



BCA Head Start Program



Sponsored by the Brooklyn Chinese-American Association

2018 ACS EarlyLearn Program Annual Report (2017-2018 School Year)

I. Introduction

The EarlyLearn Program operated by Brooklyn Chinese-American Association (BCA) targeted serving the low-income Asian immigrant population in Sunset Park, Bensonhurst and its surrounding areas in south Brooklyn. These low-income residential neighborhoods are home to low-income, poorly educated and/or limited English-speaking minorities and immigrants. The majority of children and families served by our EarlyLearn program are new Asian immigrants from Mainland China and come from low-income households.

II. Program Philosophy

The philosophy of our EarlyLearn 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 EarlyLearn Program, namely, to ensure quality comprehensive child development and family services primarily to low-income households, underserved communities, and most needy populations including non-English language 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 BCA EarlyLearn Program was a center-based program implemented at the following four locations:

812 54th Street, Brooklyn, New York 11220 - Dual Eligibility Site

Total funded Enrollment: 115 Full-Day
Actual Enrollment: 115 Full-Day

The site is located in the predominantly Asian community of Sunset Park. During the 2017 to 2018 school year, there were four classes for the 4-year-olds and three classes for the 3-year-olds. Following the dual eligibility model, approximately half of the children were Head Start and were from low-income families; one-fourth of the children were Child Care eligible as their parents were both working; the remaining children were Dual Eligible (both Head Start and Child Care eligible). The majority of them were recent immigrants from China who spoke little or no English.

The Center was fully enrolled. The majority of the children was from low-income families and received Medicaid. They all had health insurance and all had access to medical and dental services.

713 43rd Street, Brooklyn, New York 11232 Head Start Site

Total Funded Enrollment: 105 Full-Day
Actual Enrollment: 104 Full Day

This site first secured the DOH license in October 2012 and successfully renewed the license in November 2016.

All 104 children enrolled at the program were Head Start eligible and from low-income households (income below 100% of federal poverty guideline). In the 2017-18 school year, there were three classes for the 4-year-olds and three classes for the 3-year-olds.

6409 20th Avenue, Brooklyn, New York 11204 - Dual Eligibility Site

Total funded Enrollment: 65 Full-Day
Actual Enrollment: 65 Full-Day

BCA Bensonhurst Day Care Center site is the first daycare center in the Bensonhurst community beginning August 2013.

Currently there are 65 children enrolled in the center. There are 2 toddler classrooms (3 yrs of age) consisting of 15 children in each classroom and 2 Pre-K classrooms (4 yrs of age), one class has 17 children and the other 18. Currently all children are Asian with predominantly Cantonese and Toisan speaking families.

Following the dual eligibility model, 55% of the children belonged to the Head Start category and are from low-income families; 19% of the children belong to Child Care Model and their parents are both working parents; the remaining 26% are Dual Eligible (both Head Start and Child Care eligible).

4202 8th Avenue, Brooklyn, New York 11232 - Child Care Site

Total funded Enrollment: 72 Full-Day
Actual Enrollment: 72 Full-Day

The ACS Program moved into its newly renovated facility located at 4202 8th Avenue in early January of 2014. The classrooms were located on the second floor and the basement level. In 2014 Fall, because of the huge demand for UPK full-day services in the community, three classrooms were utilized for the UPK program funded by the New York City Department of Education and the ACS EarlyLearn Program decreased its enrollment number and started serving 84 children instead. All children enrolling into this program were Child Care eligible; the majority of parents were working parents. This school year, there were two classes for the 4-year-olds and three classes for the 3-year-olds.

IV. Funding for the EarlyLearn Program

Our EarlyLearn Program was made possible with funding from the New York City Administration For Children's Services. The funding sources also included Head Start funding from US Department of Health and Human Services as well as UPK funding from the New York City Department of Education.

V. Program Budget and Expenditures

The program budget was planned and developed with the involvement of the Board, Staff and EarlyLearn Policy Committee. Since the EarlyLearn Program provided early childhood program services for around 356 pre-schoolers and a wide array of activities to involve and engage the parents and the families, on the average, approximately 55% of the program funding was budgeted for personnel costs. The major staff positions in the program included Program Director, Center Directors, Teachers, Assistant Teachers, Teacher Aides, Family Workers, Fiscal Officers as well as Health Services Consultants, Nutritional Services Consultants and Mental Health Consultants.

The remaining program funding - around 45% was budgeted for OTPS (Other Than Personnel Services) since some program sites were new and more funds needed to be spent on getting classroom supplies, equipment as well as other facility related expenses. The major portion of it was utilized for facilities costs as the space rental in the targeted community is very high. Other expenses included utilities, telephone, security system, fire alarm system service and maintenance, monthly pest extermination, classroom supplies, field trips, family involvement activities, etc. A small percentage of the cost was utilized for program operation such as insurance liability, audit, printing, etc.

Expenditures of the ACS Early Learn Program (07/1/17 - 06/30/18)

	Actual Expenditures				
	713 43rd St.	812 54th St.	4202 8th Ave	6409 20th Ave	Total
Personnel Total	\$974,157.32	\$921,952.13	\$712,065.21	\$604,229.29	\$3,212,403.95
Facilities Cost	\$190,360.07	\$346,841.61	\$143,592.54	\$116,304.19	\$797,098.41
Supplies	\$155,319.38	\$116,954.06	\$34,062.61	\$23,791.24	\$330,127.29
Contract Services	\$134,636.46	\$70,587.14	\$40,540.56	\$52,125.96	\$297,890.12
Insurance	\$18,919.99	\$19,117.80	\$11,902.08	\$11,060.94	\$61,000.81
Trip & Travel	\$14,165.00	\$12,675.00	\$8,232.75	\$8,447.25	\$43,520.00
Family Involvement	\$34,981.09	\$34,778.21	\$17,627.55	\$16,326.79	\$103,713.64
Miscellaneous	\$16,945.57	\$11,122.50	\$3,850.83	\$35,100.35	\$67,019.25
TOTAL	\$1,539,484.88	\$1,534,028.45	\$971,874.13	\$867,386.01	\$4,912,773.47

VI. Children Served in the EarlyLearn Program

The EarlyLearn Program provided 22 classes and served a total of 364 children of 3 to 4 years old. The majority (68%) were from low-income households (income below 100% of federal poverty line). All children (100%) were of Asian descent. Of the 364 children, 237 (65%) were 4 years old and 127 (35%) were 3 years old.

During the school year, 30 children (8.2%) were determined eligible by the Department of Education to receive special education and related services. 15 of them had the IEP when they enrolled into the program and the remaining developed their IEP within the program year and secured the services they needed. Around 66 % had speech or language impairments and the rest needed SEIT services.

The EarlyLearn Program served a total of 364 families. Of these, 40 families (11%) were single-parent families. In 37% of the two-parent families, both parents were employed. In the rest of the two-parent families, only one parent was employed. 5.5% of the parents were below high school graduate level; 82% graduated from high

school, 10% held associate degree and 2.5% had a college degree. Comprehensive family services were provided to families to address their varying needs. During the school year, 280 (76%) received individual mental health consultation services; 28 attended ESOL classes offered by BCA. Almost all of them received parenting education and/or health education during the school year. 302 (82%) of the fathers attended the fatherhood initiative activities.

VII. Health Services for Children and Families

Through working with the New Maimonides Medical Center, the EarlyLearn Program arranged dental screening for all EarlyLearn children, so all children (100%) received the aforementioned screening during the first 45 days of the school year. 28.87% of the children were diagnosed as needing dental treatment. The program worked with the parents and did follow-up to ensure that all these children received appropriate dental treatment.

The EarlyLearn Program also retained one part-time registered nurse to serve as the Health Services Consultant. She tracked and brought the child up-to-date on age-appropriate schedule of well child care. She also worked with program staff in particular the Family 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 followed 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. By the middle of the program year, all children's immunizations were up-to-date and all had an ongoing source of continuous, accessible health care.

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. The children made reasonable progress during the school year.

During this school year, BCA retained five bilingual Mental Health Consultants. Though each of the four Consultants primarily worked at one EarlyLearn Program site, EarlyLearn parents could also access the services, workshops and guidance groups provided by other Consultants. During the school year, the Mental Health Consultants provided individual mental health consultation to 285 parents (74.8%) about their children's behavior/mental health; 29 children (7.6%) had been referred to mental health services for more intensive mental health services. Three health workshops and three nutrition workshops were held and the average attendance was around 31.75%. Fifty-five mental health workshops were held during the year and the average participation is 66.97%. This year, the program made much effort in promoting the fatherhood initiative; nine fatherhood workshops were held, the average participation was 50.69%.

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 provided training to staff to conduct developmental 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 EarlyLearn 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 EarlyLearn Program 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 EarlyLearn provided an environment of acceptance that supported and respected gender, culture, language, ethnicity and family composition. The 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 processes of planning and implementing the curriculum, the Program provided training for parents and created more opportunities for them to be 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 EarlyLearn Program utilized the Teaching Strategies GOLD as the assessment tool. The tool was selected because the domains and objectives of GOLD aligned with the EarlyLearn Child Development and Early Learning 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 make plans together to better assist the children in meeting the school readiness goals. Based on 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 EarlyLearn Educational Director generated and aggregated the snapshot report. Based on the aggregate assessment data, the Educational Director would work on identifying 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 school year, it was one of the major goals of BCA's EarlyLearn Program to set up the school readiness goals for the program. EarlyLearn program staff, BCA board, EarlyLearn Policy Committee, parents and the community was 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 assessment results from children.

The EarlyLearn 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 Committee were involved in reviewing trends in child outcomes of the past year/months and in determining and setting the program school readiness goals. The EarlyLearn 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 children made great and impressive progress during the school year.

713 43rd St

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	49	2	47	18	4	80
Follows limits and expectations	54	2	46	32	0	66
Takes care of own needs appropriately	55	2	45	66	0	32
Forms relationships with adults	46	2	52	66	2	32
Responds to emotional cues	40	2	60	24	0	74
Interacts with peers	44	4	56	30	0	66
Makes friends	27	4	73	32	0	64
Balances needs and rights of self and others	14	4	86	32	0	64
Solves social problems	42	4	58	52	0	44
PHYSICAL-GROSS MOTOR						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	50	2	50	38	0	60
Demonstrates balancing skills	57	2	33	56	0	44
Demonstrates gross-motor manipulative skills	69	6	31	52	0	42
Demonstrates fine-motor manipulative skills	41	2	59	36	0	62
Uses fingers and hands	69	6	31	52	0	42
Uses writing and drawing tools	41	2	59	36	0	62

LANGUAGE	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	46	4	54	68	0	28
Follows directions	67	4	33	34	0	62
Uses an expanding expressive vocabulary	51	4	49	34	0	62
Speaks clearly	61	6	39	44	0	50
Uses conventional grammar	79	6	21	50	0	44
Tells about another time or place	61	4	39	96	0	0
Engages in conversations	56	4	44	26	0	70
Uses social rules of language	40	4	60	34	0	62
COGNITIVE						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	63	4	37	46	0	50
Persists	61	4	39	24	0	72
Solves problems	62	6	38	82	0	12
Shows curiosity and motivation	67	4	33	36	0	60
Shows flexibility and inventiveness in thinking	42	4	58	82	0	14
Recognizes and recalls	82	4	18	48	0	58
Makes connections	38	4	62	52	0	4
Uses classification skills	66	2	34	32	0	66
Thinks symbolically	48	2	52	52	0	46
Engages in socio-dramatic play	44	4	56	44	0	52
LITERACY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	59	6	41	74	0	20
Notices and discriminates alliteration	62	4	38	96	0	0
Notices and discriminates smaller and smaller	59	4	41	64	0	32
Identifies and names letters	37	2	40	0	23	98
Uses letter-sound knowledge	58	28	42	72	0	0
Uses and appreciates books	40	2	60	66	0	32
Uses print concepts	64	4	36	64	0	32
Interacts during read-aloud and book conversations	63	4	37	64	0	32
Uses emergent reading skills	54	4	46	64	0	32
Retells stories	71	4	29	64	0	32
Writes name	35	2	45	8	20	90
Writes to convey meaning	42	4	68	66	66	32
MATHEMATICS						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring

Counts	66	4	34	28	0	68
Quantifies	88	4	12	64	0	32
Connects numerals with their quantities	56	2	34	26	10	72
Understands spatial relationships	48	2	52	50	0	48
Understands shapes	46	2	52	4	2	94
Compares and measures	68	4	32	64	0	32
Demonstrates knowledge of patterns	71	2	29	4	0	94

6409 20th Avenue

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	2.82	0	92.95	81.85	4.23	18.15
Follows limits and expectations	8.45	1.39	91.55	78.78	0	19.83
Takes care of own needs appropriately	4.23	0	95.77	56.95	0	43.05
Forms relationships with adults	0	0	88.73	43.84	11.27	56.16
Responds to emotional cues	9.85	1.33	69.02	77.79	16.9	20.88
Interacts with peers	46.48	2.68	32.39	65.29	21.13	32.03
Makes friends	16.91	1.39	64.78	48.79	18.31	50.18
Balances needs and rights of self and others	42.26	1.39	43.66	68.06	14.08	30.55
Solves social problems	25.36	2.78	74.64	97.22	0	0
PHYSICAL-GROSS MOTOR						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	0	2.56	100	43.05	0	54.39
Demonstrates balancing skills	1.40	3.21	98.6	31.95	0	64.84
Demonstrates gross-motor manipulative skills	2.82	3.84	97.18	44.44	0	51.72
Demonstrates fine-motor manipulative skills	0	1.39	100	23.61	0	75
Uses fingers and hands	0	1.39	100	23.61	0	75
Uses writing and drawing tools	4.23	1.39	95.77	23.23	0	75.38
LANGUAGE						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	12.61	1.39	87.39	96.4	0	22.21
Follows directions	12.68	1.39	87.32	62.5	4.23	36.11
Uses an expanding expressive vocabulary	19.73	1.39	80.27	81.54	0	17
Speaks clearly	9.8	1.39	90.14	66.67	0	31.94
Uses conventional grammar	23.94	1.39	76.06	72.22	0	26.39
Tells about another time or place	33.61	5.56	66.33	84.72	0	9.72
Engages in conversations	19.73	1.39	80.27	51.36	0	47.25

Uses social rules of language	19.77	4.17	80.23	48.61	0	47.22
COGNITIVE						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	19.72	1.39	80.28	71.83	0	26.78
Persists	29.58	1.38	70.42	98.62	0	0
Solves problems	35.31	4.18	64.69	88.88	0	6.94
Shows curiosity and motivation	22.54	0	77.46	79.18	0	20.82
Shows flexibility and inventiveness in thinking	32.37	5.56	67.63	75.01	0	19.43
Recognizes and recalls	30.98	5.17	69.02	77.78	0	17.05
Makes connections	18.32	1.37	81.68	86.61	0	12
Uses classification skills	19.72	1.39	80.28	72.33	0	26.28
Thinks symbolically	30.99	1.39	69.01	87.51	0	11.1
Engages in socio-dramatic play	26.76	2.78	73.24	6.5	0	34.72
LITERACY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	91.55	80.94	8.45	19.06	0	0
Notices and discriminates alliteration	83.1	53.62	16.9	46.38	0	0
Notices and discriminates smaller and smaller	97.18	74.73	2.82	25.27	0	0
Identifies and names letters	42.32	13.75	57.68	86.3	0	0
Uses letter-sound knowledge	95.77	76.51	4.23	23.49	0	0
Uses and appreciates books	36.62	11.18	63.48	82.15	0	16.67
Uses print concepts	74.65	64.67	25.35	27	0	8.33
Interacts during read-aloud and book conversations	80.35	49.31	19.65	50.69	0	0
Uses emergent reading skills	95.77	49.55	4.23	50.45	0	0
Retells stories	95.77	56.93	4.23	43.07	0	0
Writes name	4.28	1.39	16.76	1.39	21.04	97.22
Writes to convey meaning	100	4.17	0	69.44	0	26.39
MATHEMATICS						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	14.09	2.78	85.91	77.78	0	19.44
Quantifies	38.03	3.77	56.34	72.22	5.63	24
Connects numerals with their quantities	12.68	0	81.69	62.5	5.63	37.5
Understands spatial relationships	100	100	0	0	0	0
Understands shapes	8.44	11.12	91.56	72.21	0	16.67
Compares and measures	64.79	1.39	35.21	17.8	0	20.81
Demonstrates knowledge of patterns	39.43	5.56	60.57	65.11	0	29.33

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	63.42%	4.88%	36.58%	92.68%	0.00%	2.44%
Follows limits and expectations	48.78%	2.44%	51.22%	70.73%	0.00%	26.83%
Takes care of own needs appropriately	34.15%	4.88%	65.85%	95.12%	0.00%	0.00%
Forms relationships with adults	80.49%	14.64%	19.51%	85.36%	0.00%	0.00%
Responds to emotional cues	70.74%	9.76%	29.26%	46.34%	0.00%	43.90%
Interacts with peers	21.95%	7.32%	78.05%	43.90%	0.00%	48.78%
Makes friends	53.66%	9.76%	46.34%	56.09%	0.00%	34.15%
Balances needs and rights of self and others	39.03%	9.76%	60.97%	80.48%	0.00%	9.76%
Solves social problems	97.56%	19.51%	2.44%	80.49%	0.00%	0.00%
PHYSICAL-GROSS MOTOR						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	34.14%	9.76%	65.86%	53.65%	0.00%	36.59%
Demonstrates balancing skills	46.34%	14.64%	53.66%	85.36%	0.00%	0.00%
Demonstrates gross-motor manipulative skills	43.91%	9.76%	56.09%	90.24%	0.00%	0.00%
Uses fingers and hands	34.14%	17.08%	48.77%	82.92%	0.00%	0.00%
Uses writing and drawing tools	46.34%	4.88%	78.05%	95.12%	0.00%	0.00%
LANGUAGE						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	92.69%	26.83%	7.31%	73.16%	0.00%	1.00%
Follows directions	51.23%	4.88%	48.77%	95.12%	0.00%	0.00%
Uses an expanding expressive vocabulary	39.03%	9.76%	60.97%	90.24%	0.00%	0.00%
Speaks clearly	43.91%	17.08%	56.09%	39.02%	0.00%	43.90%
Uses conventional grammar	100.00%	26.83%	0.00%	73.17%	0.00%	0.00%
Tells about another time or place	92.68%	24.40%	7.32%	75.60%	0.00%	0.00%
Engages in conversations	41.47%	24.40%	58.53%	36.58%	0.00%	39.02%
Uses social rules of language	70.74%	9.76%	29.26%	90.24%	0.00%	0.00%
COGNITIVE						
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	68.30%	7.32%	31.70%	92.68%	0.00%	0.00%
Persists	92.69%	21.95%	7.31%	78.05%	0.00%	0.00%
Solves problems	95.12%	26.83%	4.88%	73.17%	0.00%	0.00%
Shows curiosity and motivation	95.13%	7.32%	4.87%	92.68%	0.00%	0.00%
Shows flexibility and inventiveness in thinking	9.76%	4.88%	90.24%	95.12%	0.00%	0.00%
Recognizes and recalls	95.12%	21.96%	4.88%	78.04%	0.00%	0.00%

Makes connections	82.93%	12.20%	17.07%	87.80%	0.00%	0.00%
Uses classification skills	19.51%	4.88%	80.49%	95.12%	0.00%	0.00%
Thinks symbolically	24.39%	4.88%	75.61%	95.12%	0.00%	0.00%
Engages in socio-dramatic play	24.39%	4.88%	75.61%	95.12%	0.00%	0.00%
LITERACY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	100.00%	53.66%	0.00%	46.34%	0.00%	0.00%
Notices and discriminates alliteration	65.86%	4.88%	34.14%	95.12%	0.00%	0.00%
Notices and discriminates discrete units of sound	21.95%	7.32%	78.05%	92.68%	0.00%	0.00%
Applies phonics concepts and knowledge of word structure to decode text	0.00%	0.00%	87.80%	85.37%	12.20%	14.63%
Identifies and names letters	9.76%	2.44%	58.53%	41.46%	31.71%	56.10%
Identifies letter-sound correspondences	68.29%	4.88%	31.71%	92.68%	0.00%	2.44%
Uses and appreciates books and other texts	29.27%	4.88%	70.73%	95.12%	0.00%	0.00%
Uses print concepts	63.42%	2.44%	36.58%	97.56%	0.00%	0.00%
Interacts during reading experiences, book conversations, and text reflections	43.91%	7.32%	56.09%	92.68%	0.00%	0.00%
Uses emergent reading skills	51.22%	12.20%	48.78%	87.80%	0.00%	0.00%
Retells stories and recounts details from informational tests	9.76%	2.44%	90.24%	97.56%	0.00%	0.00%
Uses context clues to read and comprehend texts	0.00%	0.00%	63.41%	80.49%	36.59%	19.51%
Reads fluently	0.00%		0.00%		75.61%	
Writes name	19.52%	4.88%	29.26%	36.59%	51.22%	58.53%
Writes to convey ideas and information	80.49%	31.72%	19.51%	68.28%	0.00%	0.00%
Writes using conventions	0.00%	0.00%	82.93%	41.46%	17.07%	58.54%
MATHEMATICS						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	36.59%	14.64%	60.97%	39.02%	2.44%	46.34%
Quantifies	24.39%	4.88%	75.61%	82.92%	0.00%	12.20%
Connects numerals with their quantities	34.15%	21.95%	63.41%	21.95%	2.44%	56.10%
Understands and uses place value and base ten	0.00%	0.00%	82.93%	39.02%	17.07%	60.98%
Applies properties of mathematical operations and relationships	0.00%	0.00%	100.00%	100.00%	0.00%	0.00%

Applies number combinations and mental number strategies in mathematical operations	0.00%	0.00%	82.93%	43.90%	17.07%	56.10%
Understands spatial relationships	95.12%	41.47%	4.88%	58.53%	0.00%	0.00%
Understands shapes	85.37%	9.76%	14.63%	51.22%	0.00%	39.02%
Measures objects	60.98%	14.64%	39.02%	85.36%	0.00%	0.00%
Measures time and money	63.41%	2.44%	36.59%	97.56%	0.00%	0.00%
Represents and analyzes data	97.57%	26.83%	2.43%	73.17%	0.00%	0.00%
Demonstrates knowledge of patterns	36.58%	7.32%	63.42%	92.68%	0.00%	0.00%
SCIENCE AND TECHNOLOGY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	17.07%	12.20%	70.73%	9.75%	12.20%	78.05%
Demonstrates knowledge of the characteristics of living things	12.20%	9.76%	75.60%	7.31%	12.20%	82.93%
Demonstrates knowledge of the physical properties of objects and materials	14.63%	4.88%	78.05%	19.51%	7.32%	75.61%
Demonstrates knowledge of the Earth' environment	2.44%	2.44%	78.05%	34.15%	19.51%	63.41%
Uses tools and other technology to perform tasks	4.88%	2.44%	78%	9.76%	17.07%	87.80%
SOCIAL STUDIES						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	2.44%	0.00%	65.85%	4.88%	31.71%	95.12%
Shows basic understanding of people and how they live	2.44%	0.00%	75.61%	9.76%	21.95%	90.24%
Explores change related to familiar people or places	12.20%	2.44%	73.17%	12.19%	14.63%	85.37%
Demonstrates simple geographic knowledge	14.63%	12.20%	65.86%	14.63%	19.51%	73.17%
THE ARTS						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	9.76%	0.00%	75.61%	7.32%	14.63%	92.68%
Explores musical concepts and expression	21.95%	4.88%	65.85%	9.75%	12.20%	85.37%
Explores dance and movement concepts	4.88%	0.00%	92.68%	9.76%	2.44%	90.24%
Explores drama through actions and language	7.32%	0.00%	63.41%	4.88%	29.27%	95.12%

ENGLISH LANGUAGE ACQUISITION	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Explores the visual arts	39.03%	0.00%	60.97%	100.00%	0.00%	0.00%

4202 8th Avenue

SOCIAL-EMOTIONAL	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Manages Feelings	40%	25%	30%	60%	30%	15%
Follows limits and expectations	20%	2.35%	75%	25.14%	5%	55.85%
Takes care of own needs appropriately	5%	1.25%	60%	30.05%	20%	65.75%
Forms relationships with adults	38%	18.75%	59%	65.67%	3%	15.70%
Responds to emotional cues	13%	28.47%	70%	35.69%	20%	34.97%
Interacts with peers	15%	13.87%	70%	77.64%	15%	8%
Makes friends	30%	15%	59%	60%	11%	25%
PHYSICAL-GROSS MOTOR	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Demonstrates traveling skills	22%	8.62%	63.47%	85.21%	14.53%	6.17%
Demonstrates balancing skills	25%	4.58%	50.12%	50.12%	24.88%	45.3%
Demonstrates gross-motor manipulative skills	20%	4.25%	64%	78.32%	16%	17.43
Demonstrates fine-motor manipulative skills	20%	5.78%	74%	22.64%	6%	71.58%
Uses fingers and hands	15%	4.85%	62%	24.15%	23%	71%
Uses writing and drawing tools	31%	9.54%	67%	71.65%	2%	18.81%
LANGUAGE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Comprehends language	30%	10%	54%	70%	16%	20%
Follows directions	11%	2.15%	74%	50.62%	15%	47.23%
Uses an expanding expressive vocabulary	15%	2.45%	65%	52.64%	20%	44.91%
Speaks clearly	22%	10%	54%	65%	24%	25%
Uses conventional grammar	20%	15%	69%	55%	11%	30%
Tells about another time or place	30%	20%	60%	60%	10%	20%
Engages in conversations	10%	8%	70%	80%	20%	12%
Uses social rules of language	15%	2.16%	64%	70%	20%	27.84%
COGNITIVE	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Objectives/Dimensions						
Attends and engages	12%	1.65%	65%	55.35%	23%	43%
Persists	15%	2.57%	57%	63.25%	28%	34.18%

Solves problems	25%	1.67%	74%	54.63%	47.31%	56.38%
Shows curiosity and motivation	20%	2.57%	67%	57.62%	3%	39.81%
Shows flexibility and inventiveness in thinking	23%	5.45%	55%	68.74%	22%	25.81%
Recognizes and recalls	20%	0.95%	55.47%	67.35%	24.53%	31.70%
Makes connections	17%	4.68%	74%	87.64%	9%	7.68%
Uses classification skills	21%	3.68%	68%	58.36%	11%	37.96%
Thinks symbolically	8.87%	9.57%	62.24%	57.65%	28.89%	37.78%
Engages in socio-dramatic play	25%	5.87%	68%	78.64%	7%	15.49%
LITERACY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notifies and discriminates rhyme	48%	14.65%	52%	75.21%		10.14%
Notifies and discriminates alliteration	27%	6.51%	73%	64.00%		29.49%
Notifies and discriminates smaller and smaller	5%	12.25%	72.16%	80.14%	22.84%	7.61%
Identifies and names letters	15%	5.21%	40%	43.15%	45.00%	51.64%
Uses letter-sound knowledge	10.25%	5.25%	70.25%	80%	19.50%	14.75%
Uses and appreciates books	15.35%	1.24%	74%	85%	10.65%	13.76%
Uses print concepts	34%	7.36%	65%	66.25%	1%	26.39%
Interacts during read-aloud and book conversations	15%	12%	65%	68%	20%	20%
Uses emergent reading skills	45%	14.65%	55%	68.54%		16.81%
Retells stories	40%	25.54%	60%	62.35%		12.11%
Writes name	9.58%	2.58%	64.00%	78%	26.42%	19.42%
Writes to convey meaning	38%	2.86%	56%	65%	6%	32.14%
MATHEMATICS						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	6.54%	2.85%	64%	74.25%	29.46%	22.90%
Quantifies	25%	5.87%	70%	64.21%	5%	29.92%
Connects numerals with their quantities	35%	3.81%	65%	75%		21.19%
Understands spatial relationships	36%	5.87%	63.00%	73.81%	1%	20.32%
Understands shapes	1.25%		78.00%	80%	20.75%	20%
Compares and measures	25%	2.68%	70%	78.63%	5%	18.51%
Demonstrates knowledge of patterns	30%	3.65%	70%	84%		12.35%

IX. Parent Involvement Activities

BCA EarlyLearn program targeted encouraging parent involvement in the program and implemented parent involvement activities to make parents feel that their involvement was fun, meaningful and a good

learning experience for themselves. During the school year, 281 parents (73%) served as volunteers in the classrooms.

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 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 Committee 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.

X. Preparing Children For Kindergarten

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

- Provided application information to parents when the kindergarten application period began
- Provided assistance to parents to complete the kindergarten application online or over the phone
- Checked and made sure that all families completed the application on time
- Contacted every parent in March and April to find out which school the child successfully enrolled into and provided information and any assistance to help parents to register the child at the public school. Provided assistance if parents did not receive the placement information and any other kindergarten enrollment and registration issues
- 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 PS 94, PS 169, PS 160, PS 205 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.
- Arranged workshops and 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 2017 Audit were completed by the end of March 2018. There were no non-compliance findings or concerns related to the ACS EarlyLearn Program.