

PARENT TRAINING REQUIREMENTS

PERFORMANCE STANDARD	TRAINING	TRAINING DESCRIPTION	Links/ Local/ Classroom
1304.40(h)(3)(i)	Introduce Family Framework 7 Outcomes <ul style="list-style-type: none"> • Families as Advocates and Leaders 	School Readiness: Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting.	https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/framework/interactive.html
1310.21(a) 1310.21(c) 1310.21(c)(1) 1310.21(c)(2)	Pedestrian Safety <ul style="list-style-type: none"> • Family-Well Being • Parents as Educators • Families as Life Long Educators • Families as Learners 	Each agency must provide training for parents and children in pedestrian safety . The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required, must be provided within the first 30 days of the program year . 1310.21(c) (2) - - complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.	http://www.safekids.org/safetytips/field_risks/pedestrian-safety?gclid=CjwKEAjwtYSsBRCDx6rM1v_uqmsSJAAZgf2q9UGHmRAq7i16Zws84E78jtgf-k1yPABpohpkdDL1shoC2qrw_wcB
1304.21(a)(2)(ii)	Child Observation Skills – Outcomes <ul style="list-style-type: none"> • Families as Educators • Positive Parent Child Relationships • Families as Learners 	Parents must be: Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. (i.e. Child’s behaviours, Second Step, COR, school Readiness goals, etc.)	DD Centers and Home Visits

PARENT TRAINING REQUIREMENTS

1304.40(e)(3)	<p>Mental Health</p> <ul style="list-style-type: none"> • Family-Well Being • Families as Learners 	<p>Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff.</p>	<p>http://www.samhsa.gov/</p>
1304.40(f)(2)(iii)	<p>Preventative Health</p> <ul style="list-style-type: none"> • Family-Well Being • Families as Learners • Family Connections to Peers and Community 	<p>Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to health needs of individual children must also be made available to the extent possible.</p>	<p>Completed at Orientation Also the following link http://www.health.wyo.gov/default.aspx</p>
1304.40(f)(3)(i)	<p>Nutrition</p> <ul style="list-style-type: none"> • Family-Well Being (Financial Stability) 	<p>Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets. * Financial Stability training required.</p>	<p>Cent\$ible Nutrition, WIC Local Dietician Supplemental Materials “Color Me Health”</p>
1308.4(l)	<p>Disabilities</p> <ul style="list-style-type: none"> • Families As Lifelong Educators • Families as Advocates and Leaders 	<p>The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee’s service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address: (2) joint training of staff and parents.</p>	<p>http://www.cdswy.org</p>
1304.229 (a)(5)	<p>Child Abuse and Neglect</p> <ul style="list-style-type: none"> • Family Well-Being 	<p>Establish methods for handling Child Abuse and Neglect that are in compliances with Federal, State, or Tribal Laws. Parents must be trained on the risk factors and that staff are mandated to report child abuse and neglect.</p>	<p>DFS https://sites.google.com/a/wyo.gov/dfsweb/</p>
1304.40(e)(4)(i) &(ii)	<p>Family Literacy</p> <ul style="list-style-type: none"> • Families as 	<p>Grantee and Delegate Agency must provide either directly or referral services opportunities for</p>	<p>Librarian College</p>

PARENT TRAINING REQUIREMENTS

	<p>Learners</p> <ul style="list-style-type: none"> Families as Lifelong Educators Positive Parent Child Relationships 	<p>children and families to participate in literacy services by:</p> <ul style="list-style-type: none"> (i) Increasing family access to materials. Services, and activities essential to family literacy development; and (ii) Assisting parents as adult learners recognize and address their own literacy goals. 	<p>UW extension Offices Classrooms</p>
<p>1304.40(h) 1)-(2)</p>	<p>Transitions</p> <ul style="list-style-type: none"> Family Engagement in Transitions 	<p>(1) Grantee and delegate agencies must assist parents in becoming their children’s advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school. (2) Staff must work to prepare parents to become advocate through transition periods that providing that at a minimum one staff parent meeting is held towards the end of the child’s participation in the program to enable parents to understand their child’s progress while enrolled in Early Head Start or Head Start.</p>	<p>School Districts http://edu.wyoming.gov/</p>