

1A. FAMILY PARTNERSHIP ACTIVITIES OUTLINE–HEAD START.....2

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1a. Family Partnership Activities Outline– Head Start

- Created 06/06
- Reviewed 07/23

*****Staff to bring Community Resource Directory to home visit*****

Documentation

Ongoing Documentation of Family Contact Should be recorded in Case Management.

- Who/When/Where/What/Plan of Action
- Forms completed/Forms turned in – document on Form Log for Head Start Families
- Action Plans/FLUP
- Referral/FLUP

Welcome Home Visit

Benchmark: Before orientation

Length: 60-90 minutes

Activities:

- Lead Teacher welcomes parents to Head Start.
- School Readiness Parent/Child activity.
- Inform about upcoming events (open house, orientation & slow start)
- Explain the role of the Family Advocate in the family engagement process.
- Follow-up on Health History information
- If a returning family, review previously set School Readiness goals for children.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Ensure all releases are up to date.
- Start engaging the family in the school readiness portion of the Family Picture/Family Culture.
- Assess School Transportation needs.
- Make referrals as needed.
- If a returning family, review and update previously set Family Partnership goals.

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Parent Agreement Contract
- Family Picture/Family Culture
- Releases UTD (school district, doctor, dentist, specialist)
- USDA food program enrollment
- Family Interest Survey

- Health History (returning children only)

Handouts:

- Folder Containing:
 - School Readiness Home Learning/In-kind
 - School Readiness Program Goals
 - Nutrition Handouts
 - Ways to Say Goodbye
 - Copy of Parent Agreement Contract

Parent Orientation

Benchmark: In conjunction with slow start or within 2 weeks of enrollment

Length: 1 – 2 hours

Activities:

- Review Classroom sign in/out procedure and form.
- Orient parents to Head Start with an explanation of our philosophy, including all component areas and parent opportunities.
- Use parent handbook to cover required content pieces.
- Review importance of School Readiness at Home/In-kind.
- Provide tour of classroom and site.
- Give date for first parent meeting.
- Educate and recruit parents for Policy Council.

Forms:

- Orientation Checklist

First Parent Meeting

Benchmark: Two weeks prior to October Policy Council Meeting

Activities:

- Social Time/Ice Breaker
- Elect Classroom Representatives and Alternates for Policy Council
- Elect Parent Committee Officers.
- Ask for parent curriculum input.
- Review School Readiness at Home/In-kind.

Forms:

- Parent Committee Meeting Agenda (FS/PE 14j)
- Parent Committee Meeting Minutes (FS/PE 14l)

Handouts:

- Job description for classroom reps, classroom alternates, and committee officers.
- Class Representative and Committee Officer training dates

First Family Visit

Benchmark: October/November/December

Length: 1 – 2 Hours

Activities:

- Update Contact Information Form.
- Education Check-in: child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance.
- Establish Family SMART Goal.
- Make referrals as needed. Follow-up on any previous referrals.
- Update Family Picture/Family Culture.
- Conduct first PFCE Assessment.
- Conduct PFCE Assessment.
- Encourage father involvement.
- Complete Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Health History information as needed.
- Follow-up on Nutrition Assessment/Handouts.
- Begin Home Safety Checklist and discuss fire escape plan.

Forms:

- Family Contact Form
- Updated Contact Information Form
- Updated Release of Information
- Change of Status
- Update the Family Assessment
- Family Partnership Agreement
- Family Picture/Family Culture (update existing)
- PFCE Assessment
- Parent Agreement Contract
- Home Safety Checklist
- Fire Escape Plan

Handouts:

- Relevant brochures/articles will be given at visit and documented within 10 working days.
- Fire Drill Sheet.

- 911 Safety Card.
- Copy of Home Safety Checklist.
- Copy of Family SMART Goal.

Second Family Visit

Benchmark: January/February/March

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Education Check-in: child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance
- Review and/or follow-up on Family Partnership Agreement
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture/Family Culture.
- Final PFCE Assessment.
- Discuss parent education opportunities and support groups.
- Encourage father involvement.
- Follow-up on information on Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year
- Follow-up on Nutrition Assessment/Handouts.
- Home Safety Checklist Review
- Sibling Application
- Transitions/Registration for Kindergarten

Forms:

- Family Contact Form
- Update Contact Information Form
- Update Release of Information
- Change of Status
- Family Picture (update existing)
- PFCE Assessment
- Family Partnership Agreement (update existing)
- Applications for siblings
- Home Safety Checklist (update)

Handouts:

- Relevant brochures/articles will be sent following visit and documented within 10 working days.
- Family Partnership Agreement

Third Family Check-In

Benchmark: Final follow-up for the following activities.

Length: 20 – 30 minutes

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Follow-up on attendance.
- Follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Follow-up on any outstanding items from the Family Interest Survey.
- Conduct final PFCE Assessment.
- Review physical status, dental status, nutrition status, and specialist status any need for followup and check-ups that are coming in the summer months or the next year.
- Sibling Application/Income Verification
- Transitions/Registration for Kindergarten
- Summer Information

Forms:

- Family SMART Goal
- Application for Sibling
- Family Interest Survey
- PFCE Assessment

1a1. Family Partnership Activities Outline – ECEAP

- Created 10/18
- Reviewed 07/23

*****Staff to bring Community Resource Directory to home visit*****

Documentation

Ongoing Documentation of Family Contact should be recorded in Case Management.

- Who/When/Where/What/Plan of Action
- Forms completed/Forms turned in –document on Form Log for ECEAP Families
- Action Plans/FLUP
- Referral/FLUP

First Family Visit

Benchmark: Before orientation

Length: 60-90 minutes

Activities:

- Welcome parents to ECEAP.
- Inform about upcoming events (open house, orientation & slow start)
- Explain the role of the Family Advocate in the family engagement process.
- Follow-up on Health History information
- Engage family in the Bridge to Child & Family Self-Reliance.
- Engage family in family SMART Goal setting.
- If a returning family, review and update previously set Family Partnership goals
- If a returning family, review previously set School Readiness goals for children.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Promote family engagement in program governance and policy council.
- Ensure all releases are up to date.
- Make referrals as needed.
- Assess school transportation needs

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Parent Agreement Contract
- Family Picture/Family Culture
- Releases UTD (school district, doctor, dentist, specialist)
- USDA food program enrollment
- Family Interest Survey

- Health History (returning children only)

Handouts:

- Folder Containing:
 - School Readiness Home Learning/In-kind.
 - School Readiness Program Goals
 - Nutrition Handouts
 - Ways to Say Goodbye
 - Copy of Parent Agreement Contract

Parent Orientation

Benchmark: In conjunction with slow start or within 2 weeks of enrollment

Length: 1 – 2 hours

Activities:

- Review sign in/out procedure and form.
- Orient parents to ECEAP with an explanation of program philosophy, including all component areas and parent opportunities.
- Use parent handbook to cover required content pieces.
- Review importance of School Readiness at Home/In-kind.
- Provide tour of classroom/site.
- Give date for first parent meeting.
- Educate and recruit parents for Policy Council.

Forms:

- Orientation Checklist

First Parent Meeting

Benchmark: Two weeks prior to October Policy Council Meeting

Activities:

- Social Time/Ice Breaker
- Elect Classroom Representatives and Alternates for Policy Council.
- Elect Parent Committee Officers.
- Ask for parent curriculum input.
- Review School Readiness at Home/In-kind.

Forms:

- Parent Committee Meeting Agenda (FS/PE 14j)
- Parent Committee Meeting Minutes (FS/PE 14l)

Handouts:

- Job description for classroom reps, classroom alternates, and committee officers.
- Review Class Representative/Alternate and Committee Officer training dates.

Second Family Visit

Benchmark: October/November/December

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Education Check-in: Child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance.
- Establish or follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture.
- Update Bridge to Child & Family Self-Reliance.
- Encourage father involvement.
- Follow-up on information requested from the Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Health History information as needed.
- Follow-up on Nutrition Assessment/Handouts.
- Begin Home Safety Checklist and discuss fire escape plan

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Release of Information (up to date)
- Family Picture/Family Culture (update existing/2nd update)
- Update Bridge to Child & Family Self-Reliance
- Family SMART Goal
- Home Safety Checklist

Handouts:

- Relevant brochures/articles will be given within a timely manner
- Home Safety Card (911 card)
- Fire Drill Sheet.
- Copy of Home Safety Checklist
- Copy of Family SMART Goal

Third Family Visit

Benchmark: January/February/March

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Education Check-in: Child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance
- Review and/or follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture/Family Culture.
- Final Bridge to Child & Family Self-Reliance
- Discuss parent education opportunities and support groups.
- Encourage father involvement.
- Follow-up on information on Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Nutrition Assessment/Handouts.
- Home Safety Checklist Review (second review)
- Sibling Application
- Transitions/Registration for Kindergarten.

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Release of Information
- Family Picture/ Family Culture (update existing/3rd update)
- Final Bridge to Child & Family Self-Reliance
- Family SMART Goal (update existing)
- Applications for siblings
- Home Safety Checklist (second review)

Handouts:

- Relevant brochures/articles will be sent following visit and documented within 10 working days.
- Family SMART Goal (give final IEP)

Fourth Family Check-In

Benchmark: Final follow-up for the following activities.

Length: 20 – 30 minutes

Activities:

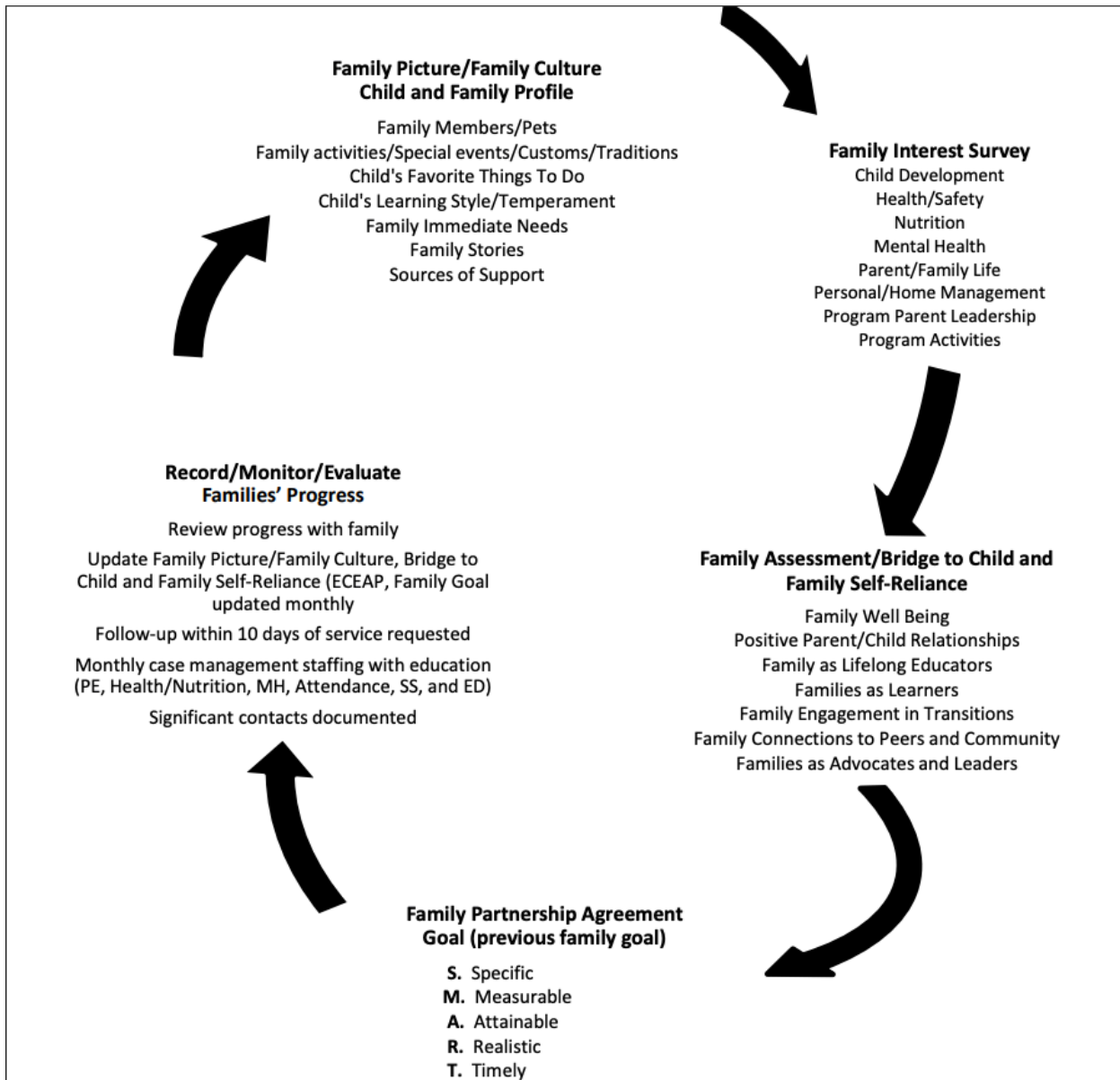
- Update Contact Information form.
- Follow-up on attendance.
- Follow-up on steps on the Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Follow-up with any outstanding items from the
- Family Interest Survey.
- Review physical status, dental status, nutrition status, and specialist status any need for follow-up and check-ups that are coming in the next year.
- Follow-up with sibling application/income verification
- Transitions/Registration for Kindergarten
- Summer Information (Food distribution sites and family fun activities ideas)

Forms:

- Family SMART Goal
- Application for Sibling
- Family Interest Survey

1b. Family Partnership Development Cycle

1. **Family Picture/Family Culture Child and Family Profile**
 - Family Members/Pets
 - Family activities/Special events/Customs/Traditions
 - Child's Favorite Things To Do
 - Child's Learning Style/Temperament
 - Family Immediate Needs
 - Family Stories
 - Sources of Support
2. **Family Interest Survey**
 - Child Development
 - Health/Safety
 - Nutrition
 - Mental Health/Parent/Family Life
 - Personal/Home Management
 - Program Parent Leadership
 - Program Activities
3. **Family Assessment/Bridge to Child and Family Self-Reliance**
 - Family Well Being
 - Positive Parent/Child Relationships
 - Family as Lifelong Educators
 - Families as Learners
 - Family Engagement in Transitions
 - Family Connections to Peers and Community
 - Families as Advocates and Leaders
4. **Family Partnership Agreement Goal (previous family goal)**
 - S. Specific
 - M. Measurable
 - A. Attainable
 - R. Realistic
 - T. Timely
5. **Record/Monitor/Evaluate Families' Progress**
 - Review progress with family
 - Update Family Picture/Family Culture, Bridge to
 - Child and Family Self-Reliance (ECEAP, Family Goal updated monthly
 - Follow-up within 10 days of service requested
 - Monthly case management staffing with education (PE, Health/
 - Nutrition, MH, Attendance, SS, and ED)
 - Significant contacts documented
 - *Information from this phase of the cycle is used to inform the "Family Picture/Family Culture, Child and Family Profile" phase in step 1 above, and the cycle repeats.*



1c. Family Engagement Policy and Procedure

- Created 11/2020
- Revised 03/2026

Policy

LCC Head Start /EHS/ECEAP believe that engaging families is one of the most important aspects of the program. We respect parents/guardians, recognize that they are the first and most important teachers in their child's life, and are responsible for their child's well-being.

Procedure

LCC Head Start HS/EHS/ECEAP will facilitate family engagement by:

1. Offering opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parent's/guardian's knowledge and offers parents/guardians opportunities to practice parenting skills.
 - a. Parenting curricula will be reviewed for relevance each year in the Family Engagement Committee. Curricula will be reviewed yearly in the spring with parents for program planning and fall implementation.
2. Opportunities will be provided for families to volunteer and engage with their child, such as: volunteering during class time, joining a classroom mealtime with their child, accompanying their child on the class field trip, completing out of class projects (cutting, prepping projects),etc.
3. Expressing to parents/guardians that participation in family engagement opportunities is encouraged but is not a condition of a child's enrollment.
4. Investing in professional development to strengthen staff skills and practices. Offer staff development and reflective practice opportunities to address biases and attitudes that address biases and attitudes that interfere with building positive staff parent/guardian relationships.
5. Valuing fathers' role in strategic planning and continuous program improvement. Analyze and use program self-assessment and community assessment data to set strategic long-term goals to provide family and father engagement services.
6. Staff will encourage that the following under-represented parenting population(s) are advocated for in all aspects of our program, specifically:
 - a. Families whose primary or home language is not English;
 - b. Parents or guardians working full time;
 - c. Fathers or father figures;
 - d. Family members who are not living at home, including deployed or incarcerated parents or guardians;
 - e. Other underrepresented families as applicable.

7. Advocacy for under-represented populations (fathers, cultures we serve, incarcerated adults) will occur by the following actions and other actions deemed appropriate by the program during the school year:
 - a. Using direct communication with nonresident family members (specifically nonresident fathers and other family members not living at home) and extending a personal invitation to participate in program services.
 - b. Creating family-friendly environments with welcoming pictures, materials, and furniture specific to under-represented populations.
 - c. Promoting inclusive communication. Using gender-neutral forms for information about parents without reference to mothers or fathers. Requesting information about non-residential parents.
 - d. Ordering and offering materials created for under-represented populations.
 - e. Presuming that all parents/guardians of enrolled children, especially those whom are under-represented, have a high-interest in their children's school readiness and family engagement opportunities.
 - f. Recognizing and reinforcing under-represented populations' contributions.
 - g. Learning what the populations our program serves, what they are interested in and bringing the relevant information to them. (FSPE 8f - Family Connections Tool).
 - h. Finding out about and responding to under-represented populations' individual circumstances.
 - i. Offering resources to achieve parenting and related goals.
 - j. Engaging under-represented populations in programming, either in concert with or separate from maternal family visits or parent/teacher conferences.
 - k. Seeking to understand family celebrations from the fathering perspective. Using and looking for moments of opportunity to engage fathers when they are especially motivated (e.g. baby's birth).
 - l. Forming under-represented populations' groups that plan activities and informal networks of fathers.
 - m. Ensure flexible staff schedules if needed to accommodate under-represented populations for meetings.
 - n. Be welcoming of all cultures, languages, and alternative family arrangements.
 - o. Provide understanding that the experience of a parent being incarcerated can be overwhelming for both children and caregivers. Being sensitive to topics in the classroom such as current events involving crime or arrests for those who have a family member who is incarcerated.
 - p. Having staff establish themselves as a trusted and caring adult who challenges the stigma and shame that can be associated with having a parent in prison.

8. As connections with families are established, Head Start/EHS/ECEAP will connect with other staff and leadership to facilitate and grow connections for families. The following are examples of such connections made:
 - a. Attending and/or serving on Parent Committees/Parent Meetings;
 - b. Attending and/or serving on Advisory Committees;
 - c. Attending and/or serving on Policy Council;
 - d. Attending and participating in family engagement activities;
 - e. Attending workshops, conferences;
 - f. Training opportunities;
 - g. Attending Parent Committees/Parent Meetings and Family Nights;
 - h. Voluntary participation in classroom or at site; and
 - i. Participating in school readiness home learning activities.
9. The program assesses Family Engagement and Family services for continuous learning and quality improvement.