

**ABILENE ISD EARLY HEAD START and HEAD START
PARENT, FAMILY AND COMMUNITY ENGAGEMENT and SCHOOL READINESS PLAN
2022-2023**

PFCE/School Readiness Domain	Objective	What this looks like by the end of the school year:
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families will form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home language and culture, and they enhance families' social wellbeing and community life by:	<ul style="list-style-type: none"> Participating in the EHS/HS program alongside other parents by volunteering and/or attending events Share experiences with staff/teachers/professionals Engaging in problem solving and decision making Participating in community groups relevant to families
FAMILIES AS ADVOCATES AND LEADERS	Parents and Families will advocate for their children and play leadership roles within Head Start/Early Head Start. They will participate in leadership development, decision-making, program policy development, or community/ state organizing activities to improve children's development, health, safety, and learning experiences by:	<ul style="list-style-type: none"> Participating in civic life/community engagement Serving on program committees Actively engaging in their child's education by attending parent/teacher conferences and communicating with school staff
APPROACHES TO LEARNING	<i>Family Engagement in Transitions:</i> Parents and families will support, encourage, and advocate for their children'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 by:	<ul style="list-style-type: none"> Accessing information about local parent organizations, school-community efforts Learning about their child's rights to a quality education Understanding the transition process and making preparations toward transition Implementing recommended transition routines for their child Communicating with their child's teacher to inform teaching and learning style
	<i>EHS children transitioning at 3 years old will:</i>	<ul style="list-style-type: none"> Develop the ability to show persistence in actions and behaviors Manage feelings and emotions with support of familiar adult
	Head Start Children entering kindergarten will show growth in areas such as:	<ul style="list-style-type: none"> Begin and finish activities with persistence, attention, flexibility. Demonstrate creativity of thinking and expression.
SOCIAL AND EMOTIONAL DEVELOPMENT	<i>Positive Parent/Child Relationships:</i> Beginning with transitions to parenthood, parents and families will develop warm relationships that nurture their child's health, learning and development by:	<ul style="list-style-type: none"> Using positive parenting practices and learned strategies (including Conscious Discipline) Understanding ways to respond to child's behavior Being informed of their child's social, emotional and cognitive development Spending regular quality time with their child
	<i>EHS children transitioning at 3 years old will:</i>	<ul style="list-style-type: none"> Show interest in, interact with, and develop personal relationships with other children Express care and concern toward others
	Head Start Children entering kindergarten will show growth in areas such as:	<ul style="list-style-type: none"> Recognize, express, and manage emotions with increasing independence. Develop a sense of belonging, relationships and problem-solving skills.
LANGUAGE AND LITERACY	<i>Families as Learners:</i> Parents and families will learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training and other experiences that support their parenting, careers and life goals by:	<ul style="list-style-type: none"> Identifying their strengths as learners Setting learning goals Enrolling in courses that lead toward educational achievements (Adult Education) Participating in parenting, career or life goals
	<i>EHS children transitioning at 3 years old will:</i>	<i>Infant/Toddler: Language and Communication</i> <ul style="list-style-type: none"> Attend to, understand, and respond to communication and language from others Attend to, repeat, and use some rhymes, phrases, or refrains from stories or songs
	Head Start Children entering kindergarten will show a general knowledge of these emerging language, communication and literacy skills which are top indicators of School Readiness, such as:	Preschool: Language and Communication <ul style="list-style-type: none"> Show understanding of increasingly complex language, questions and stories from others and respond appropriately. Show a steady increase in the variety and use of vocabulary. Preschool: Literacy <ul style="list-style-type: none"> Recognize at least half of the upper & half of the lower case letters of the alphabet and their sounds. Progressively write letters to convey meaning: first name, etc.

		<ul style="list-style-type: none"> • Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness).
COGNITION	<p><i>Families as Lifelong Educators:</i></p> <p>Parents and families will learn to observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities by:</p>	<ul style="list-style-type: none"> • Sharing their knowledge of their child with the program • Identifying their talents and strengths as parents • Learning about options for acquiring services and supports for their child • Gain confidence in voicing and acting on lifelong goals • Gain knowledge in child development and skills to teach their child by attending parenting education development events at EHS/HS
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<p><i>Infant/Toddler: Cognition</i></p> <ul style="list-style-type: none"> • Learn a variety of strategies in solving problems • Use pretend play to increase understanding of culture, environment, and experiences
	<p>Head Start children entering kindergarten will show growth in areas such as:</p>	<p>Preschool: Mathematics Development</p> <ul style="list-style-type: none"> • Understand the relationship between numbers and quantities. • Recognize and extend patterns. <p>Preschool: Scientific Reasoning</p> <ul style="list-style-type: none"> • Sort/classify objects by complex attributes such as weight, sound, smell, function, characteristics, etc. • Make predictions, investigations, and conclusions.
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	<p><i>Family Well-Being:</i></p> <p>Parents and families will be safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services by learning about:</p>	<ul style="list-style-type: none"> • Safety • Housing • Health/mental health • Employment/job skills • Budget/finances and financial literacy • Access to appropriate nutrition/meal prep/healthy living • Transportation
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<ul style="list-style-type: none"> • Coordinate hand and eye movements to perform actions • Demonstrate healthy behaviors with increasing independence as part of everyday routines.
	<p>Head Start children will enter kindergarten will show growth in areas such as:</p>	<ul style="list-style-type: none"> • Control large muscle skills (running, hopping, balancing, climbing). • Control small muscle skills (pencil grip, cutting, painting, etc.) • Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)