

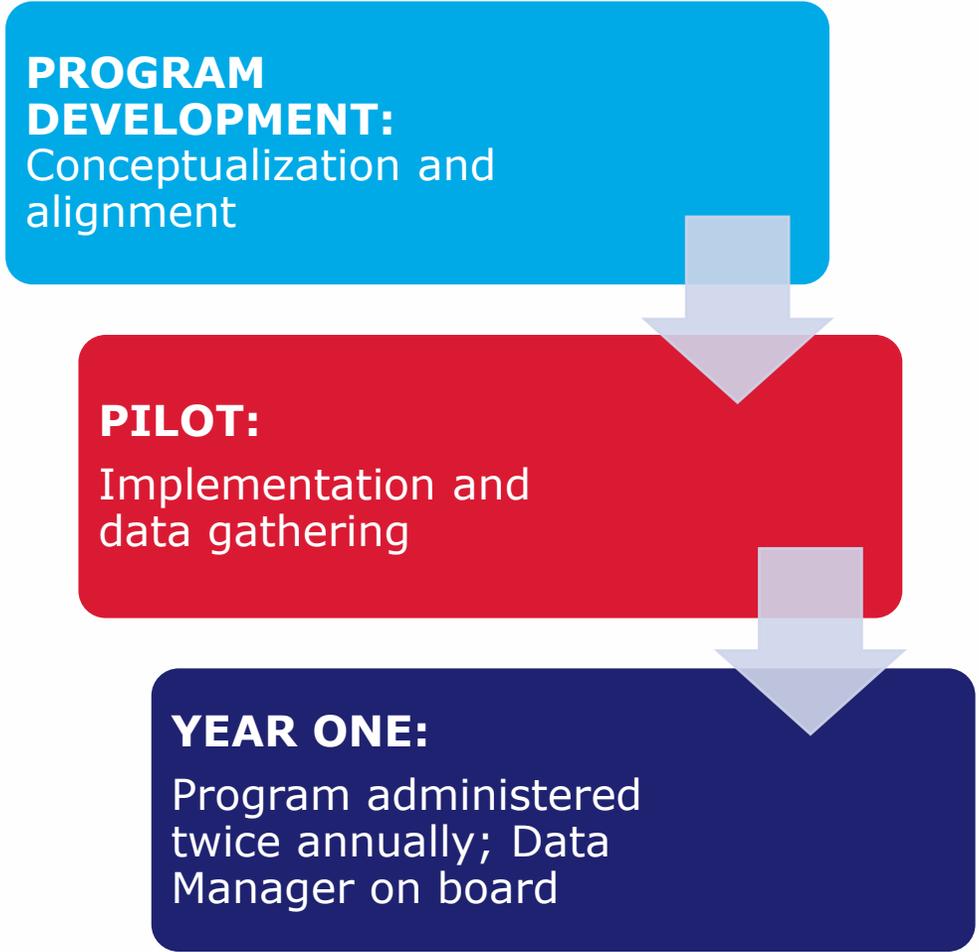


PILOT REPORT: PUENTES AL FUTURO/
BRIDGES TO THE FUTURE

05.14.2019



PUENTES PROGRAM TIMELINE



- **November 2018:** Board approves Memorandum of Agreement with MATT.
- **December 2018 – February 2019:** Staff reimagined Puentes program to align with Pre-K 4 SA family engagement vision.
- **March – May 2019:** Pre-K 4 SA launched the Puentes al Futuro pilot program implementation at each center. 45 families completed program.
- **August – September 2019:** MATT will fund a Project Manager to support data collection.



PUENTES AL FUTURO PROGRAM DEVELOPMENT





PUENTES PROGRAM GOALS

- Equip families with new strategies, ideas, and resources to help children learn anywhere using everyday items
- Support family knowledge of child development and parent-child relationships
- Facilitate teacher-family communication
- Develop educational advocacy skills among families
- Promote Pre-K 4 SA vision that families are their children's first and most important teacher



KEY GUIDING PRINCIPLES

- Families are the child's first and most important teacher.
- Every family member plays an important role in helping children learn.
- Families want to understand the development of their children. Understanding brain development is powerful for families to understand their children's development.
- Children benefit greatly when families engage in the school and local community.



KEY GUIDING PRINCIPLES

- A strong foundation in a child's home language strengthens their ability to learn a second language and builds their self-confidence.
- The outdoor environment and local community provide valuable learning opportunities for our children.
- Everyday objects, experiences, and conversations help children learn. Families do not need to buy toys or spend money to help children learn.
- It is important for families model self-control, focus, and goal setting for children. Children learn to think, act, and communicate by watching the adults around them.



SESSION OBJECTIVES



Families...

1. Maestro en Casa/Teacher at Home

- Reviewed key developmental areas for children
- Practiced book sharing
- Used household items as learning tools
- Learned new songs and rhymes
- Practiced home routines

2. En Mi Casa/In My House

- Reviewed use of cognates and descriptive words
- Learned about benefits of bilingualism
- Created learning experiences at home
- Learned new songs & rhymes
- Practiced new games and book making



SESSION OBJECTIVES



Families...

3. En Mi Patio/On My Patio

- Learned about oral storytelling
- Discussed importance of outdoor learning
- Explored learning through cooking and outdoor experiences
- Practiced matching games & riddles

4. En Mi Barrio/In My Neighborhood

- Learned about print awareness, reading street signs
- Discussed school resources and family engagement
- Explored neighborhood resources
- Practiced street safety



SESSION OBJECTIVES



Families...

5. En Mi Comunidad/In My Community

- Learned about brain architecture and neural pathways
- Shared ideas for helping children strengthen neural pathways
- Visited a local library
- Discussed different types of books and how variety helps children read

6: Explorando El Mundo/Exploring the World

- Learned literacy, interpersonal, and art activities that help their children learn
- Discussed how executive function skills will help their children succeed
- Wrote a letter of goals and dreams to their child
- Celebrated the end of the Puentes al Futuro sessions

CHANGES FROM SOURCE CURRICULUM



Integration of:

- One spotlight bilingual children's book per session
- Brain development research
- Emphasis on outdoor learning activities
- Emphasis on home and free community resources to help children learn
- Two community outings

LITERACY FOCUS



Book Titles

Session 1: Dreamers/Soñadores by Yuyi Morales

Session 2: What Can You Do With a Rebozo?/¿Qué Puedes Hacer Con un Rebozo?
by Carmen Tafolla

Session 3: Hey, Little Ant/Oye, Hormiguita by Phillip & Hannah Hoose

Session 4: My Colors, My World/Mis Colores, Mi Mundo by Maya Christina
Gonzalez

Session 5: Last Stop on Market Street by Matt de la Peña

Session 6: Ada Twist, Scientist by Andrea Beaty

BUILDING COMMUNITY





COMMUNITY OUTINGS





PARTICIPANT DATA

- 45 parents or grandparents completed Puentes
- 6 grandparents participated
- 3 fathers participated
- Participants spoke four different languages including Spanish, Tamil, and Urdu
- Approximately 10 future Pre-K 4 SA students attended with parents



SURVEY DATA

100% of participants

- Said they would recommend Puentes al Futuro to a friend
- Agreed or strongly agreed that the materials and content were useful
- Rated the presenter's knowledge and overall experience at a 5 on a scale of 1 to 5

"I enjoyed sharing things and hearing others' points of view, and learning from others about parenting, strategies, and activities. "

"The way the binder was organized was useful and easy to follow. You can actually use these tools and strategies because they have practical applications."

FAMILY FEEDBACK

- Elizabeth Gonzales & Emiliano
 - Every day activities for learning opportunity to broaden vocabulary
 - Importance of fiction vs. non-fiction
 - Book reading in a meaningful way
- Jessica Claypool & Wesley
 - Involved with daily tasks and learning about the world
 - Tools and resources for social-emotional development





WELCOME MARIA MONTIEL, FAMILY AMBASSADOR

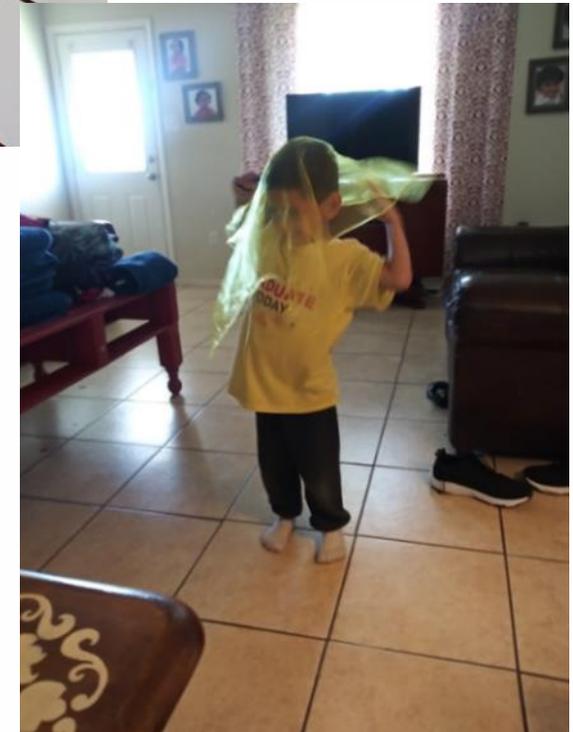
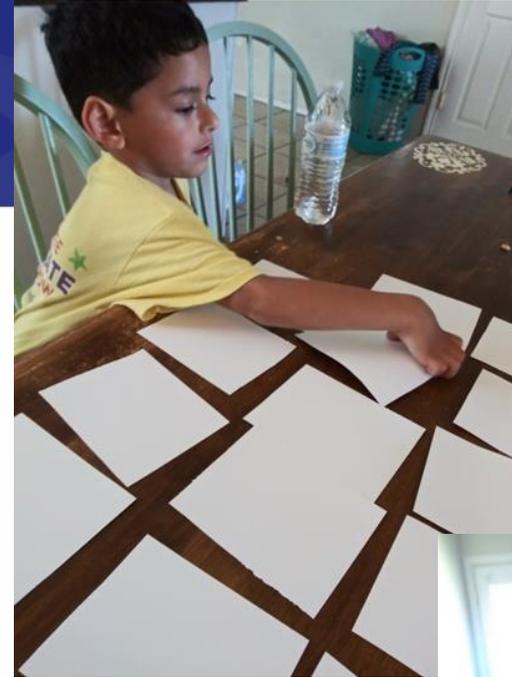


THE MONTIEL FAMILY:

MARIA MONTIEL, LIAM & RYDER

Session 2: En Mi Casa/In My House

During this session we played a **memory game** about things that can be found in the **kitchen**. The boys took turns flipping over two cards at a time to see how many pairs they could match. The boys enjoyed trying to remember where the matches are and competing for each others last flip. After reading to them the book "What Can You Do With a Rebozo?" we used the scarf to practice using words like behind, in front, and on top (positional prepositions). The boys had a great time with this game because it involved lots of movement.



Questions?