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:

• Several staff from throughout the program attended the Dual Language Academy Conference held during this past year.

• The DLL Program Assessment tool was used to evaluate our program.

• A DLL Fidelity Checklist was developed and utilized in our classrooms.

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

• Our program staff conducted story hours in Spanish at several of our community libraries. Head Start parents were able to attend and received tours of the library while also having the opportunity to get a library card.

• Nine parents enrolled in ESL classes during the school year.

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 on site.
- All homeless families received referral information regarding other Head Start programs if they relocated outside of our service area.
- The number of homeless children enrolled into our program increased by 32%.
- 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.
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.
- There was a 7% reduction in the number of children who were either obese or overweight by the end of the school year.
- Education Managers will utilize the “Observation Checklist – I Am Moving, I Am Learning” in their classrooms during the upcoming school year.
School Readiness Goals

School Readiness Goals remained the same as last year’s application.

Child and Program Progress Towards Achieving School Readiness 2018-2019

APPROACHES TO LEARNING

From the Fall of 2018 through the Spring of 2019 there was a 30% increase in 4-5 year olds.

From the Fall of 2018 through the Spring of 2019 there was a 30% increase in 3-4 year olds.

SOCIAL AND EMOTIONAL DEVELOPMENT

From the Fall of 2018 through the Spring of 2019 there was a 30% increase in 4-5 year olds.

From the Fall of 2018 through the Spring of 2019 there was a 28% increase in 3-4 year olds.

LANGUAGE

For English speakers from the Fall of 2018 through the Spring of 2019 there was a 26% increase in 4-5 year olds.

For English speakers from the Fall of 2018 through the Spring of 2019 there was a 31% increase in 3-4 year olds.

For DLL’s from the Fall of 2018 through the Spring of 2019 there was a 35% increase in 4-5 year olds.

For DLL’s from the Fall of 2018 through the Spring of 2019 there was a 31% increase in 3-4 year olds.

LITERACY
For English speakers from the Fall of 2018 through the Spring of 2019 there was a 17% increase in 4-5 year olds.

For English speakers from the Fall of 2018 through the Spring of 2019 there was a 42% increase in 3-4 year olds.

For DLL’s from the Fall of 2018 through the Spring of 2019 there was a 35% increase in 4-5 year olds.

For DLL’s from the Fall of 2018 through the Spring of 2019 there was a 51% increase in 3-4 year olds.

**COGNITION**

From the Fall of 2018 through the Spring of 2019 there was a 30% increase in 4-5 year olds.

From the Fall of 2018 through the Spring of 2019 there was a 32% increase in 3-4 year olds.

**PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**

From the Fall of 2018 through the Spring of 2019 there was a 33% increase in 4-5 year olds.

From the Fall of 2018 through the Spring of 2019 there was a 15% increase in 3-4- year olds.

**SCHOOL READINESS RESULTS FOR CHILDREN GOING ON TO KINDERGARTEN**

**Spring 2019**

97% of the children met APPROACHES TO LEARNING

98% of the children met SOCIAL AND EMOTIONAL DEVELOPMENT

98% of the children and 89% of DLL’s met LANGUAGE

89% of the children and 86% of DLL’s met LITERACY
96% of the children met COGNITIVE

99% of the children met PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

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

- **15 Minute Suite** trainings will now be individualized according to the score results and feedback from the upcoming Fall 2019 observations to be performed by the contracted CLASS Observer.

- **Second Step SEL classroom kit** will be piloted in a minimum of three classrooms located at three different sites. SEL provides self-regulation and social-emotional skills taught with evidence-based materials and implemented with scope and sequence.

- Overviews of **The Creative Curriculum Study Guides** implementation and process along with the **Beginning the Year Study Guide** will be made available in a training for new teachers and those returning staff who have been identified as needing more guidance.

- **Home Based program** will implement the **Home Based curriculum, Parents as Teachers** for preschool age group.

- Several staff members attend the Dual Language Learners Academy with Karen Nemeth as the facilitator. This year-long academy provided two days of trainings and several webinars with the focus on supporting families and children as DLL’s. The team reviewed the Dual Language Learners Program Assessment (DLLPA) and then created several initiatives to respond to this program’s needs. Initiatives were presented at the School Readiness Meeting, reviewed by staff and parents, and next steps were planned. Projects included:
  - DLL Fidelity Checklist for classroom teachers
  - Create a bilingual lending library in the classrooms
  - Health storybook in Spanish and English for all parents
  - Connect with a public library to identify the DLL needs
  - Encourage family and community representatives to visit the classroom and read to the children

- **Family Advocates** gave “Importance of Reading to Your Child” with a book. Librarians were invited to last Parent Café to talk about library services and summer reading programs.
• Engagement with communities will continue by this program offering several Spanish story hours on site at libraries. Community members will be invited along with encouraging Head Start parents to attend. They will receive a tour of the children’s room and have the opportunity to get a library card. The goal is to encourage return trips, experience community resources, and support the children’s developing literacy skills.

• School Readiness Meetings will meet at public school buildings whenever possible to encourage participation of public school personnel.

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

• Education Supervisors will use the “Observation Checklist – I Am Moving, I Am Learning” twice a year in order to encourage and maintain teachers providing ongoing opportunities for large motor skills in the daily classroom schedule.

• Parents and children participated in I Am Moving, I Am Learning experience that included dancing, cultural music, Choozy CD music, and healthy nutrition information on a monthly basis. It ended in a celebration that included extended families. This year long program will be repeated for the upcoming school year.

• Our Training and Technical Assistance person from Region I, Maureen McDonald, will provide the Education Supervisors with “Effective Practice Guides” training from ECKLC. This training will provide an additional level of consistency in the approach used for supervision and feedback conferences.

• Staff will be encouraged to attend the STEM training offered by Region I in March.
  • StartSmart tablets from Hatch were piloted in two classrooms last year. This successful experience will continue into five more classrooms this year. StartSmart focuses on developing 18 core kindergarten readiness skills essential for school success. The research-based classroom solution features adaptive teaching technology that moves children from emerging to more advanced levels of game play until they reach Kindergarten readiness. It also provides individual data information directly into the Teaching Strategies GOLD assessment.

• School Readiness Meeting from the 2018-19 school year provides many initiatives for the upcoming school year. Parents asked if we could focus on “Screen Time” including topics such as how to best use screen time, how much time for each age group, and how
will it be handled at school. This year our program will focus on this topic in the classroom, at Parent Cafes, and through family engagement activities.

- UMass Nutrition continues to present healthy food preparation to parents and staff.
- Family Advocates provided parents with an Emotions Chart and book on Feelings. Parent Café’s had discussion on Social and Emotional development in young children. Behavioral Health Specialists presented information and answered parent questions.