APPLICATION NARRATIVE

SECTION I. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB SECTION A: GOALS

Development of Goals and Objectives

Our Community Needs Assessment and Self-Assessment data demonstrate that we have a high number of DLL and Homeless families within our service area and program, and that child obesity/overweight is a significant issue in our program and in our communities. Our program goals are focused to meet the needs of these special populations.

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.
- 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 and supporting 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 the “Home Language Survey”.

Expected Outcomes:

• Primary non-English speaking parents will become stronger advocates for their child, more connected to their peers and community, and take on more leadership roles.

• School readiness will be enhanced for DLL children.

• DLL Families as Learners will be enhanced.

Progress Measurement:

• PIR data on number of bilingual staff.

• Self-assessment data on progress in providing translated materials.

• Family outcome data regarding use of ESL and participation in parent/community activities.

• Child assessment scores for DLL children.

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 to meetings, and through 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 early education programs that service their new community, and with records for their child.

Expected Outcomes:

- Attendance for Homeless children will be improved, resulting in increased school readiness.

- Increased involvement by parents of homeless children will result in their becoming stronger advocates for their children and more engaged in their child’s transitions.

- Family well-being will be enhanced by acquisition of housing and other critical resources.

- More homeless children and families will receive needed Head Start services.
Progress Measurement:

- Attendance rates for homeless children
- Family outcome data for homeless families (housing acquired, transition data, other)
- Attendance data for Parent Center Meetings, home visit completion, etc.
- Enrollment data.

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.

Expected Outcomes:

- Parents will be better informed on how to meet the nutrition needs of their children resulting in a reduction of obese/overweight children in our communities.
- Children’s eating habits will be positively affected by an increase of nutrition activities in our classrooms and on home visits.
- Significant improvement will be seen with children identified as obese/overweight, particularly for children returning for second year of Head Start.

Progress measurement:
• Follow-up surveys with parents on impact of parent nutrition activities and child nutrition activities on family nutrition habits.

• Height/weight data throughout Head Start year and into second year of children who return for a second year of Head Start.

**School Readiness Goals**

Approaches to Learning - Children will:

• persist in tasks.

• hold information in mind and manipulate it to perform tasks.

• demonstrate flexibility in thinking and behavior.

• demonstrate initiative and independence.

• show interest in and curiosity about the world around them.

• express creativity in thinking and communication.

• use imagination in play and interactions with others.

Social and Emotional Development - Children will:

• engage in and maintain positive relationships and interactions with adults.

• engage in prosocial and cooperative behavior with adults.

• engage in and maintain positive interactions and relationships with other children.

• engage in cooperative play with other children.

• use basic problem-solving skills to resolve conflicts with other children.

• express a broad range of emotions and recognize these emotions in self and others.

• express care and concern toward others.

• manage emotions with increasing independence.
• recognize self as a unique individual having own abilities, characteristics, emotions, and interests.

• express confidence in own skills and positive feelings about self.

• have sense of belonging to family, community, and other groups.

Language and Literacy - Children will:

• attend to communication and language from others.

• understand and respond to increasingly complex communication and language from others.

• vary the amount of information provided to meet the demands of the situation.

• understand, follow, and use appropriate social and conversational rules.

• express self in increasingly long, detailed, and sophisticated ways.

• understand and use a wide variety of words for a variety of purposes.

• show understanding of word categories and relationships among words.

• demonstrates awareness that spoken language is composed of smaller segments of sound.

• demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

• identify letters of the alphabet and produces correct sounds associated with letters.

• demonstrate an understanding of narrative structure through storytelling/re-telling.

• ask and answer questions about a book that was read aloud. Children will write for a variety of purposes using increasingly sophisticated marks.

Cognition: Math - Children will:

• know number names and the count sequence.

• recognize the number of objects in a small set.
- understand the relationship between numbers and quantities.
- compare numbers.
- associate a quantity with written numerals up to 5 and begin to write numbers.
- understand addition as adding to and understanding subtraction as taking away from.
- understand simple patterns.
- measure objects by their various attributes using standard and non-standard measurement.
- Use differences in attributes to make comparisons.
- identify, describe, compare, and compose shapes.

Scientific Reasoning - Children will:

- explore the position of objects in space.
- observe and describe observable phenomena (objects, materials, organisms, and events).
- engage in scientific talk.
- compare and categorizes observable phenomena.
- ask a question, gather information, and make predictions.
- plan and conduct investigations and experiments.
- analyze results, draws conclusions, and communicates results.

Perceptual, Motor, and Physical Development - Children will:

- demonstrate control, strength, and coordination of large muscles.
- use perceptual information to guide motions and interactions with objects and other people.
- demonstrate increasing control, strength, and coordination of small muscles.
- demonstrate personal hygiene and self-care skills.
- knowledge and skills that help promote nutritious food choices and eating habits.
• demonstrate knowledge of personal safety practices and routines.

Short Term School Readiness Objectives based on TSGOLD results 2014-2015

Physical - Fine Motor:

Children will demonstrate fine motor strength and coordination by using fingers and hands and writing and drawing tools.

Teachers will provide a wide variety of fine motor activities that interest and appeal to all children. This will include items that are easy to manipulate by hand and add more challenging activities as quickly as possible without causing frustration. For example: play dough toys, moon sand, and sponges in water table.

Language:

Children will listen to and understand increasingly complex language. They will use language to express thoughts and needs. Children will use appropriate conversational skills.

Teachers will talk often with children using rich language to describe objects, events, and people.

They will be specific when giving directions and making requests. Children will be encouraged to use explanatory talk (explaining and describing). Teachers will ask how and why questions. Appropriate conversational skills will be modeled and many opportunities will be provided for children to hear and use language.

Mathematics:

Children will use number concepts and operations. They will explore and describe special relationships and shapes. Children will compare and measure. They will demonstrate knowledge of patterns.
Teachers will provide a variety of materials to help children develop and understanding of quantity and use everyday activities to count. They will guide children’s explorations of shapes. Modeling and encouraging the use of positional words will happen regularly in the classroom. Opportunities for using measuring tools in their own ways will be provided. Teachers will identify patterns and daily routines and describe patterns with words.

Spanish Language:

Children will demonstrate progress in listening to and understanding English. They will demonstrate progress in speaking English.

Teachers will set up classroom routines and use consistent language when referring to activities.

They will use parallel talk describing the actions of the child. Teachers will use repetitive songs, games and finger plays. They will give DLL’s lots of time to think about what they want to say.

Development of School Readiness Goals

The SMOOC Head Start measurable Goals and Objectives for Development and Learning are based upon The Head Start Early Learning Outcomes Framework (preschool), Teaching Strategies GOLD Assessment, and the Creative Curriculum. In conjunction they are aligned with the Massachusetts Guidelines for Preschool Learning Experiences. Proposed School Readiness goals are distributed to our LEAs for review and feedback and are discussed by our Education managers with pertinent