

Parent, Family, Community Engagement

REPORT

PFCE MISSION STATEMENT

*To assist parents/guardians in preparing their children to be school ready,
identifying personal strengths in order to set tangible goals,
and becoming knowledgeable of community resources
in order to become self-sufficient and have some measure of family success.*

SULPUR SPRINGS ISD HEAD START

2013-2014 & 2014-2015

Authored by: Rita Taylor

Parent, Family, Community Engagement

REPORT

Sulphur Springs Independent School District (SSISD) Head Start utilizes the program goals and Parent, Family, Community Engagement (PFCE) Framework to engage and support families. Furthermore, the Head Start Family Advocates staff identifies strengths and needs of parents through the Family Partnership process and provides follow up by offering parent training and activities to enhance knowledge and build self-confidence.

The SSISD Head Start has chosen to implement The Four R Approach (Response, Respectful, Relevant and Relationship-based) to support the analysis of the PFCE segment of the program. “The Four R Approach proves guiding principles for making decisions, evaluating program progress and identifying changes that can improve program effectiveness as part of a data-driven program culture.” (*Measuring What Matters: Using Data to Support Family Progress Overview*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>)

The collected information, surveys and questionnaires will assist the staff in understanding the effort and effect of the PFCE process and how programmatic goals are met.

PFCE FRAMEWORK GOALS

1) Family Well-being

SSISD Head Start families will engage in opportunities to promote safety, health, and increased financial security.

2) Positive Parent-Child Relationships

Beginning with transitions to parenthood, SSISD Head Start families will engage in opportunities to develop warm relationships that nurture their child’s learning and development.

3) Families as Lifelong Educators (Bridge to School Readiness)

SSISD Head Start families will engage in opportunities to observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

Families come to Head start/Early Head Start with a range of perspectives, experiences, and circumstances. Since each family is different, progress toward the seven Family Outcomes of the Office of Head Start PFCE Framework will vary across families. As a result, programs collect and use a variety of family related data. Data can tell a story about families that is accurate or respectful-- or not. This is why programs need guiding principles and specific ways to collect, analyze, share, and use data with families that includes their voices and honors their diverse perspectives.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>

4) Families as Learners

SSISD Head Start families will engage in opportunities to advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

5) Family Engagement in Transitions

SSISD Head Start families will participate in opportunities that will support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

6) Family Connections to Peers and Community

SSISD Head Start families will engage in opportunities to form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social well-being and community life.

7) Families as Advocates and Leaders

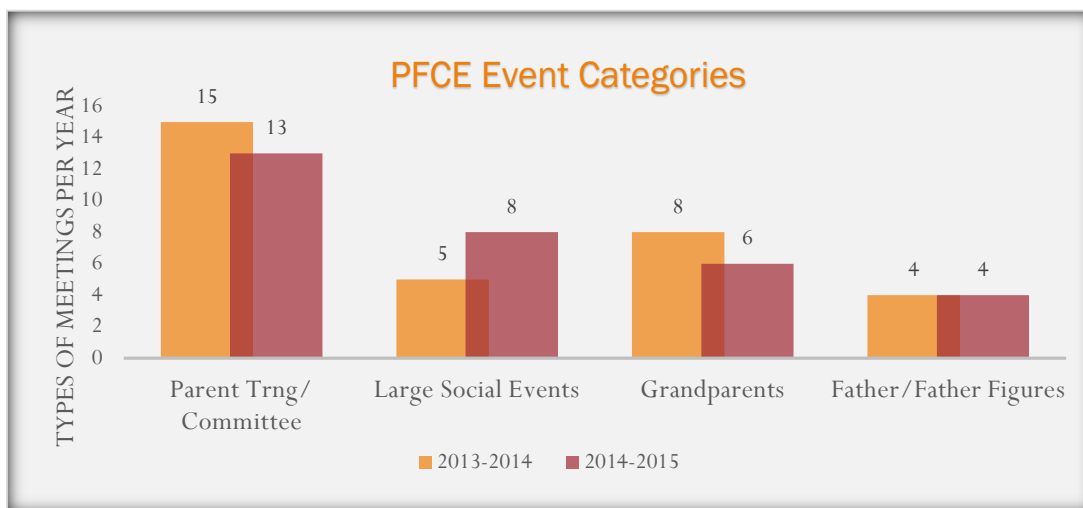
SSISD Head Start families will engage in opportunities to participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.

PFCE ANALYSIS: FAMILY ATTENDANCE, ACTIVITIES, AND SATISFACTION DATA

Section 1. TYPES of EVENTS.

Training and activities are typically offered in four basic PFCE categories for presentation purposes only. Topics, facilities, agendas, and activities are tailored to meet the specific needs of each category; however, there is an open door policy if parents choose to attend any group activity. The SSISD PFCE staff organize events as:

- 1) Parent Committee and Parent Training meetings (all parents)
- 2) Large group/social events (all family groups)
- 3) Grandparents Raising Grandchildren meetings
- 4) Father and father figures meetings

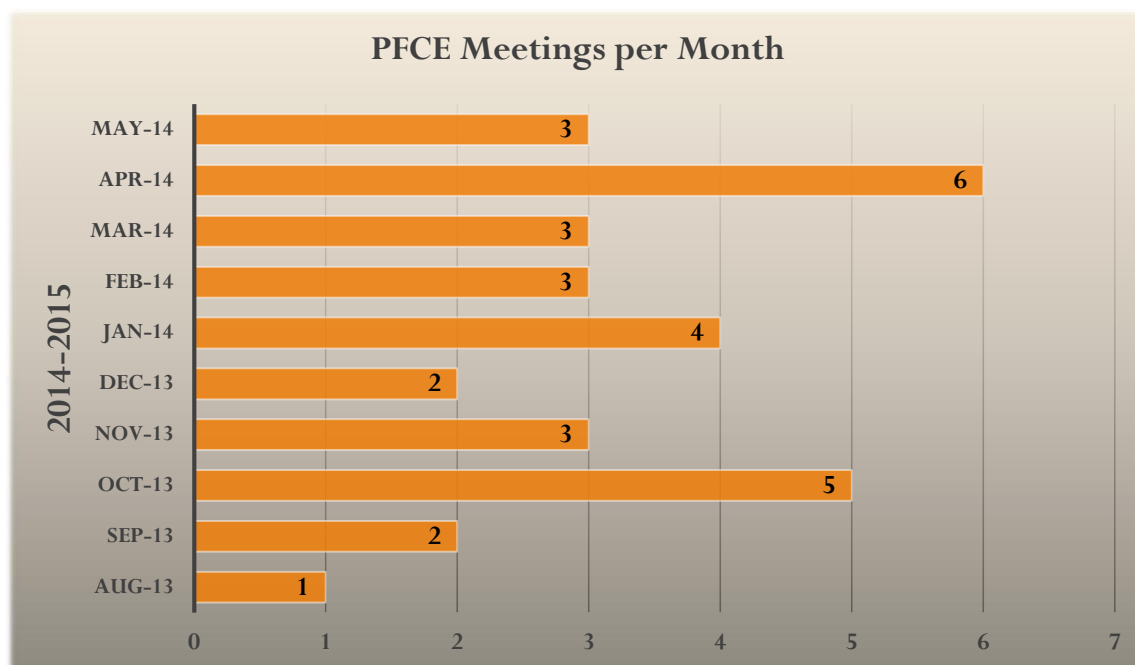


Parents responded conclusively and consistently with positive scores (3 out of 3 rating) and remarks for satisfaction with the events and activities offered by the SSISD Head Start.

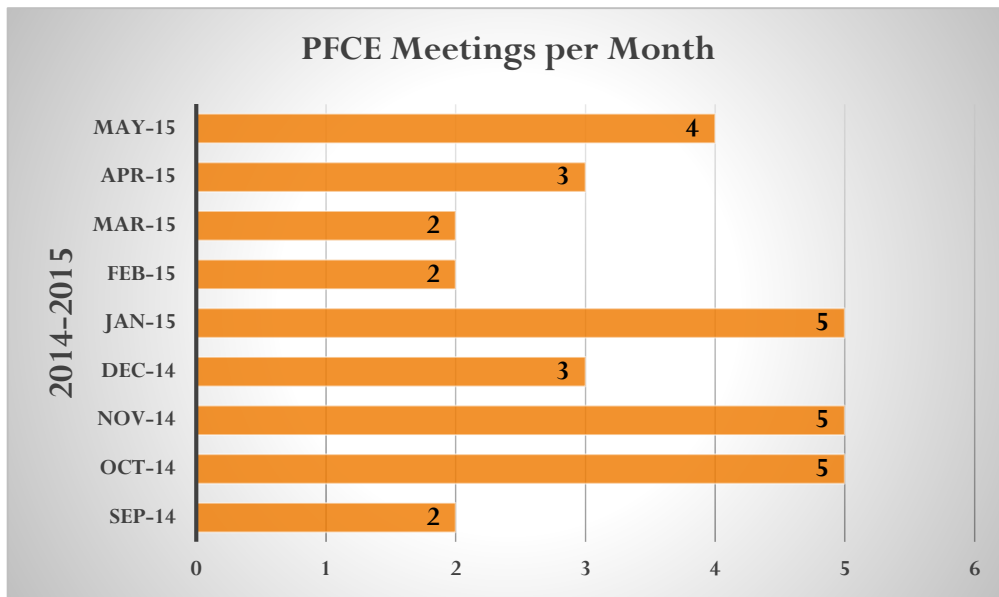
- *It (Real Men, Real Fathers) was wonderful and makes me feel very much important and special as a male role model. (2014)*
- *I (Grandparents Raising Grandchildren) enjoyed the meeting and I don't feel like I'm alone. I need to learn more. (2014)*
- *I (Moms Active in Kids Education M.A.K.E) benefited most by seeing other moms that are involved with kids. (2015)*
- *I will use this (Ready Set Soar) every chance I get. I will use it to calm myself down after a long day of work. You don't always need to over react when it comes to disciplining your child. (2014)*

Section 2. MEETINGS per MONTH.

The SSISD Head Start staff plans activities by date, program or PFCE goals, and topics. The calendar is developed well in advance and it has been found that a balance is necessary when deciding how many meetings per month should be planned in each category. During the 2013-2014 program year, 32 meetings were offered to the SSISD Head Start parents/families; similarly, there were 31 meetings for the 2014-2015 program year.



The staff made a decision to maintain status quo when developing the number of meetings per year, as attendance records revealed consistency. A small modification was made to the calendar-of-events by shifting some meeting dates from the late spring calendar to the beginning of the program year.



ATTENDANCE 2013-2014.

Overall attendance for program year 2013-2014 was outstanding with superior satisfaction remarks and scores from the Head Start families and parents. *Grandparents Raising Grandchildren* (GRG) meetings were well received with high attendance of 21 (median) attendees per meeting. Of the four fatherhood events, *Dads Of Great Students* (DOGS), the attendance ranged from 18 to a high of 30 for the “Real Men, Real Fathers” Boot Camp that received praise for the Guest Speaker, Dr. Jerard Mosley.

Large group meetings were highly successful with 126 parents (153 total attendance) participating in the campus’ Open House event in August. The Sulphur Springs Public library event was recorded at 17 visitors to the library and two other events for Volunteers and the Most Valuable Parents (MVP) Bash exceeded 50 attendees. The Parent Committee/Training meetings had outstanding interest and attendance with four meetings recording more than 30 parents in attendance. Those highly attended meetings included *Mothers Active in Kids’ Education* (MAKE), Celebrating My Heritage, Transitions/Make & Take, and Child Abuse Prevention. All other meetings in this category averaged 19 persons in attendance.

ATTENDANCE 2014-2015

The 2014-2015 attendance can also be described as excellent. Grandparent meetings averaged 19 attendees per meeting, with the lowest attendance at 13 and highest at 22 persons. Fatherhood

meetings started with 5 attendees and steadily increased throughout the year, ending with 21 in attendance. The attendance average was slightly lower than the group of fathers from the previous program year. Large group meetings where parents were able to interact with other families and their children were consistently well-attended with numbers reaching as high as 131 parents (168 overall attendance) participating in the campus' Open House event at the beginning of the school year. There were fewer Parent Committee and Parent Training meetings offered in 2014-2015 with the highest attendance (median of 22 persons per meeting) in the areas of parent awards, child abuse training, transition to kindergarten, and positive discipline. The mid-range attendance averaged 15 persons per meeting for the topics addressing relationships. The lowest attendance was recorded for areas of literacy and ESL with an average of 10 persons per meeting. The overall scores for satisfaction rated 3 out of a 3 points throughout the year.

Section 3. RECRUITMENT STRATEGIES.

The staff planned a variety of recruitment approaches to encourage attendance. Effective recruitment resulted in well-attended meetings with involved, satisfied attendees. Those recruiting approaches were modified from year-to-year but typically included some of the following methods and practices.

APPROACHES to RECRUITMENT	
Materials	Door prizes
	Meals & snacks
	Resource materials & handouts
	Make & Take (hands on) activities
Motivational	Motivational Speakers
	Achievement Awards – Most Valuable Parent (MVP), Watch D.O.G.S. Wall of Fame
	Opinions that count – surveys
Group networking	Parent Orientation Events & Open House
	Holiday/Event Celebrations
	Career Day & Parent Fair
	Fatherhood & Grandparent groups
Services	Child care for meetings
	Love & Logic program
	Conscious Discipline methodology
	Publicity & community support –The News-Telegram, reports to the SSISD School Board
	Family Engagement Questionnaires
	Well-prepared staff
	Translation of parent & meeting materials into Spanish

Participant remarks addressed recruitment and confirmed that approaches are recognized and appreciated.

- *I would love to go to more meetings that Dr. Jerard Mosley teaches and speaks at! (Maintaining Healthy Relationships, Why It Matters to My Child) (2015)*
- *I am planning to post this (Handout: Things you must do as a Mother) at home to remind me and my husband! (2015)*
- *The most beneficial things were: Conscious Discipline and the baggie books. (Ready Set Soar) (2014)*
- *(There were) some good games to play at home that I can make at home with my kids. I will show them how the games work that were given to me. (Christmas Make & Take) (2014)*
- *The staff is wonderful ... keep it up! (School Transitions) (2015)*
- *Love the door prizes so keep doing those and love the hands-on activities and Make & Takes! Love the handouts! (Christmas Make & Take) (2014)*
- *The food supplied by the HS culinary group is incredible! (End-of-year Questionnaire) (2015)*

Motivational and informative speakers are a key part of the PFCE recruitment and planning process to meet the needs of parents and families. The community has been very supportive and responsive to the SSISD Head Start program and eagerly provides the program with professional speaking engagements addressing their areas of expertise. Along with the community at-large, the program utilizes the well-versed and qualified SSISD Head Start staff as presenters.

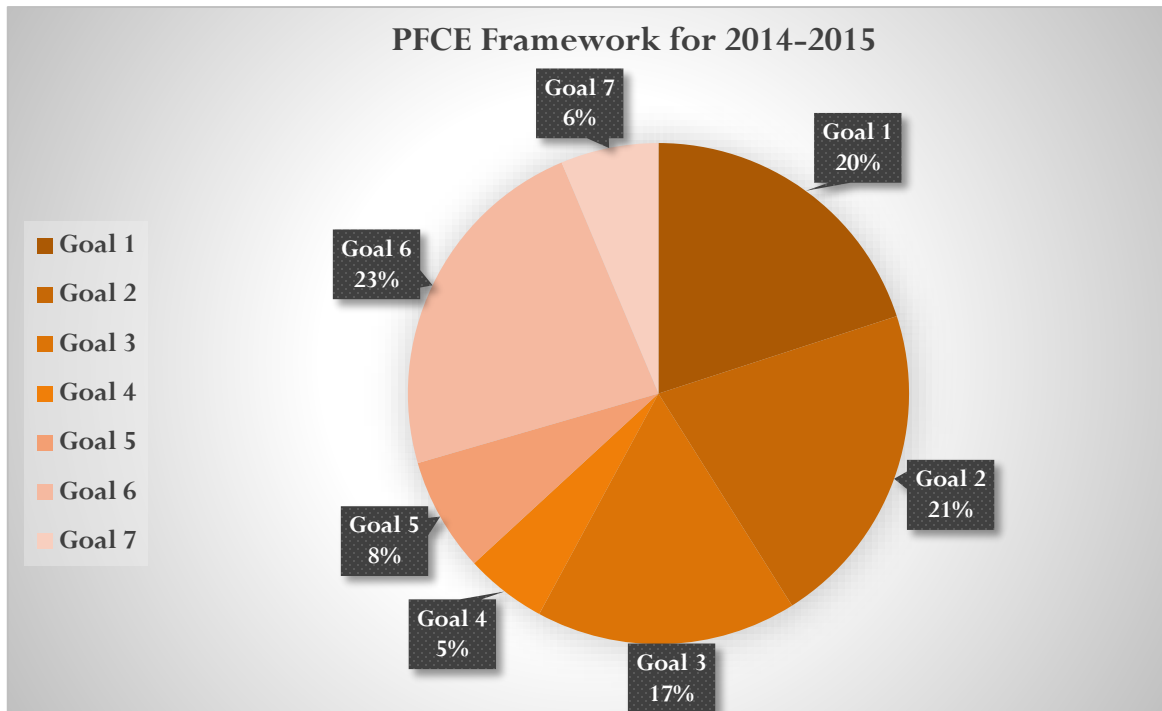
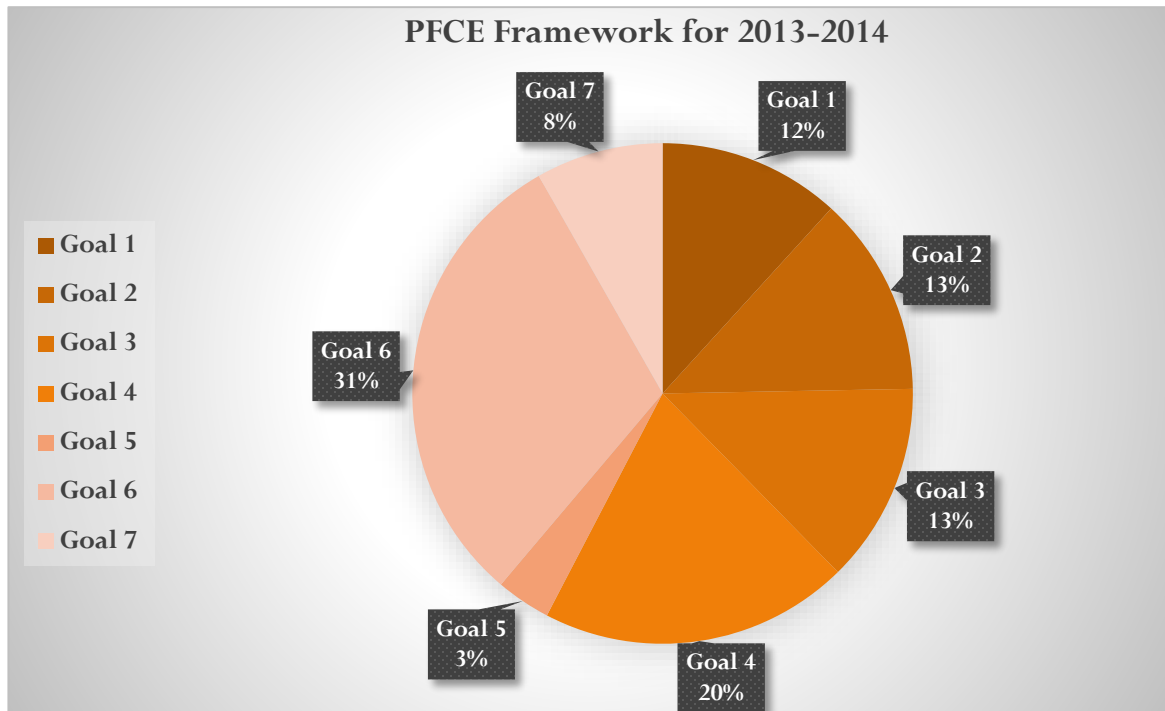
PFCE - COMMUNITY SPEAKERS/PARTNERS

Karen Ballard	Paris Jr. College	Becky Justice	ELL Consulting Services
Ginger Brooks, LPC	Counseling Services	Dr. Jerard Mosely	Motivational Services
Hope Cain	SS Public Library Director	Dr. Shelly Patterson	ESL/Bilingual Director
Sherry Chester	SSISD Administration	Yulandor D. Plater	Amerigroup
Lawson Crook	SSMS	Della Robinson	Parent Inv. Motivational
Elise Douglas, LPC	Counseling Services	Jeff Sant	Director of Therapy
Mary Ferguson	SAFE-T	Charlotte Sanders	CPS Specialist
Talisa Harris	ESL Coordinator	John Sellers	Motivational Services
Johanna Hicks	Texas A&M Agri-Life	Rodney Worley	Criminal Justice
Whitney Houston	Amerigroup		

Section 4. ADDRESSING the FRAMEWORK.

The SSISD Head Start program ensures that the PFCE approach for parents and families is relevant and meets regulation and high quality standards. This is assured by weaving the PFCE Framework

and Goals into each activity. The following charts indicate the number of events that address each of the seven goals from the PFCE Framework as referenced on pages 1 and 2 of the PFCE Report.



All PFCE Goals in the Framework were addressed in the participant responses. Parents noted that they were learning skills and obtaining information that will be applied to their own lives and those of their children.

- PFCE Goal 1. *I learned how important it is to read to my daughter and how being financially responsible is beneficial to my family. (Literacy is the Key to Success) (2015)*
- PFCE Goal 2. *I will use this information -- to help make my marriage and my family into a strong happier healthier relationship and make our house a stronger happier home. (Maintaining Healthy Relationships) (2015)*
- PFCE Goal 3. *I learned that -- teachers are your kids' home away from home so it's important to communicate with them -- and be more involved with the school and teachers. (Maintaining Healthy Relationships) (2015)*
- PFCE Goal 3. *I have learned to read books with my children in different locations – park, store, outside. (M.A.K.E.) (2013)*
- PFCE Goal 4. *I will use this information – to be brave and confident -- to follow your dreams no matter your circumstance. (Career Day) (2014)*
- PFCE Goal 4. *I will starting preparing myself to go to school. (2013 Career Day)*
- PFCE Goal 5. *I have learned how my daughter is transitioning through school and now I know how to help her. (Traveling Through Transitions) (2015)*
- PFCE Goal 6. *I (grandmother) have found friends that I can talk to... (Grandparents Raising Grandchildren) (2014)*
- PFCE Goal 7. *I will take the necessary steps to become more active... (Real Men, Real Fathers) (2015)*

Section 5. QUESTIONNAIRES

The PFCE staff utilized end-of-year Questionnaires to solicit suggestions for activities to improve services to Head Start children and families. The input is very important and helps the staff with future program planning and operations. SSISD Head Start Questionnaires typically rate activities from 1 to 10 points with a 10 rating as best and a 1 rating as the least desired. N/A represents Non-Attendance.

2013-2014 End-of-Year Questionnaires

The Questionnaire included the following questions that could be rated 1 to 10 or N/A.

1) PARENT ENGAGEMENT [8.6]

Parent and Child Together (P.A.C.T.) Activities

1 2 3 4 5 6 7 8 **9** 10 N/A

Grandparents Raising Grandchildren Meetings

1 2 3 4 5 6 7 **8** 9 10 N/A

Watch D.O.G.S./Volunteer Program
 1 2 3 4 5 6 7 **8** 9 10 N/A

Parent Meetings
 1 2 3 4 5 6 7 8 **9** 10 N/A

2) FAMILY & COMMUNITY INVOLVEMENT [8.7]

Family Partnership Agreements Process (Family Goals Setting)
 1 2 3 4 5 6 7 8 **9** 10 N/A

Communication/Contact with Family Services Specialists
 1 2 3 4 5 6 7 8 **9** 10 N/A

Resource Directory
 1 2 3 4 5 6 7 **8** 9 10 N/A

Literacy Resources
 1 2 3 4 5 6 7 8 **9** 10 N/A

3) EDUCATION [9.2]

Teacher Curriculum Input Letters
 1 2 3 4 5 6 7 8 **9** 10 N/A

Parent/Teacher Conferences
 1 2 3 4 5 6 7 8 **9** 10 N/A

Home Visits
 1 2 3 4 5 6 7 8 **9** 10 N/A

4) HEALTH/MENTAL HEALTH [8.3]

Nutrition Meetings – “Eat Better Live Better”
 1 2 3 4 5 6 7 **8** 9 10 N/A

Family Matters/Mental Health Meetings
 1 2 3 4 5 6 7 **8** 9 10 N/A

5) PROGRAM MANAGEMENT & DESIGN [8.7]

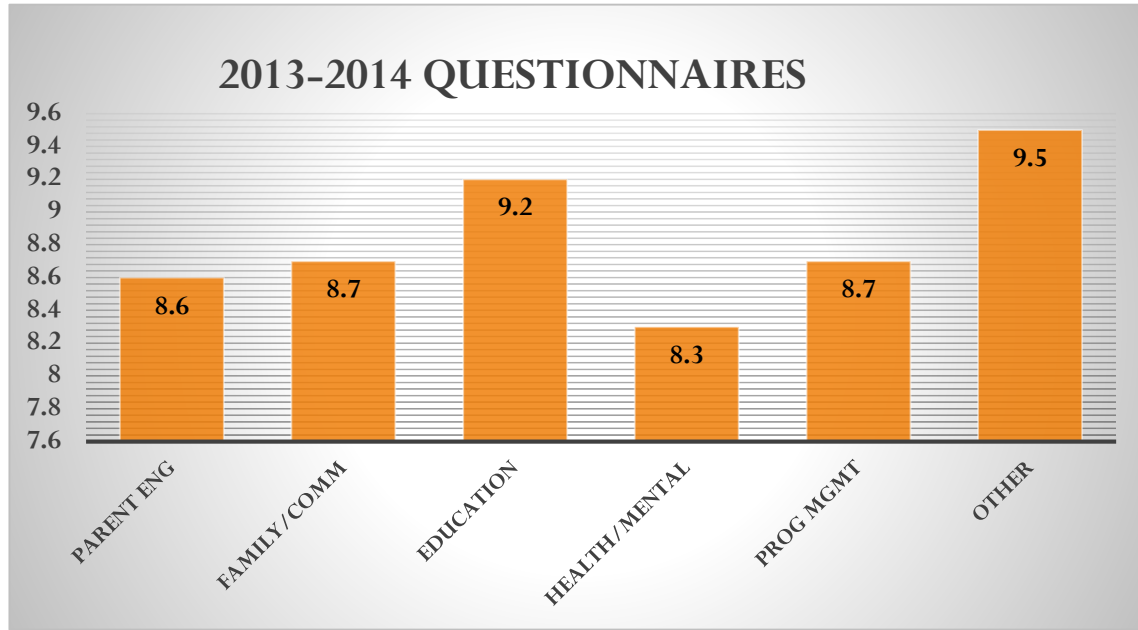
Head Start Registration Process
 1 2 3 4 5 6 7 8 **9** 10 N/A

Policy Council/Self-Assessment Meetings
 1 2 3 4 5 6 7 **8** 9 10 N/A

6) OTHER [9.5]

PPCD Program (Preschool Program for Children with Disabilities)
 1 2 3 4 5 6 7 8 9 **10** N/A

Bus Transportation
 1 2 3 4 5 6 7 8 **9** 10 N/A



2014-2015 End-of-Year Questionnaire

The 2014-2015 end-of-year Questionnaire included the following questions that could be rated 1 to 10 or N/A with a 10 rating as best and a 1 rating as the least desired. N/A represents Non-Attendance. A low number of responses were submitted for this activity (<8); therefore, determining valid averages or median numbers was not possible. Questions asked of parents with approximated scores are:

1) Grandparents Raising Grandchildren Meetings [9.5]	1	2	3	4	5	6	7	8	9	10	N/A
2. E.S.L. SPEEK [9.5]	1	2	3	4	5	6	7	8	9	10	N/A
3. Family Partnership Agreements Process [9.3]	1	2	3	4	5	6	7	8	9	10	N/A
4. Mental Health Meetings [9.0]	1	2	3	4	5	6	7	8	9	10	N/A
5. Male Involvement [9.6]	1	2	3	4	5	6	7	8	9	10	N/A
6. Parent/Health Fair [9.6]	1	2	3	4	5	6	7	8	9	10	N/A
7. Career Day [10]	1	2	3	4	5	6	7	8	9	10	N/A
8. Literacy/Reading [8.8]	1	2	3	4	5	6	7	8	9	10	N/A
9. Transition Meetings [9.8]	1	2	3	4	5	6	7	8	9	10	N/A

10. Various Topics/Resources [9.7]

1 2 3 4 5 6 7 8 9 **10** N/A

11. Education [8.6]

1 2 3 4 5 6 7 **8** 9 10 N/A

12. Volunteering/Policy Council/Parent Committee Officers, Self-Assessments, Meetings [9.0]

1 2 3 4 5 6 7 8 **9** 10 N/A

13. PPCD Program [N/A]

1 2 3 4 5 6 7 8 9 10 **N/A**

14. Bus Transportation [9.8]

1 2 3 4 5 6 7 8 9 **10** N/A

PLANNING for the FUTURE.

When analyzing the data and information from the PFCE activities there are some conclusions that can be deducted from the information that will help the staff make decisions, evaluate program progress, and identify changes to improve program effectiveness. (PFCE Report, page 1)

Section 1. TYPES of EVENTS

- Parents indicated a high level of satisfaction with the program and the calendar of activities designed for them and their children.
- Topics, facilities, agendas, and activities were tailored to meet the specific needs of each family. Parents stated they implement the information they received in meetings, events, and training. Requests were made for more of the same information to be presented in future learning opportunities for reinforcement.
- Special groups for grandparents, second language learners, and fathers are thriving. Comments indicate that they identify with the presentations and with each other.
- The SSISD Head Start grandparent program was highly praised and attended with a preponderance of participants rating the program a 10 out of 10 at the end of the year. The grandparents appreciate the services provided to support their role as a parenting-grandparent and for the interaction with other grandparents that have responsibility for raising their grandchildren.
- Volunteer hours were recorded with the highest number of individual hours dedicated to the library (130 hours); and another high number of hours associated with a group volunteering in the Food for Kids program (141 hours). Male involvement for the program was consistent with the Watch DOGS assisting with security, front door duties, and transportation.

Section 2. MEETINGS per MONTH

- Attendance was excellent, comments were positive, and participants consistently rated the activities in the highest rating of 3 out of 3 maximum points.
- Attendance was consistently high throughout the program year and participant interest did not drop off as the year continued into the month of May.

Section 3. RECRUITMENT STRATEGIES

- Recruitment methods have shown results and parents gave praise for the handouts, hands on activities, food, staff efficiencies, and networking opportunities.
- Community partners were active supporters and provided in-kind services and supplies. Speakers were of high quality and received excellent reviews from the parents.

Section 4. ADDRESSING the FRAMEWORK

- The Head Start PFCE program effectively met all of the PFCE and programmatic goals.
- The 1000 Books Before Kindergarten (#1000BooksB4K) program was implemented during the 2014-2015 program year with support from the Sulphur Springs Public Library. There was excellent participation from parents and guardians of Head Start children. The highest numbers reached 225 books read at home.

Section 5. QUESTIONNAIRES

- An end-of-the-year Questionnaire was utilized for program year 2013-2014 and distributed by the classroom teachers to parents. There was a mediocre participation; however, the responses revealed overall satisfaction with the program with high scores and relevant comments.
 - Parent Engagement scored an average 8.6 with few N/A comments. The responses indicated that the parents have been encouraged to become involved, feel important, and are appreciated. The fatherhood meetings have been beneficial in helping men better understand the importance of a father's involvement in their children's education and life and provided emotional support and support for healthier relationships.
 - Family and Community Involvement scored an average 8.7 and comments highly praised the Family Advocates staff who were responsible and available to meet the needs of families.
 - Education received a high average score of 9.2 with the most responses and comments from participants. Education services were praised for children's progress in academics; noted that teachers kept them informed; and they were made to feel comfortable when discussing their child's progress.
 - Health and Mental Health scored the lowest average of 8.3 however this score is well above average in satisfaction from parents with only one comment was available for review.
 - Program Management and Design averaged a very acceptable 8.7 score with no comments.
 - The category of Other averaged a high 9.5 with the fewest comments, as not all parents are involved with the PPCD or Transportation services. Two positive comments were entered addressing the transportation of children and one parent praised the drivers.
- An end-of-the-year Questionnaire/Testimonial form was utilized for program year 2014-2015 and distributed by the classroom teacher to parents. Low participation prevented a reliable average or median score; however, the narratives submitted for the Testimonials were highly

responsive; thanked the staff; and complimented children's progress. The parents requested more parent meetings, activities, and fairs. Satisfaction with the program was high.

Head Start parents and families consistently responded to the staff and submitted helpful remarks at the end of each PFCE activity

- *I (mother) have learned my daughter is transitioning through school and now I know how to help her. (Traveling Through Transitions) (2015)*
- *I (father) have to be there when they need me and do stuff with my kids. (Real Men, Real Fathers) (2014)*
- *I (mother) am learning a better use of a budget and to pay my bills as soon as I get my check. (Financial Literacy) (2014)*
- *I (grandmother) learn from others and it helps me in my life. (Grandparents Raising Grandchildren) (2014)*
- *I (mother) received the best nutritional info and fitness info. (Health & Nutrition Fair) (2015)*
- *This was an awesome meeting and I am very glad that I came. You guys have helped me a great deal and I will be forever grateful. Thank you. (Moms Active in Kids Education M.A.K.E.) (2015)*
- *I will continue to tell my grandchildren about their heritage. We are all special being bi-racial. My grandchildren have created their own color. They are yellow and orange! (Celebrating My Heritage) (2014)*

*We are all in this together,
Support one another,
Lift up one another...
Build memories.*

*Grandparents Raising
Grandchildren 2015*

