



MIAMI-DADE
COMMUNITY ACTION AGENCY
HEAD START / EARLY HEAD START



FAMILY AND COMMUNITY
PARTNERSHIPS
PLAN

TABLE OF CONTENT

	<u>Page</u>
Family Partnerships:	
1. Family Goal Setting	3
2. Accessing Community Services and Resources for Families	4
3. Services to Pregnant Women, Infants and Toddlers	5
4. Parent Involvement: General	6
a. Parent Involvement: Child Development and Education	7
b. Parent Involvement: Health, Nutrition and Mental Health	8
c. Parent Involvement: Community Advocacy	9
d. Parent Involvement: Transition Services	10
e. Parent Involvement: Home Visits	11
Community Partnerships:	
5. Partnerships	12
6. Community Planning	13
7. Advisory Committees	15
8. Transition Services	16
a. Disabilities	17
b. Transition from Head Start to Kindergarten	18
c. Transition from Head Start to Other Center and Child Care Programs	19
d. Transition from Head Start to Summer Programs (VPK)	19
e. Early Head Start Individual Transition Time Lines to Head Start	20
f. EHS Transition Classroom Visit Schedule	21
g. Special Issues Related to Early Head Start Transition	22
9. Confidentiality Procedures	23

FAMILY PARTNERHIPS

FAMILY GOAL SETTING CFR 45 1304.40 (a) (1-5)

PURPOSE:

To ensure parents are engaged in a process of collaborative partnership building through the family partnership agreement process. This policy pertains to Social Services.

PROCEDURES:

1. Family Services staff will develop meaningful one-to-one relationships with parents by applying sensitivity, to engage in conversations to build trust, and help parents to identify family goals, strengths, necessary services and other supports. Staff will be responsible for case management directed to support family self-sufficiency.
2. Family Services staff will within 45 days of enrollment or the first day of school, each family including pregnant women/expected families who are enrolled in EHS will be offered the opportunity to initiate in a collaborative individualized partnership building process. That process is driven by parents taking into consideration the readiness and willingness of each family. 90 days are given for families enrolled after school started to complete the family partnership agreement.
3. Before completing the individualized family partnership agreement, all parents will engage in an opportunity to identify and complete the HSFIS family strengths needs assessment that indicates family's areas of strengths, needs and expressed interests. The needs and strengths of families will be assessed through application information, conversation with parents, Family Strength, Needs and Interest Survey, and parent requests.
4. Family Services staff will visit/contact parents throughout the year to develop, implement, and/or follow up on each individualized family partnership agreements (IFPA). Families will be encouraged to establish and complete at least one goal at a time. Each IFPA will specifically describe and demonstrate progress of family goals, responsibilities, timelines and strategies for achievement.
5. Goals established with new families and updated with returning families, the Family Services staff will follow-up at a minimum, monthly with parents or as deemed necessary depending on the nature of each family's IFPA, the circumstance of the goal and it's time frame for completion. This time frame may be adjusted to include more or less follow up.

Family Service staff will maintain monthly documentation of goal setting process in the HSFIS ASDT Family Development module for families IFPA and follow up.

6. As a part of the family partnership agreement process, Family Services staff will work with and/or support any pre-existing plan the family has with another agency to avoid duplication and conflict effort. Parents will be asked to complete the consent form for mutual exchange of information. Families that have a pre-existing partnership agreement with another agency, the Family Service staff must enter the information in HSFIS ADST.
7. Group and individual meetings and interaction with parents will occur regularly through workshops, personal contacts, parent committee, and center group activities/events, and will be respectful of family's diversity and cultural background.

Documentation of all supportive services to families must be entered in the ASDT case notes.

ACCESSING COMMUNITY SERVICES AND RESOURCES FOR FAMILIES CFR 45 1304.40 (b) (2) (1-2)

PURPOSE:

To ensure families can access community services and resources that are based on identified family needs. This policy pertains to Social Services.

PROCEDURES:

1. Family Services staff will be familiar with an array of available services and resources that are responsive to family's interest, needs and goals.
2. Family Services staff will collaborate with parents to identify and continually access, directly or through referrals, services and resources that are responsive to families' interest and goals in the following areas:
 - a. Emergency or Crisis assistance for food, clothing, housing, and transportation. Direct services will be available through the CAA Self Help Institute and referrals will be made to other agencies such as Florida Department of Children and Families, Daily Bread Food Bank, Goodwill, Miami Dade Emergency Housing Assistance Program, Salvation Army, etc.
 - b. Mental Health Issues relating to substance abuse, child abuse and neglect, and domestic violence will be made available through such linkages with Family Counseling Services, Institute for Child and Family Health, New Horizon, Miami Behavioral, etc. Social Services will maintain a resource directory, which reflects current services in Miami Dade County.
 - c. Information and Referrals opportunities will be made available for continuing education, employment training and other employment services through community networks with South Florida Workforce, Miami Dade County Public Schools Adult and Vocational Education Programs, CAA Self Help Division, Temporary Assistance for Needy Families Program (TANF), etc. Family Services will form formal and information networks, and establish and maintain partnerships with local resources and service providers.
3. Family Services staff will follow up within two weeks with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations, circumstances and overall satisfaction concerning services received. Follow up will continue thereafter on a monthly or determined basis to support families. Follow up with the referral agency will also take place as needed.
4. An up-to-date Resource Directory and Library will be maintained at each center.
5. Family Services staff will document all contacts and services and follow ups in HSFIS ASDT case notes.
6. Each family will receive a Parent Handbook and Resource Guide during the parent orientation process. Overview of services will be discussed.
7. Services may be provided in individual or group settings.

SERVICES TO PREGNANT WOMEN, INFANTS AND TODDLERS CFR 45 1304.40 (c) (1-3)

PURPOSE:

To ensure the pregnant women in Early Head Start receives health, nutrition and mental health services and education. This policy pertains to Social Services.

PROCEDURES:

1. Family Services staff will serve as advocate and liaison between pregnant women and service providers to access comprehensive prenatal and postpartum care and intervention for pregnant women.
2. Family Services staff will ensure pregnant women receive prenatal education on fetal development and labor. These topics can be discussed during group meetings/trainings offered through community health providers and individually utilizing the Partners for Healthy Baby Curriculum. Family Services staff will document efforts that services have been secured through community resources and evidence placed in the family folder. Information should be shared individually or in a group setting as appropriate.
3. Pregnant women and family members will receive and understand prenatal, labor, delivery and postpartum recovery education and the benefits of breastfeeding.
4. Related literature will be located in the Resource Library and Directory at Early Head Start sites. Resource information will be available on community-based parenting classes and support groups. Evidence that pregnant women enrolled in EHS are receiving prenatal/post-partum care, health education, and other required services must be documented in the ASDT case notes.
5. Arrangements will be made for health staff to conduct a home visit for pregnant women/expectant families within two weeks of the birth of the child. Family Services staff will also participate in the visit. The purpose of this visit is to ensure the well being of the mother and the child.
6. The home visits that take place in partnership with the teaching staff in October/November, February, and May should be documented on the Home Visitation Report. Family Services staff must sign and date this form along with the teaching staff. Family Services staff should also document their discussion with the parents in the ASDT case notes. The Home Visit Request form should be placed in each folder.
7. Two week follow up with pregnant women will be conducted on all services to determine whether the kind, quality and timeliness of the services received through referrals met family's expectations and circumstances. Follow up will continue thereafter on a monthly or determined basis to support families. Follow up with the referral agency will also take place as needed.
8. Document and report in HSFIS ASDT.

PARENT INVOLVEMENT-GENERAL CFR 45 1304.40 (d) (1-3)

PURPOSE:

To ensure that the Head Start/Early Head Start program provides parent involvement and education activities. This policy pertains to Family Services and all staff personnel.

PROCEDURES:

1. All staff in their perspective position with the assistance of parents will design parent involvement and education activities to include orientations, workshops, trainings, seminars, parent meetings, parent groups and individual counseling that are responsive to the ongoing and expressed needs of parents, both as individuals and members of a group.
2. Family Services staff will provide each family with a Strength, Needs and Interest Assessment to indicate their areas of expressed interest.
3. The Strength, Needs and Interest Assessment will be used to compile the interests of all families and give guidance and support to the parent committee in developing center's annual meeting, training and activities themes calendar. The Parent Committee approves the themes calendar in September and October of each program year.
4. Family Services staff will provide special attention to ensuring fathers and father figures such as grandfathers, uncles, significant others, etc. are involved in all meetings, trainings and other group activities that are designed for both mothers and fathers and for men only.
5. Centers will be open to parents during all program hours and informed of the different parent involvement and volunteer opportunities that are available. Volunteer opportunities are encouraged based on the volunteer's strengths, interest, skill and availability to participate. All new and regular volunteers will receive orientation and training.
6. Parent participation will be encouraged during home visits, center activities/events, and Parent Committee. Announcements, flyers, and invitations are extended to all family members to promote participation.
7. At time of enrollment all parents become members of the center Parent Committee where the child is enrolled.
8. Parents are invited to all trainings provided by staff, community resource providers and partners.
9. Family Services staff will encouraged all parents to pursue career opportunities with program, as well as with public or private early child development providers. Job vacancies are posted at all centers to inform parents of employment opportunities. Parents who meet program requirements will receive preference for employment vacancies. Family Services staff will make referrals for parents to the community for job readiness and employability skills.

PARENT INVOLVMENT-CHILD DEVELOPMENT AND EDUCATION 1304.40 (e) (1-5)

PURPOSE:

To ensure parents have involvement opportunities in child development and education.
This policy pertains to Family Services and Teaching Staff.

PROCEDURES:

1. Curricula planning will be offered to parents by, parents providing input into the daily lesson plan, serving on the Education Advisory Committee and attending the curricula revision meetings and center activities. A parent input form will be available for parent suggestions.
2. Teaching staff will consider parents a primary resource for the classroom, especially for cultural activities. All parents especially the fathers can participate in the circle time reading session to promote family literacy.
3. Parents will have opportunities to enhance their parenting skills through Parent Committee, training workshops, staff modeling, home/school connection and home activities. Parent training will be held at the beginning of the program year to introduce parents to the High Scope Curriculum, Creative Curriculum and the other educational enhancement programs.
4. Parents will be encouraged to share any concern and provide feedback that they have regarding the services that their child receives during parent teacher conferences and home visits.
5. Family Services staff will work with community resources to increase family access to materials, services, and activities essential to family literacy development that promotes parents as primary teacher and full partners in the education of their children. Referrals will be made to community agencies as needed to Miami Dade County Public Libraries, Project Lead and Miami Dade County Public Schools, Adult Basic Literacy Program for one-to one tutoring, GED, and ESOL classes to help families eliminate barriers.
6. Family Services staff will assist parents as adult learners to recognize and address their own literacy goals. November is National Reading Month and parents will be provided literacy information at center Parent Committee in accordance with the annual meeting, training and activities theme's calendar.
7. Teaching staff will conduct at a minimum of three home visits per year. These visits will be conducted in November, February and April. At least one visit must be conducted with Family Services. Parent/teacher conferences will be conducted twice a year or on an as needed. Parents can share their concerns about their child with program staff when they feel a need.
8. Miami-Dade does not operate a home-based program option.

PARENT INVOLVEMENT-HEALTH, NUTRITION AND MENTAL HEALTH EDUCATION 1304.40 (f)
(1-4)

PURPOSE:

To ensure parents have involvement opportunities in health, nutrition, and mental health education. This policy pertains to Family Services and Content Area Staff.

PROCEDURES:

1. Medical, dental, nutrition, and mental health education programs will be provided for staff, parents and families. To convey information staff will utilize a variety of methods such as parent handbook and community resources, newsletters, calendars, flyers, training workshops, group support and content experts. Services may be coordinated with local agencies to provide multiple learning opportunities for parents.

Medical and Dental Health Education (should include the following for parents):

- Understand how to enroll and participate in a system of ongoing health care to ensure that their child receives medical and dental services.
- Encouraged them to interact and become active partners in the medical and dental health care process for their children, while they accompany their child to medical and dental examinations and appointments.
- Encouraged them to serve as a member on the Health Advisory Committee.
- Learn to advocate the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and home on behalf of children and families.
- Gain information about available community health and dental resources and providers
- Learn general and specific information about the health needs of individual children.
- Each parent will receive a report at the end of the school year to reflect needed services for returning to the program, attending public or private schools.
- Refer to Health Services Plan and Procedures for additional information.

Nutrition Education (should include the following for parents and staff):

- Selection and preparation of foods to meet family needs in the management of food budgets and menu planning.
- Discussion with program staff about the nutritional status of their child; completion of a Child Nutritional Assessment.
- Encouraged them to serve as a member on the Health Advisory Nutrition Sub Committee or the Extended Food and Nutrition Education Program (EFNEP).
- Refer to Nutrition Services Plan and Procedures for additional information.

Mental Health Education (should include the following for parents):

- A variety of group opportunities to identify and discuss issues related to child mental health and wellness for children. Topic will include behavior management, managing stress and self esteem.
- Individual opportunities to discuss mental health issues related to their child and family with staff. Opportunities will include parent/staff conference and home visits.
- Active involvement in planning and consent for implementing any mental health interventions for their child, follow-up with Mental Health Observation will be conducted after screening results, staff consultation and parent conference.
- Refer to Mental Health Services Plan and Procedures for additional information.

PARENT INVOLVEMENT –COMMUNITY ADVOCACY 1304.40 (g) (1-2)

PURPOSE:

To ensure parents have involvement opportunities in community advocacy through parent meetings, community services, community advisory committees, education, transition and Health Services Advisory Committees. This policy pertains to Center Directors and Family Services.

PROCEDURES:

1. Center Directors and Family Services staff will support and encourage the active involvement of parents in advocacy to influence the character and goals of community services, by making them more responsive to their interests and needs in center, agency and community organizations and other activities.
2. Each center will have a parent committee comprised of parents. The parent committees will represent an organized method of assisting parent groups to work with neighborhood groups such as the CAA Citizen Participation Community Advisory Committees network that are identified in low in-come target areas.
3. Parents will be link to serve on local community projects and to attend local interagency meetings and other neighborhood advisory groups deemed necessary such as the PTA/PTO that have well defined goals, such as improving schools and neighborhood safety.
4. Each center will maintain an up-to-date resource library and directory of a variety of resource agencies and organizations that parents can contact in their immediate and surrounding areas.
5. Center Directors and Family Services staff will provide parents with information about their role and responsibilities to the Policy Council, Parent Committees, Health and Education Advisory Committees early in the program year. Opportunities will be provided for parents to work together, as well as with other community members, to plan and develop activities that they have expressed an interest in.

PARENT INVOLVEMENT –TRANSITION SERVICES 1304.40 (h) (1-4)

PURPOSE:

To ensure parents have involvement opportunities in transition activities and understand their rights and responsibilities for the education of their child in the school setting. This policy pertains to Family Services and Teaching Staff.

PROCEDURES:

1. Family Services staff at time of application will assist parents in becoming their child's advocate as they transition into Head Start/Early Head Start programs from the home or other childcare settings, from Head Start to Elementary, Title I or VPK. Staff will review the different components of the program and obtain information regarding children with identified disabilities including a copy of the IEP.
2. Family Services staff will notify the Disabilities Coordinator of all children with significant disabilities who applies for the program to ensure advance preparation for the child's enrollment.
3. Head Start and Early Head Start families, who are enrolling in the program for the first time, or a returning parent will be given the opportunity participate in parent orientation that will provide information about all services available through the program. Families will have an opportunity to ask questions or discuss any concerns with staff. Returning parents will be encouraged to greet the new parents and give reflections about their experience in the program during the orientation process. A month after parent orientation each center will have a meet and greet gathering for parent get acquainted activity.
4. HS/EHS parent will be encouraged to visit and scheduled to the center in which their child is enrolled to learn more about the program before their child actually begin. The parents will meet staff, other children and parents, and observe the daily schedule.
5. Education and training will be provided to prepare parents to exercise their rights and responsibilities concerning the education of their children in the school setting; communicating with teachers and other school personnel in decisions related to their child's education.
6. For additional information on transition refer to the Head Start/Early Head Start Transition Plan for:
 - Transition into Head Start/Early Head Start for children new to the program.
 - Transition out of Head Start (including transfer to other Head Start center, child care program and home family care.)
 - Transition to summer for children enrolled next program year.
 - Transition out of Head Start into Kindergarten
 - Disability
 - Special Issues related to EHS transition
 - Transition classroom visit schedule for EHS

PARENT INVOLVEMENT –HOME VISITS1304.40 (i) (1-4)

PURPOSE:

To ensure parents have involvement opportunities in home visits. This policy pertains to Teaching Staff and Family Services.

PROCEDURES:

1. Each child's teacher or caregiver will make no less than three (3) home visits per program year, unless the parents forbid such a visit. Home visits will be conducted during the months of October/November, February and May.
2. Family Services staff will conduct at least one (1) home visit in conjunction with the teaching staff to build trust and engage in a collaborative partnership with parents and teaching staff. Other service areas will make joint home visits as deemed necessary and appropriate.
3. While the program cannot require that parents permit home visits as a condition of the child's participation in the program, staff will make very effort to explain the advantage of home visits to parents. The home visits will give parent the opportunity to discuss concerns in an environment in which they are comfortable, and the teachers and family services staff have the opportunity to observe the child in his/her home environment.
4. In cases where parents ask home visits may take place outside of the home, at the center or another safe location that affords privacy. Family Services staff and parent will agree to schedule all home visits at times that are mutually agreeable, convenient, safe and reasonable for both parent and staff. These times may include afternoon or evening hours to meet the needs of parents (especially the working parent).
5. Family Services staff initiated visits may include dialogue pertaining to the child's development, family, Head Start, and a discussion of the family partnership agreement.
6. Family Services staff will make subsequent follow-up visits to the family partnership agreement and progress of the family as needed.
7. Parents have the opportunity during the home visit to ask questions, share concerns, suggest program ideas, and other topics that may be of need and interest to the family. Referrals to local agencies will be done accordingly.
8. Family Services staff will conduct a home visit on each new born within two weeks after the infant's birth to ensure the well being of both mother and child.
9. Family Services will document their discussion with the parents in the ASDT case notes and teaching staff will complete and place the Home Visit Request form in each folder.

COMMUNITY PARTNERSHIPS

PARTNERSHIPS 1304.41(a) (1-4)

PURPOSE:

Miami Dade County CAA Head Start has established policies and procedures to ensure ongoing collaborative relationships with community organizations. Program staff must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. All staff is responsible for supporting the efforts of community planning to enhance direct services. Documentation must be maintained at center level or administrative level to reflect the effort undertaken to establish community partnerships (see 45 CFR 1304.51(a)(1)(iii) for additional planning requirements). This protocol is designed to help Head Start/Early Head Start centers meet the mandate of participating in community planning and establishing ongoing collaborative relationships with community organizations in their neighborhoods. All documentation indicated below should be maintained in a file specific to this standard. This policy pertains to Family Services, Center Directors and Content Areas Coordinators. 1304.41(a)(1)(2)(i-ix)(3-4)

PROCEDURES:

PARTNERSHIPS WITH OTHER COMMUNITY AGENCIES:

1. Center Directors, Family Services and Content Area staff will take an active role in the development of a continuum of family centered services and community planning.
2. Efforts will be made to establish community partnership agreements for August 1st through July 31st. Written Agreements must be initiated and updated within a program year by October. Each center must have established at least one community partnership agreement for one year. Written agreements can be extended for a longer time frame, but must be reviewed by all parties on an annual basis, the same as yearly Community partnership agreements.
3. Center Directors must support the efforts of direct services staff to ensure center/neighborhood level partnerships are design to improve the delivery of services to children and families. Community Partnership agreements must be mutually beneficial. Staff will meet with potential partners and complete the **Community Partner Form** which describes how the services respond to and supports families' needs.
4. Additional documentation will include the Request for Service forms, Scope of Service form, follow-up documentation (memos, e-mails), related materials and the final community partnership agreement.

Community partners who agree to be involved with more than one center, the name of each center must be reflected on the agreement.

5. Center Directors, Family Services and Content Area and Services staff will develop a network of formal and informal partnerships agreement. They will visit and/or contact community organizations to promote the access of services for children and families for the following services:
 - Health care providers [clinics, physicians, dentists, other health professionals]
 - Mental health providers.
 - Nutritional service providers.
 - Individuals and agencies that provide services to children w/ disabilities.
 - Family preservation and support services.

- Child protective services.
- Local elementary schools and other educational and cultural institutions.
- Providers of child care services.
- Community and faith-based organizations
- Any other organizations or businesses that may provide support and resources such as museums and libraries.

Visits and contacts with community organizations will be documented on the **Community Contact Log** for evidence of community partnerships efforts.

6. All proposed Agreements must go to the Human Resource Manager and Contract's Officer for review. The agreements must be accompanied by the Request for Service Form, Scope of Services Form and CAA Agreement Cover Sheet. The Agreements will be forwarded to the county legal department for review and approval.
7. Following the above process, the Agreement will be returned to the Center Director or Manager to review with the community partners and to obtain the appropriate signatures. Once signatures have been received, the Agreement will be returned to the Human Resource Manager and Contract's Officer for final signature by the department director and/or county manager.
8. The Parent Handbook with specific information about other agencies and Community Resources will support to identify and improve delivery of community services to families.
9. Staff must ensure parents are aware of community partners for each center. If appropriate, community partners will be invited to parent meeting to give presentation or guest.

COMMUNITY PLANNING:

Staff will take an active role in joining or initiating community planning for the purpose of exchanging information between agencies, to improve the delivery of services for children and families in accordance with program confidentiality policies.

1. Center Directors, Family Services and Content Area staff will take an active role informal and informal community networks, advisory groups, interagency councils and service integration groups that provide services to children and families. The dialogue will be an exchange of information on how to improve and promote the delivery of services for children and families. Staff will participate in Community Action Groups where specific concerns are addressed.

Documentation will be kept on site with regards to community activities to demonstrate how participation in these groups improves the delivery of services to children and families. Agenda, minutes, sign-in-sheets and other information from meetings will be maintained. The **Community Partnership Planning Form** will provide evidence of planning meetings, agency/organization responsible for coordination, potential partners, summary of meeting, action, and next step.

[See page 16]

2. Center Director and Family Service staff will expand advocacy and community planning during the center parent committees to include representatives from community health care providers, agencies that serve children with disabilities, social service agencies, child protective services, local elementary schools, libraries, and museums, etc. to achieve the shared goals of this community for children and families. [Community Partners]

Documentation of parent committee meetings will include agendas, minutes, and sign-in-sheets, and topic of interest, community partner signature and a brief synopsis/report in the minutes that was provided by the partner.

3. Staff and/or parents will serve on task forces, or advisory boards at the neighborhood or community level to represent and influence these bodies on behalf of Head Start / Early Head Start children and families. Such boards include Community Action Neighborhood Advisory Committees, and Community Special Interest Groups.

Document all community involvement and participation through agenda, minutes, sign-in sheet from meetings attended.

4. Center Director and Family Services staff will perform outreach to recruit volunteers, build program awareness and support planning by attending special events, speaking to civic groups about program needs and projects for children and families in their centers. Volunteer is defined as an unpaid person who is trained to assist in implementing ongoing program activities on a regular basis under the supervision of a staff person in the content areas and support services. Parents who are enrolled in the program will not be considered as a community volunteer. Radio, newspapers, and/or flyers will also be used to generate community participation. [Community Outreach]

Document evidence of collaborative planning efforts for the event which would include confirmation of participation, sign-in sheets and agendas if planning meetings occurred, photographs, flyers announcing the event and materials.

5. Center Director, Family Services and Content Area staff will provide leadership and advocacy training to build volunteer capacity for working within the neighborhoods to change community risk factors and increase community positive outcomes. [Community Advocacy]

Document all training materials, agendas, sign-in-sheets for staff provided training.

6. Train parents, prepare and present issues relevant to the families and children in the center, to decision making bodies in their communities. [Leadership Training]

Documentation will include all training materials, agendas, sign-in sheets for parents and staff who were in attendance.

MIAMI DADE COMMUNITY ACTION AGENCY
HEAD START/EARLY HEAD START DIVISION

COMMUNITY PARTNER FORM

Performance Standard: 1304.41(a) (1); 1304.41(a) (2)
Documentation of Community Partnerships and Planning

Date: _____

HS/EHS Center:	HS/EHS Center Director:
Proposed Community Partner:	Community Partner Contact Person:
Type of Community Partnership:	Date of Contact:

Describe Mutual Benefit: _____

Summary of Meeting: _____

PARTNERSHIP AGREEMENT Date Agreement Approved by Both Parties: _____

Request for Services Form and Agreement Submitted Date: _____	
Final Approval Date: _____	
Final Agreement Shared with Staff Date: _____	Final Agreement Shared with Parents Date: _____

Community Partner Signature: _____ Date: _____

Center Director Signature: _____ Date: _____

MIAMI DADE COMMUNITY ACTION AGENCY
 HEAD START/EARLY HEAD START DIVISION

COMMUNITY PARTNERSHIP PLANNING FORM

PERFORMANCE STANDARD: 1304.41(a) (1); 1304.41(a) (2)
 Documentation of Community Partnerships and Planning

DATE OF PLANNING MEETING: _____

Organization/Agency Responsible for Coordination:	Location of Community Planning Meeting:
Contact Person:	Purpose of Meeting:

POTENTIAL COMMUNITY PARTNERS:

Attendees	Organization	Mailing Address	Telephone	Email Address

Summary of Meeting: _____

Action: _____

Next Step: _____

Date/Place/Time of Next Meeting (If applicable): _____

Prepared by: _____ / _____
Title

MIAMI DADE CAA HEAD START/EARLY HEAD START
COMMUNITY CONTACT LOG



CENTER: _____

MONTH: _____

COMMUNITY ORGANIZATION	ADDRESS	CONTACT PHONE NUMBER	SERVICES/RESOURICES PROVIDED	CONTACT PERSON	DATE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ADVISORY COMMITTEES 1304.41 (b)

PURPOSE:

Miami Dade County CAA Head Start/Early Head Start has established policies and procedures to ensure the formation of advisory committees that promote program planning and linkages to existing community resources. Advisory Committees will include a broad range of consumers and professional who can provide expertise in dealing with complex issues and conditions facing local families and communities.

PROCEDURES:

1. The HS/EHS program will maintain a Health Services Advisory Committee (HSAC)
2. The (HSAC) will meet twice a year, and will include parents, professionals, staff and other appropriate volunteers from the community.
3. The (HSAC) will address program and families issues in medical, dental, mental health, nutrition, and human services.
4. The (HSAC) will identify health trends and appropriate resources and health care. For additional information refer to the Health Services Advisory Committee Plan and Procedures
5. Other service advisory committees such as the Education Advisory Committee is established to support the continuum of children's growth and development, to include physical, social, emotional, and cognitive development of children birth to five years. The Education Advisory Committee ensures all children in Head Start/Early Head Start are provided with a safe, nurturing, engaging, enjoyable and secure learning environment. Refer to the Education Plan and Procedures for additional information.

TRANSITION SERVICES: 1304.41 (c) (1-2)

PURPOSE:

Miami Dade County CAA Head Start/Early Head Start has established policies and procedures to ensure outreach, communication, and coordination for successful transitions for children and families entering and leaving the program, and ongoing.

PROCEDURES:

1. The Family Services staff will assist parents in completing the required application and documents for enrolling in the program.
2. The Family Services staff will coordinate with other schools, child care provider, and other agencies to ensure families entering/leaving Head Start/Early Head Start child's relevant records are successfully transferred to the appropriately next placement (center, school, or childcare provider.)
3. Prior to the beginning of Program Year, Family Services staff will mail selection letters to Head Start/Early Head Start parents and children, who are enrolling in the program for the first time. They will be informed about their selection and participation in the program. Selection letter will be placed in the Family Folder.
4. Returning HS/EHS parents and children will be mailed a "Welcome Back to School Letter," and other families will receive a letter regarding their wait list status.
5. Family Services staff will schedule an appointment for selected families to complete Part 2 of the enrollment process. During this interview parents will be informed about the parent orientation and encouraged to attend or to send a representative. Attending the parent orientation before the child actually begins the program will assist parents in understanding the HS/EHS program and their role and responsibilities first hand.
6. Parent Orientation will be scheduled June and July for enrolled Head Start/Early Head Start families in addition to families of children with special needs prior to the opening of the new school/program year. Families will meet staff, other parents and children, and each family will receive a Parent Handbook and Resource Guide which provides the program overview, service areas, center policies and procedures, and parent involvement opportunities.

The Family Services staff will report and document Parent Orientation on Parent Involvement Monthly Summary Form and enter data in HSFIS Group ASDT. The parent orientation is the first record keeping group activity parent involvement.

7. Returning and past HS/EHS parents will be invited to give reflections during the orientation process and to talk about parents' role/responsibilities, the importance of children regular attendance and parent involvement opportunities. At a minimum one parent at each site can be invited to be a mentor for new parents entering the program.
8. Transitioning throughout the Program Year, Head Start/Early Head Start children and their families who are enrolling in the program for the first time and were accepted after the beginning of the school year will have an opportunity to participate in a transition visit to the Head Start or Early Head Start classroom to which their child is enrolled.
9. New families accepted after the beginning of school will be transitioned in to the classroom. The Center Director, Family Services staff, Curriculum Specialist and the parent will set appointment

for the parent and child to visit the classroom. This appointment will be scheduled within (3) days after the parent has been notified of child being accepted to the center. The Center Director will inform the teaching staff of the child's acceptance and of parent/child visits to the classroom. Teachers will prepare for parent/child classroom visit and the child's first day by writing the child's name on the sign-in and out sheets, labeling cubbies and other pertinent items with child's name, and talk to the other children about the arrival of a new classmate.

10. During the transition classroom visit, the Family Services staff will provide the parent with a transition folder. Parent and child will be introduced to the teaching team and be given an overview of the classroom routine. At the transition visit, teaching teams will share basic information about the classroom, such as layout of the learning environment, names of the areas, items found in each area, and the developmental significance for the items in the areas. Teachers will give an overview of the daily routine and the type of curriculum used for that particular classroom. Teachers will show parent where to sign-in and out, where to place the child's belongings, give the center phone numbers, how to prepare for the first day of school, etc. The teachers will explain the different areas to the child and if applicable introduce the child to the other classmates.

Family Service staff will document the transition visits in HSFIS ASDT and the sign-in sheets will be maintained at the center level.

11. If the parent is unable or unwilling to attend a visit prior to the child's first day, the Family Services staff will meet the parent at the Center on the morning that the child is to begin and provide the parent with the transition folder and introduce the family to the staff. Staff will give the parent an overview of the classroom routine.
12. At the first parent meeting after the family has enrolled in the center, the Family Service staff will introduce the new parent to the other parents.

Documentation: The Family Services staff will document parent meeting in HSFIS Group ASDT, parent meeting minutes, and document on the Parent Involvement Monthly Summary.

DISABILITIES TRANSITION:

1. For children with disabilities entering Early Head Start, Disabilities Services staff will attend MDCPS IEP transition staffing and informational meetings at several agencies serving infants and toddlers with disabilities. Disabilities Services staff will network and coordinate with Early Steps programs (Part C) and MDCPS/Preschool ESE for active recruitment, referrals and transfers on a monthly basis. All records that support the eligibility of children will be forward to appropriate Family Services staff. The Family Services Staff will follow up with family.
2. Disabilities Services and Family Services staff will conduct outreach with the "Birth through Two Program" beginning in January with the coordination of parent information meetings. These meetings will be scheduled during times that are mutually convenient for parents. General overview of HS/EHS program services and opportunities for families will be provided. Parents will receive a transition packet about the HS/EHS program. Families will be encouraged to visit center/classroom, so they can become knowledgeable and comfortable with the program.
3. Disabilities families accepted will be transitioned into the center/classroom. The Center Director, Family Services staff and the parent will set appointment for the parent and child to visit the classroom. This appointment will be scheduled within (3) days after the parent has been notified of child being accepted to the center.

The Center Director will inform the teaching staff of the child's acceptance and of parent/child visits to the classroom. Teachers will prepare for parent/child classroom visit and the child's first day by writing the child's name on the sign-in and out sheets, labeling cubbies and other pertinent items with child's name, and talk to the other children about the arrival of a new classmate.

For additional information see the Disabilities Services Plan and Procedures.

TRANSITION FROM HEAD START INTO KINDERGARTEN:

1. The program will partner with MDCPS, the local educational agency which serves the community where the majority of Head Start children will enroll after transitioning out of the program. They will transfer records, share training, support families, especially those with English as a second language.
2. In August, the Center Director will identify and contact Elementary Schools in its feeder pattern and surrounding boundaries.
3. During the month of September, the Head Start Center Director will send an introduction letter to principals at Elementary Schools in the area of their sites. The letter will request a meeting to discuss and prepare a Transition Action plan for their assigned Head Start sites.
4. By November the Head Start Center Director and Curriculum Specialist will schedule and participate in the arranged meeting(s) with Principal(s) discussing details of the Transition Action Plan which will include:
 - The types of records needed for children to register and when they are needed.
 - A proposal for quarterly meetings between Kindergarten and Head Start teaching staff to establish expectations of children entering Kindergarten.
 - Methods of preparing parents for their child(ren)'s transition from Head Start to Kindergarten
 - A proposal for site visit date(s) to the Elementary Kindergarten classroom for Head Start transition students.
 - channels of communication in reference to each school's organization
 - Possible Community Partnership development
5. The Center Director and Principal will set at least one date for a visit by the transitioning children to the Kindergarten classroom. The field trip(s) will include a tour of the school, a visit to a kindergarten class, and lunch in the cafeteria, if feasible. The Center Director and Curriculum Specialist will schedule transportation according to Field Trip Procedures and make arrangement for lunch, as needed.
6. If a field trip is not allowable by the Principal of the MDCPS, center staff will inform parents of the MDCPS Open House. Reported attendance by the parents will be documented in ASDT and listed on the Transition Action Plan.
7. The Center Director will share the developed Transition Action Plan with Center Staff in the monthly staff meeting following its development. As items are due and/or completed, the Center Director will review the Transition Action Plan at monthly staff meetings.
8. Starting in January, Curriculum Specialists will provide Teaching staff with transition activities for the classroom. These activities will include stories and books about going to school, behavior, cafeteria procedures, etc.

9. During the months of March and April, parents of children transitioning to public school will be notified by Family Services staff to have physicals and immunizations updated for entrance to public Meetings may occur between staff, parents, and kindergarten teachers to discuss the developmental progress and abilities of individual children school. During MDCPS registration, center staff will give parents a list of requirements for Kindergarten registration and assist them in identifying the appropriate Elementary school. The parents will be responsible for providing all required information when registering for Kindergarten. Two weeks prior to the end of the program year, parents will be given a folder with the original physical and immunization record and copies of birth certificate and social security cards.
10. In October, Family Services staff will begin to provide Transition Tips for parents during Parent meetings and activities. The Transition Tips will assist parents in preparing child for elementary school and communicating with teachers and other school personnel. Parents will learn to advocate and participate in decisions related to their child's education.
11. During last Home Visit, teaching staff will discuss child's needs and abilities, encourage parents to conduct suggested home activities with children during recess, as well as, inform children through communication that they will not be returning to the Head Start program and/or acknowledge child is transitioning to a new environment.
12. Parent will be encouraged to join parent organization as the PTA/PTO, volunteer in the public school classroom and reinforce classroom learning at home and maintain an ongoing communication with school personnel.
13. Upon request, child records will be release to parent, and parents will need to sign a Release of Information.

TRANSITION FROM HEAD START TO OTHER HEAD START CENTER, CHILD CARE PROGRAM, AND HOME FAMILY CARE:

1. For children transitioning out or transferring during the program year, starting in January Family Services staff and Teaching Teams will begin discussing the transition process with parents through, Parent Teacher Conference, and Home Visit. In April, the Center Director or Family Services staff or designated staff will discuss transition procedures at Parent Meeting.
2. Upon, the child's exit, or if transfer is immediate, the Teaching Team and/or Family Services staff will ensure parents receives the transition tips. The parents will also receive suggested individualized activities to do with their child and a copy of the child's Individual Developmental Profile to date.
3. Family Services staff will transfer child's records if the child is going to another center within the same agency/program. Galileo Procedures will be followed for assessment file transfer.

TRANSITION TO SUMMER PROGRAMS SUCH AS VOLUNTEER PRE-KINDERGARTEN (VPK) OF CHILDREN RE - ENROLLED FOR THE NEXT PROGRAM YEAR:

1. Starting in January Family Services staff and Teaching Team will discuss the transition process through Parent Teacher Conference, and Home Visit for returning children transitioning out
2. In April, Center Director, or designated staff member, will discuss transition procedures at Parent Meeting. Teaching Team will use the Individual Developmental Profile to identify strengths and weaknesses and suggest activities to parents for the summer. In addition, children (and their

parents) who will continue to receive services at the center will be introduced to the summer teaching staff.

3. Upon conclusion of the school year (or at the last Home Visit), parents will receive all Parent Transition Tips. In addition, they will receive suggested individualized activities to practice with their child and a copy of their child's Individual Developmental Profile to date.

EARLY HEAD START INDIVIDUAL TRANSITION TIME LINES:

1. All Early Head Start children and families will receive priority consideration for placement in Head Start. Head Start Family Services staff will re-verify income. In instances where the family income is over income the Center Director will forward the application and justification to the ERSEA Coordinator for review, who will forward the documentation to the HS/EHS Director for review and approval.
2. Transition planning activities will be conducted with families who are transitioning:
 - 9 months prior to the child's 3rd birthday or upon enrollment if the child enrolls after this date, the Early Head Start Family Services staff will hold a series of conversations with the parents in order to identify the top 3 choices for transitioning. At this time the EHS Family Services staff will give the parents a list of all of the Head Start centers and licensed child care centers in the area to choose from. EHS Family Services staff will also inform parent of Head Start sites at which timely transition may be most available.
 - 7 months prior to the child's 3rd birthday or upon enrollment if the child enrolls after this date, the EHS Center Director will ensure a case review is set up and held with the Early Head Start Family Services staff, Primary Caregiver, Early Head Start Nurse and all other service area staff as deemed necessary to the specific case. The purpose of this meeting will be to review the family and child folder and ensure all staff is in agreement to the child and family's progress and readiness to transition. At the time of this meeting, the staff will determine the most plausible site for transition based on the parents' three choices. Staff from center will be invited to the 6 month meeting.
 - 6 months prior to the child's 3rd birthday or upon enrollment if the child enrolls after this date, the initial Individual Transition Planning Meeting will take place. This meeting should include the EHS Family Services staff, Primary Caregiver, Nurse, Early Head Start Center Director, Early Head Start Curriculum Specialist, Head Start Family Services staff, Head Start Center Director, Head Start Curriculum Specialist, Parent, and Disabilities, Mental Health and/or Nutrition representative as applicable. If the parent chooses a private center instead of a Head Start site, the staff of the private center will be invited to the transition planning meeting. The purpose of this meeting is to:
 - a. To introduce Head Start staff to the parent
 - b. To review parent and child progress that were made while enrolled in EHS (see attachment)
 - c. To establish an Individual Transition Plan including time line, action steps and persons responsible for each step and follow- up meeting and visit schedules. (see attachment)
 - d. To introduce the parent to Head Start staff and program (see attachment)
 - 3 months prior to the child's third birthday, a follow-up Individual Transition Planning Meeting will take place. This meeting should include the EHS Family Services staff, Head

- a. To review progress in conjunction with time lines and action steps
 - b. To review action still needing to be taken
 - c. To revise (as needed) actions and persons responsible
 - d. To review the status of transition visits
- One (1) month prior to the child's third birthday, the final meeting will take place between the EHS Family Services staff, Head Start Family Services staff, Parent and Nurse (on as needed basis). The purpose of this meeting will be to ensure the re-verification of income and the updated medical documents. If the family is found to be over-income, the Head Start Family Services staff will forward the justification packet to the ERSEA Coordinator who will review and forward to the Head Start/Early Head Start Director for approval.

EARLY HEAD START TRANSITION CLASSROOM VISIT SCHEDULE:

1. A meeting will be held between the Center Director, Curriculum Specialist and the Family Services staff to plan and schedule visit to the Head Start classroom(s). Classroom visits should be rotated to include a maximum of four (4) Head Start classrooms at the site with the exception of VPK classrooms. This schedule will be documented on the visit calendar and forwarded to the Early Head Start Primary Caregiver and the Head Start Teacher.
2. Visits will begin the week after the Individual Transition Planning Meeting has taken place. All classroom visits will be documented on the Transition Classroom Visit Log.
3. The initial visit will be for a period of 15 minutes. The child will be accompanied by their Primary Caregiver for the duration of the visit. The visit will take place during Work Time in the Head Start classroom so the child is allowed to freely explore the Head Start classroom. Prior to this visit the Primary Caregiver will hold a one-on-one conversation with the child to describe what to expect on the visit.
4. Once a week for the three months following the Individual Transition Planning Meeting the child will visit the Head Start classroom accompanied by the Primary Caregiver for approximately 15-30 minutes. These visits will take place at different times throughout the morning so the child can be introduced to each piece of the Head Start daily routine.
5. Three months prior to the child's third birthday, the child will visit the Head Start classroom for the first time on their own. This visit will be for a period of 15 minutes. If the child shows signs of distress, the Primary Caregiver will allow the child to return to the EHS classroom immediately and another attempt will be made within two weeks. Prior to this visit the Primary Caregiver will hold a one-on-one conversation with the child to describe what to expect on the visit.
6. For the three months prior to the child's third birthday, the child will visit the Head Start classroom once a week on their own (as long as they are adjusting). These visits will gradually build in length beginning at 15 minutes and building to a couple of hours. The child will always eat breakfast and nap in their EHS classroom. Lunch can be served in either classroom depending on the availability of the center.
7. Transition classroom visits will continue weekly until the child is officially transitioned and enrolled into an available preschool slot.

SPECIAL ISSUES RELATED TO EARLY HEAD START TRANSITION:

1. How and when participants in meetings are notified of meeting dates and what to bring:
 - Transition meetings will be scheduled as much as possible on the 2nd, 3rd and 4th Wednesday of each month. The EHS Social Worker will set the date and time of the meeting with the Parent at least two (2) weeks in advance and notify the EHS Center Director of the scheduled time. EHS Center Director will inform all participants of meeting date and time via email using the Meeting Notification Form at least two (2) weeks prior. The EHS Social Worker will remind the Parent one (1) week and again one (1) day prior to the scheduled meeting.
2. How to handle transition time line if child is enrolled less than 6 months prior to their third birthday:
 - If a child is enrolled less than 9 months prior to their third birthday, the transition process will begin 45 days after enrollment and the sequence outlined in the procedure will be followed.
3. How and when classroom visits will take place for Holy Redeemer and Miami Gardens:
 - Transitioning children and Caregivers will be transported via a CAA van with car seats to a nearby Head Start center for transition visits. These visits will take place once a month throughout the school year. The visits will last approximately 45 minutes at a time.
4. How and when parents are notified when a Head Start slot is available:
 - The Head Start Social Worker will call the Early Head Start Social Worker and the Parent to inform them the slot has become available. The child will officially transition into the available slot within two (2) days of notification. The Head Start Social Worker will document the calls on an ASDT.
5. How to handle if a Head Start slot is available and the parent refuses the slot:
 - A statement will be added to the Individual Transition Planning Form which will read, “I understand that when a preschool slot becomes available at one of my chosen sites my child will be transitioned and enrolled in that slot within 2 days of notification.”
6. How and when data (Galileo, HSFIS, and folder) will be transferred upon transition:
 - This information is included in the Galileo Procedures Manuel of assessment data. For HSFIS and the child’s folder, please see transitioning of folders procedures.
7. Last day of transition for the school year:
 - The last day for transitioning Early Head Start children into a preschool slot will be February 28th of each year. This date will ensure children will be developmentally able to fully participate in the preschool setting. It will also prevent families from having to endure 3 transitions within the same number of months. EHS classrooms and activities should be adjusted to meet the developmental needs of children turning three (3) but who are unable to transition into a preschool setting. The process that will be followed for parents who wish for their child to transition after this date includes a meeting with the Center Director and a team assessment of the child’s developmental level and readiness. In sites where year round Head Start services are available, this cutoff date will not apply.

CONFIDENTIALITY

FAMILY INFORMATION AND FILES WILL BE MAINTAINED AND KEPT CONFIDENTIAL.

PURPOSE:

The purpose of this policy is to ensure that information obtained by Community Action Agency Head Start/Early Head Start Program is maintained private and protected from intentional or inadvertent exposure. This policy pertains to all staff.

DEFINITION:

Personally identifiable information - means any information that can be associated with any individual, family or group that is participating, has participated or has applied to participate in the Head Start/Early Head Start Program.

Release of information - means the transfer of information communicated in writing.

PROCEDURES:

1. Miami Dade County is required to provide all employees the Accountability Act (HIPAA) Training. Staff will complete the Employee Confidentiality Acknowledgment Form, acknowledging the receipt of "Get Hip with HIPAA" Training.
2. Staff will not discuss children or families with other staff, except as is necessary for the good provision of services offered by our agency and the welfare of the children we serve.
3. Staff who has access to confidential information is bound by the confidentiality policies and procedures. This is: no information about a child or family is to be released without written parental informed consent if the material is personally identifiable.
4. Personally identifiable information will not be removed from the center at any time, except to transfer from one center to another or for permanent storage. Personally identifiable is defined as information about a child or family that would make it possible to identify the family or the child with reasonable certainty. This includes any information that has on it: the child's name, parent's name, address, telephone number, Medicaid number, or any other data that can readily identify the child or family.
5. Parents may obtain upon written request, a list of locations of all personally identifiable information kept by the Head Start/Early Head Start Program.
6. Release of information to third parties will occur only with the written informed consent of the parent/guardian or by court order.
7. All program documents are the property of Miami Dade Community Action Agency Head Start/Early Head Start.
8. Paper records will be stored securely under lock and key when not under the direct control of their custodian. Paper records will not be displayed in any manner that would allow casual observers to obtain any personally identifiable information.
9. Electronic records will only be maintained in password protected computers or storage devices. Computers will have features set to ensure that computers left unattended automatically return to a secure condition.

10. Parents have the right to have full review and access to information regarding their child or family. The program has the obligation to explain to parents any information regarding the records that pertains to the child or family. Parental review of records will occur only in the presence of staff.
11. Parents have the right, after reviewing their child's records, to have it amended or corrected. The request must be in writing and approved by the Head Start Director. If the parent and the program cannot agree about the amendments, then all explanations and request for change will become part of the child's permanent record.
12. Staff will make one copy of any needed documentation identified by the parent. However, files will not be copied in their entirety except by reasonable written notice or parental consent and the written approval of the Center Director.
13. Center Directors will ensure that files viewed by parents do not contain personally identifiable information of other children or personally identifiable information of staff members, to which the staff member has reasonable expectation of privacy.
14. All documents containing personally identifiable information that's no longer needed will be destroyed (in most cases that mean destruction by shredding).
15. Monitors and other reviewers will be required to sign log specifying the name of folder/(s) to be reviewed, time requested and time returned.
16. The violation of family or child privacy by the release of information obtained from any source, for any reason will result in disciplinary action and possible termination.
17. Head Start/Early Head Start staff are mandated Child Abuse Reporters.