



Brooklyn Chinese-American Association DOE EarlyLearn Program



2021 Program Annual Report (2020-2021 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: 114 Full-Day

The site is located in the predominantly Asian community of Sunset Park. During the 2020 to 2021 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 almost 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: 95 Full-Day

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

All 95 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 2020-2021, 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

Secured the DOH license in August 2013, BCA Bensonhurst Early Childhood Education Center is currently BCA's first daycare center providing early childhood education services for the community of Bensonhurst.

BCA Bensonhurst Early Childhood Education Center is located in a community consisting of middle to low income families. Currently there are 65 children enrolled in the Center for the services of either EarlyLearn Head Start Program or EarlyLearn Extended Day Program. The Center serves children aged 2.8 to 5 years old, toddler to prekindergarten. Since most of the children enrolled in the program speak Chinese, the Center has bilingual educators speaking Chinese and English to better meet their needs. Although there is a predominant population of Chinese, the Center welcomes and accepts children speaking other languages. Each year there are at least 2 children speaking other language than Chinese or English enrolled into Program. This year, the center has 1 child speaking Russian and 1 child speaking Spanish.

The Center has 4 classrooms, 2 classrooms that are for 3-year-olds (currently called 3K by the DOE) and 2 classrooms that are for 4-year-olds (currently called Pre-K for All by DOE). The Center offers EarlyLearn Extended-Day Program (8 hours) and EarlyLearn Head Start Program (10 hours) to the community.

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

Total funded Enrollment: 84 Full-Day
Actual Enrollment: 45 Full-Day

The 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 EarlyLearn Program decreased its enrollment number and started serving 45 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 318 pre-schoolers and a wide array of activities to involve and engage the parents and the families, on the average, approximately 57.9% 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 42.1% was budgeted for OTPS (Other Than Personnel Services). The major portion (17.85%) of it was utilized for facilities costs as the space rental in the targeted community is very high. Around 18% was spent on classroom supplies including HS Covid-19 supplies and another 3.10% on contract services for hiring Health Services Consultants, Nutritional Services Consultants, Mental Health Consultants. 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 2020-2021					
	713 43rd St.	812 54th St.	4202 8th Ave	6409 20th Ave	Total
Personnel Total	1,034,265.59	990,577.93	659,780.16	655,378.15	3,340,001.83
Facilities Cost	235,798.06	437,562.58	187,515.26	168,076.60	1,028,952.50
Supplies	275,602.39	225,702.50	217,231.40	152,283.58	870,819.87
Contract Service	55,940.22	53,754.34	31,750.59	37,215.91	178,661.06
Insurance	16,852.54	16,862.34	10,394.94	10,100.47	54,210.29
Trip & Travel	0	0	0	113.00	113.00
Family Involvement	30,743.65	31,237.94	21,521.51	14,979.72	98,482.82
Miscellaneous	6,855.00	5,608.30	9,129.60	5,559.24	27,152.14
HS Covid-19	82,020.63	53,713.36	0	31,212.34	166,946.33
Total	1,738,078.08	1,815,019.29	1,137,323.46	1,074,919.01	5,765,339.84

VI. Children Served in the EarlyLearn Program

The 2020-2021 school year was a special year. Owing to the pandemic, many parents had reservation of sending children to school and thus most programs were under-enrolled. Moreover, most parents (over 90%) chose to enroll their children in the remote learning model; only very few children attended school in-person.

The EarlyLearn Program provided 22 classes and served a total of 319 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 319 children, 193 (60.5%) were 4 years old and 126 (39.5%) were 3 years old.

During the school year, 34 children (11%) 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 62% had speech or language impairments and the rest needed SEIT services.

The EarlyLearn Program served a total of 319 families. Of these, 91 families (29%) were single-parent families. In 24% of the two-parent families, both parents were employed. In the rest of the two-parent families, only one parent was employed. 59% of the parents were below high school graduate level; 33% 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, 230 (72%) received individual mental health consultation services; 23 attended ESOL classes offered by BCA. Almost all of them received parenting education and/or health education during the school year. 233 (73%) 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 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 three BMI assessments this year. For children who were underweight, overweight or obese, the nutritionist conducted consultation with parents, and provided written guidance to assist them in managing their children's health and nutrition issues. The nutritionist created a nutrition booklet for parents. This booklet introduces basic nutrition facts for children ages 3 to 5 so that parents would understand the importance of a well balanced diet, which leads to healthy lifestyles and promotes proper growth for their children. By obtaining the nutritional educational materials, parents worked closely with the Program for children's nutrition growth, and thus children made reasonable progress during the school year.

During this school year, BCA retained 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 230 parents/guardians (72%) about their children's behavior/mental health; 9 children (2.8%) had been referred to mental health services for more intensive mental health services. This year, because of COVID, 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 the online platform for all EarlyLearn families.

Twenty-three mental health workshops were held virtually during the year and the average participation is 72%.

This year, the program made much effort in promoting the fatherhood initiative; three fatherhood workshops were held virtually and the average participation was 73%. 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. 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.

Owing to the COVID-19 pandemic, this year, the EarlyLearn Program provided different options of learning model for the children and families. Families were able to choose from different learning models including fully remote learning, fully in-person learning and blended learning. Through Zoom, children receiving fully remote learning could join the class synchronously with the children who receive in-person services. Children receiving

fully remote learning attended classes remotely for 1.5 hours (core hours) in the morning and 1.5 hour (core hours) 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.

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.

Since the majority of the children in some programs took the remote learning model, it was difficult to conduct the full GOLD assessment and to ensure the validity of the assessment. Some programs conducted the child assessment informally or partially and utilized the results to guide curriculum planning or individualization for individual child. Therefore, GOLD assessment data was not available for two program sites.

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

713 43rd St

SOCIAL-EMOTIONAL	Below (%)		Meeting (%)		Exceeding (%)	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	57	100	23	0	20	0
Follows limits and expectations	53	100	37	0	10	0
Takes care of own needs appropriately	38	100	49	0	13	0

Forms relationships with adults	53	100	24	0	23	0
Responds to emotional cues	61	100	24	0	25	0
Interacts with peers	54	100	24	0	22	0
Makes friends	50	100	37	0	13	0
Balances needs and rights of self and others	55	100	31	0	14	0
Solves social problems	61	100	23	0	16	0

PHYSICAL-GROSS MOTOR	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	26	47	55	53	19	0
Demonstrates balancing skills	49	65	37	35	14	0
Demonstrates gross-motor manipulative skills	47	65	37	35	16	0
Demonstrates fine-motor manipulative skills	41	0	35	100	24	0
Uses fingers and hands	41	0	35	100	24	0
Uses writing and drawing tools	41	0	35	100	24	0

LANGUAGE	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	39	41	45	53	16	6
Follows directions	39	35	45	65	16	0
Uses an expanding expressive vocabulary	23	18	63	82	14	0
Speaks clearly	41	53	45	47	14	0
Uses conventional grammar	61	100	24	0	15	0
Tells about another time or place	62	100	25	0	21	0
Engages in conversations	59	100	20	0	21	0

Uses social rules of language	47	100	36	0	17	0
COGNITIVE	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	54	100	33	0	13	0
Persists	43	100	33	0	24	0
Solves problems	54	100	31	0	15	0
Shows curiosity and motivation	36	100	39	0	25	0
Shows flexibility and inventiveness in thinking	45	100	29	0	16	0
Recognizes and recalls	67	100	28	0	5	0
Makes connections	53	100	31	0	16	0
Uses classification skills	49	100	33	0	18	0
Thinks symbolically	42	100	43	0	15	0
Engages in socio-dramatic play	42	100	43	0	15	0
LITERACY	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	67	100	21	0	12	0
Notices and discriminates alliteration	51	100	30	0	19	0
Notices and discriminates smaller and smaller	52	100	25	0	23	0
Identifies and names letters	22	0	61	100	17	0
Uses letter-sound knowledge	52	100	26	0	22	0
Uses and appreciates books	52	100	26	0	22	0
Uses print concepts	41	100	39	0	20	0
Interacts during read-aloud and book conversations	49	100	32	0	19	0
Uses emergent reading skills	45	100	39	0	16	0
Retells stories	28	41	59	59	13	0

Writes name	26	0	49	25	25	75
Writes to convey meaning	64	100	22	0	14	0
MATHEMATICS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Counts	32	0	51	0	17	100
Quantifies	49	0	35	0	16	100
Connects numerals with their quantities	57	0	28	0	15	100
Understands spatial relationships	57	0	28	0	15	100
Understands shapes	65	0	20	0	15	100
Compares and measures	51	0	33	0	16	100
Demonstrates knowledge of patterns	74	0	12	0	14	100
SCIENCE AND TECHNOLOGY	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	100	39	0	49	0	12
Demonstrates knowledge of the characteristics of living things	53	39	47	51	0	0
Demonstrates knowledge of the physical properties of objects and materials	49	39	51	49	0	12
Demonstrates knowledge of the Earth' environment	49	37	51	45	0	18
Uses tools and other technology to perform tasks	41	39	43	47	15	14
SOCIAL STUDIES	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	32	39	68	49	0	12
Shows basic understanding of people and how they live	47	39	53	51	0	10

Explores change related to familiar people or places	49	39	51	53	0	8
Demonstrates simple geographic knowledge	53	33	47	67	0	0
THE ARTS	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	32	39	65	47	0	14
Explores musical concepts and expression	43	37	41	45	16	8
Explores dance and movement concepts	45	37	51	45	4	8
Explores drama through actions and language	53	39	45	49	2	1225
ENGLISH LANGUAGE ACQUISITION	Below (%)		Meeting (%)		Exceeding (%)	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates progress in listening to and understanding English	25	14	34	25	41	61

812 54 Street

SOCIAL-EMOTIONAL Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Manages Feelings	38.89%	5.71%	57.41%	88.58%	3.70%	5.71%
Follows limits and expectations	42.60%	24.29%	55.55%	74.28%	1.85%	1.43%
Takes care of own needs appropriately	68.53%	37.14%	31.47%	62.86%	0.00%	0.00%
Forms relationships with adults	81.48%	57.14%	18.52%	42.86%	0.00%	0.00%
Responds to emotional cues	85.18%	44.28%	12.97%	47.15%	1.85%	8.57%
Interacts with peers	48.15%	4.29%	48.15%	95.71%	3.70%	0.00%
Makes friends	68.53%	10.00%	29.62%	81.43%	1.85%	8.57%
Balances needs and rights of self and others	49.99%	2.86%	50.01%	97.14%	0.00%	0.00%
Solves social problems	81.47%	17.14%	18.53%	82.86%	0.00%	0.00%
PHYSICAL-GROSS MOTOR	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates traveling skills	68.52%	14.29%	31.48%	85.71%	0.00%	0.00%

Demonstrates balancing skills	68.51%	40.00%	31.49 %	60.00 %	0.00%	0.00%
Demonstrates gross-motor manipulative skills	77.78%	14.29%	22.22 %	85.71 %	0.00%	0.00%
Uses fingers and hands	64.82%	18.58%	35.18 %	81.42 %	0.00%	0.00%
Uses writing and drawing tools	51.85%	7.14%	48.15 %	85.72 %	0.00%	7.14%

LANGUAGE	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Comprehends language	87.04%	28.57%	12.96%	68.57%	0.00%	2.86%
Follows directions	62.96%	25.71%	37.04%	74.29%	0.00%	0.00%
Uses an expanding expressive vocabulary	62.97%	7.14%	35.18%	92.86%	1.85%	0.00%
Speaks clearly	83.34%	31.43%	16.66%	68.57%	0.00%	0.00%
Uses conventional grammar	94.44%	54.29%	5.56%	45.71%	0.00%	0.00%
Tells about another time or place	96.29%	54.29%	3.71%	45.71%	0.00%	0.00%
Engages in conversations	96.30%	71.43%	3.70%	28.57%	0.00%	0.00%
Uses social rules of language	68.51%	35.71%	29.64%	64.29%	1.85%	0.00%

COGNITIVE	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Attends and engages	72.22%	0.00%	27.78%	0.00%	0.00%	0.00%
Persists	83.33%	41.43%	16.67%	58.57%	0.00%	0.00%
Solves problems	85.18%	52.86%	14.82%	47.14%	0.00%	0.00%
Shows curiosity and motivation	92.59%	18.57%	7.41%	81.43%	0.00%	0.00%
Shows flexibility and inventiveness in thinking	48.15%	1.43%	51.85%	98.57%	0.00%	0.00%
Recognizes and recalls	92.59%	17.15%	7.41%	82.85%	0.00%	0.00%
Makes connections	85.18%	8.57%	14.82%	91.43%	0.00%	0.00%
Uses classification skills	53.70%	4.29%	46.30%	95.71%	0.00%	0.00%
Thinks symbolically	44.44%	1.43%	51.86%	94.28%	3.70%	4.29%
Engages in socio-dramatic play	46.29%	4.29%	53.71%	90.00%	0.00%	5.71%

LITERACY	Below		Meeting		Exceeding	
Objectives/Dimensions	Fall	Spring	Fall	Spring	Fall	Spring
Notices and discriminates rhyme	98.15%	34.29%	1.85%	65.71%	0.00%	0.00%
Notices and discriminates alliteration	77.77%	8.57%	22.23%	91.43%	0.00%	0.00%
Notices and discriminates discrete units of sound	37.04%	1.43%	62.96%	98.57%	0.00%	0.00%
Applies phonics concepts and knowledge of word structure to decode text	0.00%	0.00%	85.19%	58.57%	14.81%	41.43%
Identifies and names letters	5.55%	0.00%	46.30%	71.42%	48.15%	28.58%
Identifies letter-sound correspondences	25.93%	4.29%	66.66%	92.85%	7.41%	2.86%

Uses and appreciates books and other texts	53.70%	4.29%	46.30%	95.71%	0.00%	0.00%
Uses print concepts	79.63%	8.57%	20.37%	91.43%	0.00%	0.00%
Interacts during reading experiences, book, conversations, and text reflections	68.51%	4.29%	31.49%	95.71%	0.00%	0.00%
Uses emergent reading skills	57.41%	4.29%	42.59%	95.71%	0.00%	0.00%
Retells stories and recounts details from informational texts	24.07%	4.29%	75.93%	95.71%	0.00%	0.00%
Uses context clues to read and comprehend texts	0.00%	0.00%	66.67%	7.14%	33.33%	92.86%
Reads fluently	0.00%	0.00%	44.44%	27.14%	55.56%	72.86%
Writes name	38.89%	27.15%	38.89%	68.56%	22.22%	4.29%
Writes to convey ideas and information	96.30%	55.71%	3.70%	44.29%	0.00%	0.00%
Writes using conventions	0.00%	0.00%	72.22%	12.86%	27.78%	87.14%
MATHEMATICS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Counts	66.66%	5.72%	18.53%	67.14%	14.81%	27.14%
Quantifies	50.00%	8.57%	48.15%	75.72%	1.85%	15.71%
Connects numerals with their quantities	48.15%	11.43%	40.74%	60.00%	11.11%	28.57%
Understands and uses place value and base ten	0.00%	0.00%	51.85%	2.86%	48.15%	97.14%
Applies properties of mathematical operations and relationships	0.00%	0.00%	96.30%	47.14%	3.70%	52.86%
Applies number combinations and mental number strategies in mathematical operations	0.00%	0.00%	57.41%	24.29%	42.59%	75.71%
Understands spatial relationships	81.48%	44.28%	18.52%	55.72%	0.00%	0.00%
Understands shapes	85.18%	0.00%	7.41%	0.00%	7.41%	0.00%
Measures objects	90.74%	8.56%	9.26%	91.43%	0.00%	0.00%
Measures time and money	31.48%	1.43%	64.82%	81.43%	3.70%	17.14%
Represents and analyzes data	75.92%	1.43%	24.08%	87.14%	0.00%	11.43%
Demonstrates knowledge of patterns	62.96%	1.43%	37.04%	88.57%	0.00%	10.00%

SCIENCE AND TECHNOLOGY Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Uses scientific inquiry skills	44.44%	25.71%	51.86%	38.58%	3.70%	35.71%
Demonstrates knowledge of the characteristics of living things	44.44%	22.86%	55.56%	38.57%	0.00%	38.57%
Demonstrates knowledge of the physical properties of objects and materials	44.44%	22.86%	51.86%	34.28%	3.70%	42.86%
Demonstrates knowledge of the Earth' environment	51.85%	22.86%	48.15%	42.85%	0.00%	34.29%
Uses tools and other technology to perform tasks	46.30%	22.86%	51.85%	40.00%	1.85%	37.14%
SOCIAL STUDIES Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Demonstrates knowledge about self	35.19%	0.00%	57.40%	57.14%	7.41%	42.86%
Shows basic understanding of people and how they live	38.89%	0.00%	61.11%	55.71%	0.00%	44.29%
Explores change related to familiar people or places	48.15%	0.00%	51.85%	58.57%	0.00%	41.43%
Demonstrates simple geographic knowledge	55.56%	24.29%	44.44%	40.00%	0.00%	35.71%
THE ARTS Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
Explores the visual arts	38.89%	22.86%	61.11%	37.14%	0.00%	40.00%
Explores musical concepts and expression	46.30%	22.86%	53.70%	41.43%	0.00%	35.71%
Explores dance and movement concepts	48.15%	0.00%	51.85%	61.43%	0.00%	38.57%
Explores drama through actions and language	38.89%	22.86%	61.11%	40.00%	0.00%	37.14%
ENGLISH LANGUAGE ACQUISITION Objectives/Dimensions	Below		Meeting		Exceeding	
	Fall	Spring	Fall	Spring	Fall	Spring
	Demonstrates progress in listening to and understanding English	42.60%	22.86%	55.55%	67.14%	1.85%

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 remotely to help parents understand more about early childhood education, basic learning goals and objectives for the 4-year-olds, learning and teaching approaches, etc. so that parents would feel more confident and comfortable in making recommendations to teachers and getting more involved in curriculum planning.

The program also put into effect a "Family Partnership Agreement" and all families participated in the goal setting process leading to the Agreement. The Family Workers worked with the families on goal setting during the first home visit and 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 join the virtual classroom on a few occasions - Christmas, Chinese New Year, Mother's Day, Father's Day – to join their children in doing projects or 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.
- 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 2020 Audit were completed by the end of March 2021. There were no non-compliance findings or concerns related to the DOE EarlyLearn Program.