

Specific Components of the Revised Performance Standards Met by the Program Model

The Kentucky Model meets a number of specific components of the revised performance standards. The family-strengthening components, including the provision of case management services, intensive intervention, and the development of a Family Partnership Plan, are directly responsive to the revised standards.

The model’s community-strengthening component is also responsive to the revised performance standards, which are less prescriptive about community-related aspects but emphasize establishing relationships with other agencies and resources in the community and providing opportunities for parents to work together and with other community members on areas of their interest. Although the model’s community development strategies may be unusually community-focused, they are solidly consistent with the standards.

Each revised performance standard, with the associated program model strategy that responds to it, is indicated below.

Revised Performance Standard	Program Strategy/ies that Meet Performance Standard
<p>FAMILY PARTNERSHIPS</p> <p>Agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and supports...it must take into consideration each family’s readiness and willingness to participate in the process.</p> <p>Agencies must offer parents opportunities to develop and implement individualized Family Partnership Agreements that describe family goals, responsibilities, timetables, and strategies for achieving them.</p> <p>Head Start must work with other community agencies that their families are involved with, in coordinating the goals, and timetables of their Family Partnership Agreements.</p> <p>Head Start must provide opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.</p> <p>Parent involvement and education activities should be responsive to the expressed needs of the parents, both as individuals and as members of a group.</p> <p>Head Start must provide opportunities for parent involvement in community advocacy, including supporting and encouraging parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.</p> <p>Agencies must establish procedures to provide families with comprehensive information about community resources.</p> <p>Parents must be provided with opportunities to work together, and with other community members, on activities that they have developed and in which they have an expressed interest.</p>	<p><i>Intensive Case Management</i> <i>Teaching advocacy</i></p> <p><i>Intensive Case Management</i> <i>Revised Family Partnership Plan</i> <i>Collaboration efforts</i></p> <p><i>Intensive Case Management</i> <i>Revised Family Partnership Plan</i> <i>Collaboration efforts</i></p> <p><i>Intensive Case Management; Parent Education and Support</i></p> <p><i>Community Action Groups and Community Coalitions</i></p> <p><i>Community Action Groups and Community Coalitions</i></p> <p><i>Community Resource Directory</i> <i>Advocacy training</i></p> <p><i>Community Coalitions and Community Action Groups</i></p>

Revised Performance Standard	Program Strategy/ies that Meet Performance Standard
<p>COMMUNITY PARTNERSHIPS</p> <p>Agency must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners to improve the delivery of community services to children and families.</p> <p>Agency must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into early Head Start and from Head Start into elementary school.</p> <p>Agency must do outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming.</p> <p>MANAGEMENT SYSTEMS AND PROCEDURES</p> <p>Program planning must include an assessment of community strength, needs and resources through completion of Community Assessment.</p> <p>Formulation of multi-year program goals and short-term program and financial objectives that address findings of community assessment.</p> <p>Programs must engage in a self-assessment process once a year.</p>	<p><i>Interagency Council</i></p> <p><i>Family Resource Center (i.e., local school partnerships)</i></p> <p><i>Family Resource Center (i.e., local school partnerships)</i></p> <p><i>Community-based assessment, including one-on-one interviews and Community Engagement Process</i></p> <p><i>Development of Program Strategic Planning Instruments, short- and long-term workplans</i></p> <p><i>Program Strategy and Self-Assessment Instruments</i></p>