

# PEACE, Inc. FOSTER GRANDPARENT PROGRAM

## 2025 FOSTER GRANDPARENT IMPACT SURVEY

### *Head Start 2024-2025 School Year Results*

Teachers assessed the progress assigned children experienced this school year due in part to the involvement of a Foster Grandparent.

| FGP Outcomes                                                           | Total Replies | 1<br>To A Great Extent | 2<br>To Some Extent | 3<br>Very Little | 4<br>Not at All |
|------------------------------------------------------------------------|---------------|------------------------|---------------------|------------------|-----------------|
| To what degree has the child shown gains in social-emotional skills?   | 30            | 80 % 24                | 20 % 6              | 0                | 0               |
| To what degree has the child shown improvement in classroom behavior?  | 30            | 63 % 19                | 37 % 11             | 0                | 0               |
| To what degree has the child shown improvement in academic engagement? | 30            | 57 % 17                | 37 % 11             | 6 % 2            | 0               |
| To what degree has the child shown gains in school readiness?          | 30            | 63 % 19                | 27 % 8              | 10 % 3           | 0               |



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## Comments from Head Start teachers

- Grandma P. has been a tremendous help with getting our children to follow routines in our classroom. She has also helped children become independent with self-care tasks (cleaning up toys, clean up meals, etc) She has been a great asset to the team.
- Child loves routine and schedule and consistency. Grandma B. is always present for her. They love to play the cups game and learn letters.
- Student had a hard time transitioning every morning after drop off. Grandma C. encourages the child to wash their hands and have breakfast. The child takes her hand and walks to the bathroom to wash his hands then to the table for breakfast. Grandma C. made a huge difference in his life!
- Ms. A shows love, kindness and gives the children the extra attention and love they need. She's a fantastic asset in our classroom.
- Grandpa S. made a significant contribution to our kids' development in our classroom. The children demonstrated substantial improvement in managing their emotions especially when upset. They also showed tremendous progress to adhering to classroom rules, routines and transitions.
- Grandpa J. is an essential part of our classroom family. He helped our students with special needs to really be a part of the class, especially playing in the gym.
- Grandma P is beyond a pleasure to have as part of our classroom family. She is always there to help out with staff and the children. She gives above and beyond for the classroom everyday. We all love having her as part of the team.