



Spring Season Tasks: Family Services Program Planning Worksheet

This worksheet lists and groups many tasks that family services managers perform or oversee during the spring season. They are not meant to be prescriptive lists but rather ideas 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.

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 tasks. Use the 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 | | | |
| Plan with program leadership to build relationships with community agencies to improve families' access to resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Suggested Tasks | In-Planning | In-Progress | In-Place |
|---|--------------------------|--------------------------|--------------------------|
| Program Foundations: Professional Development | | | |
| Provide opportunities for staff to reflect on conversations with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Offer training to staff on how to use the Relationship-based Competencies, including goal setting and planning with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Foundations: Continuous Learning and Quality Improvement | | | |
| Analyze family services data from previous seasons and review the efforts and effects related to families' goals and needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess how family services are supporting larger program goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support family services professionals in revisiting their family partnership agreements, referrals, and goals with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitor family goals from family partnership agreements and evaluate community partnerships and referral processes to ensure that they are supporting families' goals and desired outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare, collect, and aggregate data needed for the Program Information Report (PIR). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze and use community assessment data and family assessment data to plan program activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Suggested Tasks | In-Planning | In-Progress | In-Place |
|--|--------------------------|--------------------------|--------------------------|
| Program Impact Areas: Family Partnerships and Community Partnerships | | | |
| Communicate with families, family services staff, education professionals, the disability services manager, and local education agency partners to track Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) goals, forms, and meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Review all Memoranda of Understanding (MOUs) with community partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coordinate and communicate with local school district administrators for kindergarten transition planning, and support family services professionals to have conversations with families about their child's transition to kindergarten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Impact Areas: Teaching and Learning | | | |
| Analyze data from your program's parenting curriculum to support planning for future curriculum events, topics, and practice changes, based on family feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support family services staff in conducting home visits with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Suggested Tasks | In-Planning | In-Progress | In-Place |
|---|--------------------------|--------------------------|--------------------------|
| Program Impact Areas: Access and Continuity | | | |
| Determine timelines for transition activities/events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborate with management, education staff/managers, and families to develop a plan to support children and families as they transition out of the program; or support their ongoing learning needs during the summer season. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitor children's attendance and support staff to have routine conversations with families about the importance of regular attendance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop tip sheets and activities to support attendance, as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with managers, staff, and/or ERSEA coordinators to review your program's selection processes and selection criteria. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Family Services Professionals' Tasks

| Suggested Tasks | In-Planning | In-Progress | In-Place |
|---|--------------------------|--------------------------|--------------------------|
| Program Foundations: Continuous Learning and Quality Improvement | | | |
| Enter data on family partnership agreements for documentation and reporting as required. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Impact Areas: Family Partnerships | | | |
| Revisit family partnership agreements, referrals, and goals with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Continue regular communication with families, and follow up on referrals with community partners, as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Impact Areas: Teaching and Learning | | | |
| Participate in parent meetings/workshops and parenting curriculum activities to support family engagement and learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan with families the topics for family events based on their interests, knowledge, and expertise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conduct home visits with families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Suggested Tasks | In-Planning | In-Progress | In-Place |
|--|--------------------------|--------------------------|--------------------------|
| Program Impact Areas: Access and Continuity | | | |
| Ensure that translation/interpretation is available for families, as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare for recruitment and enrollment for the following seasons. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connect with families that will be returning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Update recruitment plans as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitor children's attendance and have routine conversations with families about the importance of regular attendance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop tip sheets and activities to support attendance, as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Participate in transition activities with local school districts and support families through the process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Spring Season Tasks: Family Services Program Planning Summary Worksheet

Instructions: Review the Spring Season Tasks: Family Services Program Planning Worksheet, select the top three to five priority tasks you want to implement or complete for the spring season, and list them in the table below for easy tracking.

| Month 1 | Month 2 | Month 3 |
|--------------------|--------------------|--------------------|
| In-Planning Tasks: | In-Planning Tasks: | In-Planning Tasks: |
| In-Progress Tasks: | In-Progress Tasks: | In-Progress Tasks: |