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Tedra Marshall : Good Morning. I am Tedra Marshall with the Pennsylvania Family Support Team based at the Center for Schools and Communities. I will be your motivator for today. It's my pleasure to welcome you to today's webinar session Community Passports.

 Today's presenter is Brenda Gaffey. She's a program coordinator and day to day supervisor for staff in The Guidance Center for Parents as Teachers Program. Brenda moved from essential based preschool teacher to her home visiting position with Parents as Teachers 16 years ago and soon became the staff's direct supervisor. Brenda maintains a case load of families and has facilitated Dolly Parton's Imagination Library effort with the Parents as Teachers National Center. She took a lead role in the pilot of Parents as Teachers National Quality Endorsement Process at her site, and was an early adopter of the Parents as Teachers national web based documentation system, Penelope. Please be patient as we transfer presenter privileges to Brenda.

Brenda Gaffey: Hello. Welcome. My name is Brenda Gaffey and I'm from The Guidance Center here in Pennsylvania, as Tedra said. Just to give you a little feel for where we're located in Pennsylvania. It's north central Pennsylvania and it's chilly and cold today and it's snowing. I wish were maybe a little further south, but that's where we're located.

 Today, I'm with you to talk about a project that we did over the summer. We titled it the Community Passport. I'm excited to share that with you today in hopes that maybe you can take some of that information with you and maybe duplicate a version of it in your own programs.

 On this first slide, I wanted to spell out my objectives for this morning's webinar. Basically, at the end of the webinar, I want participants to have a clear picture of what we did in our community with this passport activity. The steps that we took to create it, the activities that we did with the families to engage them in conjunction what we learned along the way, and then, hopefully, this information, like I said, will be able to ... You will be able to take that back to your programs and maybe duplicate it in a way.

 Before I get started at explaining what our Community Passport really was and how we implemented it, I wanted to give you a little bit of information about where the idea came from. The idea behind the passport actually came to me at the teachers' state conference that I attended this past spring. When one of the presenters, Christine Ferrato talked about a similar passport activity that they did through the Greater Nanticoke Area Family Center with their children that were transitioning into kindergarten.

 As I listened to her presentation and what they did to connect their activity to the early learning standards, I wondered how I could do something similar in our program. I really wanted to do something fun and different with our families over the summer, that would keep them engaged and keep them interested in the visits we were doing in their home, as well as attending groups.

 Over the next couple weeks, after I heard this presentation, I kept going back to the passport and how we can maybe tweak what they had done and use it in our program here at The Guidance Center. After a little bit, I pitches some ideas to staff, pitched some of my ideas to my supervisor. The end result was really what I'm going to present to you today, which is our Community Passport activity.

 First, I'd like to give you an idea of what the Community Passport really is. The passport is basically just a small booklet that has various community businesses or sites in the community that we really wanted our families to visit over the summer. What we did was, we partnered with places in the community, and created this booklet that's designed to look like a real life passport, that had all the locations in it that we wanted them to go to.

 As you can see, up in the top left corner of this slide, is a picture of the front cover of the passport that we created. In the inside cover of the book is a place for the child's picture, their name and their age. You can see my little friend Addie here in the middle who's displaying her passport on the inside of it with her picture on it.

 The other pages inside this book that we created had all of the locations of the places that partnered with us. You can see inside of the book here on the right. The basic concept was that, families would visit the locations, and the children would walk in, show their passport to who ever greeted them, and then, that community partner would stamp the child's passport to indicate that they had visited.

 The passport partners were encouraged to provide information to families about the work they do, give them a tour, if possible, and if appropriate, and then possibly give them a small token for visiting. A really good example of a partnership was one of our stops. It was the First Commonwealth Bank.

 What happened there was when children arrived at the bank, they walked in, right up to where the tellers were, they presented the passport to the tellers. The teller would then get the bank manager. The bank manager took them into her office and talked to them briefly about what happens at a bank. What do people do when they come into the bank. Then she let them choose what stamp they wanted for the page. She would locate the First Commonwealth Bank page in the book and the kids stamped it or she stamped it for them, to let us know that they had gone there to visit. Then, what she did was she gave them a tour of the bank. The children go to see the vault. The kids often describe it as this great big ... It was a huge door, Miss Brenda. They were telling us all about it. They got to see that and go for a tour. The parents were also given some information on how they could open a savings account for their children in that particular bank.

 One of our families even reported that while they were there visiting the bank, and the children were carrying out a piggy bank, which they also got. That was the token that the bank gave them, a piggy bank. As they were leaving a few of the patrons had noticed that this child was getting a tour and they had this piggy bank. And so, they put coins in the children's piggy bank and they were very excited about this.

 This was really and obviously the result we were looking for, to have those families visit a site, learn about the work that went on there or the service that was provided. How did we get there? How did we get to this point that you are seeing right now on your screen with this completed passport and all that? That is what we are going to really talk about next.

 The first steps in creating a passport was really identifying where in the community we wanted to go. Where did we want our families to visit? We did some work behind that and trying to brainstorm where we wanted them to go. I really sat down with the staff in each of the areas that they served. We brainstormed locations in the community that we thought would be good for our families to visit. Once those locations were decided on, I then began the arduous process of going to the various locations and pitching our idea to them.

 What really became evident right away was when I went out and when I started pitching the idea, was that I really didn't have anything to hand them. I hadn't prepared anything in advance other than what I was going to talk to them about, and bringing a brochure for them that had Parents as Teachers program information on it.

 I really felt like they needed more after I had been out to a couple visits. What we did was, we made a sample passport book with fake locations in it just to give them a feel of what the passport would look like. Then, we drafted a letter explaining the idea of this passport that we wanted to do. We gave it to the potential sites. In this letter we really explained what we wanted them to do, that we wanted them to greet the families as they came in. We wanted them to think about that these were preschoolers for the most part that were coming into their site.

 What made their site different then, let's say, going into the grocery store, or what make their site different then, going into grandma's house? What made it unique? What would the children like to see and try and view their site through the eyes of a preschooler. That came with a lot of explanation and a little bit in the letter. We encouraged them to give them a tour, give them a token and that sort of thing, within this letter.

 This worked much better because we now had talking points and we had something tangible to leave them. Now, when we went to potential sites, we gave them a small goody bag. Inside the bag was our Parents as Teachers brochure, my business card, so they had good contact information, the letter that we created, that also had all of our contact information on it, a sample passport, that they could keep so that they knew what to look for when the children came in. We also gave them a Parents as Teachers stress ball.

 I made sure I discussed with each potential site, the number of children that we would expect to have come through, with this being our first year. We are very rural. We serve several smaller communities. We didn't believe that we were going to have a huge amount of children going through each site. We wanted to let them know that. We gave them an expectation for how many would be coming through. We encouraged them to share with the families really what made their business special. This worked much better. Once I had this little goody bag all put together, and went out, and presented it to them, and they could look at the letter while I was talking and explaining it to them, it seemed to go a lot smoother.

 It didn't go off without a hitch. Of course, we had some concerns and some questions, which was great, which is why we did it in person and not by phone. Does anyone have a guess what most of the places were concerned about? What do you think was their biggest concern at the businesses?

Tedra Marshall : Feel free to put your answers in the question box or the check box. I will let you know what we get when they come up, Brenda.

Brenda Gaffey: I'll just give you a few minutes maybe to respond.

Tedra Marshall : A few thoughts are coming in now. Some responses were, money, money, money, money. When would it happen? The cost involved. Liability. Kids being too loud in the businesses. Having enough time. The cost to them. What's in it for me? Insurance. Those are some of the thoughts that are streaming in. Behavior of children. Thank you.

Brenda Gaffey: The biggest concern, someone nailed it right away, was really how much would this cost them? What would be the costs to the sites? The other questions that all of you had, were questions that they did have. The only one that we really didn't get, which is surprising that you brought up here that I really didn't experience when I went out there, was liability. I think mostly because there are a lot of public businesses anyway and the parents were attending with the child. I think if they felt that it was too dangerous, they just didn't give them a tour, or they didn't take them to certain places.

 Money was definitely one of the biggest concerns. In fact, some of the places that I went to thought that I was trying to get them to advertise. They thought they were going to be paying ... paying me to have our families come in. I was like, no, no, no, not at all. We just want them to have an experience of what's available to them in their community.

 Timeframe was also a big question. We tried to address that in the letter and also in our explanation, how much time they would have to spend with each family. We truly left that up to the sites themselves and what they could commit to. We encouraged them to have the same greeter to really talk to the children and spend some time making it special for them. We also understood that they were a business and this might not be able to happen at all times when the children came in.

 The concept behind it was that the children and the parents would go out on their own. We wouldn't organize a specific time when they would come. Just as they had an opportunity during the summer, and the businesses were open, they would just stop in and present the passport. It was on the families' own time. We realized that it wasn't that coordinated, that it would really be up to the businesses of whether they would be able to spend that much time with the families.

 After the locations really committed to being a partner with us, now we've done the groundwork of brain storming who we wanted to be in our passports. We've gone out. We've talked to them. We've told them what they could expect and got a commitment from them. Now, they've committed. They said, sure, we think that would be a great idea. We wouldn't mind having some of the families come through.

 Now we had to create their page in the passport. On this slide you can really see the work that we did in creating an informational page. Also, a place where they could then get a sticker or a stamp when the children went in. What we had to do for that was, we had to discuss with the locations what they would like to have on their page. One of the things that we came up with, which you can't see super clear, is that on each page there was a question or a statement about the location, that would help families engage with the site that they were seeing.

 For example, on the library ones, we asked if, do they have a library card? We wanted the families, as they were going into the library, to really take out books if they were already library members. If they weren't, to ask about what it would take to become a library card holder, and to see if they had a children's library. We encouraged them to visit that and talk to the children's librarian.

 We wanted to have something simple on this page that would then encourage the families to engage with that site. Some of the other things were, you can see the page on Bloom on Main, which was a florist, gave each child a flower. On that page, we had, did you get bloom? Again, it was just a way to get them engaged.

 As you can see with Matt Gabler, who is our state representative in our area, we got his office on board. Instead of having them ask for something, we asked our families when they went in to thank them for supporting home visiting programs. Several did say they got to see Matt and that they did do that. We were excited about that connection as well.

 Then the logos. The other piece of this was, as you can see on here, that there's logos for the sites or it almost looks like their business card. We wanted to make sure that on this there were hours, so the families knew when would be the best time that they could go into the locations. We also wanted to have their logo or their sign on this page. That took a little bit of time, but for the most part, we downloaded them from their websites or we asked the sites to send us their logo. If they didn't have one, we created one for them. I have a really awesome lady who works here in our the offices. Her name is Rose Mancuso. She's our assistant, administrative assistant here. She did excellent job of creating these pages, and really creating some of the logos that you see in the passport.

 Keep in mind, we have several small communities here, so we did this four times. We had four different passports. Within the passports, we tried to have 12 different locations for the families to visit.

 The passports are finally done. We've done all the work of setting those passports up. The last step was to take that final passport that was created for that community, back to participating sites and make sure that there were no mistakes or errors on their page. We really wanted them to take a good look at their page, make sure there were no errors. If there were, we corrected those errors, and then, took that passport back to them again. If their page was fine we just left the passport there with them so that they would have a final product.

 Then what we did, as you can see on this slide, we also made a sign for their window that said that they were an official passport location. Again, the idea behind that was that we wanted our families to be able to spot the location they were supposed to go or the office they were supposed to go into right away. We also wanted to generate some conversation by the patrons that were coming into the businesses, like, what is this official passport location, this Parents as Teachers, and that sort of thing. Because we gave the sites some information about us, we left brochures there, if anyone did ask, they could then give a brochure about who we were and what we do. Again, just to help us get our name out there to families who might be interested in what we do.

 Now, we've created the passport. We have the locations onboard. The next step, obviously, was that we needed to get the families involved. We needed to get them excited and committed to participate in visiting all these location that we now have expecting children to come to visit. What we did was, actually, when we were creating the idea, when we were coming up with the idea, we thought about how to connect it with what we already do in Parents as Teachers. A very obvious way was to use the What's in Your Community activity page that's in the Parents as Teachers curriculum.

 This activity is found in the foundational two curriculum. It is really intended to be done with children three and up to kindergarten age. You can see my friend Addie again doing the activity at our home visit. With this activity, what we do is, we encourage the children to draw a picture of their house on a large piece of paper. Then, we talk about other locations in the community that maybe they've gone to. The parents were encouraged to ask the child or get them to remember places they have been in the last week, or where they wanted to go, and places that they've visited. Then, the parents would help them draw roads and draw some of the places that they had just talked about.

 The places that the children most often drew were the park, grandma's house, Walmart. Some of them drew school on there because, they either go to preschool, or they had an older sibling that was there.

 Once the activity page was done, we then would present the passport and talk to the parents about, all of these sites, some of these sites are in this passport. Others are aren't. We would explain the passport to them, what our intention was, which really was just to get the to go out and visit that. Maybe connect it to the map that the child created. If they were going to visit the library and the child had drew the library on their big map, show them. Remember, this is the library, remember you drew it on your map and that sort of thing. If it wasn't on the map, could they put it on there. After they visited the sites, could they come back and maybe put it on that paper.

 That's just one example of an activity page that we used. That was really our intent going in. That works with some of our older preschoolers, but it doesn't necessarily work with all the families that we serve because of the ages. What we really did with that was we sat down as a group, in a staffing meeting, and talked about all the various pages that we thought we could use to engage the families, and to present this passport activity.

 What you can see on this screen is really all of the ones that we came up with. The three biggest ones that we used were, the mapping activity, What's in Our Community?, and both of the mail ones, You've Got Mail and Write a Letter. The, You Got Mail is from foundational two, and the Write a Letter is from the birth to three foundational one curriculum. It did cover most of our families. Some of them just weren't interested in that, so we included and we used other ones.

 All the ones listed here, one of the parent educators, that go into the home, actually used with a family to either, expand on this activity, or to talk to the families about the passport when we were initially presenting it to them. As for myself, when I would go out to families, I used several different of these ongoing throughout the summer to keep the families engaged and keep them visiting the sites so that they would go out and visit each site.

 For the, You've Got Mail one, once, we did the letter in the home, we had the post office in every community in the passport. The children were then encouraged to go to the post office and mail a letter to someone in hopes that maybe they would get a letter back, and they could go, once again, either out to their mailbox and get it, of if they had a place at the post office, they could go there.

 One of my objectives today, was really to connect everyone to how we expanded on this and how we met many of the objectives and hit the areas of emphasis that are in the Parents as Teachers curriculum. For some of you, I know you may not be Parents as Teachers affiliates, or approved users, or familiar with the curriculum, but these are the three areas of emphasis that Parents as Teachers suggest that we do during our visits, the parent child interaction, the development center parenting, and the family well-being.

 Ultimately, when we started to develop this idea of this passport, we were already thinking about the parent child interaction and the development center parenting, what we would talk about with our families during those home visits that really hit these three areas. It wasn't a big leap for us to, at this point, connect it and personalize it in the homes. Again, our approach to this was to really ... We talked about it at our staffing with all of my home visitors. We brainstormed some suggested ways that we would present it to the families. What were some of the topics in the development center parenting, or in the parent child interaction or the family well-being that we might do with the families?

 Let's just run through those a little bit. Parent child interactions. This one, I'm not going to spend a lot of time on because we've already talked about it in regards to the activity page that we used. The one thing that we did during the visits was to go through each page of the passport with the parents and talk about what they could expect at the sites when they visited. Then, we brainstormed with the parents some ideas about how to introduce the site to the child before they actually went into see it, and how to maybe guide them through the location once they were there.

 For instance, one of our stops was Winkler's Fine Art Gallery. You can see my little friend Layla here. She had gone to the gallery to see it. We suggested that before the parents even went into the gallery, and got to see all of the art work that was there and on display, that they talk to the child about any artwork that they had recently done, maybe a picture that they drew or a craft that they had made. Did the mom display it? Where did they display it? Who got to see it?

 Then, make that connection to, well, that's similar to what a gallery is or this art gallery is, but these are professional artists. Really talk to the child about that so that they had an awareness of what they were looking at when they went in. While they were there, to discuss maybe the different types of art because there were paintings, but there was also maybe, chalk drawings or just pencil sketches. Then, there were things as big as this merry-go-round that was hand painted, and different things like that. Parents, if they knew about that before going in, we felt that their interaction would be so much better for all involved.

 What about development center parenting? Connecting this activity, the passport activity, to development center parenting was also pretty easy. As a group, we looked at the developmental topic areas that are provided in Parents as Teachers. This made it really easy for us. We could look at each area and talk about, in general, what would be some of the concerns around safety if you were to taking the child out. What would we like to mention about attachment? Does sleep come into this at all? Is that a factor? Discipline issues. Things like that.

 Keep in mind, we also wanted it to be personal to the families because it's a personalized home visit. Out of these topics we might have come up with some generalization, but we would also make it specific to the families. For example, one of my families, she has multiple children participating. We talked about safety and how to go to all these locations as one adult with these three children and be safe. We brainstormed some things in the home. I ultimately suggested, is there another adult that maybe could go with you? Could grandma go with you? Could you make this a special day. This would help keep the children safe.

 In another home, we just had a curious two and a half year old. When I talked about safety it was more in regards to, what kind of conversations maybe that you would have before you went into the locations in order to keep him safe and keep him focused. Also, the simple things like, handholding or that sort of thing.

 The one thing that we did emphasize here with the developmental center families and one thing that we did talk to all families was eliminating distraction, and concentrating on their children and the activity that they were doing. We truly suggested that they put their phones, if they had them, on vibrate and really didn't distracted by anything, and just make this a special time with their child out at the various sites.

 As you can see in this picture, this is one of our little guys who is visiting IUP Punxsutawney. Of course, that's Punxsutawney Phil there. They got to visit and tour IUP.

 Family well-being. In this picture, you can see two of our young participants at the eye doctor's. What we try to do for family well-being, again this was a little bit thought of as we were coming up with the various sites that we would go to. With the family well-being, we went in with the approach of where would our families maybe need to go or where could we have them go that would benefit them that not all of our families go.

 We thought about it in terms of, not all of our families report to us that they have an eye doctor, or that the children have visited an eye doctor yet. We tried to get one in each community to be a participant. We were pretty successful. We got three out of the four communities. We got an eye doctor onboard.

 We also tried to connect them with the dentist. We had a dentist onboard. We also tried to think in terms of how else, or what else in the community that they might not know about that could be a resource for them.

 In some of the communities we got the Chamber of Commerce onboard. The YMCA was another one. I'm trying to think if there's anything ... Those were probably the major ones. The eye doctor, a dentist and the Chamber of Commerce. The family well-being piece of this is really those recreation and enrichment, which is all of the sites. We encouraged them to go as a family. Enjoy their time together.

 The physical health part of it, in many of the communities, we really tried to have the locations near each other if we could, so that families could possibly park and walk. That works in two of our communities. In the other two, it was a little harder because they're more stretched out. Two of the communities have a main street with most locations on that street. The families could park and walk from place to place, which really made it nice. We talked about staying active during the summer, that it doesn't always have to be about going to the park and doing all that. It could be just taking simple walks.

 Stumbling Blocks. This was a really great idea. Families really said that they had a lot of fun. What did we experience along the way that were the stumbling blocks or what made things difficult? Probably the first and the foremost was really time. I think that's the case for all involved. Regardless what you're doing, time becomes a stumbling block. When I originally thought about doing this activity, I didn't think there would be as much groundwork or behind the scenes work as there was. I thought, I'll just go out and present it. The sites will just ... Sure, we'll do it. That sounds great. Then, we'll create these quick little books and we'll be good to go. That really wasn't happening. It took a little bit of time to come up with all of the logos, all of the pages for the sites. It was a little more time consuming going out and getting the sites onboard.

 When we originally began doing this, it was probably the beginning of May. We were hoping to have all the sites onboard, all the books done, and get that out, so that mid-June all the families were able to start going out, and really be done by August. That didn't work out. It was really a month later. Most of the families and most of the communities didn't get their passports until July. Then, we extended it a month and had the end time be the end of September. We gave them a time frame that they could do this in.

 One of our other stumbling blocks was that potential locations, that seemed interested when we went and visited and presented, didn't get back to us with the final okay. In some cases, it was because when you walked in and you spoke to the person, they worked there and they worked the desk at the place of business, but they weren't the manager or the owner.

 For instance, at some of the museums and art galleries that we had, they have a board of directors. They had to present the idea to them and then get back to us to say whether it was approved or not. That took more time and more than we thought it would take. We had to pester them a little bit at times. I had to call back a couple of times. Maybe stop a little more frequently, to the point that sometimes, they got a little tired of seeing me. Then, they would get back to me. The two sites that I did pester, did have boards. They had to present it to the board of directors. That was what was really taking time. I pestered them a little bit and they got back to us and became great locations for us.

 One of the other things that happened was that, we wanted to have a few sites that were ... We approached Walmart. We approached one of the food chain stores, like McDonald's, Burger King, that kind of thing, to get them onboard. We thought that would be one place that the families might be really familiar with to get them started doing the passport. They might get to see a different side of it. They would go in and just purchase the things, but they really didn't get to see the work that everyone did there.

 We were hoping to have one of the bigger stores onboard. When we went in and approached them, they had to ask corporate. It was like getting back to their board, which is a similar stumbling block. Really, they had to go to corporate and they had to ask them, could we do this? That took a lot of time. Most of them couldn't get back to me in the time frame. Those that did, we really had a negative result in that they were, no, that doesn't seem like something we can do. The bigger places were a little harder to get onboard. We did get a few grocery stores onboard though, which we were really happy about. They participated and gave the children something from the deli and gave them a little tour. I think the children go to see a little bit different side of the grocery store.

 Another stumbling block for us was getting the correct contact information and the logos for the pages. You wouldn't think that would be too hard today because most people have websites. What we found was that the websites weren't up to date. We were getting contact information and logos off the websites. Then, when we put them on the pages and presented them to them, it was the wrong one or their hours were different.

 Again, that didn't take much to fix because we had a template at this point. It definitely was, again, it went back to that time factor. It took a little longer than what we thought and a little more work than what we had planned.

 One of the other stumbling blocks was that locations didn't have a stamp or stickers. A lot of the places didn't have a stamp, which is traditionally what we wanted to have them do just because a regular passport is stamped. Some of the children knew that. We also told them that they could do stickers. Some of the sites didn't have those either. Rather than have them incur a cost for that, and not be able to find a sticker that was appropriate, we made our own stickers using labels.

 For instance, we had a styling salon, a hair dresser onboard and she was giving safety scissors out to the kids and talking to them about how scissors were specifically for cutting paper for them, and that sort of thing. She didn't have any stickers. She didn't have anything there, so we made stickers for her. We just put a picture of a scissors on the labels and they were about the size that would go in the passport. We gave them to her to give out. That worked out really well. Again, it wasn't something we were planning on. Not that they couldn't buy their own, but this personalized it. Again, we didn't want it to be complicated for the sites or work for them. We wanted them to be ... see this as a fun activity for the families as they came in. We created the stickers ourselves.

 One of the stumbling blocks that we became aware of as we were going through this project really was that there were different greeters at some of the sites. It wasn't always the same person, let's say, working the YMCA desk. At the banks, there were different tellers. It didn't always work the way we had it planned. The greeter might not be as knowledgeable as the person that we spoke to when we came in, or to one of the workers that's there most of the time.

 That become a little bit of a stumbling block because some of our families experienced a little bit of a negative visit, in that what they thought was going to occur while they were there, or what occurred with other families while they were there, didn't happen with them, so there was that piece of it.

 For example, one of the children went to one of the bank locations, and they didn't get a piggy bank, and they weren't greeted by the manager and given a tour. What we found, was that the teller there really wasn't aware of what was going on, and the bank manager was off that day. You add those combinations, those two things together, and it became a negative experience for that particular family.

 The final thing was, locations not doing what they committed to doing. Some of the locations committed to either a tour, or giving them a day pass, or letting them do a little activity while they were there, or giving them coloring books, and that sort of thing.

 Again, some of the locations didn't follow through with that. My belief is that was because there were different greeters or someone there that wasn't as knowledgeable as the person who did the commitment. That was one of the idea with having the question on each page so that wouldn't happen. Some of the parents didn't ask that question once they were there or follow through with that. Then, the locations didn't offer it. That's something that we'll try to, hopefully, workout for next year.

 Moving on to successes. How do we know we were successful? How did we determine any success? At the beginning of us coming up with this passport activity, we had decided to do a little Walmart card give away as incentives, have the children visit the sites or the families visit the sites. What we did is, we told all the families that when they got their passport that if the children visited 10 out of the 12 stops that were in their passport, then they could be entered into a Walmart gift card drawing. We did this drawing at the end of September, which we told all of our families that would be the deadline.

 At that particular time, there were 49 children who showed staff their completed passports and were then entered into the drawing. We were pretty pleased about this considering that, this was our first year. Again, that was in four different communities. When you look at it that way, it might not be a lot of children, but we're also very stretched out in location. So, the number of families and children we serve in each of those communities that we created a passport for, there's not a high number.

 In one community there was only about 29 children, usually. The fact that a lot of them went out or 10 of them went out in that particular community, half of them, we thought that was great. At that particular time, there were also an additional 12 more children that had visited some of the sites in the community. They just hadn't made it to 10 out of the 12.

 One of the things we did to determine success was that we created a passport satisfaction survey that was distributed to all the families that said that they went to at least one of the sites. On that, you'll see, let me turn this. I'll show you the passport satisfaction survey that we came up with. On this, we wanted it to be family friendly. We didn't want it to be highly critical of the sites. On here we had that they either didn't stop or didn't go to the location, or they loved it, they like it, it was okay, they disliked it, or it really was not fun. We got a lot of input from that.

 Also, we had some questions on the survey about how they extended the activities at home. Did they do anything at home differently because of a site that they visited? Did they extend this learning activity? Were there any other comments about the activity that they wanted to share with us? Did they have any sites that they thought would be fun to visit in their community? We were looking toward next year, and do we replace any of the sites? Is there a place that we missed in our brainstorming that the parents came up with that would be fun and beneficial for the families to visit?

 That worked out pretty well. Most of the families did fill out the survey for us and give it back. There were some extended learning that was done. One of the families for example, in our Punxsutawney area, the Weather Discovery Center in Punxsutawney was one of the sites to stop in. They went through and did a tour at the center and learned some things about weather and predicting weather. Then, the mom had them, each day when they got up, guess what the weather was going to be like for that day. Then, she would let them choose the appropriate clothes to wear, help her choose the clothes to wear. That was one of the things that was reported back to us that was real fun.

 As a result of the passport survey, what we found that the favorite place for families to visit was First Commonwealth Banks. First Commonwealth was actually a partner in all four of our communities. In each community, they received a high rating. They had the loved, most families marked loved for that site on their survey, which was surprising to us that it was a bank, because we had art galleries. We had museums. We had The Weather Discovery Center.

 We had at one of the places, a place where the kids could get a little ... It was Dan Smith Candy. They got a little piece of candy. We were surprised by this. When we asked more questions of the families, like why they got such a high rating. It was because the majority of the families that rated them high got the tour. The children got to see the vault. The families received information about the savings account. The kids got a piggy bank. The person who greeted them was really friendly and didn't make the families feel rushed as they were going through. They really spend some time with them while they were there. We were really surprised by that, but we learned what the families liked. Tours are big thing of what they liked, which leads me to what we are going to try and do next year.

 Before I get there, Facebook. We also enjoyed some success from social media, which was unexpected. One of our parents posted on their Facebook page this comment, about our passport activity and how much fun it was. She encouraged other people to do it. Really, one of our advisory committee board members saw it on her Facebook site because she was friends with her. And so, she brought it to our attention and brought it in. Then, we asked if we could share it. Then, they said, yes. We shared it with the advisory committee when we talked about the surveys. The surveys were then presented at our advisory committee meeting and we talked about ways for improvement. Again, let's talk about that for next year. What are we looking to do differently?

 So, next year's passport. I think the biggest thing that we learned and what we want to do is contact the sites earlier this time. This time around we want to start the process early. That would help us get this to be more of a summer activity, not so much when everyone is going back to school. Because we got that late start, some of the families were really preparing for their children to go to kindergarten for the first time, or their older kids going back to school, and it became a little bit more hectic than we would have like.

 Our goal this year is to have it started before June or right at the beginning of June. One of the other things, as we go forward, is now that we've learned what the families like, why did the sites with high ratings get those high ratings. We want to go back and talk to some of the sites that maybe had fair ratings and see if we can encourage them to do things a little different. Maybe this coming year they can have a high rating.

 Those sites that really had low ratings, we want to take a look at, is there something that we could tweak, something that we could change, if we had a talk with them, or was it really just not a great site to visit? Some of the sites, I don't think that there would be a way to change it. For instance, the one dentist office, they're just way too busy to have families come in. The way they're office is set up, it's a very narrow, at the greeting place, and so, the kids didn't really get to see much of anything. They were so busy, they rarely got to see a tour or meet the dentist. It didn't become a great place to visit for them. I don't think that one would be able to improve. We may just replace it with maybe another dentist office or a different location in the community.

 The other thing that we wanted to do was really to encourage families to take pictures at the sites and share them with us. We didn't do that this year. We didn't even think about it. It didn't even cross our mind that, that would be something that we would want to do or to use. When the families did share, just share with us, without us even asking really, they would send the pictures to us or show it to us during a home visit. It was like, that's such a cute picture. How great is that? That prompted us to really think about how we could use those pictures.

 One thing that we did this year that we'd like to do more of next year, was having personalized thank you cards. We did send thank you cards to everyone of the locations that participated. Some of them, because we had these great pictures, we included the pictures of the children at their site in the thank you card, and then wrote a little personal note in it. I feel like it just makes it a little more special and highlights to them that it was worth their effort to participate because the families obviously had fun there and were interested. They took pictures of their day and how much fun they had.

 This is also my way of saying thank you for listening to me for this past hour and we'll move on to, do you have any questions? I tried to put a lot of information in here in this one hour presentation, so move on and see if anyone has any questions.

Tedra Marshall : A lot of information it was. Thank you for presenting that Brenda. It was all wonderful. We do have one questions come in. We had a participant who wants to know, how did you handle the transportation issue and challenges?

Brenda Gaffey: I did skim over that. That was on there but I didn't ... It was a stumbling block for us because we are very rural. Unfortunately, this particular year we didn't have a great solution for it. We did encourage families to maybe travel together if they maybe knew each other from groups. When we were trying to set up the locations in the community, because it was summer, we tried to find locations that could be walked to. In regards to where most of families lived, were there places that we could put on there where they could walk to, where maybe they ... Maybe they didn't get to every site but they would at least get to go to some of them.

 We've been trying to brainstorm different solutions for this. I am not sure whether we will be successful this upcoming year, but someone said, why not approach the ATA, the Area Transportation Authority and see if they'd be willing to let the families, if they presented their passport, ride on so many times on the bus, maybe two or three times with that passport, so that they could go out to the locations. I thought that was a decent idea. We may try to do that this coming year.

Tedra Marshall : Thank you. Another question that came in was, how much did it cost you to do this per site?

Brenda Gaffey: I don't know that I can really answer that. All of the books that we did, we did right here in our offices using a color printer. It wasn't a fancy booklet. It was just a little bit heavier paper that we ran through that. We used Microsoft Publisher to create the pages. Other than that, I really wouldn't say that we spent much money on it. The Walmart, we gave a gift card, a Walmart gift card give away. That was probably the most money that we spent for that. This coming year, we're actually hoping to approach maybe Walmart or some other place and see if we can get a donation for that piece of it. Unfortunately, I can't give you a dollar amount, a specific dollar amount that wasn't something that we specifically tracked.

Tedra Marshall : Lots of questions coming in, just to give you a heads up. Did you give incentives to families who completed the passport?

Brenda Gaffey: No. We didn't. We did put their name in the drawing, but we did not give them anything else, only because we really encouraged, if they went to the sites that they would give them a token of some sorts. One thing that I didn't mention was that in the passports, our office location was on one of the passports, and in the other passport our group activities that we did over the summer were in the passport that they could go to and get credit, as one of the sites visited, which really upped our group numbers for the summer, which was nice.

 That really probably should have been one of the successes. We didn't give them an incentive just because of that. When they came to visit our site here, when they came to visit our office, we gave them all a free book. They got to choose what book they wanted to have, so no, we really didn't. Like I said, they got a lot of things when they went to the sites. The YMCA gave all the children a free day pass and they got to go for the whole day for a free day and experience anything at the Y.

Tedra Marshall : Wow. What were some of the reasons parents gave for not participating?

Brenda Gaffey: The biggest one was what we talked about. Transportation was one, and the other one was really time. It had to do with the kindergarten, getting the kids ready and all of that sort of thing. It hit a little bit late, especially, in our one community.

Tedra Marshall : How long did families expect to spend at each location approximately?

Brenda Gaffey: Some of our families asked that at the beginning and so did some of the sites. I said, really, if it was like they were going into the police station, because all of our police stations were onboard as well. If they were going into the police station, I said, five minutes. If you could spend five minutes with them, five to 15 minutes, that would be great. If they weren't busy, they really spent about 15 minutes.

 One police station actually gave the kids a tour. Some of the kids got to see the jail. They reported to us that ... I went to my one home visit and the one little guy goes, Miss Brenda you don't want to go there. The beds, they don't have any pillows and no sheets. You don't want to go there. I think it just depended on what the site was. A lot of them it was a quick tour of maybe five minutes, but the bank and some of the other ones, it was a good 15 minutes probably.

Tedra Marshall : Would you suggest doing a test site?

Brenda Gaffey: We didn't. I wouldn't say no to that. I think some of our families would benefit from that because then they would maybe be a little more encouraged to go because now they know what to do, and what to expect while there. We did have one family in our Punxsutawney area that was really hesitant about going out. Mom has a little bit of anxiety, and visiting a new place or visiting places was a big step for her. We did have one of our home visitors actually went with them and they traveled from site to site.

Tedra Marshall : The kids had all summer to do the passport, correct?

Brenda Gaffey: Yep.

Tedra Marshall : Okay. They had all summer. How did you ensure that you got the passport back? That they didn't lose interest?

Brenda Gaffey: As far as getting the passport back, they just had to show their parent educator the passport. They got to keep it in the end. They just had to show their home visitor that they had gotten 10 out of the 12 sites. Keeping them interested or keeping them involved in going out to them, really is about the quality of your home visitor's presentation of the passport and their ongoing conversation with it. I found that I was so excited about this that it came through in my home visits and families, all of my families, did it. I was just excited about it.

 We did the mapping activity. Then, we did, at the next home visit, we did the, You've Got Mail activity. Then, at the next one, we did some pretend play and pretended we were a police officer. Then, I would ask to see their passport every time I was there and see where they had gone. The kids would tell me about things that happened at the sites. It became almost expected. They'd have their passport ready for me to show where they had been or what they had did.

 Every family did it different. Some went out and really went to all sites in one day, two days, which I was like, ugh. I don't know if I would do that. Others, really spaced it out and went to one or two and enjoyed those ones and talked about it. Then, went another day to a couple others. It just depended on the family.

Tedra Marshall : Were the local businesses okay with doing this throughout the entire summer, or for a program who may consider adopting this, would you suggest maybe doing a shortened time period, like just for a month?

Brenda Gaffey: Most of our sites were really okay with it. I think it was because no one site was going to have 100 kids coming through. Most of our sites, when we really tallied how many children would actually go through because we did it, really ultimately, we did this four times. There were four different passports in four different communities. The most that we expected to go through, like if every child had gone through in the one community, then, we would have had about 50 ... I don't know the exact number, but let's say 50 to 60 kids coming through. The other ones would have been a little bit smaller, in that they would be ... If every single child went through, maybe it would be 30 or 40. They weren't expecting a high volume coming through and definitely not all at once, so they were onboard with it. No one really complained.

 One thing that I may do differently, we did ask them to call if they had any concerns or any problems. I think I'll find out more about this when I go back and ask. I think I might learn more about the answer to the question that you asked, in that, would we happen to short the time period or could it work over the summer, when I go back and ask the sites again about whether they'd participate.

 If that's a complaint or if they found that to be an issue, or they wanted it shorter, then, yeah, we would definitely do that. I haven't got any feedback like that right now.

Tedra Marshall : Did you ever consider any evening sites? Having any sites that were available during the evening for families who may work during the day?

Brenda Gaffey: Yeah. Some of our sites did have some evening hours. We did, but they're a lot harder to come by. You wouldn't think that, but if we wanted them to go sites that were unique, like the police station, or the dentist, or the eye doctor, or anything like that, they have those set hours during the day. It was really difficult to find a place that would have the evening. Some of the sites that we did have like, the Winkler Art Gallery, and the museum, a few other ones did have some evening hours.

Tedra Marshall : One final question that I see, unless someone else types a question in. Do you have a template that you could provide for the passport?

Brenda Gaffey: Yeah. Contact me, if you have Microsoft Publisher, because I'm pretty sure that's where we did it. We might have a Word version for some. We could send you a template, I'm sure.

Tedra Marshall : We don't have your contact information on any of the slides. Can you share that with the participants?

Brenda Gaffey: Sure. Do you want me to put it in the chat? I thought maybe it was on the first slide, but maybe not.

Tedra Marshall : That's just your title and The Guidance Center. You all can do one of two things. You can either put a, either in an evaluation letter, that you want that information, or if you put it in the question box here, we can see it. We can make sure that Brenda gets your information and can send you the template.

 Someone else has also requested of Brenda, if you could send the letter that you send to companies or did you want them to refer to what was in the PowerPoint?

Brenda Gaffey: I'm fine with them using the letter, but I'd have to check. The agency did it so that's something that I'd just have to verify that I could share. I don't necessarily see an issue with that.

Tedra Marshall : Okay. If everyone who is listening or for archived, if you could just send ... put it in the question box or you can either send me an email as well. It's tmarshall@cfc.csiu.org and I'll put that in the chat box as well.

Brenda Gaffey: My email is pretty easy. It's bgaffey@guidancecenter.net. Everything is lower case. Guidance Center is all one word.

Tedra Marshall : All right. I am putting that in the chat box for everyone to get.

Brenda Gaffey: If anyone has any more questions, if not, Thank you so much. I really appreciate the interest.

Tedra Marshall : Okay. I am looking for a final questions or comments. Nothing is coming through so just as a final reminder, the official way to get this information to Brenda, the best way, would be to send it as a question in the chat or email. Actually, email Wenda Deardorff. Excuse me. That's the best person to email to get this information. Mr. Goddard said, I'm receiving right now, so please do that so you can get the information that you have requested.

 Brenda, thank you for your time, your information and stuff. It's been a pleasure to learn about this program that your agency was successfully able to implement during the summer months, and looking forward to hearing what comes next for you all.

 Thank you all for joining us today. The archive session will at the Parents as Teachers and Children's Trust Fund websites within the week. When you receive the electronic evaluation via email, please take a couple of minutes to complete it, as your feedback helps us to offer professional development of the highest quality. Registration information for next month's webinar, which the topic will be announced soon, will be emailed soon and will be placed on the Parents as Teachers website.

 Please remember you can join Family Support webinars in multiple ways, including on mobile devices such as phones and tablets. Thank you again for joining us. This concludes today's webinar.

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