

CenClear
Parent, Family, and Community Engagement Action Plan

The Parent, Family, and Community Engagement Action Plan was developed with input from staff, parents, and community representatives. Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. This is a roadmap for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. This plan includes individual goals that are developed with each family. This is a working plan and will be updated as changes occur. This plan covers the seven (7) stated outcomes from the Head Start Parent, Family and Community Engagement Framework. **CenClear uses the Early Childhood Knowledge and Learning Center for all areas of this plan as a resource.**

Family Well-Being

Parents and families are safe, healthy, and have increased financial security.

Parents will consider the benefits of participating in different program services and/or activities.

Parents will develop relationships with staff that are helpful in supporting the goals they have established for themselves and their children.

Parents will identify services and resources that are available to meet their needs.

Parents will access resources and systems of support that meet family interests, needs and goals.

Parents will gain confidence to address any family specific needs and/or interests related to: safety, housing stability, health and mental health, nutrition, employment and job skills development, budget and finances, and financial literacy.

Parents and pregnant mothers will learn new ways to ensure the health and safety of their developing child and build community

Connecting through parent trainings and socializations

To support this, CenClear will

- Gather parent input to identify needs when deciding on training topics and update regularly.
- Provide training and information related to family well-being to both parents and staff
- Foster relationships with community service providers to ease parents' knowledge of and access to services
- Foster positive attitudes among staff in promoting trainings and activities to further encourage family participation
- Provide positive reinforcement for families who engage in activities with their children.
- Provide specific activities for father figures as well as parents and caregivers to obtain job-related skills and to further their education
- Provide Young Parent Groups, Socializations, Partners for Healthy Babies curriculum, and a Maternal Child Health Specialist to visit all enrolled pregnant mothers and their infants.
- Address Family Well-Being on each home visit.

Resources	Responsibility	Documentation /Timeline
Suggestion sheet from parents Family Needs Community Assessment Self-Assessment	Parent Engagement Coordinator FCP Coordinator All staff All Staff	Tallies from parent input/Beginning of program year HSO / ongoing Community Assessment/ongoing Self-Assessment Summary/PC meeting minutes
Community trainings Agency trainings	All Coordinators All Coordinators	Newsletters, Parent Handouts/ Ongoing Announcements & Attendance sheets/ Ongoing
Referrals	FCP Coordinator	Resource Guide and follow up on HSO
Staff training	All Coordinators	Agendas/ Attendance/ HV files/ Ongoing
Teacher Directed Activities & Volunteer Hours	All Coordinators	Home Visit Plan/Activity Calendars/ ongoing
Fatherhood Initiative	PE Coordinator/Fatherhood Consultant	HSO/monthly reports/ ongoing
Young Parent Group/curriculum/	EHS Director/Maternal Health Specialist/	Attendance sheets/HSO/ ongoing

Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

- Parents will gain knowledge and experience around expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Parents will gain knowledge about their children's social, emotional and cognitive development in the context of community and culture.
- Parents will learn new ways to understand and respond to their child's behavior.
- Parents will see a reduction in their child's challenging behaviors as a result of parental attention and interactions.
- Parents will use positive parenting practices—such as attachment and nurturing relationships—that complement the stages of their child's development.
- Parents will reflect on (their own and other's) parenting experiences and practices and explore what has worked, what hasn't and new strategies.
- Parent will identify barriers to parent-child interactions and cite ways to overcome obstacles to interactions.

To support this, CenClear will

- The Nurse will contact enrolled expectant parents to offer prenatal health and refer to the Young Parent Group.
- Better establish the expectation that home visitors work towards gaining attendance at socialization.
- Explore the use of programs which can assist in assessing and strengthening the parent-child bond and interactions with their children whether through community agencies or through CenClear.
- Use techniques such as Infant Massage to promote a nurturing relationship.
- Communicate with parents about their child's assessments and provide feedback and encourage parents to continue to work on their child's goals.
- Provide opportunities for father figures to increase their comfort and confidence in interacting with their children with programs such as the *24/7 Dad Curriculum*.

Resources	Responsibility	Documentation /Timeline
Referrals	Nurse and Young Parent Group Facilitator	HSO/attendance sheets/agendas/ongoing
Home Visits	Home Visitors	HSO/Newsletters/ongoing
Referrals/Trainings offered in the community or through CenClear	Home Visitors/Coordinators/Case Managers	HSO/attendance sheets/ongoing
Referrals	Home Visitors	attendance
TSG reports, Teacher Directed Activities	Home Visitors/teachers	HSO (Teacher Directed Activities), Volunteer Verification Forms/ Ongoing
Fatherhood workshops	Parent Engagement Coordinator/Fatherhood Consultant	Fliers/Attendance sheets/ ongoing
Early Childhood Knowledge and Learning Center	Case Managers , Dis. Coord. EHS Director, H/S/N Coordinator	ongoing

Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

- Parents will share their knowledge of their children with program and teaching staff in order to ensure individualized teaching and learning.
- Parents will identify their talents and strengths as parents and educators of their children. Enjoyed and celebrated their child's learning and developmental accomplishments.
- Parents will learn more about the social-emotional development of their infants and toddlers.
- Parents will learn about the value of the primary language for children's development and long-term academic success (for parents of dual language learners).
- Parents will partner with teachers/assistant teachers and used different approaches in the program, home and/or community that supported the essential learning outlined in the Head Start Child Development and Early Learning Framework.
- Parents will learn about options for acquiring services and supports for their child's learning, developmental, or behavioral challenges.
- Parents will gain confidence and competence in voicing, acting on, and achieving lifelong learning goals for their children.

To support this, CenClear will

- Assist parents in learning the meaning of and understanding the value of functional play
- Facilitate functional play activities between parents and children during home visits and socializations
- Encourage parents to be more proactive in planning home visits and other weekly activities related to (teacher-directed) parent-child "homework"
- Encourage parents to plan socialization activities that target individual child development goals for their child
- Solicit parent input to establish individual child development goals (teacher directed literacy and child goals)
- Share information related to the child's progress on a regular basis
- Solicit ideas and suggestions from families for learning activities that can be utilized within the home and community to support progress on individual child development
- Provide families with ideas and suggestions for learning activities that can be utilized within the home and community to support progress on individual child development reinforcing child development in language and literacy skills
- Provide families with program orientation and opportunities to visit the center in order for them to become fully involved in the program
- Provide families with information about health/safety/nutrition

Resources	Responsibility	Documentation /Timeline
Healthy Partners Handouts	Case Managers/HV/ CD Coordinator	HSO/ Ongoing
GOLD Curriculum Handouts	Case Managers/HV/ CD Coordinator	GOLD Documentation/ Assessments Results
Agency Training	All Coordinators	Sign in Sheets/Certificates
Community Trainings	All Coordinators	Sign in Sheets/ Certificates
Discussion on Home Visits	HV	HSO/ Ongoing
Home Visit Form/HSO	HV	HSO/Ongoing
Program Awareness Days	PE Coordinator/ HV/Case Managers	Attendance Sheet/ Beginning of program year
Individual Child Report – TSG	Early Childhood Case Managers, Dis. Coord. EHS Director	3 times a year
School Readiness Plan	Early Childhood Case Managers, Dis. Coord. EHS Director	Yearly
Head Start Early Learning Outcomes Framework	Early Childhood Case Managers, Dis. Coord. EHS Director	Yearly
Early Childhood Knowledge and Learning Center	Early Childhood Case Managers, Dis. Coord. EHS Director, H/S/N Coordinators	ongoing

Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

Parents will identify their strengths as learners, and reflect on their parenting, career and life interests.

Parents will learn about experiences, training and educational opportunities that relate to their interests.

Parents will set learning goals that align with their interests and career aspirations.

Parents will enroll in courses or training programs that led toward GED, certifications and/or other degrees.

Parents will participate in learning experiences that support their parenting, career or life goals.

Parents will consider goals related to volunteer and employment options with Head Start and Early Head Start programs.

To support this, CenClear will

- Assist families to establish goals with families related to the adult’s training, education, employment and interests and parenting.
- Encourage families to more actively suggest and request trainings that they want / need.
- Provide information on GED, job training, financial aid and other available resources.
- Utilize parents’ interests and abilities in volunteer activities within the classroom, center and PCC’s.
- Through the Fatherhood Initiative program, fathers will be informed of all the opportunities and resources to support their goals.

Resources	Responsibility	Documentation /Timeline
Family Advancement Process	HV/FCP & PE Coordinator	HSO/ As soon as possible at the beginning of the program year
Suggestions and Parent Interest Survey	HV/ PE Coordinator	Results on sheets/ Beginning of Program year and ongoing
Online Resources through CenClear	FCP Coordinator/ Case Managers /HV/Teacher/FSW’s	HSO/ needs assessment/goal pages/ ongoing/referrals
Parent Handbook/ Parent Area	PE Coordinator/Teacher/HV’s	Handbook/HSO/Beginning of program year/ ongoing
Parent Meetings/Trainings	All Coordinators	Attendance Sheet/agenda/ongoing
Teacher Directed Activities	HV/FSW’s Case Managers	HSO/ ongoing
Early Childhood Knowledge and Learning Center	Early Childhood Case Managers, Dis. Coord. EHS Director, H/S/N Coordinator	ongoing
Fatherhood Initiative Program	Fatherhood Consultant/PE Coordinator	Monthly reports

Family Engagement in Transitions

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

- Parents will gain understanding of the social and emotional impacts of transitions on children.
- Parents will learn about their role in creating continuity for children as they transition into Early Childhood Programming and kindergarten.
- Parents will learn about the culture, norms and opportunities of their child's future early care and education settings.
- Parents anticipate and recognize their child's adaptive needs as changes and transitions occurred in early childhood education and school settings.
- Parents will learn about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework.
- Parents will learn about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).
- Parents will build upon their strengths as program/school advocates through participation in program supported transition activities.
- Parents will access information about existing local parent-to-parent organizations, family peer networks, and parent-initiated school-community efforts in order to continue engagement in new settings.
- Parents will maintain and build upon progress, successes and information to advance as a family into the next program

To support this, CenClear will

- Provide parents with information to assist transitions from one home visitor to another, from one program to another, and from preschool to kindergarten, including timeframes, and explanations about what to expect
- Complete the development of the EHS transition plan and process
- Enhance and improve staff communication processes related to communicating relevant information during times of transition
- Provide parents with clear information regarding program options so that parents can make informed program choices
- Clearly explain the transition process using a variety of tools and methods, including discussion, written information, community activities, arranging visits, and assisting with paperwork as needed
- For the transition to kindergarten, staff will ensure parents have received their child's registration packet, will ensure parents are aware of registration dates and requirements, and will assist parents in obtaining necessary documentation
- Provide KinderCamps in select areas

Resources	Responsibility	Documentation /Timeline
Transition Plans	EHS HV/Teachers, Case Managers	Plans/ as transition occur
Refer to School Readiness Plan	Case Managers, ED Coordinator	School Readiness Plan/ updated ongoing
Kindercamps	CD Coordinator	Applications, classes/spring
Transition Goal Page and Accompanying resources	EHS Director and Child Development Coordinator	Ongoing
School District Websites	Child Dev. And Dis. Coord.	Ongoing
Welcome to Preschool books	Child Dev. And Dis. Coord.	Beginning of Program Year
Kindergarten Here I come and Learning is Everywhere	Child Dev. And Dis. Coord.	Yearly

Family Connections to Peers and Community
Parents and families form connections with peers and mentors in formal or informal social networks that are supportive or educational and that enhance social well-being and community life.

Parents will connect with other parents and families to exchange knowledge and resources.

Parents will engage in problem-solving and decision-making with staff, parents and families.

Parents will experience the personal value of relationships, connections and experiences in the program and community.

Parents will develop a sense of self-efficacy through parent-to-parent experiences that support mothers, fathers, and other parenting caregivers in their relationships with one another.

Parents will gain a sense of empowerment through the validation that comes with peer-to-peer shared experiences.

Parents will volunteer in the program or in other community-based organizations.

Fathers will meet and share their experiences.

To support this, CenClear will

- Provide and emphasize the existing opportunities for parents to get to know each other and actively encourage relationship development among program families during activities
- Provide volunteer opportunities at the center level as well as program-wide to allow families to contribute to their center, program and larger community
- Offer trainings/open houses for parents featuring community resources (such as the Health and Safety Expo)
- Provide centers that are welcoming to all families, especially father figures
- Offer a variety of activities at different times and covering a variety of topics to encourage family participation
- Partner with existing community resources, services, activities and programs
- Provide information to families on how to connect to a variety of resources and programs
- Provide Fatherhood workshops on an ongoing basis.

Resources	Responsibility	Documentation /Timeline
Community Events	All Coordinators	Fliers, attendance sheets/ongoing
PCC Events & Parent Trainings	All Coordinators/HV/Teachers	Evaluations, Attendance Sheets/ Ongoing
Parent Area	Center Staff/PE Case Manager	Parent Board and resources/ ongoing
Online Recources through CenClear	All Coordinators/teachers/Case Managers	CenClear web page/ parent handouts/ongoing
Collaborations with outside agencies	FCP Coordinator	Sign in sheets/ ongoing
Fatherhood Workshops	Fatherhood Consultant/PE Coordinator	Monthly Reports

Families as Advocates and Leaders
Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

Parents will learn about their opportunities to engage in leadership and /or advocacy activities (e.g. policy council).

Parents will build upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy councils, etc.

Parents will access information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten.

To support this, CenClear will

- Empower and encourage families to independently complete follow up steps towards goals
- Actively solicit parent input in the planning of activities to meet parents’ interests and needs
- Utilize parents to plan, organize and lead activities, involving them in all aspects of the programming
- Highlight parents’ achievements and involvement as leaders in their programs
- Solicit parent input in programming decisions
- Solicit parent activism by asking them to write funding letters and sharing their stories within the community
- Involve parents in recruiting other families for Head Start and Early Head Start
- Offer opportunities for father figures to establish and run fatherhood support groups
- Encourage participation on local committees, support groups: (LICC)

Resources	Responsibility	Documentation /Timeline
Policy Council	PE Coordinator	Attendance sheets/minutes/ monthly
Clearfield County Collaboration Board	Special Projects Director	Attendance Sheets/minutes/monthly
Volunteer Opportunities	PE Coordinator	Calendars/ongoing
Early Intervention Parent Handbook	Asst. Child Dev and Dis. Coordinator	For children entering into EI

