Putting It into Practice Activity: Scenario and Worksheets

Read the scenario, then complete the activities in the fillable worksheets. These planning worksheets allow you to plan and track your work efficiently.

Scenario: Gloria's Seasonal Program Planning

Gloria now has a better understanding of her role as family services manager. Prepared with a list of tasks for herself and her team of family support staff to perform over the program year, she decides to plan out the program year, organized by overall tasks across all seasons and then by each season, using the following worksheets:

- All Seasons Tasks: Family Services Program Planning Worksheet

- Seasonal Tasks Worksheets

- Summary Worksheets

After completing the worksheets, she assesses where she is for each task, focusing mainly on the current and upcoming seasons. Next, Gloria shares her plan for family services with her team and asks them to:

- Assess their progress with each task

- Prioritize the task as needed

After finishing the planning, Gloria and her team are excited to have a clear picture of the work ahead. She and her team decide to review the plan in their regular meetings to check their progress and guide their decisions about new tasks.

Now it's your turn to begin planning your program year.

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All Seasons Tasks: Family Services Program Planning Worksheet

This worksheet lists and groups many tasks that family services managers perform or oversee during the program year. They are not meant to be all inclusive lists but rather ideas gathered from the field for the various job descriptions, roles, and responsibilities of managers across the country, tribes, and territories. It also includes family services professionals' tasks to help managers understand, plan, and organize their team's work. The three columns, in-planning, in-progress, and in-place, are designed to help you chart your and your team's progress on the tasks over time.

Explore Strategies for Implementing the Head Start Parent, Family, and Community Engagement Framework for sample strategies your program and families can use to make progress toward each of the seven family outcomes in the PFCE Framework.

Instructions: Review the suggested tasks and consider which ones are: in-planning, in-progress, or in-place. Use the blank space provided at the end of each section to add tasks as needed.

Family Services Managers' Tasks

Suggested Tasks	In-Planning	In-Progress	In-Place
Program Foundations: Program Leadership			
Implement policies that support family services professionals to work with the same family over time.	☐	☐	☐
Model and encourage policies and procedures that provide regular, routine communication between professionals (e.g., program management, family services, education), families, and community partners.	☐	☐	☐
Build and maintain relationships with colleagues and share updates with them.	☐	☐	☐
Plan and attend monthly Policy Council meetings; support staff in conducting these meetings.	☐	☐	☐
Attend board meetings if needed or required.	☐	☐	☐
Attend state-based family services managers' networking meetings (if applicable).	☐	☐	☐

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Suggested Tasks	In-Planning	In-Progress	In-Place
Program Foundations: Program Leadership			
Participate in ongoing management meetings to provide updates and share data on program goals and family outcomes.	☐	☐	☐
	☐	☐	☐
Program Foundations: Professional Development			
Orient new family services professionals to their roles and responsibilities and to the program's philosophy, services, policies, and organizational culture that promotes positive, high-quality family engagement services and supports	☐	☐	☐
Support family services professionals to develop strong, positive, and effective relationships with families, including families experiencing a crisis.	☐	☐	☐
Offer professional development (PD) opportunities for family services professionals to increase their knowledge, improve their skills, and strengthen their practices. PD can cover such topics as: program procedures, data management, community resources, relationship building, family involvement/engagement, mandated reporting, Head Start Program Performance Standards, confidentiality, notetaking, goal-setting, and planning with families. PD opportunities can be based on a professional's strengths and needs (see Relationship-based Competencies).	☐	☐	☐
Schedule regular meetings and check-ins with family services staff.	☐	☐	☐
During regular staff meetings/check-ins, provide updates to staff, share group strengths/successes, and work through challenges (e.g., daily, weekly, monthly).	☐	☐	☐
Develop agendas and materials for regular staff meetings.	☐	☐	☐

Suggested Tasks	In-Planning	In-Progress	In-Place
Program Foundations: Professional Development			
Schedule ongoing staff observations and reflective supervision sessions to support and provide high-quality family services.	☐	☐	☐
	☐	☐	☐
Program Foundations: Continuous Learning and Quality Improvement			
Review family services data to monitor and match staff caseloads to the number and type of family needs (based on the capacity of each family services professional).	☐	☐	☐
Depending on when the grant year ends, conduct the community assessment with your team or coordinate the assessment with the community assessment lead (either the updated or the full assessment, depending on the program grant year).	☐	☐	☐
Depending on when the grant year ends, prepare for self-assessment (i.e., review ongoing monitoring data for the year and prepare a summary report/ data analysis to report to the self-assessment team around family services, supports, needs, and goal progress).	☐	☐	☐
Review your systems and procedures for collecting and analyzing children's attendance data.	☐	☐	☐
Consider your communication plans about the importance of regular attendance to support conversations with families, family services professionals, and/or education professionals.	☐	☐	☐
	☐	☐	☐

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Suggested Tasks	In-Planning	In-Progress	In-Place
Program Impact Areas: Family Partnerships			
Communicate with expectant parents and families and their home visitors on goals, health services, and referrals.	☐	☐	☐
	☐	☐	☐
Program Impact Areas: Community Partnerships			
Review and maintain lists of community partners and current resources to support families. Consider including expressed family outcomes and needs (e.g., well-being, relationships, transportation, transitions, learning, education, advocacy, community connections).	☐	☐	☐
	☐	☐	☐
Program Impact Areas: Access and Continuity			
Keep track of community recruitment activities, budgets, and family engagement activities.	☐	☐	☐
Maintain ongoing outreach and communication with new and existing community partners throughout the program year.	☐	☐	☐
Plan and prepare for transition activities throughout the year, including communication with families and collaboration with other early learning programs and local schools.	☐	☐	☐
	☐	☐	☐

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Family Services Professionals' Tasks

Suggested Tasks	In-Planning	In-Progress	In-Place
Program Foundations: Program Leadership			
Provide regular updates on caseload data to the family services team, education professionals, and managers.	☐	☐	☐
Maintain regular communication and meetings with education professionals on family updates, goals, strengths, and needs.	☐	☐	☐
Attend parent meetings and Policy Council meetings, as applicable.	☐	☐	☐
	☐	☐	☐

Suggested Tasks	In-Planning	In-Progress	In-Place
Program Foundations: Continuous Learning and Quality Improvement			
Monitor caseload data on family goals, referrals, services, and needs.	☐	☐	☐
	☐	☐	☐

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Suggested Tasks	In-Planning	In-Progress	In-Place
Program Impact Areas: Family Partnerships and Community Partnerships			
Maintain regular communication with families on family goals, referrals, services, and needs (frequency will vary depending on need; type of service delivery or mode may also vary [e.g., email, phone call, in-person, virtual]).	☐	☐	☐
Coordinate with the family, family services manager, local education agency, and the disability services manager to track Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) goals, forms, and meetings.	☐	☐	☐
	☐	☐	☐
Program Impact Areas: Teaching and Learning			
Communicate with expectant parents and families and their home visitors on development, goals, health services, and referrals.	☐	☐	☐
	☐	☐	☐
Suggested Tasks	In-Planning	In-Progress	In-Place
Program Impact Areas: Access and Continuity			
Monitor children's attendance and share information with families on the importance of attendance.	☐	☐	☐
	☐	☐	☐

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