



Dr. Bobby E. Brown, Executive Director

Head Start Parent Survey Results



2010 – 2011 School Year

2010 - 2011 Annual Parent Survey

Conducted and Prepared by the Office of Research and Development

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Mississippi Action for Progress, Inc.
Head Start Parent Satisfaction Survey
2010-2011 School Year

Mississippi Action for Progress (MAP), INC Head Start is a multi-purpose, comprehensive, community-based child development and family services program. MAP is committed to providing high quality services to disadvantaged children and communities. MAP provides Head Start and Early Head Start services. MAP also partnership and collaborate with institutions of higher learning, local community colleges, State Agencies and local agencies to enhance and provide additional services to meet the needs of children and families.

Active participation and decision-making opportunities by the parent as well as community persons are major thrusts of MAP. Parent involvement has been a major facet in MAP's success in providing quality comprehensive services to children and families since the program's inception 45 years ago. The Agency continues to seek diverse and innovative strategies to meet the needs of enrolled children and families. MAP's principle belief that parents are the primary educators of their children dictates that parents have an opportunity to provide feedback and assessment of services offered to their families. Parents and program staff collaborate in various efforts to ensure positive outcomes for children. Research has shown a significant correlation between parent involvement and positive outcomes in children's cognitive, social, emotional and physical development. This survey examines enrolled children's parents opinions of services provided to their families during the 2010-2011 school year.

Guided by its philosophy and mission, MAP, Inc. has become a stellar organization providing a wide and diverse range of programs and Head Start services to more than six thousand (6000) children in twenty-five (25) counties

in the State of Mississippi. MAP's service area extends north to the Tennessee State line, south and west to the Louisiana State line, and east to the Alabama State line. MAP service area is divided into ten (10) regions across the State. Participating counties in the extreme northeast corner of the State include: Alcorn, Itawamba, Lee, Monroe, Pontotoc, Prentiss, Tippah, Tishomingo and Union. In the southern portion of the State, Pearl River and Hancock counties border the Louisiana State line, as well as Franklin, Lincoln, and Claiborne counties in the southwest and Perry County east to the Alabama State line. Leflore and Yazoo Counties lies to the northwest in the Delta region and Warren County along the Mississippi River, which is also west. To the eastern section of the state line lies Lauderdale, Neshoba, Scott and Winston Counties, which are bordered by the Alabama State line. MAP also serves, Calhoun, Chickasaw, and Yalobusha Counties in the Central part of the State.



METHODOLOGY

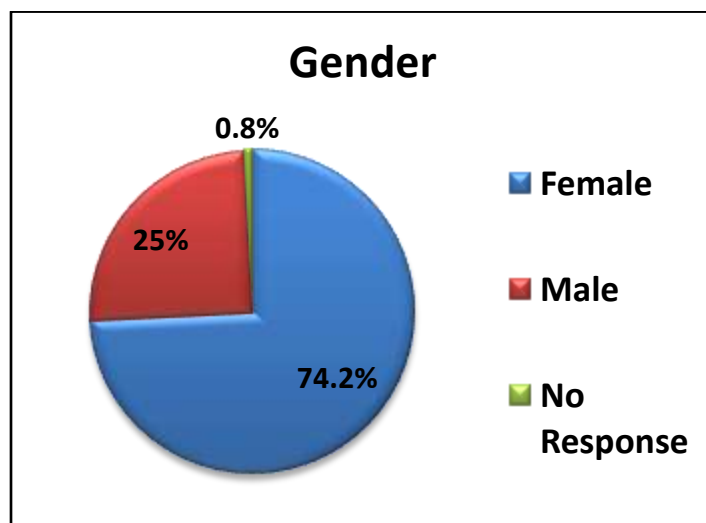
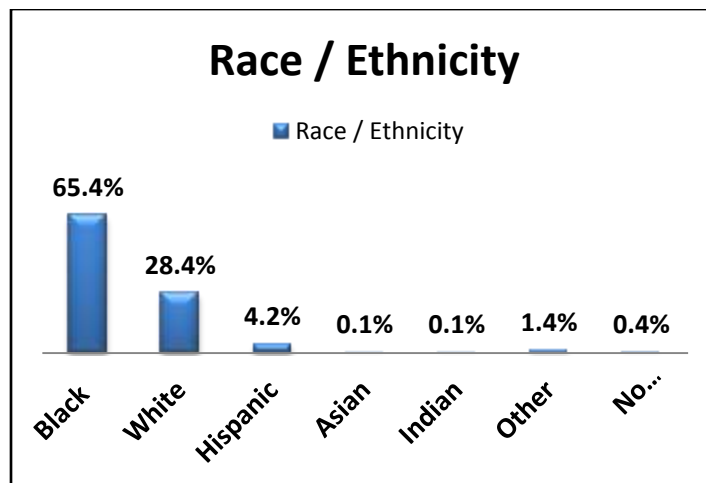
In this research study, a twenty-one (21) item Likert-Scale survey instrument was developed to examine parents of enrolled children opinions of services provided by MAP Head Start Program. A total of nineteen (19) questions were asked where the responses were based on a yes response “YES, I AGREE” and no response “NO, I DISAGREE”. Some parents did not respond to certain questions, which is illustrated in the “NO RESPONSE” category. The study also asked the parent to describe how they feel parental involvement affects their child’s education (question #20) and if needed, what changes would they like to see implemented within the MAP’s Head Start program (question #21). Parent’s verbatim responses from questions #20 and #21 can be found in the APPENDIX section of this document.

Parents of children enrolled during the 2010-2011 school year participated in this research project. MAP’s actual number of children served at the time (April 2011) of the survey was 6,002 children. Two-thousand nine hundred and two (2,902) parents completed and returned surveys which represent a return rate of 48.3%. According to Gay, L. R., & Airasian, P. (2000), in descriptive research, it is common to sample ten to twenty percent of the total population. Therefore, the response rate documented in this study exceeded the accepted response rates used in implementing descriptive research designs.

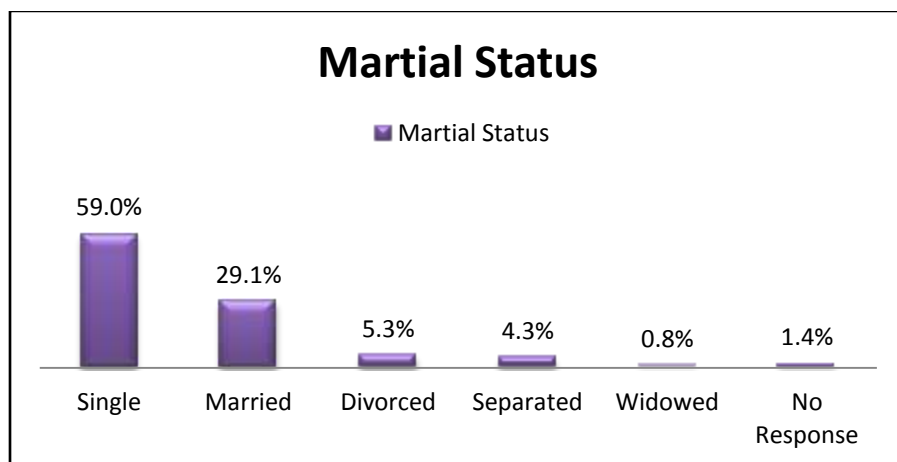
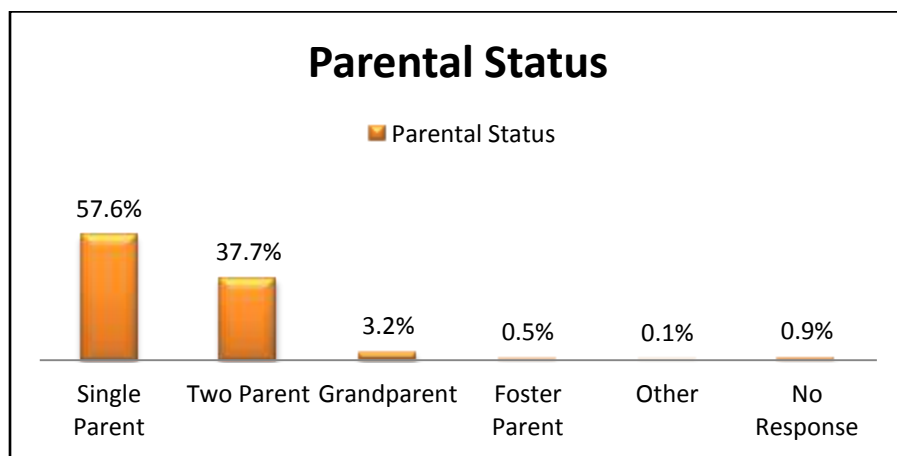
A letter of the survey purpose and survey were distributed to all parents of currently enrolled children. Parents were instructed to call the centers if they had any questions. The survey was strictly voluntary and confidential. They were asked to complete and return the surveys to the Center. The Center Administrator or designee forwarded the surveys to the Office of Research and Development in a self addressed envelope identifying the Center’s name. Once the surveys were received in the Office of Research and Development, staff coded each survey, entered the date received in this office, date entered into the system and listed the name of the data entry person.

DEMOGRAPHICS

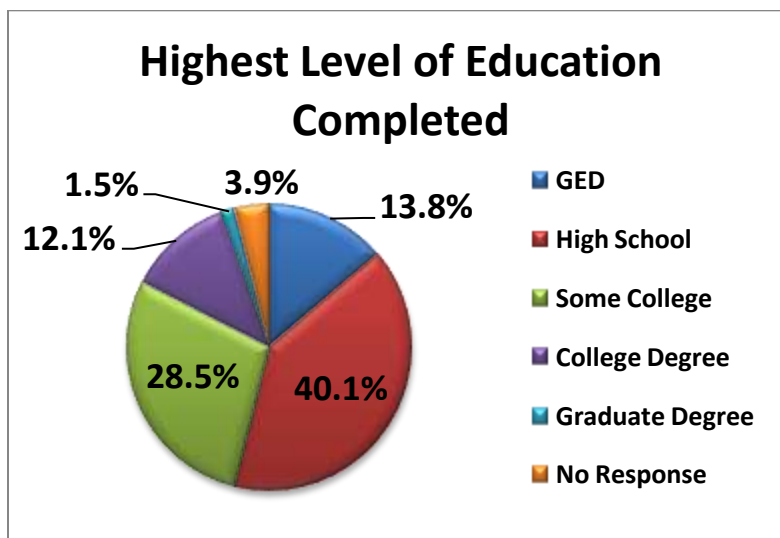
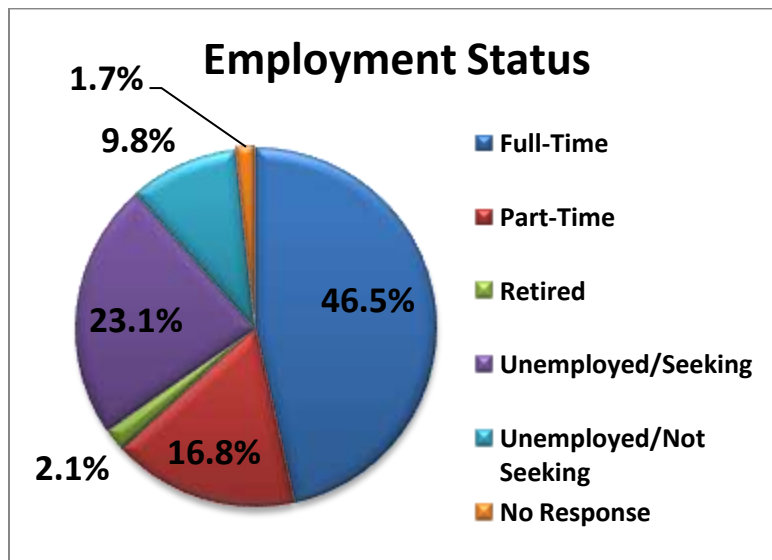
MAP's families represent a diverse population, which is reflective of the State of Mississippi. The racial ethnic distribution of respondents was more than 65% Black, 28% White, and smaller percentages of Hispanic, Asian, Indian and other families. There were a total of 11 respondents that did not answer this question, which represents 0.4% no response category. Over, 74% of the respondents were female and 25% were male. A total of 24 (0.8%) respondents did not list their gender.



Of the surveys returned 57.6% were from single parent homes and over 37% of the surveys were from two parent homes. Data showed that 3.2% of survey respondents were grandparents. Smaller percentages were from foster homes and other family make-up. A total of 25 (0.9%) respondents did not report parental status. According to the survey results, majority of the parents were single (59%) and 29.1% were married. A less significant percentage were divorced, separated, or widowed. Forty-two (42) respondents that did not report their marital status represented 1.4%.

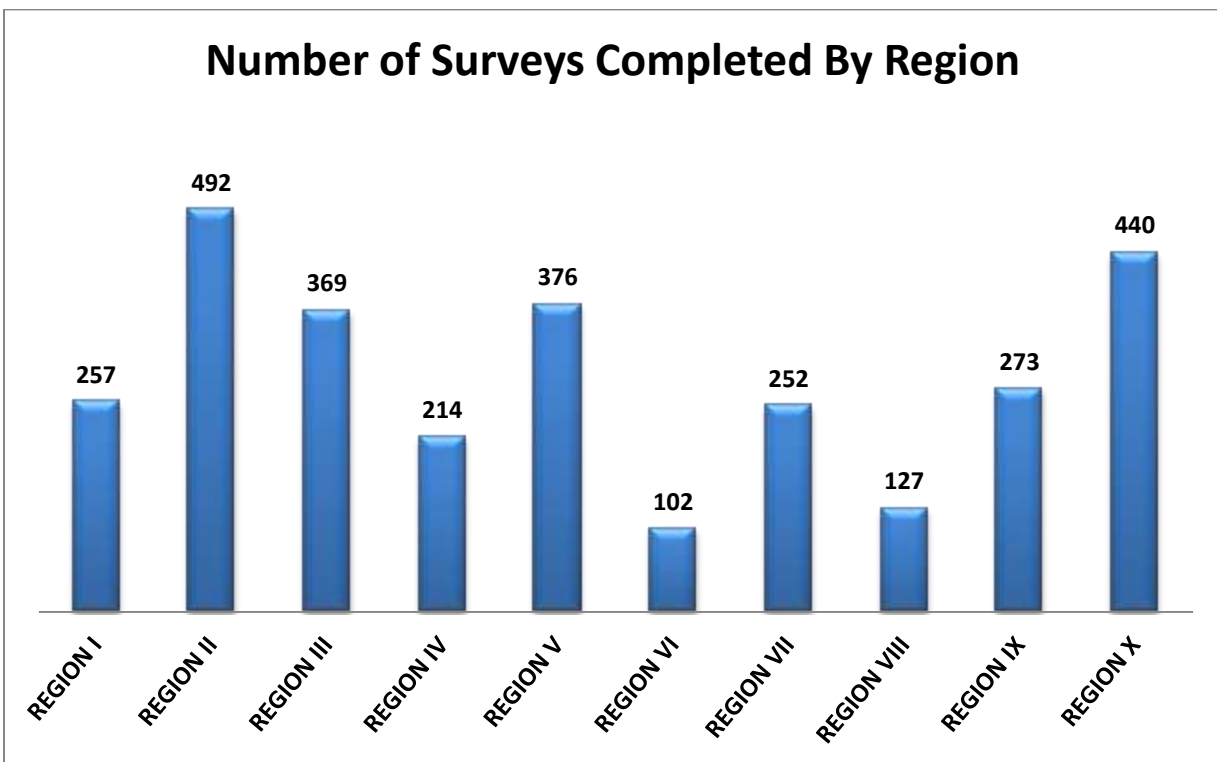


The employment status of survey participants mirrors the current economic situation across country. Survey information showed that 46.5% of parents surveyed were engaged in full time employment, 16.8% were employed part-time and 23.1% were unemployed, but seeking employment. The level of parental education of survey participants ranged from GEDs to professional degrees. According to data on the highest level of education completed the majority of respondents were high school graduates (40.1%), nearly 28% completed some college courses, over 12% had a college degree, and 1.5% of the parents had graduate degrees.



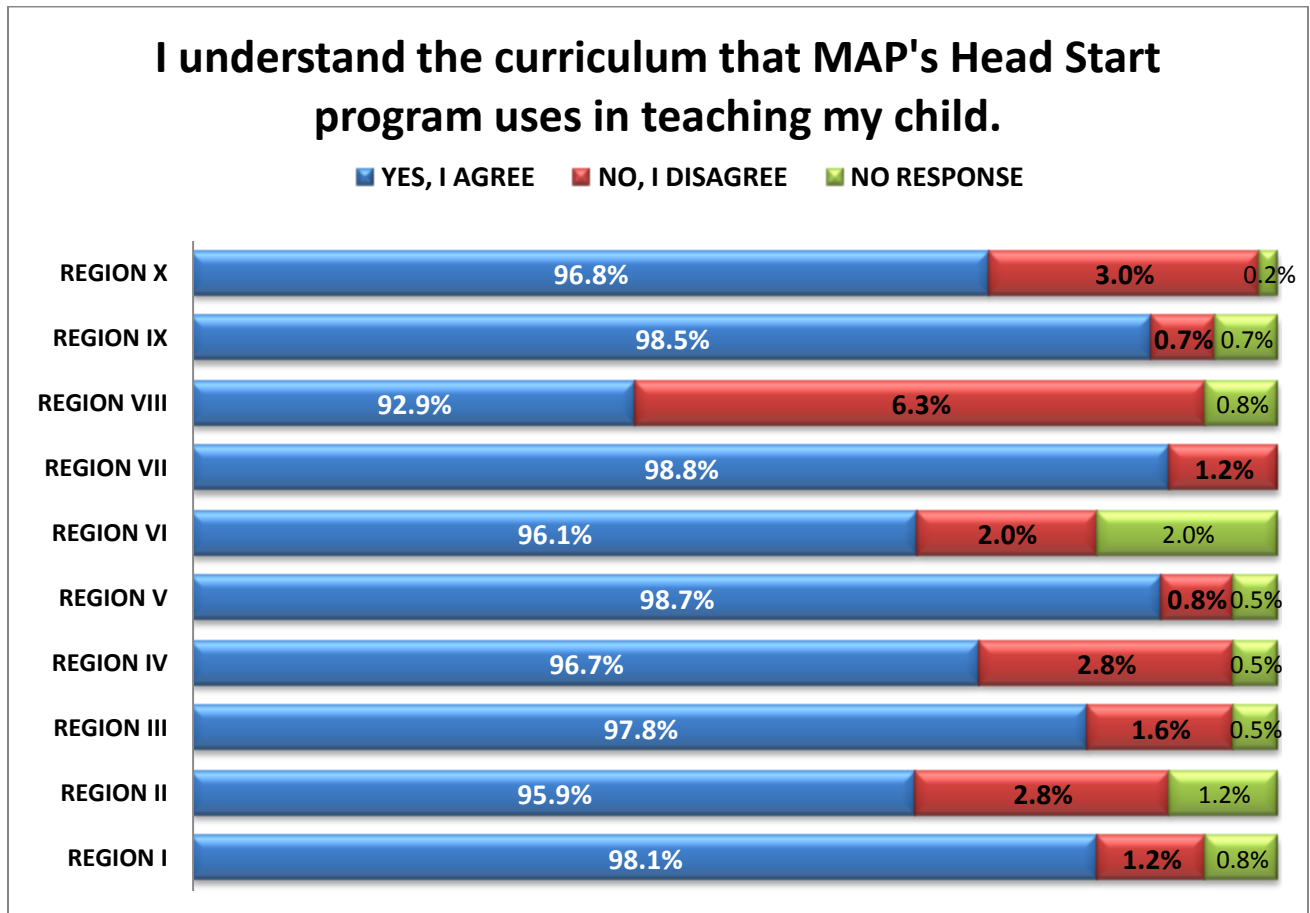
RESULTS

A review of survey results indicated that Region II parents had the greatest return rate with a total of 492 parent responses compared to last year's rate of only 258. Region II has the greatest number of assigned enrollment slots. Region X had the second highest rate of 440 parent responses and the second highest number of assigned slots of 760. Region VI had the lowest return rate with 102 parent responses. Region VI is MAP's smallest region with an assigned enrollment of 310 enrollment slots.

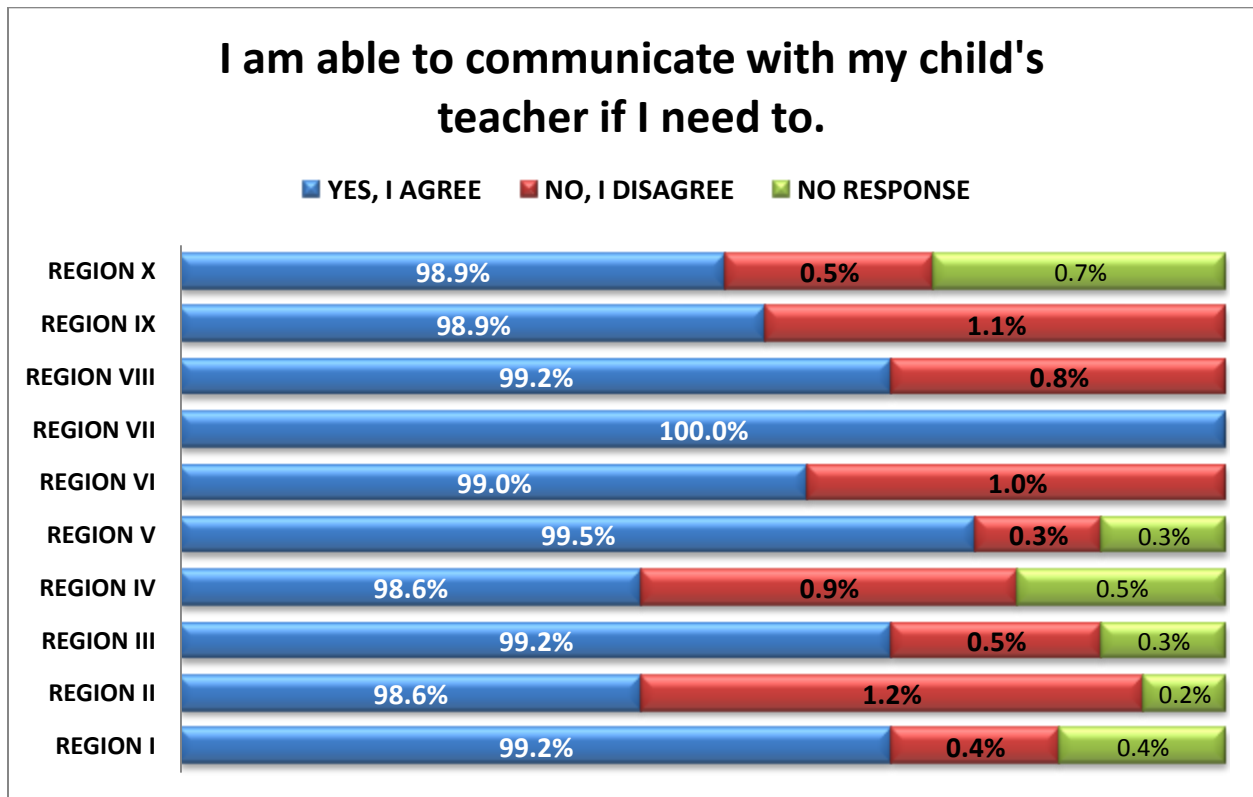


The purpose of this study was to gain information from parents regarding their opinion of services provided by the Head Start program, including preparation of their children for kindergarten. The findings in this report showed that parents were satisfied with the services they received from MAP Head Start.

As children advance through school, parents expect their children to excel and to be prepared for the next grade level. For that reason, school readiness skills are important to parents as their children prepare to enter into kindergarten. MAP's educational program promotes school readiness skills through a variety of educational experiences. Parental involvement play a key role in obtaining these skills. The vast majority of parents expressed an understanding of the curriculum used for instruction. MAP's curriculums are locally designed. Children's progress is monitored by the Child Progress Indicator (CPI) which is a locally designed instrument. . The CPI instrument collects data three times a year, determines children's strengths, and ultimately sets goals for each child. Data indicated that Agency-wide 97.3% of the parents surveyed understood MAP's Head Start curriculum. Region VIII reported the highest percentage (6.3%) of parents who did not understand MAP's curriculum.



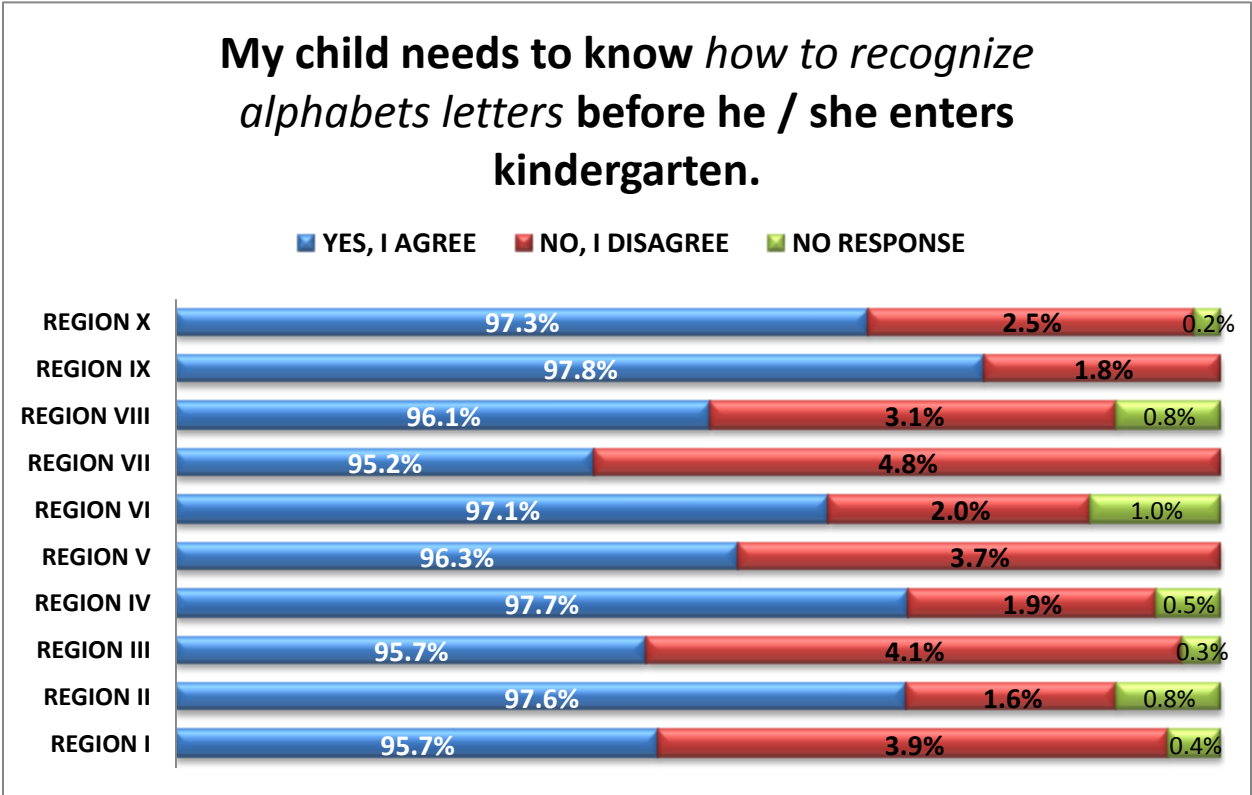
Staff and parent communication is essential for positive learning outcome for children. In accordance with Kreider, Mayer, & Vaughn (1999) effective parent-teacher communication should include the following 6 tips: Be a partner with the teacher, Get comfortable within the school and with the teacher, Feel free to make the first contact with the teacher, Communicate with the teacher early, Communicate often, Follow through with what you said you would do. MAP teachers partner with parents at every opportunity to enhance and support children’s learning experiences. Data show that agency-wide 99.1% of the parents are able to communicate with teachers on a regular basis and that their children received a variety of learning experiences. Remarkably, Region VII parents reported 100% that they are able to communicate with their child’s teacher.



School readiness skills have been the main focus for early childhood education since its existence. According to the National Head Start Association (NHSA), The Head Start Act of 2007 requires Head Start programs to establish ongoing communication between the Head Start agency and LEAs to develop “continuity of developmentally appropriate curricular objectives for enhancing school readiness of children.” Recently, the National Association for the Accreditation of Youth Children (NAEYC) and the National Head Start Association have developed a day-long session to examine a resource that aligns the Head Start Framework with the Common Core State Standards (CCSS) for Kindergarten. This session, called “Connections for Success: Ready, Set, Go”, looks at the importance, challenges, and benefits of aligning early education with the continuum of Common Core State Standards. Participants work in small groups give viewpoints and expertise to ensure the resource illustrates a continuity of learning outcomes. Head Start program will be able to “use this resource as a foundation to communicate a cohesive system of curricular objectives, school readiness goals, and appropriate K-12 expectations.” The Common Core State Standards for K-12 education, adopted by Mississippi on June 28, 2010, provide a platform for “high quality and consistent” education regardless of “school or state” which the student lives. (Taken from www.costandards.com/frequentlyaskedquestions)

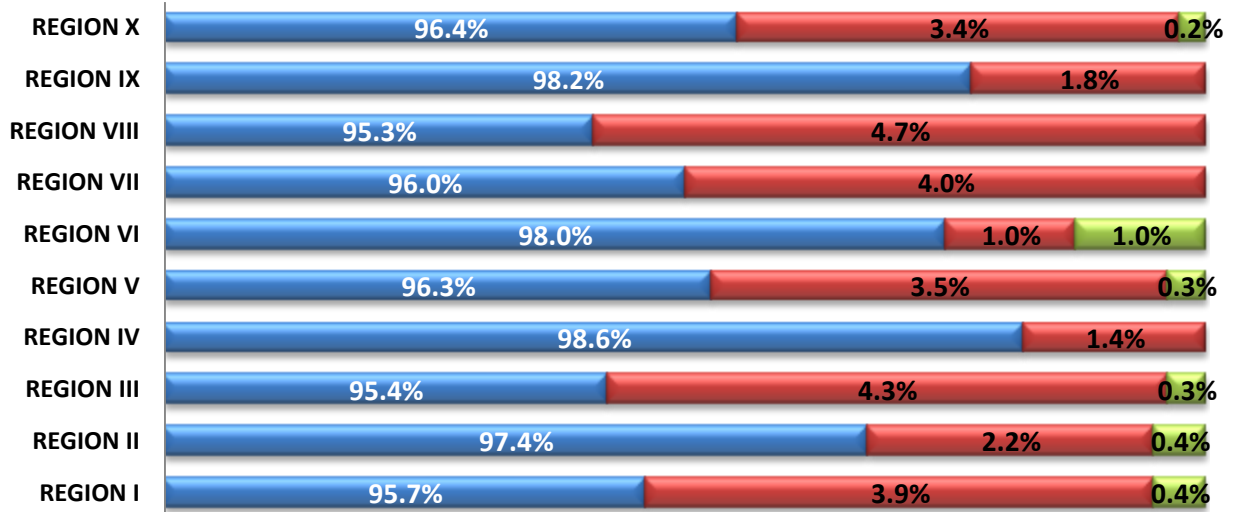
MAP uses the Child Progress Indicator (CPI) as a program assessment tool for its Head Start program to evaluate the Head Start Framework and school readiness skills. CPI is used to measure the children’s progress and level of school readiness skills. The Head Start Framework is organized into 11 domains. The Literacy Knowledge & Skills domain examines the book appreciation, phonological awareness, alphabet knowledge, print concepts and early writing elements. As reported in MAP 2010-2011 Community Assessment report, children score lower in the Literacy domain when compared to the other 10 domains. Agency-wide 96.7% parents agree that their child need to know how to recognize alphabets and numbers before the child enters kindergarten.

Interestingly, Region VII, 12 (4.8%) parents disagreed that their children need to recognize alphabets and in Region VIII 6 (4.7%) parents disagreed that their child need to recognize numbers. A vast majority (95.9%) of parents agreed that their child need to know how to write their name before they enter Kindergarten.



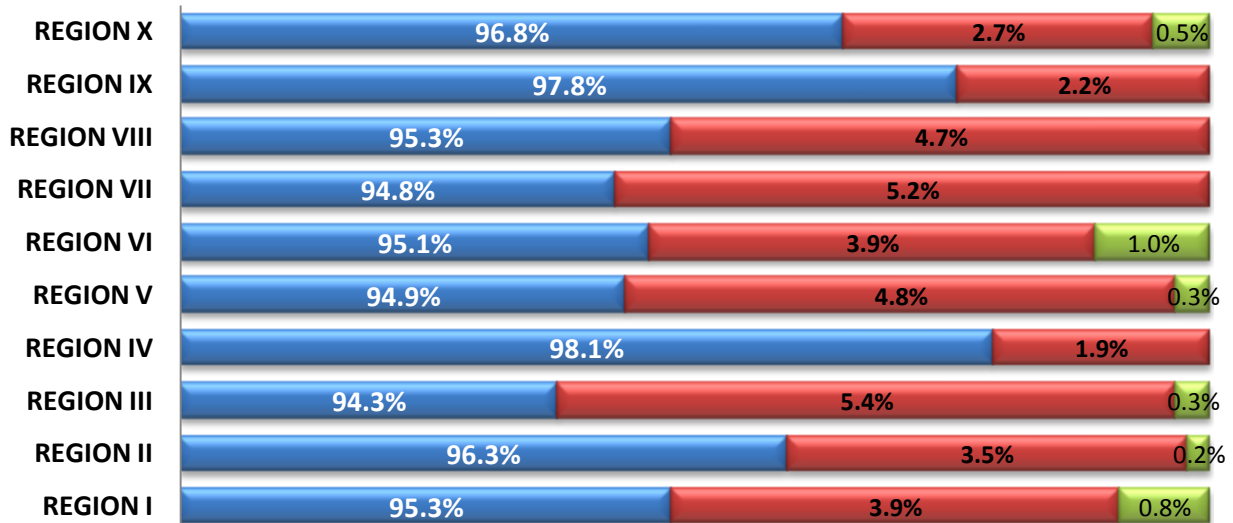
My child needs to know *how to recognize numbers* before he / she enters kindergarten.

■ YES, I AGREE
 ■ NO, I DISAGREE
 ■ NO RESPONSE

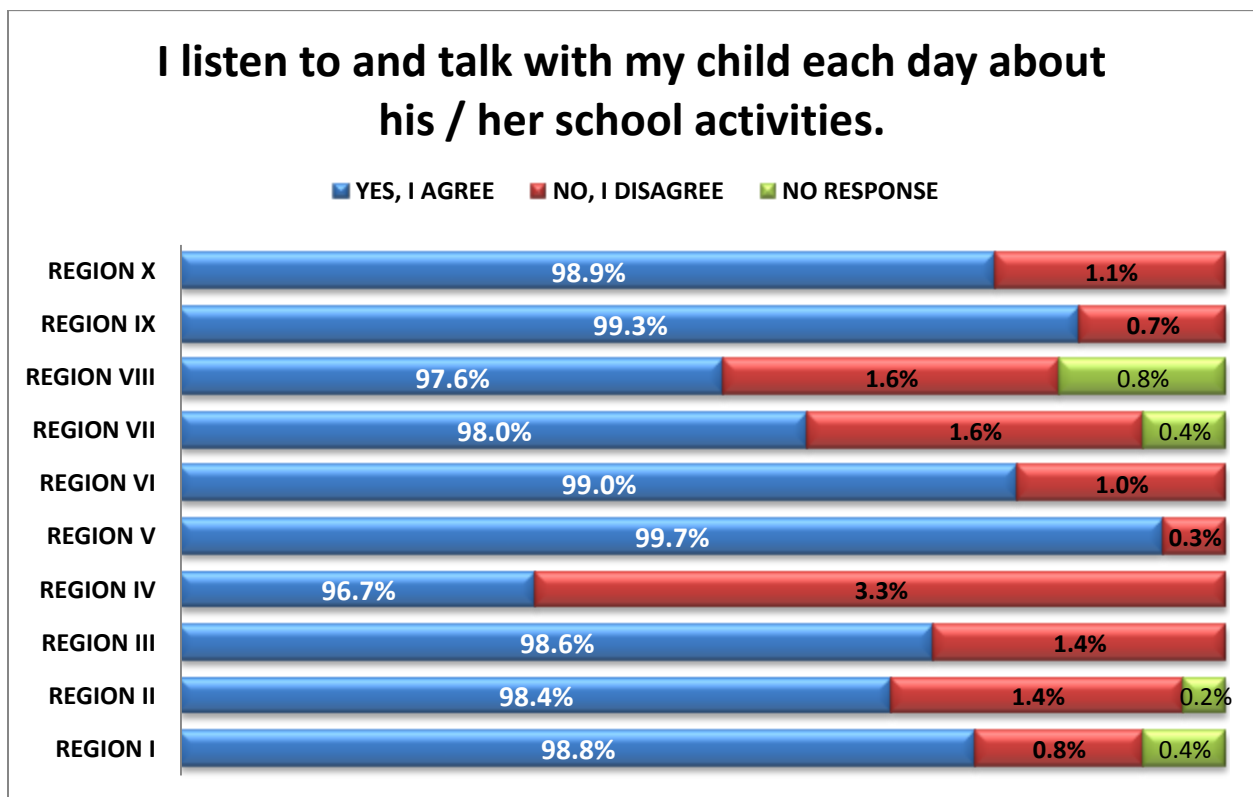


My child needs to know *how to write his / her name* before he / she enters kindergarten.

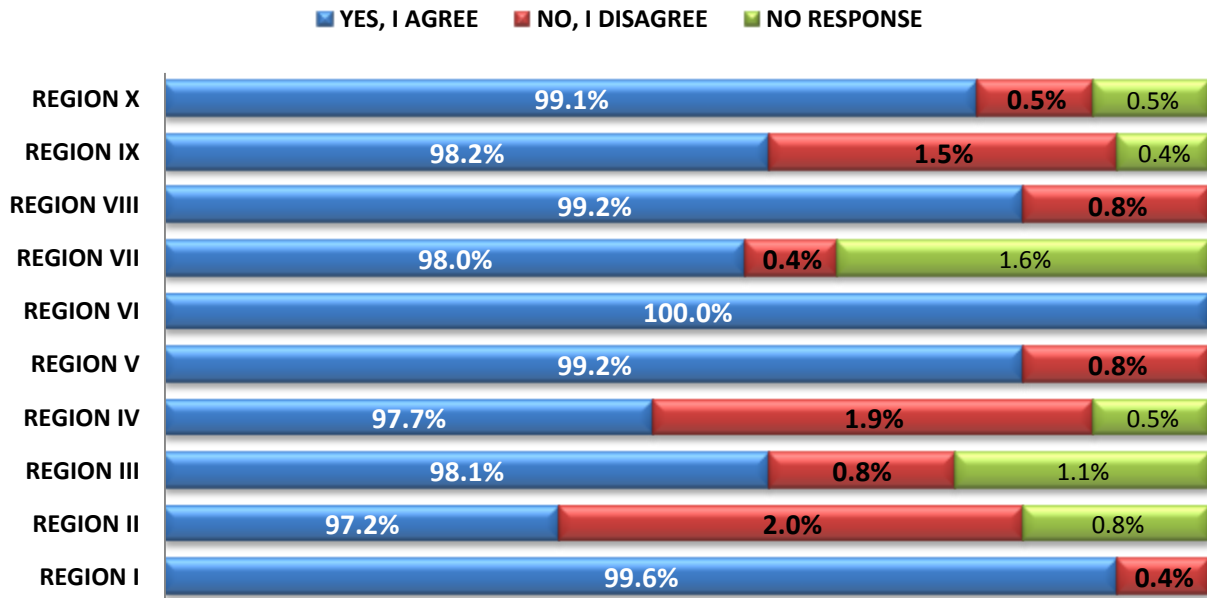
■ YES, I AGREE
 ■ NO, I DISAGREE
 ■ NO RESPONSE



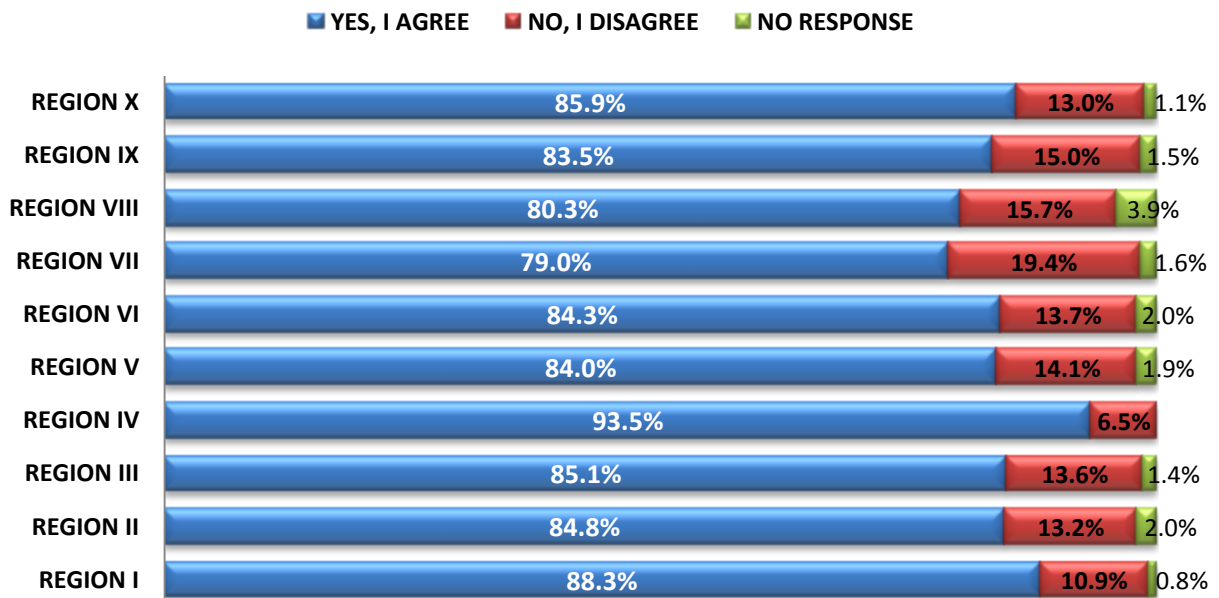
“Parents are the first and most important educators of children” will continuously be a principle supported by MAP. Parents were asked if they talked with their child daily about school and if they were aware of the different stages of child development. Agency-wide, 98.6% of parents reported interacting with their children about school activities. Data also support that 98.4% of parents reported that they know how to help their child with learning activities at home. On the other hand, only 85% of parents responded that it is important to have a computer in the home for their child’s education. Compared to agency-wide results, Region IV reported the highest rate (93.5%) that agreed with having a computer in the home is important compared to Region VII, which reported the lowest (79%) percentage of parents who agreed to the need to have a computer in the home to improve their child educational experience.



I know how to help my child with learning activities at home.



It is important to have a computer in my home for my child's education.

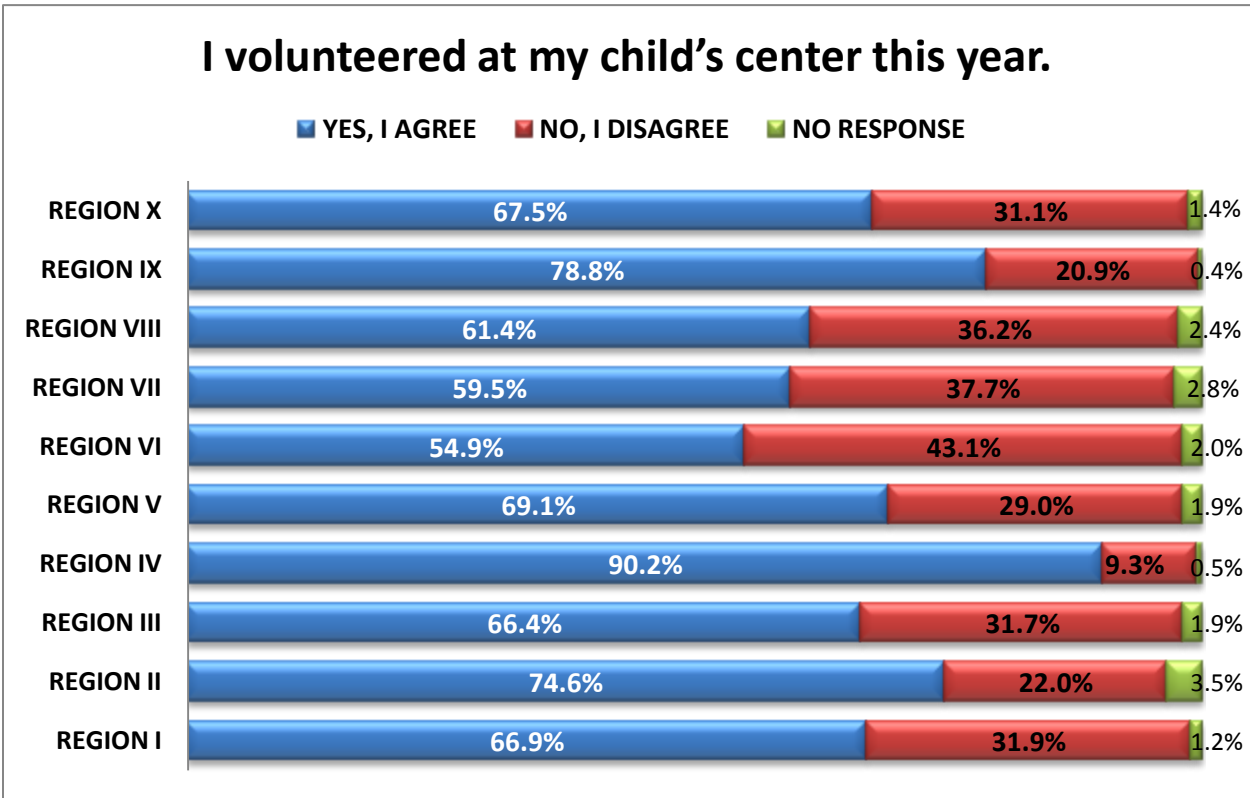


In Table 1, a correlation analysis compared the highest education level of parents with the importance of having a computer in a child’s home to enhance their education. Approximately 13.5% of the parents responded that they disagreed with the importance of a computer in the home. A majority of parents who disagreed with the question reported their highest level of education as high school and some college. This group of parents represents roughly 9.5% of the respondents. As quoted by Dr. Renate Long-Breipohl (2010), “Thousands of educators have believed that computers are a tool for enhancing cognitive development in young children.” Dr. Long-Breipohl is a representative in Australia on the Board of the International Waldorf Kindergarten Association. She further explains, “If the latest technology does not find its way into general education, many children, especially those from low-income families, will miss out and be disadvantaged.”

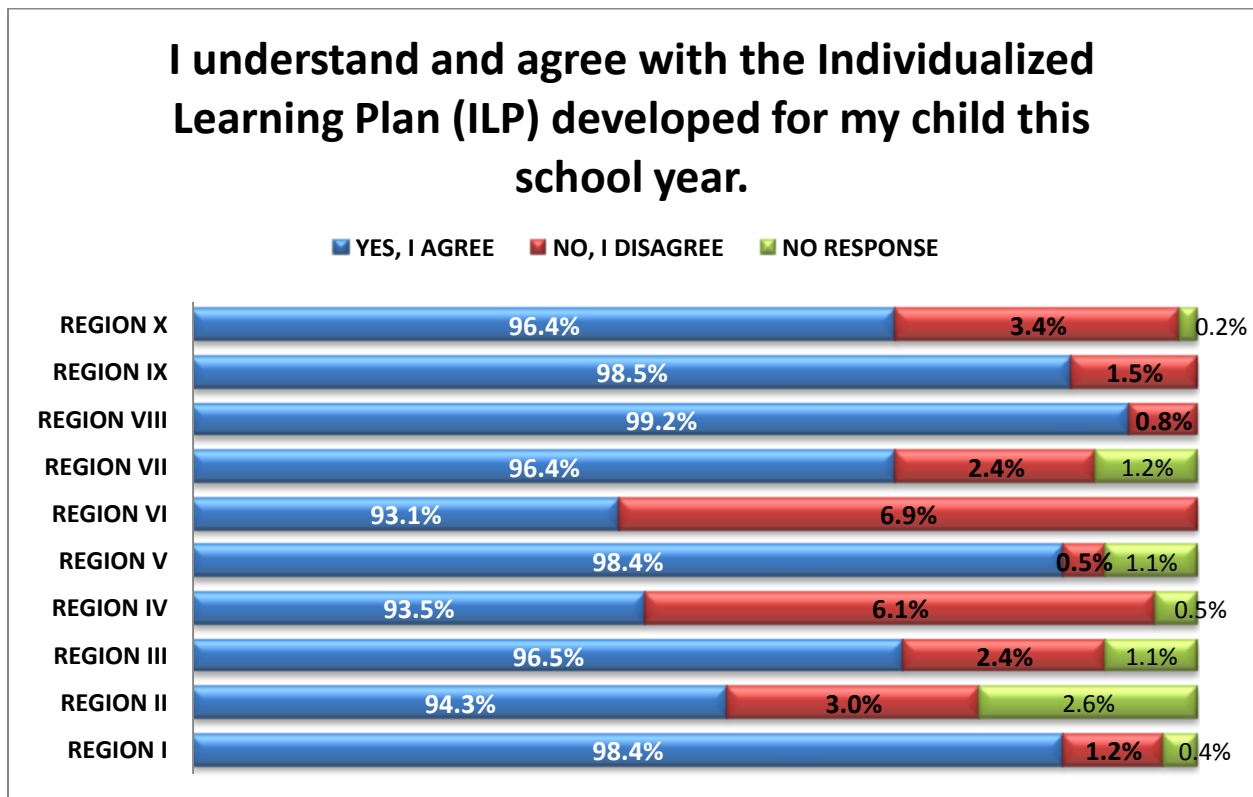
TABLE 1

		It is important to have a computer in my home for my child’s education			TOTAL
		NO RESPONSE	NO, I DISAGREE	YES, I AGREE	
Highest Level of Education Completed	COLLEGE DEGREE	4	23	324	351
	GED	4	66	330	400
	GRADUATE DEGREE	0	5	39	44
	HIGH SCHOOL	15	174	975	1164
	NO RESPONSE	5	20	88	113
	OTHER	0	1	3	4
	SOME COLLEGE	16	102	708	826
TOTAL		44	391	2467	2902

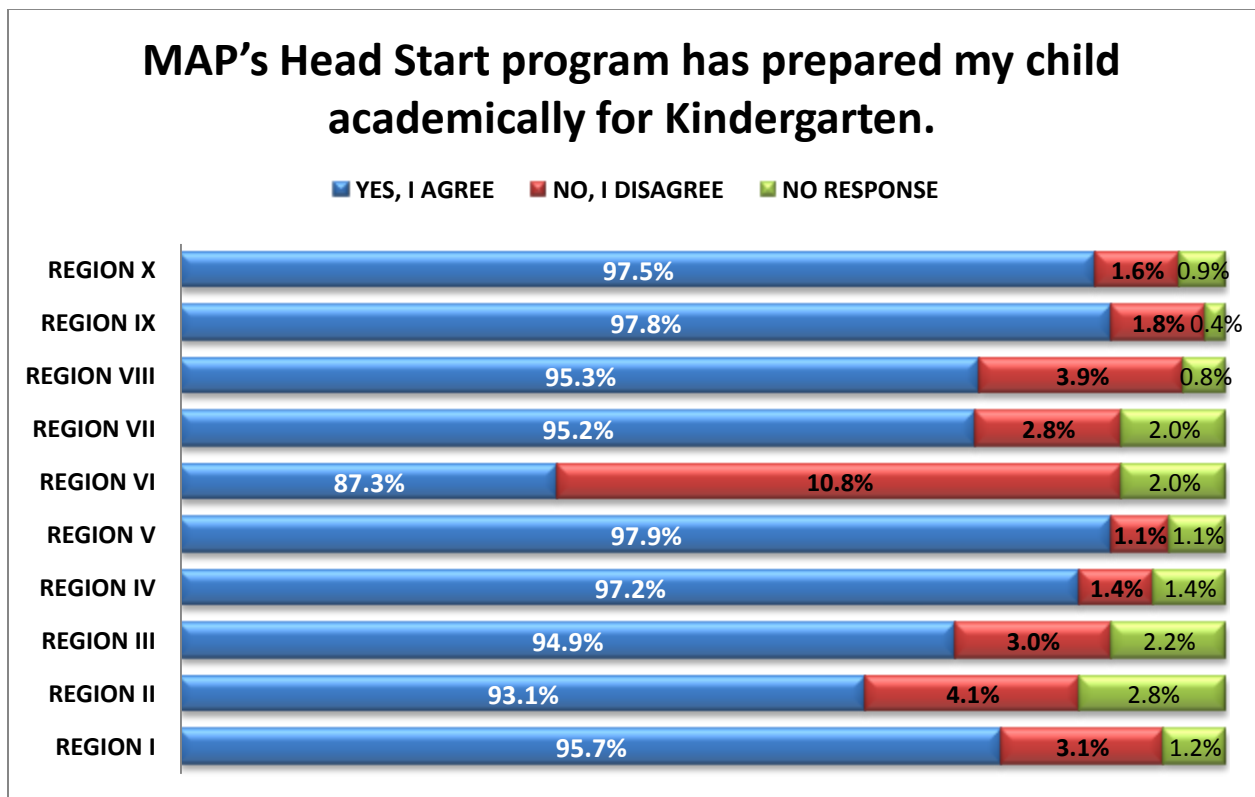
MAP promotes parent participation at every level of operations. Parents serve on various committees such as the Policy Council, County Council and Governing Board. Parents volunteer throughout the program year in various capacities in the Center. MAP’s volunteer program seeks to assign Parents to their areas of interest and or skill. Researchers asked parents if they volunteered at their child’s Center this school year. The results indicated that agency-wide nearly 70% of parents volunteered in some capacity in the Centers during the program year. This represents an increase from the last two year’s percentage of Parent volunteers. Region IV reported a surprisingly 90.2% rate in comparison to Region VI, which reported only 54.9% volunteers.



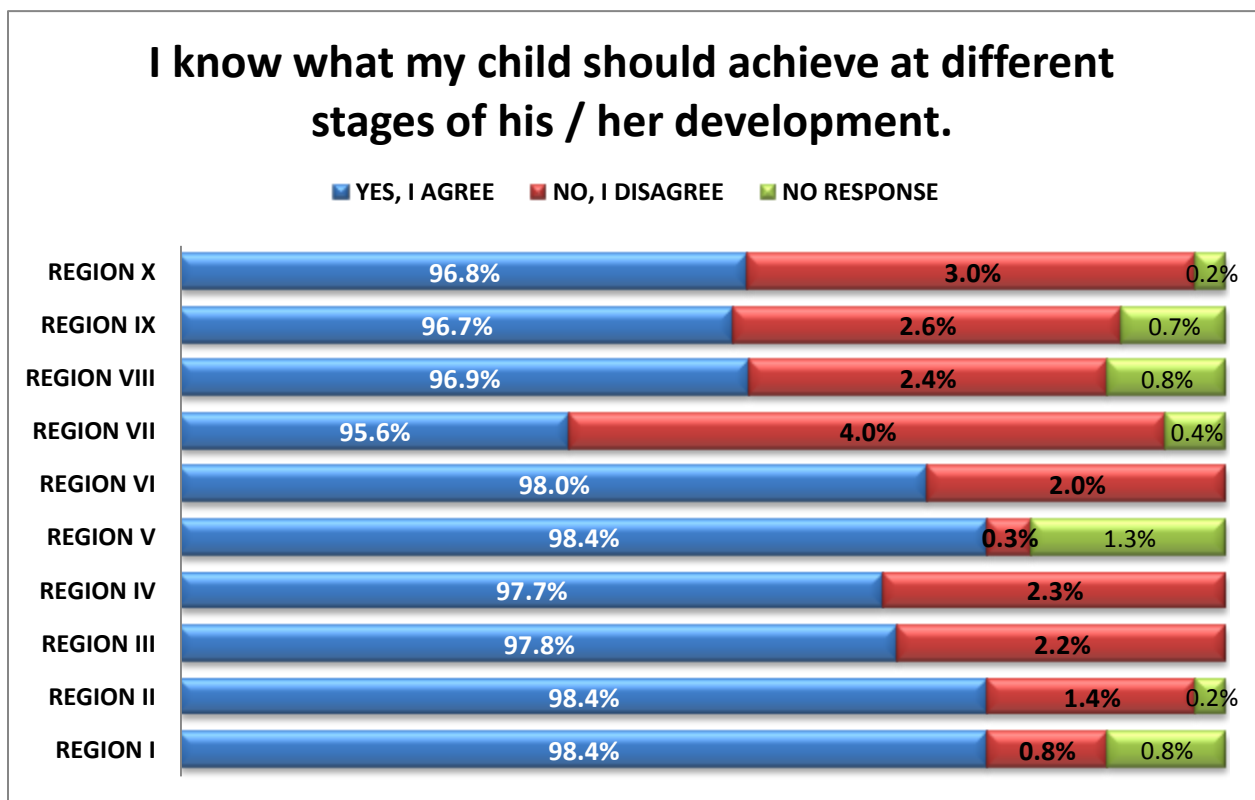
A considerable number of parents expressed that they understood and agree with the Individualized Learning Plan (ILP) for their child. Individualized Learning Plan is a planned curriculum based on the child’s age supported by the parents, staff and school. Learning Plans for disability children are referred to as IEPs. Individualized Educational Programs (IEPs) are derived from the Individuals with Disabilities Education Act (IDEA). Defined by IDEA standards, an IEP is “a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the child’s disability.” IEPs are put into effect for the particular needs of a disabled student so that he or she can progress in the same curriculum with their peers. Region VI has the most parents who disagreed (6.9%) that they understood the ILP developed for their child this school year. Region IV reported the second highest group of parents (6.1%) that also disagreed to this question. Region VIII reported the highest rate of parent that agreed that they understood and agreed with the ILP developed for their child this school year.



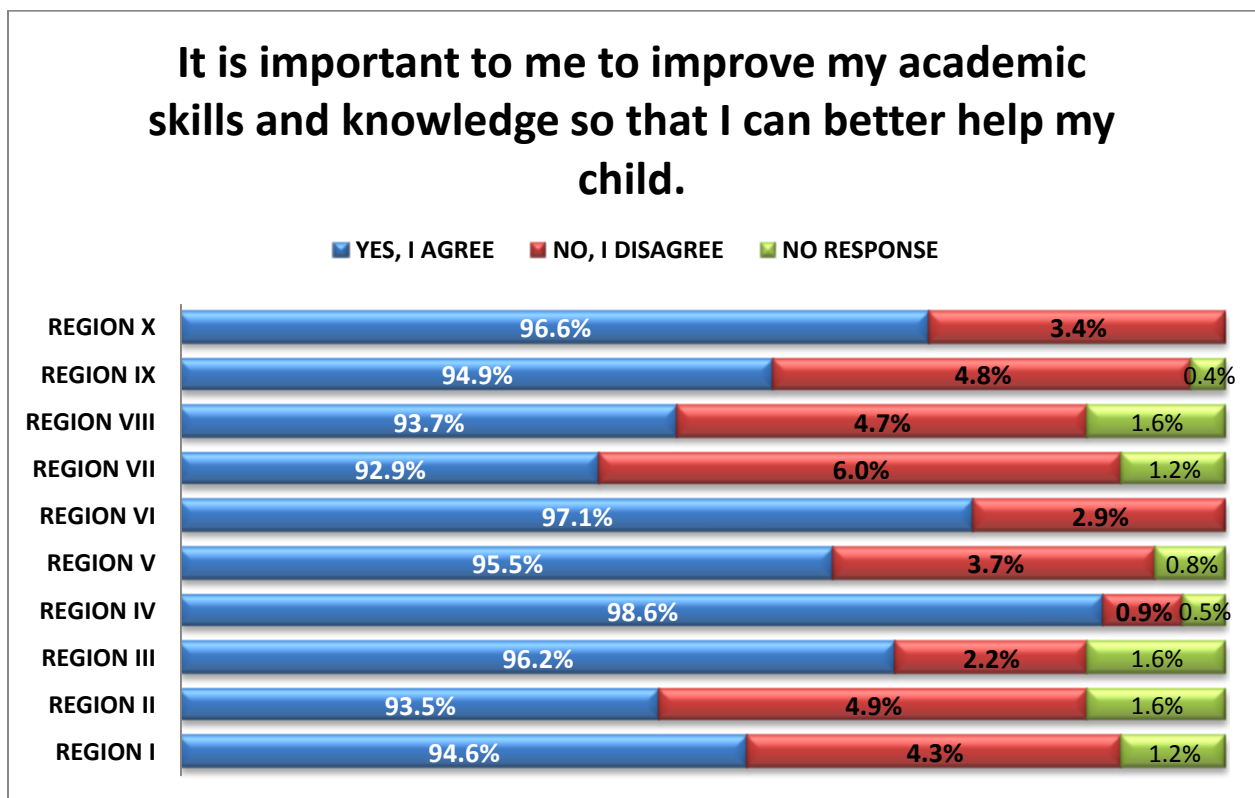
According to a meta-analysis research on the effects of early education interventions on cognitive and social development (Camilli, G., Vargas, S., Ryan, S. & Barnett, W. S. – 2010), preschool education have positive effects in relation to cognitive outcomes, social skills, and school progress for children entering kindergarten. Each region reported over 93% of the parents agreed that MAP program has prepared their child academically for Kindergarten, with the exception of Region VI, which only reported 87.3% parents agreed. Interestingly 10.8% of parents in Region VI disagreed that MAP has prepared their child for Kindergarten. This is a significant percentage of parents who voiced this issue. MAP may have to determine the reasons of these parents’ beliefs. Possibilities can range from the parents not understanding the curriculum to insufficient communication.



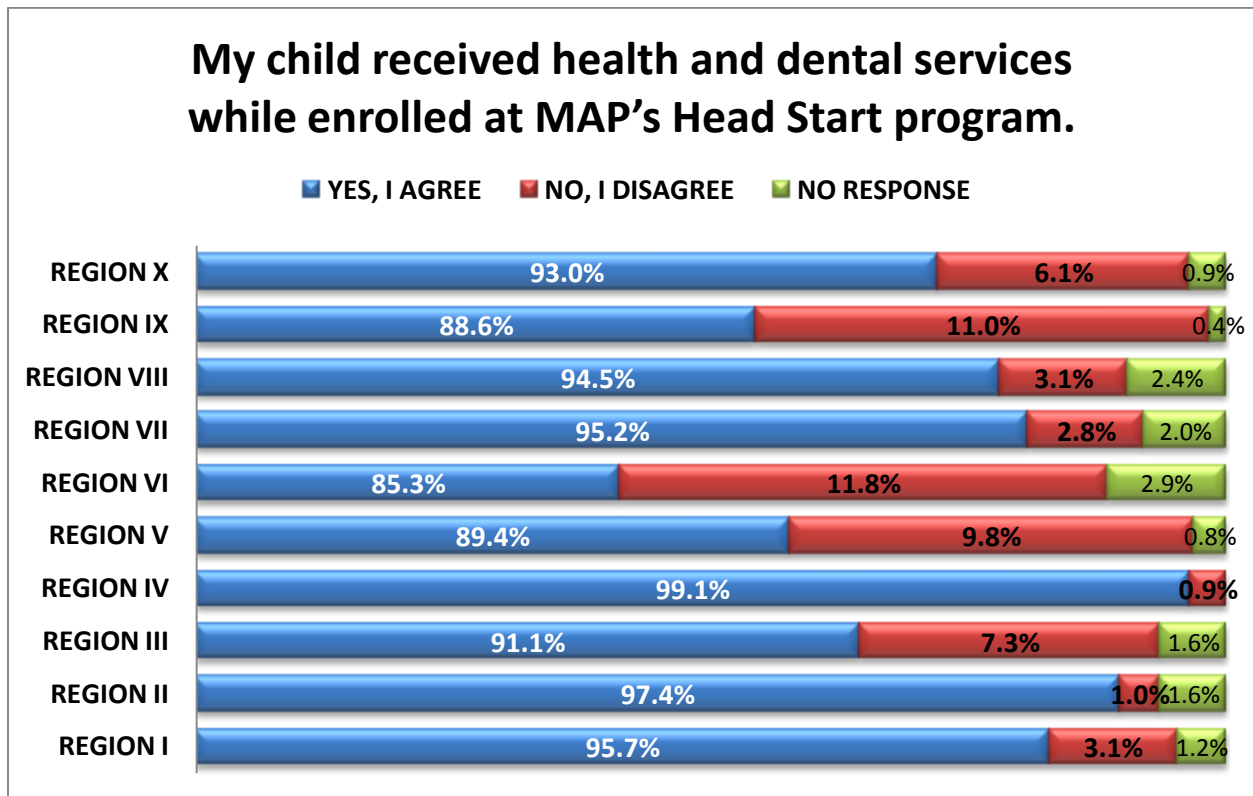
According to the program, ZERO TO THREE, early literacy and early language development are key factors for children to receive a good start to Kindergarten. ZERO TO THREE is a national nonprofit organization that informs, trains and supports professionals, policymakers and parents in their efforts to improve the lives of infants and toddlers. Research has shown, as children progress in school, literacy becomes the major factor in preventing drop-outs and increasing graduation rates. Data show that a majority of parents agreed that they know what their child should achieve at different stages of his / her development. Regions I, II, and V reported the highest percentage rate (98.4%) compared to the other regions.



Now more than ever, adults are returning to school and seeking a higher education. With new innovative technology, working parents are given the opportunity to engage in on-line courses and other non-traditional classes to obtain degrees. Parents recognize the importance of a higher education and the positive impact it has on the future of their children and families. Region IV reported the highest percentage of parents (98.6%) agreed that improving their academic skills and knowledge to better help their child was important. Region VI reported the highest rate of 6.0% to disagree with the importance of improving their academic and knowledge. Independently, the regions did not show any significant results that many parents disagreed with the importance to improve their academic skills and knowledge to better help their child. The survey data seems to be consistent with the agency-wide rate of 95.2%.



The health and dental services are one of many services that MAP Head Start program offers. Research has shown that when children are healthy they feel their best and are more eager to learn. According to MAP’s Program Information Report (PIR) for the 2010-2011 school year, MAP served 6,430 children who were up-to-date on scheduled age-appropriate preventive and primary health care, according to the relevant State’s EPSDT schedule for well child care. MAP provides health and dental services to enrolled children. Disturbingly a significant number of parents in Region VI (11.8%), Region IX (11.0%), and Region VI (9.8%) reported that their child did not receive these services while enrolled. As part of MAP’s health services program, all children have lead screenings. MAP implemented a Lead preventive program in partnership with the Mississippi Department of Health, Childhood Lead Poisoning Prevention Program and the Healthy Housing Division. These programs promote lead poison prevention, lead screenings for children, lead awareness education and healthy housing education.



MAP encourages parents to become involved in all programs and center activities. MAP implements many special parent programs such as monthly parent meetings, male initiative programs, and grandparents' programs. Agency-wide, 77.9% of the parents agreed that MAP's programs and activities offered were convenient to their schedule. Although, a significant percentage of parents (20.1% Agency-wide) disagreed that programs and activities were convenient to their schedule. In comparison to the parents' employment status (table 2), over 59% who reported a full-time employment status disagreed that the program and activities were convenient to their schedule. Researchers can assume that full-time, working parents should be offered a schedule that is convenient to the programs and activities.

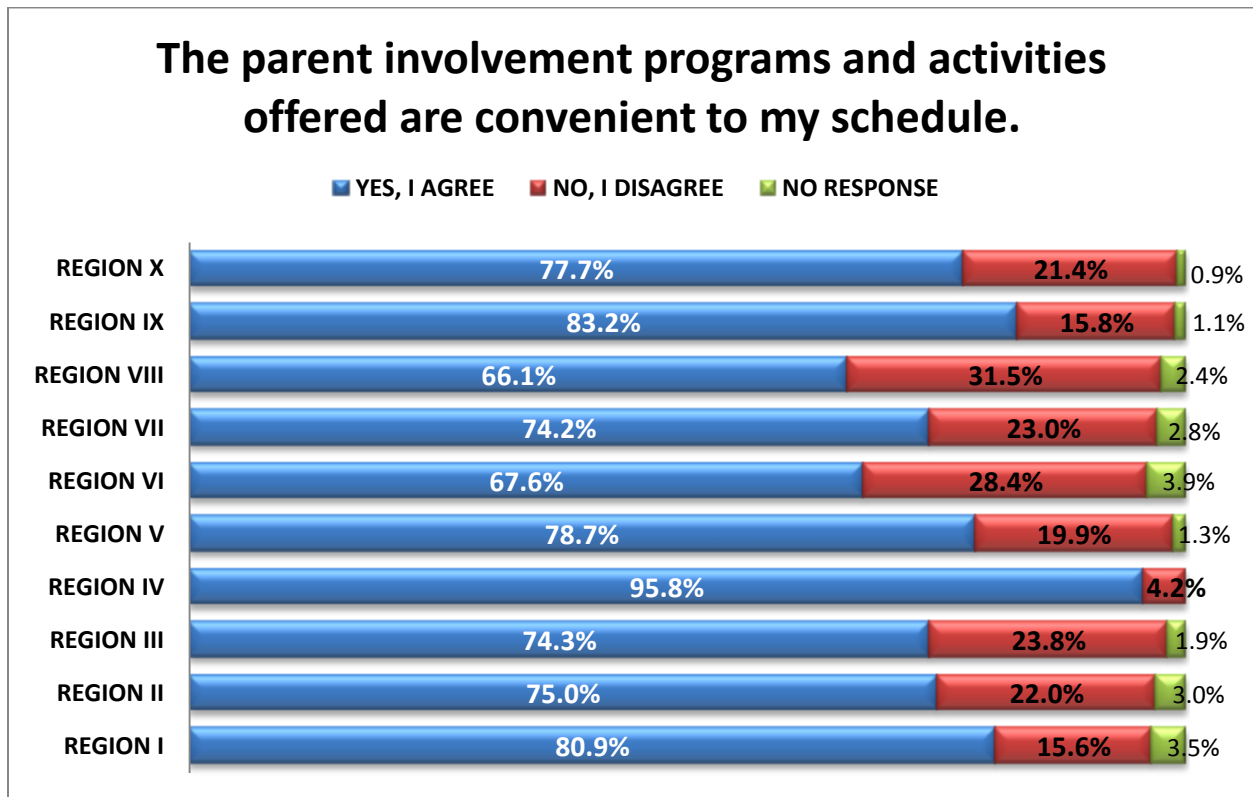
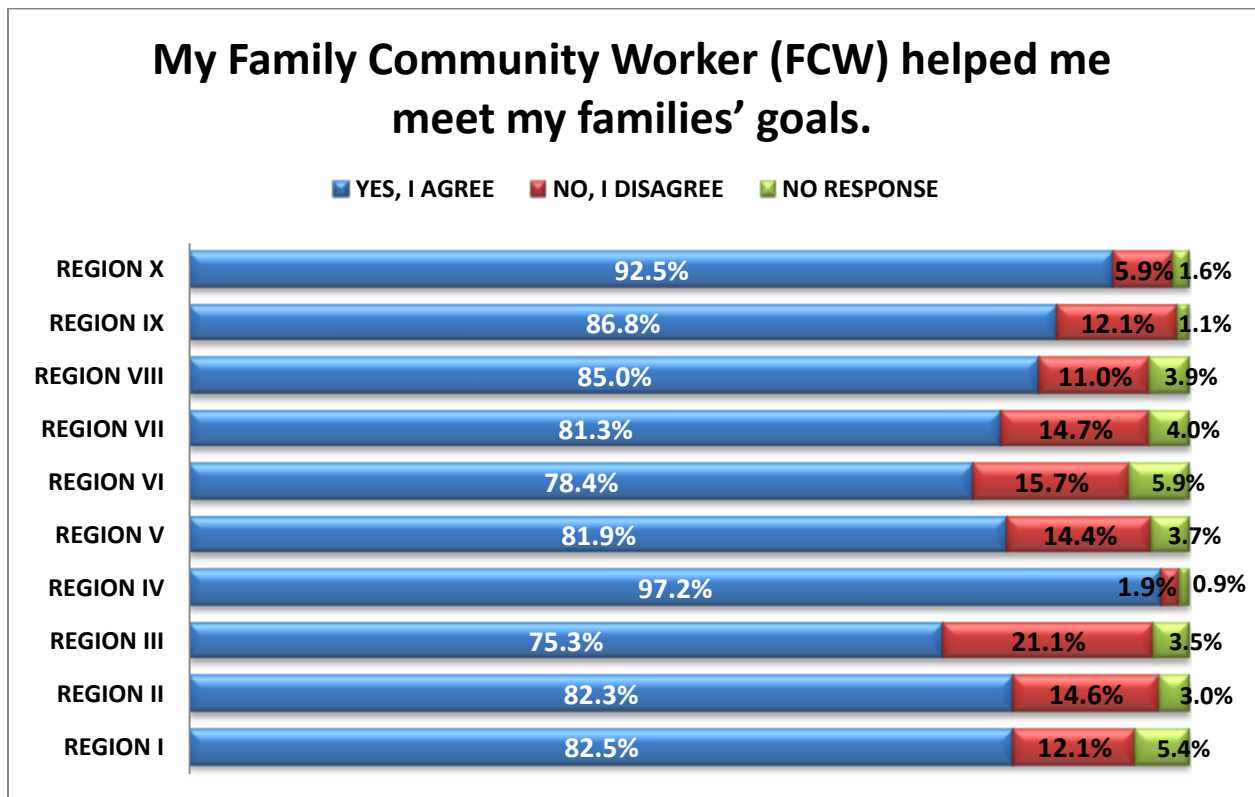


TABLE 2.

		The parent involvement programs and activities offered are convenient to my schedule			TOTAL
		NO RESPONSE	NO, I DISAGREE	YES, I AGREE	
Employment	FULL-TIME	27	348	973	1348
Status	NO RESPONSE	4	7	39	50
	PART-TIME	13	79	395	487
	RETIRED	2	6	53	61
	UNEMPLOYED/NOT SEEKING	8	40	237	285
	UNEMPLOYED/SEEKING	3	104	564	671
TOTAL		57	584	2261	2902



MAP's Family Services Department promotes family self sufficiency through a partnership building process. Family Community Workers assist families with identifying strengths, needs, interest, existing skills and goals. This information is conceptualized into an individualized Family Partnership (IFP) agreement. The plan is monitored and evaluated across the program year to ensure that families receive necessary assistance to reach their goals within a specified time frame. In this survey we examined if parents believed that MAP's staff helped them to obtain their goals. Based on the responses from the study 84.4% (agency-wide) of the parents responded favorably that staff helped them to meet their families' goals. However Region III and VI results indicated the lowest, 75.3% and 78.4% respectively, of parents responded that staff helped to meet their families' goals.



Interestingly data revealed that 12.6% of parents (agency-wide) surveyed did not feel that they had open communication with their Family Community Worker. A full assessment by region showed a variation of responses to communication between parents and Family Community Workers. Region IV reported the highest percentage of parents who reported good communication with their Family Community Workers (97.2%). In table 3, the parents who are unemployed/seeking or unemployed/not-seeking represented a combined rate 36.9% (135) of the parents that disagreed that the FCWs help them meet their family goals. In table 4, the parents who reported their highest level of education was high school has a response rate of 35.3% (129) that disagreed that the FCWs help them meet their family goals and a rate of 32.1% (117) for the parents' highest level of education some college.

TABLE 3

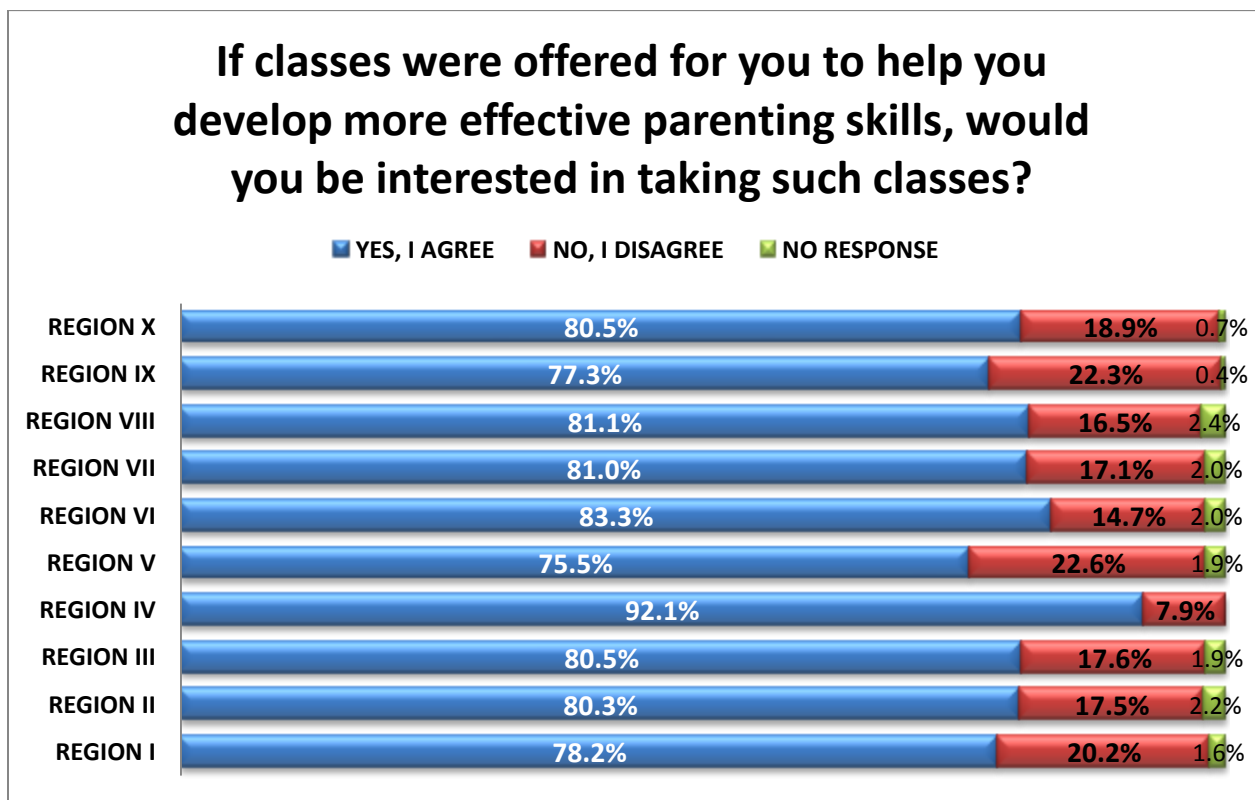
		My Family Community Worker (FCW) helped me meet my families' goals			TOTAL
		NO RESPONSE	NO, I DISAGREE	YES, I AGREE	
Employment	FULL-TIME	36	161	1151	1348
Status	NO RESPONSE	4	4	42	50
	PART-TIME	18	57	412	487
	RETIRED	5	8	48	61
	UNEMPLOYED/NOT SEEKING	10	38	237	285
	UNEMPLOYED/SEEKING	16	97	558	671
TOTAL		89	365	2448	2902

TABLE 4

		My Family Community Worker (FCW) helped me meet my families' goals			TOTAL
		NO RESPONSE	NO, I DISAGREE	YES, I AGREE	
Highest Level of Education Completed	COLLEGE DEGREE	3	54	294	351
	GED	15	49	336	400
	GRADUATE DEGREE	2	4	38	44
	HIGH SCHOOL	33	129	1002	1164
	NO RESPONSE	3	12	98	113
	OTHER	0	0	4	4
	SOME COLLEGE	33	117	676	826
TOTAL		89	365	2448	2902



Effective parenting guides the success of a family. According to Huser, Small, and Eastman (2008), research tells us that effective parenting programs include knowledge and skills building in parental monitoring, communication, support, showing affection, spending time together, and discipline are linked to healthy children and health families. They also stated that effective program goals should reduce or eliminate harsh or overly strict parenting, parenting that is inconsistent or too permissive, social isolation, and high levels of marital or family conflict. Region IV parents (92.1%) indicated the highest percentage of parents who would be interested in taking classes to help them develop more effective parenting skills. On the other hand, Region V had the lowest response of 75.5% parents interested in taking such classes.



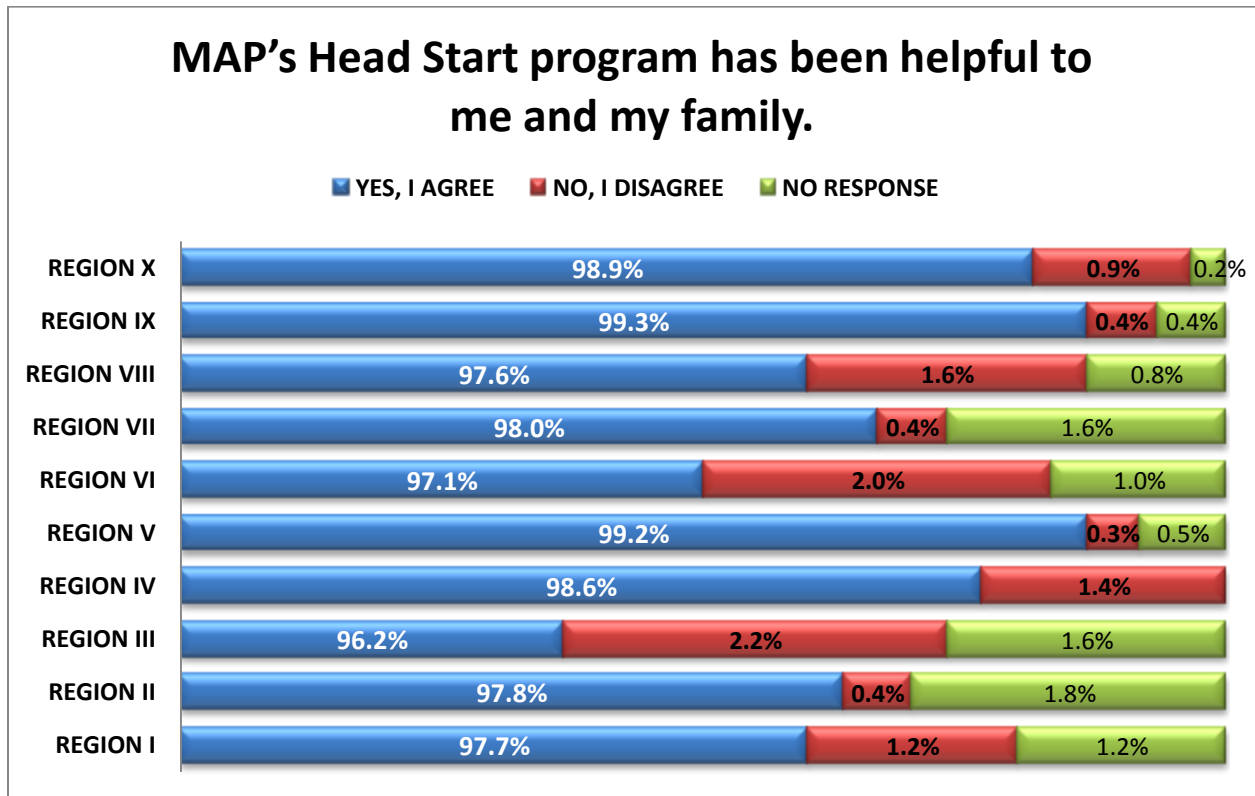
Agency-wide 18.2% of parents responded that they would not be interested in taking parenting classes. As shown in Table 5, when comparing the education level, there was a correlation. Of the parents that disagreed with this question, 38.6% reported their highest level of education was high school.

TABLE 5.

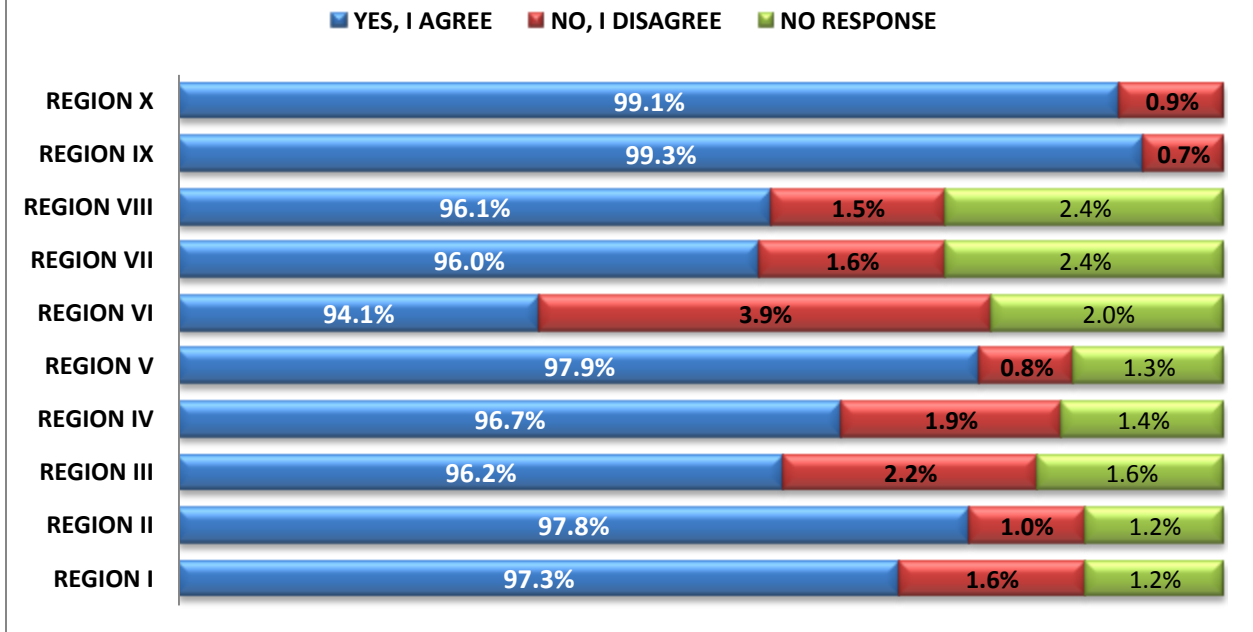
If classes were offered for you to help you develop more effective parenting skills, would you be interested in taking such classes?					TOTAL
		NO RESPONSE	NO, I DISAGREE	YES, I AGREE	
Highest Level of Education Completed	COLLEGE DEGREE	3	74	274	351
	GED	7	75	318	400
	GRADUATE DEGREE	1	12	31	44
	HIGH SCHOOL	16	204	944	1164
	NO RESPONSE	3	25	85	113
	OTHER	0	0	4	4
	SOME COLLEGE	13	138	675	826
TOTAL	43	528	2331	2902	



In its 45 years of existence, MAP continues to strive for excellence and to be the “Best in the Business.” In keeping with its mission, MAP is designed to serve as a catalyst for change through a development of a broad range of programs which meet the needs of the disadvantaged community. Agency-wide 98.1% parents responded that MAP has been helpful to them and their families. Also, 97.5% agreed that MAP is viewed as helpful to their community. Overall, the survey data shows that MAP’s Head Start program is consistent with its mission.



MAP's Head Start program is viewed as helpful to my community.



Research has showed that parental involvement, regardless to the type and level, does impact children’s educational outcome. MAP encourages parental involvement, whether it is through program development or policy-making decisions. Parents have always been the number one advocate for their child and their child’s education. Parent’s verbatim responses from survey questions #20 and #21 can be found in the APPENDIX section of this document. The questions provided parents the opportunity to express their opinion for program improvement.

RECOMMENDATIONS

1. **To continue to increase parent’s awareness of the educational benefits of having a computer in the home, or stressing the importance of computer usage at the local library or public school, for parents who cannot afford computers.** Agency-wide 13.5% disagreed it was important to have a computer in their home for their child’s education. Region IV reported the highest rate of 6.5% who did not see the benefits of having a computer in the home.
2. **To encourage parents to volunteer at their child’s center.** Agency-wide 28.1% disagreed that they volunteered at their child’s center. Region IV had a much lower rate of 9.3% in comparison to agency-wide.
3. **To continue to increase parent participation in program activities, including meetings and surveys to promote awareness and involvement.** Agency-wide 20.1% disagreed that the parent involvement activities and programs offered were convenient to their schedule. Of those that disagreed, 59% reported a full-time employment status. Therefore, it is also recommended that other time frames should be considered to make it convenient for the full-time working parents. Region IV had a much lower rate of 4.2% in comparison to agency-wide.
4. **To provide additional training and skill development for Family Community Workers (FCWs).** Agency-wide 12.6% disagreed that the FCWs helped them meet their families’ goals. Region IV had a much lower rate of 1.9% in comparison to agency-wide.

RECOMMENDATIONS (.....Continued)

5. **To continue to address Parenting Skill development in the Family Services Department.** Agency-wide 18.2% of parents responded that they would not be interested in taking parenting classes. Region IV had a much lower rate of 7.9% in comparison to agency-wide.

6. **To increase the number of children who receive health and dental services while enrolled in MAP Head Start.** A significant number of parents in Region VI (11.8%), Region IX (11.0%), and Region VI (9.8%) reported that their child did not receive these services while enrolled.

CONCLUSION

This study asked Parents to describe services provided to their families and their opinions on certain topics during the 2010-2011 school year. Research have shown that the early years are very important in a child learning and development. Therefore, Parents are very concerned about the learning experiences that their children are exposed to in an early educational setting. Parents expect for their children to receive quality comprehensive services that will enhance their school readiness skills. MAP staff work collaboratively with Parents to maximize children's learning opportunities in the Centers and at home.

The majority of the survey participants were female (74.2%), Black (65.4%), Single Parent (57.6%), Never Married (59%), working Full-time (46.5%), and the highest level of education was High School (40.1%). This year survey data showed an increase in Parent Volunteers across the Agency. Results indicated that nearly 70% of parents surveyed volunteered in the Center during the program year. Included in this report are parents' comments as it relates to friendliness of the staff and recommended changes for Center improvement.

The results of this year's study show there were a significant percentage of parents, agency-wide, who disagreed with 6 important issues as presented in this survey. First, a major percentage disagreed with the importance of having a computer in the home for the child's education. Research show educators believed that computers are a tool for enhancing cognitive development in young children. Second, a significant percentage of parents did not volunteer at their child's center. At MAP, parents can volunteer by participating at every level of operations and through various positions. Next, parental involvement programs and activities were not convenient for full-time working parents. The Agency may need to review the schedule of activities to agree with parent availability when feasible. Additionally, a significant percentage of Family

Community Workers were not helping families meet their families' goals. Communication is essential to the development of a realistic Family Plan, which is contingent upon trust, family information identification of strengths and resources. A significant number of parents indicated that they did not have open communication with their Family Community Worker. The survey also indicated that a significant rate of parents would not take the opportunity to take classes to develop more effective parenting skills. Finally, three regions had a significant percentage of parents that reported their child did not receive health and dental services while enrolled. MAP has a timeframe which all enrolled children are screened within 30 to 45 days.

Although, the results indicated that overall Parents of enrolled children were satisfied with the services they received and that the program was beneficial for their families. Typically parents are concerned about their child's preparation for school. MAP staff understands this concern and work with parents to ensure that children have the necessary school readiness skills to succeed academically. Data from the survey support that parents believed that the program had prepared their child academically. Overall Parents responded positively to questions related to MAP's educational programs including the program curriculum.

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