



# **FY 2010 Office of Head Start Monitoring Protocol Guides**

*September 10, 2009*

**Integrated Services Reviewer's Guide:  
Disabilities, Mental Health,  
Family & Community Services**



## **Integrated Services Reviewer 1 Guides (Review of Disabilities, Mental Health, Family and Community Services)**

The following Guides are used by ISR 1 reviewers to collect information on program performance with respect to disabilities, mental health, and family and community services:

### Disabilities Services

- Disabilities Document Review
- Disabilities Coordinator Interview
- Child Files—Disabilities
- Staff Files—Disabilities Coordinator/Content Area Expert
- Disabilities Management Systems Analyses

### Mental Health Services

- Mental Health Document Review
- Mental Health Coordinator Interview
- Staff Files—Mental Health Coordinator/Content Area Expert
- Mental Health Management Systems Analyses

### Family and Community Services (FCS)

- FCS Document Review
- FCS Coordinator Interview
- FCS Staff Interview
- Parent Interview
- Child Files--- FCS
- Staff Files
  - FCS Coordinator/Content Area Expert
  - FCS Staff
- FCS Management Systems Analyses



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## Disabilities Document Review

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### Disabilities Service Plan

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- Review the disabilities service plan.
  - Has a disabilities service plan been developed and updated annually?
  - Indicate the date it was last updated.DIS5D
- Describe the specific strategies outlined in the disabilities service plan for meeting the special needs of children with disabilities and their parents.  
DIS5D

### Interagency Agreement

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- Review interagency agreements to determine whether:
  - Current agreements exist with LEAs and other agencies in the service area, and
  - Current agreements exist with agencies serving infants and toddlers.DIS5C
- Do the agreements specify the appropriate mix of services that enable children and their families to participate in the program effectively?  
DIS5C

### Documentation of Disabilities Services

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- Summarize the documented process education and disabilities staff use to apply information from ongoing assessments for planning program and individual activities related to children with disabilities.  
DIS2A
- Summarize the documented process that disabilities, health and teaching staff use to ensure children with disabilities who have health needs receive health services and follow-up. Verify this process by reviewing files of children with disabilities with health needs.  
DIS2B
- Summarize the documented process that disabilities and mental health staff use to ensure children with disabilities who have mental health needs receive services and follow-up. Verify this process by reviewing files of children with disabilities with mental health needs.  
DIS2C

### Recruitment Materials

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- Describe information contained in the recruitment materials about serving children with disabilities, including children with severe disabilities.  
DIS3A



Transition Plans

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- Using examples from children's transition plans, document the date that transition planning began for children leaving Head Start for public school, or other placement, and describe the program's transition processes for special needs children.

DIS5B

*Applies to: Programs serving preschool-age children*



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## Disabilities Coordinator Interview

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### Staff Qualifications and Expertise

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- Describe your training or experience related to securing and individualizing needed services for children with disabilities. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.  
DIS1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of disabilities services. If you are not the content area expert, does someone support you in this area and how?  
DIS1A

### Ongoing Monitoring and Oversight

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- How do you monitor delivery of the program's disabilities services and the program's compliance with all Federal regulations?  
DIS6A
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of disabilities services.  
DIS6A
- What do you do if you detect problems or weaknesses with the program's disabilities services?  
DIS6A

### Program Planning

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- How do you update the disabilities service plan annually to reflect the changing needs for disabilities services in your community?  
DIS5D
- How does the program use a disabilities service plan in shaping program services for children with disabilities?  
(Note to reviewer: Listen for whether and how the plan includes transportation, coordination with a LEA and Part C providers, and working with parents to ensure their involvement).  
DIS5D
- Describe how information from the annual self assessment is incorporated into your program planning and implementation.  
DIS6A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.  
DIS6A

### Staff Coordination

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- How are changes and updates to program plans regarding the provision of disabilities services communicated between coordinators and other necessary staff members?  
DIS2A
- How do you verify that individual plans are working for children with disabilities? How do you support teachers with implementing plans or addressing the need to change plans?  
DIS2A



- How do you coordinate with the education staff using information from developmental assessments for planning program and individualization of educational activities and experiences for children with disabilities?  
DIS2A
- How do you coordinate services with health staff to ensure that health needs of children with disabilities are communicated and met, and that follow-up occurs?  
DIS2B
- How do you coordinate with the mental health staff/consultants to help teachers identify children with mental health-related disabilities?  
DIS2C
- Has coordination with mental health services helped teachers identify mental health problems, such as depression, withdrawal, anxiety, or abuse, for a child with disabilities? If so, what were the circumstances? May I see your notes, meeting minutes or other documentation of your coordination with mental health services?  
MH2C  
*Applies to: Programs serving preschool-age children*

### Transitions

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- What type of transition planning does the program conduct for children on an IFSP?  
DIS5A  
*Applies to: Programs serving infants and toddlers*
- When do transitions begin for children on an IFSP?  
DIS5A  
*Applies to: Programs serving infants and toddlers*
- How do you assist parents transitioning children from Head Start to public school or other placement, beginning early in the program year?  
DIS5B  
*Applies to: Programs serving preschool-age children*
- How do you coordinate with parents to ensure that the records of Early Head Start or Head Start children, including IEPs and IFSPs, are transferred to the appropriate programs?  
DIS5B  
*Applies to: Programs serving preschool-age children*
- How does the program build parent confidence, advocacy abilities, skills, and knowledge in accessing resources to meet their child's needs?  
DIS5B  
*Applies to: Programs serving preschool-age children*
- How does the program inform parents of their rights under the Individuals with Disabilities Education Act (IDEA)?  
DIS5B  
*Applies to: Programs serving preschool-age children*
- What are the program's transition practices for toddlers entering Head Start? How does the program support parents of children with disabilities entering from infant and toddler programs?  
DIS5B  
*Applies to: Programs serving preschool-age children*



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Enrollment and Recruitment

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- Describe specific outreach efforts your program makes to agencies serving children with already identified disabilities, including severe disabilities, as part of your ongoing recruitment efforts.  
DIS3A
- Has outreach resulted in referrals and acceptance of children with disabilities?  
DIS3A
- Were any children with disabilities denied enrollment or removed from the program because your program was unable to provide an appropriate placement? If so, describe how you determined that a placement in your Head Start program would not, even with collaborative efforts with the LEA or Part C agency, be appropriate?  
DIS3A

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Community Partnerships

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- Do current interagency agreements exist with all LEAs in the service area?  
DIS5C  
*Applies to: Programs serving preschool-age children*
- Do interagency agreements exist with agencies serving infants and toddlers?  
DIS5C  
*Applies to: Programs serving infants and toddlers*

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Child Assessments

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- What is the process and timeline for referral to Part C providers and services when an infant or toddler is suspected of having a disability?  
DIS4A  
*Applies to: Programs serving infants and toddlers*
- What is the process and timeline for referral to the LEA when a child is suspected of having a disability? How timely is the LEA in responding to your referrals?  
DIS4B  
*Applies to: Programs serving preschool-age children*
- How are parents supported to participate in the decisions regarding evaluations and individual program planning?  
DIS4A  
*Applies to: Programs serving infants and toddlers*
- How and when do you obtain parental consent for evaluations? How is consent received from families who do not speak English?  
DIS4C  
*Applies to: Programs serving preschool-age children*
- What is the process for following up with the LEA to ensure that children are evaluated formally?  
DIS4B  
*Applies to: Programs serving preschool-age children*
- Can you describe how children receive services defined in the Individualized Family Service Plan (IFSP), both from the Head Start program and programs of other agencies?  
DIS4A, DIS4E  
*Applies to: Programs serving infants and toddlers*



- Can you describe how children receive services defined in the Individualized Education Program IEP, both from the Head Start program and programs of other agencies?

DIS4E

*Applies to: Programs serving preschool-age children*

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#### Adaptation for Children with Disabilities

- What steps are taken to ensure that all equipment, toys, materials, and furniture are age appropriate, safe, and supportive of children with disabilities?

SAF1I

*Applies to: Center-based or family child care programs*

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#### Performance Reviews

- When did you receive your last annual performance review?

PDM7C

- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?

PDM7C

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#### Training

- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.

PDM7I

- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?

PDM7J



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## Child File Review--Disabilities

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### Child Files

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- Review documentation of this child's referral to the Part C provider or agency.
  - Describe the program's referral process and timeline.
  - Document the date the child's disability was identified.
  - Document the date the child was referred to the Part C provider.

DIS4A  
*Applies to: Programs serving infants and toddlers*
- Review referrals and follow-up logs for children with disabilities to LEAs for formal evaluation, if available.
  - Document the date the child's disability was identified.
  - Document the date of referral for evaluation.

DIS4B  
*Applies to: Programs serving preschool-age children*
- Review parental consent forms. If it is not found in the child file, ask staff where this can be found. It might be in the file at the LEA, in which case the program would have to get consent from the school.
  - Document the date of evaluation by the LEA.
  - Document the date parental consent was obtained.

DIS4C  
*Applies to: Programs serving preschool-age children*
- Does the file contain an Individualized Education Plan (IEP)?

DIS4D  
*Applies to: Programs serving preschool-age children*
- Review the child's Individualized Education Plan (IEP).
  - Is the IEP current?
  - Document the date the IEP was created.
  - Document the date the IEP was last updated.
  - Was the IEP created before special education and related services were provided?

DIS4D  
*Applies to: Programs serving preschool-age children*
- Review transition plans.
  - Was transition planning undertaken at least 6 months before the child's third birthday?
  - Document the date transition planning began.

DIS5A  
*Applies to: Programs serving infants and toddlers*



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## Disabilities Coordinator & Content Area Expert--Staff File Review

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### Staff Qualifications and Expertise

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- List the disabilities content area expert's training, experience, and qualifications in securing and individualizing needed services for children with disabilities.  
DIS1A

### Staff Hiring Procedures

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- Was a criminal background check conducted?
  - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
  - If yes, indicate the date the criminal background check was conducted.  
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
  - Document the date of the most recent health exam and screening.
  - Document whether a reexamination is required.  
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
  - Document the date of the reexamination, if required.
  - Document the date the tuberculosis screening was completed.  
PDM7F

### Staff Training and Development

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- Indicate the date of the most recent performance review.  
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.  
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
  - Indicate the date the staff member received this training.  
PDM7J



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## Disabilities Management Summary Analysis--Overall Summary and Strengths

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### Overall Service Summary

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- Summarize your general impressions of the program's delivery of disabilities services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of disabilities services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing disabilities services.

DIS6A

### Service Specific Strengths

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- Summarize program strengths noted in disabilities services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):

- Collaborations with local/community-based services
- Exemplary fiscal practices to ensure the safeguarding of Federal dollars
- Highly successful efforts to address and improve school readiness
- Expansion of the program and increased accessibility
- Extraordinary accommodations for children/families (e.g., children with disabilities)
- Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

DIS6A



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## Disabilities Management Summary Analysis--Parent and Staff Communication

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### Communication among Staff

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- Summarize whether the program has effective two-way communication between Disabilities staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
DIS6A

### Communication with Parents

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- Summarize whether the program has effective two-way communication between Disabilities staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
DIS6A



## Disabilities Management Summary Analysis--Planning

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### Planning

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- Review the Disabilities Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

DIS6A



## Disabilities Management Summary Analysis--Record-Keeping

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### Record-Keeping

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- Summarize whether the program is effective in keeping up to date and accurate Disabilities records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

DIS6A



## Disabilities Management Summary Analysis--Ongoing Monitoring

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### Ongoing Monitoring

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- Summarize the program's process for ongoing monitoring of Disabilities services. A comprehensive explanation of this system should include a description of each of the following:
  - Monitoring measures, tools or instruments, materials and procedures
  - Staff responsibilities for ongoing monitoring of their respective service areas
  - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
  - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of Disabilities services. Your summary might reflect a potential program strength, a concern, or general compliance.

DIS6A



### Mental Health Document Review

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#### Contract or Memorandum of Agreement with Mental Health Consultant

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- Review the contract or Memorandum of Agreement (MOA) with the mental health consultant to determine the schedule and services expected.  
MH2C

#### Community Assessment Summary

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- Review the Community Assessment Summary completed by the Program Design and Management Reviewer. Based on your review, consider the types of services parents are requesting and the population demographics (i.e., types of services people in the community typically use). Given that information and your understanding of the program, has the program established the appropriate frequency of visits to assess mental health concerns?  
MH2C, MH3A



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## Mental Health Coordinator Interview

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### Staff Qualifications and Expertise

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- Are you a licensed or certified mental health professional? If not, does the program have a contract with a licensed or certified mental health professional who supports the provision of mental health services?  
MH1A
- Describe your training or experience related to serving young children and their families. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.  
MH1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of mental health services. If you are not the content area expert, does someone support you in this area and how?  
MH1A

### Ongoing Monitoring and Oversight

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- How do you monitor delivery of the program's mental health services and the program's compliance with all Federal regulations?  
MH3A
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of mental health services.  
MH3A
- What do you do if you detect problems or weaknesses with the program's mental health services?  
MH3A

### Program Planning

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- Describe how information from the annual self assessment is incorporated into your program planning and implementation.  
MH3A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.  
MH3A

### Implementing Mental Health Services

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- How often do you visit each setting? How is the schedule implemented across all program options? How do you define "regular schedule"?  
MH2C

### Identifying Mental Health Concerns

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- What role do you play in the program's efforts to conduct screening to identify children who might require formal evaluation of behavioral and social-emotional concerns?  
MH2C



- Describe your process for identifying staff or family mental health concerns about a child? How do you coordinate with teachers, family child care providers and home visitors? Can you share an example of a referral made this year and its resolution?  
MH2C
- How do you learn about a teacher's concerns about children's behavior and mental health? What do you do to help teachers through this process?  
MH2B

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#### Addressing Mental Health Concerns

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- When a concern about a child is identified, what is your process for addressing that concern? How do you know when it is time to intervene?  
MH2C
- Have you helped design practices responsive to behavioral and mental health concerns you have about a child or group of children?  
MH2B
- Can you share examples of working with staff and parents to implement program practices that respond to behavioral and mental health concerns about an individual child or group of children? Review available documents to verify.  
MH2B

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#### Children with Disabilities

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- How do you coordinate services with the Disabilities Coordinator to ensure that mental health needs of children with disabilities are communicated, and that follow-up occurs?  
DIS2C

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#### Parent Involvement

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- How do you share staff observations with parents and help parents understand child development and their child's behavior?  
MH2A
- How do you help parents understand how to strengthen home environments to support and nurture child development?  
MH2A
- How do you solicit parents' information, observations, and concerns about their children's mental health?  
MH2A
- How do you educate parents about appropriate behaviors and varying individual temperaments? How do you educate parents and staff on appropriate responses to child behaviors?  
MH2A

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#### Performance Reviews

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- When did you receive your last annual performance review?  
PDM7C
- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?  
PDM7C



Training

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- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.  
PDM7I
  
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?  
PDM7J



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## Mental Health Coordinator & Content Area Expert--Staff File Review

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### Staff Qualifications and Expertise

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- List the mental health content area expert's training, experience, and qualifications. Document the accrediting body for the license or certification.  
MH1A

### Staff Hiring Procedures

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- Was a criminal background check conducted?
  - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
  - If yes, indicate the date the criminal background check was conducted.  
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
  - Document the date of the most recent health exam and screening.
  - Document whether a reexamination is required.  
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
  - Document the date of the reexamination, if required.
  - Document the date the tuberculosis screening was completed.  
PDM7F

### Staff Training and Development

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- Indicate the date of the most recent performance review.  
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.  
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
  - Indicate the date the staff member received this training.  
PDM7J



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## Mental Health Management Summary Analysis--Overall Summary and Strengths

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### Overall Service Summary

---

- Summarize your general impressions of the program's delivery of mental health services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of mental health services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing mental health services.

MH3A

### Service Specific Strengths

---

- Summarize program strengths noted in mental health services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
  - Collaborations with local/community-based services
  - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
  - Highly successful efforts to address and improve school readiness
  - Expansion of the program and increased accessibility
  - Extraordinary accommodations for children/families (e.g., children with disabilities)
  - Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

MH3A



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## Mental Health Management Summary Analysis--Parent and Staff Communication

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### Communication among Staff

---

- Summarize whether the program has effective two-way communication between Mental Health staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
MH3A

### Communication with Parents

---

- Summarize whether the program has effective two-way communication between Mental Health staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
MH3A



## Mental Health Management Summary Analysis--Planning

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### Planning

---

- Review the Mental Health Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

MH3A



### Mental Health Management Summary Analysis--Record-Keeping

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#### Record-Keeping

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- Summarize whether the program is effective in keeping up to date and accurate Mental Health records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

MH3A



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## Mental Health Management Summary Analysis--Ongoing Monitoring

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### Ongoing Monitoring

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- Summarize the program's process for ongoing monitoring of Mental Health services. A comprehensive explanation of this system should include a description of each of the following:
- Monitoring measures, tools or instruments, materials and procedures
  - Staff responsibilities for ongoing monitoring of their respective service areas
  - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
  - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of Mental Health services. Your summary might reflect a potential program strength, a concern, or general compliance.

MH3A



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## Family and Community Services Document Review

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### Newsletters, Calendars, etc.

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- Review newsletters, calendars, event flyers, etc. for documentation that events are planned and that opportunities exist for interaction between staff and families throughout the year. Describe examples of the events documented.  
FCS2A
- Review newsletters, calendars, event flyers, etc. for information provided to families on available resources that meet their needs and interests.  
FCS3D

### Materials for Families

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- Review materials available for both English and non-English speaking families. Into what additional languages have materials been translated? Do these languages reflect languages spoken by the program's families?  
FCS2B

### HSAC Roster and Meeting Minutes

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- Review the HSAC roster and meeting minutes to determine the frequency of meetings, relevancy of topics, and member attendance. If no roster or meeting minutes exist, ask a staff member where this information is located.  
FCS5B

### Recruitment Materials

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- Are the specific types of transportation assistance being offered made clear to all prospective families in the program's recruitment announcements?  
TRANS4B
- If the agency has decided not to provide transportation services for either all or a portion of the children, describe how the agency provides reasonable assistance to the families of such children to arrange transportation to and from its activities. In your description, indicate whether program recruitment announcements are in the languages of the children and families served by the program.  
TRANS4B



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## Family and Community Services Coordinator Interview

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### Staff Qualifications and Expertise

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- Describe your training or experience related to social services, human services, or family services. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.  
FCS1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of family and community services. If you are not the content area expert, does someone support you in this area and how?  
FCS1A

### Ongoing Monitoring and Oversight

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- How do you monitor delivery of the program's family and community services and the program's compliance with all Federal regulations?  
FCS6A
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of family and community services.  
FCS6A
- What do you do if you detect problems or weaknesses with the program's family and community services?  
FCS6A

### Program Planning

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- Describe how information from the annual self assessment is incorporated into your program planning and implementation.  
FCS6A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.  
FCS6A

### Staff Coordination

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- How do you learn about policy or operational changes in the program?  
PDM5A

### Community Partnerships

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- Has the program established ongoing collaborative relationships with health and mental health services providers, such as local health departments, community health centers, managed care organizations, medical or dental schools, and professional associations? Can you describe these partnerships and specify the agencies with which partnerships have been formed.  
FCS5A
- How do the community partnerships the program has established support families' needs (e.g., improve, share, and augment services for children and families)? What documents and materials does the program have, if available, to support demonstration of its community partnership collaborations?  
(Note to reviewer: In your notes, indicate the type or types of documentation (e.g., written agreements, informal agreements, correspondence, in-kind, meeting minutes)).  
FCS5A



### Support Services for Families

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- How do you determine that the services provided through a partner community organization respond to the families' needs? Has the program sought Health Services Advisory Committee (HSAC) input on health providers and resources in the community?  
FCS3B
- Can you share examples of educational resources and tell me how it was determined that these resources best fit the families you serve?  
FCS3B
- How does the agency help as many families as possible obtain transportation who need transportation for their children to attend the program?  
TRANS4A
- Has the community experienced community-wide emergencies or crises that affected many Head Start (HS) families? If so, what kind of help, if any, did the program provide in response, either directly or through referral?  
FCS3B

### Family Literacy

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- What is your program's approach to providing family literacy services?  
FCS3C
- Describe how your program provides services that address the four major activities defining family literacy in Head Start:
  - Parent and child interactive literacy activities;
  - Training for parents as the primary teachers of their children;
  - Parent training that leads to economic self-sufficiency and financial literacy; and
  - Age-appropriate education for children that prepares them for success in school and life.FCS3C

### Communication with Families

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- What strategies are used to ensure communication with families in their own language?  
FCS2B
- What steps are taken when staff is unable to communicate directly with parents?  
FCS2B

### Performance Reviews

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- When did you receive your last annual performance review?  
PDM7C
- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?  
PDM7C



Training

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- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.  
PDM7I
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?  
PDM7J



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## Family and Community Services Staff Interview

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### Staff Qualifications and Expertise

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- Explain your experience in organizing or facilitating parent education, advocacy, or support groups.  
FCS1B
- What training, experience, and skills do you have in helping parents advocate and make decisions for their young children and families? What experience do you have in making referrals (e.g., health, mental health, and disabilities) for families?  
FCS1B

### Staff Coordination

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- How do you learn about policy or operational changes in the program?  
PDM5A

### Community Partnerships

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- How do the community partnerships the program has established support families' needs (e.g., improve, share, and augment services for children and families)? What documents and materials does the program have, if available, to support demonstration of its community partnership collaborations?  
(Note to reviewer: In your notes, indicate the type or types of documentation (e.g., written agreements, informal agreements, correspondence, in-kind, meeting minutes)).  
FCS5A

### Support Services for Families

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- How do you know whether a resource or referral is meeting the families' needs?  
FCS3B
- How are opportunities to participate in education or appropriate interventions provided to families in the following areas:
  - Counseling programs,
  - Substance abuse programs,
  - Child abuse and neglect education,
  - Domestic violence services,
  - Prevention programs for at-risk families, and
  - Mental health education?FCS3B
- Can you share examples of how you have helped families access emergency services or resources, such as food, housing, clothing, or transportation?  
FCS3B

### Family Literacy

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- How are parents, as adult learners, helped to identify and address their own literacy goals?  
FCS3C



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Parent Involvement

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- Are activities planned at varying times during the day and week (e.g., at breakfast, end of the day, weekends) to encourage as many parents as possible to participate?  
FCS2A
- Are alternative work schedules provided to allow staff to interact with working families during weekend events (e.g., picnics, religious and Tribal ceremonies, or other cultural events), if necessary?  
FCS2A
- How are the needs of family members with special needs considered when planning meetings and activities?  
FCS2A
- How are meetings and interactions respectful of families' diversity and cultural and ethnic backgrounds, including families who might be unable to read or speak English? Can you share materials or plans that show how the program implements this requirement?  
FCS2A
- Describe the process for developing trusting relationships with families and encouraging them to participate in individualized family partnerships. When does this process begin?  
FCS3A
- Describe the process for determining the needs and interests that form the basis for jointly developing goals with parents?  
FCS3A
- How do you approach situations in which families are not ready, or elect not to participate in, the family partnership process?  
FCS3A
- How do you track families' progress in meeting their goals? How do you know when families have met their goals?  
FCS3A
- How does the HSAC help the program stay abreast of current community health needs and recommend necessary interventions for children and families?  
FCS5B

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Communication with Families

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- What strategies are used to ensure communication with families in their own language?  
FCS2B
- What is the process for reaching out to families whose child has been absent for 4 or more consecutive days? When absences result from temporary family situations, what kind of family support procedures does the program initiate?  
FCS2C
- How do you reach out to parents if families have no phone or are otherwise hard to reach? What do you do if you cannot reach the family?  
(Note to reviewer: Listen for staff efforts to reach out to families beyond phone and notes sent home.)  
FCS2C

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Performance Reviews

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- When did you receive your last annual performance review?  
PDM7C



- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies?  
PDM7C

Training

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- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area.  
PDM7I
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect?  
PDM7J



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## Parent Interview

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### Parent Involvement

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- Are activities planned at varying times during the day and week (e.g., at breakfast, end of the day, weekends) to encourage you to participate?  
FCS2A
- Are meetings and interactions respectful of your family's cultural and ethnic background?  
FCS2A
- Do program staff interact with you during weekend events (e.g., picnics, religious and Tribal ceremonies, or other cultural events)?  
FCS2A
- How often does the teacher visit you at home?  
FCS4A
- Are parent visits held at times convenient for you?  
FCS4A
- Have you been asked to make suggestions for classroom activities?  
FCS4B
- Have you been given opportunities to observe your child's skills and talk to program staff about how you think your child is progressing?  
FCS4B
- What types of information about your child's progress is shared with you? How often do you receive these reports?  
FCS4B
- How does the program educate you about your child's appropriate behavior? Does the program offer feedback on how to respond to your child's behavior?  
MH2A
- What have you learned from the program about the importance of developing your child's physical development and safety precautions to use when playing actively with your child?  
ECD5C  
*Applies to: Home-based programs*

### Child Assessments

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- How do program staff learn about your observations and concerns about your child's mental health?  
MH2A
- Ask parents of children with disabilities: Do you participate in the decisions regarding your child's evaluations and individual program planning? How does the program support you in these efforts?  
DIS4A  
*Applies to: Programs serving infants and toddlers*

### Support Services for Families

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- Do you find that you have a relationship or partnership with staff that is trusting and helps you to focus on your family's needs?  
FCS3A



- When does the program start working with you to create goals that support and strengthen your entire family?  
FCS3A
- If you feel comfortable, describe some of the goals that you have made for your family, and tell me where you are in your plan for achieving those goals.  
FCS3A
- What kinds of resources or referrals has the program helped you access? Tell me how the resources or referrals you received meet your needs?  
FCS3B, FCS3C
- Does the program provide diapers, wipes and formula for your child?  
SAF1B  
*Applies to: Programs serving infants and toddlers*
- If you speak another language, how have you been encouraged by the program to create and share stories in your native language?  
FCS4B

#### Health Services

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- How are you informed when health problems are suspected or identified for your child?  
HEA2F
- Does the program talk with you about the importance of health procedures and developmental screening (e.g., hearing, vision). Do program staff obtain advance authorization for such procedures or testing?  
HEA2F
- How does the program support you to ensure that your child has access to health care (e.g., your child has a primary care physician and dentist)?  
HEA2A
- Has the program helped you keep your child up to date on primary and preventive health care? For example, has the program helped you make and keep appointments and understand the importance of staying up to date?  
HEA2B, HEA2D
- Has the program helped you obtain or arrange further testing, examination, and treatment for your child when necessary?  
HEA2B, HEA2D

#### Nutrition

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- When and how often do program staff discuss your children's nutritional needs and health with you?  
NUT2F, HEA3C
- How does the program communicate with you about your child's daily experiences with food?  
NUT2D  
*Applies to: Programs serving infants and toddlers*
- Does your child receive breakfast every morning, even if he or she arrives late?  
NUT2C  
*Applies to: Center-based or family child care programs*
- Can you describe how you have been involved in planning snacks and meals for group socializations?  
NUT3A  
*Applies to: Home-based programs*



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Pre/Post Natal Care Services

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- Ask mothers who have given birth within the program year: Did the program help you receive early and regular comprehensive prenatal and postnatal care that included early, continuing risk assessment, health promotion and treatment, and mental health interventions and follow-up?  
HEA4A  
*Applies to: Programs serving pregnant women or new mothers*
- Ask mothers of newborns: Did you receive a visit within 2 weeks of your child's birth? If so, what did this visit cover?  
HEA4B  
*Applies to: Programs serving pregnant women or new mothers*
- Ask pregnant women or new mothers: What prenatal education did the program provide you?  
HEA4C  
*Applies to: Programs serving pregnant women or new mothers*

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Transitions

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- Ask parents who have experienced a transition into Head Start recently or parents who are in the process of a transition from Head Start: How did the program assist your child with the transition process?  
DIS5B, FCS5C  
*Applies to: Programs serving preschool-age children*

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Fees

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- Have you ever been required to pay Head Start in exchange for your child's participation in the program? For example, are you required to pay late fees, registration fees, or provide money for your child to attend field trips? If yes, describe the payment you have been asked to make.  
ERSEA2B

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Notifications

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- How are you notified in the event of an emergency involving your child?  
HEA2F
- How are you notified of unplanned interruptions in service (e.g., program closing)? How does the program handle these situations (e.g., help locate an alternate provider or substitute)?  
HEA2F  
*Applies to: Family child care programs*



### Child File Review--Family and Community Services

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#### Child Files

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- Did staff communicate with the family regarding any absence greater than 4 consecutive days?  
FCS2C
- Review family contact notes or Family Partnership Agreements, if written. Are timetables and strategies for achieving family goals documented?  
FCS3A



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## FCS Coordinator & Content Area Expert--Staff File Review

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### Staff Qualifications and Expertise

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- List the family and community services content area expert's training, experience, and qualifications.  
FCS1A

### Staff Hiring Procedures

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- Was a criminal background check conducted?
  - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
  - If yes, indicate the date the criminal background check was conducted.  
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
  - Document the date of the most recent health exam and screening.
  - Document whether a reexamination is required.  
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
  - Document the date of the reexamination, if required.
  - Document the date the tuberculosis screening was completed.  
PDM7F

### Staff Training and Development

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- Indicate the date of the most recent performance review.  
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.  
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
  - Indicate the date the staff member received this training.  
PDM7J



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## FCS Staff--Staff File Review

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### Staff Hiring Procedures

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- Was a criminal background check conducted?
  - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
  - If yes, indicate the date the criminal background check was conducted.  
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
  - Document the date of the most recent health exam and screening.
  - Document whether a reexamination is required.

(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)

  - Document the date of the reexamination, if required.
  - Document the date the tuberculosis screening was completed.  
PDM7F

### Staff Training and Development

---

- Indicate the date of the most recent performance review.  
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.  
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
  - Indicate the date the staff member received this training.  
PDM7J



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## Family and Community Services Management Summary Analysis--Overall Summary and Strengths

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### Overall Service Summary

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- Summarize your general impressions of the program's delivery of family and community services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of family and community services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing family and community services.

FCS6A

### Service Specific Strengths

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- Summarize program strengths noted in family and community services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
  - Collaborations with local/community-based services
  - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
  - Highly successful efforts to address and improve school readiness
  - Expansion of the program and increased accessibility
  - Extraordinary accommodations for children/families (e.g., children with disabilities)
  - Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

FCS6A



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## Family and Community Services Management Summary Analysis--Parent and Staff Communication

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### Communication among Staff

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- Summarize whether the program has effective two-way communication between FCS staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
FCS6A

### Communication with Parents

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- Summarize whether the program has effective two-way communication between FCS staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.  
FCS6A



**Family and Community Services Management Summary Analysis--Planning**

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Planning

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- Review the FCS Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

FCS6A



**Family and Community Services Management Summary Analysis--Record-Keeping**

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Record-Keeping

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- Summarize whether the program is effective in keeping up to date and accurate FCS records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

FCS6A



## Family and Community Services Management Summary Analysis--Ongoing Monitoring

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### Ongoing Monitoring

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- Summarize the program's process for ongoing monitoring of FCS services. A comprehensive explanation of this system should include a description of each of the following:
  - Monitoring measures, tools or instruments, materials and procedures
  - Staff responsibilities for ongoing monitoring of their respective service areas
  - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
  - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of FCS services. Your summary might reflect a potential program strength, a concern, or general compliance.

FCS6A