

PROGRAM AREA PLANS

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GRANTEE AGENCY STANISLAUS COUNTY OFFICE OF EDUCATION

PROGRAM AREA FAMILY AND COMMUNITY ENGAGEMENT

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Subpart C—Family and Community Partnerships § 1304.40 Family Partnerships 1304.40(a)(1) Family goal setting. Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.	<ol style="list-style-type: none"> 1. Discuss "family partnership process" during registration, at the parent orientation and parent meetings. 2. Support ongoing communication with all enrolled families and conduct parent education activities to develop mutual trust and determine family needs, strengths and goals. 3. Encourage families to assist with identifying needs and provide support services necessary to achieve those goals. 	<p>At registration and ongoing throughout the program year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Orientation/Volunteer checklist</p> <p>Center Parent Meeting Calendar Case notes Family case notes</p> <p>Family Survey Family Portfolio Family Partnership Agreement (FPA)</p>
1304.40(a)(2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized Family Partnership Agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this Agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities (see 45 CFR 1306.33(b)).	<ol style="list-style-type: none"> 1. Staff working with parents will develop and implement an individualized process that: <ol style="list-style-type: none"> (a) Determines the needs of the parent(s), (b) Discusses goals for meeting those needs, (c) Develops a plan of action for meeting family's priorities for staff and parents documented on the Family Partnership Agreement, and (d) Updates plans of action for staff and parents on a regular basis (for example, monthly for MSHS programs). 	<p>Complete the FPA within 10 weeks of child's first day of attendance (RHS/EHS)</p> <p>Complete the FPA within 7 weeks of child's first day of attendance (MSHS, except for programs that operate 90 days or less, which should complete the FPA within 30 days)</p> <p>Follow-up as needed</p>	<p>Family Portfolio Family Partnership Agreement Family Case notes Case note Case Conferencing</p>
1304.40(a)(3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the Family Partnership Agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family	<ol style="list-style-type: none"> 1. For new families, use family portfolio and/or conversations with the parent(s) to obtain and assess information about family's previous/current goals or status with other community agencies. Discuss and determine with the family if previous goals are appropriate, on target, or in need of adjustment. 	<p>Within 10 weeks of child's first day of attendance. (RHS/EHS)</p> <p>Complete within 7 weeks (MSHS, except for programs that operate for 90 day or less, which should complete within 30 days)</p>	<p>Family Portfolio Family Partnership Agreement Family Case notes Case note Family Portfolio Case Conferencing</p>

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plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.	2. For returning families, staff will refer to previous written FPA and update or determine new goal(s) with the family.	Complete within 10 weeks of child's first day of attendance. (RHS/EHS) Complete within 7 weeks (MSHS, except for programs that operate for 90 day or less, which should complete within 30 days)	
1304.40(a)(4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year.	1. Staff must interact with parents on an ongoing basis either as they drop off and pick-up their child, during home visits, conferences, parent meetings and other opportunities.	Ongoing	Orientation/Volunteer Checklist Parent Meeting agendas and minutes
1304.40(a)(5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.	1. Provide staff training on cultural sensitivity, diversity and anti-bias curriculum.	Ongoing	Training agendas and evaluations
1304.40(b)(1) Accessing community services and resources. Grantee and delegate agencies must work cooperatively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:	See strategies below	See timeline below	See documentation below
1304.40(b)(1)(i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;	1. Train program staff on their roles / responsibilities in recognizing and assisting families in crisis or in need of emergency help. 2. Provide staff and parents with a list of community agencies that provide emergency or crisis assistance.	As scheduled At the beginning of program year and as updated	Training Plan Training Agendas, Sign In & Evaluations 211 brochure or other document that lists community based organizations Family Case notes Case note

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	3. Provide intervention during periods of crisis.	As needed	Family Case notes Case notes Social Services Referral
1304.40(b)(1)(ii) & 642 (b)(6)(A-F) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and	<ol style="list-style-type: none"> 1. Gather information about community agencies that provide mental health programs (etc. counseling, support groups, and parenting education training). 2. Provide staff & parent/guardian(s) with a list of community agencies that provide mental health services. Staff will also provide parent/guardian(s) referrals to community agencies for support. 3. Arrange opportunities for parent/guardian(s) to meet the mental health consultant(s) providing support within the classroom, and information about the services provided. 4. Staff/provider will report all suspected cases of child abuse to Child Protective Services. <ul style="list-style-type: none"> Staff/providers will receive Child Abuse Reporting training Staff/provider will notify their supervisor when a Child Abuse Report has been made. (RHS/EHS): A copy of the Child Abuse Report will be submitted to the Grantee Disabilities Supervisor via route mail in a sealed envelope labeled confidential. MSHS/MEHS: A copy is to the delegate's designated manager. A report will also be made to Community Care Licensing, 	<p>Ongoing</p> <p>Parent Orientation During program year based on family needs</p> <p>Minimum once a program year</p> <p>Immediately by phone and in writing with 36 hours of making the verbal report</p> <p>Annually</p> <p>Immediately</p> <p>Within 36 hours of calling in the report</p> <p>Within 24 hours of calling in the CPS report.</p>	<p>Boucher & Flyers</p> <p>Parent Case notes Case notes Social Service Referral Form COPA Family Referrals & Services</p> <p>Parent Meeting Minutes Parent Meeting Calendar/Flyer Meeting Agenda Sign-in Sheets Child Protective Services (CPS) Child Abuse Report Form Unusual Incident Report</p>
1304.40(b)(1)(iii) Opportunities for continuing education and employment training and other employment services through formal	1. Inform parents of opportunities for continuing their education and/or improve their employments	Throughout program year	Notices posted on parent bulletin board

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and informal networks in the community.	skills.		Outreach flyers Social Service Referral
	2. Provide information and/or referrals about community based classes or workshops as needed based on parent survey results and requests including ESL, GED and computer training.	As scheduled	Family Partnership Agreement Parent Meeting Calendar, Minutes, Agendas, Sign-in Sheets, and Evaluations Parent Surveys
	3. Staff will initiate and continue relationships with community based agencies that provide employment training and services.	Throughout the program year	Agendas MOUs
1304.40(b)(2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.	1. Follow-up with family to ensure needed service / assistance was obtained and the Family Partnership Agreement or Social Services Referral summary was updated.	Within 10 working days of initially providing the referral AND as needed (at least monthly)	Family Partnership Agreement Family Case notes Social Services Referral
1304.40(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers. 1304.40(c)(1) <u>Early Head Start</u> grantee and delegate agencies must assist pregnant women to access comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in the program. This care must include: (i) Early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary; (ii) Health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible; and (iii) Mental health interventions and follow-up,	1. Determine if pregnant women enrolled in the program have access to prenatal health care, including dental care. (a) If pregnant women do not have access to health care providers, assist with information and making arrangements to get a health care provider. (b) Provide information, resources, education, and needed referrals on the following: i. Risks from smoking and alcohol ii. Nutrition iii. Mental health	Ongoing	Family Portfolio PW Contact Record Beginnings Pregnancy Guides, Teenagers and Their Babies, and Myself, My Baby Health Diary Curriculum Pregnant Women Case Conferencing Documentation Social Service Referrals Patient Health Questionnaire-9 (PHQ-9)

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including substance abuse prevention and treatment services, as needed.	iv. Substance abuse		
	(c) Encourage and assist pregnant women to keep appointments with health care providers and provide follow-up.	Perinatal postpartum depression screening- within 30 providers and provide follow-up.weeks of delivery	
	(d) Conduct regular home visits and socializations with pregnant women	Monthly home visits and socializations	
1304.40(c)(2) Grantee and delegate agencies must provide pregnant women and other family members, as appropriate, with prenatal education on fetal development (including risks from smoking and alcohol), labor and delivery and postpartum recovery (including maternal depression).	1. Determine if pregnant women have access to health care provider and prenatal education. (a) If pregnant women do not have access to health care providers, assist with information, referrals and making arrangements to get a health care provider. 2. Assist families to access prenatal and postpartum classes in the community and to secure comprehensive prenatal and postpartum care	Ongoing As scheduled	Family Portfolio PW Contact Record Beginnings Pregnancy Guides, Teenagers and Their Babies, and Myself, My Baby Health Diary Curriculum Social Service Referral Pregnant Women Case Conferencing Documentation
1304.40(c)(3) Grantee and delegate agencies must provide information the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements must be provided as necessary.	1. Provide information, resources, and education to enrolled pregnant and nursing mothers on the benefits of breast feeding. 2. Provide an available private area for breast feeding mothers who wish to breast feed child at the center.	Ongoing Ongoing	Parent Resource Library Pregnant Women Socialization Schedule Beginnings Monitoring Documentation Indoor Safety Checklist
1304.40(d)(1) Parent involvement—general. In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals	1. Tabulate Parent Survey information to aid in identifying group needs 2. Share results of parent survey with:	Prior to first Parent Committee meeting First Parent Committee meeting	Parent Survey for each site Parent Meeting

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and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.	(a) Staff (b) Parents at meetings for input and strategic planning.		Calendar, Minutes, Sign In Sheets, Agendas
642 (b)(3)(A&B) Head Start agencies shall afford parents the opportunity to participate in the development and overall conduct of the program at the local level, including transportation assistance as appropriate.	3. Topics for presentations at Parent Committee meetings will be chosen based on the results of family survey.	Ongoing	Parent Meeting Calendar, Minutes, Sign-In Sheets, & Agendas
	4. Make contact with staff of local community agencies that can assist with planning presentations for parents	Ongoing	Community Contact Record Sign-In Sheets Minutes
	5. Staff will work with the family to determine support systems outside of Head Start that can assist with transportation needs. If transportation need is identified, program staff will offer to connect parents with other parents, connect parents with available community resources, consult with any agencies currently working with family to determine transportation/responsibility, offer public transportation tickets, or reimbursement for mileage. Assistance may be provided in transporting parents to and from meetings and other parent events when no other resources are available.	As needed	Travel Authorization Form Travel Reimbursement Case notes Case notes Transportation Case Management Checklist Case Conferencing Notes
1304.40(d)(2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.	1. Parent handbooks will communicate that the Head Start setting is open to them to observe and/or participate in a more active way as a volunteer.	Ongoing	Parent Handbook Parent's Rights
	2. Encourage parents to participate as volunteers in the classroom.	Ongoing	Orientation/Volunteer Checklist Parent meeting minutes
	3. Provide parent volunteer sign-up calendar which is accessible to families at the center, conference, and on home visits. Provide specific feedback on what is needed, as well as items	Monthly	Volunteer Calendar In-Kind Sheet Family Case notes Case notes

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	that the parents would like to lead or present .		Preschool Activity Plan I/T Activity Plan
1304.40(d)(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45 CFR 1304.52(b)(3) for additional requirements about hiring parents).	1. Inform parents about opportunities for employment and participation in the Head Start program	At child's registration and ongoing	Parent Handbook Parent meeting Agendas Parent Meeting Calendar
	2. Provide education for parents interested in being volunteers.	At orientation and ongoing	Orientation Volunteer Checklist
	3. Provide opportunities for parents to observe or work with their children in the Head Start setting and to discuss child's interactions with staff members	Ongoing	Family Case notesCase notes In-Kind Sign-In Sheets Parent Contact Record
	4. Provide opportunities for parents to volunteer with children in the classroom.	Ongoing	I/T Activity Plans Preschool Activity Plans Sign-In Sheets In Kind Log Volunteer Calendar
1304.40(e)(1) Parent involvement in child development and education. Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education. (See 45 CFR 1304.3(a)(5) for a definition of curriculum).	1. Parents will have the opportunity to share their ideas and provide input on classroom activities and child goals. The process for sharing will take place at Parent Committee meetings and individually at parent conferences or home visits.	Ongoing	Parent meeting minutes Parent Contact Record
	2. Parents will participate in program planning process that includes analysis of child assessment data.	As needed	Parent Committee Minutes Agendas Sign-In Sheets Meeting Calendar
	3. Obtain and implement parents' suggestions for classroom, FCCH and home activities based on their knowledge of the interests and skills of	Ongoing	I/T Activity Plan Preschool Activity Plan Family Case notesCase

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	their children.		notes
	4. Classroom/agency child assessment data will be shared with parents at Parent Committee meetings after each collection period	Ongoing	Family Contact Record Parent Survey Activity Plan
1304.40(e)(2) Grantees and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.	<ol style="list-style-type: none"> Home Educators will be trained and supported in the principles of adult learning. Home Educators will provide hands-on information and modeling during home visits and socialization gatherings regarding child growth and development. 	<p>Annually</p> <p>Home visits for children- weekly Home visits for pregnant women- monthly Socializations- bimonthly</p>	<p>Training Plan</p> <p>Family Home Visit Plan Socialization Activity Plan</p>
1304.40(e)(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement). Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement).	<ol style="list-style-type: none"> Staff shall share information with the parents on the program's philosophy and curriculum approach. Staff shall solicit concerns and/or educational needs of parents and provide appropriate workshops. Parent meetings shall provide an opportunity for parents to participate by providing recommendations for: <ol style="list-style-type: none"> Classroom activities Field Trips Parent Education activities Program scheduling calendar events Provide information to parents about children's growth and development at parent committee meetings and through parent orientation, handouts, newsletters, group meetings, home visits, etc. 	<p>Pre-service Training Ongoing</p> <p>Orientation</p> <p>At registration and ongoing</p> <p>Monthly Ongoing</p>	<p>Agendas Sign-In Sheets Evaluations T/TA Plan</p> <p>Parent Handbook Orientation checklist</p> <p>Parent Survey Family Portfolio Meeting calendar</p> <p>Parent Meeting Minutes, Agendas, Sign-In Sheets, & Meeting Calendar Parent bulletin boards Parent Meeting Minutes Monthly newsletters</p>

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	5. Collect and distribute to parents resource materials, including articles on parenting and family life.	Ongoing	Meeting Calendar Agendas Sign-In Sheets Family Case notes Case notes
	6. Provide notification of parent education classes or resources.	Ongoing	Sign-In Sheets Family Case notes Case notes
	7. Provide bilingual activity calendars with developmentally appropriate ideas for parents to do at home with their children that relate to the curriculum and the children's goals.	Monthly	Parent Activity Calendars
	8. Provide opportunities for the parents to network and share ideas with each other about their experiences, skills, and knowledge.	Monthly	Parent socials/meetings minutes
1304.40(e)(4)(i-ii) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by: <ul style="list-style-type: none"> i. Increasing family access to materials, services and activities essential to family literacy development; and ii. Assisting parents as adult learners to recognize their own literacy goals. 	1. Invite representatives from local literacy agencies to make presentations at parent meetings on literacy services available. 2. Encourage parents to participate in local literacy programs. 3. Distribute information about library/story hours, literacy centers, and adult education to parents. 4. Organize lending libraries which may include ESL resources, adult/children's books, and literacy materials/resources. 5. Assess and advise parents on developing literacy goals and encourage them to achieve them.	Ongoing Ongoing As program begins operation Ongoing Ongoing	Agendas and Minutes Literacy Service Brochures Family Partnership Agreements Notices Posted on Parent Bulletin Board Social Service Referrals Library Checkout Cards County Literacy Directories Family Partnership Agreement Family Home Visit Plan Social Service Referral

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1304.40(e)(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(i) for additional requirements about staff-parent conferences and home visits).	<ol style="list-style-type: none"> Staff will complete: <ol style="list-style-type: none"> Conduct at least two staff-parent conferences. Record and file documentation of staff-parent conference in child's folder. Additional staff-parent conferences can be scheduled as needed, when parent refuses home visit, or a different location is desired by the parent. Document why parent conference was provided in lieu of home visits. Develop the child's school readiness plan in partnership with the parent, which includes school readiness goals and strategies to support the individual child at home and in the school/FCCH. 	<p>As scheduled in conjunction with School Readiness Assessment Timelines.</p> <p>As scheduled in conjunction with School Readiness Assessment Timelines.</p>	<p>Family Case notes Parent Contact Record School Readiness Assessment Timeline</p> <p>Family Case notes Parent Contact Record Child's School Readiness Summary Child School Readiness Plan</p>
1304.40(f)(1) Parent involvement in health, nutrition, and mental health education. Grantee and delegate agencies must provide medical, dental, nutrition and mental health education programs for program staff, parents, and families.	<ol style="list-style-type: none"> Include health, mental health, dental and nutrition topics as part of the regular parent education. Provide opportunities for parents and other interested family members to participate on Health/Disabilities Advisory Committee or other related activities and share information with other parents at the Parent Committee, Policy Committee or Policy Council levels. 	<p>As Scheduled</p> <p>Ongoing</p>	<p>Meeting Calendar, Minutes, Agendas, & Sign-in Sheets Parent Surveys</p> <p>Volunteer Sign-in Minutes</p>

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1304.40(f)(2)(i) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program: i. Assists parents in understanding how to enroll and participate in a system of ongoing family health care.	1. Provide lists of community health agencies and types of resources available. 2. Provide information to parents and staff on enrolling in and utilizing community health services, exercise programs, etc. 3. Assist parents in contacting and obtaining health services and medical/dental insurance from appropriate agencies.	Orientation Ongoing As needed	211 brochure or other document listing community based organizations Family Case notes Parent Contact Record Parent Meeting Agendas, Meeting Calendar, Sign-In Sheets Literature Family Case notes Critical Notes within COPA Referral documentation
1304.40(f)(2)(ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and	1. Provide information related to reasons for health program requirements, screenings, and obtaining treatment. Explain program expectation of parental responsibilities regarding health. 2. Provide parent with information about health care resources as described in 1304.36. 3. Assist parents in contacting and obtaining services from appropriate agencies.	During parent orientation session and home visits at time of screening and services. Ongoing As needed	Volunteer Orientation Checklist Family Case notes Parent Contact Record Family Case notes Health Tracking Family Case notes
1304.40(f)(2)(iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to the health needs of individual children must also be	1. Provide education on health topics (e.g., recognizing signs of illness, taking temperature, when to obtain medical care, etc.) at regular parent meetings (based on results of parent needs and interest survey or as needed). 2. Arrange first aid education for parents.	Monthly	Parent Meeting Calendar, Minutes, Sign-in Sheets, & Agendas Handouts In-Kind Reports Sign-In Sheets

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made available to the extent possible.	<ol style="list-style-type: none"> 3. Include some health instruction during home education visits (e.g., tooth brushing, hygiene, and stories with a health related theme). 4. Provide health/safety resources/materials to parents. 5. Provide information to staff and families about child health observation, symptoms of common childhood diseases, importance of hand washing, dental hygiene, safety precautions, and basic first aid. 	<p>At least two times during program year.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Minutes & Agendas</p> <p>Activity Plans Parent Contact Record</p> <p>Bulletin Board Monthly Handouts Family Case notes</p> <p>Training Plan Agendas Sign-In Sheets Evaluations Family Case notes</p>
1304.40(f)(3)(i) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum: <ol style="list-style-type: none"> i. Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and 	<ol style="list-style-type: none"> 1. Information of food ideas for children and consumer education topics shall be routinely distributed to all parents. 2. Resource materials, publications, and periodicals that share nutrition information for families shall be provided. 	<p>As available</p> <p>Ongoing</p>	<p>Bulletin Boards Copy of Handouts Nutrition Wellness Policy</p> <p>Copy of Resource Materials</p>
1304.40(f)(3)(ii) Parent discussions with program staff about the nutritional status of their child.	<ol style="list-style-type: none"> 1. Explain purpose and use of nutrition assessment tool/growth chart to parents. 2. Assist parents with completing a Health History. 3. Review Child Physical for nutrition/child weight concerns. 	<p>At registration</p> <p>Within 30 days of enrollment</p> <p>Within 30 days of Enrollment.</p>	<p>Parent Meeting Calendar Meeting Minutes</p> <p>Family Case notes Orientation/Volunteer Checklist Health History</p> <p>Infant Needs Assessment Plan Growth Chart Child Physical</p>

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	<p>4. Review results of the Health History/Nutrition Assessment with parents with regard to home dietary needs and specific nutritional needs; Provide parent education/Nutrition Referral as appropriate.</p> <p>5. Identify food allergies, intolerances, and/or preferences. Complete Special Meals Accommodation form with doctor's signature and provide substitutes foods as needed.</p>	<p>Within 30 days of Enrollment for weight concerns/Prior to enrollment for food allergies/intolerances.</p> <p>As needed</p>	<p>Family Case notes Health History Nutritional Assessment Family Portfolio Infant Needs Assessment Plan Nutrition Referral</p> <p>Special Meals Accommodation Form</p>
<p>1304.40(f)(4)(i) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education):</p> <p>i. A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;</p>	<p>1. Provide information to parents through educational opportunities, parent/teacher conferences, orientation and home visits and written materials (e.g. CSEFEL, Abriendo Puertas, Zero to Three, PITC, ECKLC etc.) will be used to address the following:</p> <p>(a) Definition of "social emotional health". (b) Promoting healthy social and emotional development in children (c) Understanding child growth and development (d) Positive parenting practices, (e) Awareness of personal values, (f) Correlation between social emotional health and academic success</p>	Ongoing	<p>Parent Meeting Calendar, Meeting Minutes, Sign-In Sheets, & Agendas Family Case notes Family Home Visit Plan</p>
<p>1304.40(f)(4)(ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; and</p>	<p>1. Parents will have a variety of opportunities to discuss their child's behavior with staff/providers.</p>	At application/orientation During Parent/Teacher Conferences	<p>Preliminary Health ASQ-SE Family Case notes Parent Contact Record</p>
	<p>2. Based on the needs of the family, staff will refer them to appropriate community agencies</p>	Daily	<p>Social Service Referral Family Home Visit Plan</p>
1304.40(f)(4)(iii)			

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The active involvement of parents in planning and implementing any mental health interventions for their children.	1. Conduct a Child Success Team Meeting with the Mental Health Professional upon receipt of parent consent, teaching staff, and child's parent/guardian, to develop an intervention plan (e.g. Individualized Positive Behavior Support (PBS) Plan,) and to follow up periodically on effectiveness of Plan.	As needed	IEP / IFSP Document CST Referral form COPA Referral
	2. When mental health intervention planning is needed for a child exhibiting persistent atypical behavior the CST members will include a mental health professional with parent consent.	As needed	Notification of Child Success Team CST Result form Family Case notes
	3. Parents will be an active member of the planning process for their child's mental health intervention.	As needed	Family Home Visit Plan Child's School Readiness Summary
	4. The CST Meeting documentation will indicate strategies for the parent to be involved in the implementation process.	As needed	Social Service Referral Individual Social Emotional Observation Report Child Success Team Results
	5. If the strategy includes support from contracted Mental Health Consultant, obtain written approval at the CST for an Individual Social Emotional Observation by Mental Health Consultant form.	As needed	Child Success Team Results
	6. After the Mental Health Consultant provides individual observations, include the parents and teachers in the planning of any mental health interventions and obtain parent approval before they occur (at the CST).	As needed	Individualized Positive Behavior Support Plan
1304.40(g)(1)(i) Parent involvement in community advocacy. Grantee and delegate agencies must: Support and encourage parents to influence the character and goals of community services in order to	1. Encourage parents and staff to serve on advisory committees and boards of local agencies and organizations.	Ongoing	Minutes Sign-In Sheets Agendas Correspondence

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make them more responsive to their interests and needs; and	<ol style="list-style-type: none"> Encourage Policy Council to bring local concerns/strengths to attention of neighborhood associations, and community service organizations Allow opportunities for parents to discuss service problems and unmet needs with Head Start staff members. Bring service gaps/problems to the attention of service agencies through: (a) Personal or written contacts with agency representatives. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Meeting Calendar, Minutes, & Agenda Community Assessment</p> <p>Correspondence</p>
1304.40(g)(1)(ii) Establish procedures to provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).	<ol style="list-style-type: none"> Gather information about available community services. Distribute information about community agencies to all parents. Arrange opportunities for parents to meet with and obtain information from service agencies. 	<p>Prior to program year</p> <p>Within 2 weeks of child's first day of attendance.</p> <p>Ongoing</p>	<p>211 brochure or other document listing community based organizations</p> <p>Parent Contact Record</p> <p>Parent Meeting Calendar, Agendas, Sign-In Sheets, & Minutes</p>
1304.40(g)(2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.	<ol style="list-style-type: none"> Arrange opportunities for parents to meet or work with community members/service agencies on activities in which they have expressed an interest or helped develop. 	<p>Ongoing</p>	<p>Parent Meeting Calendar, Agendas, Sign-In Sheets, & Minutes</p>
45 CFR 1304.40(h) Parent Involvement in Transition Activities Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to	<ol style="list-style-type: none"> Review information about transition with parents. Discuss and identify transition needs of children 	<p>Ongoing</p> <p>As Needed</p>	<p>Meeting Minutes Contact Record</p> <p>Family Case notes</p>

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elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.	<p>with parents and provide individualized support.</p> <p>3. Develop a plan with parent input to assist them in their child's transition.</p> <p>4. Assist parents with the transition process by accompanying them to the new setting, meetings, etc., as needed and appropriate.</p>	<p>As Needed</p> <p>As Needed</p>	<p>Parent Contact Record</p> <p>Parent Contact Record</p>
<p>1304.40(h)(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start. or Head Start</p>	<p>1. Conduct a staff-parent meeting to review the transition plan within 4-6 weeks before transition is to take place.</p> <p>2. Provide programs that include transition for staff and parents (a) Conduct specific training for staff to educate parents on the importance of advocating for their child's education.</p> <p>3. Meet with parents to discuss their child's progress while enrolled.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Before Kindergarten registration or transitioning from infant and toddler or toddler to preschool classroom.</p>	<p>Parent Contact Record Transition Plan</p> <p>Training Plan Agendas Sign-In Sheets Evaluations Handouts PC Minutes</p> <p>Summary of Child's Developmental Progress Parent Meeting Minutes Parent Contact Record</p>
<p>1304.40(h)(3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:</p>	See strategies below	See Time Frame below	See documentation below
<p>1304.40(h)(3)(i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and</p>	<p>1. Encourage and invite parents to participate in the development of transition plans and activities that promote parent involvement at the elementary school level.</p>	Ongoing	<p>Family Partnership Agreement Transition Plans Meetings and Agendas</p>

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1304.40(h)(3)(ii) Assist parents to communicate with teachers and other school personnel, so that parents can participate in decisions related to their children's education.	1. Include parents in the elements of a successful transition implementation: (a) Sharing information (b) Roles and responsibilities (c) Purpose (d) Trust, relationships, communication, and collaboration (e) Support	Ongoing	Parent Contact Record
1304.40(h)(4) See 45 CFR 1304.41(c) for additional standards related to children's transition to and from Early Head Start or Head Start.	1. Provide education for parents on the process of transitioning to new settings. Topics include: (a) Transition and change (b) Continuity and connections (c) Records and procedures	As Needed	Parent Meeting Agenda, Minutes & Sign In Sheets Parent Contact Record Family Case notes
	2. Provide information to parents on the transitioning process to school and the importance of their role and responsibilities.	Before kindergarten registration	Parent Brochures Parent Contact Record
	3. Assist parents with the transition process by accompanying them to the new setting, meetings, etc., as needed and appropriate. (a) Orient parents about school policies and procedures by collaborating with school personnel. (b) Assist parents with communication, visiting the school and meeting the teachers, etc.	Not less than 30 days prior to child transition from EHS, MEHS and I/T programs in MSHS As needed for preschool programs	Parent Contact Records
	(c) Provide support and assist parents as needed in making decisions concerning their children's education 4. Meet and provide information to school district personnel regarding Head Start.	Ongoing	Meeting Agendas Sign In Sheets

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1304.40(i)(1) Parent involvement in home visits Grantee and delegate agencies must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents.	1. Explain and share with parents about the advantages and importance of home visits during registration, orientations, open house and parent meetings.	Ongoing	Parent Meeting Agendas and Minutes Family Case notes Sign-In Sheets
1304.40(i)(2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits, in accordance with the requirements of 45 CFR 1306.32(b)(8). Other staff working with the family must make or join home visits, as appropriate.	1. Conduct two home visits during the program year to exchange information between parents & staff on child's development/progress. Educational goals may be established. Home visits can be scheduled at an alternate site if parent does not permit the visit to occur in the home. 2. MHS programs will make every effort to conduct home visits if time and circumstances allow—1306.32(b)(9)	2 home visits conducted per year (RHS/EHS).	Family Case notes Parent Contact Record Child's School Readiness Progress
1304.40(i)(3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.	1. Develop flexible schedule for conducting home visits at the parent's convenience.	As needed	Parent Contact Record Family Partnership Agreement
1304.40(i)(4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an Early Head Start or Head Start site or at another safe location that affords privacy. Home visits in home-based program options must be conducted in the family's home. (See 45 1306.33 regarding the home-based program option.)	1. Head Start staff will assist parents in choosing alternate dates and locations when needed.	As needed	Sign-In Sheets Calendars of Home Visit Appointments Family Partnership Agreements
	2. Home Based programs must conduct home visits in the family's home unless parent requests alternate location/arrangements. Parent/Guardian must be present at all times during visits. 3. Remind parents of scheduled home visits as necessary.	Ongoing	
		Ongoing as scheduled	Home Visiting Schedule
1304.40(i)(5)			

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In addition, grantee and delegate agencies operating home-based program options must meet the requirements of 45 CFR 1306.33(a)(1) regarding home visits.	1. Home-based programs will conduct at least the minimum required home visits.	As scheduled	Family Home Visit Plan
1304.40(i)(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.	1. Request pregnant mother to notify staff when the baby is born. Designated home visiting staff will arrange home visit. 2. Staff will identify any health/mental health needs that have arisen since child birth and assist mother in obtaining appropriate referrals for care.	Within two weeks of birth As Needed	New Born Health Visit Pregnant Women Case Conferencing Tracking Sheet Family Partnership Agreement Family Case notes Social Service Referral
§ 1304.41 Community Partnerships 1304.41(a)(1) Partnerships Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation must be maintained to reflect the level of effort undertaken to establish community partnerships (see 45 CFR 1304.51 for additional planning requirements).	1. Participate in a variety of community agency planning meetings that directly impact service delivery to all Head Start families. 2. Develop Interagency Agreements and Memorandums of Understanding as appropriate. Review annually to determine if needs are still being met or if modification are needed. 3. Provide training and technical assistance to appropriate staff regarding community partners. 4. Conduct monitoring and evaluation of grantee/delegate efforts to develop community partnerships.	Ongoing Annually As needed Ongoing	Interagency Agreements/MOUs Meeting Minutes Community Agency Board Memberships Completed IAs and MOUs Agendas and sign-ins Monitoring Documentation
1304.41(a)(2)(i-ix) Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with	1. Increase awareness about the Head Start through the use of local media.	Ongoing	Phone Logs Press Releases

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<p>community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including:</p> <ul style="list-style-type: none"> (i) health care providers, such as clinics, physicians, dentists, and other health professionals; (ii) Mental health providers; (iii) Nutritional service providers; (iv) Individuals and agencies that provide services to children with disabilities and their families (see 45 CFR 1308.4 for specific service requirements); (v) Family preservation and support services; (vi) Child protective services and any other agency to which child abuse must be reported under State or Tribal law; (vii) Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families; (viii) Providers of child care services; and (ix) Any other organizations or businesses that may provide support and resources to families. 	<ul style="list-style-type: none"> 2. Make personal contacts with staff of local community agencies. 3. Bring service gaps/problems to the attention of service agencies through: <ul style="list-style-type: none"> (a) Personal or written contacts with agency representatives. 4. Involve health care providers in the Health and Disabilities Advisory Committee 5. Develop Memoranda of Understanding (MOUs) or Interagency Agreements (IAs) as needed. 6. Review MOUS and IAs annually to determine if needs are still being met or if modification are needed. 	<p>Ongoing</p> <p>Ongoing As needed</p> <p>Ongoing</p> <p>As needed</p> <p>Annually</p>	<p>Meeting Sign-In Sheets Minutes</p> <p>Sign-In Sheets Minutes</p> <p>Calendars Meeting Sign In Sheets, Minutes</p> <p>HDAC minutes</p> <p>Completed MOUs IAs</p> <p>Completed MOUs IAs</p>
<p>1304.41(a)(3)</p> <p>Grantee and delegate agencies must perform outreach to encourage volunteers from the community to participate in Early Head Start and Head Start programs.</p>	<ul style="list-style-type: none"> 1. Recruit volunteers from community, including college interns, service organizations, etc. 	<p>Ongoing</p>	<p>Intern applications Volunteer application In-Kind Documentation</p>
<p>1304.41(a)(4)</p> <p>To enable the effective participation of children with disabilities and their families, grantee and delegate agencies must make specific efforts to develop interagency agreements with local education agencies (LEAs) and other agencies within the grantee and delegate agency's service area (see 45 CFR 1308.4(h) for specific requirements concerning interagency agreements).</p>	<ul style="list-style-type: none"> 1. Develop and implement agreements and ongoing collaborative efforts with Local Education Agencies (LEAs), Part C agencies, Special Education Local Plan Area (SELPA), and other relevant community agencies that serve children with special needs. Review MOUS and IAs annually to determine if needs are still being met or if modification are needed. 2. Collaborative efforts include meetings, correspondence and ongoing distribution of disability relevant recruitment materials. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Interagency Agreements, MOU's Meeting Minutes</p> <p>Correspondence Recruitment materials</p>

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1304.41(b) Advisory committees Each grantee directly operating an Early Head Start or Head Start program, and each delegate agency, must establish and maintain a Health Services Advisory Committee which includes professionals and volunteers from the community. Grantee and delegate agencies also must establish and maintain such other service advisory committees as they deem appropriate to address program service issues such as community partnerships and to help agencies respond to community needs.	<ol style="list-style-type: none"> 1. Identify local physicians, dentists, nutrition and other health/disabilities professionals and parents to serve on Health/Disabilities Advisory Committee (HDAC) or Health Advisory Committee (HAC) for some MSHS delegates 2. Provide basic informational materials about the Head Start program to members of the committee. 3. Hold meetings during which unmet needs, service delivery, and problems or improvements and new regulations/trends and needs of Head Start children and families are discussed. 4. Post the minutes of the HDAC in all classrooms and FCCHs. Copies will be provided as well to the governing body. 	<p>September (RHS/EHS) April (MSHS/MEHS)</p> <p>October (RHS/EHS) May (MSHS/MEHS)</p> <p>A minimum of two during program year</p> <p>Following each HDAC/HAC meeting</p>	<p>Minutes HDAC Member Roster Sign-In Sheets</p> <p>HDAC Minutes Materials Distributed</p> <p>Meeting Plan HDAC Minutes Sign-In Sheets Agendas</p> <p>Parent boards in each center/home</p>
1304.41(c)(1) Transition services Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other child care settings. These procedures must include: 642A Head Start Transition and Alignment with K-12 Education (a) In general – Each Head Start agency shall take steps to coordinate with local educational agency serving the community involved, and with schools in which Head Start children will matriculate, to promote continuity of services and effective transitions, including:	<ol style="list-style-type: none"> 1. The grantee will develop and implement procedures for transitions to train and assist staff in the transition process. 2. Each program will implement a transition plan and activities individualized for each family, which will include procedures and support for successful transition experiences for families and children that will ensure connections and continuity of services. Ensure that consent from the parent is obtained before transferring any documents. 3. Develop and maintain an MOU with any local programs that serve transitional kindergarten or kindergarten children. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parent Contact Record Family Home Visit Plan Family Case notes</p> <p>Parent Contact Record Family Home Visit Plan Transfer of Child's Records</p> <p>MOU binder</p>
1304.41(c)(1)(i) Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start	<ol style="list-style-type: none"> 1. Head Start staff, school, and parents will determine and agree on the records and format 	<p>Before the transition occurs</p>	<p>Parent Contact Record Family Home Visit Plan</p>

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<p>children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start;</p> <p>642(a)(2) Developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which the child will enroll;</p>	<p>needed for transfer.</p> <p>2. Implement record transfer procedures that have been agreed upon by Head Start and the parents.</p>	As Necessary	<p>Transfer of Child's Records Parent Contact Record Family Home Visit Plan</p>
<p>1304.41(c)(1)(ii) Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming;</p> <p>642A(a)(2) Establishing on-going channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons designated under 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act, and health staff to facilitate coordination of programs;</p>	<p>1. Engage in conversation with other child care facilities and schools regarding the transition process.</p> <p>2. Provide brochures and information to teachers/childcare staff at the site to which the child is transitioning about the Head Start program, events, and activities.</p> <p>3. Head Start staff will collaborate with their counterparts in the schools and other child care settings.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Presentations Brochures Letters and Newsletters Meeting Agendas Sign-In Sheets</p> <p>Head Start Brochures</p> <p>Training Agenda</p>
<p>1304.41(c)(1)(iii) Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children; and</p> <p>642A(a)(3) Establishing on-going communications between the Head Start agency and local educational agency for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start programs shall be aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards) and for shared expectations for children's learning and development as the children transition to school;</p>	<p>1. Coordinate meetings between Head Start, local school teachers and parents to discuss the needs, progress and current skill level of individual children and other appropriate curricular objectives for children.</p>	Ongoing	<p>Meeting Agendas Sign-In Sheets Parent Meeting Agendas</p>

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1304.41(c)(1)(iv) Initiating joint transition-related training for Early Head Start or Head Start staff and school or other child development staff.	1. Provide transition training opportunities for Head Start staff and appropriate school staff.	Annually	Agendas of planning meetings Agenda & evaluations of training provided
642A(a)(4) Organizing and participation in joint training, including transition-related training for school staff and Head Start staff;	1. Invite school principal, kindergarten teachers and other appropriate staff to transition training and technical assistance workshops.	At least once a year	Agendas and sign-ins
642A(a)(5) Establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies;	1. MOUs/IAs will include transition policies. 2. Head Start staff will develop procedures to articulate transition policies.	Before the program year begins	Approved policies and procedures Policy Council or Committee minutes Governing Body minutes
642A(a)(6) Conducting outreach to parents and elementary school (such as Kindergarten) teachers to discuss the educational, developmental, and other needs of individual children;	1. Program staff will provide an overview of educational development at Parent Committee meetings. Elementary school teachers will be invited to attend and add to the discussion.	Before the end of the program year	Agenda Minutes Documentation of outreach efforts to elementary school staff
642A(a)(7) Helping parents of limited English proficient children understand: (A) The instructional and other services provided by the school in which such child will enroll after participation in Head Start; and (B) As appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012);	1. Program staff will ensure that parents of dual language learners will be provided: (a) Information about the services provided at the elementary school in their own language when feasible, and (b) Information regarding services for dual language learners at the elementary school.	As needed	Copies and translations of documents that are shared with parent

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642A(a)(8) Developing and implementing a family outreach and support program, in cooperation with entities carrying out parent involvement efforts under Title 1 of the Elementary and Secondary Act of 1965 (20 U.S.C. 6301 et seq.), and family outreach and support efforts under subtitle B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), taking into consideration the language needs of parents of limited English proficient children:	1. Parent involvement and homeless coordinators, the elementary school principal or their designee will be invited to attend Parent Committee meetings to discuss the services that might be available for the families once they transition into Kindergarten.	Before the end of the program year	Documentation of contacts with elementary school staff Agendas Minutes
642A(a)(9) Assisting families, administrators, and teachers in enhancing educational developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes;	1. Develop systems to support the active engagement of parents with schools, school personnel, and school related organizations.	Ongoing	Documentation of contacts with elementary school staff Agendas Minutes
642A(a)(10) Linking the services provided in such Head Start program with educational services, including services related to language, literacy, and numeracy, provided by such local education agency;	1. Parent nights, comparing curricula, connect better with the school staff.	Ongoing	Documentation of contacts with elementary school staff Agendas Minutes
642A(a)(11) Helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school;	1. Continued parent engagement in elementary school and beyond will be included in discussion about transition at Parent Committee meetings.	Before the end of the program year	Agendas & minutes
	2. During parent conferences, home visits and parent meetings, the importance of parent engagement for future academic success will be discussed	Throughout the entire program year	Agendas & minutes
642A(a)(12) Helping parents understand the instructional and other services provided by the school in which their children enroll after participation in the Head Start program;	1. Elementary school staff will be invited to attend Parent Committee meetings in which transition is discussed to share services that the school provides.	Before the end of the program year	Agendas Meeting minutes Case notes

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	2. Head Start staff will answer questions that parents have about future instructional and other services provided by the elementary school.		
642A(a)(13) Developing and implementing a system to increase program participation of underserved populations of underserved children; and	1. Network with community partners to provide outreach and referral to eligible families who are not currently served by the Head Start program.	Ongoing	MOUs Case notes
642A(a)(14) Coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with: (A) The Head Start Child Outcomes Framework, as developed by the Secretary; and (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.	See Early Childhood Development and Health Services Program Area Plan	See timeframe in ECDHS section	See documentation in ECDHS section
1304.41(c)(2) To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account: The child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.	1. Invite parents to fully participate in the transition process by discussing transition needs, concerns beginning at least 6 months prior to the child's transition. For children with a disability, ensure participation in the IFSP transition meeting.	Initiate at least six months prior to each child's third birthday (for EHS / MEHS / MSHS)	Invitation to staff and parents Sign-In Sheet Agenda Evaluation Parent Contact Record
	2. Children's school readiness plans will be completed with a transition plan incorporated (for EHS/MEHS/MSHS).	At least 1 month prior to child's departure	Child's School Readiness Plan
	3. Parent/staff meetings will include the importance of transition activities.	Ongoing as necessary	Parent Meeting Agendas Minutes Fliers
	4. Early Head Start staff will arrange for parents to visit a preschool setting	At least 1 month prior to child's transition	Parent Contact Records

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