Guidelines

Rosters/Orientation

RC Program Summary

Program Assessment

E 1

E 2

E 3

E 4

E 5

E 6

Newsletters

Immunizations

Eye, Ear and Dental Forms

Parent Contact Forms

Team Meeting Minutes

SAMPLE
PRE-K SURVEY

The Pre-K Program is planning to hold "Family Fun Activities" through out the 2007-2008 school year. The times and day of the week for these special days will vary throughout the year to accommodate the different work schedules of our parents. Please fill out the survey below to help us plan activities that will be meaningful to you and your family. Rate level of interest: 1-Not interested, 2-Somewhat interested 3-Very interested.

ACTIVITY	LEVEL
Come see a slideshow of students involved in a typical day and learn the daily routine.	
Join your child for lunch or breakfast	
Participate in a parent picnic	
Participate in a Saturday family fun activity	
Read to your child one on one in class or read to group	
Attend holiday programs or parties	
Make and take activity to do with child at home	
Grandparents Day	
Doughnuts for Dad	
Muffins for Mom	
Workshops with update topics	

Topics for Workshops	Interest Level
Healthy Habits for Children	
Kindergarten Readiness	
Ages and Stages of Four Year Old Children	
Math with Everyday Objects	
Literacy Ideas	

SAMPLE
Pre-K Parent/Family Survey

In an effort to identify and best serve the needs of the families and children in Pre-K, we ask that you complete the following survey. Your Pre-K Resource Coordinator will plan activities for the school year based on survey results.

Please mark an X beside any topic that would be of interest to you.

_____Discipline and Parenting Workshop
_____Health and Safety Workshop
_____Computer Class
_____Budgeting Tips
_____Parent and Child Activities
_____Health Fair
_____First Aid
_____Developmental Stages of Children
_____Community Resources
_____Kindergarten Readiness
_____Food and Nutrition
_____Other _____

Please mark an X beside any area of need for which you would like assistance.

___Housing ___Budget Counseling ___Employment
___Clothing ___Education ___After school child care

Please list any special need or suspected special need your child may have for which you would like assistance. For example: speech problems, health concerns, behavior issues and developmental concerns _____

Parent name: _____

Child name:_____

Other concerns comments or suggestions: _____
_____
_____
_____

All responses will be kept confidential

Parent/Child Activities

Name:	Material:	Date:	Returned:

Revised 2/1/2007

BRIGHT from the START
Georgia Department of Early Care and Learning

Sample Transition Timeline

Jul.	Aug.	Sept.	Oct.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	Jun.
*Postcard to child from teacher welcoming him or her to pre-k.	Family Needs Assessment for new students	Identify a Transition Coordinator	Seek connections to the schools that your Pre-K students will attend. Ex: carnivals, Family Nights, etc.	*Schedule visits to Kindergarten classes: • Teacher-Children • Visits w/ former students • Visit with support staff	*Begin Kindergarten Visits *Former Pre-K students visit Pre-K	*Network to be involved with school Kindergarten fairs/roundups/events	Invite exiting Pre-k children and those arriving to a special Summer Picnic. (Share a Photo Album of exiting Pre-K students' experiences)
	*Orientation to Pre-K for families and children. Cover program goals & expectations	Create a parent family support group	Connect Transition Coordinator to public school Counselors	Meet with transition team about plans for remainder of the year	*Invite school system personnel to visit Pre-K classes. (Counselors, RC's, Media Specialists, teachers, Paraprofessionals, AP's)	*Help parents to obtain necessary documentation needed for Kindergarten registration	
		*Promote family participation	*Begin social learning opportunities to prepare for Kindergarten	*Conduct parent meetings/workshops.		*Plan for exciting way to disseminate Summer Transition kits from Bright from the Start. *Provide Summer Literacy Activities-Consider adding to Summer Transition Kits	
		Foster peer relationships	*Meet with parents to discuss progress thus far and any needs.	Send home transition information		*Address family transition concerns through year-end conferences. Relate student progress!	
		*Start family group meetings & workshops				*Pre-K teacher completes postcard for exiting Pre-K children to mail in July.	
		*Collect EED's, identify problems, and begin referrals				Consider creating a Kindergarten Video of "What to Expect" and show Pre-K children	

* Items are activities that meet indicators on the PQA: Program Quality Assessment

Kindergarten Transition Activity Record

Pre-K Program_____ RC:_____

Activity:_____ Date_____

# of families/children participating:_____ # of adults participating_____

Description of activity:_____

_____

_____

_____

_____

Activity:_____ Date_____

# of families/children participating:_____ # of adults participating_____

Description of activity:_____

_____

_____

_____

_____

Activity:_____ Date_____

# of families/children participating:_____ # of adults participating_____

Description of activity:_____

_____

_____

_____

_____

Literacy Packs

Child's Name:	Literacy Pack:	Date:	Returned:

Revised 3/2/2009

BRIGHT from the START
Georgia Department of Early Care and Learning

Lending Library Check-Out

Name:	Material:	Date:	Returned:

Revised 2/1/2007

BRIGHT from the START
Georgia Department of Early Care and Learning

Planning Form

Activity_____ Date of Activity_____

Participating Parties_____

_____

_____

Cost of Activity: _____

Estimated Number of Participants: _____

Materials Needed _____

_____

Purpose of Activity:_____

_____

_____

Preparation for activity:_____

_____

_____

_____

Description of activity: _____

_____

_____

_____

_____

_____

_____

Next Steps:_____

_____

_____

Resource Coordinator Collaboration Documentation

Collaboration Name:	
Organizations:	
Date of Meeting:	
Purpose of Meeting:	
Guest Speaker:	
Participants:	
Name	**Location**

*Suggest attaching an announcement, agenda and any minutes you might receive or take from the meeting.

Revised 2/1/2007

BRIGHT START from the
Georgia Department of Early Care and Learning

Collaboration Meeting Minutes

Date: _____
Location: _____
Host: _____

Participants:

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Topics:

_____
_____
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Plans:

_____
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Resource Update:

_____
_____
_____
_____
_____
_____

Program Openings:

_____
_____
_____
_____
_____

Next Meeting Date: _____

Staff Orientation

Date: _____ **Time:** _____

Name:	**Title:**	**Signature:**	

Revised 3/1/2009

BRIGHT from the START
Georgia Department of Early Care and Learning

Document Check Form

Child	Age	Registration	Roster	Cat1	Ear	Eye	Dental	3231	Comments

Bright from the Start: Georgia Department of Early Care and Learning
Request for Resource Coordinator (RC) Credential Waiver

PRINT CLEARLY

Project Director / Site Director: _____

Legal Name: _____

dba: _____

Mailing Address: _____

City: _____ Zip Code: _____

Contact Phone Number: _____ E-mail: _____

Directors should review section 7.7of the current *Bright from the Start: Georgia Department of Early Care and Learning Pre-K Providers' Operating Guidelines* for Resource Coordinator credential requirements before submitting this request. **Resouce Coordinators who hold a Bachelor's Degree in any field do not need to apply for a waiver.**

Full Name of RC: _____RC SSN:_____

Highest level of education completed:

- ☐ High School/GED
- ☐ Some College (Attach a copy of transcripts) Area of study:_____
- ☐ AA Degree (Attach a copy of transcript or diploma) Area of study:_____

Is the RC in the process of upgrading his/her education? Yes ( ) No ( )
Please provide details:_____

_____

_____

Describe the RCs prior work with families and the Pre-K Program: _____

_____

_____

_____

_____

_____

_____

RC Credential Waivers may only be submitted by the Pre-K Project Director

Mail this completed form and all requested information to:
Bright from the Start: Georgia Department of Early Care and Learning
Attn: Lori Smith - Resource Coordination Service
10 Park Place South, Suite 200 Atlanta, Georgia 30303

INCOMPLETE WAIVERS WILL NOT BE ACCEPTED

TRAINING & DEVELOPMENT PLAN

Learning Needs – include RC Program Assessment Indicator(s)	Training/Courses/Classes	Cost/Fees (include travel)

Name:

Date Submitted:

Project Director Comments & Input

Project Director Signature: _____

Family Contact Form

Name:			
Birthday:		Parent's Name(s):	
Category 1			Category 2
Medicaid	Free	Reduced	
SSI	Food Stamps	Peachcare	
TANF	CAPS		

Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow-up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up: None	

Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	

Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	
Date:	Purpose:
Person:	
Type: Phone Person Written Other	
Referral / Follow up:	

Additional Notes:

Team Meeting Minutes

Date:_____

Participants:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Concerns:

_____

_____

_____

_____

_____

_____

_____

_____

Plans:

_____

_____

_____

_____

_____

Follow-up:

_____

_____

_____

_____

_____

Next Meeting Date: _____

Revised 2/1/2007

BRIGHT from the START
Georgia Department of Early Care and Learning

RC Summary Report
2008-2009

Reports MUST be submitted through PANDA. Reports will not be accepted if faxed, mailed or emailed.

Report due dates:
December 19, 2008
June 5, 2009

I. Facilitating Friendships and Mutual Support	
Social Opportunities : # of events	
# of Category 1 participants	
# of Category 2 participants	
Field Trips : # of events	
# of Category 1 participants	
# of Category 2 participants	
II. Strengthen and Supporting Parenting	
Parenting Education : # of events	
# of Category 1 participants	
# of Category 2 participants	
Parent Conferences : # of events	
# of Category 1 participants	
# of Category 2 participants	
Parent Involvement Opportunities : # of events	
# of Category 1 participants	
# of Category 2 participants	
Male Involvement Opportunities : # of events	
# of Category 1 participants	
# of Category 2 participants	

RC Summary Report

III. Respond to Early Warning Signs and Linking Families with Resources	
Referred for Challenging Behavior	
# of Category 1 children	
# of Category 2 children	
Referred for Developmental Delays	
# of Category 1 children	
# of Category 2 children	
Referred for Speech Delays	
# of Category 1 children	
# of Category 2 children	
Children with Individual Education Plans (IEP)	
Resource for Families	
Food # of contacts	
Food # of referrals	
Food # of families receiving services	
Housing # of contacts	
Housing # of referrals	
Housing # of families receiving services	
Clothing # of contacts	
Clothing # of referrals	
Clothing # of families receiving services	
Financial # of contacts	
Financial # of referrals	
Financial # of families receiving services	
Legal # of contacts	
Legal # of referrals	
Education and Job Skill Programs # of contacts	
# of referrals	
# enrolled in programs or employed	
IV. Kindergarten Readiness and Family Literacy	
Family Literacy # of events	
# of Category 1 participants	
# of Category 2 participants	
Lending Library	
# of Category 1	
# of Category 2	
Literacy Packs	
# of Category 1	
# of Category 2	
Kindergarten Readiness for Families : # of events	
# of Category 1 participants	
# of Category 2 participants	
Kindergarten Readiness for Children : # of events	

RC Summary Report

V. Collaborative	
# of public/private Pre-K meetings	
# of community collaborative meetings	
# of new contacts	
Team Meetings : # of meetings	
VI. Program Implementation	
Immunizations : # of referrals	
# of Category 1	
# of Category 2	
Eye, Ear and Dental Screens # of referrals	
# of Category 1	
# of Category 2	
Other Health Services	
# of Category 1	
# of Category 2	
VII. Program Details	
# of RCs	
# of RCs that meet credential requirements	
# of children enrolled	
# of Category 1 children	
# of Category 2 children	
# of children disenrolled	
# disenrolled for attendance	
# disenrolled for tardiness	
# disenrolled for behavior	

Georgia's Pre-K Program
Resource Coordination Summary Report
Directions

Facilitate Friendship and Mutual Support

Social Opportunities: Plan events that allow parents the opportunity to meet and interact with other parents. These events should be held at least quarterly.
Field trips/Activities Outside of the Center: Activities that are planned outside of the center that allows parents to interact with their children and one another. These activities must be planned and attended by the RC in order to be counted on the Summary. The field trip must link to the RC Program Assessment in order to count.

Strengthen and Support Parents

Parenting Education: Activities or workshops that educate parents about child development, health, nutrition etc.
Parent Conferences: Conferences held with parents in person to discuss their child.
Parent Involvement Opportunities: Number of events offered for parents to volunteer. Also indicate the number of Category 1 adults and number of Category ll adults that participate in the events. The event does not have to occur on a specified day. For example, a parent may sign up to read to a class. Reading to the class would count as one event, and the number of parents that participate will be the total number of participants.
Male Involvement Opportunities: Record the number of events held for men to participate and the number of Category 1 and Category ll men that participate in the event. You may only count men that attend.

Respond to Early Warning Signs and Linking Families to Services

Children referred for Behavior: Record the number of children referred to a resource due to behavior issues. Record the number of Category 1 and Category ll children that are receiving services.
Children referred for Developmental Delays: Record the number of children referred to a resource due to developmental delays. Record the number of Category 1 and Category ll children that are receiving services.
Speech referred for Delays: Record the number of children referred to a resource due to speech delays. Record the number of Category 1 and Category ll children that are receiving services.
Children with IEP: The total number of Category 1 and Category ll children with Individual Education Plans (IEP). Include children that entered your program with an IEP already in place.
Resources for Families: Record the number of contact made to resources for families. Record the number of referral made to resources for families and the number of Category 1 and Category II families that received the service(s).
Educational Programs and Job Skills: Record the number of referrals made to any type of educational program (GED, College, Tech School, and Beauty School etc). This section is complete when the parent has entered an educational program. You may have more than one referral for a parent. Record the number of adults that enrolled in a job program or found employment.

Kindergarten Readiness and Family Literacy

Family Literacy Activities: List the number of events and the number of Category 1 and the number of Category ll adults that participate in the event.
Lending Library: Number of Category 1 and Category ll families that check out material from the lending library.
Literacy Packs: The number of Category 1 and Category ll children that get the opportunity to take literacy pack home during the reporting period.
Kindergarten Readiness Activities for Families: Record the number of events held and the number of Category 1 and Category ll adults who attend the event.
Kindergarten Readiness Activities for Children: Record the number of events that are planned for the children. The number of participants is the number of Category 1 and Category ll children who participate in the event.

Collaboration

Public/Private Pre-K Activities: Record the number of meetings between public and private providers that you attend. Record the number of joint activities that occur during the recording period. The activities must include children and families in order to count.
Community Collaborative Activities: Record the number of community collaborative meetings that you attended.
Community Contact: List the number of **new** community resources that you were able to cultivate during the reporting period. This can be a new person at a community resource or a new community resource.
Team Meetings: The number of team meetings (meetings with teachers) you had during this reporting period.

Program Implementation (Health Services)

Immunizations: Record the number of children referred to a resource to assist with immunizations. Record the number of Category 1 and Category II children that received an updated immunization certificate form number 3231.
Eye, Ear and Dental Screens: Record the number of children referred to a resource to assist with eye, ear and dental screens. Record the number of Category 1 and Category II children that received a service to assist with the Eye, Ear and Dental form 3300.
Other Heath Services: Record the number of Category 1 and Category II children that were referred for other health services.

Program Details

RC: Record the number of RCs that work in your program.
Credential Requirements: Record the number of RCs that meet the credential requirements. Do not include RCs that have a waiver.
Children Enrolled: Record the total number of children enrolled in the program. Record the number of Category 1 and Category II children in the program.
Children Disenrolled: Record the number of children that have been disenrolled from the program.

GEORGIA'S PRE-K PROGRAM
Resource Coordination Program Assessment
2008 - 2009

Date _____ Time Arrived _____:_____ Date _____ Time Arrived _____:_____

Time Departed ____:_____ Time Departed _____:_____

Legal Name _____County_____

d/b/a _____

Consultant Name _____

Project Director _____ Site Director _____

Person Interviewed _____Resource Coordinator _____

Sites Served

Site Name	# of Children Enrolled	# of Cat 1 Children	# of Cat 2 Children

SUMMARY OF SCORES

Any item rated "Not Met" must be addressed in writing within 10 days.

E1	E2	E3	E4	E5	E6

Pre-K staff will use this form when monitoring the RC program. Documentation should be organized and made available to your consultant. The sources of documentation can include, but are not limited to, the following: family surveys, children's files, sign in sheets, pictures, contact sheets (telephone calls, referrals and outcomes, visits, conferences, meetings, mailings), copies of letters, agendas, training certificates, etc.

Comments:

For any score of NM, you must send a written response within 10 days from the date of the visit.

Georgia's Pre-K Program Resource Coordination Program Assessment

E 1. Facilitate Friendships and Mutual Support

Partially Meets
- ❑ Periodic social events are held.
- ❑ Space is available for families to meet informally.
- ❑ Maintains a list of community activities for families.
- ❑ Provides information on age-appropriate social and emotional skills and behaviors.

Meets
- ❑ Reaches out to isolated families.
- ❑ Program connects families with similar interests.
- ❑ Helps parents set up informal communication.
- ❑ Offers parenting ideas on how to foster a child's social and emotional learning at home.

Exceeds
- ❑ Parent resource room is available.
- ❑ Promotes an understanding of different cultures and backgrounds.
- ❑ Offers support with transportation, childcare or other barriers.
- ❑ Field trips and activities are provided for families outside the building.
- ❑ Provides opportunities for parents to discuss social and emotional issues.

E 2. Strengthen and Support Parents

Partially Meets
- ❑ Regular postings are made on a bulletin board in a public space.
- ❑ Take-home materials are distributed regularly to parents.
- ❑ Family needs are determined by a survey.
- ❑ Provides information on age-appropriate discipline and reasonable expectations.

Meets
- ❑ Family activities are provided to help strengthen the bonds between parents and children.
- ❑ Parents are invited to visit and observe their children in the classroom.
- ❑ Provides speakers or resources on topics of interest to parents.
- ❑ Connects parents with community resources.
- ❑ Makes regular contact with families.
- ❑ Recognizes and values parent's contribution.
- ❑ Parents have opportunities to volunteer and contribute to the program.
- ❑ Provides activities encouraging male involvement.

Exceeds
- ❑ Parenting classes and discussion groups are offered.
- ❑ Time is spent with parents when they are observing their child.
- ❑ Supports parents in developing appropriate expectations for their special needs children.
- ❑ Parents are provided with mentors/coaches.
- ❑ Program offers specific activities for fathers, mothers, and other family members.
- ❑ Parents are given opportunities for input into programmatic decisions.

E 3. Respond to Early Warning Signs and Linking Families to Services

Partially Meets
- ❑ Space is available for staff to meet privately with parents.
- ❑ Identifies community resources that may help families meet their goals.

Meets
- ❑ Plans are in place to make referrals to Department of Children and Family Services for suspected child abuse.
- ❑ Program maintains resources and referral links on crisis services.
- ❑ Contacts families subsequent to a referral to identify if the service was beneficial.

Exceeds
- ❑ Brings services on site to meet with parents.
- ❑ Community resource information is regularly updated.
- ❑ Facilitates contact between providers and families.

E 4. Kindergarten Readiness and Family Literacy

Partially Meets
- ❑ Assists with establishing a lending library and distributing materials.
- ❑ Assists with creating literacy packs and distribution to families.
- ❑ Parents are provided with information about the school where their child will attend Kindergarten.

Meets
- ❑ Process for distribution and use of literacy packs is evident.
- ❑ Assists in organizing a workshop to explain and distribute the " Ready for School" kits.
- ❑ Assists in organizing and facilitating activities to help familiarize children and families with the expectations of Kindergarten.

Exceeds
- ❑ Field trip allows children to see the elementary school where they will attend Kindergarten.
- ❑ Kindergarten transition team meets regularly.
- ❑ Kindergarten readiness timeline is planned and implemented.
- ❑ Children who are not in a Pre-K program are invited to attend a Kindergarten Readiness activity.

E 5. Collaboration

Partially Meets

- ❑ Maintains a list of community organization meetings.
- ❑ Families on the waiting list are referred to centers with openings.

Meets

- ❑ Participates in a public/private Pre-K collaborative.
- ❑ Participates in a community organization.
- ❑ Community agencies are involved in the Pre-K collaboratives.

Exceeds

- ❑ Kindergarten readiness activity is planned jointly between public and private providers.
- ❑ Family Literacy Activity is planned jointly between public and private providers.
- ❑ An activity is planned that includes community resource representatives and families.
- ❑ Participates in a community organization that provides direct services to families.

E 6. Program Implementation

Partially Meets

- ❑ Attends required Bright from the Start training.
- ❑ Submits RC Program Summary by the due date indicated in the *Pre-K Providers' Operating Guidelines*.
- ❑ Assists in identifying and obtaining Category One documentation.

Meets

- ❑ Meets credential requirements indicated in the *Pre-K Providers' Operating Guidelines*.
- ❑ Assists in the referral of children that require follow up for Eye, Ear and Dental Forms (3300).
- ❑ Assists with children and families that have incomplete or expired immunization forms (3231).

Exceeds

- ❑ Attends additional training that would enhance the implementation of the Strengthening Families program.

Recommended Follow-up:

Resource Coordinator Date

Project/Site Director or Principal Date

Consultant Contact Information:

GEORGIA'S PREKINDERGARTEN
RC PROGRAM ASSESSMENT
Scoring, Clarifications and Documentation Suggestions
2008-2009

Georgia's Pre-K RC Program Assessment is used to evaluate Resource Coordinator programs and to identify program strengths and areas in need of improvement. Resource Coordinators, principals and program administrators can also use RC Program Assessment as a self-assessment tool to maintain and improve program quality.

Scoring

Not Met (NM)	Any indicator missing under the first column
Partially Meets (PM)	All indicators under first column
	All indicators under first column, some of indicators under second column
Meets (M)	All indicators under first column and all indicators under second column
Exceeds (E)	All indicators under first column, all indicators under second column and at least half of indicators under third column

ITEM

E1 Partially Meets:

Periodic Social events are held – Keep copies of sign in sheets and invitations in the RC notebook. These events should be held at least quarterly.

Space is available for families to meet informally – Keep pictures in the RC notebook of space(s) that you use to meet with families. This space could include the library, cafeteria, workroom or a parent resource room.

Maintains a list of community activities for families – Keep a list of community activities in the RC notebook that parents may attend.

Provides information on age-appropriate social and emotional skills and behaviors – Keep a copy of the information that has been sent home to parents in the RC notebook. Keep invitations, announcements and sign in sheets if you have a workshop(s) to meet this indicator.

E1 Meets:

Reaches out to isolated families – Keep a record of how the RC has been able to reach out to families on the Family Contact Form. Isolated families may include but are not limited to: a family that does not participate in school activities, a family struggling with an illness, families with limited transportation options, etc.

Programs connect families with similar interests – Keep sign in sheets, invitations and announcements in the RC notebook. Parents with similar interests may be determined by a needs survey.

Helps parents set up informal communication – Keep a copy of a phone list or email list that the RC has assisted in creating or distributing. Make sure to get permission from a family member before providing their phone number or email address.

Offers parenting ideas on how to foster a child's social and emotional learning at home Keep a copy of information sent to families in the RC notebook. The form should reflect the activities that have been sent home to families. Activities should pertain to social and emotional learning.

E1 Exceeds:

Parent resource room is available – Keep pictures of the resource room/ area in the RC notebook. Area should be clearly defined and labeled.

Promotes an understanding of different cultures and backgrounds – Keep newsletters or invitations that announce cultural activities that parent are invited to attend. Keep a list of cultural community activities that families may attend.

Offers support with transportation, childcare or other barriers – Keep documentation on the Family Contact Form of how the RC has helped to break down barriers for individual families. Keep copies of information the RC has provided to the individual family (bus schedules, child care lists, food banks and clothing closets).
Field trips and activities are provided for families outside the building – Keep newsletters, sign in sheets and notes on field trips (outside the center or school) that the RC has planned. These field trips must link back to the RC Program Assessment in order to be counted. It is not required that these trips take place during the instructional day. These trips should be planned at least twice a year.
Provides opportunities for parents to discuss social and emotional issues – Keep a sign in sheet and meeting agenda in the RC notebook.

E2 Partially Meets:
Regular postings are made on a bulletin board in a public space – Keep pictures or copies of the information that you have had available on your parent bulletin board in the RC notebook. You only need one bulletin board at each location that receives RC services.
Take-home materials are distributed regularly to parents – Keep copies of the information that was sent home to parents in the RC notebook (information about community resources, health information, emergency help and activities parents can do at home with their children). These materials should go home **at least** monthly.
Family needs are determined by a survey – Keep the survey completion log in the notebook as well as one blank copy of the survey that was provided to families. The surveys that were filled out and returned should be kept in a separate location for your Pre-K Consultant to review. Activities must be planned that reflect the families' needs and interests.
Provides information on age-appropriate discipline and reasonable expectations - Keep copies of information provided to parents in the RC notebook. This may be a section in your newsletter, a flyer provided to families or other materials that have been distributed parents to increase their knowledge of appropriate expectations for young children.

E2 Meets:
Family activities are provided to help strengthen the bonds between parents and children - Keep sign in sheets and invitations from family activities in the RC notebook. These activities may include but are not limited to PACT time, workshops, make and take activities and parent luncheons.
Parents are invited to visit and observe their children in the classroom – Keep a record of visits to the classroom by family members on the Family Contact Form.
Provides speakers or resources on topics of interest to parents – Keep invitations, newsletter and sign in sheets in the RC notebook. Keep information on how individual families were invited to attend workshops on the Family Contact Form.
Connects parents with community resource – Keep information on the Family Contact Form on how you connected families with resources.
Makes regular contact with families – Keep Family Contact Form that shows contacts made with Category One families at least every other month.
Recognizes and values parent contributions – Keep copies of newsletters and/or thank you cards that have been sent home. Keep copies of programs from events that honor families' contribution to the program.
Parents have opportunities to volunteer and contribute to the program – Keep sign in sheets that provide information on how and when parents volunteered and contributed to the program. You may also include a section on the parent survey that lists what parents might want to do to assist in the classroom.
Provides activities encouraging male involvement – Keep invitations, newsletters and sign in sheets that show the types activities were offered that encourage male involvement. On the Family Contact Form show how individual male family members were contacted and invited to attend. These activities may include but are limited to Donuts for Dads, Career Day or a

Valentine's Day Breakfast. Male involvement activities must be held a minimum of twice a year.

E2 Exceeds:

Parenting classes and discussion groups are offered – Keep sign in sheets from classes and discussion groups. Keep newsletters, flyers and invitations that were sent to try to get parents involved. Keep the planning document in the RC notebook that documents the collaborative efforts to work with the group and the planning that got the group started.

Time is spent with parents when they are observing their child – Keep Family Contact Form in the RC notebook that reflects the time spent with the parent answering questions about classroom routines and expectations.

Supports parents in developing appropriate expectations for their special needs children - Keep the Family Contact Form in the RC notebook that reflects your efforts to help individual families by providing support and resources.

Parents are provided with mentors/coaches – Keep the Family Contact Form in the RC notebook that shows efforts to link families with mentors.

Program offers specific activities for fathers, mothers and other family member – Keep sign in sheets, invitations, flyers and newsletters that were sent home to invited families to attend. These activities may include but are not limited to Donuts with Dads, Muffins with Moms and Grandparent's Day.

Parents are given opportunities for input into programmatic decisions – Keep sign in sheets and invitations of a parent council or work group that help make decisions about the program.

E3 Partially Meets:

Space is available for staff to meet privately with parents – Keep pictures of space available to meet privately with parents.

Identifies community resources that may help families meet their goals – Keep the list(s) in the RC notebook of community resources that may help families.

E3 Meets:

Plans are in place to make referrals to Department of Children and Family Services for suspected child abuse – Keep a copy of the referral process in the RC notebook.

Program maintains resources and referral links on crisis service – Keep a list in the RC notebook of emergency services in the community.

Contacts families subsequent to a referral to identify if the service was beneficial – Keep Family Contact Form in the RC Notebook that reflects RC contacted families to make sure that they received the services they needed.

E3 Exceeds:

Brings services on site to meet with parents – Keep sign in sheets, invitations and flyers that show meetings that community resources were brought in to the school/center to meet with families.

Community resource information is regularly updated – Keep an updated resource list in the RC notebook. The list must be updated at least annually.

Facilitates contact between providers and families - Keep Family Contact Form in the RC notebook that reflects how RC has linked providers and families by calling to make appointments, calling a provider to make initial introductions or to find out what the families need to take to an appointment.

E4 Partially Meet

Assists with establishing a lending library and distribution of materials – Keep a list or photograph of children's books, games, manipulatives, literacy packs and parenting materials that are available for checkout and a checkout log in the RC Notebook.

Assists with creating literacy packs and distribution to families – Keep a log of literacy packs available and how often the packs are going home with each child. Literacy packs must include at least one children's book, something to write with and on, and at least one hands-on activity that extends the learning and discussion of the book. It is expected that if materials are needed for the activity, the materials to implement the activities are also included.

Parents are provided with information about the school where their child will attend Kindergarten – Keep a copy of the information you provided to families about the schools in the area.

E4 Meets:

Process for distribution and use of literacy packs is evident – Keep a log that shows that each child has taken a literacy pack home each month.

Assists in organizing a workshop to explain and distribute the " Ready for School" kits Keep the Kindergarten Transition Activity Record in the RC notebook to show when this activity will take place and the other details.

Assists in organizing and facilitating activities to help familiarize children and families with the expectations of Kindergarten - Keep the Kindergarten Transition Activity Record in the RC notebook to show what type of activities you have planned.

E4 Exceeds:

Field trip allows children to see the elementary school where they will attend Kindergarten – Keep the Kindergarten Transition Activity Record in the RC notebook that shows a field trip was held that allowed the children to see the school where he or she will attend Kindergarten.

Kindergarten transition team meets regularly – Keep minutes from the transition team meeting in the RC notebook. Transition team should meet at least twice a year.

Kindergarten readiness timeline is planned and implemented – Keep a copy of the Kindergarten timeline (Kindergarten Transition Activity Record) in RC notebook with documentation on each event.

Children who are not in a Pre-K program are invited to attend a Kindergarten Readiness activity – Keep invitations and sign in sheets in the RC notebook to show the activities that have been offered to families outside of the program. Keep minutes from collaborative meetings in the RC notebook that address efforts to encourage families to attend.

E5 Partially Meets:

Maintains a list of community organization meetings – Keep a list of community organization meetings with dates and times in RC notebook.

Families on the waiting list are referred to centers with openings – Keep an updated copy of names and addresses of other Georgia Pre-K providers in the area.

E5 Meets:

Participates in a public/private Pre-K collaborative – Keep a schedule of collaborative meetings and sign in sheets in the RC notebook. This collaborative should include all of the Pre-K providers in your community public schools, private sites and Head Start. You may also choose to invite providers that serve four-year old children but not through Georgia Pre-K.

Participates in a community organization – Keep a schedule of community organization meetings and minutes from the meeting (or sign in sheet) in the RC notebook. Qualifying community organizations should have a core mission that is family/child centered.

Community Agencies are involved in the collaborative – Keep a sign in sheet that reflects the participation of community agencies with the RC collaborative in RC notebook.

E5 Exceeds:

Kindergarten readiness activity is planned jointly between public and private providers Keep minutes from collaborative meeting in the RC notebook that show planning efforts. Use the Planning Form to document your individual efforts and participation in the activity.

Family Literacy Activity is planned jointly between public and private providers - Keep minutes from collaborative meeting in the RC notebook that show planning efforts. Use the Planning Form to document your individual efforts and participation in the activity.

An activity is planned that includes community resource representatives and families - Keep minutes from collaborative meeting in the RC notebook that show planning efforts.

Participates in a community organization that provides direct services to families – Keep the planning form that shows have you have worked with organizations to provide direct services to families. These organizations may include but are not limited to Angel Tree, Salvation Army, Lyons Club, Toys for Tots and local Food Bank. Working with these organizations may not directly serve Pre-K families but work with these organizations is part of community outreach and collaboration.

E6 Partially Meets:

Attends required Bright from the Start training – Keep a copy of certificate from Bright from the Start training.

Submits RC Program Summary by the due date indicated in the Pre-K Providers' Operating Guidelines – Reports must be submitted by the due date in the *Georgia Pre-K Guidelines (Section 21.2)*.

Assists in identifying and obtaining Category One documentation – Keep proof of Category One status in the RC Notebook for each Category One child that is listed on the roster. Proof of Category One status can be a copy of the child's Medicaid card, Peachcare, SSI, Food Stamp card, TANF, CAPS Program or income eligibility information for Free and Reduced Lunch Program.

E6 Meets:

Meets credential requirements indicated in the Pre-K Providers' Operating Guidelines Keep a copy of RC's credentials in RC notebook.

Assists in the referral of children that require follow up for Eye, Ear and Dental Forms (3300) – Keep contact log in the RC notebook, include the referral process on individual children that need follow-up on EEDs.

Assists with children and families that have incomplete or expired immunization forms (3231) – Keep copies of updated immunization records in the RC Notebook. Keep a copy of your immunization audit from the health department in your notebook if available.

E6 Exceeds:

Attends additional training that would enhance the implementation of the Strengthening Families program – Keep a copy of training certificate on file. Fill out the extra training form provided in the RC Notebook.

Survey Tally and Completion Log

Topic	Number of Requests	Workshop	Resource	Referral	Other	Families	Comment

Survey Tally and Completion Log

Topic	Number of Requests	Workshop	Resource	Referral	Other	Families	Comment
Nutrition	11	X				Smith, Jones, Tyler, Morrison, Bennett, Garson, Morrow, Jones, Jamison, Bush, Clayton	March 15: Facilitator Ms. Smultz Peach County Community Services Center
Computer Classes	5			X		Clayton, Garson, Rosenberg, Peters, Brown	Flint River Technical College. Classes start October 14.
Discipline	7		X			Walker, Crenshaw, Peters, Morrison, Hunter, Karbo, Boaz	"Managing Temper Tantrums" booklet distributed November 16.
Stress Management	2				X	Balboa, Doering	December newsletter - "10 Steps to Handling Stress"