Family Engagement

GENERAL APPROACH:

Community Action, Inc. of Central Texas Early Head Start program embraces a program-wide mission to ensure services to families are responsive to individual cultures, goals, and circumstances and that a broad array of comprehensive, engaging opportunities for support, involvement and leadership are available within the program and through collaborations with community partners. Together, staff and families build trusting relationships and share in the responsibility of promoting child and family outcomes.

Community Action, Inc. of Central Texas Head Start program aligns with the Office of Head Start National Center on Parent, Family, and Community Engagement Framework in our approach to ensure families and children are ready for school and sustain development and learning gains through third grade. All program areas, including program environment, family partnerships, teaching and learning, and community partnerships, engage families to ensure positive family outcomes. Our Head Start parent-support program outcomes correlate and align with Head Start Family Engagement Outcomes to support child school readiness, and include the following:

- Family well-being, which includes healthy, safe families, including pregnant women, with increased financial security
- Parent-child relationships, which includes warm, nurturing interactions and relationships
- Families as life-long educators, which includes development-centered parenting, observing, guiding, promoting and participating in everyday learning of their children at home, school and in community
- Families as learners, which includes families advancing in their own learning interests through education, training and other experiences that support their parenting, career, and life goals
- Family engagement in transitions, which includes supporting and advocating for their child’s development as they transition to new learning environments within the EHS, HS or community program and into kindergarten through elementary school
- Family connection to peers and community, as parents and families form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social well-being and community life
- Families as advocates and learners as they participate in leadership development, decision-making, program policy development, and community and state organizing activities to improve children’s development and learning experience

To ensure parents and families have daily and ongoing opportunities to engage in every aspect of the Community Action, Inc. of Central Texas Head Start Program, the following provides a sample of ongoing parent engagement and education opportunities, based on the expressed needs and interests of parents as individuals and group members:
1) **Regular, ongoing Interactions with HS Staff:** Relationships with parents are the foundation for effective parent engagement. Partnerships with families occur over time and allow trust to build over time.
   a. Beginning with the recruitment process as Family Advocates, Center Directors and Teachers meet the family, explain the program, and assess the family’s needs for early education and family support services
   b. As staff attempt/conduct scheduled family visits to complete enrollment forms, solicit information about the family and their culture, their expectations of the program, and orient the family to the program
   c. As Family Advocates assist the families and classroom staff in ensuring children receive health screenings, follow-up work, and access to a medical home
   d. Through ongoing interactions at the program site which includes meeting and greeting parents as they drop off and pick up their children, attend and co-facilitate parent committee meetings, or participate in workshops, and at weekly prenatal and postnatal home visits with pregnant women
   e. Through continued relationship building opportunities such as home visits, center visits, training opportunities, and through the assessment and goal-setting process
   f. When necessary, as Family Advocates meet with parents to introduce them to the Mental Health and Disabilities Coordinator as preparations are made for evaluations and IEP/IFSP meetings

2) **Program Volunteering and Employment Opportunities:** Parents are encouraged to volunteer in the program whenever they are interested and available – and encouraged to apply for job openings for which they are qualified.
   a. A variety of volunteer opportunities are available at the sites and includes such activities as reading with the children in the classroom, preparing materials for the teacher, helping with hearing and vision screenings, helping with class projects such as nutrition activities, science experiments, art projects, organizing classroom materials, cleaning storage areas, sharing a cultural experience, talent, planting and maintaining outside gardens, and many more. Some volunteer activities require background checks and/or fingerprinting. Center Directors assist with this process as needed. (See Volunteer Procedure and Forms: Volunteer Orientation Checklist, TB Screening, Volunteer Criminal Clearance Release, Affidavit for Applicants for Employment with a Licensed Operation or Registered Child-Care Home, Standards of Conduct, Guidance and Discipline Guidelines, Procedures to Release Children, Volunteer Confidentiality Policy, What to do If You Suspect Child Abuse, Volunteer Information, Volunteer Time Sheet)
   b. Program employment opportunities (as well as community postings) are displayed on the Parent Bulletin Board so parents can review job openings and requirements.

3) **Parent Workshops and Center Committee Meetings:** All parents of children enrolled in the Head Start program are members of the Parent Committee and are encouraged to participate actively in meetings and group activities. All enrolled families are invited to participate in the parent workshops on a variety of topics, which occur throughout the
year. During the first Parent Committee Meeting parents complete a Parent Interest Survey which is then used to prioritize individual and group topics for meetings, workshops, and home visits. (See Procedure: Parent Committee Meetings and Forms: Parent Committee Binder Monitoring Checklist, Parent Committee Meeting Agenda & Minutes, Officer Roster, Officer Contact Information, Parent Committee Meeting Sign-in Sheet, September Agenda, October Agenda, Parent Meeting Ballot, Advisory Representative Duties

a. Parent Committee Meeting days and times are selected by parent recommendation and majority vote. Parent Committee President, Vice President, and Secretary are nominated and elected to plan and conduct the meetings. Center business is discussed and special topics, parent-child activities, or presentations may be included.

b. Parent Workshops and Educational Opportunities are small group activities that focus on specific topics. Some topics include parenting, toilet learning, support groups, walking club, etc. Days and times vary; activities/topics vary depending on parent interests and needs expressed on Family Assessment, Partnership Goals, or Parent Training Surveys. Parents as Teachers or other parenting curricula are available for these group activities.

4) Policy Council, Education Advisory Committee, and Health Services Advisory Committee: Parents participate in the governance and guidance of the program through representation on the Community Action, Inc. Board of Directors, the Policy Council, Education Advisory, and the Health Services Advisory Committee. In these leadership roles, parents shape program operations and policies for the HS program.

5) Community Needs Assessment, Mid-year Evaluations and Self Assessment: Parents participate in annual program Self Assessment by serving on committees and evaluate program requirements and activities to offer recommendations for program innovations and improvements and identify any gaps in services. Mid-year Evaluations are conducted in late November to solicit feedback from parents regarding access to staff, resources, and participation, as well as gather suggestions for improving all Family Engagement Opportunities. Parents participate in Annual Community Needs Assessment and have opportunity to interact with and shape our relationships with community partners. Through this activity, parents also have the opportunity to evaluate community statistics and dynamics and help create program designs that are responsive to our community needs.

6) Curriculum and Approach to Child Development: During home visits and parent-teacher conferences, parents provide input into how the curriculum should be individualized to meet their child’s needs. The program is always eager to hear suggestions from parents that can be applied in the classroom or home visits, particularly insights about children’s interests.

7) Nutritional Services: To ensure meals are reflective of the cultural makeup of the children and families served, the program solicits input on foods from a variety of cultures. Community Action, Inc. of Central Texas also works closely with parents to ensure that parents dictate the pace at which new foods are introduced to their
children. We strongly support mothers who choose to breastfeed their children and make every effort to ensure they feel comfortable doing so at the center.

8) **Teen Parents and Pregnant Teens as it relates to School Attendance**: Center-based services are available to support pregnant and parenting teens so they can attend daily classes at the community high school in effort to complete high school and receive their diploma. Home-based services are available during summer for those students who do not need to attend summer school.

All Community Action, Inc. of Central Texas Head Start interactions with parents reflect the program’s belief that parents are the first and most important teachers for their children. At the core of the program’s family services practices are the following tenets:

- Parents of children enrolled in our HS program are **welcome visitors** in the classroom at any time.
- At all times, parents are treated with **respect** and addressed in their **native language**, as preferred. For families whose primary language is Spanish, Spanish-speaking staff are available and in rare occasion should staff not be available, interpreters are provided. Interpreters have been utilized to translate American Sign Language and Vietnamese in previous school years as staff were not fluent in these languages.
- Our staff is always **accessible** to parents if there is a concern about the program or their child’s development. Within each HS center, a Center Director oversees the daily operations. Children are assigned to a classroom and Family Advocates are assigned to support families. Center Directors are supervised by the Site Supervisor/Parent Training Specialist, and Family advocates are supervised by the ERSEA and Family/Community Engagement Coordinator. Additionally, Content Area Managers entitled Coordinators in the areas of Health/Nutrition, Mental Health/Disabilities, Operations, and Child Development report directly to the Head Start Director and ensure center operations meet all Health Start Performance Standards and the Texas Department of Family and Protective Services Child Care Minimum Standards.
- We are committed to providing families with **information** about their child’s development, community agencies, and program operations to enhance their experience in our program. Through comprehensive case management, including Family Assessment and Goal-setting and ongoing home visits utilizing the Parents as Teachers curriculum, parents have access to a variety of activities and experiences to promote positive child and family outcomes. *(See Procedure: Comprehensive Case Management Services Through Home Visiting)*

**HEAD START PROGRAM PERFORMANCE STANDARDS:**

1304.40(a)(4)-(5)—Multiple, respectful parent interactions
1304.40(b)(1)-(3)—Services & Follow-up
1304.40(d)—Parent involvement, accessibility, opportunities
1304.40(e)-Parent Involvement in child development
1304.21(a)(2)—Curriculum and approach to child development
1304.23(b)(4)—Nutritional services
1304.40(d)—Responsiveness to parents’ expressed needs
1308.21—Parent participation with children with disabilities
1304.40(e)(3)—Parenting skills, education & development of child
1304.40(g)(1)—Parent involvement in community advocacy
1304.20(a)(1) and 1304.20(b)(1)—Child health status in collaboration with Parents

**HEAD START ACT**
641A.-School Readiness

### KEY DATES & CALENDAR TASKS:

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Council Meetings</td>
<td>Monthly</td>
<td>HS Director, ERSEA &amp; Family/Community Engagement Coordinator</td>
</tr>
<tr>
<td>Parents complete Parent Interest Survey</td>
<td>August/September at first</td>
<td>Center Director &amp; Family Advocate</td>
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<tr>
<td>which is used to determine topics for Parent Meetings, workshops, and home visits</td>
<td>Parent Meetings</td>
<td></td>
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<tr>
<td>Parent Committee Meetings</td>
<td>Monthly</td>
<td>Center Director, Parent Committee Representatives, Family Advocates</td>
</tr>
<tr>
<td>Health Services Advisory Committee</td>
<td>Twice Annually</td>
<td>Health and Nutrition Services Coordinator</td>
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<tr>
<td>Education Advisory Committee</td>
<td>Annually</td>
<td>Education Team</td>
</tr>
<tr>
<td>Parent Workshops/Educational Opportunities</td>
<td>Ongoing, at least monthly</td>
<td>Family Advocates, Site Supervisor/Parent Training Specialist, Content Area Managers</td>
</tr>
<tr>
<td>Self Assessment &amp; Community Needs Assessment</td>
<td>Annually</td>
<td>HS Director, All staff &amp; Community Partners</td>
</tr>
<tr>
<td>Mid-year Evaluations</td>
<td>Annually, late November</td>
<td>ERSEA &amp; Family/Community Engagement Coordinator, Parents</td>
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<tr>
<td>Parent-Teacher Conferences</td>
<td>2 per school year in-home</td>
<td>Teachers</td>
</tr>
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<td></td>
<td>2 per school year at center</td>
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Community Action, Inc. of Central Texas – Head Start Program (Birth – Five)
Copyright 2012
Family & Community Engagement (9/2013) Page 5 of 27
Family Partnership Agreements:
Assessing Needs, Setting Goals, and Following Up

GENERAL POLICY/APPROACH:
Head Start is deeply committed to providing the highest-quality services to families and to helping families of all backgrounds achieve positive outcomes. At the core of this commitment is an integrated, carefully designed approach to family partnership agreements, based on the following:

- Strong relationships, mutual trust and positive rapport with families, including interactions that respect the diversity of families’ cultural and ethnic backgrounds
- Collaboration between staff and family to identify family strengths and needs; develop goals that reflect these; and access services and resources that will help families achieve their goals
- Standardized systems and forms to define, document and track each family’s goals, related objectives and action steps, and progress in achieving them
- Timelines that enable this process to begin as early as possible (given the family’s readiness)

With respect to family diversity and cultural ethnic background, in an effort to address each family’s strengths, needs and interests, a relationship-based case management system exists.

- Family Advocates are assigned a Center-based site in which they maintain a case-load average of approximately 25 families at Early Head Start sites and approximately 40 families at Head Start sites. A Family Advocate Assistant is assigned to sites with higher case-load averages to maintain quality of services. A Home Based Teacher provides case management services to families in the EHS Wimberley Home Based program with a caseload of 9 families. At teen pregnant and parenting sites the home-based option exists for summer and home-bound teen parents only, and Family Advocates with the assistance of other center staff complete home visits in such a way as to maintain quality services.
- An ERSEA & Family/Community Engagement Coordinator who has experience and bachelors degree in Human Services or related field, supports the Family Advocates in their work with completing Family Assessments, Partnership Goals, Internal and Community-based Referrals, Documentation, general case management, family literacy, self-sufficiency, education and employment goals, and father involvement. As the Parents as Teachers Administrator-Supervisor, the ERSEA and Family/Community Engagement Coordinator ensures all Family Advocates maintain certification and comply with the Parents as Teachers Model Fidelity requirements.
- Additionally, the ERSEA & Family/Community Engagement Coordinator, with the support of the ERSEA Specialist, supports the Family Advocates in their work with determining eligibility, recruitment, selection, enrollments, attendance, maintaining waitlists, ensuring all sites have elected Policy Council Representatives.
• A Site Supervisor/Parent Training Specialist supports the Family Advocates in their work with regard to Parent Committee Meetings, Parent workshops, and Educational Opportunities and ensuring that all sites have elected Parent Committee Representatives, Education Advisory Board Members, and Health Advisory Board Members, providing Leadership Training to those elected.

• A Health and Nutrition Services Coordinator supports the Family Advocates to ensure all children receive health and dental services and pregnant women receive prenatal and post natal health and dental services.

• An Operations Coordinator supports the Family Advocates with transportation services for children with disabilities, special circumstance and with securing agency vehicles for transporting families to community services.

• A Mental Health & Disabilities Coordinator supports Family Advocates with parent education resources, mental health and child development materials and resources, and assistance in supporting parents with children with special needs, especially as it pertains to accessing resources and services for those children either through Early Childhood Intervention Services (ECI) or through the public school.

• Family Advocates are assigned to each site to support families of enrolled children and/or pregnancies. All Family Advocates have a Social Work degree; a related degree; a non-related degree with 3 years experience working with families; or 60 college credit hours towards a Social Work degree or related degree. Related degrees include Counseling, Psychology, Human Services, Substance Abuse, Criminal Justice, Sociology and Family Development.

• Bilingual Family Advocates are assigned to Spanish-speaking families to ensure family support is provided in the family’s primary language, when possible.

• Translators are available to assist with translation of Spanish, American Sign Language or other language as needed.

• Family Advocates attend Parents as Teachers Foundational Training and Model Implementation Parent Educator Certification and renew annually. The Parents as Teachers curriculum is integrated into the program’s family services area.

Regular in-home visitation utilizing the Parents as Teachers Model Fidelity, evidence-based approach is offered to all Head Start parents as it provides a prevention-based opportunity to engage Head Start family members, including fathers and grandparents, to receive early, continuous, intensive, and comprehensive family support services that will enhance the physical, social, emotional, and intellectual development of participating children and families. Home visits are scheduled at times that are mutually convenient for the family and staff, include other staff working with the family, may take place outside of the home if family requests it or in cases when visits to the home present significant hazards for staff, and are not required as a condition of the child’s participation in the Head Start program. All efforts are made to explain the advantages of home visits and to encourage parents to participate. The following presents a series of Head Start home visit services that promote family engagement and school readiness; they also align with the Parents as Teachers approach:
• Within 45 days of entry, families receive orientation to the Head Start program and are notified of engagement opportunities available within the Head Start program and through community partners.

• Within 90 days of entry, families participate in an individualized, comprehensive, strengths-based, scaled family assessment and goal-setting process. This process allows for intentional, evolving services that promote school readiness and self-sufficiency. Information collected through the assessment and partnerships process is used as a guide to help families prioritize their goals and services while in the Head Start Program. Completion benchmarks provide goals for the Family Advocate Team as they support families. For instance, 25% of families should have completed assessment and goal-setting within 30 days of entry, 75% within 60 days. (See form: The Life Skills Progression (LSP))

  o Utilizing the Life Skills Progression (LSP), Family Advocates and parents work together to identify strengths and needs, plan interventions, and monitor outcomes in the areas of relationships with family & friends, relationships with children, physical health care, basic needs, education & employment, mental health & substance abuse, infant/toddler development & temperament. Outcomes are monitored for progress every six months from the child’s entry into the program until the child exits the program.

    ▪ For pregnant women, program staff uses the Family Strengths & Needs Assessment Pregnancy Supplement. The Life Skills Progression (LSP) is completed once the baby enters center-based care. (See Form: Family Strengths & Needs Assessment Pregnancy Supplement)

  o As part of the family assessment, families also complete the Family Assessment Partnership Plan: Family General Information Form which provides an opportunity for the family to share information about any traditions, customs, etc. their family acknowledges. It also solicits information about the child’s father or other males who may be involved in the child’s life and whether or not custodial orders exist. In addition, the tool provides a venue for documenting if the family participates in any other community-based programs and has goals or plans with those programs. In this way, the form allows the parents to inform staff and share additional information. (See form: Family Assessment Partnership Plan: Family General Information)

  o Family Advocates work closely with pregnant mothers to secure comprehensive prenatal and postpartum care; together they develop a plan to ensure the pregnant mother receives risk assessments, including nutritional screening, medical and dental examinations; and mental health interventions as needed or required in anticipation of the child’s birth as well as subsequent to childbirth. In anticipation of childbirth, they also work with the expectant mother to develop a labor and delivery plan as well as a plan to transition from services to the pregnant mother to services for the child. In cases in which substance abuse or severe medical needs are present, Family Advocates supply referrals and assistance in identifying a potentially successful source of treatment.
Head Start Family Advocates then work closely with families to create a Family Partnership Agreement (FPA) that includes 1-3 goals based on the information collected in the assessment process. Family Advocates work with parents, including helping parents to see the parent’s strengths and current resources, to identify areas that the family would like to establish goals. All goals include timelines, strategies for meeting each goal, and designate responsibilities for parents and staff to ensure steps toward goal completion are made. Status of goal progression is checked at least monthly and progress updates are documented on the form and in Visit Tracker. As family’s strengths, needs, and interests grow and change, their partnership goals should evolve to reflect such. (See form: Family Partnership Agreement)

If families are working with community partners, such as CPS or ECI, and have family plans/goals with the community partner, all efforts are made to coordinate with the partner program.

Information collected during the assessment or goal-setting progress provides a basis for referrals and services. Community Resources Lists, which are updated annually, are maintained in each community and are distributed to each Early Head Start family at the beginning of the school year or when a family begins the program. Additional Resource Lists are available for families as needed.

Head Start Content Area Managers (Coordinators) provide timely comprehensive professional development training opportunities to all Family Advocates, directly or through community partners, to prepare their staff for providing continuous, intensive, and comprehensive family support services.

The ERSEA and Family/Community Engagement Coordinator monitors the Family Advocates in their implementation of the Family Partnership process. The Family Partnerships Supervision & Monitoring Tool (used at site visits) is used in combination with COPA and Visit Tracker reports to monitor their progress.

During the second and following years a child is enrolled, the Life Skills Progression assessment is updated following 6 month intervals and the FPA is revisited; as the family’s strengths, needs, and interests evolve, the family’s goals are updated accordingly.

### HEAD START PROGRAM PERFORMANCE STANDARDS:
1304.40(a)-(b)—Family goal setting, partnership agreements & access to community resources
1304.40(c)(1)(i)—Risk assessment for pregnant women in EHS
1304.51(g), (h)(1), (i)(2)—Record-keeping & monitoring
1304.51(e), 1304.52(k)(2)-(3)—Staff communication & development

### KEY DATES & CALENDAR TASKS:

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETION of Family Strengths &amp; Needs Assessments, Family Partnership Agreements</td>
<td></td>
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<tr>
<td>Tasks &amp; Activities</td>
<td>Timeframe</td>
<td>Staff Responsible</td>
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<td>---------------------------------------------</td>
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<tr>
<td><strong>FPA (refresher) training for Family Advocates</strong></td>
<td>Annual Training (August)</td>
<td>ERSEA &amp; Family/Community Engagement Coordinator</td>
</tr>
<tr>
<td><strong>Families are re-enrolled/enrolled into the program</strong></td>
<td>Summer, prior to entry on first day of school</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>Families participate in Orientation to the program</strong></td>
<td>Prior to first day of school</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>As new and returning families become ready, at least 25% complete or update LSP Assessment and begin establishing or updating partnership goals</strong></td>
<td>Within first 30 days of entry</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>As new and returning families become ready, at least 50% complete or update LSP Assessment and begin establishing or updating partnership goals</strong></td>
<td>Within first 45 days of entry</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>As new and returning families become ready, at least 75% complete or update LSP Assessment and begin establishing or updating partnership goals</strong></td>
<td>Within first 60 days of entry</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>As new and returning families become ready, 100% complete or update LSP Assessment and begin establishing or updating partnership goals</strong></td>
<td>Within first 90 days of entry</td>
<td>Family Advocates</td>
</tr>
<tr>
<td><strong>As pregnant women are enrolled into the EHS program, the Strengths and Needs Assessment Pregnancy Supplement is completed</strong></td>
<td>Within first 30 days of enrollment</td>
<td>Family Advocate/Home Visitor</td>
</tr>
<tr>
<td><strong>Complete Post-natal Transition Plan on Pregnant Women</strong></td>
<td>At Enrollment</td>
<td>Family Advocate/Home Visitor</td>
</tr>
<tr>
<td><strong>FOLLOW-UP on Family Partnership Agreements</strong></td>
<td></td>
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<tr>
<td>Refer families to outside agencies as needed to support achievement of goals</td>
<td>Post-FPA, ongoing</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Use contact with families to follow up directly on specific goal objectives/action steps</td>
<td>Post-FPA, ongoing</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Re-visit Post-natal Transition Plans of As needed</td>
<td>As needed</td>
<td>Family</td>
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### TRACKING & MONITORING

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeframe</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>Enter family contacts into Visit Tracker</td>
<td>Weekly, ongoing</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Enter family goals, and all services &amp; referrals into Visit Tracker</td>
<td>Weekly &amp; ongoing</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Complete site visits with each advocate to monitor quantity and quality of staff work with families on FPAs/goals</td>
<td>Monthly</td>
<td>ERSEA and Family/Community Engagement Coordinator and Family Advocates</td>
</tr>
</tbody>
</table>

Pregnant Women

Advocate/Home Visitor
Family Referrals to Community Resources

GENERAL POLICY/APPROACH:

Community Action, Inc. of Central Texas Head Start program provides the highest-quality family services by providing referrals to local service agencies that have the specialized capabilities necessary to meet the family’s unique needs. Family Advocates make referrals based directly on the needs identified in the Strengths and Needs Assessment (LSP), Strengths and Needs Assessment Pregnancy Supplement, and the goals compiled in the Family Partnership Agreement.

- The referral process varies from community to community and agency to agency, depending on the unique partnership arrangements made with Community Action, Inc. of Central Texas Head Start Program. Additionally, some services are offered internally as Community Action, Inc. of Central Texas offers a broad array of community services. For example, Career Development and Adult Education are available within the agency.

- In an effort to empower parents to learn to advocate for their family, and to help families become self-sufficient, Family Advocates help parents learn to locate and access resources and services on their own. Family Advocates offer guidance, support, and facilitate parent communication throughout the process as needed. For inter-agency referrals, the procedure and form titled Request for Internal Review is submitted and Coordinators provide follow-up. Parents are notified of limitations of confidentiality and access to records during enrollment. In circumstances where referrals or follow-up require communication between programs, Parent Consent for Referral and Information Disclosure is signed by parents.

  - Follow-up with families occurs at least monthly to determine whether the type, quality and timeliness of the services received through referrals met the family’s expectations and circumstances. This information allows staff to ultimately advocate for communities that are supportive of children and families of all cultures.

  - At the time referrals are made, staff commit to a date to follow-up with the family regarding the appropriateness of the referral.

  - When follow-up occurs and it is determined that the referral was not appropriate in assisting the family, if another resource exists, this referral is made and follow-up occurs.

  - If there is no appropriate referral source within a community to address certain needs of Head Start families, this information is brought to the attention of the Head Start Program Director during the annual update of the Community Needs Assessment, taken into consideration during the formulation of agency goals, and brought to the attention of other appropriate agencies within the community.
Community Resources Lists, which are updated annually, are maintained in each community and are distributed to each Head Start family at the beginning of the school year or when a family begins the program. Additional Resource Lists are available for families as needed.

These community resources lists are also used to inform families of referral recommendations. Family Advocates and Program Managers (Coordinators) provide referrals for a wide range of family service needs, including:

- **Crisis Management**: in cases of immediate, short-term housing, food, clothing, medical, or mental health needs
- **Health Care**: in cases where families are seeking to establish a medical or dental home
- **Mental Health Services**: in cases of suspected or diagnosed mental health or issues requiring therapy or ongoing professional counseling, including parental depression, substance abuse, or relationship concerns or domestic abuse
- **Disabilities Services**: in cases of suspected or diagnosed disability issues requiring therapy
- **Nutrition**: in cases of malnutrition, special diets, obesity, or underweight children
- **Family Preservation and Support**: in cases of family issues, including long-term housing, marital concerns, family planning
- **Child Protective Services**: in cases of suspected child abuse
- **Local Schools, Family Literacy and Adult Education Programs**: in cases of educational or employment goals and opportunities
- **Providers of Child Care Services**: in cases of subsequent transition out of HS or a change of family circumstance requiring modified child care arrangements

With each community referral, Community Action, Inc. of Central Texas diligently documents subsequent progress in Visit Tracker, including the family’s success in accessing the desired resource and any steps HS staff takes to assist the family.

<table>
<thead>
<tr>
<th>HEADCRAFT PROGRAM PERFORMANCE STANDARDS:</th>
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<tbody>
<tr>
<td>1304.41(a)-Relationships &amp; ongoing involvement opportunities</td>
</tr>
<tr>
<td>1304.40(b)(1)-(2)—Family services</td>
</tr>
<tr>
<td>1304.40(g)(1)—Community resources</td>
</tr>
<tr>
<td>1304.40(b)(1)(i)—Emergency or crisis assistance</td>
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### KEY DATES & CALENDAR TASKS:

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<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Referrals to community resources documented in Visit Tracker</td>
<td>Ongoing</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Community Resource Guide updated</td>
<td>Annual</td>
<td>Family Advocates</td>
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### Tasks & Activities

<table>
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<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>annually and made available to all parents enrolled in HS program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update Visit Tracker with progress on family goals, based on family check in</td>
<td>Monthly once FPA completed</td>
<td>Family Advocates</td>
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</tbody>
</table>
Communication and Service Coordination

**GENERAL APPROACH:**

At Community Action, Inc. of Central Texas Head Start, the effective delivery of family services depends upon communication and service coordination between multiple staff. Regular communication takes place throughout the year in a variety of ways, both formal and informal: team meetings, emails, individual conversations and 1-1 supervision. This coordination ensures the best possible information reaches all relevant parties, thus yielding better outcomes for the family.

**Family Information Sharing/Case Conferencing** is an essential component of service coordination in our HS program. Family Information Sharing/Case conferences are scheduled on an ongoing, at least monthly, basis for every child and pregnant woman, and primarily involve the Family Advocate, Center Director and child’s teacher, and include the Mental Health & Disabilities Coordinator, ERSEA & Family/Community Engagement Coordinator, Health & Nutrition Services Coordinator, Child Development Coordinator, and Operations Coordinator as applicable and appropriate. The conference includes a detailed review of the child, pregnant woman and family’s file, including the Family Partnership Agreement and child outcomes; discussion of any crisis situations, transitions, or other recent developments with the family; and strategies for individualizing for that child at home and in the classroom. The Case Conferencing Tool, designed to serve as both agenda and documentation of the conference, ensures all staff have access to updated information that will enable them to support the family, child, and pregnant woman even more effectively. *(see form: Family Information Sharing)*

Communication and coordination among staff occurs ongoing, through a variety of venues, including monthly center-based staff meetings, email, Family Advocate and Center Director monthly meetings, Regional meetings, and through individual conversations as appropriate.

- **Health:** Whenever a severe or specific health concern about a child or pregnant woman has been identified by the staff or raised by a parent, the issue is discussed by the Family Advocates and Center Director with the Health and Nutrition Services Coordinator. Depending on specific circumstances, the Health and Nutrition Services Coordinator either follows up directly with the family or coaches staff to address the concern.

- **Mental Health:** If a teacher, Center Director, or Family Advocate has a concern about a child’s behavior or development, the concern is brought to the Mental Health & Disabilities Coordinator and the Child Development Coordinator through the Referral for Internal Review form. In cooperation with the child’s parents, this team creates an in-house action plan; regroups regularly to ensure the plan is being executed; and ultimately, if the plan is unsuccessful, works with the child’s parents to pursue outside referrals. If concerns exist about a pregnant woman or family in crisis, the concerns are also brought to the ERSEA & Family/Community Engagement Coordinator.

- **Disabilities:** If a teacher, Center Director, or Family Advocate has a concern about a child’s disability or development, the concern is brought to the Mental Health & Disabilities Coordinator and the Child Development Coordinator through the
Referral for Internal Review form. In cooperation with the child’s parents, this team creates an in-house action plan; regroups regularly to ensure that the plan is being executed; and ultimately, if the plan is unsuccessful, works with the child’s parents to pursue outside referrals.

- **Nutritional Services**: On an as-needed basis, Family Advocates, Center Directors and teachers confer with the Health and Nutrition Services Coordinator regarding concerns raised by the results of 45- and 90-day screenings, information provided directly by families, or staff observations. Depending on specific circumstances, the Health and Nutrition Services Coordinator either follows up directly with the family or provides the advocate with necessary coaching and support.

### HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—Regular staff communication

### KEY DATES & CALENDAR TASKS:

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Information Sharing/Case conferences re: individual center-based children and pregnant women scheduled so that each child and pregnant woman is discussed at least quarterly</td>
<td>At least monthly and ongoing as needed</td>
<td>Family Advocate, Teacher, Center Director, Coordinators as needed</td>
</tr>
</tbody>
</table>
Record-Keeping for Family Services

GENERAL APPROACH:
The Community Action, Inc. of Central Texas Head Start Program utilizes a system of record-keeping and reporting designed to allow the Program Managers (Coordinators) and the HS Program Director to easily monitor the provision of all family services to individual families. At the center of our system are the COPA and Visit Tracker computer data systems, technology applications which allow us to capture the date and key details of each meaningful contact program staff have with families. Parents are notified of limitations of confidentiality and the use of technology/web-based applications such as COPA and who has access to such records during enrollment. Acknowledgement signatures are acquired at that time as well. Key activities captured include:

- **Needs Identified**: needs that emerges from the Scaled Strength and Needs Assessment (LSP) and/or Strengths and Needs Assessment Pregnancy Supplement completed with each family during the family partnership building process

- **Family Partnership Agreements and Family Goals**: the specific goals compiled in the Family Partnership Agreement, including timelines, strategies, and follow-up

- **Family Contacts and Significant Family Developments**: meaningful family contacts with families, including home visits, significant changes in family’s situation, including incarceration, change in marital status, moving, etc. Head Start families are highly encouraged to participate in 12 Parents as Teachers visits per year; however, families who are experiencing 2 or more high need characteristics, as assigned by Parents as Teachers, receive 24 home visits per year.

- **Health Related Follow Up**: follow up that takes place to ensure completion of Early Periodic Screening, Diagnosis and Treatment (EPSDT) procedures, risk assessments of pregnant women

- **Attendance Related Follow Up**:; follow up on instances of three consecutive absences

- **Follow Up Actions**: any follow up specific to any of the previously mentioned events

The Head Start program also utilizes standardized tools and forms to capture and organize family services information program-wide. This is evidenced in two places:

1) **Children’s Files.** The family services section (b) of the Child File captures all documentation of individualized family services. Examples of forms used consistently throughout the program include Strengths and Needs Assessment (LSP) and the Family Partnership Agreement.
2) **Service Area Binders.** Service area binders, including Confidential Family Services Binder, Parent Meeting Binders, and Teacher Education Notebooks are used to document activities related to child, pregnant woman, family services, parent involvement and community opportunities. *(See Procedure: Confidential Family Services Binder and Cover)*

3) **Pregnant Women’s Files.** Family Advocates maintain visit records in Visit Tracker and printed forms are maintained in the Family Services Binder.

### Key Dates & Calendar Tasks:

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Pregnant Women Files established for newly enrolled children/families</td>
<td>Ongoing—within 1 week of child’s entry date</td>
<td>Family Advocate</td>
</tr>
<tr>
<td>All files audited</td>
<td>Bi-annually</td>
<td>Family Advocates, Center Director, ERSEA &amp; Family/Community Engagement Coordinator, ERSEA Specialist</td>
</tr>
<tr>
<td>Confidential Family Service Binders are prepared by Family Advocate Caseload</td>
<td>Upon Re-enrollment/Enrollment completion</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Confidential Family Services Binders are maintained and monitored regularly</td>
<td>Monthly</td>
<td>Family Advocates and ERSEA and Family/Community Engagement Coordinator</td>
</tr>
<tr>
<td>Records from Confidential Family Services Binder are removed and filed in Section B, Child File</td>
<td>At end of school year (July for Early Head Start)</td>
<td>Family Advocates</td>
</tr>
<tr>
<td>Parent Meeting Binders are set up, maintained and monitored</td>
<td>Monthly</td>
<td>Center Directors, Site Supervisor/Parent Training Specialist</td>
</tr>
</tbody>
</table>
Family Services Supervision, Monitoring and Support

GENERAL APPROACH:

The Community Action, Inc. of Central Texas Head Start Program has the highest standards for the quality of services to children and families. As Family Advocates provide relationship-based, responsive support to families, Content Area Managers (Coordinators) provide intentional, responsive support to the Family Advocate Team.

- An ERSEA & Family/Community Engagement Coordinator who has experience and bachelors degree in Human Services or related field, supports the Family Advocates in their work with completing Family Assessments, Partnership Goals, Internal and Community-based Referrals, Documentation, general case management, family literacy, self-sufficiency, education and employment goals, and father involvement. As the Parents As Teachers Administrator-Supervisor the ERSEA and Family/Community Engagement Coordinator ensures all Family Advocates maintain certification and comply with the Parents as Teachers Model Fidelity requirements.

- Additionally, the ERSEA & Family/Community Engagement Coordinator, with the support of the ERSEA Specialist, supports the Family Advocates in their work with determining eligibility, recruitment, selection, enrollments, attendance, maintaining waitlists, ensuring all sites have elected Policy Council Representatives.

- A Site Supervisor/Parent Training Specialist supports the Family Advocates in their work with regard to Parent Committee Meetings, Parent workshops, and Educational Opportunities and ensuring that all sites have elected Parent Committee Representatives, Education Advisory Board Members, and Health Advisory Board Members, providing Leadership Training to those elected.

- A Mental Health & Disabilities Coordinator supports Family Advocates in their work with families, including pregnant women with parent education resources, mental health and child development materials and resources, and assistance in supporting parents with children with special needs, especially as it pertains to accessing resources and services for those children either through Early Childhood Intervention Services (ECI) or through the public school. For those receive services through the public school district, the Mental Health & Disabilities Coordinator works to ensure families are made aware of their rights under IDEA and works closely with the Family Advocate Team in processing referrals.

- A Health and Nutrition Services Coordinator supports the Family Advocate Team in ensuring all children enrolled in the program maintain Medicaid, CHIP, or private insurance as well as ensure all children complete well child visits according to the EPSDT schedule, maintain current immunizations, follow-up on health needs, and complete dental exams. The Health Services Coordinator also supports the Family Advocate Team with the health care needs of Pregnant Women.

- An Operations Coordinator, with extensive training and experience working with young children and families and an associate degree in child development, supports the Family Advocate Team in ensuring a procedure and process are in place for
transportation services to be provided to those families in crisis who are in need of transportation and supports them in following the procedure.

As Content Area Managers (Coordinators) provide support to the Family Advocate Team, this means overseeing and supporting Family Advocates in a number of ongoing tasks, including but not limited to:

- Recruiting families; guiding them through the application, selection and intake process; transitioning them into the program; and eventually transitioning them from Early Head Start to other community child care settings or Head Start.
- Building strong, positive relationships and having meaningful contacts with families
- Development of and follow up on Family Partnership Agreements consisting of at least two meaningful goals which map to the Strengths and Needs Assessment (LSP)
- Referrals to appropriate community agencies
- Parent participation in workshops, Parent Committee meetings, Policy Council, Health Services Advisory Committee, and volunteer opportunities
- Completion and monitoring of Child/Pregnant Women Files and Service Binders
- Follow up on missing health events per the state Early Periodic Screening Diagnostic and Treatment requirements and the Head Start Performance Standards.
- Monitoring and follow up on Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) related requirements.
- To ensure pregnant women receive appropriate prenatal and post partum care, support, and services that promote health outcomes for parent and child.

The primary mechanism for monitoring the work Family Advocates provide to families is individual site visits between Family Advocates and Content Area Managers (Coordinators) and through group meetings. An extensive, more in-depth monitoring is conducted by the ERSEA and Family/Community Engagement Coordinator and includes review of documentation such as family contact and case notes, COPA and Visit Tracker reports, family information sharing, child file reviews, and monthly review of Family Services Binder.

- The ERSEA & Family/Community Engagement Coordinator leads the Family Services Team, consisting of the Health and Nutrition Services Coordinator and the Operations Coordinator, in planning and conducting a monthly Family Advocate Team Meeting (when necessary). The ERSEA and Family/Community Engagement Coordinator also conducts monthly site visits with each Family Advocate to review COPA reports, Family Assessment completion and updates, Family Partnership Goals and updates, referrals & services and updates, and general case management status. At this site visit, the Family Advocates use of the Parent as Teachers curriculum is also discussed and presents a time for Family Advocates to reflect on their work with families and discuss ways to individualize and approach their work with intention.
HEAD START PROGRAM PERFORMANCE STANDARDS:
1304.51(h)(1), (i)(2)—Ongoing monitoring

**KEY DATES & CALENDAR TASKS:**

<table>
<thead>
<tr>
<th>Supervisor Tasks &amp; Activities</th>
<th>Frequency/suggested timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up to address issues</td>
<td>Monthly</td>
</tr>
<tr>
<td>Individual Monitoring</td>
<td>Monthly</td>
</tr>
<tr>
<td>Reflective Supervision with ERSEA and Family/Community Engagement Coordinator</td>
<td>Monthly</td>
</tr>
<tr>
<td>Family Advocate Meeting with Family Services Team</td>
<td>Monthly</td>
</tr>
<tr>
<td>Monitoring of Pregnant Women Services</td>
<td>Monthly</td>
</tr>
<tr>
<td>Monitoring of Child/Pregnant Files</td>
<td>Twice annually (fall and spring)</td>
</tr>
</tbody>
</table>
Parent Education

**GENERAL APPROACH:**

The Community Action, Inc. of Central Texas Head Start Program is committed to providing parents with educational opportunities that promote nurturing, responsive parenting and encourage self-sufficiency. Throughout the year, a variety of workshops are provided and educational materials designed to address parents’ stated preferences are distributed. Parents are given advanced notice of workshops, posters are posted at centers, and a monthly calendar of events is included in each site newsletter.

Parent training and education opportunities exist everyday in different formats, including daily conversations between teachers and parents, home visits, parent-teacher conferences, workshops, materials sent home, and newsletters. During the course of the year, the content may include;

- **Curriculum and Approach to Child Development:** Preschool First, Nurturing Parenting, Parents as Teachers, Love and Logic, Touch points, and general child development.
- **Child Observation Skills:** How to observe your child, what to look for
- **Educational and Developmental Needs of their Children**, including appropriate activities
- **Family Literacy**: parents recognizing and addressing their own literacy goals; identifying ways to access materials/services/activities; financial literacy and money management
- **Health Needs**: Principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices in the classroom and in the home. Pregnant women receive educational information on a series of topics, including fetal development (including the risks of smoking and alcohol), labor and delivery, and postpartum care.
- **Adult Mental Health/Wellness Issues**: Childrearing practices; helping children adjust to changes in family circumstances; domestic violence; postpartum depression, substance abuse recognition and treatment.
- **Child Mental Health**: Group and individual opportunities to identify and discuss issues related to child mental health, e.g. behavior, childhood fears, separation anxiety.
- **Food Preparation and Nutritional Skills to Meet Family Needs**: breastfeeding, managing food budgets, selecting and preparing foods.
- **Parenting Skills and Knowledge**: effective parenting practices
- **Pedestrian Safety**: accompanying a child crossing the street, general safety concerns
- **Services for Children with Disabilities**: Parents of children with suspected or diagnosed disabilities are provided information to guide their experience throughout the child’s involvement in EHS. This includes the referral process, participating in meetings concerning their child’s special needs program, the parent’s role in the
meetings, how to advocate for their child while understanding and respecting the perspective of the ECI (LEA) agency, and how to address issues they are not sure about concerning the IFSP/IEP goals.

**HEAD START PROGRAM PERFORMANCE STANDARDS:**

1304.41(a)-Relationships & ongoing involvement opportunities  
1304.23(d)—Nutrition  
1304.24(a)(3)—Mental health/wellness  
1304.40(e)(3-4)—Education and literacy  
1304.40(f)—Health, mental health, family service

**KEY DATES & CALENDAR TASKS:**

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent education provided through Workshops, Parent Committee Meeting, home-visits, and/or distribution of materials</td>
<td>At least monthly</td>
<td>Varies</td>
</tr>
</tbody>
</table>
Family Communication

General Approach:
The Community Action, Inc. of Central Texas Head Start Program believes that ongoing, open communication between and among staff, families and other stakeholders is fundamental to the effective operation and provision of high-quality services. In particular, the program focuses on building the systems and staff capacity for ongoing, meaningful two-way communication with families. In each centers, family communication occurs in a variety of formal and informal ways:

- **Drop-off and pick-up:** In addition to providing the opportunity for informal staff-parent conversations, these interactions are used to convey information via the Daily Health Check.

- **Family newsletters:** Distributed monthly to communicate key information for individual classrooms and/or the program as a whole.

- **Parent bulletin board:** Information and announcements, such as job vacancy notices, information articles, event flyers, workshop schedules are posted at each site and updated frequently.

- **Menus:** Are created with the parents, posted at each site and reflect a variety of nutritional, and cultural, meals. Parents are notified if meals are changed from the Menu for any reason.

- **Home visits and parent conferences:** Provide important opportunities for substantive two-way communication between teachers and families. Teachers conduct parent conferences four times a year, 2 in home and 2 at the center. Family Advocates conduct ongoing home and center visits following the Parents as Teachers curriculum.

- **Screening Results:** Parents are informed of all screenings being conducted and results are shared with parents.

- **Meetings and meeting minutes:** Parents are invited to Parent Committee Meetings and Policy Council Meetings. Meeting minutes are posted at each center for parents and staff to review. Policy Council Representatives report new from Policy Council Meetings to parents at Parent Committee Meetings.

- **Family Conference Form:** Reports from the ongoing child assessment, Preschool First, provides parents with information about their children’s current level of development in a clear, accessible format (Spanish version available).

- **Community Events:** Families are encouraged to participate in community events. Flyers and announcements are posted at the centers.

In all of the above efforts, communication is carried out in the parents’ primary or preferred language whenever possible. The bilingual skills of staff members are essential to this effort; the program also translates materials into Spanish whenever possible, and for families who speak a primary language other than English or Spanish, interpreters are provided.
**HEAD START PROGRAM PERFORMANCE STANDARDS:**

1304.41(a) - Relationships & ongoing involvement opportunities

1304.51(c) - Communication with families

**KEY DATES & CALENDAR TASKS:**

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents share information in Daily Health Check at drop-off, then receive updated version at pick-up</td>
<td>Daily</td>
<td>Center-based teachers</td>
</tr>
<tr>
<td>Home visits with pregnant women and families</td>
<td>Bi-weekly or monthly, depending on family high need characteristics</td>
<td>Family Advocate</td>
</tr>
<tr>
<td>Home visits with families in center-based program</td>
<td>Biannual</td>
<td>Center-based teachers</td>
</tr>
<tr>
<td>Parent-teacher conferences</td>
<td>Biannual</td>
<td>Center-based teachers</td>
</tr>
<tr>
<td>Parent Bulletin Boards are maintained and updated</td>
<td>Ongoing at least weekly</td>
<td>Family Advocates and Center Directors</td>
</tr>
<tr>
<td>Family Newsletters</td>
<td>Monthly</td>
<td>Center Directors</td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>Monthly</td>
<td>Center Directors</td>
</tr>
</tbody>
</table>
Community Partnerships

GENERAL APPROACH:

The Community Action, Inc. of Central Texas Head Start program can only succeed in providing the highest-quality services to families by partnering with local service agencies that have the specialized capabilities necessary to meet the unique needs of families it serves. The delivery of effective family services is dependent upon developing and maintaining relationships with these local providers.

The Community Action, Inc. of Central Texas Head Start Program hosts an annual Community Partner Luncheon. At this luncheon the program Annual Report is presented, lunch is provided, and information from each community partner is gathered for the annual Community Needs Assessment. This is a very important time for sharing program strengths, challenges, forging stronger partnerships and networking with new agency representatives. It also provides a time for partners to share updates on their programs. This venue also allows a time for the Community Action Inc., of Central Texas Head Start Program to recognize community partners for all the great work they do as well. Each agency/program is introduced and partnership certificates are presented.

Many community partners serve to facilitate referrals from Family Advocates based on families’ individual needs identified. In addition, HS staff design opportunities for appropriate community partners to provide services directly to enrolled families, e.g. at Parent Committee Meetings and special events.

The Community Action, Inc. of Central Texas Head Start Program currently works with a broad range of community partners:

- **Crisis Management Services**: Catholic Charities, WIC, Housing Authority, Salvation Army, MCOT (Mobile Crisis Outreach Team), 211, Southside, Salvation Army, Hays-Caldwell Women’s Center
- **Health Care Providers**: Hays County Personal Health Department, Luling Community Clinic, Community Action, Inc. of Central Texas-Women’s Health Clinic, Rural Aids Outreach, Breast Cancer Awareness
- **Mental Health Providers**: Bluebonnet Trails MHMR, Scheib MHMR, San Marcos Treatment Facility, Hays Caldwell Alcohol and Drug Abuse Program, Luling Community Clinic, Private Practitioners
- **Disabilities Services Providers**: Homespun Early Childhood Intervention, Hays CISD, Lockhart ISD, Luling ISD, San Marcos ISD, and Wimberley ISD Local Education Agencies
- **Nutritional Service Providers**: Texas State University, Hays County Agrilife Extension Office
- **Family Preservation and Support Services**: Catholic Charities, WIC, Housing Authority, Workforce Center, Hays County Food Bank
- **Child Protective Services**: Texas Department of Protective & Regulatory Services
➢ **Local Schools, Family Literacy and Adult Education Programs**: Hays CISD, Lockhart ISD, Luling ISD, San Marcos CISD, Wimberley ISD, Community Action, Inc. of Central Texas Adult Education Division, Texas State University Family Literacy Coalition

➢ **Providers of Child Care Services**: CCMS and local, private childcare centers

With each community partner, the program works diligently to maintain an updated and accurate signed community partnership agreement, which ensures that on an annual or biannual basis, the program is meeting with its partners to discuss the status of the collaboration. This documentation is maintained in the Fiscal Officer’s Office and copies are maintained by each Content Area Coordinator.

### HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(a)—Collaborative community relationships

### KEY DATES & CALENDAR TASKS:

<table>
<thead>
<tr>
<th>Tasks &amp; Activities</th>
<th>Timeframe</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community partnerships updated to confirm collaborations and reflect any changes</td>
<td>Annually</td>
<td>Content Area Coordinators</td>
</tr>
<tr>
<td>Community Partnerships master files updated to ensure completion</td>
<td>Quarterly (or more often if needed); finalized in August</td>
<td>Fiscal Officer and Content Area Coordinators</td>
</tr>
</tbody>
</table>