PFCE

Parent Family Community Engagement

Preschool Services

Family Services Assessment & Family Partnership Process

Overview

Purpose

HS/EHS/EHS-CCP

The Family Services Assessment (FSA) and Family Partnership Agreement (FPA) are tools to support the Family Partnership Process.

These tools rely on the:

- Head Start Parent, Family, and Community Engagement Framework ***and***
- Seven Head Start Parent and Family Engagement Outcomes.

Reference

HS/EHS/EHS-CCP

The policies and regulations referenced are: Head Start Performance Standards: 1302.35(b) (1), 1302.35(e), 1302.50; 1302.51; 1302.52; 1302.53.

Policy overview

HS/EHS/EHS-CCP

School readiness for the child depends on the positive, goal-directed relationship between the family, child, and program.

Tools:

- FSA: Helps identify family's strengths and needs within the Seven Head Start Parent and Family Engagement Outcomes.
- FPA: Helps the family establish strategies to move toward school readiness.

Deadlines:

- FSA: No later than 30 calendar days after enrollment. The Generalist assists the parent/guardian with the FSA during the application process to meet the deadline.
- FPA: Document initiating the Family Partnership Process, which may include an FPA, in ChildPlus within 90 calendar days after enrollment.

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The Family Partnership Process

What is the 'Family Partnership Process'?

The Family Partnership Process involves a family and PSD staff members collaborating to support the family's needs and interests.

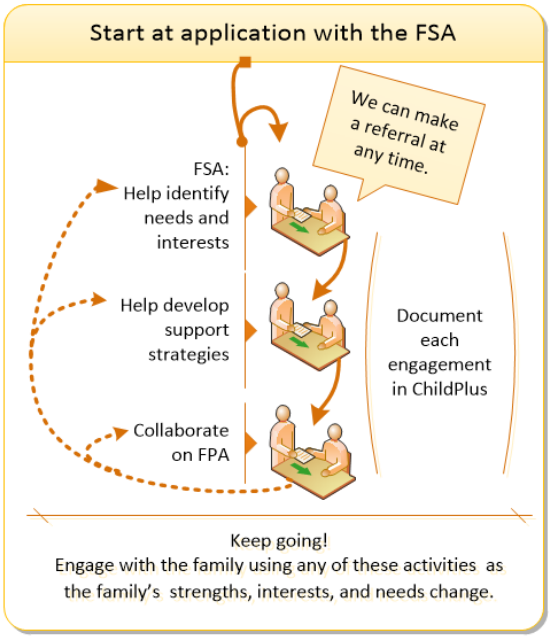
Engagement is initiated when a parent/guardian:
- Receives services, ***or***
- Uses referrals, ***or***
- Completes an FSA or FPA activity, ***or***
- Participates in educational activities.

How the process works

The Family Partnership Process changes with the family's changes in:
- needs,
- strengths, and
- interests.

Multiple FSAs, FPAs, and engagements can happen throughout the program year.

The graphic below shows basic elements of an ongoing Family Partnership Process between PSD Staff and the parent/guardian. These activities may be used in any order after the initial assessment.



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The Family Partnership Process, Continued

Establishing trust

To establish trust, strive to:

- Collaborate by encouraging two-way discussions.
- Recognize and identify the parent/guardian as the child's primary teacher.
- Respect the family's:
  - cultural,
  - ethnic, and
  - linguistic background.

Starting a partnership

To show you are ready to work with the family:

	Welcome families	Add a note	Interact frequently
Action	Introduce yourself at orientation	Send the Introduction Letter and community resource list within 30 days of enrollment.	Engage at initial in-take, parent meetings, at the school site, etc.
Example	"Hi, I'm here if you have questions."	"Looking forward to working with you."	"Hi, have you seen our Parent Board yet?"

Starting early

Establish this partnership early to:

- Help identify strengths, needs, and how to meet those needs.
- Allow families time to become at ease working with you.

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The Family Partnership Process, Continued

Outcomes for the family

The Head Start Parent Family and Community Engagement Framework lists the desired outcomes of assessment and engagement.

The outcomes describe the benefits of progressively working toward an improved family situation, which are:

- Family:
  - well being
  - engagement in transitions
  - connections to peers/community
- Positive parent-child relationship
- Families as:
  - lifelong educators
  - learners
  - advocates and leaders

Strategies, goals & outcomes

The FSA helps identify needs and interests; use the FPA as a tool to discuss strategies, goals, and outcomes.

Partner with the parent/guardian to strive for:

- ***Strategies:*** A list of specific actions which:
  - are set by the family,
  - are obtainable during the program year, and
  - lead to a desired result.

  Strategies may include support services for shelter, food, health, education, or other services.

- ***Goals:*** A desired result the parent/guardian envisions, describes, and commits to by stating:
  - who will take action to achieve the result and
  - a realistic accomplishment date for the family.

- ***Outcomes:*** The measurable effect that benefits the family as a result of their vision, commitment, actions and support received.

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The Family Partnership Process, Continued

Parts of a strategy

A strategy is specific, measurable, attainable, realistic, and time focused. Work with the parent/guardian to answer these questions:

Question:	**This helps to…**
What are the details of each strategy?	Structure a specific strategy.
Who will complete each goal?	Create accountability.
What resources do they need to finish?	Plan for expenses or needs.
What is a reasonable target date?	Initiate resolve.
What situations could be an obstacle?	Evade obstacles and prepare solutions.

Example of family engagement

Engage the parent/guardian to discuss how their needs and interests can be met and if some needs are more immediate than others.

Example: The parent/guardian says they are worried about having enough food for the week and have an interest in finishing high school.

Strategies: This is not intended to be an all-inclusive list.

- Explain how to:
  - get assistance at food banks in the area and
  - apply for TANF.
- Discuss the cost/benefits of working for a High School Diploma.
- Offer to help set timeframes for tasks to work toward graduating:
  - concurrently with other goals, or
  - after the immediate need for food is met and the situation is stabilized, or
  - at any time the parent/guardian is ready to start.

Approach and Outcomes

The whole family approach

PSD uses the Head Start Parent, Family, and Community Engagement Framework to support a whole family approach.

A whole family approach:

- Supports:
  - Strong relationships between parents and their children
  - Family well-being
  - Ongoing learning and development for both parents and children
- Recognizes the parent as the child's first teacher
- Focuses on engaging both children and their parents with engagements supported by community resources

Outcome measures

The outcome measures support a two generational approach to stabilizing whole families for generations to come.

The seven Head Start Parent and Family Community Engagement outcomes help to build family strengths based on establishing each individual family's interests, needs, and goals.

The seven outcomes

The seven HS Parent and Family Community Engagement outcomes are:

1. Family Well Being
2. Positive Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections to Peers & Community
7. Families as Advocates and Leaders

School readiness

Family goals should align with the HS Early Leaning Outcome Framework for School Readiness. The domains within this framework are:

1. Social Emotional
2. Language and Literacy
3. English Language Development
4. Approaches to Learning
5. Cognitive and General Knowledge
6. Physical Health Development

The Family Services Assessment (FSA)

Policy

The Family Services Assessment (FSA) is a tool used to identify the family's strengths and needs within the seven Family Engagement Outcome measures.

Assist the parent/guardian in completing three FSAs during the program year to track needs and interests.

The Generalist assists the parent/guardian in completing the FSA during the application process to meet the first deadline. The first FSA is due no later than 30 calendar days after enrollment.

Best practice: appointments

Set appointments ***before*** due dates to allow rescheduling a second appointment before the due date.

Counting calendar days

All due dates for the FSA and the Family Partnership Process, are calendar days counted from the date of enrollment.

Use the following website to count calendar days between two dates.
Add calendar days to enrollment date

FSA due dates

All days are calendar days counted from the date of enrollment.

The following are the due dates for the FSA.

FSA	Due within…	Who completes and reviews the FSA
1st	30 days	Generalist completes during the application process to meet the 30 day deadline.
2nd	90 days	Generalist, Home Based Visitor, or Teacher.
3rd	180 days	

When possible, complete a final FSA when a family leaves the program.

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The Family Services Assessment (FSA), Continued

Scoring in ChildPlus

ChildPlus calculates a score from responses to the FSA questions, which is not an exact report of the family's needs, but helps to start the discussion with the parent/guardian.

Review the sub totals for each section to evaluate high priority needs.
The Generalist reviews the first FSA, the Generalist, Home Based Visitor, or Teacher reviews all the following FSAs.

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The Family Services Assessment (FSA), Continued

1st FSA: 30 days

Generalist: Use the following for the 1st FSA during the application process.

Step	Action
1	Begin the FSA interview with an introduction: • What the FSA questions are about • Roughly how long the questions should take
2	Enter FSA numbers in ChildPlus and print
3	• Review for referrals • Explain resources including WIC
4	Get parent/guardian signature on FSA ***HB Visitor:*** Attach to the Home Visit Form
5	Set a reminder for: • FSA: 90 calendar days • FPA: 90 calendar days
6	Document in ChildPlus by adding a **Family Service Event**

2nd FSA: 90 days

Generalist, Home Base Visitor, or Teacher: Use the following for the 2nd FSA.

Step	Action
1	Review the file and ChildPlus prior to the appointment
2	Complete FSA interview and initiate a family engagement discussion
3	Enter FSA numbers in ChildPlus, print, and review: **If FSA number...** — **Then the family is evaluated for...** increases — the next priority need. is the same or decreases — • obstacles to improvement, and • higher priority needs.
4	Get parent/guardian signature on FSA ***HB Visitor:*** Attach to the Home Visit Form
5	Set a reminder for the next FSA due within 180 calendar days.
6	Document in ChildPlus by adding a **Family Service Event**

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The Family Services Assessment (FSA), Continued

3rd FSA: 180 days

Generalist, Home Base Visitor, or Teacher: Use the following for the 3rd FSA.

Step	Action
1	Review the file and ChildPlus prior to the appointment
2	Complete FSA interview and initiate family engagement discussion.
3	Enter FSA numbers in ChildPlus, print, and review: **If FSA number...** / **Then the family is evaluated for...** increases / the next priority need. stays the same or decreases / • any obstacle to improvement, and • other needs that may be a higher priority.
4	Get parent/guardian signature on FSA ***HB Visitor:*** Attach to the Home Visit Form.
5	Document in ChildPlus by adding a **Family Service Event**

Follow-up after the FSA

Complete the following as a follow-up after the FSA:

Step	Action
1	Follow up with the parent/guardian by any of the following: • Phone call/text • Home visit • Discussion in person at site
2	• Review FSA results • Listen for possible strategies in the conversation
3	Document in ChildPlus by adding a **Family Service Event**

The FPA & the Family Partnership Process

Policy

The Family Partnership Agreement (FPA) is a tool that documents the Family Partnership Process with the family. The purpose is to help establish strategies with the family toward school readiness.

How the FSA and FPA work together

The Family Service Assessment (FSA) is a structured discussion with the family. The purpose is to ease difficulties in reaching an outcome.

The FSA rates the needs and interests of the family using a numbering system.

If the number is…	Then the family…
lower	has a need that is a high priority need.
higher	is doing better in that category.

The Family Partnership Agreement (FPA) is a tool used to help define how the family and PSD staff work together to assist in meeting the need.

Documenting in ChildPlus

Once you have initiated the Family Partnership Process by:
- completing the FPA ***or,***
- the family using a referral, ***or***
- the family participates in an educational activity.

Document the action in ChildPlus by selecting:
Family Service Event > **Family Goal** > **Parent Family and Community Engagement.**

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The FPA & the Family Partnership Process, Continued

Documentation due date

The Family Partnership Process due date is not dependent on the family setting a specific strategy or making an agreement. It is based on initiating the Family Partnership Process and documenting it in ChildPlus.

Important:
Engagement is immediate if an immediate need is identified. Initiate a referral and follow up with the parent/guardian soon after. Document all actions.

Within 90 calendar days of the enrollment date, document:

- working with the family to initiate the Family Partnership Process
- completing an FPA
- providing services
- discussing or evaluating outcomes of any actions or services

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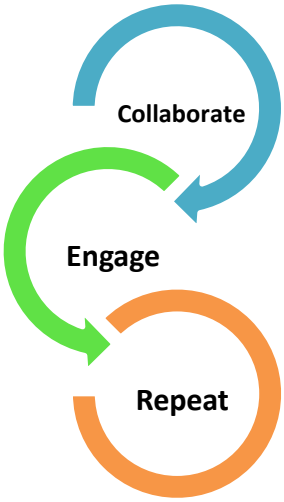
The FPA & the Family Partnership Process, Continued

Expectations

Generalist, Home Base Visitor, or Teacher: The following are the expectations for completing Family Partnership Agreements (FPAs) and activities in the Family Partnership Process.



	FPA/Expectations
Collaborate	• Connect with the family • Team up with PSD staff involved with the family
Engage	• Engage even with those who may: - Not be ready for an FPA, or - Have several FPAs during the program year • Document all engagement interactions with a **Family Service Event** in ChildPlus
Repeat	• Update strategies with the family as: - needs, - skills, and - interests change • Continue FPAs and/or the Family Partnership Process during the program year

Why review the previous FPA?

It is in the family's interest to provide continuity of care. Always review previous FPA's and offer a new FPA in any situation; such as re-enrollee or a parent with a child transitioning to kindergarten.

Use the FPA as a tool to help families focus on the seven outcomes in the Parent, Family, and Community Engagement Framework.

A strategy from the previous FPA may:
- still be a strategy the family chooses to work on, or
- be a strategy that the family chooses not to pursue at this time.

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The FPA & the Family Partnership Process, Continued

Can I use "not ready" on the FPA?

There are times when a parent/guardian is not ready to set strategies or goals.

If the parent/guardian is not ready:

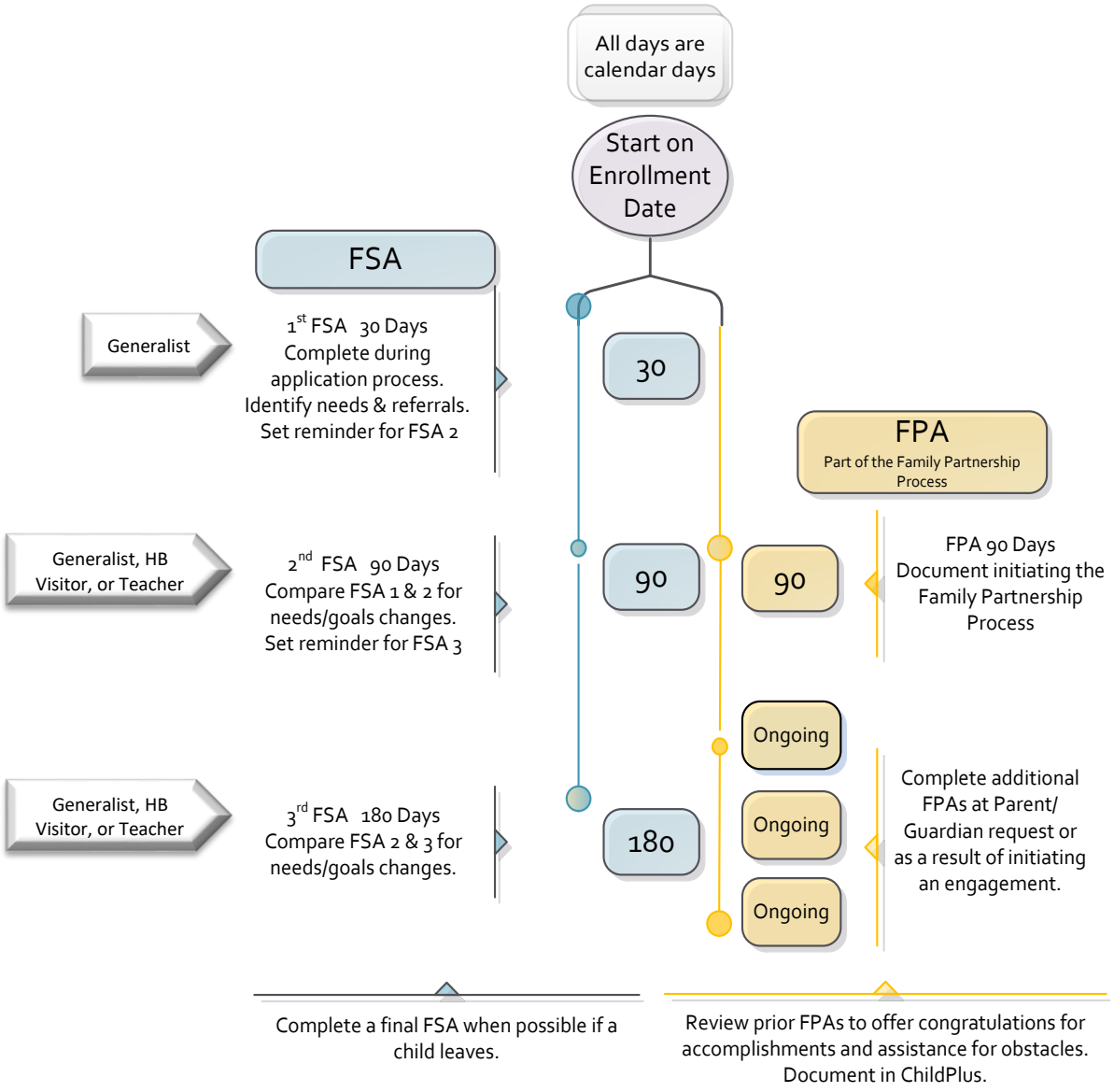
- Document the conversation
- Refer the family to related resources
- Continue to follow up and offer assistance

Timeline Flow Chart

Due dates and timeline

The following shows the timeline for Family Service Agreements (FSA) and the timelines for Family Partnership Agreements (FPAs) and/or initiating the Family Partnership Process.

Family engagement is documented by a Generalist, Home Based Visitor (HBV), or Teacher in ChildPlus with a **Family Service Event**.



Referrals

How do I know if the family needs a referral?

Match referrals with families through engagement or a review the FSA.

Discuss with the parent/guardian:
- Emergency needs, such as food, clothing, shelter
- Family strengths
- Pre-existing plans
- Support needs

What if a parent / guardian is not sure?

People may not be ready for a referral for many reasons such as; stress, pride, or fear of the unknown to name a few. When a parent/guardian is unsure about referrals, attempt a different approach to ease concerns.

Use any or all of the following:
- Explain the 211 number:
  - PSD 211 Operator: 909.383.2197
  - Public number: 909.912.6107
  - website: https://211sb.org/
- Describe specifics about the resource, such as:
  - location,
  - what to expect, and
  - forms or I.D. needed, etc.

Timelines

The following are timelines related to referrals and follow up.

Emergency Referral Timeline		Non-emergency Referral Timeline
Within 24 hours • Refer • Document in ChildPlus • Submit required documents		**Within 24 hours** • Refer • Document in ChildPlus
Within 48 hours: Initial follow up		**Within 72 hours:** Submit required documents
Regularly: Ongoing follow up		**Within 30 days:** Initial follow up
End of Referral: When services are accessed, declined, or no longer needed		**Every 30 days:** Ongoing follow up
		End of Referral: When services are accessed, declined, or no longer needed

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Referrals, Continued

Referral basics in ChildPlus

To complete an internal referral in ChildPlus:

- Select a specialist
- Enter “in progress” in ChildPlus

Volunteers

Overview

Purpose

The purpose is to ensure all volunteers working at a Preschool Services Department (PSD) site meet all licensing requirements.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: §1302.50(b)(4), 1302.94
- Community Care Licensing Title 22: §101217(b)(3)(A)(B)

Policy overview

Volunteers are critical to meeting the needs of clients as well as contributing to the Non-federal match requirement for all programs. Sites should use volunteers to the fullest extent possible. Make special efforts to have volunteer participation, especially current parents or legal guardians and eligible student interns, in the classroom, during group socialization activities, other related activities.

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About Volunteers

Policy	Use volunteers to the fullest extent possible. Make special efforts to have volunteer participation, especially current parents or legal guardian, and eligible student interns, in the classroom and during group socialization activities or other related activities.
Definition: volunteer	A ***volunteer*** is a current HS/EHS parent/legal guardian, or any eligible intern who performs services for up to a school year at a PSD site under the supervision of staff without receiving compensation. Returning volunteers complete a new application for each program year.
Where to find the application	The volunteer application is located on the Preschool Services Department website. http://hs.sbcounty.gov/psd/Pages/default.aspx
Types of volunteers	The following are the types of volunteers: • Current HS/EHS parent/legal guardian • Interns from local universities or colleges that have a current MOU with PSD • Students who need classroom observation hours to meet a college/university course requirement
Documentation	The following is the documentation required from volunteers: • Proof of current negative result Tuberculosis (TB) test or a chest X-ray done in the last 4 years. • Proof of MMR (Measles vaccine)/or a signed waiver if born in 1957 or prior • Proof of TDAP (10 years or less) • Proof of Influenza vaccine or a signed waiver • Valid California Identification or Driver's License • Course syllabus if applicable
Maximum hours and background check	Any person volunteering for 16 hours or more per week requires a background check and fingerprint clearance.

The Approval Process

Assistance with TB screening

The Volunteer Coordinator assists parents with resources to obtain a TB screening when necessary by:

- Communicating with the parent to determine if they have medical coverage
- Offering resources for obtaining Medi-Cal
- Providing a list of TB resources in the local community
- Providing a voucher to obtain a TB screening; use only when necessary

Approving parents / guardians

The following are the responsibilities of the Volunteer Coordinator to approve volunteers or interns:

- Retrieving applications from the PSD website
- Reviewing the applications
- Contacting volunteers for additional documents if needed
- Contacting the volunteers once the application is approved
- Assigning the site location and working with the volunteers to establish a site
- Contacting the Site Supervisor about volunteer arrivals, start dates, and end dates
- Providing barcode badges to the volunteers directly or to the Site Supervisors to distribute to the volunteers

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The Approval Process, Continued

Approving students in the classroom

The Volunteer Coordinator uses the following to approve students in the classroom.

Ask the student how many hours and days of observation they need to meet school requirements.

If the total hours the student needs is ...	**Then the Volunteer Coordinator will...**
Less than 10	• Verify the student has a current TB screening and valid photo ID • Complete the Volunteer Interest form • Keep the form in the office
10 or more	• Request a copy of the course syllabus • Follow the steps for the approval process for volunteers

Starting a Volunteer at the Site

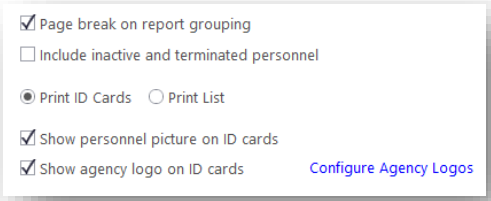
Child Plus entries

The Volunteer Coordinator completes the following in ChildPlus

Step	Action
1	Input all volunteers information
2	<table><tr><th>If the volunteer is at ...</th><th>Then select...</th></tr><tr><td>One site</td><td>• the site name as **Location** • the Site Supervisor as **Supervisor.**</td></tr><tr><td>More than one site</td><td>• Administration as **Location** • The Site Supervisor at the site they are located at the most as **Supervisor**.</td></tr></table>
3	Print out the barcode ID card using report 1191
4	Mail the barcode ID card to the site or provide directly to volunteers

How to print out a barcode ID card

Use the following to print out barcode ID cards.

Step	Action
1	Select report **1191 Personnel ID Cards**
2	Choose the **Primary Program**
3	Select the **Position** as either • Parent Volunteer • Unpaid Intern
4	Select the **Agency**
5	Select the **Site**
6	Select the following options: 
7	Click on **Print Preview**

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Starting a Volunteer at the Site, Continued

Orientation

The volunteer attends orientation.

Parent Volunteers

The Site Supervisor conducts parent volunteer orientation, and reviews:

- Personnel Rules and Code of Conduct
- Responsibilities
- How to use the barcode card to report time
- Clarifies volunteer start and end dates
- Not to be alone with a child

Intern Volunteers

The Volunteer Coordinator conducts intern volunteer orientation and reviews

- Responsibilities
- Personnel rules and Code of Conduct

- Provides site addresses and Site Supervisors names
- Clarifies volunteer (internship) start and end dates
- How to use the barcode card to report time
- Not to be alone with a child

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Starting a Volunteer at the Site, Continued

How to scan-in a volunteer

When a volunteer arrives at the site, he/she is required to check-in and check –out using his/her barcoded ID card. Use the following to scan-in and scan-out.

Step	Action
1	Log in to ChildPlus
2	Click on **Entry Express**
3	Click on the **Attendance Scanning** tab
4	Select **Check In** or **Check Out**
5	Scan the barcode on the ID card **Result**: The volunteer's name in green appears showing a successful scan.

After Volunteering

Last day of volunteering	The Site Supervisor informs the Volunteer Coordinator of the last day the parent or intern will volunteer.
Interns	The Volunteer Coordinator: • Deactivates the intern file in ChildPlus • Provides: – A Certificate of Appreciation – Report 1190 Volunteer Hours Completed – Recruitment materials
Parents	The Volunteer Coordinator provides: • A Certificate of Appreciation • Report 1190 Volunteer Hours Completed • Recruitment materials