

Concho Valley Council of Governments
 Early Head Start & Head Start
 Parent, Family and Community Engagement and School Readiness Plan

PFCE/School Readiness Domain	Objective	What this looks like:
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families will form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social well-being and community life.	<ul style="list-style-type: none"> • Parents and families will connect with other parents and families to exchange knowledge and resources. • Parents and families engage in problem-solving and decision-making with staff and parents. • Parents and families will volunteer in the program or other community organizations.
FAMILIES AS ADVOCATED AND LEADERS	Families will participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experiences.	<ul style="list-style-type: none"> • Parent and families will engage in leadership activities. • Parent and families will build their strength as leaders through training, parent committee, policy council, etc.
SOCIAL/EMOTIONAL	PARENT/CHILD RELATIONSHIPS: Beginning with transitions to parenthood, parents, and families develop warm relationships that nurture their child’s learning and development.	<ul style="list-style-type: none"> • Parents and families will use positive parenting practices. • Parents and families will have understanding ways to respond to children’s behavior • Parents and families will be informed of their child’s social, emotional, and cognitive development.
	Children will develop and engage in and maintain positive adult, peer relationships and interactions. Children will begin to develop and display a sense of self, competence, self-regulation, and their identity that is rooted in their family and culture.	<ul style="list-style-type: none"> • Learning skills that develop bonds between the adult and child and positive interaction with peers. • Children will have an understanding of self and their culture. • Children will be able to identify emotions and use words to express their feelings. • Children will follow simple rules, routines and directions. • Children will be able to move through transitions with minimal directions from adults.
LANGUAGE/ LITERACY	FAMILIES AS LEARNERS: Parents and families advance their own learning interest through education, training and other experiences that support their parenting, careers, and life goals.	<ul style="list-style-type: none"> • Parents and families will identify their strengths as learners. • Parents and families will enroll in courses or training programs that led toward GED, certifications and/or other degrees. • Parents and families will consider goals related to volunteer and employment options in Head Start or Early Head Start.
	Children will use receptive and expressive language for conversation and communication while increasing their vocabulary. Children will engage with literature in developmentally appropriate ways.	<ul style="list-style-type: none"> • Children will comprehend increasingly complex and varied vocabulary. • Children will use language to express ideas and needs. • Children will identify and discriminate between words in language. • Children will use different forms of literature. • Children will experiment with writing tools and materials.

APPROACHES TO LEARNING	<p>FAMILY ENGAGEMENT IN TRANSITIONS: Parents and families will support 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.</p>	<ul style="list-style-type: none"> • Parent and families will have learned about their rights under federal and state laws under the Individuals with Disabilities Education Act. • Parents and families will be able to access information about existing local parent organizations & family peer networks in order to continue engagement in new settings.
	<p>Children will demonstrate and engage in discovery and creative expression. Children will display levels of curiosity and persistence.</p>	<ul style="list-style-type: none"> • Children will ask questions and seek new information. • Children will join in cooperative play, help, share, and cooperates in a group. • Children will express themselves through creative movement and dance. • Children will use a range of media and materials to create drawings, pictures, and other objects. • Children will use creativity and imagination to portray events, characters or stories through acting and using props and language.
COGNITION AND GERNERAL KNOWLEDGE	<p>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.</p>	<ul style="list-style-type: none"> • Parents and families share their knowledge of their children with program and teaching staff about learning, development and program curriculum. • Parents and families will learn more about the social-emotional development of their infants and toddlers • Parents and families will gain confidence and competence in voicing, acting on, and achieving lifelong learning goal for their children.
	<p>Children will use math, science and problem solving skills in daily situations. Children will begin to develop and demonstrate the ability to remember while using their experiences to make connections.</p>	<ul style="list-style-type: none"> • Children will understand that number represent quantities and have ordinal properties. • Children will count, match, and compare quantities. • Children will understand shapes, patterns and attributes. • Children will develop skills to observe and collect information. • Children will have an understanding of ones relationship to the family and community and between people in the environment where they live.
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	<p>FAMILY WELL-BEING: Parents and families are safe, healthy, and have increased financial security.</p>	<ul style="list-style-type: none"> • Parents and families will benefit from participating in different program services and/or activities. • Parents and families will have gained knowledge in: <ul style="list-style-type: none"> ➤ Safety ➤ Housing ➤ Health/Mental Health ➤ Employment/job skills ➤ Budget/finances, financial literacy
	<p>Children will develop gross motor and fine motor skills. Children will develop health and safety habits.</p>	<ul style="list-style-type: none"> • Children will be able to skip, run, throw, catch, and kick a ball. • Children will be able to hold a pencil properly, cut with scissors, and lace cards. • Children will be able to take care of personal needs such as toileting, hand washing and brushing teeth.