




Santa Rosa County District Schools Pre-Kindergarten Programs

Overview of School Readiness and the Parent, Family and Community Engagement (PFCE) Framework

The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. All Head Start Programs are required to establish and track goals in the domains of: approaches to learning, cognitive and general knowledge, language and literacy, physical development and health, and social and emotional development to improve readiness for kindergarten (45CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). Readiness goals are written in collaboration with staff, community partners, parents and families, and Santa Rosa County District School's administrators and staff. Head Start Regulations require the School Readiness Goals are written in alignment with the Head Start Child Development Early Learning Framework, State early learning guidelines, and the requirements and expectations of the local schools.

For parents and families, school readiness means they are engaged in the long-term, lifelong success of their child. Programs are required to consult with parents in establishing school readiness goals (45CFR 1307.3 (b)(1)(iii), as amended). The Parent, Family and Community Engagement (PFCE) Framework is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families. The PFCE is a research-based approach to program change that shows how an agency can work together as a whole to promote parent and family engagement and children's learning and development. Families play a critical role in helping their children to prepare for school and a lifetime of academic success. Research indicates that:

-  Children with supportive home learning environments show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities.
-  Among the youngest children, daily parent-child reading from infancy prompts cognitive skills as well as early vocabulary gains that lead to more reading and vocabulary growth.
-  Continued family engagement is important through the school years. Longitudinal studies of low-income children show that high family involvement offsets the risks of children growing up in low-income households and in households with low parent education.

Each agency will utilize the five domains within the Head Start Child Development Early Learning Framework as a basis for school readiness goals, indicate how the curriculum and child assessment aligns or addresses the established goals, and how parents are involved in this process. Head Start Programs are expected to (ACF-PI-HS-11—4):

1. Adopt and align established OHS goals from the revised framework.
2. Create and implement a plan of action for achieving the goals.
3. Assess student progress on an ongoing basis and aggregate and analyze data three times per year.
4. Examine data for patterns of progress for groups of students in order to develop and implement a plan for program improvement.

Head Start views school readiness as students possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The PFCE Framework is intended to inspire a renewed spirit of collaboration with families and community partners as programs identify and take next steps to engage parents, families, and the community to achieve better outcomes for children and families. The Santa Rosa County District Schools Head Start and Early Head Start Readiness Goals and the PFCE Framework Goals will assist the Pre-Kindergarten Program in providing opportunities for student success as well as parents and families engagement in their children's lifelong learning.