

Service Activity: Head Start/School Preparedness

Community Need:

Describe the problem at the state level (written for all): In New York, there were almost 50,000 children enrolled in Head Start in 2004. According to the Head Start Bureau, 12.7% of the children enrolled during the 2003-2004 school year (nationwide) had emotional, physical and/or learning disabilities. These disabilities can make it harder for children to acquire the cognitive and social skills needed for kindergarten.

Describe community need at project level (city, district, county) and client served (each project writes their own):

[EXAMPLE] A 2003 Children First Foundation study estimated that 35 percent of the 3 - 5 year old (pre-school) children in the XYZ County, New York, lack the necessary social, emotional, and cognitive skills necessary to enter kindergarten. This creates an additional burden on the public schools when these children enter kindergarten, and results in many children struggling to succeed during that first year of school.

Describe how the need will be addressed, the contribution of the project toward the effort (foreshadow the service activity) (each project writes their own):

[EXAMPLE] The report identified a clear need for expanded and enhanced pre-school programs to better prepare children with the skills necessary to succeed in school. According to Children First Foundation, without the appropriate intervention, 35% of the preschool children entering Head Start will be developmentally unprepared to enter kindergarten at the age of five or advance to the next class level within the Head Start Program.

What will change (end outcome) (written for all): Foster Grandparents can assist preschool children develop the skills they need to prepare them for kindergarten by giving them the extra attention they need.

Service Activity

Service description and beneficiaries: Children that need the most assistance, as determined by Head Start teachers, will be assigned to a Foster Grandparent. Foster Grandparents will each work with approximately (*enter number*) children in Head Start classrooms, one-on-one and in small groups, to help them make the cognitive, social and emotional adjustments necessary for a more structured school environment. Foster Grandparents will also work with children on good hygiene and nutritional habits. Written child care activity plans will identify each child's needs.

- Emotional-social developmental areas may include: social relationships with peers, self concept, and self control.
- Cognitive developmental areas may include: communication (listening, speaking, and understanding), letter, number and color recognition.

Scope of service (how often, how long): Foster Grandparents will spend (*enter number*) hours a week with each assigned children for the duration of the school year.

Add details if needed (each project writes their own):

Anticipated Inputs

Volunteer numbers/number of hours: (*Enter number*) of Foster Grandparents will contribute a total of (*enter number*) volunteer hours to the Head Start activity over the program year.

Training/supervision: Foster Grandparents will receive pre-service training from the Foster Grandparent Program for approximately (*enter number*) hours, and in-service guidance from Head Start teachers. (*If additional training will be provided, add details here: duration, topics, and training provider.*)

Resources: Supplies such as toys, books, and other resources will be provided by Head Start sites.

Add details if needed (each project writes their own):

Anticipated Accomplishments/Outputs: Head Start children will receive support from Foster Grandparents.

Indicators: Number of children served.

Target: (*Enter number*) Head Start students will receive individual support and attention from Foster Grandparents.

How Measured: Goal plans, volunteer time sheets, and (if needed) *Output Summary Sheet*

Anticipated Impact: Intermediate Outcome: Children in Head Start who work with Foster Grandparents will show an improvement in social-emotional and/or cognitive skills.

Indicator: Percentage of children that have worked with a Foster Grandparent for five months that show improvement in at least two teacher-identified areas.

Target: 65% of children who have worked with a Foster Grandparent will demonstrate “a great deal of improvement” in at least two of the possible ten areas (social-emotional and/or cognitive development) identified by teachers.

How Measured: *Child Care Activity Plan and Five-Month Assessment*, completed by classroom teachers at the beginning of the Foster Grandparent’s service and after five months for each child served.

Anticipated Impact: End Outcome: Children in Head Start who work with Foster Grandparents will be developmentally prepared to enter kindergarten at the age of five, or advance to the next class level within the Head Start Program.

Indicator: Percentage of children that have worked with Foster Grandparent at least five months that are developmentally prepared to enter kindergarten at the age of five or advance to the next class level within the Head Start Program.

Target: 75% of the children served by Foster Grandparents will be developmentally prepared to enter kindergarten at the age of five or advance to the next class level within the Head Start Program.

How Measured: *End of the Year Assessment*, completed by classroom teachers at the end of the year

Output Summary Sheet

Site Supervisor: Use volunteer timesheets or other logs to complete this summary sheet. This will record the total number of children served by Foster Grandparents at all of the sites served.

Site Supervisor: _____

Program Year: 20____

Head Start Site	Number of Foster Grandparents assigned	Number of children served	Beginning date	End date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Totals	_____	_____		

OUTPUT summary:

_____ (#) Head Start children were served by _____ (#) Foster Grandparents at _____ (#) sites.

Child Care Activity Plan and Five-Month Assessment

Teacher: At the beginning of the year, or as soon as you are reasonably able to assess this child's needs, please complete this plan (Column A and page 2) and discuss it with the Foster Grandparent volunteer who will be working with this child, including specific activities that will assist the child in the developmental areas where they need the most help. After the Foster Grandparent has worked with this child for five months, please complete this Five-Month Assessment (Column B) and return a copy to the Foster Grandparent Program. Thank you for your assistance.

Site: _____

Child Name or ID: _____

Teacher: _____

Child's Age: _____ Sex: M F

FG Volunteer: _____

Special need (e.g. learning disability): _____

Column A - Child Care Activity Plan			Column B – Five-Month Assessment				
Beginning Date: _____			Five-Month Date: _____				
I. Check all developmental areas in which this child needs assistance			For each checked area, how much improvement have you seen in this child?				
			No improvement	A little	Some	Quite a bit	A great deal
			1	2	3	4	5
Social and Emotional Development	1. Self Concept: gaining self awareness, independence, confidence	<input type="checkbox"/>					
	2. Self Control: expresses feelings appropriately; understands and accepts consequences of own actions; follows the rules	<input type="checkbox"/>					
	3. Cooperation: helpful with peers; able to compromise; interacts without being overly directive or submissive	<input type="checkbox"/>					
	4. Social Relationships: comfortable with familiar adults; develops friendships with peers; expresses empathy for others	<input type="checkbox"/>					
Cognitive Development: Language, Literacy, and Numbers	5. Listening and Understanding: understands increasingly complex vocabulary	<input type="checkbox"/>					
	6. Speaking and Communicating: uses language to communicate ideas, feelings, questions, etc.; uses increasingly complex vocabulary	<input type="checkbox"/>					
	7. Literacy (awareness): associates sounds with written words; recognizes a word as a unit of print	<input type="checkbox"/>					
	8. Literacy (interest): interest in reading-related activities	<input type="checkbox"/>					
	9. Literacy (letters): is learning the alphabet, understands the concept of the alphabet (letters are a category of visual graphics that can be named)	<input type="checkbox"/>					
	10. Numbers and Operations: learning to count in sequence, ability to count objects and match groups of objects	<input type="checkbox"/>					

Column A. Child Care Activity Plan (continued)

<p>II. Of the categories you checked on the previous page (Column A) – areas for which this child needs assistance - what specific ways can the Foster Grandparent assist this child?</p>	
<p>a. Child needs assistance in ...</p>	<p>b. Recommended Activities</p>
<p>Social and emotional developmental areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> self concept <input type="checkbox"/> self control <input type="checkbox"/> cooperation <input type="checkbox"/> social relationships 	
<p>Cognitive developmental areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listening and understanding <input type="checkbox"/> speaking and communicating <input type="checkbox"/> literacy (awareness, interest, letters) <input type="checkbox"/> numbers and operations 	
<p>Are there other areas in which this child needs extra help? (if yes, please specify)</p>	
<p>Teacher signature: _____ date: _____</p> <p>Foster Grandparent signature: _____ date: _____</p>	

FGP End of the Year Assessment

Teacher: Please complete this form at the end of the school year. The following children were assisted by a Foster Grandparent in your Head Start classroom for at least five months. Please indicate: (1) whether each child is now developmentally prepared to enter kindergarten (if five years old) **or** advance to the next class level within the Head Start program (if under five years old); and (2) whether the support provided by the Foster Grandparent was helpful to this child.

Children assisted by a Foster Grandparent: Child's Name or Identification Number	1. Is this child now developmentally prepared to enter kindergarten (if 5+ yrs old) or advance to the next class level at Head Start (if less than 5 yrs old)?	2. How helpful was the support provided by the Foster Grandparent to this child?				
		Not helpful 1	A little helpful 2	Somewhat helpful 3	Quite helpful 4	Extremely helpful 5
1.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
2.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
3.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
4.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
5.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
6.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
7.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
8.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
9.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
10.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
11.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
12.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5

Please return this form to the Foster Grandparent Program. **Thank you for your assistance.**