

**Subpart E — Family and Community Engagement Program Services**

**§1302.50 Family engagement.**

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (a)(b) (1)	Family & Community Services Coor.	All Staff	Ongoing	<i>Parent/Guardian ID, Weekly Goal Chart, Inkind Record Report</i>

**(a) Purpose. A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.**

**(b) Family engagement approach. A program must:**

**(1) Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement;**

Parents are important to PACT because they are important to their child. They are their child’s first Teacher and most enduring friend. Long after the child’s formal education ends, he or she will continue to feel their parent’s influence. PACT can give little to a child unless the parents are involved in the giving. When parents, as well as children have opportunities to grow and learn, the benefits to both are more than doubled. As parents develop skills, make friends, and assume responsibility, they feel better, not only about themselves but also about their children. Children then take pride in their parents’ accomplishments and feel more confident themselves. The combination of increased confidence, proud role models, and appropriate parental expectations helps the child to profit from the program’s services and maintain in the future the advantages of Head Start. By supporting, rather than taking over the parents’ roles as prime educators of their children, PACT strengthens family life and consequently, society as a whole. Working from the base of the family, parents can use their experiences to take responsibility in the community and make decisions affecting the quality of their lives.

“It is clear that the success of Head Start in bringing about substantial changes demands the fullest involvement of the parents, parental substitutes, and families of children enrolled in its programs.”.....Head Start Manual

PACT provides experiences and activities which lead to enhancing the development of both parents’ skills, self-confidence, and sense of independence in fostering an environment in which their own children can develop to their full potential.

Parent Engagement Objectives

1. To provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child’s development, including fathers.

2. To provide a program environment that is welcoming and incorporates the cultural, ethnic and linguistic backgrounds of families
3. To provide a program that recognizes the parent as:
  - a. Responsible guardians of their children's well being
  - b. Prime educators of their children
  - c. Contributors to the PACT program and to their communities
4. To provide the following kinds of opportunities for parent participation:
  - a. Direct involvement in decision-making in the program planning and operations
  - b. Participation in program activities as paid employees, volunteers, or observers
  - c. Activities for parents which they helped to develop
  - d. Working with their own children in cooperation with the PACT staff

PACT provides handouts on educational and developmental needs of children to all enrolled parents. Information given includes use of home materials and family routines for teaching infants and pre-school children. Teachers support parents in finding quality time with their children throughout the day. In the Home Based program, handouts are given and discussed by the Home Based Teacher on Home Visits. In the Center Based program, handouts are given by Family Advocates and Teachers according to a distribution list. This list is updated yearly by Coordinators. Families also receive handouts specific to their individual needs and interest and the dates of distribution are documented on the FPS.

(See Subpart C 1302.30 & Subpart C 1302.35)

#### Father Engagement

PACT recognizes that both mothers and fathers play an essential role in the healthy development of children and believes a healthy family is a child's best and most powerful resource. Fathers and other men involved in the Head Start child's life are identified on the application and during intake visits by staff (See *Parent/Guardian Identification Form*) and encouraged to participate in home visits, socializations, field trips, and program activities, including committees and Policy Council. Teachers distribute father engagement activities to families monthly using the Weekly Goal Charts and Inkind Record Reports. Staff also have regular discussions regarding father engagement during monthly staff meetings and ongoing throughout the year. See 1302.50 (b)(6) in this section.

#### Parent/Guardian Identification Form

The *Parent/Guardian Identification Form* is used to identify adults in the child's life who would benefit by or would benefit PACT's services to the child by having contact with PACT concerning the child's educational growth and services. This could include biological parents not in the child's home, a DCFS caseworker or a dual custody parent.

The Home Based Teacher and Family Advocate complete this form with all applicable families on the Intake Visit. The staff will need to ask each family if there is another adult who has any legal rights to knowledge about the enrolled child. After completing the form, staff give the original to the Teacher, mailing a copy to the Family & Community Services Coordinator, FA's will keep a copy for their files.

This form is used to establish and document communication with the identified adult. It will be the responsibility of the Family & Community Services Coordinator to send a welcome packet introducing the PACT program through the parent handbook and a cover letter giving the contact information for the

enrolled child’s Teacher. The Teacher will send information monthly to the identified adult. This information can include information on the child’s progress, current program activities, curriculum, and invitations to volunteer and attend specific conferences or meetings.

Staff are encouraged to complete visits/conferences with these adults as appropriate to facilitate communication and promote the child’s educational growth. The Family Advocate and Teachers will contact DCFS caseworker about service plans for foster children. (See 1302.52 (d) of this section.) Contact may be by phone, mail, or in person. The Teacher and FA will send a copy of documentation of this contact to the Family & Community Services Coordinator after each P/T Conference & CBT home visit.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (b) (2)	FCS Coordinator & Ed. Coors.	All Staff	Ongoing	<i>Child/Family Cultural Survey</i>

**(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;**

PACT’s philosophy of building relationships and partnerships with families begins with recognition of the need to treat families with respect and dignity. The emphasis is on Head Start staff and families building upon a foundation of mutual trust.

PACT provides opportunities for parents to meet with Teachers and other appropriate staff for discussion and assessment of their children’s individual needs and progress. The planned meetings include home visits, Parent/Teacher Conferences, Family Support Plans, Behavioral Conferences, and any others that may be deemed necessary. (See 1302.50 (b)(5) in this section). Parents may also meet with staff by request as they need.

Parents are included in curriculum development and are a resource for integrating cultural activities into the program. Teachers distribute a *Child/Family Cultural Survey* on the child’s first educational visit to become familiar with each family’s culture/heritage. The center and classroom environment should reflect the primary cultural backgrounds of the current enrollment. The environment should be familiar and comfortable for the children and families served. (See Subpart C 1302.31 and Subpart C 1302.34)

Staff and consultants that are hired to perform functions within the agency are familiar with the ethnic background and heritage of families in the program and are able to communicate effectively, to the extent feasible, with children and families with no or limited English proficiency. PACT will make every effort to provide materials, supplies, and an interpreter in the parent’s primary or preferred language.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (b)(3)	Family & Comm. Services Coor.	FAs & HBTs	Ongoing	<i>Family Outcomes Assessment, Family Action Plan, Referrals</i>

**(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;**

PACT’s philosophy of building partnerships with families begins with recognition of the need to treat families with respect and dignity. The focus for the social services staff is on support. The HBTs and FAs are “helpers” not “rescuers”. Families must make their own decisions concerning which alternatives within the social services network they choose to utilize -- which options they choose to exercise. The inter-personal relationships established between staff and family members provide the vehicle through which effective decision-making takes place.

At PACT, social services are conducted with the families in the program, not for the families. The emphasis is on Head Start staff and families building upon a foundation of mutual trust to begin a process of assessing a family’s strengths, goals, and needs within the family engagement outcomes areas of the Head Start Parent, Family, and Community Engagement Framework. PACT recognizes that family units will be at varying stages of readiness and willingness to undergo the process of goal setting.

See 1302.52 (a)(b) and 1302.52(c)(1-3) in this section.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (b)(4)	Family & Community Services Coor., Personnel Manager, Ed. Coor.	FAs, HBTs, Site Sup., Admin. Asst.	Ongoing	<i>Family Outcomes Assessment</i>

**(4) Provide parents with opportunities to participate in the program as employees or volunteers;**

Parents may participate in the classroom as paid employees, volunteers, or observers. To give parents an opportunity to volunteer, all Teachers should schedule parent volunteers to serve as aides in the class or on field trips. (Subpart C 1302.34 (b)(5)).

Employment of parents as paid staff continues to be a major goal of the program. Parent education provides methods of enhancing parent qualifications for job openings. Parents are invited to complete a *Parent Employment Opportunities Survey*, which is presented to parents during the intake visit. When an opening occurs, parents whose survey shows that they meet the qualifications of the advertised position will be sent a notification letter by the Personnel Manager. Experience obtained as a volunteer may be helpful in qualifying for non-professional employment. (See Subpart I 1302.90 (b)(6)).

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (b)(5)	Management Staff	All Staff	ongoing	<i>HVRs, Family Conference Reports, Participant Evaluation of the Program</i>

**(5) Conduct family engagement services in the family’s preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,**

Communication with families is carried out in the family’s primary language whenever possible, including relevant handouts or forms used with families. If there is a need for an interpreter, all available means to provide one will be made. Staff interaction with parents will avoid all stereotyping and parents are encouraged to share their culture, traditions, and/or ethnic backgrounds. (See Subpart I 1302.90 (d)).

Center-Based families receive visits in their home throughout the year from Teachers as well as at the center. (See Subpart C 1302.34(7)). The majority of Family Advocate visits are completed in the family’s home. Home-Based families receive visits in their home.

Families are assured that information shared with PACT staff is confidential and that a signed release must be obtained before information can be shared or discussed with other agencies. If a visit must take place at the center, the visit is to take place in an area in which family confidentiality can be maintained, including restricting interruptions and other individuals hearing the information shared.

Parent/Program Communication

Communication to parents is accomplished through one or more of the following means:

1. Verbal/written communication from Teachers, Family Advocates, Coordinators, and Director
2. Family Support Plans
3. Family Conference Reports
4. Family Events
5. Mailings
6. Periodic training sessions
7. Parent/Teacher conferences
8. Home visits
9. Parent welcome boards at centers and in classroom.
10. PACT Web Site
11. Social media
12. Parent committees
13. ChildPlus
14. Ready Rosie

Communication from parents is provided by:

1. Conversations with Teachers and Family Advocates
2. Notes on *Home Visit Report forms*
3. Letters or phone calls to Central Office Staff (parents may always call collect or use the PACT toll-free number 1-800-443-7228)
4. Conversations with Policy Council Representatives or Advisory Members
5. Replies to Teachers Evaluation Questionnaires
6. Program Evaluations
7. Attendance/communication at Policy Council meetings
8. Attendance/communication at Advisory Committee meetings
9. Ready Rosie

### Parent Complaints

If it is felt that the communication systems are not effective, the individual or parent group experiencing the problem is encouraged to file a complaint. The Policy Council has adopted a procedure to govern complaints from parents or community members. The procedure is in all Parent Handbooks.

Step 1: Parent complaints should be remitted to the Teacher currently working with the family and at the Center level. If the complaint is not resolved to the parent's satisfaction, parent proceeds to Step 2.

Step 2: Parent should submit complaint, by contacting the Executive Director. Parents should receive a response a week. If complaint is not resolved to parent's satisfaction, complaint proceeds to Step 3.

Step 3: Parent complaint (dated and in writing) will be remitted to Policy Council for consideration and resolution. Parent will be notified as to when the committee will consider the complaint and given sufficient opportunity to be present. Complaint will include written documentation of steps taken by staff to resolve complaint prior to Step 3.

### Participant Evaluations of the Program

Program evaluations are used to evaluate participant satisfaction and help in identifying necessary program changes. All families are offered the opportunity to complete a program evaluation at the end of each program year.

The Family & Community Services Coordinator distributes the Participant Evaluations to all families using ChildPlus. For parents who do not receive the electronic version of the evaluation, Home Based Teachers and Family Advocates will be asked on an individual basis to provide a paper copy for the parent to have the opportunity to complete.

Paper evaluations are placed in sealed envelopes that are provided so the information can remain confidential. Staff will mail the program evaluations to the Family & Community Services Coordinator.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.50 (b)(6)	Dis./MH Coord. & Ed. Coors., Family & Community Services Coord.	Management Staff, FAs, Teachers, Site Sup.	September & ongoing	<i>Class Roster for Child Case Reviews, Family Support Plan</i>

**(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.**

At center team meetings, employees are provided data sets for their center/area and the agency to analyze the data, create improvement plans, and coordinate family engagement strategies. The data sets include information regarding enrollment, attendance, health, family engagement/father engagement, and inkind, etc. The following month, the staff compare past data with the most recent, and discuss the prior month's strategies to determine effectiveness and make adaptations as necessary.

See Subpart J 1302.102 (c)(1)(2).

### Safety & Wellness Check-Ins

During the program year, management will conduct scheduled, 30-minute observations in center classrooms (Head Start and Early Head Start both) to observe and identify strengths, needs, and assess the classroom for any health and safety concerns. These will take place in October and March. A check-in will also be held in January with the staff but will not include an observation.

After the observations, the manager(s) will meet with all classroom staff (including aides), family advocate, and site supervisor, to offer feedback about what was observed. The goal is to give more immediate feedback to teaching staff and supervisors, identify children and families that need more support, provide direct support to staff, and identify practices in the classroom that need support such as coaching, health/safety, teaching practices, routines, etc.

This time will also include class reviews to talk about concerns, assistance needed, or issues related to children. Not every child needs to be discussed. Teachers should be prepared to discuss any issues/concerns they have about children in their classroom. Support staff, such as Aides and Transportation staff, need to be present wherever possible and supervisors can work out subs for them to be present in the classrooms that they need. The attending Coordinator(s) will be responsible for starting the meeting, documenting notes on the monitoring tool and keeping the discussion on track.

In Home-Based areas, the HB Education Coordinator observes home visits during the year. However, HB teachers will still have safety & wellness check-ins on the same frequency as CB classrooms to offer support and discuss any concerns. Discussions about specific children will be documented on the *Class Roster for Child Case Reviews*.

As discussions about individual children/families are had, the team will discuss whether the concern needs to be addressed individually (a coordinator or the teacher can take care of it) or if a Family Support Plan is needed. If the group believes a Family Support Meeting needs to be held, it will be indicated on the *Class Roster for Child Case Reviews* and shared with the Disabilities/Mental Health Coordinator for follow-up. Teachers will also be encouraged to begin PBS paperwork on children if they have not already done so.

All Coordinators will meet at Central Office after all Check-Ins have been completed and discuss their findings, needed follow up, including those needing a Family Support Meeting.

### **Family Support Plans**

The Family Support Plan meeting may include the child's Teacher(s), the Family Advocate (in CB), the Parent(s), Guardian or Foster Parent, the child's/family's DCFS Case Worker if applicable, the Mental Health Services Consultant, the child's other providers such as the Early Childhood Teacher, Speech and Language Therapist, Developmental Therapist, Occupational, Therapist, Physical Therapist or any other person currently or anticipated to be working with the child (with parent's permission). The appropriate Education Coordinator and the Site Supervisor (in CB) may participate, along with the Disabilities/Mental Health Services, Family & Community Services, and Health Coordinators. Those participating in the Family Support Meeting will depend on the identified needs of the family.

The Parent will also be informed that they may invite any other persons they wish to attend. Teachers (with the help of Family Advocates if needed) will obtain Permission to Invite Releases so that their child's Special Education Providers may be invited, if applicable.

The Family Support Plan meeting will be arranged and facilitated by Disability/Mental Health Services Coordinator and specific procedures for conducting the meeting will be distributed to PACT participants prior to the meeting. Procedures will include a timeline, what the Teacher and Family Advocate will need to bring to the Family Support Plan meeting, and other instructions.

The Family Support Plan will cover all areas of concern and each participant will be given an opportunity for input. A brief narrative of specific goals will be written on the *Family Support Plan* Form. The narrative on the completed form will include goals, person(s) responsible for the goals, and a timeline.

All participants will sign the form and copies will be distributed to the parent(s), the child's Teacher(s), the Family Advocate if needed, relevant coordinators, the Site Supervisor and to other participants who need a copy. The Disabilities/Mental Health Services Coordinator will retain the original plan and keep on hand for follow-up meetings.



**§1302.51 Parent activities to promote child learning and development.**

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.51(a)(1)	Education Coordinators	Ed. Coord. & Teachers	Ongoing	<i>Family Conference Form</i>

**(a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include:**

**(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;**

PACT believes a child’s overall development and executive functioning is best developed through responsive, caring relationships. Teachers are trained to develop and encourage these relationships with the parent and between the parent and their child.

The home visit and socialization activities are designed to allow for success by the child and parent. Each child and his family members are respected as unique individuals. Activities for learning are planned and developed with parents for each child from the curriculum milestones and TS GOLD assessment. At a minimum, the following are provided:

- **Physical**, including gross and fine motor development and health knowledge and practice.
- **Social and Emotional** including self-regulation, self-concept, emotional and behavioral health, and social relationships.
- **Approaches to Learning** including music, creative movement& dance, art, and drama
- **Language and Literacy** including receptive and expressive language including activities and materials in their home language, book appreciation, phonological awareness, alphabet knowledge, print concepts and early writing.
- **Cognitive and General Knowledge** including math and science concepts and logic and reasoning skills.

Each classroom has a lending library, providing age-appropriate books for children, and their families, to check out and return as often as they like. A parent resource library is available for families to check out resources on variety of topics relating to child development and parenting (discipline, potty training, special needs, developmental milestones, fun activities, etc.). These books can also be checked out through any staff member.

Teachers provide families with handouts during home visits and parent conferences related to the GOLD assessment tool, dual language and bi-literacy for DLL’s. After the baseline assessment in the fall, teachers send home weekly activities for families to do with their child to support the child’s developmental needs. The activities chosen are based on the family’s goals for the child (from the *Family Conference Form*) and/or areas of concern from the assessment or screening.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.51(a)(2)	Family & Community Services Coordinator	FAs & Teachers	Ongoing	n/a

**(2) Providing parents with information about the importance of their child’s regular attendance, and partner with them, as necessary, to promote consistent attendance; and,**

Families receive education regarding the benefits of regular attendance during their intake visit and ongoing throughout the year as necessary via Attendance Works handouts, PACT’s Facebook page, home visits, and additional contacts from program staff. Family Advocates and Home-Based Teachers partner with families to promote consistent attendance and document all efforts in ChildPlus, including emphasizing the benefits of regular attendance and case management strategies as appropriate. See Subpart A 1302.16 (a)(1) and 1302.16 (a)(2)(i-iii).

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.51(a)(3)	Ed. Coordinators	Ed. Coord. & Teachers	Ongoing	n/a

**(3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.**

PACT recognizes the strengths of bi-lingual families and supports the dual language learners through approved approaches such as *Planned Language Approach*. Teachers help parents understand the benefits of bilingualism and bi-literacy through handouts, sharing research and modeling methods to strengthen the development of the home language and English.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.51 (b)	Family & Community Services Coord.	Family & Comm. Services Coord., FA’s & HBT’s	Fall & ongoing	n/a

**(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents’ knowledge and offers parents the opportunity to practice parenting skills to promote children’s learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.**

PACT offers the Ready Rosie curriculum to program parents. The research-based curriculum uses modeled-moment videos to extend classroom learning and offer parents the opportunity to practice parenting skills to promote children’s learning and development at home. In addition, Ready Rosie

offers interactive family workshops to build parenting capacity as well as ongoing professional development opportunities to give staff the tools to strengthen family partnerships.

**§1302.52 Family partnership services.**

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.52 (a)(b)	Family & Community Services Coord.	FA's & HB Teachers	Intake & Ongoing	Family Outcomes Assessment

**(a) Family partnership process.** A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

**(b) Identification of family strengths and needs.** A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

Family Outcomes Assessment

Families will be offered the opportunity to work with Family Advocates or Home Based Teachers to develop a family goal. PACT utilizes Child Plus to track family goals.

The Family Outcomes Assessment in ChildPlus is the agency's primary means to identify family's needs, interests, and strengths within the family engagement outcomes areas of the Head Start Parent, Family, and Community Engagement Framework, including well-being, health/safety, child development, economic stability, etc. It creates opportunities for staff to refer families to community agencies and identifies opportunities for PACT to directly help meet families' needs through written information and goal-planning. No minimum amount of time must be spent when working with families who wish to participate.

Although the scheduled time should be sufficient to allow in-depth discussion and explorations of family strengths, future goals, and pinpointing obstacles that may prevent families from reaching those goals.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.52 (c)(1-3)	Family & Community Services Coordinator	FA's & HB Teachers	Sept., Oct., & Ongoing	<i>Family Outcomes Assessment, Referrals, Family Goals, Social Service Release of Information</i>

**(c) Individualized family partnership services. A program must offer individualized family Partnership services that:**

- (1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;**
- (2) Help families achieve identified individualized family engagement outcomes;**
- (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;**

How to start the goal setting process

Family Advocates and Home Based Teachers complete the Family Outcomes Assessment in ChildPlus during the intake visit. Staff will explain the process and have a discussion of each topic with the family (only complete 1 survey per family). If a family does not want to work towards accomplishing a goal at this time, they are free to initiate and set a goal any time during the year.

Note: All families enrolled will have their *Permission & Consent* form on file indicating they have a current action plan with another agency, an Individual Family Service Plan (IFSP), or no current plan with any other agency. Those working towards a goal will have a Family Goal as well as the survey. (See 1302.52 (d) in this section)

If time allows, the FA or HBT should document the Family Goal in ChildPlus the same day the Outcomes Assessment is done. The FA/HBT and the family will discuss the goals of the parent/family, documenting it in ChildPlus. Family strengths and anticipated obstacles will also be identified and discussed. When a family has a Family Goal, the Family Advocate or Home Based Teacher is responsible for assisting the family to access any services necessary in order to meet their goal. The staff and parent/family will work together to work toward the goal, with the staff documenting progress in ChildPlus monthly. When a need for a referral to another agency is indicated, staff need to refer the family and document referrals in ChildPlus. (See Referrals in this section.) Families, who have an IFSP or a family action plan with a community agency, may choose to keep the same goal for their PACT Goal Plan. Staff will review those plans with the family. See 1304.40 (a) (3) in this section.

The Family Outcomes Assessment is completed a second time with families during late fall/winter. For Family Advocates, it is done during the 2<sup>nd</sup> home visit and for Home-Based Teachers, it is done during January/February. The assessment is done a third time with each family to facilitate discussion

regarding progress the family has made during the program year as well as any additional needs the family may have. For Family Advocates, this is done at the end of the year home visit, and for HBTs, it is done in May/June.

Family Advocates and Home Based Teachers must discuss with families progress towards accomplishing their goal at least monthly or more often if needed. Documentation of the families' progress is recorded in ChildPlus.

Home Based Teachers and Family Advocates may need to make contact visits with parents as the need arises in order to ensure on-going communication and collaboration with families in meeting their goals. If an obstacle arises that prevents a family from working towards a particular goal and the Home Based Teacher or Family Advocate and family are unable to arrive at a solution, staff should consult with the Family & Community Services Coordinator to see if there are other resources available that the Home Based Teacher, Family Advocate, or family are unaware of.

#### When are Family Goals considered “complete”?

Family Goals are considered “complete” when a family chooses not to pursue the goal any further or the family achieves the goal. Staff will select the appropriate status in ChildPlus following the provided instructions. For re-enrolling families, the Family Outcomes and Goals may be viewed as a continuation from the previous year. Home Based Teachers and Family Advocates should review family outcomes and needs from the previous year. During the intake visit, goals and needs from the previous year can be reviewed with the parent.

#### Referral Process

Families may express a need for a referral to a community agency or it may be identified on the *Family Outcomes Assessment* form. Staff must refer the family to the appropriate community agency within 2 weeks of becoming aware of the need, using the *Referral Form*.

When a HBT or FA is unsure of services available or needs help in determining an appropriate referral, staff will first refer to the Resource Directory and if still unable to determine an appropriate referral, she will call the Family & Community Services Coordinator for assistance. If the Coordinator is not available, staff should discuss the situation with their supervisor or another coordinator.

#### Documenting Referral Follow Up

Staff will follow up with families monthly and document follow up in ChildPlus until the family tells the staff one of the following: They received services or were linked to the provider, they no longer want the referral service or the service needed was not available. If the family tells the HBT or FA the service needed was not available, the family needs referred to a different agency. Staff should discuss social service needs monthly and document referrals and additional needs throughout the year.

**When is a referral for *Ongoing, Continuous Accessible Medical and/or Dental Care* considered complete?**

Families have been **linked** to Ongoing, Continuous Accessible Medical and/or Dental care if families answer “yes” to all questions below, regardless if the child has actually been to the dentist or doctor.

1. Do you have a way to get to this dentist or doctor should your child need to go?
2. Do you have all the information you need in order to contact the dentist for an appt. if necessary?
3. If your child needed dental or medical care (treatment or ongoing exams, cleaning, etc.) would you use this dentist or doctor?
4. Do you have a way to pay this dentist or doctor (medical card, Kid Care, Insurance, private pay)?

If families answer “yes” to all 4 questions, the referral status can be entered as “*Received Services*”. If any of the above mentioned questions are answered “no”, then staff need to explore other options with the family. If there is no other place to refer the family, then staff need to document the reasons why the family cannot or will not use that dentist or doctor, entering the referral status as “Service Not Available”, and assist the family in finding another provider if possible.

Additionally, home visits, parent conferences, family events, staffings, child case reviews, family support plans, phone calls, etc. may also result in the need for a referral or the need for written information at any time in the year.

**Social Service Release of Information**

A *Social Service Release of Information* is needed if the Family Advocate or Home-Based Teacher is going to contact a specific agency on behalf of a named individual or family. The release must be obtained before the agency is contacted.

**What to do when other staff members becomes aware of a family need**

If a staff member becomes aware of a family need, the staff member will contact the FA or HBT with that information within 24 hours or sooner if the need is a crisis.

**Child Plus Computer Tracking**

Each HBT and FA will receive monthly ChildPlus reports that shows social service needs for families they are serving. HBT and FA will review the report within the following week. If the HBT or FA identifies discrepancies between the report and information they have sent in, they will notify the Family & Community Services Coordinator as soon as possible.

**Note:** It is important for HBT and FA to review and follow up with report discrepancies as the Family & Community Services Coordinator uses ChildPlus Reports to complete Record Monitoring and Evaluations.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.52 (c)(4)	Family & Community Services Coordinator	Family & Community Services Coordinator, HBTs, & FAs, Dis./MH Coordinator	Intake Visit & Ongoing	n/a

**(4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.**

When a sibling of an enrolled child is selected to receive services, the staff member already working with the family, either a HBT or FA will follow up with all social service needs. Social service needs include: Family Outcomes Assessment and follow-up, family referrals and follow-up, and Family Goals. Child Plus Family Service reports will provide information on social service needs and family goals to HBTs & FAs working with the family.

All Home Based Teachers & Family Advocates will complete the following Social Service forms for each child:

- Permission and Consent from Parents (at intake)
- Change of Status (if applicable)
- Re-enrollment form (if applicable)

Where siblings are selected for enrollment at the same time, one in EHS and the other in HS, or in different program options, the FA or EHS HBT will be designated as primary because they work year round. The Family & Community Services Coordinator will assign the family to the most experienced staff member.

Advocates and HBTs that share families should communicate family needs/situations to one another to ensure assistance is provided to the family.

Emergency Assistance

PACT’s mental health consultants are available for families and staff in emergency situations and crises, such as a major loss or other traumatic situation. PACT also has limited emergency funds available. These funds are restricted as to how and when they can be utilized.

If a Teacher or Family Advocate determines that a family is in a crisis or emergency situation, the Family & Community Services Coordinator should be contacted as soon as possible to be sure the family receives the needed services immediately.

Protocol for Child Loss

PACT has in place a protocol for responding to parent(s) in the event of a stillbirth, miscarriage, SIDS, or death of a child in another manner. Early Head Start Staff, Family Advocates, and Supervisors are trained on the protocol and each have access to a packet which has been put together with information to aide in responding to the needs of the entire family. The packet has a copy of the training with

instructions, reminders, and tips to review to help them to be able to best meet the individual family’s needs, and for respecting cultural rituals. The packet is designed to be able to be customized per the needs and wishes of the family.

Materials in the packet include a letter on behalf of the agency, sympathy cards, a list of websites which address specific losses, a list of local support groups and mental health providers per county the family resides, and a list of resources which PACT has available for family members, which includes siblings.

Handouts within the packet include information about acknowledging the families’ grief, talking about the death of the baby, how to address children’s needs, questions and grief; a checklist of things the parent(s) may need help with from others, attending to grandparents and siblings, and information about how men grieve. Whether or not, or how, siblings should be included in services for the baby, responding to well-meaning visitors, and preparing for the future are also addressed in handouts.

Families are offered access to PACT’s Mental Health Consultant as needed and are provided contact information. If the family wishes, PACT may also provide a Memory Album for parents, and a book for siblings to keep on remembering the baby. It is PACT’s policy to continue visits according to what the family needs and wishes. It is also part of the protocol to make return visits even after the family has opted to discontinue enrollment to offer support.

Technology Resources

Center Based sites are equipped with a computer for use by the parents. This computer has Internet access. It will be available for use during normal business hours for all enrolled families and program volunteers by appointment in the evening. Site Supervisors and Family Advocates are responsible for monitoring the use of this computer and ensuring proper use. If improper use is observed it will be reported to the Education Coordinator. If there is a technical problem it will be reported to the Information Systems Manager.

ECLKC- Early Childhood Learning & Knowledge Center

ECLKC is the official communication channel for Head Start and Early Head Start grantees, TA network, regional offices, Head Start parents and families, OHS consultants, and anyone else involved with Head Start.

The website (<https://eclkc.ohs.acf.hhs.gov/hslc>) features the latest information on OHS priorities, policies and programs as well as tips and practices on many early childhood topics including child development, education, family engagement and health. Handouts on a variety of topics are also available on the website and accessed by staff to share with families.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.52 (d)	Family & Comm. Services Coord.	FCS Coordinator, FA’s, HB Teachers	Intake & ongoing	<i>SS Release of Info., Family Goal</i>

**(d) Existing plans and community resources. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and**



**availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.**

Pre-Existing Family Plans

Information is gathered at intake concerning any preexisting IFSP, IEP or family goal plans with community agencies. If a family already has a goal plan(s) with a community agency, the Home Based Teacher or Family Advocate will complete a *Social Service Release of Information* to the agency(ies) involved. The staff will mail the original release to the Family & Community Services Coordinator, who will mail the release and a cover letter to the agency/agencies involved to obtain a copy of the goal plan. Note: Staff will retain a copy of the release, see 1302.52(c)(1-3). During discussion of family goal setting, the staff must consult any preexisting family goal plan or IFSP and, whenever possible and appropriate, coordinate the Head Start family goals with those plans. (See 1302.52 (1-3).

If when completing the intake visit, it is found that the family has an existing IEP/IFSP, the staff in discovery should contact the Disabilities/Mental Health Services Coordinator with this information. The Disabilities/Mental Health Services Coordinator will check this information against what has already been obtained and ask staff to get appropriate releases as needed and/or copies of the IFSP/IEP. Special needs follow-up will begin.

**§1302.53 Community partnerships and coordination with other early childhood and education programs.**

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53 (a)(1)	Director, All Coordinators	All Staff	Ongoing	n/a

**(a) Community partnerships.**

**(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children’s and families’ needs and family partnership goals, and community needs and resources, as determined by the community assessment.**

The Executive Director and Coordinators are responsible for participating in community planning with other agencies throughout the eight (8) county area. Membership is maintained on various planning groups which meet on a regular basis. Staff are responsible for communicating information about the needs of Head Start families within that community and collaborating with other agencies in order to improve services offered to families. When there is opportunity for parents to be included in the planning group, the staff member has responsibility for giving information to the appropriate Coordinator for distribution to interested parents. Each staff member is responsible for maintaining

documentation of planning efforts, including membership records, minutes of meetings, and other related information.

PACT has collaborative agreements and partnerships with organizations/agencies in several communities. In Adams County, PACT is a member of the All Our Kids (AOK) Network, which is a community-based collaboration that is committed to developing a high-quality, well-coordinated, easily accessible system of care that will promote positive growth and development for pregnant women, children birth to five, and their families. The overall goal of the AOK Network is to ensure that all pregnant women, children birth to five, and their families have the opportunity to receive the services they need.

PACT staff also attend monthly interagency meetings throughout the service area. (See Interagency Meetings in this section.) Community agencies that are represented at those meetings include health departments, mental health centers, Department of Human Services, cooperative extension services, food pantries, etc.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53 (a)(2)(i)	Health Coordinator & Family & Community Services Coordinator	Family & Community Services Coord., Health Coordinator, FA's & HB Teachers	Ongoing	n/a

**(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:**

- (i) Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;**

PACT and the Pike County Health Department have an agreement that provides Head Start outreach, well baby checks, and evening nutrition education classes at the PACT site.

The Health Coordinator also maintains a *Nutrition Consultant Agreement* with a Registered Dietician and a *Nurse Consultant Postpartum Agreement* with the health departments in the eight county areas we serve. Home Based Teachers and Family Advocates also make referrals as needed for Medicaid and substance abuse treatment providers.

Health, mental health, and nutrition service providers are listed in the Resource Directories and in the county Health Provider List. The Health Coordinator establishes ongoing relationships with these providers throughout the service area. This is done, at a minimum, yearly, to update information on services provided, fees, hours of services, etc. A letter is sent and verbal or personal contact is made to update this information in the spring of each year. The Health Coordinator also communicates as

needed throughout the year as needs arise. Many of these providers are on the Health Services Advisory Committee also.

Health Services Advisory Committee:

The Health Coordinator is responsible for the maintenance of and communication with the Health Advisory Committee. The committee includes representation from the medical, dental, nutrition, and mental health professions, and program parents. Program parents are invited to be on the Health Services Advisory Committee through Policy Council.

The Policy Council members will be notified of committee meetings and invited to attend and share their ideas. The committee meets at least once each year to evaluate services, identify and plan for screening of community health problems, and help plan and advice in areas of difficulty. They review and make recommendations for the total health component plan.

The Health Coordinator is responsible for maintaining minutes for each meeting. All members are informed by the Health Coordinator of the existence, purpose, and scheduled meetings of the Health Advisory Committee and are invited to attend. Individual members will be contacted by the Health Coordinator as needs arise between meetings.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53 (a)(2)(ii)	Family & Comm. Services Coord., Ed. Coordinators, Director	Family & Comm. Services Coord., Ed. Coords., Director	Ongoing	n/a

**(ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;**

See Subpart F 1302.63 (a)(b).

The Central, Pikeland and Liberty school districts collaborate with PACT in Head Start/Pre-K recruitment efforts in order to assure that all families within the district with potential enrollees are contacted and Head Start/Pre-K applications and developmental screenings are completed for any family interested in services. Personnel from both the district and PACT are utilized in this effort and recruit for both programs.

Also to comply with Illinois School Code 1C-2 and Title 23, Part 235 of the Illinois Administrative Code, Memorandums of Understanding (MOUs) have been updated and/or created with the following school districts that have Prek/Preschool for All funding through the Illinois State Board of Education: AC Central, Beardstown, Morgan-Scott, Brown County, Bushnell-Prairie, Carthage, Central, Dallas City, Hamilton, LaHarpe, Liberty, Macomb, Mendon, Nauvoo, Payson, Pikeland, Pleasant Hill, Quincy, Schuyler-Industry, Southeastern Augusta, Virginia, Warsaw, Western, West Prairie, and Winchester. These are to be reviewed annually.

Under Section 642 (e) (5) of the HS Act, 12/12/07, PACT will attempt to enter into memorandums of understanding with school districts in the eight-county service area that provide Pre-K services to provide for review of collaboration activities and coordination, as appropriate, of listed above (I)-(X).

See Subpart G 1302.71(c)(2)(i-ii) & Subpart G (1302.71(d).

School Readiness/Outcomes Team

Education Coordinators are responsible for preparing for and scheduling the School Readiness/Outcomes Team. The team includes representation from PACT management staff, center educational staff, coaches, program parents, Pre-K and Kindergarten personnel and community stakeholders. The team meets regularly to analyze program data and outcomes for continuous program improvement.

The functions and roles of the School Readiness Team:

- Help to guide the planning and implementation of a comprehensive child development program that meets the Head Start definition of a curriculum.
- Help to guide the Education Coordinators in ensuring that the program is using theories and sound principles of child education in the Head Start and Early Head Start programs.
- Review the self-assessment and peer review results of the Education component of Head Start and recommend improvement and correction plans.
- Review results of Child Outcomes Measures and recommend strategies to improve and enhance classroom teaching strategies.
- Discuss trends and research in the field of Early Childhood Education and recommend changes and updates of program policies relating to classroom content.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(iii)	Asst. Director & Family & Community Services Coord.	Family & Community Services Coord., FA's & HBT's	Ongoing	N/A

**(iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;**

PACT is part of the Joint Cooperative Agreement between Head Start and the Illinois Department of Children and Family Services (DCFS) to recruit, enroll, provide services cooperatively, and cooperate in trainings of staff and parents to prevent child abuse and neglect for children and families in the child welfare system. This includes foster children, children of wards, and children from intact families that are involved with DCFS (families that have service plans with DCFS OR families that have been referred by DCFS).

PACT directors meet quarterly with DCFS/ Provider of Service (POS) administrators at the regional level in Springfield and Peoria. Local groups meet 3-4 times per year, and include the Family Advocates and Home Based Teachers and their supervisors from PACT and the DCFS local caseworkers and supervisors, and POS agency caseworkers and supervisors.

PACT staff are participants in face-to-face (or teleconferences) with DCFS counterparts in the local areas as agreed upon in the DCFS Collaboration Agreement. Family Advocates and Home-Based Teachers and their supervisors or coordinators attend quarterly meetings. The supervisors will assign staff to attend on a rotating basis, so that at least one FA and HBT from each county is present at each meeting.

#### Head Start Responsibilities:

1. PACT for West Central Illinois will actively recruit children and families referred by DCFS to include foster children, foster parents, children and families referred by DCFS, DCFS wards and children of wards, and intact families. See 1302.13 (a) (b).
2. Coordinate and provide cross-training on policies, procedures and services.
3. Prioritize enrollment. See selection criteria tables in Subpart A 1302.14 (a)(b)(c).
4. Within 10 days of enrollment in PACT and prior to DCFS Administrative Case Reviews, PACT teacher will consult with DCFS caseworker and complete the DCFS Education Report Form (CFS470). This contact is initiated at intake visit on Parent/Guardian Identification Form. See 1302.50(a)(b)(1).
5. Direct service staff (home based teachers, family advocates) will mobilize resources to meet the needs of child and family and enhance community services, as outlined for all PACT families in 1302.52 (c)(1-3), 1302.52 (c)(4), & 1302.53 (a)(2)(viii).
6. Communicate with or phone the DCFS caseworker when issues arise that threaten a child's continued involvement with PACT. See 1302.50(a)(b)(1) and 1302.16 (a)(2)(i-iii).
7. When child leaves the service area, Teachers will work with DCFS caseworker to arrange for child to say goodbye to classmates/teachers and take belongings (art work, etc.) with him/her. Provide transition info and plan to caseworker and foster parent. (See item #10 of this list)
8. Participate in DCFS team/case planning meetings and share information regarding the goals and services established by the program, the child's progress, and their relationships with foster and birth parents, and the child's health and well-being issues. See the Classroom Management Training Guide, Behavioral Documentation and Behavioral Concern Form procedures.
9. Home based teachers and family advocates will invite DCFS caseworkers of wards or children of wards to participate in Family Partnership process, as needed.
10. Cooperate with DCFS caseworker, the child and family members, as appropriate to support the permanency plan (reunification of family, terminating parental rights, or adoption).
11. Transition child within eight-county service area, if available openings exist, and assist caseworker in contacting appropriate agency outside of PACT's area. Family advocates and home based teachers will call the Family & Community Services Coordinator to begin this process.
12. Request and schedule trainings for staff and parents on child abuse and neglect prevention, including protective factors that keep families safe, and recognizing/responding to signs of family stress. Family & Community Services Coordinator schedules bi-annual trainings for PACT staff.
13. Report all cases of suspected abuse or neglect via the hotline (preferably in a way that continues the child and family's involvement with PACT), and inform the DCFS caseworker of the investigation if there is an existing relationship with the caseworker when it involves a child who

is assigned a DCFS caseworker. See 1302.47(5)(i). Family & Community Services Coordinator will inform DCFS Caseworker.

14. Obtain consent from the appropriate designee for all foster children and DCFS wards.

For children in DCFS foster care, foster caregivers are authorized to sign the following:

- Application for Enrollment
- Parent Authorization for Health & Developmental Procedures
- Dental Center Permission
- Emergency Care Information
- Health History
- Field Trip Permission (in Illinois only)
- Payment Requests
- Permission and Consent

Signatures must be obtained from the Authorized DCFS Agent for the following:

- Any type of release to an agency or doctor
- Social Service Release of Information
- Dietary (if being sent to physician)
- Classroom Health Screening Permission/Results
- All-Kids School-Based Dental Program Consent (Miles of Smiles)

PACT gives priority in selection to children who are referred to Head Start by the Department of Children and Family Services or are foster children, if the child also meets age and income eligibility factors.

The Family & Community Services Coordinator obtains a referral list from DCFS periodically containing current foster children in the service area. See Subpart A 1302.14.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(iv)	Management Team	Family & Community Services Coord. & Director	Ongoing	n/a

**(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;**

PACT has a partnership with Western Illinois University in Macomb that includes facilities and materials, and prioritization of WIU students and staff that HS eligible for services. PACT also cooperates with local community colleges and universities to allow their students to conduct observations of early childhood classrooms and services.

PACT has begun a partnership with the local Early Childhood Education Library Consultant, which developed from a Tracy Family Foundation early childhood education initiative. The goal of this

cooperation is to connect our families and staff with the town libraries to impact family and community engagement and increase literacy. All Center Based Teachers will plan a field trip to their local library and encourage library readers to come into the classroom throughout the year. In EHS, all HBT's will have one 6-week period during the program year when socializations are held at a local library. Parents are encouraged to attend and are encouraged to apply for a library card.

All counties in the PACT service area are served by Child and Adolescent Local Area Networks, or LANS. The focus of the LANS is to reduce suspensions, expulsions, and truancy. The charge is to improve school outcomes for all at-risk children in the LAN's community, including but not limited to DCFS wards. If a home visitor identifies a family at risk that could benefit from a wrap plan, they contact the Family & Community Services Coordinator in order to assist the family in completing an application to the LANS for consideration of wrap-around services. Scott, Cass, Brown and Schuyler Counties are served by LAN 16. Hancock, Adams, and Pike Counties are served by LAN 17. McDonough County is served by LAN 18.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(v)	FCS Coordinator	Family & Comm. Services Coordinator, FA's & HB Teachers	Ongoing	n/a

**(v) Temporary Assistance for Needy Families, nutrition assistance agencies, work-force development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;**

PACT partners with the Regional Office of Education #1 to promote Ready, Set, Grow! West Central Illinois' initiatives. The Education Initiative, *Ready Set Grow (RSG)*, seeks to help families know they have the power to shape their children's futures. All parents deserve to know that they have the power to shape their child's brain and future. Parents and caregivers respond, talk and read to children so that they will succeed in the future. If children enter kindergarten without language skills they tend to fall farther and farther behind.

"*Let's Talk!*" shares the information, from Harvard, that responding and talking with babies and toddlers builds the architecture of the brain upon which all future learning is built. Another program, "*Let's Read!*" supplies information about the brain building effects of reading, encourages and supports parents, and provides free books. The partnership will result in all families in our service area receiving targeted education and supports regarding the brain-building effects of talking and reading to infants and toddlers and the development of language skills for future success.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(vi)	Director & Family & Comm. Services Coor.	FCS Coor., FA's & HB Teachers	Ongoing	n/a

**(vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431et seq.);**

The Director is associated with ISBE's Homeless Liaison Project which serves as a resource which addresses issues of identifying and providing services for that population. The ERSEA section (Subpart A) speaks to the enrollment and recruitment measures of such families.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(vii)	Family & Comm. Services Coor.	FCS Coor., FAs & HB Teachers	Ongoing	n/a

**(vii) Domestic violence prevention and support providers; and,**

Family Advocates and Home-Based Teachers make referrals to Quanada and other domestic violence agencies within the 8-county service area as necessary. Interagency meetings are also attended by the Family & Community Services Coordinator and Family Advocates, which include domestic violence prevention and support providers.

See 1302.53(a)(2)(viii)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(a)(2)(viii)	Family & Community Services Coordinator & Director	Family & Community Services Coordinator, FA's & HB Teachers	Ongoing	n/a

**(viii) Other organizations or businesses that may provide support and resources to families.**

Helping the child and his family to function as his own advocate is the ultimate goal of advocacy in the social services program of PACT. PACT can help to strengthen the relationship between families and the community by helping families to learn what the community can and should provide for them and, in turn, what they can and should provide to help the community to grow and improve.

It is the responsibility of all PACT Head Start Staff to be aware of child care service, organizations and businesses within their local communities that may provide support or resources to families. While the



Community Resource Directory outlines specific organizations, hospitals, etc., within each county that provides services to our families, it does not outline activities or programs which may be “special” or “one time only”. The Family & Community Services Coordinator and direct service staff are responsible for sharing information regarding “special” or “one time only” activities going on in their communities via flyers or direct contact. Notice of these activities may also be posted in centers and shared on the agency Facebook page.

Although some services are provided directly through the PACT agency, the majority of social services are obtained by families through other community resources. A Community Resource Directory (updated every two years by Family & Community Services Coordinator) is available to enrolled families.

The Community Resource Directories, by county are available on PACT’s website. Families can receive a directory which contains information specific to the county in which they reside. The directory contains agency names, phone numbers, addresses, services available, and requirements (if applicable). Home Based Teachers and Family Advocates are responsible for forwarding information regarding changes in agencies or services in their communities to the Family & Community Services Coordinator as they become aware of them.

#### Interagency Meetings

In all of the counties in the PACT service area, local agencies hold meetings regularly to share updates and concerns. Some of the agencies that attend include domestic violence providers, educational institutions, family preservation and support services, health providers, mental health providers, early intervention providers, etc. The Family & Community Services Coordinator will attend the interagency meetings in each county whenever possible to represent PACT. The Family & Community Services Coordinator is responsible for:

1. Sharing updates and changes from the PACT agency,
2. Communicating needs of families,
3. Representing families and PACT in a positive and professional manner at all times,
4. Gathering updates from community agencies and relaying information to families,
5. Referring families to groups who share similar concerns within the community to enable families to work with those groups,
6. Calling attention to inadequacies of existing community resources and unmet needs of families,
7. Mailing minutes to Home Based Teachers, Family Advocates and to Site Supervisors in each county.

In the center-based option, Family Advocates are required to attend interagency meetings monthly and provide minutes to the Family & Community Services Coordinator as needed. All Home Based Teachers are strongly encouraged to arrange their schedule to attend interagency meetings. Home Based Teachers are required to be knowledgeable about the social services available in their area and share that knowledge with families on an on-going basis

**Adams County Inter Agency Meeting**

Adams Co. United Way Office  
936 Broadway, Suite F, Quincy, IL 62301  
Jenna Hull, United Way  
(Meets the 1<sup>st</sup> Tuesday of every month at 10:00 a.m.)

**Brown County Inter Agency Meeting**

John Wood Community College  
108 N. Capitol St., Mt. Sterling, IL 62353  
Sara Mixer, PACT  
(Meets the last Tuesday every other month at 8:30 a.m.)

**Cass County Inter Agency Meeting**

Cass County Health Department  
331 S. Main, Virginia, IL 62691  
Andrew English, Cass Co. Health Department  
(Meets the 3<sup>rd</sup> Wednesday every other month at 11:00 a.m.)

**Hancock County Inter Agency Meeting**

Carthage Memorial Hospital  
1450 N. Co. Road 2050, Memorial Medical  
Conference Room, Carthage, IL 62321  
Lauren McGaughey, Memorial Hospital  
(Meets the 3<sup>rd</sup> Wednesday every other month at 11:30 a.m.)

**McDonough County Inter Agency Meeting**

McDonough Co. Health Department  
505 East Jackson St., Macomb, IL 61455  
[www.socserv.org](http://www.socserv.org)  
(Meets the 3<sup>rd</sup> Wednesday of every month at 9:00 a.m.)

**Pike County Inter Agency Meeting**

First Christian Church  
201 N. Mississippi St., Pittsfield, IL 62363  
Sara Mixer, PACT  
(Meets the 1<sup>st</sup> Monday every other month at 1:00 p.m.)

**Schuyler County Inter Agency Meeting**

State Farm, Rushville  
1 Charles St., Rushville, IL 62681  
Kathryn McDaniel, Two Rivers Regional Council  
(Meets the 4<sup>th</sup> Monday of every month at 12:00 p.m.)

**Morgan/Scott Counties Inter Agency Meeting**

Passavant Hospital  
1600 W. Walnut, Mtg. Rm 5, Jacksonville, IL 62650  
Lori Hartz, Passavant Hospital  
(Meets the 2<sup>nd</sup> Thursday every other month at 9:00 a.m.)

The checklist below outlines steps which staff can take in communicating the needs of the families they are working with to agencies providing support services.

1. Determine which needs are to be transmitted and make certain that you understand all aspects of the problem.
2. Discuss the need with the parent and family prior to transmitting them to an outside agency. Remember, the family has entrusted you with information regarding their personal situation. Obtain releases when sharing individual information on a specific family.
3. Develop a relationship with a primary contact person within the given resource agency or organization and work through this contact person to the maximum extent possible.
4. Teachers or Family Advocates may accompany families to visit community agencies if families desire.
5. Encourage family members to build a rapport with the agency on initial visit. This is one of the major steps in the building of self-confidence.

It is the responsibility of PACT to help families in their efforts to bring about changes in the community that will meet their relative needs and provide greater opportunities for a secure future. The social service staff should encourage the community to meet its social responsibility by modifying or altering

its present institutions to the point where they adequately meet the needs of its citizens, and by developing needed resources and services in demand.

Part of the advocacy job of the social services staff is to make the community aware of inadequacies in existing services, to assist in improving available services, and to advocate for the creation of new services in support areas where no services are currently available.

The following list is designed for use as a guide to staff in fulfilling their role as advocates:

1. Identify those services that families need and are unavailable to them.
2. Re-examine the resource list to insure that the void actually exists.
3. Determine the severity of the need and how many other community residents are affected by the lack of services.
4. Involve families in bringing the need to the attention of the appropriate body, using some of the following methods, depending on the severity of need:
  - Contact the responsible agency (i.e., local government, school system, housing department).
  - Send letters to appropriate government officials and/or local legislative body.
  - Speak with or write to local representatives (i.e., school boards, city councils, etc.).
  - Contact appropriate person within the state agency.
  - Encourage parents to join councils, committees, and boards within their communities.
  - Solicit the support of other agencies in bringing the need to the attention of the appropriate agency or person.

The support which the social services staff provides in their roles as community coordinators and advocates is perhaps the most important contribution they can make to families. In addition to helping families obtain services needed immediately, the support provided by staff here helps families to recognize and assume their own advocacy roles with greater confidence and promotes changes within the community which will eventually benefit all residents.

#### Community Complaints

Step 1: Members of the communities served by PACT for West Central Illinois who have complaints about the program should submit their complaints to the Executive Director.

The Director will endeavor to resolve the complaint to the mutual satisfaction of both parties. If the resolution is not satisfactory, complaint proceeds to Step 2.

Step 2: Complaint shall be submitted in writing to Policy Council for consideration and resolution. Community members will be notified as to when the committee will consider the complaint and given sufficient opportunity to be present.

In the event of a variety of complaints, or in a quest for more information, Policy Council members may wish to schedule a special meeting to give parents and/or community members a chance to ask questions and provide input to Policy Council members.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(b)(1)	Management Staff	Management Staff	Ongoing	N/A

**(b) Coordination with other programs and systems. A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.**

**(1) Memorandum of understanding. To support coordination between Head Start and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5) of the Act.**

PACT is part of cooperative groups that promote local EC partners to support the development of young children. These groups are informal and meet, as needed, to work on initiatives relevant to meet the local community needs of families. PACT is also joining the Birth to Five Regional Councils at the State level that are being formed to address services in Illinois, to fill in gaps and meet the needs of the highest number of young children in need in that age group.

The Central, Pikeland and Liberty school districts collaborate with PACT in their efforts in order to assure that all families within the district with potential enrollees are contacted and Head Start/Pre-K applications and developmental screenings are completed for any family interested in services. Staff from the district and PACT are utilized in this effort and recruit for both programs. Mendon and Scott-Morgan school districts also have cooperative agreements with PACT for their district Pre-K programs.

To comply with Illinois School Code 1C-2 and Title 23, Part 235 of the Illinois Administrative Code, Memorandums of Understanding (MOUs) have been updated and/or created with the following school districts that have Pre-K/Preschool for All funding through the Illinois State Board of Education: AC Central, Beardstown, Brown County, Bushnell-Prairie, Carthage, Central, Dallas City, Hamilton, LaHarpe, Liberty, Macomb, Nauvoo, Payson, Pikeland, Pleasant Hill, Quincy, Schuyler-Industry, Southeastern Augusta, Virginia, Warsaw, Western, West Prairie, and Winchester.

These are to be reviewed annually.

Under Section 642 (e) (5) of the HS Act, 12/12/07, PACT will attempt to enter into memorandums of understanding with school districts in the eight-county service area that provide Pre-K services to provide for review of collaboration activities and coordination, as appropriate.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(b)(2)(i-iii)	Management Staff	All Staff	Ongoing	N/A

**(2) Quality Rating and Improvement Systems. A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:**

- (i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state’s tiered system;**
- (ii) Participation would not impact a program’s ability to comply with the Head Start Program Performance Standards; and,**
- (iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement.**

The PACT/WIU Child Care Center at Macomb is in the ExceleRate program at the Silver Circle of Quality, Head Start path. Centers at Beardstown, Camp Point, Carthage, and Pittsfield have attained the Silver Circle of Quality through the Head Start path. These designations are a part of the Quality Rating and Improvement System for the State of Illinois.

All PACT staff are part of the state-wide Gateways Registry, which tracks education, training, and experience for Early Childhood professionals across the state. The teaching staff, including Site Supervisors are participants in the statewide credential program for early childhood professionals in the areas of early childhood education credential, infant/toddler credential, family specialist credential, and/or the director credential.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(b)(3)	Director	Director	Ongoing	N/A

**(3) Data systems. A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.**

Head Start programs in Illinois, the Illinois Head Start Collaboration Office, and Illinois Head Start Association, are working with the Illinois State Board of Education in the beginning stages of collaboration efforts to have all Head Start children as participants in the ISBE Student Information System (SIS).

PACT is part of the first group of HS programs to have a formal agreement with the Illinois Dept. of Human Services to share data on children and families who receive early childhood services in our State. This agreement will make data available about the 0-5 children in our State, and inform research projects that are reviewed before data is released from the system. PACT has also been a part of the Illinois Head Start Association Data Sharing Task Force to be able to share HS data in our State related to child and family outcomes as they leave HS and transition to Kindergarten.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.53(b)(4)	n/a	n/a	n/a	N/A

**(4) American Indian and Alaska Native programs. An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (b)(2) and (3) of this section.**

Not applicable to PACT.