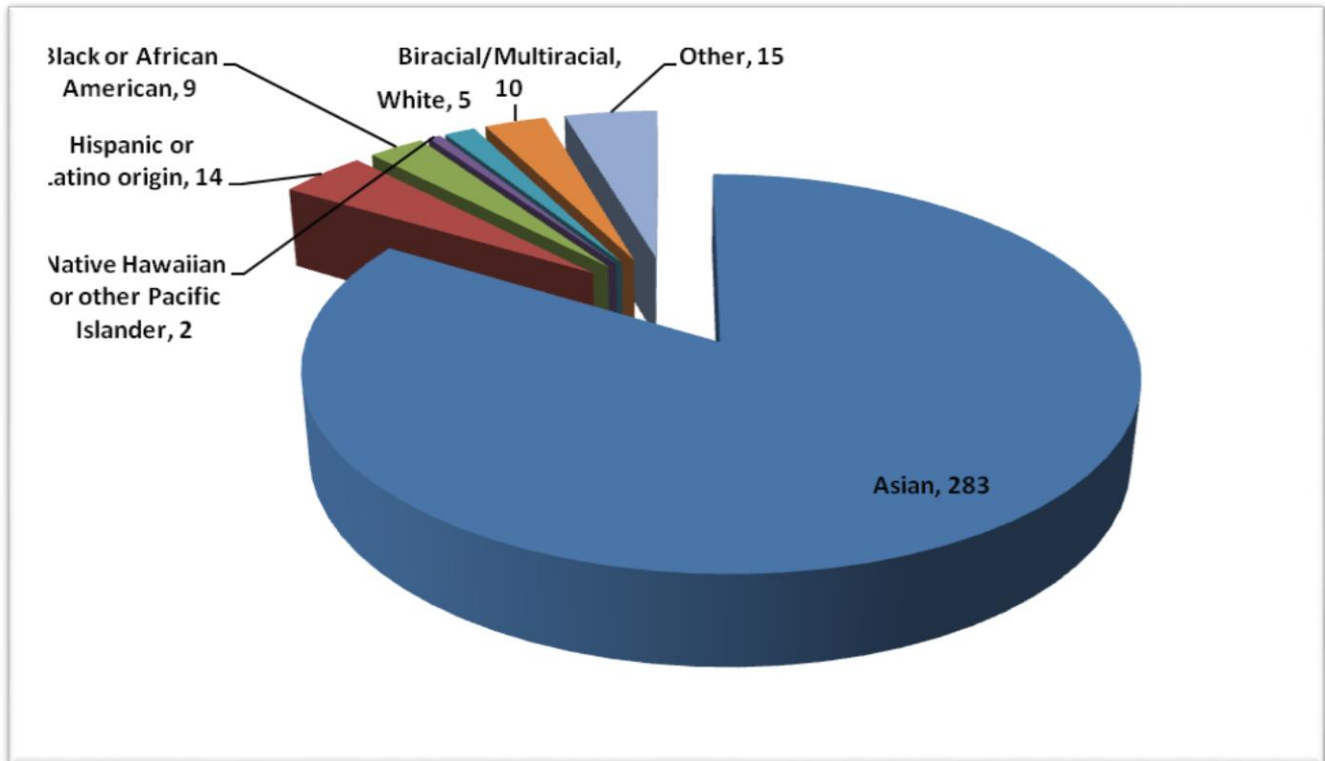
ACCOUNTABILITY

RELIABILITY

INTENTIONALITY

## Demographics

### RACE & ETHNICITY OF CHILDREN AND FAMILIES SERVED



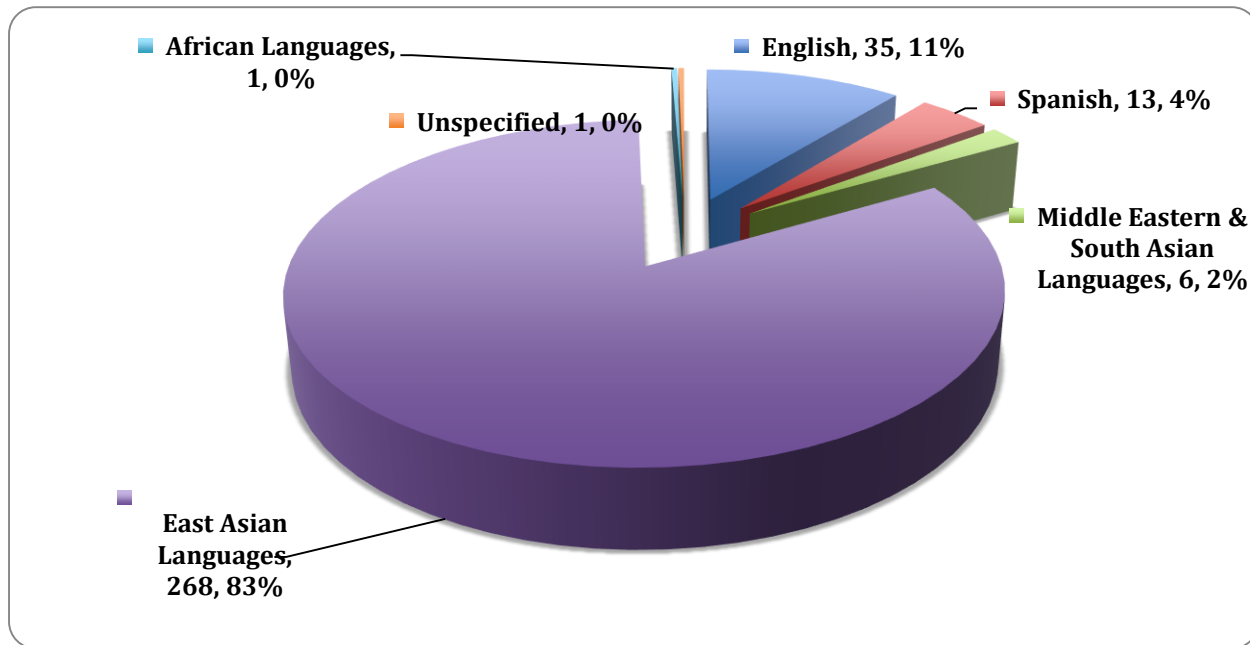
#### Race & Ethnicity

Asian	283	83.73%
Hispanic or Latino origin	14	4.14%
Black or African American	9	2.66%
Native Hawaiian or other Pacific Islander	2	0.59%
White	5	1.48%
Biracial/Multiracial	10	2.96%
Other	15	4.44%
	<b>338</b>	<b>100.00%</b>



## Demographics (Cont'd)

### LANGUAGES SPOKEN BY FAMILIES SERVED

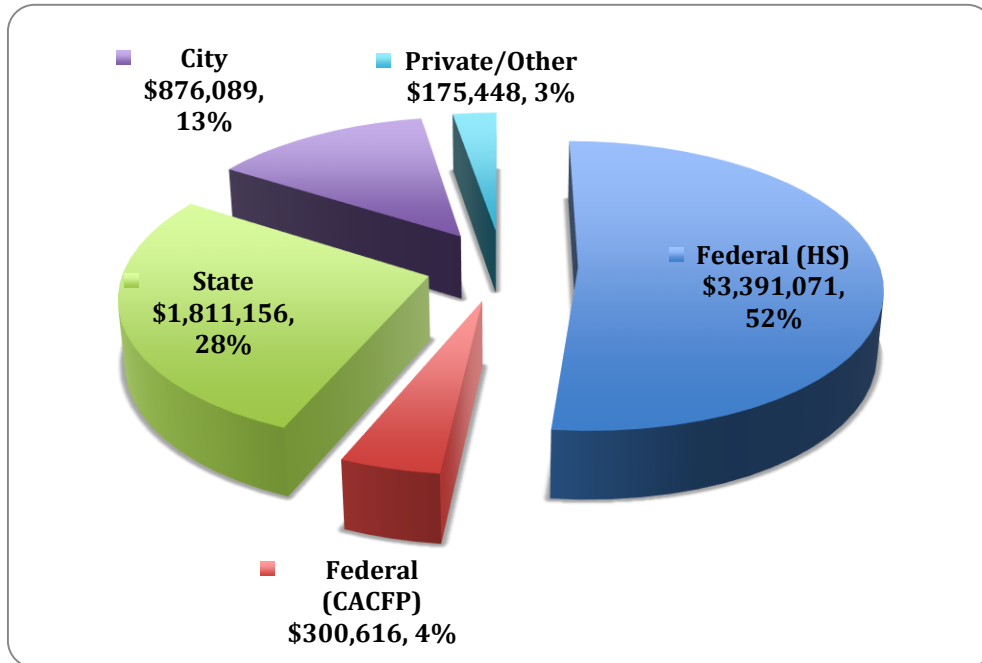


#### Languages Spoken

English	35	10.80%
Spanish	13	4.01%
Middle Eastern & South Asian Languages	6	1.85%
East Asian Languages	268	82.72%
African Languages	1	0.31%
Unspecified	1	0.31%
	<b>324</b>	<b>100.00%</b>

## Financials

### REVENUE

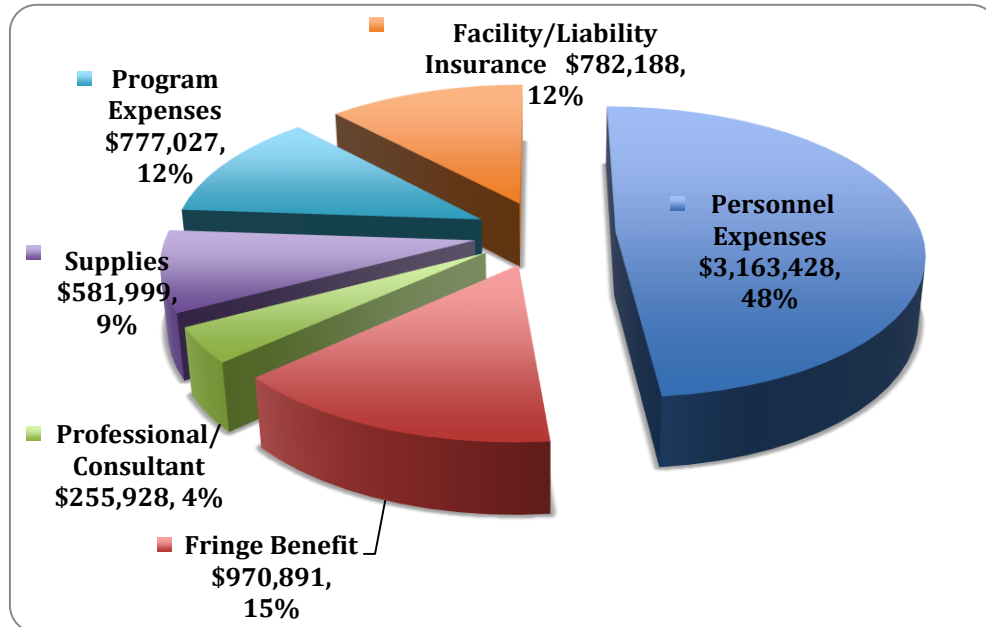


### REVENUE

Federal (HS) 51.74%	\$	3,391,071	51.74%
Federal (CACFP) 4.59%	\$	300,616	4.59%
State 27.63%	\$	1,811,156	27.63%
City 13.37%	\$	876,089	13.37%
Private/Other 2.68%	\$	175,448	2.68%
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>6,554,379.91</b>	<b>100.00%</b>

## Financials (Cont'd)

### EXPENDITURES



### EXPENDITURES

Personnel Expenses 48.43%	\$	3,163,428	48.43%
Fringe Benefit 14.84%	\$	970,891	14.86%
Professional/ Consultant 3.92%	\$	255,928	3.92%
Supplies 8.91%	\$	581,999	8.91%
Program Expenses 11.92%	\$	777,027	11.90%
Facility/Liability Insurance 11.98%	\$	782,188	11.98%
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>6,531,461</b>	<b>100.00%</b>



## GOVERNANCE

The Program Governance structure exists in a Head Start program to support the delivery of quality services to children and families, and to support the meaningful role of parents in shared decision-making. At Kai Ming, shared governance between the Head Start Governing Board and the Policy Council means shared decision-making. Parents with children in Head Start participate in all aspects of the program. They and other community members volunteer in classrooms and other parts of the program but they also help to govern when they become members of the Policy Council.

### BOARD OF DIRECTORS

BOARD OF DIRECTORS OFFICERS	
<b>Chin, Karen</b>	<b>Chairperson</b>
<b>Lim-Yee, Nancy</b>	<b>Vice Chairperson</b>
<b>Lau, Edmond</b>	<b>Treasurer</b>
<b>Hinckley, Michael</b>	<b>Secretary</b>

BOARD OF DIRECTORS MEMBERS	
<b>Burrell, Scott</b>	<b>Member</b>
<b>Lau, Elizabeth</b>	<b>Member</b>
<b>Li, Miranda</b>	<b>Member</b>
<b>Noorali, Noordin</b>	<b>Member</b>
<b>Stahlhut, Silan</b>	<b>Member</b>
<b>Vitale, Larry</b>	<b>Member</b>
<b>Yan, Xiao Yun &amp; Xu, Cui Ling</b>	<b>BD/PC Liaison</b>

## POLICY COUNCIL

POLICY COUNCIL OFFICERS	
Perea, Nancy	Chairperson
Martinez, Yanira	Vice Chairperson
Wang, Hai Yan	Treasurer
Xu, Cui Ling	Secretary
Yan, Xiao Yun & Xu, Cui Ling	BD/PC Liaison

POLICY COUNCIL MEMBERS		
<b>BROADWAY</b>	<ul style="list-style-type: none"> <li>▪ Qi Bin Chen</li> <li>▪ Gao Jian Liao</li> <li>▪ Yanira Martinez</li> <li>▪ Xiao Yn Yan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sushma Kumari</li> <li>▪ Shu Hua Feng</li> <li>▪ Jinu Chen</li> </ul>
<b>GEARY</b>	<ul style="list-style-type: none"> <li>▪ Su Chang li</li> <li>▪ Lisa Ham</li> </ul>	<ul style="list-style-type: none"> <li>▪ Amrita Tamany</li> <li>▪ Chong Liang Guo</li> </ul>
<b>NORTH BEACH</b>	<ul style="list-style-type: none"> <li>▪ Cai Hong Zhu</li> <li>▪ Hai Yan Wang</li> </ul>	<ul style="list-style-type: none"> <li>▪ Xue Ying Zheng</li> <li>▪ Yu Feng Li</li> </ul>
<b>RICHMOND</b>	<ul style="list-style-type: none"> <li>▪ Nancy Perea</li> <li>▪ Tran Genevieve</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pui Sze Leung</li> <li>▪ Yang Ping Li</li> </ul>
<b>SUNSET</b>	<ul style="list-style-type: none"> <li>▪ Lan Lan Lei</li> <li>▪ Xiao Lin Li</li> </ul>	<ul style="list-style-type: none"> <li>▪ Karen Phan</li> <li>▪ Giang Son Chau</li> </ul>
<b>ST.LUKE</b>	<ul style="list-style-type: none"> <li>▪ Danting Wang</li> <li>▪ Hui Ting Xiong</li> <li>▪ Hai Wei Li</li> <li>▪ Su Ming Zhu</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cui Ling Xu</li> <li>▪ Yin Yan Kuang</li> <li>▪ Xue Bing Su</li> </ul>
<b>TKL</b>	<ul style="list-style-type: none"> <li>▪ Xue Bing Su</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shu Zhen Huang</li> </ul>

## KAI MING HEAD START STAFF

### ADMINISTRATIVE TEAM

NAME	POSITION
Calvit, Easter	Program Director
Chen, Lilly	Data & Systems Analyst
Dang, Jeff	Finance Manager
Dong, Sabrina	HR Coordinator
Sequeria, Fatima	Executive Assistant
Wei, Eda	Accounting Clerk
Yang, Jerry	Executive Director
Yeung, Wing	Administrative Coordinator
Zhao, May	Office Clerk

### MANAGEMENT TEAM

NAME	POSITION
Jones, Lauren	Health & Nutrition Coordinator
Latouf, Brigitte	Education/Inclusion Manager
Leung, Susanna	Facilities Manager
Sun, Sarah	Education/Inclusion Manager
Wolfe, Phranda	Family, Community & Partnerships Manager
Wong, Vivian	Early Learning Coach

### SITE MANAGERS

NAME	SITE
Bandelaria, Evelyn	Broadway
Cha, Jee Young	Geary
Huang, Bi Juan	St. Luke
Lee, Nesanna	North Beach
Ngan, Carmen	Sunset
Osias, Josie	TKL
Zhang, Rosa	Richmond

## SPOTLIGHT ON KAI MING FAMILIES

Martha Conner is the grandmother and primary caregiver of her grandson.

She needed care for her grandson and had heard about Kai Ming in the community. She initially applied to our Sunset Center since that was most convenient for her. Unfortunately, we could not accommodate her there because at the time of her application, the Sunset Center had no openings. Martha worked with staff and began to consider the idea of enrolling her grandson at our Richmond Center instead despite her doubts about the long commute. Her grandson started attending this program year, and Martha is thrilled. She feels that the teaching and administrative staff have made her grandson's transition into the program very easy, and the staff work hard to understand and accommodate her families' needs.

She has been very pleased with the services her family has received, and she knows that Kai Ming Head Start staff are focused on the task of ensuring that her grandson is ready for school socially, physically, and cognitively. She also knows that Kai Ming's support is not limited to her grandson. Martha knows that the staff want to ensure that the entire family's needs are cared for so that they can continue to support her grandson through school and life.

