

PEACE, Inc. FOSTER GRANDPARENT PROGRAM

2025 FOSTER GRANDPARENT IMPACT SURVEY

Elementary School 2024-2025 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 To A Great Extent	2 To Some Extent	3 Very Little	4 Not at All
To what degree has student shown improved social-emotional skills?	108	47% 15	43% 46	7% 8	3% 3
To what degree has student shown improvement in classroom behavior?	108	51% 55	40% 43	6% 7	3% 3
To what degree has student demonstrated improved academic engagement?	108	54% 58	34% 37	11% 12	1% 1
To what degree has student shown improvement in academic performance?	108	47% 51	42% 45	10% 11	1% 1

2025 FOSTER GRANDPARENT IMPACT SURVEY

Comments from SCSD teachers

- Grandpa B is an instrumental part of our class. I have several low readers that have improved with his guidance. Some are English Language Learners.
- Grandpa H was very calm, patient and understanding. He was very helpful and always there to explain to the students whatever that they were struggling with. The kids loved Grandpa H and it was so nice having him in our classroom.
- Grandma M worked daily to cultivate these students academically and behaviorally. These students all came into Kindergarten with limited academic knowledge. None of them attended Pre-K either. K and J both made academic growth while T needed extended time and resources outside the classroom. All of my students loved working with Grandma M.
- Student grew to love Grandma C and would quite literally attach herself to her. She felt comfortable and happy when Grandma was around. This student comes from a rough background and with Grandma's help, she was able to come out of her shell more than ever.
- Students have greatly benefited from having a good model and loving support of a grandparent in our classroom. It has increased their social skills, learning skills and academics.
- Grandma M has been an amazing support for our kiddos. She caters to their needs and cares about the whole child and their lives. Her patience and kindness has helped our class environment grow!
- Grans has established wonderful relationships with these 3 students as well as the rest of our class. She is a beloved member of the School Community.
- Grandma F is an integral part of our classroom. She helps assist the students on a daily basis. She helps them emotionally, socially and when they need help with reading or math. She is always ready to help. We love our Grandma!
- Grandma R practices sight words with all our students daily. This has greatly improved their reading scores.
- Student A has made tremendous growth both academically and socially. Grandma J worked hard with this student and gave her lots of love and support which impacted her participation and confidence.
- Grandma E continues to be an indispensable part of our class. She continues to be kind and influential to the students around her. She has made an extensive and lasting impression on students' academic and social emotional growth.

- All the students are fully engaged in lessons and putting forth more effort into their independent. All the students are making progress towards their academic goals.
- Grandma D has been a wonderful addition to our class. She spends time with these and other students working with beginning letter and sounds, and counting. The students learn to take turns, be polite and share. Behavior and engagement has improved.
- Grandma V supports students in all academic areas. Students look to her for directions, support and encouragement. There are significantly less tantrums and more engagement.
- The extra quality time provided by Grandma J has been essential to our students this year .Grandma has been an indispensable member of our class!
- Grandma J is able to talk to each student quietly to help redirect the students to get back on task.. She sits with them and encourages them to do their work
- Students have improved with asking for help as opposed to be waiting to be noticed and assisted.
- Grandma E provided valuable support in organizing the classroom space helping to maintain an orderly and functional environment for learning.
- Students improved in listening comprehension from 1:1 support during literacy activities. Student improved her social skills through facilitated conversation with adults and peers, students increased confidence through repeated practice and encouragement during small group and individual instruction.
- The students are very comfortable working with Grandma E and know when she is available but even willing to try on their own before going to her for support.
- Grandma B was a foundation in the classroom this year and instrumental in providing consistency for the students.
- Grandma A was such a great addition to our classroom this year. She made many positive relationships with all the students. She was a positive, helpful and beneficial presence in our room.
- During the time in which Grandma Q was in our class she did a fantastic job with her 3students and others as well. She was a big part of our classroom community and was always ready to help. These 3 students really enjoyed working with Grandma and doing their work with her at her table. These students would have a hard time reading or completing their work and so Grandma did a great job redirecting them, helping them focus and complete their work