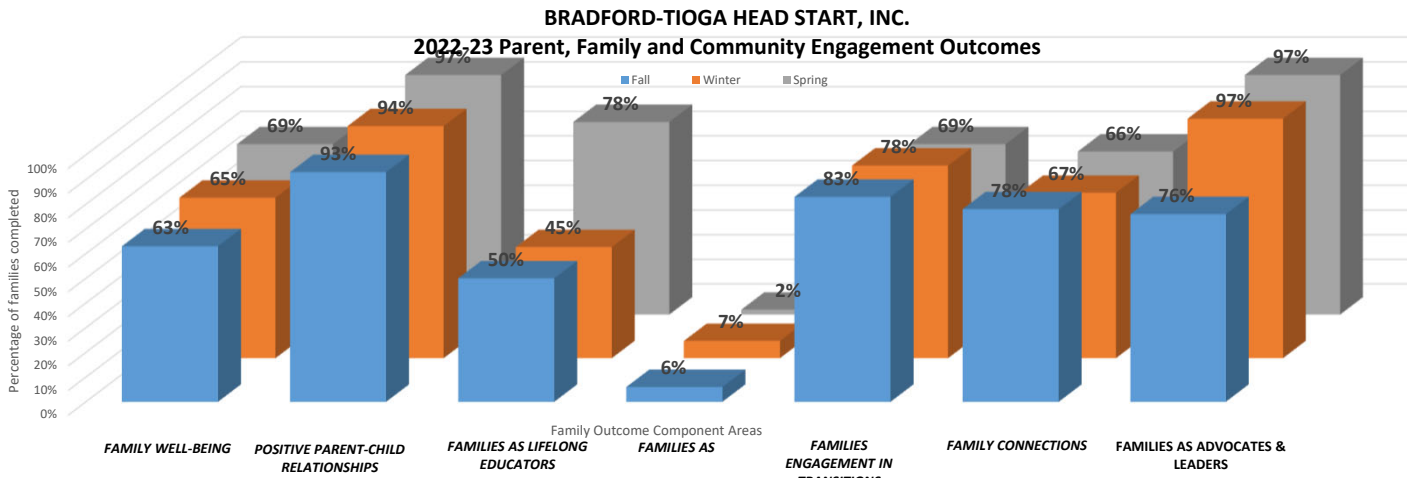


fall	63%	93%	50%	6%	83%	78%	76%
winter	65%	94%	45%	7%	78%	67%	97%
spring	69%	97%	78%	2%	69%	66%	97%
	well-being	positive	lifelong	learners	engage	connection	advocates

Bradford-Tioga Head Start, Inc. Parent, Family, Community Engagement

Bradford-Tioga Head Start, Inc.'s Parent, Family, and Community Engagement Mission: Bradford-Tioga Head Start, Inc. is committed to building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.



Bradford-Tioga Head Start, Inc. works with families throughout the program year to build strong healthy relationships with parents, children and the surrounding community. The chart shows gains in seven areas assessed; The gains show accomplishments throughout each of the areas assessed. Assessments are completed three times during the year to gather the information provided.

Family Well-Being transpires when parents and families are safe, healthy, and have increased financial security. Families participate in different program services and/or activities (meetings, trainings, family playgroups, classroom) and families begin to feel comfortable addressing any family specific needs and/or interests (transportation needs, health needs, mental health, budgeting, safety, etc.). *This data is showing that employment and families sense of security fluctuated throughout the year.*

Positive Parent-Child Relationships transpire beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development. Families encourage their child's interest by using positive parenting practices (giving eye contact, hug, talk to, listen to, smile, redirect, etc.) and ensuring the health and safety of their child (doctor visits, eating nutritious meals, etc.). *Data shows a significant growth of families participating in community groups and are confident in their abilities to support their children in their learning.*

Families as Lifelong Educators transpires when parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities. Families promote their child's developing and learning, teach their child to care about themselves and others and encourage positive attitudes by telling stories, reading books and/or singing songs. *Data shows a gradual increase in families completing assigned activities and reportedly more involvement in their child's learning.*

Families as Learners transpires when parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals. Families encourage overall health and development to support children in gaining healthy eating habits (nutrition) and learn about experiences that support parenting, career and/or life goals (attended a training, took a class, learned about, etc.). *This data shows that many of BTHS families are not enrolled in classes or trainings. It also shows that families reportedly not confident in their strengths "I do good at..."*

Family Engagement in Transitions transpires when parents and families 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. Families engage in problem-solving and decision-making with others (work with others to come up with ideas), understand the importance to experience the personal value of relationships (getting to know others and building relationships), and participating and/or volunteering in a program or community-based organization (EHS, HS, church, school, sports team, library, etc.). *This data shows the fluctuation in attendance throughout the year. It also captures families view on feeling comfortable supporting their child in new settings or*

Family Connections to Peers and Community transpires when parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life. Families engage in problem-solving skills and decision-making with others as well as experiencing the personal value of relationships, connections and experiences through volunteering and/or attending community based organizations functions. *This data shows a decline in family participation in parent meetings/trainings or family play groups throughout the*

Families as Advocates & Leaders transpires when families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences. Families engage children to support their everyday learning at home, school and in their community, by setting and achieving goals such as obtaining a bank account, a driver's licence, health insurance, etc. as well as advocating for their child's well-being. *This data shows the strength of families setting and completing goals.*