

PROJECT ASSIGNMENT

Protocol at a Glance Family and Community Services

Put an “I” (Improvement needed) or an “S” (Satisfactory) in front of each compliance indicator under each framework.

I or S	Compliance Indicator	
Framework 1: Staff Qualifications – Family-Community Services		
	1.1	Management/content area experts for family and community partnerships have training and experience related to social services, human services or family services.
	1.2	Parent Involvement staff have training and experience and skills in helping parents advocate and make decisions. Ongoing training and oversight for all who provide these services.
	1.3	Program ensures that the program management functions for this area are formally assigned to and adopted by staff within the program.
Framework 2: Building Relationships and Strengthening Families		
	2.1	Opportunities for staff/family interactions through the year; respectful of each family’s diversity
	2.2	Staff who are familiar with families’ ethnic backgrounds and able to communicate directly or through an interpreter.
	2.3	A family partnership process is in place that offers all families the opportunity to develop achievable goals, engages them in assessing their needs and strengths, and supports them to reach their goals.
	2.4	The program provides resources and services, directly or through referrals and follows up to determine the effectiveness.
Framework 3: Promoting Parent and Family Engagement		
	3.1	Staff, in partnership with parents, plan, schedule, and facilitate staff-parent conferences and no less than 2 home visits to discuss each child’s development and progress.
	3.2	The program provides, directly or through referrals, opportunities for parents and children to participate in family literacy services.
	3.3	The program provides opportunities for parents to enhance their parenting skills and expand their knowledge and understanding of the education and developmental needs/experiences of their children.

	3.4	Parents get opportunities to participate in health, oral health, nutrition, and mental health education activities to increase their knowledge/understanding of their child's needs.
	3.5	Parents are involved in the development of the program's child development approach and curriculum.
Framework 4: Building and Maintaining Community Partnerships		
	4.1	Establish ongoing collaborative partnerships with community organizations.
	4.2	Establish and maintain Health Services Advisory Committee that includes parents, professionals, and other community volunteers.
	4.3	Procedures to support successful transitions of children and families as they move into or out of EHS and HS programs. Programs communicate to encourage communication with Early Head Start, elementary school principals, and others involved in transitions, including plans for transition meetings.
	4.4	The program must initiate transition planning for each EHS child at least 6 months prior to their 3rd birthday to ensure the most appropriate placement into the next preschool.

Family and Community Services How We Do It at Our Place Protocol Summary Sheet

In reviewing the protocol for Family and Community Services, were there any areas to improve? If so, what were they?

Were there any strengths (something extraordinary)? If so, what?

DOCUMENT REVIEW

Newsletters, Calendars, Event flyers show that events are planned and opportunities exist for interaction between staff and parents throughout the year. Is there information available for both English and non-English speaking families, if there are any?

Information is provided to families on available resources that meet their needs and interests.

Materials for Families

Is there information available for both English and non-English speaking families, if there are any? Do translations reflect languages spoken by the program's families?

Health Services Advisory Committee Roster and Meeting Minutes

Check frequency of meetings, topics and whether relevant, and attendance.

Recruitment Materials

Are the specific types of transportation assistance being offered made clear to all prospective families in the recruitment announcements?

If the agency does not provide transportation to all or some portion of children, describe how we provide reasonable assistance to families to arrange transportation to and from our activities. Are program recruitment announcements in the languages of children and families served by the program (if families don't have ability to read English)?

Transition Plans

Does the program have transition procedures for successful transitions both into and out of EHS and Head Start? Do they provide coordination with other agencies and schools?

CHILD FILES – Family and Community Services Questions

Do files show parent/teacher conferences and at least 2 home visits? If not, is there documentation to show attempts to schedule or documentation of parent refusal?

Do Family Partnership Agreements or contact notes show goals, timetables and strategies for achieving family goals? Do they have a realistic progression and is there evidence of progress toward meeting these goals? (There may be a few families who were repeatedly not interested)

Does your program have documentation of which parents attend meetings/activities?

STAFF FILES

Are qualifications met for Family and Community Services, including parent involvement?

Was a criminal background check done?

Date of initial health exam and TB screening?

Date of most recent health exam if state requires them

Training opportunities? Documented?

Date of the most recent performance evaluation

Professional development goal(s)

Date the staff member received training in identifying and reporting child abuse and neglect

MANAGEMENT SYSTEMS

Ongoing Monitoring

Is there a process for it? Is it happening?

Who monitors Family and Community Partnerships? When/how often?

What is monitored—any tools for doing this?

How are corrections made?

Who receives status reports for Family and Community Services? How often?

Planning

Service area plan for Family and Community Services is thorough, updated, and was approved by the Policy Council.

Activities are planned at varying times during the day and week to encourage more parent participation. Give examples of this.

Findings, (if any related to family/community services), from self assessment and community assessment become goals. Can you give one example?

Self assessment happens 1x a year

Community assessment is every 3 years plus updates for the years in between

Communications

Family and Community services staff meet regularly with teachers and with other staff to coordinate services.

Tell about this.

There are regular communications between FCS staff and parents concerning all aspects of family and community services. Tell about this.

Record Keeping/Reports

Are tracking systems for family and community services up-to-date? .What tracking system is used? Is confidentiality maintained?

Key staff, Governing Body, and Policy Council (committee) receive status reports on a regular basis. Tell about this.

Human Resources

Staff that are qualified;

Positions are filled without long waiting periods.

Staff files are up-to-date

**For more information on Training Without Travel's On-Demand Training designed
for Head Start programs www.TrainingWithoutTravel.net**