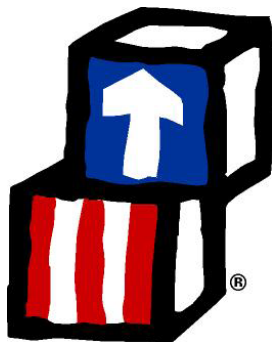


Working Together For Families

A Resource Guide for Regional Head Start - Early Head Start
and Reach Up Teams

Final: February 10, 2014



VERMONT
DEPARTMENT FOR CHILDREN AND FAMILIES
CHILD DEVELOPMENT DIVISION

**Working Together for Families:
A Resource Guide for
Regional Head Start-Early Head Start and Reach Up Teams**

TABLE OF CONTENTS

INTRODUCTION.....	1
ACKNOWLEDGEMENTS.....	2
HOW TO USE THE GUIDE	3
VISION OUR REASON FOR CHANGE.....	3
WHAT DOES AN EFFECTIVE PARTNERSHIP LOOK LIKE?.....	4
SHARED GOALS	6
OBJECTIVES	7
BEST PRACTICES	8
CASE STUDY 1 -- BENNINGTON CREATING READINESS FOR CHANGE	8
CASE STUDY 2 -- BARRE JOINT TRAINING OPPORTUNITIES.....	9
CASE STUDY 3 -- RUTLAND WRAP AROUND SERVICES	10
CASE STUDY 4 -- NEWPORT SUPPORTING THE SHARED PLAN	11
MOVING FORWARD-DEVELOPING AN ACTION PLAN.....	13
SAMPLE ACTION PLAN TEMPLATE	14
SAMPLE MATERIALS.....	16

Introduction

The Vermont Head Start Association (VHSA) and the Department for Children and Families (DCF) in the Agency of Human Services (AHS) value their partnerships to coordinate high quality, comprehensive services for children and their families. A May 2010 Memorandum of Understanding (MOU) between VHSA and DCF (see <http://vermontheadstart.org/DCFMOU.pdf>) formalized this commitment and provided some initial guidance to developing state, regional and local agreements to improve coordination of services and strengthen relationships among partners. The purpose of this guidance document is to provide specific guidance for the partnership between Head Start and Early Head Start and Reach Up, Vermont's Temporary Assistance for Needy Families (TANF) program.

The Reach Up program administered by the Economic Services Division of DCF helps families with financial assistance to meet their basic needs while supporting adults in the family to find work (http://dcf.vermont.gov/esd/reach_up). This includes training and education for parents who may have young children in Early Head Start or Head Start programs. The Reach Up staff is located in all 12 AHS Districts. During state Fiscal Year 2012, they worked with 7,585 families.

About 1,500 families transition from Reach Up to employment each year; the average time families spend on Reach Up is 24 months," (<http://dcf.vermont.gov/sites/dcf/files/pdf/reports/Testimony%20Book.pdf>, page 19).

Head Start and Early Head Start programs are national child development and family services programs for low income families. Based on the Head Start Program Information Report for the 2011-2012 program year, **774 of the 1,823 (43 percent) families** in Vermont with children in Head Start or Early Head Start programs received Reach Up benefits. Seven agencies operate Head Start programs serving 3-to-5-years olds and four of these seven agencies administer Early Head Start programs serving pregnant women and children from birth up to age 3.

In September of 2012, the VHSA, Vermont Head Start – State Collaboration Office (VHSSCO), and Reach Up learned from the Barre AHS District Office about their progress with implementing the MOU locally. During this discussion, the group decided to bring together an advisory committee comprised of Reach Up and Head Start staff to develop implementation strategies and best practices to help other local teams make an action plan for change and strengthen their shared work. The advisory contributed significantly to the development of this Resource Guide. Head Start and Reach Up regional teams can adapt the information in the Resource Guide to meet their community's and families' needs. Our hope is that this approach focuses on the partnership strengths and assets and the community's culture to support families with young children in the area.

Acknowledgements

We appreciate the individuals who helped to create and review this document. We also want to recognize the advisory committee members for adding their expertise and sharing resources for this document. We also thank the Head Start-Early Head Start program directors that supported the process.

Advisory Committee Members:

- ❖ Rutland AHS District
 - Kelley Todriff, Rutland County Head Start Family Services Manager
 - Dick Courcelle, Rutland County Head Start Program Director
 - Linda Bunker, Rutland Reach Up Team Leader
- ❖ Bennington AHS District
 - Shannon Vanderwoulde, Bennington County Head Start Family Services Manager
 - Betsy Rathbun-Gunn, Bennington County Head Start Program Director
 - Kara Pullman, Bennington Reach Up Team Leader
- ❖ Brattleboro AHS District
 - Carol Castine, Early Education Services, Family Services Manager
 - Deb Gass, Early Education Services Head Start Program Director
 - Aula Dewitt Brattleboro Reach Up Team Leader
- ❖ Newport and St. Johnsbury AHS District
 - Ann Sparrow, Northeast Kingdom Community Action (NEKCA) Family and Community Partnerships
 - Linda Michniewicz, NEKCA Head Start Program Director
- ❖ Barre and Morrisville AHS District
 - Craig Comstock, Central Vermont Reach Up Team Leader and Interim Director Reach Up
 - Karen Whitcomb, Morrisville Reach Up Team Leader

Leadership support to the advisory committee was provided by the Paul Dragon, Chief Administrator for the Office of Economic Opportunity/ Temporary Assistance for Needy Families and Ben Allen, VHSSCO Director, Child Development Division, DCF. Sheri Lynn provided consultative services in facilitating the committee meetings and developing the Resource Guide based on input from the advisory committee, VHSA, and other direct services staff in the field.

How to Use This Resource Guide

There are tips and resources throughout this guide. Some resources are web links and other resources are templates like the action plan that can be used by a local team to define how they will improve coordination of comprehensive services and strengthen their partnership. The first step in using this action plan is to start the conversation by looking at the case studies from other regions:

- Case Study 1: Bennington Creating Readiness for Change
- Case Study 2: Barre Joint Training Opportunities
- Case Study 3: Rutland Wrap Around Services
- Case Study 4: Morrisville and Newport Supporting the Shared Plan

The second step is for the team to gauge or assess how their partnership and service coordination processes compare to the case studies. For example, a team may be effective at outreach and referrals but have no plans for joint training or strategies for shared planning on families accessing services from both programs. The third step is for the local team to agree to what they want to improve and how they will get there. By filling in the action plan, the team has a tool to use identify who is doing what and to track progress in reaching the desired outcome.

The Resource Guide can be used as a resource to implement or revise a local agreement. Using this Resource Guide, a local team can look at an existing agreement to identify (e.g. assess) the progress it has made based on what is in the agreement and discuss ways to make improvements. The tips, resources, and case studies in this guide provide local teams with best practices strategies and in some cases solutions to common barriers in the process to strengthen partnerships and improve the coordination of services.

Vision – Our Reasons for Change

Our shared vision is to create and maintain effective partnerships and share the responsibility for coordinating services that benefit children and their families. The sheer number of families that access both Head Start and Reach Up programs is one reason to strengthen local partnerships. Almost half of the families in Head Start and Early Head Start receive Reach Up assistance annually. Approximately 10% (774/7,585) of families receiving Reach Up benefits annually have children in Head Start or Early Head Start programs.

Another reason to improve collaboration is to help manage Head Start, Early Head Start, and Reach Up resources. For instance, by collaborating the local team can find ways to share resources for

outreach and referrals, training, planning and case coordination activities. Head Start and Early Head Start staff can support the work of the Reach Up case manager who has a large case load by reinforcing and building on the plan and goals the family is working on for Reach Up. In other cases a child and their family may see better results when Head Start, Early Head Start and Reach Up pool resources. For example by pooling resources and efforts, more families and parents may be engaged in a shared plan to reach their goals on time or possibly earlier. During a time when budgets are being cut, partnerships offer a solution to achieving program goals too. Ultimately, the vision is that families become stronger and support their young children to grow up healthy, ready to learn and successful in school and life.

What Does an Effective Partnership Look Like?

The advisory committee members described the elements of successful partnership:

- Eliminates misinformation on all sides,
- Informs all parties about limits, challenges and assets,
- Builds trust,
- Creates good communication (e.g. consistent messages among partners),
- Improves customer service,
- Provides the highest quality and most comprehensive services,
- Increases services and the number of staff working with the families and children like wrap around child care,
- Serves families quickly,
- Provides continuity of care for children,
- Helps families with self-sufficiency and advocacy,
- Supports staff with high caseloads (e.g. Head Start can follow through),
- Supports mutual understanding about each partner's requirements and services,
- Increases appropriate referrals to each program,
- Reduces duplication of effort,
- Provides shared training opportunities,
- Emphasizes education to help eliminate poverty,
- Documents and recognizes successes for all parties to feel good about, and
- Reduces staff time even though a lot of work is needed at the beginning.

The advisory committee considered difficulties and corresponding solutions in fostering collaborations and partnerships to make positive changes. One difficulty is getting together when personnel work in more than one county. One solution is to check the partner's regularly scheduled meetings and try tagging onto an existing meeting to discuss improvements to

coordinating services. Another difficulty is that families have time challenges too. It may be easier for one partner to meet with the family than another partner, which is why a shared plan where everyone including the family is working towards the same result to reach a goal. One other difficulty in making a change is when a family agrees to work with Head Start in the Reach Up plan but they may not really want the service. The solution in this case is make time to share information with staff from each program about what services are offered so outreach and referral processes are effective at engaging the family in the services that they feel are the priorities. Over time, the local Reach Up and Head Start-Early Head Start teams may want to expand their partnership to include other partners like child protective services, which is also part of the state agreement. Reaching out to other partners while maintaining an existing partner, adds a degree of complexity. Over time the collaborative process will likely get easier for Reach Up and Head Start teams as they partner with two or more local agencies to develop agreements, protocols and systems.

Even with these challenges, the experiences of the advisory committee members positive.

- There can be feelings of frustration at first but in the end it was well worth it.
- Having a good partnership was “not a big deal, it just happened and it is simple.”

One member said hearing from the other committee members motivated her to keep working at strengthening the partnership and to make progress with coordinating services in her area. By partnering, staff in Head Start and Reach Up programs can also focus on prevention efforts like achieving educational goals for children and family members as a means of reducing poverty.

TIP# 1 Things to Remember for Effective Partnerships

- ✓ Share information so things go right for everyone.
- ✓ Carve out regular time to partner even when new priorities are identified.
- ✓ Approach systems like training, protocols and data to keep momentum over time instead of relying on professional staff relationships between partners exclusively.

Shared Goals

The MOU's purpose statement contains two goals. One goal is to strengthen the shared commitment to support operating partnerships between Head Start and Early Head Start programs and the VHSSCO, the Child Development Division (CDD), the Family Services Division (FSD), and Economic Services Division (ESD) in the Department for Children and Families (DCF). These partnerships focus on ensuring that children and families access and receive comprehensive, high quality services and that there is continuity in the delivery of these services. The second goal is to provide guidance for developing agreements at the state, regional, and local-levels to improve the coordination of services to children and families and to enhance relationships among agencies and programs.

These shared goals helped the advisory committee to identify objectives. The first step in the committee's process to define these objectives was to list the **strengths that existed in partnerships in their region** and that could improve partnerships:

- Sharing information about Head Start and Reach Up programs helped staff to have better knowledge about the resources which helped them respond to family's questions.
- Improving or increasing referrals can start simply with increased contact and end up with a stronger relationship between the Head Start family services and Reach Up case manager.
- Helping families to advocate for themselves is a common bridge for strengthening the relationship with Reach Up and Head Start-Early Head Start staff.
- Connecting families with other helpful persons and programs in the community supports a comprehensive and manageable case management system when partnership agencies understand the range of services a child and their family is receiving.
- Preparing children for school and supporting self-sufficiency among low income families are the results that agencies share. Building stronger relationships to achieve these results is a reason for enhancing partnerships.

The next step to define the objectives was to consider what local teams of Reach Up and Head Start-Early Head Start staff can expect to achieve. Based on their experiences, committee members described what expected changes would occur a 6 to 12 month period:

- One early indicator is that Reach Up case managers and Head Start-Early Head Start staff would know the names of key contact people when they are working with a family in both programs.
- After a partnership is strengthened, the local teams could be expected to define a percentage of cases that each agency would agree to use in a shared work plan.
- Local teams could expect over time that there would be local planning to offer training or at least the sharing and comparing of training calendars.

- There would also be team meetings with the family and agencies providing the service.
- For some Head Start and Early Head Start programs that cover more than one county, the expectation is that joint training would happen at many sites and centers in all of the counties serviced by the Head Start and Early Head Start programs.
- A one-page document can be created as a resource for Reach Up staff. It could include facts such as the location of Head Start and Early Head Start sites, the hours of operation, the type of programs offered, and persons to contact.
- Another expectation is that a percentage of teams working together would be defined. Even if local teams are at different phases of coordinating services, teams in various counties could have initial training and an agreed upon plan over the course of the year.
- Local teams can expect the sharing of the Head Start and Early Head Start family development plan or family partnership agreement.
- There would be an expected increase of referrals and post-referral tracking of what happens after that Head Start or Early Head Start family support staff and Reach Up case manager follow up on these referrals.

Objectives

How do we define these expectations using the Specific, Measurable, Achievable, Relevant and Time-oriented (SMART) tool? Here are some ideas that local teams can use to develop their action plan for the year:

- ✓ By a certain date, a number or percentage of partners will do something (e.g. outreach, training, case management, etc).
- ✓ By a certain date, a number or percentage of families will do achieve something (e.g. a goal on their plan, meeting with a team of partners providing services, etc.).
- ✓ Establish the baseline in year one and then decide the percentage of increase in either the coordination of services or activities related to strengthening partnerships.
- ✓ By X date, there will be an increase of Y referrals to Head Start or Early Head Start staff from Reach Up staff.
- ✓ Or by X date, there will be an increase of Y referrals to Reach Up from Head Start or Early Head Start.
- ✓ By X date, the local team will have a joint meeting between Head Start and Reach Up to talk about each program, eligibility and referral process.
- ✓ By X date, clarify for Reach Up and Head Start or Early Head Start why there is an increase in the number of plans by X percentage each year.

Best Practices

Case Study 1 – Bennington County Creating Readiness for Change

“Readiness” is defined as a developmental point at which a person, organization, or system has the capacity and willingness to engage in a particular activity (Fixsen, Blase, Horner & Sugai, 2009).

Supervisors from both agencies met and talked about how to build Head Start-Reach Up relationship. The two supervisors agreed to have all Head Start families sign releases to share their name with ESD staff letting them know that the family is enrolled in the Head Start program. The ESD staff would then provide Head Start with the case worker assigned to each shared family at the end of September or the beginning of October. Once Family Workers know the name of the case worker, they will be able to request family development plans.

Other steps address the systems like adding ESD in the “where did you hear about us section” of the application. Head Start and ESD would also poll staff to determine what they want to see happen between both agencies and to see if they have suggestions for trainings.

ESD have been and will continue to be invited to the Family & Community Partnership Meetings at Bennington County Head Start. ESD staff can also attend the family service workers staff meeting at Bennington County Head Start which is held in the beginning of October.

TIP# 2 Things to Remember for Getting Ready

- ✓ Start with something easy to do together like invite Reach Up to a staff meeting at Head Start or letting Head Start know who the case worker is for a particular family with a child in Head Start.
- ✓ Recognize all successes big and small at staff meetings (e.g., let your partner know you got the referral and have contacted the family and thank the staff that helped change the application to include where Reach Up or Head Start).

Best Practices

Case Study 2 - Barre Joint Staff Training

An effective way to begin collaboration is holding a joint Head Start-Reach Up staff training that reviews both programs with staff. In Barre this worked very well at the first joint meeting. Both Reach Up and Head Start- Early Head Start programs are required to work with specific populations, and both programs have relatively rigid eligibility requirements. The Reach Up-CVCAC Head Start team worked in groups and discussed specific scenarios about how each program would work with specific participants.

At the second joint staff meeting, two additional partners joined Reach Up and Head Start-Early Head Start staff: FSD and Department of Corrections (DOC). FSD staff provided a nice overview about what they do and came up with some scenarios for the teams to process. DOC staff offered training about how to work with participants who are convicted sex offenders.

One observer of the both meetings thought staff benefited much from that training and believed the joint training was important because a fair number of the clients served by Head Start-Early Head Start and Reach Up programs receive both services (e.g. mutual caseloads).

Moving forward, this region is looking at working together on Mental Health, First Aid, home visiting, and safety issues. This content is relevant to the work of all the partners sending staff to the joint training. Trainings with the State Police on drug recognition is also being explored for the next joint training meeting.

TIP# 3 Things to Remember for Joint Training

- ✓ Share information about your program's services.
- ✓ Let staff work in groups to talk about scenarios, which help them find a common ground and share understanding of what they do.
- ✓ Invite new partners each year that are vested in learning about the services that families are using and new knowledge and skills to coordinate and deliver high question services.

Best Practices

Case Study 3 – Rutland Wrap Around Services

In terms of what was working well between Rutland County Head Start and Reach Up staff, an increasing number of our families were authorized for Child Care Financial Assistance under Reach Up for Rutland Head Start's wrap-around child care. At that time the Community Network Developer, AHS/DCF/ESD was a community representative on our Policy Council and directed Rutland Head Start staff to contact the Reach-up Team Leader. Meanwhile, Rutland Head Start began its Lunch and Learn initiative reaching out to community agencies to provide an orientation about the Head Start program and possible ways to collaborate. A Lunch and Learn (L&L) invitation was extended to the Reach-up Team Leader, Linda Bunker. The L&L was scheduled without difficulties.

The Rutland Head Start and Reach Up took steps and selected collaborative strategies because they support the families, the communities, and the Rutland Head Start and Reach Up programs. One joint action was holding L&L meetings. The Reach-Up Case Managers, Reach Up Team Leader, Family Services Manager, Health/Mental Health Manager, and Family Support Specialists from Head Start were involved in these meetings. During this time, both agencies provided an orientation and clarified misconceptions about both programs. The May 2011 MOU between the VHSA and DCF was reviewed. Both agencies agreed they would provide referrals; assist in determining eligibility, and partner together to support the family in meeting the goals they have identified in the Family Development Plan (ESD) or the Family Partnership Agreement (Head Start). Rutland Head Start will also accept Community Services Placements through Reach-Up that successfully meet all of the Head Start's Federal and State licensing requirements.

By engaging in these best practices, staff from both programs learned that by working together they are able to better assist families and identify regularly and continuously over time resources and systems of support. They learned that forming a trusting relationship with families is essential.

The original challenges involving Rutland Head Start and Reach Up were addressed by both programs through this engagement process. This process has led to increased communication, collaboration and has strengthened the understanding of both programs' functions and services to better support families.

Rutland Head Start and Reach Up programs both recommend that they work in partnership with families to support their active participation and not passive recipients of services.

Best Practices

Case Study 4 -- Newport Supporting the Shared Plan

After Newport's initial training, ESD and Head Start/Early Head Start staff had lunch together. It provided the opportunity for all to connect and get to know each other.

ESD and Head Start/Early Head Start staff developed a common release/request of information (see the Referral Form on page 26), so that both the Reach Up worker and NEKCA Head Start and Early Head Start staff can share the Family Development Plan developed between the Reach Up participant and Economic Services staff. The creation of one common release form helps ESD to recognize immediately Head Start/Early Head Start families.

The Head Start/Early Head Start staff, the Reach Up caseworker, and the family can review the plan and develop strategies about whom will help support the family in their goals. In many cases the Head Start staff develops a close working relationship with the families, and has been able to discuss with the Reach Up staff the challenges the family is experiencing. As a result, modification to the plan occurred and the family is more successful. The benefits from this exchange of information is that families understand that they can share the difficulties they are experiencing with Economic Services and see that they will not be penalize. The Reach Up staff has been able to encourage family participation in Head Start/Early Head Start and in some cases families were able to complete their hours within the Head Start site.

By each program staff understanding how each can support and assist families, a stronger plan is designed or built. Head Start staff has been able to discuss directly with Reach Up staff on specific issues and then work together to resolve challenges faced by families.

Ultimately by staff working together, it was possible to support not only the families but each other. Because of the partnership between the two programs, ESD leaders are looking at the possibility of having satellite offices at the Head Start centers. In addition to improve services to families Newport, there is a cross referral system in place, which ultimately increases participation in both programs.

TIP# 4 Things to Remember for Outreach and Referrals

- ✓ Share information so things go right for everyone.
- ✓ Carve out regular time to partner even when new priorities are identified.
- ✓ Approach systems like training, protocols and data to keep momentum over time instead of relying on professional staff relationships between partners exclusively.

TIP# 5 Things to Remember about Shared Planning

- ✓ Everyone wins, the family can achieve the goals without penalties and the staff in Head Start and Reach Up support each other to make this happen.
- ✓ Follow up with training by networking in an environment like getting lunch.

Moving Forward - Developing an Action Plan

Purpose: To create a “script” for your improvement effort and support implementation.

Directions: Using this form as a template, develop a work plan for each goal identified through the needs assessment process.

1. Modify the form as needed to fit your unique context.
2. Distribute copies of each work plan to the members of the collaboration.
3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or organizations might resist?</i> <i>B. How?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Step 4:			A. B.	A. B.	

Sample Materials



Vermont Department for Children and Families and Vermont Head Start Association

Next Steps from January 2012 Reach Up and CVCAC Head Start Meeting in Washington County.

1. Check 604 to see if Head Start is there & case manager refer if child of appropriate age in household, 19 votes.
2. Increase individual case management collaboration with clients' permission, 12 votes.
3. Opportunities for more joint activities and include DCF and DOC, 9 votes.
4. Encourage more communication via phone and e-mail between front line staff, 8votes.
5. Make meetings like these annual event-opportunities to update each other about changes, 8 votes.
6. More meetings like this one with guest speakers or common topics, survey staff, 6 votes.
7. More 3 way communication-Head Start, DCF, and Child Care, 5 votes.

The top 10 things you might not know about Head Start

1. Head Start is a FREE comprehensive preschool program that promotes school readiness for children birth to five.
2. CVCAC Head Start requires and supports all staff to achieve professional credentials. All staff, depending on their role, must either have or earn a Child Development Associate certificate, an Associate Degree, a Bachelor's Degree or a professional educator's license. All of our preschool teachers must have or earn an educator's license.
3. CVCAC Head Start provides *monthly* in-service trainings for all staff and managers. Community partners are also invited to participate.
4. More than just low-income families are eligible for Head Start. Head Start programs are able to serve up to 10% of over-income families. Pregnant women and/or age eligible children may participate in in Head Start or Early Head Start if the:
 - a. Family income is within federal poverty guidelines (up to 130%); or
 - b. Family receives public assistance; or
 - c. Child is in foster care; or
 - d. Family is homeless.
5. There are many ways to participate. Early Head Start serves pregnant women and children from birth to age three and their families. Head Start serves children ages three to five years and their families. CVCAC Head Start offers several different service options depending on location:
 - a. Center-based services: Children attend a stand-alone preschool Head Start classroom or a preschool collaboration classroom located in a local school
 - b. Home—based services: families receive home visits in their own home for an hour and a half every week;
 - c. Full day, full year services; Head Start and Early Head Start classrooms for children needing full-time care while parents work or attend school.
 - d. Head Start preschool program with extended care hours

6. In addition to offering an educational program comprised of learning experiences to foster children's cognitive, physical, social and emotional development, Head Start and Early Head Start offer:
 - Comprehensive health services for children including immunizations, medical, dental, mental health and nutritional services;
 - Services for children with special needs;
 - Parent engagement opportunities that promote: family well-being, positive parent-child relationships, parents as life-long educators, connectedness to peers and communities, participation in transitions and opportunities for leadership and advocacy; and
 - Social services responsive to families' individual needs.
7. Head Start emphasizes the role of parents as their child's first and most important teacher. Parents are encouraged to assume leadership roles which may include serving on Policy Council, Head Start's governing body. Policy Council members participate in Head Start's governance and programmatic decision-making.
8. CVCAC Head Start uses *Teaching Strategies GOLD* as the ongoing observational assessment to gather school readiness data on individual children across all areas of development. Data is collected 3 times a year for Head Start and 4 times a year for Early Head Start. *Teaching Strategies Gold* is aligned with the Head Start Child Development and Early Learning Framework. The data is analyzed and shared with parents, staff, collaborators, Policy Council and the CVCAC Board of Directors. The data analysis is also used for program planning and staff training needs.
9. CVCAC Head Start continually reviews and analyzes programmatic data to identify program strengths and areas to improve upon. In addition to self-monitoring, Head Start programs receive an extensive federal review every three years
10. Head Start began as a summer program in 1965 serving lunches to children as part of the War on Poverty. Head Start is the longest-running national school readiness program in the United States, serving over 30 million children since 1965 and continuing to serve nearly one million children in all fifty states.

ESD Scenarios

1. Client is a single mom with 2 children under 5. She has been on benefits since the birth of her first child. Both children have different fathers who have little contact with the family. Mom has been conciliated and sanctioned a couple of times over the course of her time on Reach Up. She recently started treatment with mental health. She has been thinking about work but has no work experience.
2. Two FSD social workers go on a home visit to a family who is currently receiving on going social work services due to various risk factors that include substance abuse, age of one, of the children (under. 2 years old), number of children in the home, and past history with h the Division.

At the home the social workers begin knocking and no one answers the door. The car is there and they think they hear the baby cry. They looked in the window and saw mom's keys on the table but observed no activity in house. The social workers go to the neighbor's and she says she doesn't want to get involved but does say that she has concerns about the family as there has been a lot of fighting between the parents but the police have never been called.

The neighbor also reports that she has given the mother a ride with one of the children only to find out that the mother had left another of the children alone at home. She also says that she is worried that the parents are using drugs 'because the mother doesn't wake up in the 'morning and the children are left alone.

The social workers return to the family's home and this time the mother comes to the door and lets them in. The house is cold and it appears that there is no heat and the children don't seem to have enough clothes on although the mother has a space heater going. Also of note was that the house was dirty and there was mildew/mold on the windows.

The social workers observe that there are no marks on the children and they are engaged with toys and are playing.

3. The Brown Family

Debbie Brown: 26 year old mom
Jim Marks: 28 year old, father of Jenny
Sara Brown: 7 years old
Jessica Brown: 5 years old
Jean Brown: 4 years old
Jenny Marks: 3 months old

Debbie has four daughters; she is currently living in subsidies housing with her unemployed boyfriend Jim the father of Jenny. Debbie has full time employment at a local supermarket for minimum wage. All of the children are currently in fulltime daycare paid by the state but Jenny she stays at home right now with Jim. There have been allegations from neighbors that Jim has been seen leaving the house during the day without the baby while Debbie is at work.

Debbie has a high school diploma and has taken a few college courses at Community College. She would like to get a better paying job and has hope for the future. She is worried about the losing the apartment she is currently living in with her boyfriend because her boyfriend is not on the lease (he has a criminal record). Money is always tight, she has not been able to collect child support from the father of the three older girls he does visit them from time to time but does nothing to help them financially.

Sample Materials

Sample

Agency Referral to NEKCA Head Start/Early Head Start



Date: _____

Referral Agency Staff Name: _____

Referral Agency: _____

Referral Agency Address: _____

Phone number: _____

Child name: _____ D.O.B.: _____

Child Legal guardian(s): _____

Child parents: _____

Child lives with: _____

Address: _____

Phone Number: _____

Sample Materials

Please fax to: Ann Sparrow, NEKCA Head Start/Early Head Start | Fax Number: 802-525-3987