APPLICATION NARRATIVE

SECTION I. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB SECTION A: GOALS

Revisions and Updates to Long Term Goals/Objectives

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:**

• Additional forms, form letters and recruitment materials were translated into Arabic.

• 29 parents participated in ESL classes during the year.

• Education staff received additional trainings on supporting DLL learners.

• Additional DLL children’s books were purchased for classrooms.

• DLL Toolkit using “English with Home Language Support” model was successfully implemented during the school year.

• Then number of bilingual child development staff was increased by 10%.

• Additional materials on the importance of maintaining primary language were provided to parents of DLL learners.

• Classroom materials were enhanced to better support the needs of DLL learners.

• Additional input was obtained from LEA representatives on school readiness for DLL learners.
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:**

- Staff received training on “Being Homeless and Shelter Living”.
- All intakes for homeless families in shelters or placed in motels were performed on site.
• All homeless families received referral information regarding other Head Start programs if they relocated outside of our service area.

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:

• The number of Head Start families enrolled in WIC increased by 14%, and the number of families enrolled in SNAP increased by 31% during the past year.
• We successfully partnered with Northeastern University on their “We Play” research project. This will result in significant enhancement to our “I am Moving, I am Learning” curriculum as Northeastern is now providing our full program with access to their resources.
• The “Get Fit” toolkit was successfully added to our curriculum during the school year and we also successfully utilized “Mighty Minutes” on gross motor activities as well.

• Our Program Nutritionist successfully offered more support to our classroom nutrition lesson planning activities.

• The nutrition information program, “Shopping Matters”, attended our program-wide family breakfast events to make presentations to our parents.

**School Readiness Goals**

There were no changes to our School Readiness Goal since last year’s application.

**Child and Program Progress towards Achieving School Readiness 2017-2018**

**APPROACHES TO LEARNING**

From the Fall of 2017 through the Spring of 2018 there was a 27.5% increase in 3-4 year olds and a 33% increase in 4-5 year olds.

**SOCIAL AND EMOTIONAL DEVELOPMENT**

From the Fall of 2017 through the Spring of 2018 there was a 26% increase in 3-4 year olds and a 29% increase in 4-5 year olds.

**LANGUAGE**

From the Fall of 2017 through the Spring of 2018 there was a 22% increase in 3 year olds and a 33% increase in 4 year olds.

For Dual Language Learners from the Fall of 2017 through the Spring of 2018 there was a 5% increase in 3-4 year olds and a 31% increase for 4-5 year olds.
LITERACY

From the Fall of 2017 through the Spring of 2018 there was a 35% increase in 3-4 year olds and a 3% increase in 4-5 year olds.

For Dual Language Learners from the Fall of 2017 through the Spring of 2018 there was a 23% increase in 3-4 year olds and a 32% increase in 4-5 year olds.

COGNITION

From the Fall of 2017 through the Spring of 2018 there was a 28% growth in 3-4 year olds and a 37% increase in 4-5 year olds.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

From the Fall of 2017 through the Spring of 2018 there was a 20% increase in 3-4 year olds and a 27% increase in 4-5 year olds.

SCHOOL READINESS RESULTS FOR CHILDREN GOING ON TO KINDERGARTEN

Spring 2018

88% of the children met APPROACHES TO LEARNING

87% of the children met SOCIAL AND EMOTIONAL DEVELOPMENT

83% of the children and 82% of DLL’s met LANGUAGE

87% of the children and 84% of DLL’s met LITERACY

89% of the children met COGNITIVE

93% of the children met PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

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

- Focus for the 2018-2019 school year will be on Language and Literacy.
This program will now reviewing not only DLL’s Language and Literacy scores, but adding DLL’s in Language and Literacy acquisition scores to better understand what is working and where to focus attention.

Implementation has begun of “The Big 5” to promote teachers understanding of Language and Literacy support both for English and DLL’s.

Education Director will be implementing strategies in the Education Component from 45 Strategies that Support Young Dual Language Learners by Shauna Tominey & Elisabeth O’Bryon and Young Dual Language Learners – A Guide for Prek-3 Leaders by Karen Nemeth.

Highlights - High Five Bilingual magazines have been purchased for every classroom. This magazine format provides both English and Spanish versions of a variety of language and literacy activities for young children.

Focus on poetry for the upcoming school year in order to support rhyming and phonological awareness skills.

School Readiness team created a program approach to fine motor skills, more specifically preschool writing skills, for our program. The public school programs were surveyed for each of their preschool and kindergaten approaches in preparation for the effort. Also taken into consideration was how parents work with their children on name printing at home.

Education Supervisors will review and implement ideas from The Creative Curriculum for Preschool Literacy Volume 3.

Teachers will be encouraged to attend the STEM Conference offered in March 2019 for Region 1.

15 Minute Suite trainings will be completed shortly. The individual sites will review their needs and arrange small group trainings to focus on areas needing support and/or bringing new staff together to begin this training.

Solution Kits will be implemented in every classroom.

“Beginning the Year Study Guide” from The Creative Curriculum will be used at the opening of this school year in every classroom.
• Every classroom will select at least 4 Study Guides from The Creative Curriculum to be implemented during the upcoming school year. Using this approach will help support the Classroom Organization and Instructional Support skills needing attention.

• Physical Development Checklist will be created by combining strategies from IMIL and the "We Play" Checklist. This checklist will be used by supervisors' twice a year to ascertain the effective implementation of large motor activities in the classrooms.

• All teachers will be required to renew the Inter-rater Reliability Certification from Teaching Strategies GOLD to support the observation and documentation process in creating consistent and accurate program data.

• Small group, hands-on trainings of the observation and documentation process using Teaching Strategies GOLD will be made through securing a contracted person to work with small groups at each site.

• Professional Development will include ways to assist father to fully engage in their child's learning and working with children on the autism spectrum. Also planned is training on improving children's language, literacy, and social emotional skills.

• Continued participation in community planning for Kindergarten and inter-program transitions has started.

• Continued High Five Mathematize Action Plans.

• Continued posting and routinely using common words/phrases in primary languages reflecting classroom makeup. Bi-lingual books purchased and teachers now wait at least 30 seconds for children to answer all to increase DLL's ability for success.

• Program has implemented the "English with Home Language Support” as our Classroom Language Model in the upcoming school year.

• Continued use of CLASS Video Trainings as part of the supervision process.

• Continued CLASS observations and feedback sessions in every classroom twice a year to assist staff understanding and implementation of effective teaching processes.