**Family Engagement**

Colville Tribal Head Start Program will develop and foster an Environment of continuous family Education. Our two-generational approach is designed to strengthen families by addressing the needs of Parents/Guardians while continuing to support our children’s learning and development. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. Families’ engagement in our program will commit to a holistic approach addressing family’s mental, emotional, physical and cultural well-being. Our Family Engagement aligns with National Head Start Program Performance standards (HSPPS) and includes Family Partnership Agreements, Family Activities and Community Partnerships.

1. **FAMILY PARTERSHIP AGREEMENTS** (HSPPS **1302.52)**

POLICY/APPROACH:

Colville Tribal Head Start engages in collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and needs of support. This process begins as early after enrollment as possible and is respectful of each family’s readiness and willingness to participate.

We offer parents opportunities to develop individualized Family Partnership Agreements (FPA) that include a Family Strength/Need Assessment and Family Goals, which outlines responsibilities, timetables and strategies for achievement, as well as progress in achieving them.

To avoid duplication of effort, we obtain any pre-existing family plans from the family and other community agencies. Family Support Specialists coordinates, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.

PROCEDURES:

1. **While Completing the FPA the following should be considered:**
2. Applications must be reviewed to identify relevant needs, such as: Immunizations, Income, homelessness, employment, Health needs and education or disability concerns.
3. All families with children who do not have a continuous source of medical or dental care (i.e. medical and dental homes), or who need assistance with chronic health conditions such as asthma, diabetes, obesity, or MH/Disabilities special needs, should have family goals set in these areas, so that the FSS or teachers, and relevant Specialists collaborate with the family to provide on-going support and follow-up.
4. Families scoring at levels indicating immediate needs (which must be addressed regardless of whether a family sets a goal in these areas, should be discussed with the ERSEA Specialist, and a case conference scheduled if appropriate.
5. **Timeframes for Completing the Family Partnership Agreement**
	1. The Family Needs and Strengths Assessment corresponding life Family Outcomes goal sheet can be completed as early as application so a goal can be addressed at home during the intervening weeks or months until school starts.
	2. The Strength and Needs Assessment and Goal Sheets are completed within 30 days of a family’s entry into the Head Start program, usually at the Family Support Staffs first home visit.
	3. For returning families, the Goals should be updated at the end of the program year, and modified and/or new goals set for the summer.
	4. If a family declines to participate in the Family Partnership Agreement process, share that our program has set a goal to assist all families in the area of family life practices, and that we’d like to find an area that they’d like to focus on.
	5. Goals will also be triggered by certain medical, developmental or social-emotional circumstances; and Chronic Attendance concerns, as the school year progresses and concerns arise.
	6. Family Support Specialists must take the opportunities during center visits, and parent teacher conferences to continue a strong rapport while addressing family’s needs strengths and progress on goals.
6. **Strength and needs assessment**
7. The Family Needs and Strengths Assessment Tool captures information in 7 categories listed on the Family Outcomes taken from the Parent, Family, and Community Engagement Framework and incorporates scoring guidance that provides an objective assessment of a family’s status in each of these categories.
8. The scoring is not intended to label families, but provides an outcomes-based method to track progress and to assess a family’s level of need. By assigning families to a level of need, Family Support Specialists can prioritize certain families for higher levels of contact and support, and work to assure that family circumstances, that could put children at risk, are immediately addressed.
9. Scoring indicates the priority areas for setting family goals and meeting family needs. The scoring sheet should be used as a guiding tool to better understand the family circumstance and not a check off list.
10. **Goal Setting**
11. Each goal corresponds to a specific item or area on the Family Strengths/needs Assessment. In this way, goals emerge directly from the discussion and scoring of the Family Strengths/needs Assessment.
12. When deciding which need to address first an FSS should consider Maslow’s Hierarchy of needs by first addressing family wellbeing if necessary.
13. FSS should keep in mind the resources we consistently offer our families throughout the year such as: Male Engagement activities, Parenting Classes, Native Language classes, monthly cultural activities in the classroom and Financial Budgeting Classes.
14. The Family Partnership Agreement is a process, not merely a series of forms. From the first contact with a family, the Family Support Specialist will work to create a trusting relationship in order to understand, as early as possible, the strengths, ambitions, skills, and hopes of family members.
15. Family Support Specialists will aim to engage all parental figures in the partnership process, remaining sensitive to the differing needs, roles, and interests of each individual.
16. Goals need to be achievable in two to three months in order for families to feel successful.
17. Break down bigger goals into small steps in order to develop an attainable outcome. Develop “SMART” Goals: Specific, Measurable, Achievable, Relevant and Time-bound.
18. Each goal will be recorded on a goal worksheet, signed by the parent/s and by the Family Advocate at the time of setting the goal. A copy must be provided to the family for their records (A copy may be mailed to them, emailed or a family can take a picture with their devices).
19. Progress towards achievement of goals will be reviewed frequently with the family and at least two times per year; updates or completion dates will be added as goals progress.
20. **PRE-EXISTING FAMILY PLANS:**
	1. If a Family Agreement or Plan has been made with another agency, the F.S.S will offer to support the family in attaining these goals. The F.S.S will obtain a signed release from the parent, request the pre-existing plan from the other agency and retain it in the paper file. (This may include TANF, or CFS/CPS plans).
	2. The F.S.S will document the receipt of the plan in Child Plus under “Family Goal” Event.
	3. The F.S.S will work in cooperation with the family, and the other agency, to support goals that have already been made.
	4. The Family Partnership Agreement and family’s pre-existing family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them will be tracked in Child Plus.
21. **INFORMAL FAMILY PARTNERSHIP AGREEMENT:**
	1. In some situations the Family Partnership Agreement (FPA) will be developed informally as, for example, when the parent and F.S.S are working on immediate crises, that do not allow for the lengthier process involved in the creation of formal goals.
	2. Once the family’s situation stabilizes, the F.S.S may schedule a home visit to develop written FPA’s.
	3. Informal FPA’s may also be used with a family not willing to complete a formal agreement.
	4. Document the goals and steps informally agreed on as FPA’s in the data management system.
22. **Child Plus and Family Partnership Agreement**
23. Family Needs and Strength assessment must be entered into Family Outcomes tab three times a year and by due date indicated in Child Plus.
24. Family Services Information tab must be reviewed three times a year to assure correct PIR information.
25. Family Goal must be entered under the “Event” Tab, within “Family Services”.
26. Progress will be identified by the Actions tab listed within the Family Goal Event.
27. **Analyzing Data for Family Services:**

Once Family Strength and Needs Assessments are completed/updated, three times a year, data must be analyzed. This data will be shared with stakeholders and community programs as deemed necessary for continuous improvement with social services. This information will also be shared with Self-Assessment team to improve program services and update Goals and Actions plans as needed.

The following Child Plus report may be used for data analysis:

* 1. Completion Status Report #4220
		1. This May also be tracked under “To Do List”
	2. Family Outcomes Analysis #4240
		1. This must be analyzed to plan activities for monthly calendar of events that will address the Strengths and Needs of families in each district.
		2. Site Supervisors are responsible for noting this discussion with FSS and Teachers in meeting notes sent with monthly Stakeholder report.
		3. Specialists are responsible for assisting with the process and provide resources as needed.
		4. Program resources will align with Family Outcome needs.
		5. Specialists will develop and maintain a PFEC Action Plan to develop goals for Family Outcome Needs. This must be done by November 1st of each school year.
	3. Family Service Actions-Family Goal #4130 and Family Outcomes- Family Profile #4230:
		+ 1. These two reports must be reviewed weekly. Assisting with identifying families most in need.
1. **For Ongoing Monitoring:**

To provide effective management and oversight of Family Partnership Agreements, provide regular and ongoing supervision to support individual staff professional development and continuous program quality improvement.

ERSEA Specialist must:

1. Arrange Monthly and Yearly Calendars for monitoring which will include:
2. Weekly meetings with all FSS (Via Phone/Zoom) to discuss Family Partnership Agreements, Case Staffing and resource development.
3. Once a month One-On-One meetings with all FSS for monitor/tracking/training needs/FPA Case Management.
4. Set up monthly FSS meetings, at a central location.
	* 1. This meeting may include training on Policy/Procedures, child plus data entry, data analysis, resource development, FPA Case Management and identifying and sharing High quality Services provided by FSS from other districts.
5. Aggregate and analyze data to inform strategies for continuous improvement of high quality services which will identify community resource needs.
6. Monitor at least 30% of Hard Files, per FSS, twice a year. Address alignment with Child Plus.
7. Monitor notes will be shared with Site Supervisors and entered into Child Plus either under individual Child Staffing, if necessary, or Internal Monitoring tab as attachment.
	1. Site Supervisors and ERSEA Specialist will work together to complete Corrective Action Plan tab under Internal Monitoring in Child Plus, if necessary.
	2. Report data to: FSS, Management, Parents, Governing Body and Self- Assessment Team.
8. **PARENT ACTIVITIES TO PROMOTE CHILD LEARNING AND DEVELOPMENT (HSPPS 1302.51)**

POLICY/APPROACH:

Family Engagement Activity Events will be offered at least once a month at each center. They provide an opportunity to include family members in the classroom experience, and to collaborate with them in supporting their child’s education and school readiness. Family Engagement Events support and strengthen parent-child interactions through fun and learning. Families learn about early development and how to help their children succeed.

PROCEDURES

* + 1. **Family Events**
	1. Family Engagement Events must include: Seasonally appropriate cultural activities, Open House, Winter Program, Transition day, year-end celebration, and Male engagement day.
	2. If Family Day takes place on a regularly scheduled class day, it must contain all the services normally provided for a Head Start day.
		1. On Family engagement Day, children attend school for their regular 4 or 6 hour day. Parents are expected to have their child attend for the full day even if Family Day does not occupy the entire class day
		2. Those Centers that are involved in the Duration Grant will have one family Engagement Day per month and will be a full length day and in addition to four days per week.
		3. No child will be excluded from participating in Family Engagement Day because his/her parent will not attend.
		4. Meals will include all CACFP meal components, and be coordinated in advance with the cook.
		5. Planning will be coordinated with the Site Supervisor and center staff at least one month in advance.
		6. Notices: Notice of event must be placed on the Monthly Calendar, Reminder letter are to be sent out a week in advance and Child Plus and Facebook Event notices must be sent out the week of the event. This communication must be entered into Child Plus under Entry Express for tracking and monitoring purposes.
		7. Family members need to sign the parent meeting/training attendance roster/sign in sheet.
		8. If all of the above criteria are met the event is considered a school day and reflected as such on the attendance sheet.
1. If Family engagement Day will be in addition to the four regularly scheduled class days in that week, it may be any length the center team feels appropriate and for which sufficient activities have been planned.
	* 1. **Guidelines for planning Events:**

Site Supervisor, Family Support Specialist and Teachers must, work together to plan an event/activity that takes the following data and needs into consideration:

1. Identify needs by reviewing: Community Needs Assessment/self-assessment data, Family Outcomes Strength/Needs assessment data, and needs identified in Child Outcomes.
	1. Identify strategies to incorporate family participation and input in events.
	2. Address upcoming events with the Parent Committee.
	3. Plan to introduce nsəlxcin, Titoqatímt, or nxaʔamxčín words or word building activities to the families at the event.
	4. Male involvement activities must include parent education activities on the benefits of father engagement.
	5. Each event must include 15-20 minutes of educational activity in agreement with the data listed above.
	6. Communication tools will include but not limited to: Monthly Calendars, Facebook, Teaching Strategies Gold parent engagement tools, Tribal Broadcast, Child Plus Email/Text, Center meetings, and Phone and email.
	7. FSS/teachers/Specialists/Site Supervisors will share successful activities, resources and communication tools (Flyers, postcards, etc.) with other centers.
	8. Maintain: Event Sign in Sheets and After Action Reviews in a central location.
		1. **Annual required Trainings Include**
2. Parenting Classes**:** Staff must work with WSU Extension Program to provide Positive Indian Parenting (Research Based Curriculum) to all Head Start families at least once a year. Family Support Specialist should also work with local schools and programs to support additional Parenting Courses.
3. Family Support specialist should also work with WSU Extension Program or North West Native Development Program to support Financial Literacy Classes offering childcare, food, location and support parent involvement.
4. **COMMUNITY PARTNERSHIPS (HSPPS 1302.53)**

POLICY/APPROACH:

Community partnerships are foundational to providing comprehensive services to Head Start children and families. Staff will establish ongoing collaborative relationships with community organizations to promote the availability of and access to community services that are responsive to needs of enrolled families. Staff will advocate to meet the unmet needs in local communities served and support collaborative efforts to improve service coordination and delivery.

PROCEDURES:

Specialists, Supervisors and Family Support Specialists will maintain contact during the school year with community agencies such as:

* 1. Colville Confederated Tribal TANF
	2. CCT Language Program/Hearts Gathered Immersion School/Inchelium Language Nest
	3. CCT Housing Authority and Community Action
	4. WSU Extension Program: Positive Indian Parenting and Financial Literacy courses
	5. Paschal Sherman Indian School: Positive Indian Parenting and Dads Work Parenting Courses, Trauma Informed Schools Training.
	6. OCCDA: Conscious Discipline Training, and Rural Home Visiting.
	7. Tribal Health: WIC, Chemical Dependency Program, Behavioral Health, Nutritional program, Diabetes program, and Health Educators.
	8. Employment Agencies: Vocational Rehabilitation, Employment and training, OK county Work Source.
	9. Non-profit agencies providing services to low-income families.
	10. Health care providers, such as clinics, physicians, dentists, and other health professionals/Smile Mobile.
	11. Rural Resources
	12. Agencies that provide services to children with disabilities and their families: Bright Start, North Central ESD, Local LEA, and New ESD 101.
	13. Education and cultural institutions- such as libraries and museums, CCT History and Archelogy, and Fish & Wildlife.
	14. Advocate with agencies in the community on behalf of individual families Encourage parents to serve on community boards or task forces to develop services responsive to their needs.
	15. ERSEA Specialist will release Public Service Announcements newspapers, regarding recruitment, and special events.
	16. ERSEA Specialist will request newspaper articles on Head Start to appear in local newspapers and Social Media.
	17. ERSEA Specialist will make presentations to community agencies about Head Start services.
	18. Agency representatives will be invited to attend Center Parent Committee Meetings, Management, All Staff and FSS meetings.
	19. Parents will be invited to attend Head Start Staff Trainings.
	20. Head Start Directors, Specialists, FSS or Site Supervisors will attend ICC Meetings.