



Brooklyn Chinese-American Association EarlyLearn Head Start Program



2020 Program Annual Report (2019-2020 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 2019 to 2020 school year, there were three classes for the 4-year-olds and four 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: 105 Full-Day

This site first secured the DOH license in October 2012 and successfully renewed the license in November 2020.

All 105 children enrolled at the program were Head Start eligible and from low-income households (income below 100% of federal poverty guideline). In the school year 2019-2020, 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 BCA's first daycare center in the Bensonhurst community and secured the DOH license in August 2013.

There were 65 children enrolled in the center. There were 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 had 17 children and the other, 18. Most children were Asians coming from predominantly Cantonese and Toisanese speaking families. There were two children who spoke Spanish but their parents understood some English.

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

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

Total funded Enrollment: 84 Full-Day
Actual Enrollment: 74 Full-Day

The ACS EarlyLearn 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 74 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 the 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 359 pre-schoolers and a wide array of activities to involve and engage the parents and the families, on the average, approximately 62.1% 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.

The remaining program funding - around 37.9% was budgeted for OTPS (Other Than Personnel Services). The major portion (15.99%) of it was utilized for facilities costs as the space rental in the targeted community is very high. Around 8.2% was spent on classroom supplies and another 5.01% on contract services for hiring Health Services Consultants, Nutritional Services Consultants, Mental Health Consultants and substitute teachers from School Professional. A small percentage of the cost was utilized for program operation such as insurance liability, audit, printing, fire alarm system service and maintenance, monthly pest extermination, field trips, family involvement activities, etc.

Actual Expenditures for DOE EarlyLearn Program FY 2019-2020					
	713 43rd St.	812 54th St.	4202 8th Ave	6409 20th Ave	Total
Personnel Total	984,534.62	971,517.75	712,457.53	654,078.47	3,322,588.37
Facilities Cost	203,403.19	384,736.15	142,571.85	124,910.70	855,621.89
Supplies	128,704.09	138,364.17	94,640.17	76,943.60	438,652.03
Contract Service	88,166.79	79,965.94	45,824.54	54,106.89	268,064.16
Insurance	21,536.69	21,955.86	14,330.45	11,806.19	69,629.19
Trip & Travel	30.00	403.00	62.00	206.00	701.00
Family Involvement	30,002.69	34,746.62	21,528.94	18,921.36	105,199.61
Miscellaneous	120,810.47	79,237.80	14,022.73	75,946.38	290,017.38
Total	1,577,188.54	1,710,927.29	1,045,438.21	1,016,919.59	5,350,473.63

VI. Children Served in the EarlyLearn Program

The EarlyLearn Program provided 22 classes and served a total of 359 children of 3 to 4 years old. The majority 281 (78.4%) were from low-income households (income below 100% of the federal poverty line). All children (99.9%) were of Asian descent. Of the 359 children, 173 (48.19%) were 4 years old and 186 (51.81%) were 3 years old.

During the school year, 41 children (11%) were determined eligible by the Department of Education to receive special education and related services. 17 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 32% had speech or language impairments and the rest needed SEIT services.

The EarlyLearn Program served a total of 359 families. Of these, 54 families (15%) were single-parent families. In 35.7% of the two-parent families, both parents were employed. In the rest of the two-parent families, only one parent was employed. 43% of the parents were below high school graduate level; 49% graduated from high school, 7% held associate degree and 1% had a college degree. Comprehensive family services were provided to families to address their varying needs. During the school year, 266 (74%) received individual mental health consultation services; 29 attended ESOL classes offered by BCA. Almost all of them received parenting education and/or health education during the school year. 248 (69%) of the fathers attended the fatherhood initiative activities.

VII. Health Services for Children and Families

The EarlyLearn 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 on 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 the first 90 days of enrollment, all EarlyLearn children (100%) were up-to-date with their immunizations, as well as 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 two BMI assessments this year. The third one which was planned to be conducted in spring was cancelled owing to school closure starting March 2020. 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 four bilingual Mental Health Consultants. Though each of the four Consultants primarily worked at one 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 266 parents (74%) about their children's behavior/mental health; 6 children (1.6%) had been referred to mental health services for more intensive mental health services. This year, the Program experienced the COVID-19 crisis and schools must remain physically closed since mid-March. In order to continue providing mental health services to satisfy 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 an online platform for all EarlyLearn families. Twenty-three mental health workshops were held during the year, thirteen of them were remote workshops, and the average participation is 72%. This year, the program made much effort in promoting the fatherhood initiative; three

fatherhood workshops were held and two of them were remote workshops, the average participation was 69%. The remote workshops focused on topics which parents might utilize during the COVID-19 crisis, including self-care and relaxation, special parenting skills to deal with children's behavioral and mental problems, developing healthy relationships 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 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.

Due to COVID-19 pandemic, the EarlyLearn Program was closed starting March 16, 2020. Only two 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 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 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.

Owing to the COVID-19 pandemic, the EarlyLearn Program was closed starting March 16, 2020 and remote learning through Zoom was implemented to all children for the rest of the school year. Children attended classes remotely for 1.5 hours in the morning and 1.5 hour in the afternoon. In addition, teachers conducted conversational activities through individual phone calls to children or small groups through Zoom, WeChat or telephone to help children improve their English proficiency and communication skills.

A comparison of children’s GOLD Fall and Winter assessment results indicated that children made impressive progress during the school year.

713 43rd St

SOCIAL-EMOTIONAL	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Objectives/Dimensions						
Manages Feelings	25	15	48	39	27	46
Follows limits and expectations	42	15	50	58	8	27
Takes care of own needs appropriately	18	27	63	63	19	10

Forms relationships with adults	71	44	4	21	25	35
Responds to emotional cues	43	32	57	43	0	25
Interacts with peers	46	36	51	39	3	25
Makes friends	47	32	52	42	1	26
Balances needs and rights of self and others	32	32	68	38	0	30
Solves social problems	49	38	50	35	1	27

PHYSICAL-GROSS MOTOR	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates traveling skills	33	25	33	45	34	30
Demonstrates balancing skills	26	19	70	52	4	29
Demonstrates gross-motor manipulative skills	28	38	59	33	13	29
Demonstrates fine-motor manipulative skills	40	33	33	38	27	29
Uses fingers and hands	40	33	33	38	27	29
Uses writing and drawing tools	40	33	33	38	27	29

LANGUAGE	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Comprehends language	46	30	22	50	32	20
Follows directions	45	11	31	66	24	23
Uses an expanding expressive vocabulary	33	12	44	81	23	7
Speaks clearly	35	23	42	65	23	12
Uses conventional grammar	52	54	25	25	23	21
Tells about another time or place	48	40	29	32	23	28
Engages in conversations	50	33	28	41	22	26
Uses social rules of language	46	17	31	56	23	27

COGNITIVE	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Attends and engages	42	38	35	35	23	27
Persists	42	41	33	33	25	26
Solves problems	45	40	31	33	24	27
Shows curiosity and motivation	44	23	33	50	23	27
Shows flexibility and inventiveness in thinking	42	34	35	39	23	27
Recognizes and recalls	48	40	29	32	23	28
Makes connections	45	17	33	56	22	27
Uses classification skills	42	6	34	66	24	28
Thinks symbolically	42	13	34	60	24	27
Engages in socio-dramatic play	48	38	29	35	23	27
LITERACY	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Notices and discriminates rhyme	73	70	23	27	4	3
Notices and discriminates alliteration	50	40	50	59	0	1
Notices and discriminates smaller and smaller	46	69	33	31	21	0
Identifies and names letters	29	10	43	45	28	45
Uses letter-sound knowledge	57	56	42	40	1	4
Uses and appreciates books	44	14	55	86	1	0
Uses print concepts	66	68	33	30	1	2
Interacts during read-aloud and book conversations	42	22	57	47	1	21
Uses emergent reading skills	66	40	33	60	1	0
Retells stories	53	19	45	81	2	0

Writes name	41	27	21	15	38	58
Writes to convey meaning	74	41	26	59	0	0
MATHEMATICS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Counts	56	31	22	51	22	18
Quantifies	76	69	24	31	0	0
Connects numerals with their quantities	55	29	51	51	1	20
Understands spatial relationships	66	51	33	31	1	18
Understands shapes	82	53	18	31	0	16
Compares and measures	42	69	57	31	1	0
Demonstrates knowledge of patterns	74	34	26	65	0	1
SCIENCE AND TECHNOLOGY	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Uses scientific inquiry skills	41	33	59	58	0	9
Demonstrates knowledge of the characteristics of living things	41	36	59	54	0	10
Demonstrates knowledge of the physical properties of objects and materials	33	35	67	54	0	11
Demonstrates knowledge of the Earth' environment	39	36	61	59	0	11
Uses tools and other technology to perform tasks	33	33	67	40	0	27
SOCIAL STUDIES	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates knowledge about self	33	2	67	73	0	25
Shows basic understanding of people and how they live	33	34	67	43	0	23

Explores change related to familiar people or places	67	6	33	94	0	0
Demonstrates simple geographic knowledge	43	2	57	98	0	0
THE ARTS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Explores the visual arts	33	25	30	58	37	17
Explores musical concepts and expression	33	33	33	63	34	4
Explores dance and movement concepts	43	36	24	42	33	22
Explores drama through actions and language	33	33	33	48	34	19
ENGLISH LANGUAGE ACQUISITION	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates progress in listening to and understanding English	22	17	78	52	0	31

812 54 Street

SOCIAL-EMOTIONAL Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
Manages Feelings	38.89%	7.35%	57.41%	85.30%	3.70%	7.35%
Follows limits and expectations	42.60%	17.65%	55.55%	72.06%	1.85%	10.29%
Takes care of own needs appropriately	68.53%	20.59%	31.47%	77.94%	0.00%	1.47%
Forms relationships with adults	81.48%	48.52%	18.52%	48.54%	0.00%	2.94%
Responds to emotional cues	85.18%	39.70%	12.97%	44.12%	1.85%	16.18%
Interacts with peers	48.15%	5.88%	48.15%	86.77%	3.70%	7.35%
Makes friends	68.53%	11.76%	29.62%	64.71%	1.85%	23.53%
Balances needs and rights of self and others	49.99%	8.82%	50.01%	88.24%	0.00%	2.94%
Solves social problems	81.47%	38.23%	18.53%	57.36%	0.00%	4.41%
PHYSICAL-GROSS MOTOR	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter

Demonstrates traveling skills	68.52%	32.61%	31.48%	43.48%	0.00%	23.91%
Demonstrates balancing skills	68.51%	32.61%	31.49%	41.30%	0.00%	26.09%
Demonstrates gross-motor manipulative skills	77.78%	32.61%	22.22%	47.82%	0.00%	19.57%
Uses fingers and hands	64.82%	32.61%	35.18%	54.35%	0.00%	13.04%
Uses writing and drawing tools	51.85%	11.76%	48.15%	88.24%	0.00%	0.00%
LANGUAGE						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Comprehends language	87.04%	36.76%	12.96%	63.24%	0.00%	0.00%
Follows directions	62.96%	17.64%	37.04%	82.36%	0.00%	0.00%
Uses an expanding expressive vocabulary	62.97%	20.59%	35.18%	76.47%	1.85%	2.94%
Speaks clearly	83.34%	23.53%	16.66%	70.59%	0.00%	5.88%
Uses conventional grammar	94.44%	57.35%	5.56%	42.65%	0.00%	0.00%
Tells about another time or place	96.29%	47.05%	3.71%	52.95%	0.00%	0.00%
Engages in conversations	96.30%	48.53%	3.70%	51.47%	0.00%	0.00%
Uses social rules of language	68.51%	23.53%	29.64%	76.47%	1.85%	0.00%
COGNITIVE						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Attends and engages	72.22%	23.53%	27.78%	76.47%	0.00%	0.00%
Persists	83.33%	35.29%	16.67%	58.83%	0.00%	5.88%
Solves problems	85.18%	39.70%	14.82%	58.83%	0.00%	1.47%
Shows curiosity and motivation	92.59%	27.94%	7.41%	72.06%	0.00%	0.00%
Shows flexibility and inventiveness in thinking	48.15%	8.82%	51.85%	91.18%	0.00%	0.00%
Recognizes and recalls	92.59%	26.47%	7.41%	73.53%	0.00%	0.00%
Makes connections	85.18%	25.00%	14.82%	75.00%	0.00%	0.00%
Uses classification skills	53.70%	7.35%	46.30%	89.71%	0.00%	2.94%
Thinks symbolically	44.44%	4.41%	51.86%	86.77%	3.70%	8.82%
Engages in socio-dramatic play	46.29%	5.88%	53.71%	89.71%	0.00%	4.41%
LITERACY						
	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Notices and discriminates rhyme	98.15%	66.18%	1.85%	33.82%	0.00%	0.00%
Notices and discriminates alliteration	77.77%	30.88%	22.23%	69.12%	0.00%	0.00%
Notices and discriminates discrete units of sound	37.04%	14.70%	62.96%	82.36%	0.00%	2.94%
Applies phonics concepts and knowledge of word structure to decode text	0.00%	0.00%	85.19%	72.06%	14.81%	27.94%
Identifies and names letters	5.55%	4.41%	46.30%	45.59%	48.15%	50.00%
Identifies letter-sound correspondences	25.93%	11.76%	66.66%	76.48%	7.41%	11.76%

Uses and appreciates books and other texts	53.70%	5.88%	46.30%	94.12%	0.00%	0.00%
Uses print concepts	79.63%	22.06%	20.37%	77.94%	0.00%	0.00%
Interacts during reading experiences, book conversations, and text reflections	68.51%	17.65%	31.49%	82.35%	0.00%	0.00%
Uses emergent reading skills	57.41%	10.29%	42.59%	89.71%	0.00%	0.00%
Retells stories and recounts details from informational tests	24.07%	5.88%	75.93%	94.12%	0.00%	0.00%
Uses context clues to read and comprehend texts	0.00%	0.00%	66.67%	19.12%	33.33%	80.88%
Reads fluently	0.00%	0.00%	44.44%	20.59%	55.56%	79.41%
Writes name	38.89%	25.00%	38.89%	36.77%	22.22%	38.23%
Writes to convey ideas and information	96.30%	82.35%	3.70%	17.65%	0.00%	0.00%
Writes using conventions	0.00%	0.00%	72.22%	19.12%	27.78%	80.88%

MATHEMATICS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
Counts	66.66%	22.06%	18.53%	60.29%	14.81%	17.65%
Quantifies	50.00%	10.29%	48.15%	82.36%	1.85%	7.35%
Connects numerals with their quantities	48.15%	8.82%	40.74%	72.06%	11.11%	19.12%
Understands and uses place value and base ten	0.00%	0.00%	51.85%	4.41%	48.15%	95.59%
Applies properties of mathematical operations and relationships	0.00%	0.00%	96.30%	55.88%	3.70%	44.12%
Applies number combinations and mental number strategies in mathematical operations	0.00%	0.00%	57.41%	20.59%	42.59%	79.41%
Understands spatial relationships	81.48%	55.88%	18.52%	44.12%	0.00%	0.00%
Understands shapes	85.18%	16.17%	7.41%	72.07%	7.41%	11.76%
Measures objects	90.74%	25.00%	9.26%	75.00%	0.00%	0.00%
Measures time and money	31.48%	20.59%	64.82%	69.12%	3.70%	10.29%
Represents and analyzes data	75.92%	30.89%	24.08%	54.40%	0.00%	14.71%
Demonstrates knowledge of patterns	62.96%	11.76%	37.04%	88.24%	0.00%	0.00%
SCIENCE AND TECHNOLOGY Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
Uses scientific inquiry skills	44.44%	23.53%	51.86%	57.35%	3.70%	19.12%
Demonstrates knowledge of the characteristics of living	44.44%	23.53%	55.56%	61.76%	0.00%	14.71%

things						
Demonstrates knowledge of the physical properties of objects and materials	44.44%	27.94%	51.86%	64.71%	3.70%	7.35%
Demonstrates knowledge of the Earth' environment	51.85%	25.00%	48.15%	75.00%	0.00%	0.00%
Uses tools and other technology to perform tasks	46.30%	25.00%	51.85%	70.59%	1.85%	4.41%
SOCIAL STUDIES Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates knowledge about self	35.19%	23.53%	57.40%	61.76%	7.41%	14.71%
Shows basic understanding of people and how they live	38.89%	23.53%	61.11%	61.76%	0.00%	14.71%
Explores change related to familiar people or places	48.15%	25.00%	51.85%	66.18%	0.00%	8.82%
Demonstrates simple geographic knowledge	55.56%	29.41%	44.44%	70.59%	0.00%	0.00%
THE ARTS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
Explores the visual arts	38.89%	23.53%	61.11%	63.24%	0.00%	13.24%
Explores musical concepts and expression	46.30%	25.00%	53.70%	63.24%	0.00%	11.76%
Explores dance and movement concepts	48.15%	23.53%	51.85%	67.65%	0.00%	8.82%
Explores drama through actions and language	38.89%	22.06%	61.11%	66.18%	0.00%	11.76%
ENGLISH LANGUAGE ACQUISITION Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Winter	Fall	Winter	Fall	Winter
	Demonstrates progress in listening to and understanding English	42.60%	4.41%	55.55%	79.41%	1.85%

6409 20th Avenue

SOCIAL-EMOTIONAL Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Manages Feelings	82	31	18	69	0	0
Follows limits and expectations	88	16	12	67	0	17
Takes care of own needs appropriately	83	24	17	68	0	8
Forms relationships with adults	79	81	21	17	0	2
Responds to emotional cues	83	30	17	64	0	6

Interacts with peers	88	29	12	66	0	5
Makes friends	83	29	17	61	0	10
Balances needs and rights of self and others	97	4	3	90	0	6
Solves social problems	80	6	20	89	0	5
PHYSICAL-GROSS MOTOR						
	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates traveling skills	70	2	30	64	0	34
Demonstrates balancing skills	83	8	17	86	0	6
Demonstrates gross-motor manipulative skills	98	66	2	0	0	34
Demonstrates fine-motor manipulative skills	99	69	1	0	0	31
Uses fingers and hands	71	8	29	86	0	6
Uses writing and drawing tools	71	8	29	86	0	6
LANGUAGE						
	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Comprehends language	89	61	11	7	0	32
Follows directions	76	57	24	39	0	4
Uses an expanding expressive vocabulary	93	6	7	63	0	34
Speaks clearly	100	56	0	37	0	7
Uses conventional grammar	87	31	13	62	0	7
Tells about another time or place	92	46	8	49	0	5
Engages in conversations	93	56	7	41	0	3
Uses social rules of language	88	42	12	53	0	6
COGNITIVE						
	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Attends and engages	87	81	13	17	0	2
Persists	92	78	8	17	0	5
Solves problems	92	47	8	45	0	8
Shows curiosity and motivation	92	47	8	52	0	1
Shows flexibility and inventiveness in thinking	67	30	33	70	0	0
Recognizes and recalls	84	73	16	27	0	0
Makes connections	83	73	17	27	0	0
Uses classification skills	87	59	7	35	6	6
Thinks symbolically	80	48	16	46	4	6
Engages in socio-dramatic play	72	44	28	56	0	0
LITERACY						
	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Notifies and discriminates rhyme	99	75	1	25	0	0

Notices and discriminates alliteration	93	51	7	49	0	0
Notices and discriminates smaller and smaller	0	7	100	93	0	0
Identifies and names letters	76	38	14	53	0	9
Uses letter-sound knowledge	0	11	100	89	0	0
Uses and appreciates books	87	56	13	44	0	0
Uses print concepts	99	31	1	69	0	0
Interacts during read-aloud and book conversations	96	36	4	64	0	0
Uses emergent reading skills	87	30	13	70	0	0
Retells stories	92	49	8	50	0	1
Writes name	95	4	5	96	0	0
Writes to convey meaning	86	0	15	69	0	31
MATHEMATICS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Counts	62	61	38	39	0	0
Quantifies	93	65	7	35	0	0
Connects numerals with their quantities	84	30	16	70	0	0
Understands spatial relationships	41	44	34	25	50	31
Understands shapes	68	37	32	63	0	0
Compares and measures	50	28	50	72	0	0
Demonstrates knowledge of patterns	96	72	4	28	0	0
SCIENCE AND TECHNOLOGY	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Uses scientific inquiry skills	100	50	0	50	0	0
Demonstrates knowledge of the characteristics of living things	100	50	0	50	0	0
Demonstrates knowledge of the physical properties of objects and materials	100	50	0	50	0	0
Demonstrates knowledge of the Earth' environment	100	50	0	50	0	0
Uses tools and other technology to perform tasks	100	50	0	50	0	0
SOCIAL STUDIES	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates knowledge about self	100	50	0	50	0	0
Shows basic understanding of people and how they live	100	50	0	50	0	0
Explores change related to familiar people or places	100	50	0	50	0	0

Demonstrates simple geographic knowledge	100	50	0	50	0	0
THE ARTS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	100	50	0	50	0	0
Explores musical concepts and expression	100	50	0	50	0	0
Explores dance and movement concepts	50	50	50	50	0	0
Explores drama through actions and language	100	50	0	50	0	0
ENGLISH LANGUAGE ACQUISITION	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates progress in listening to and understanding English	67	88	27	12	0	0

4202 8th Avenue

SOCIAL-EMOTIONAL	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter
Manages Feelings	5.71	1.84	91.43	80.73	2.86	17.43
Follows limits and expectations	1.90	0.92	57.14	73.39	40.95	25.68
Takes care of own needs appropriately	0.95	1.84	30.47	64.22	48.58	33.88
Forms relationships with adults	0	0.92	21.9	56.87	78.1	42.20
Responds to emotional cues	1.9	11.92	66.67	61.47	13.33	21.10
Interacts with peers	21.9	1.84	55.24	71.39	8.57	24.77
Makes friends	4.76	8.25	54.29	73.38	40.95	18.35
Balances needs and rights of self and others	18.18	12.85	43.64	57.79	18.18	29.36
Solves social problems	5.71	4.39	75.23	95.61	19.05	0
PHYSICAL-GROSS MOTOR	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Winter	Fall	Winter	Fall	Winter

Demonstrates traveling skills	0	0.92	2.86	51.38	97.14	47.71
Demonstrates balancing skills	0	9.18	1.9	51.38	98.1	39.45
Demonstrates gross-motor manipulative skills	0	0.92	1.9	68.8	98.1	30.28
Uses fingers and hands	0	51.37	25.71	38.53	74.29	24.77
Uses writing and drawing tools	1	0.92	0.95	68.81	98.05	30.28

LANGUAGE	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Comprehends language	0.95	0	74.98	100	24.76	0
Follows directions	1.9	4.81	77.14	74.03	20.95	21.15
Uses an expanding expressive vocabulary	1.9	4.81	68.57	84.61	29.52	10.58
Speaks clearly	2.86	1.92	40	89.42	57.14	8.65
Uses conventional grammar	18.09	17.31	60.95	65.38	29.5	16.34
Tells about another time or place	19.05	28.84	66.67	50.96	14.29	18.27
Engages in conversations	3.81	0.96	15.24	71.15	80.96	26.92
Uses social rules of language	5.71	4.81	21.91	74.05	72.38	20.19

COGNITIVE	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Attends and engages	0.95	3.84	25.72	89.43	73.33	6.73
Persists	2.86	4.81	35.24	89.43	61.9	5.76
Solves problems	6.6	18.27	33.33	73.07	60.07	8.66
Shows curiosity and motivation	1.9	2.88	26.67	85.57	71.43	11.53
Shows flexibility and inventiveness in thinking	2.86	44.35	40.95	56.72	56.19	1.92
Recognizes and recalls	1.9	39.42	40	57.69	58.1	2.88
Makes connections	1.9	37.5	25.72	55.76	72.38	6.73

Uses classification skills	0.95	37.5	26.67	53.85	72.38	8.65
Thinks symbolically	3.8	44.23	37.15	50	59.05	5.77
Engages in socio-dramatic play	0.95	37.49	36.2	53.85	62.85	8.65
LITERACY						
Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Notices and discriminates rhyme	28.57	58.65	65.71	41.12	5.71	0
Notices and discriminates alliteration	37.14	47.12	50.47	52.88	12.38	0
Notices and discriminates discrete units of sound	52.38	88.46	45.71	11.54	1.9	0
Applies phonics concepts and knowledge of word structure to decode text	60.73	72.11	22.13	4.81	17.14	23.08
Identifies and names letters	21.91	22.11	28.57	58.65	49.52	19.24
Identifies letter-sound correspondences	49.53	61.53	47.62	6.73	2.85	31.74
Uses and appreciates books and other texts	0.95	0.95	49.53	99.05	49.52	0
Uses print concepts	24.76	72.11	49.52	26.92	25.71	0.97
Interacts during reading experiences, book conversations, and text reflections	86.44	75.96	13.56	24.04	2.07	0
Uses emergent reading skills	31.43	91.34	64.76	4.8	3.81	3.86
Retells stories and recounts details from informational texts	48.57	76.93	48.57	23.07	2.86	0
Uses context clues to read and comprehend texts	85.72	80.07	13.33	54.13	0	44.04
Reads fluently	87.62	1.84	12.38	82.57	0	44.04
Writes name	2.86	1.83	59.05	62.39	38.09	35.78
Writes to convey ideas and	4.76	6.72	60	67.31	35.24	25.96

information						
Writes using conventions	95.2	46.15	4.8	53.85	0	0

MATHEMATICS Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Counts	0.95	7.34	24.76	83.49	74.28	9.18
Quantifies	4.76	10	48.57	79.09	46.66	10.91
Connects numerals with their quantities	4.76	21.1	24.76	60.54	70.48	18.35
Understands and uses place value and base ten	91.43	27.52	8.57	72.48	0	0
Applies properties of mathematical operations and relationships	81.9	0.91	18.1	79.09	0	20
Applies number combinations and mental number strategies in mathematical operations	67.62	18.52	23.81	85.32	8.57	6.42
Understands spatial relationships	3.81	0.92	41.91	87.15	54.28	11.93
Understands shapes	0.95	0.91	7.62	79.09	91.43	20
Measures objects	8.57	8.26	60	85.32	31.43	6.42
Measures time and money	29.52	7.34	60	83.49	10.48	9.18
Represents and analyzes data	34.29	10	65.71	79.09	0	10.91
Demonstrates knowledge of patterns	7.61	8.26	34.29	85.32	58.1	6.42
SCIENCE AND TECHNOLOGY Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Uses scientific inquiry skills	85.72	1.8	14.28	83.78	0	14.41
Demonstrates knowledge of the characteristics of living things	85.72	2.7	14.28	82.88	0	14.41
Demonstrates knowledge of the physical properties of objects and materials	85.72	1.8	14.28	79.28	0	18.92
Demonstrates knowledge of the Earth' environment	85.72	1.8	14.28	83.78	0	14.41
Uses tools and other technology to perform tasks	85.72	0.9	14.28	84.68	0	14.41
SOCIAL STUDIES Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Demonstrates knowledge about self	78.1	0.9	21.9	72.97	0	26.13
Shows basic understanding of	85.72	17.12	14.28	56.76	0	26.13

people and how they live						
Explores change related to familiar people or places	85.72	17.12	14.28	57.66	0	25.23
Demonstrates simple geographic knowledge	85.71	0.9	14.29	84.68	0	14.41
THE ARTS Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
Explores the visual arts	82.86	81.08	17.14	18.92	0	0
Explores musical concepts and expression	85.71	0.9	14.29	79.28	0	19.82
Explores dance and movement concepts	82.86	0.9	17.14	71.17	0	27.93
Explores drama through actions and language	82.86	0.9	17.14	74.77	0	24.32
ENGLISH LANGUAGE ACQUISITION Objectives/Dimensions	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Winter	Fall	Winter	Fall	Winter
	Demonstrates progress in listening to and understanding English	22.22	0	31.11	53.85	46.67

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, 259 parents (84.75%) 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 maintained 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 participating in classroom activities. Such intergenerational activities were found to be helpful to enhance parent-child relationships 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 2019 Audit were completed by the end of March 2020. There were no non-compliance findings or concerns related to the ACS EarlyLearn Program.