Goal: **Best support the unique needs of DLL children and families**

Objectives:

- Increase the number of staff who are bilingual so that parents are communicated with in their primary language.

- Expand vocabulary (key words and phrases) of all staff in the languages spoken by the families in their classrooms. Support staff who wish to take courses in conversational foreign languages.

- Increase translation of written program materials so that all materials are sent home in the primary language of the family.

- Increase parent program participation by primary non-English speaking families by providing translation at meetings and parent trainings, and by encouraging attendance.

- Enhance classroom curriculum for DLL learners.

- Provide additional Training for education and family services staff on needs of DLL learners.

- Increase access to ESL resources for primary non-English speaking families, including increased use of Parent’s Policy Council
scholarships for this purpose. ESL is a critical resource for families of DLL children.

• Increase staff understanding of how language is spoken/used in the homes of individual DLL families through use of Home Language Survey.

• Expand on existing Home Language Survey by having an additional survey as part of the FPA, including questions on family ESL needs.

Report on Progress:

• Bilingual lending libraries for families were created in our classrooms.

• The Hatch “I Start Smart Elite” software system that enhances child assessment and instruction (Language, Literacy and Mathematics) in a child’s primary language was piloted in six more of our classrooms last year.

• Educators completed Home Language Surveys with parents during their first home visit with the family.

• The “High Five Bilingual” magazine was purchased for each classroom which provides stories, games, poems and activities for the children in both Spanish and English.
• Book drives with a focus on books in other languages were conducted by community partners on behalf of our program. These books were distributed to program families.

• Sixteen parents enrolled in ESL classes during the school year through our Parent’s Policy Council scholarship fund.

Goal: **Best support the unique needs of Homeless children and families**

Objectives:

• Improve attendance by homeless children by prioritizing transportation for homeless children in Framingham and Natick and by providing increased follow-up with parents of homeless children on attendance issues. Poor child school attendance is an identified issue for homeless families.

• Improve program involvement by parents through providing transportation and enhanced follow-up and support by staff. Low participation with their child’s school is an identified issue for homeless parents.

• Increase stabilization for homeless families by supporting their acquiring of housing and other critical resources.
• Increase access to Head Start services for homeless families through strengthening the referral/relationship with shelter staff, and by conducting intakes at family shelters and motels.

• Enhance transition to other programs when homeless families move out of our service area by providing families with referral information to programs that service their new community, and with records for their child.

• Provide training for staff on homeless and housing stabilization services.

Report on Progress:

• All intakes for homeless families in shelters were performed at their shelter.

• All homeless families received referral information regarding other Head Start programs if they relocated outside of our service area.

• We continued to make presentations on Head Start services to staff from our area homeless shelters so as to facilitate an understanding of the program and increased referrals.

• Our Head Start staff will participated in the HSSCO Homeless Children/Families Focus Group in the fall.
• A housing questionnaire was developed and will be used at intake to better identify homeless families.

Goal: **Best address the issue of child obesity/overweight that is prevalent in our communities.**

Objectives:

• Increased nutrition education activities for parents (cooking/nutrition classes, other).

• Increased nutrition activities for children in classrooms

• Enhanced classroom curriculum – I am Moving, I am Learning implemented in each classroom.

• Connect families to nutrition resources in their communities.

• Increase informational materials on nutrition and physical activity sent home in appropriate languages.

• Increase parent/family engagement activities based on physical activity and nutrition.

**Report on Progress:**
Parents and children participated together in I Am Moving, I Am Learning experiences that included dancing, cultural music and healthy nutrition information on a monthly basis.

Education Managers utilized the “Observation Checklist – I Am Moving, I Am Learning” in their classrooms during the school year.

UMASS Nutrition provided nutrition training for our staff and provided training for parents at our Parent Cafes. They additionally provided a weekly newsletter that was distributed to families.

Child and Program Progress Towards Achieving School Readiness 2019-2020

**Due to COVID-19, the Teaching Strategies GOLD assessments were not performed in the Spring of 2020. The following data is based on the Fall 2019 and Winter 2020 results only.

APPROACHES TO LEARNING

- From the Fall of 2019 through the Winter of 2020 there was a 0% increase in 4-5 year olds.

- From the Fall of 2019 through the Winter of 2020 there was a 24% increase in 3-4 year olds.

SOCIAL AND EMOTIONAL DEVELOPMENT

- From the Fall of 2019 through the Winter of 2020 there was a 9% increase in 4-5 year olds.
• From the Fall of 2019 through the Winter of 2020 there was a 25% increase in 3-4 year olds.

LANGUAGE

• For English speakers from the Fall of 2019 through the Winter of 2020 there was a 4% increase in 4-5 year olds.

• For English speakers from the Fall of 2019 through the Winter of 2020 there was a 11% increase in 3-4 year olds.

• For DLL’s from the Fall of 2019 through the Winter of 2020 there was a 17% increase in 4-5 year olds.

• For DLL’s from the Fall of 2019 through the Winter of 2020 there was a 32% increase in 3-4 year olds.

LITERACY

• For English speakers from the Fall of 2019 through the Winter of 2020 there was an 8% increase in 4-5 year olds.

• For English speakers from the Fall of 2019 through the Winter of 2020 there was a 35% increase in 3-4 year olds.

• For DLL’s from the Fall of 2019 through the Winter of 2020 there was a 24% increase in 4-5 year olds.

• For DLL’s from the Fall of 2019 through the Winter of 2020 there was a 22% increase in 3-4 year olds.

COGNITION

• From the Fall of 2019 through the Winter of 2020 there was a 9% increase in 4-5 year olds.
• From the Fall of 2019 through the Winter of 2020 there was a 23% increase in 3-4 year olds.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

• From the Fall of 2019 through the Winter of 2020 there was a 4% increase in 4-5 year olds.

• From the Fall of 2019 through the Winter of 2020 there was a 10.5% increase in 3-4 year olds.

SCHOOL READINESS RESULTS FOR CHILDREN GOING ON TO KINDERGARTEN

Winter 2020

• 87.5% of the children met APPROACHES TO LEARNING

• 89% of the children met SOCIAL AND EMOTIONAL DEVELOPMENT

• 94% of the English speaking children and 82% of the DLL’s met LANGUAGE

• 91% OF THE English speaking children and 80% of the DLL’s met LITERACY

• 86% of the children met COGNITIVE

• 94.5% of the children met PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

• **Our SMOC Child Care & Head Start goal for School Readiness for those children going on to Kindergarten is 85% or better. Even with the classrooms closing in March, our 4-5 year old children are well on their way to School Readiness! Continued support at home was
provided by our teaching staff via ClassTag, phone calls, emails, and “distance stops” until the end of the school year in June.

**Program Improvements Implemented in Response to Analysis of Child Assessment and Other Data**

- Second Step SEL classroom kits were piloted at the beginning of the school year. Feedback from teachers was very positive and success in the implementation. Children responded to the routines and teachers found the children were able to focus with more success. The results of TSGOLD Social and Emotional Development has determined that our program will purchase a kit for every classroom to implement for the 2020-2021 school year.

- Second Step offers a weekly “homework” section. We plan to implement and document each family’s involvement in using these ideas and working with their child at home to support Second Step. This will increase understanding and response for both parent and child in the area of Social and Emotional Development.

- Professional Development Days will include having Jeanine Fitzgerald, M.A. who is a licensed mental health professional and certified teacher. She is the Founder of The Better Behavior Bureau and has
27 years of experience in the fields of education, child care, human behavior, and disabilities. She is scheduled to speak to staff about “Engaging Trauma-Sensitive Children and Their Families” and how to support them in a preschool setting at Pre-service via a virtual training.

• Maureen McDonald, our Training and Technical Assistance person, is scheduled to provide an on-line training on “Cultural Diversity Training to Support Classroom Practices and Family Engagement” for our Pre-Service Professional Development.

• Home Based visitors have now all completed the required trainings for Parents as Teachers for the preschool level. We are scheduled to begin full implementation this Fall.

• All of the available Creative Curriculum Teaching Guides have been purchased for our program. All guides will be made available to the teachers starting this Fall. This continues the success of using the guides that provide Scope and Sequence in supporting children’s developmental skills. This will also offer a larger variety to respond to children’s interests using validated materials and approaches.
• Each classroom will receive a Smart Start tablet from Hatch with the Teaching Strategies GOLD Assessment system on it. Smart Start focuses on 18 core Kindergarten readiness skills. It provides individual data connection to TSGOLD in Language, Literacy, and Math.

• “Screen Time Awareness” initiated by parents at a recent School Readiness Meeting was implemented this past Fall. Parents responded very well to “What Is Happening?” photo posted at every site. The photo depicted a parent on her cell phone as her child wanted a story read to her. Family Advocates led discussions at Parents Cafes and made literature available in several languages. “No Cell Phone” signs were posted in every building to encourage parents to put their phones away as they drop off and pick up their children.

• Teachers will review the Home Language Survey results completed with parents at the Initial Home Visit. Three times a year prior to the TSGOLD Checkpoints, teachers will update any child documented as a DLL (Dual Language Learner) if they have observed that the child is or has become fluent in English. This will assist in getting a more accurate data result. It will also help teachers focus their planning in specific areas for our DLL’s.
• **Education Supervisors** will continue to use the “DLL Checklist” and the “I Am Moving, I Am Learning Checklist”. This will ensure that these topics are being addressed and serve as a reminder of ways to implement DLL supports in the classroom and ideas for keeping children moving and active during their learning periods.

• We have purchased “High Five Bilingual” magazine from Highlights for every classroom. This magazine is developed for the preschool level. It provides both English and Spanish stories, games, poems, and activities for our children to enjoy and learn from. Teachers will use these materials to enhance their weekly planning in Language and Literacy with a special focus on our DLL’s.

• Our program has collaborated with the Framingham Public Library to receive donated preschool level books for our program with a special focus on books in other languages.

• We will continue to use the “Let’s Find Out” series from Scholastic that supports a variety of areas of development.

• The Education Director will focus attention and feedback on the individual monthly Classroom Newsletters to provide continuity and
appropriateness of information shared with families. Ex.: Rather than writing, “Work on writing skills,” give specific “at home” activities to support Emergent Writing Skills such as “create a salt box to use for printing letters and first names” and offer directions on how to make one.

- The Education Director will attend a series of ECKLC Event Series webinars to enhance understanding in a variety of areas. Scheduled events include Updating Classroom Language Models in a Planned Language Approach, Culturally Responsive Parent Engagement, Curriculum and Ongoing Assessment in Home-Based Programs, and Elevating the Role of Cultural Responsiveness in Effective Teaching Practices.