



Administration for Children and Families
U.S. Department of Health and Human Services



FY2016 Office of Head Start Comprehensive Services & School Readiness Monitoring Protocol **Head Start**



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INTRODUCTION

The Comprehensive Services and School Readiness (CSSR) Protocol focuses on grantee performance in providing comprehensive services and promoting school readiness to children and families enrolled in Head Start. The CSSR Protocol is designed to evaluate the program's implementation of services as children and families participate. The CSSR Protocol is divided into four Key Performance Areas (KPA). KPAs are color-coded and represent the path children and families take while enrolled in the Head Start program. The four KPAs are:

	Identifying Child and Family Strengths and Needs
	Addressing Child and Family Needs
	Providing High-Quality Teaching and Learning
	Planning for Transition



Identifying Child and Family Strengths and Needs. This section focuses on the program's efforts in building relationships with families, collecting data about the child and family, and identifying their strengths and needs. Under this KPA, we look at the timeliness, accuracy, and completeness of the data collected by program staff. We will collect data on all assessments and screenings that occurred upon initial entry into the program, including health, education, developmental and any other assessments and screenings. We will assess the effectiveness of the program's tracking and the ability of appropriate staff to easily access information when needed. In this section, we look at the initial information gathered about Health, Nutrition, family engagement, language preference, Mental Health, Disabilities, and Child Development. Information for this section is gathered through interviews and document reviews that include child and family files and program tracking systems.

Addressing Family and Child Needs. This section is closely related to Identifying Child and Family Needs. In this section, the Protocol is designed to evaluate the *use* of the data collected about children and families. While the collection of data is evaluated under Identifying Child and Family Needs, the actual use of data is evaluated under Addressing Family and Child Needs. There is overlap between the first two sections, and they work together to provide a more comprehensive picture of the way services are implemented to meet children's and families' needs. In this section, we focus more on individualization for children and families and follow-up that illustrates effective delivery of services. Information for this section is gathered primarily through document reviews and interviews with parents and service area coordinators.

Providing High Quality Teaching and Learning. In this section, the focus is on classroom instruction, use of the Head Start Early Learning Outcomes Framework, and use and analysis of data that prepare children for school. Children enrolled in Head Start receive daily instruction from teachers who are qualified to provide learning experiences that facilitate their development. Information is collected related to how the program uses assessment data to inform instruction. Multiple sources are used to evaluate this section. The classroom observation focuses on curriculum implementation and high-quality instruction. The review of school readiness data helps identify the program's progress towards achieving its school readiness goals.

Planning for Transition. This area provides an understanding of how programs educate and empower each family to understand and advocate for its child's needs. Transition planning begins during enrollment. Program staff communicate with families about the school readiness outcomes and the plan they have for preparing children and their families to transition from Head Start to kindergarten.

Compliance Measures

The four KPAs, formerly called Key Indicators, contain a series of Compliance Measures (CMs). CMs are the specific statements that individually and collectively assess the level of program performance for each KPA, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.

Targeted Questions

Targeted Questions (TQs) for each CM are designed to provide guidance to on-site Reviewers and ensure there is a standardized method for evidence collection. Reviewers are required to answer all TQs for each CM. The TQs indicate the people to interview, questions to ask, information to retrieve from documents, observations to conduct, and management systems to analyze in order to determine the level of grantee performance for each KPA. TQs related to CMs are identified by a checkmark in the Protocol.



Pilot of Quality Measures

The FY 2016 CSSR Protocol also features a pilot of quality measures. The Office of Head Start (the OHS) is using this pilot to better understand the range of quality and to collect information to establish a more accurate picture of grantee performance. Historically the OHS reviewed programs only to determine whether they met the requirements of the Head Start Program Performance Standards. As monitoring evolves, the OHS is incorporating more opportunities to observe the quality of program performance and provide grantees with information to support ongoing program improvement. The goal of the OHS is to collect information to begin to build and test a continuum of quality. During the FY 2016 monitoring season, the OHS will collect information to support its understanding of the quality of practices across the grantee community.

The quality measures are embedded throughout the Protocol and are represented as quality indicators by starred TQs.



Reviewer Analysis

The CSSR Protocol also includes analysis and follow-up questions that are used by Reviewers to understand how the data they have collected link together, identify patterns, and clarify information from data sources. Reviewers will assess answers to the TQs in each section to determine whether there are any patterns, discrepancies, or omissions in the data collected about each KPA. If needed, the Reviewer will seek clarification about information and data and follow up with program staff for clarification.

CSSR Protocol Legend

 Compliance	Compliance indicates those requirements reflective of a Head Start Program Performance Standard.
 Quality	The pilot quality measures are used to understand and identify the range of quality.
 Reviewer Analysis	The tool also includes analysis and follow-up questions that are used by the Reviewer to identify data patterns and clarify information from data sources.
<p>(P)-Parent; (IST-M)-Integrated Service Team-Management; (D)-Director; (ECD)-Early Childhood Development Coordinator</p>	

Key Performance Area #1 Identifying Child and Family Strengths and Needs

Overview

A child's initial enrollment in a Head Start program is the ideal starting point for program staff to build collaborative relationships with families. Programs should identify child and family strengths and needs early on to effectively individualize services for the children and families. When staff members throughout the organization develop relationships with families based on respect and trust, family engagement thrives. In this section of the Protocol, Reviewers will look for how and how well programs:

- Build collaborative relationships with families
- Collect data that are relevant to children's and families' lives
- Understand the cultural context of each family (such as nutrition practices and home-language preference)
- Ensure data are accurate and timely
- Respectfully share and collect data from families

Key Performance Area 1.1

The program builds ongoing, respectful, and goal-oriented partnerships with families, starting with the enrollment process and continuing throughout their time with the program.

☑ Compliance Measure 1.1.1

Program staff engage in a process of collaborative partnership-building with all parents to:

- Demonstrate respect for each family's structural, cultural, ethnic, and linguistic diversity
- Establish mutual trust
- Identify strengths
- Identify necessary services and other supports

Federal Regulations: 1304.40 (a)(1); 1304.40 (a)(5)

☑ Compliance Measure 1.1.2

As part of an ongoing partnership, the program must identify family needs and interests and offer parents opportunities to develop and implement individualized family partnerships with staff that address:

- Family goals
- Responsibilities
- Timetables
- Strategies for achieving the goals
- Progress in achieving goals

Federal Regulation: 1304.40 (a)(2)

(The regulation does not require written Family Partnership Agreements)

Key Performance Area 1.2

The program works with parents to identify child health and developmental needs.

☑ Compliance Measure 1.2.1

The program explains the purpose and results of screenings, evaluations, and health and developmental procedures in a way the families can understand and obtains their authorization prior to conducting the screenings. This allows parents to participate in the need-identification process and supports parents in familiarizing their children with the assessments/screenings they will receive while enrolled in the program.

Federal Regulation: 1304.20(e)(2); 1304.20(e)(3)

☑ Compliance Measure 1.2.2

The program makes vigorous efforts to involve and educate parents about the Individualized Education Program (IEP) process and helps them understand their rights under the Individuals with Disabilities Education Act (IDEA).

Federal Regulation: 1308.19(j); 1308.21(a)(6); 1308.21(a)(10)

Key Performance Area 1.3

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

SCREENINGS

- ☑ Compliance Measure 1.3.1
The program, in collaboration with each child's parent, performs or obtains the required linguistically and age-appropriate screenings to identify concerns regarding the child within 45 calendar days (30 days for programs operating shorter durations) of the child's entry into the program.
Federal Regulations: 1304.20(b)(1); 1304.20(a)(2); 1304.20(b)(2); 1304.20(b)(3)
Note: 1304.20(a)(2) applies only to grantees or delegates operating programs of shorter durations (fewer than 90 days) and, for such programs, should be cited in conjunction with 1304.20(b)(1).
- ☑ Compliance Measure 1.3.2
Children suspected of having a disability are promptly referred for further evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency (LEA).
Federal Regulations: 1308.6(a)(3); 1308.6(e)(1)

HEALTH DETERMINATIONS

- ☑ Compliance Measure 1.3.3
The program makes a determination about the preventive-care status of each child by understanding:
- Whether each child has an ongoing source of continuous, accessible health care.
(If a child does not have a source of ongoing health care, the grantee and its delegate agencies must assist the parents in accessing a source of care within 90 days of the child's entry into the program.)
 - The program obtains a current determination from a health care professional as to whether each child is up to date on a schedule of primary and preventive health care under the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program, including dental, and assists parents in bringing the child up to date as needed within 90 days of entry into the program.
- Federal Regulations: 1304.20(a)(1)(ii); 1304.20(a)(1)(ii)(A); 1304.20(a)(1)(ii)(B); 1304.20(a)(2); 1304.20(a)(1)(i)
- ☑ Compliance Measure 1.3.4
The program assists parents in understanding how to enroll and participate in a system of ongoing family health care.
Federal Regulation: 1304.40(f)(2)(i)

TRACKING SYSTEM

- ☑ Compliance Measure 1.3.5
The program has established procedures for tracking the provision of Health services.
Federal Regulation: 1304.20(a)(1)(ii)(C)

MULTIPLE INPUTS AND ONGOING HEALTH AND DEVELOPMENTAL ASSESSMENT

- ☑ Compliance Measure 1.3.6
When screening for developmental, sensory, and behavioral concerns, the program must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.
Federal Regulation: 1304.20(b)(3)

☑ Compliance Measure 1.3.7

The program carries out ongoing developmental assessments for all enrolled children throughout the year to determine progress and plan program activities.

Federal Regulation: 1308.6(a)(2)

Key Performance Area #1
Identifying Child and Family Strengths and Needs
Targeted Questions: Child and Family File and Tracking Systems Review

Overview

The child and family file is a collection of documents and case notes that tells a story of exactly how the Head Start program provides services to each child and family. The files serve as a valuable resource for synthesizing information about each child and family. Through their analysis of these CMs, Reviewers are looking for child files and tracking systems that are clearly organized, comprehensive, timely, and current. In addition, files should include information that is reflective of family engagement and follow-up.

Key Performance Area 1.1

The program builds ongoing, respectful, and goal-oriented partnerships with families, starting with the enrollment process and continuing throughout their time with the program.

- Was a family needs assessment completed (process to identify family goals, strengths, and necessary services and other supports)?
- Does the child or family file include evidence of goal-oriented partnership-building with the family?
- Are the following included in the family goal planning: responsibilities, timetables, strategies for achieving the goals, and progress in achieving goals?

Key Performance Area 1.2

The program works with parents to identify child health and developmental needs.

PARENTAL INVOLVEMENT IN DISABILITIES SERVICES

If the child was referred for disability services:

- Did the parents receive Information about the IEP process, their child's rights under IDEA, and advocacy training?

45-DAY SCREENINGS (30 DAYS FOR PROGRAMS OPERATING SHORTER DURATIONS)

Identify and enter the child's entry date into the program (first date that services were provided).

- If the screening was complete, did the program obtain parental consent prior to conducting it?

Key Performance Area 1.3

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

45-DAY SCREENINGS (30 DAYS FOR PROGRAMS OPERATING SHORTER DURATIONS)

Identify and enter the child's date of entry into the program (first date that services were provided).

- Were all *sensory* screenings (vision and hearing) completed within 45 days?
- Were all screenings for *developmental concerns* (including motor, language, cognitive, and perceptual skills) completed within 45 days?
- Were all screenings for social, emotional, and behavioral concerns completed within 45 days?
- What was the latest date on which any of the developmental and sensory screenings (vision and hearing) were completed?
- Did the program attempt to complete the developmental and sensory screenings for the child within 45 days of his or her date of entry (30 days for programs operating shorter durations)?
- Did the program attempt to complete the social, emotional, and behavioral screenings for the child within 45 days of his or her date of entry (30 days for programs operating shorter durations)?
- List the screenings that were completed more than 45 days after the child's entry into the program (30 days for programs operating shorter durations). Indicate the date of each screening and how many days after the 45- or 30-day timeframe each screening was completed.
- If any of the screenings was incomplete, was it due to parent/guardian refusal?

90 -DAY DETERMINATIONS

Identify and enter the child's date of entry into the program (first date that services were provided).

- Within 90 days of the first date of services, did the program make a determination as to whether the child had an ongoing source of continuous accessible health care?
Note: The prescribed timeframe is 30 days for programs operating shorter durations.
- On what date did the program obtain the determination from a health care professional as to whether the child was up to date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- Did the health care professional determine that the child was up to date?
- If the child was determined not to have a source of health care, did the program assist the parents in accessing a source of care?
- If needed, has the program assisted parents in arranging to bring their children up-to-date on a schedule of primary and preventive health care services?
- Was any determination incomplete due to parent/guardian refusal?

TRACKING SYSTEM

Review the program's child and family health, and development tracking system.

- Is the tracking system current and accurate and does it include enough information to inform the program of children's health status?
- Do appropriate staff have access to the tracking system, and can they use the data in the system effectively?
- Can they review child and family data together?
- Does the tracking system include:
 - Dates of services?
 - Types of screenings, assessments, and referrals?
 - Types of family assessment information?
 - Results and outcomes?

Key Performance Area 1.3 Continued

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

ONGOING ASSESSMENTS

- ☑ Does the file include ongoing health and developmental assessments?
- ☑ If yes, what are they and when are they administered?

DISABILITY SERVICES

- ☑ Is there documentation to support that an immediate referral was made to or in coordination with the LEA for a suspected disability?

MULTIPLE SOURCES OF INFORMATION

- ☑ Is there documentation to support that the child's family, teacher, and other program staff working directly with the child provided input about sensory, developmental, and behavioral concerns?

Reviewer Analysis

Analysis and Follow-Up Questions:

Consider the information collected from your child-file review. What types of challenges did the program experience in ensuring the provision of timely and comprehensive services and the accurate recording and maintenance of information? Consider what follow-up questions you need to ask of the Director, managers, staff, and/or parents to understand why the issues occurred and how the program attempted to resolve the issues.

TIMELINESS

- ▶ *Based on your review of children's files, does the program seem to have an issue with providing screenings and obtaining health determinations timely to ensure it achieved early identification of issues and allowed for individualization of the curriculum for each child?*
 - *How many child files were not timely for 45-day screenings?*
 - *How many child files were not timely for 90-day health determinations? How many child files did not indicate follow-up had occurred?*
 - *Is the program providing services late or not providing the services at all?*
- ▶ *Follow-up. Based on your analysis, ask follow-up questions to better understand the issues. What challenges did the program experience in meeting the requirements? Why did it face these challenges? For example:*
 - *Discuss with the one or more members of the IST-M challenges program staff experienced in arranging further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional.*
 - *Ask the team what challenges prevented the child from completing the developmental and/or sensory screening(s). The Reviewer will specify the screening(s) that were not complete or done within the required period.*

TRACKING SYSTEM

- ▶ *Did you find inconsistencies or unclear information in the tracking system? If so, what did you see?*
- ▶ *Could the program access and use the tracking system effectively, and were data shared and kept current by staff members?*
- ▶ *Follow-up. If you found inconsistencies or lack of clarity in the tracking system, follow up with the members of the IST-M group and the Head Start Director to learn more about the issue.*
 - *Do staff understand and routinely use the tracking system?*
 - *If they use the system, how often do they update and access the system for information? Does the program have a process for ensuring the integrity of the tracking system's data?*

PARENT ENGAGEMENT

- ▶ *Did the files reflect a program in which parents are engaged in sharing information about their children's health, screenings, assessments, and family goals?*
- ▶ *Follow-up. If you find that parents are not consistently engaged, consider asking more questions to understand the breadth and depth of the issue and why it occurs. For example, if your child-file review indicated that families did not engage around the needs assessment, consider the following types of questions:*
 - *IST-M: What is the program's philosophy on family engagement? Describe the type of training staff receive about engaging parents. Does the training align with the philosophy?*
 - *P: Are you satisfied with the program's efforts to engage you?*

Key Performance Area #1
Identifying Child and Family Strengths and Needs
Targeted Questions: Parent Group Interview

Overview

The family is the expert in providing information about the child to assist Head Start staff in providing customized, comprehensive services. The collaboration between families and Head Start staff is important and ensures that identified services are relevant to meeting their needs. The Reviewer will seek to understand how well the program involves parents in identifying child and family needs, the health and developmental determination process, and their understanding of the process.

Key Performance Area 1.1

The program builds ongoing, respectful, and goal-oriented partnerships with families, starting with the enrollment process and continuing throughout their time with the program.

- ★ Describe how program staff make you feel as a parent. As a Head Start community member.
- ★ How did program staff describe your role as the parent of a child enrolled in a Head Start program?
- ☑ How does the program learn about your family (e.g., traditions, cultural background)?
- ☑ Did the program communicate its policies and procedures (i.e., sick child policy, medication administration, emergency contacts, etc.)?
- ☑ Describe the process of how you set goals with program staff. Include examples of who participated and when the process was started.

Key Performance Area 1.2

The program educates and supports families in identifying and communicating their needs.

- ☑ What kind of information did the program provide to you about your child's screening/assessment results and next steps?

For parents of children with disabilities:

- ☑ Did you receive training about your rights as a parent of a child with disabilities?
- ☑ How has the program helped you advocate for your child?
- ☑ Describe your participation in the IEP process.

Key Performance Area 1.3

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

HEALTH STATUS AND HEALTH CARE

- ☑ Did the program explain how it can support you with follow-up if additional Health services are needed for your child?
- ★ What type of information did the program provide you about accessing health care for yourself and your family?

Analysis Questions:

Reflect on what you learned from your analysis of the child-file review and tracking system along with what you heard directly from parents.

- ▶ *Does the program seem to communicate effectively with families to ensure they understand the screening and health-determination processes? Are parents actively engaged in the processes?*
- ▶ *Do parents seem to understand the outcomes of screenings, follow-up recommendations, and treatment plans?*
- ▶ *Does the program establish effective partnerships with families that are goal-oriented and respectful?*

Follow-Up Questions Based on Analysis:

- ▶ *How are staff supported in knowing how to explain to families the types of screenings, what to expect, and the importance of health-status determination in customizing services to their children?*
- ▶ *How are staff supported in understanding how to explain to families the results of screenings and testing, follow-up recommendations, and treatment plans?*
- ▶ *IST-M: Describe the type of training parents receive to help them navigate the Special Education system.*
- ▶ *P: Has the program provided you with the information you need to identify, access, and advocate for services?*

Key Performance Area #1
Identifying Child and Family Strengths and Needs

Targeted Questions:
Integrated Services Team—Management Interview (IST-M)

Overview

The Head Start management team works to develop processes and procedures for assessing child and family needs. This team provides oversight, guidance, and support to staff responsible for providing direct services to children and their families. The purpose of this interview is to determine why the tracking system was chosen and its usefulness. The interview will determine whether the management team ensures the conduct of effective evaluation of child and family needs.

Key Performance Area 1.1

The program builds ongoing, respectful, and goal-oriented partnerships with families, starting with the enrollment process and continuing throughout their time with the program.

- ✔ Describe how you support staff in their work with families, including:
 - Training
 - Ongoing professional development
 - Supervision and feedback

Key Performance Area 1.2

The program works with parents to identify child health and developmental needs.

- ★ Describe your health care partnerships that use an innovative approach to providing primary and preventive services in a language your families understand.
- ★ How do you track the number of families successfully receiving services through health care partnerships and the usefulness of the partnerships?

Key Performance Area 1.3

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

- ★ How do you track information effectively in each of your service areas?
- ★ How do you use that information to improve child and family outcomes?
- ★ Who can access the information from the tracking document?
- ★ Who monitors the document to make sure that the data are usable and current, and how often?
- ★ How do you ensure that all staff and parents are trained in analyzing screening and assessment information and understand how to use the information (i.e., follow-up services)?

 **Reviewer Analysis**

Analysis Questions:

STAFF DEVELOPMENT AND SUPPORT

- ▶ *Summarize how the program trains staff to respectfully collect information from and about families to strengthen service delivery.*

ONGOING MONITORING

- ▶ *Consider the extent to which Program Managers monitor the effectiveness of service delivery and use data tracking in the continuous improvement process.*

EFFECTIVE SERVICE DELIVERY

- ▶ *Summarize how the program provides services to children and families in a meaningful and effective way.*

Key Performance Area #1
Identifying Child and Family Strengths and Needs
Assessment Criteria

Key Performance Area 1.1

The program builds ongoing, respectful, and goal-oriented partnerships with families, starting with the enrollment process and continuing throughout their time with the program.

☑ *Assessment Criteria:*

Does the program do the following:

- Engage parents in culturally sensitive, respectful ways
- Give parents a chance to share family or child information
- Develop and implement family goals that include responsibilities, timetables, strategies for achieving the goals, and progress in achieving goals

Key Performance Area 1.2

The program works with parents to identify child health and developmental needs.

☑ *Assessment Criteria:*

Does the program do the following:

- Determine whether each child has an ongoing source of care within prescribed timeframes
- Obtain from a health professional a determination of the child's health status within prescribed timeframes
- Communicate with parents regarding their children's behavioral or developmental concerns
- Inform parents of the types of screenings and their results
- Receive parental consent for screenings/testing

Key Performance Area 1.3

The program collects and tracks comprehensive health and developmental information to understand child and family needs.

☑ *Assessment Criteria:*

Does the program do the following:

- Conduct required screenings within prescribed timeframes
- Maintain an up-to-date child health-tracking system
- Discuss the purpose of further testing or evaluation
- Discuss results and follow-up plan with family

Key Performance Area #1
Identifying Child and Family Strengths and Needs

★ **Quality Measures**

QUALITY MEASURES FOR KPA 1.1

- ★ The program environment along with staff attitudes, knowledge, and practices are family-centered, strengths-based, and culturally and linguistically responsive.

QUALITY MEASURE FOR KPA 1.2

- ★ The program partners with the health care professional or the community to use innovative approaches to providing primary and preventive services in a language that families understand. The number of families successfully receiving services reflects the usefulness of the partnerships.

QUALITY MEASURES FOR KPA 1.3

- ★ Staff and families are trained, supported, and engaged in analyzing the information collected and in using the information to identify further assessment and services that best address identified needs.
- ★ The program maintains comprehensive and updated child and family information that is:
 - Easily accessible to all relevant families and staff
 - Routinely used by staff and parents
 - Accurate and usable to improve outcomes

The program also provides assessment and screening results to parents as a packet of information and collaborates with parents about the next steps in using the information.

Key Performance Area #2 Addressing Child and Family Needs

Overview

Head Start programs have a unique opportunity to address child and family needs through the supportive relationships built with children and families. In KPA 1, information was reviewed to understand how the program collects data about child and family needs and strengths. KPA 2 is closely linked to KPA 1, and in this section, information will be reviewed about the use of the data collected by the program. The focus of this section is on how effectively the program uses initial and follow-up data. In this section of the Protocol, Reviewers will assess the program's effectiveness in meeting child and family needs; the timeliness of follow-up; engagement of the Health Services Advisory Committee (HSAC); support offered to children with disabilities; addressing the mental health needs of children, families, and staff; and individualization for children and families.

Key Performance Area 2.1

The program actively works to address children and families' identified needs and interests.

- ☑ Compliance Measure 2.1.1
The program has established and engages an HSAC to help ensure it and its community partners address health needs.
Federal Regulation: 1304.41(b)
- ☑ Compliance Measure 2.1.2
The program takes steps to ensure that staff obtain direct guidance from a mental health or child development professional in interpreting and using findings from screenings and evaluations and that each child with a known, observable, or suspected health, dental, mental health, or developmental concern receives:
 - Further diagnostic testing
 - Examination
 - Treatment from a licensed or certified health care professional
 - A follow-up plan to ensure required treatment has begunFederal Regulations: 1304.20(b)(2); 1304.20(c)(1) 1308.18(b); 1304.20(a)(1)(iii); 1304.20(c)(3)(ii)
- ☑ Compliance Measure 2.1.3
Programs must work collaboratively with all participating parents to identify and continually access—either directly or through referrals—services and resources that are responsive to their families' interests and goals.
Federal Regulation: 1304.40 (b)(1)

Key Performance Area 2.2

The program supports children with identified and recurring medical, dental, developmental concerns or disabilities and their families.

- ☑ Compliance Measure 2.2.1
The program involves parents, consulting with them immediately when child health or developmental concerns are suspected or identified.
Federal Regulations: 1304.20(e)(1)
- ☑ Compliance Measure 2.2.2
Services provided to children with identified disabilities are:
 - Designed to support the outcomes contained in their IEPs
 - Monitored by a designated staff member or consultant to coordinate services for the children, including collaborating with other service area coordinators (i.e., Education, Mental Health, and Nutrition) and staff.Federal Regulations: 1308.19(k); 1308.6(d); 1308.18(a); 1308.20(a); 1308.18(b)

Key Performance Area 2.3
The program individualizes services for children and families.

✓ Compliance Measure 2.3.1

The program uses information from screenings, ongoing observations, and evaluations, as well as insight from parents, to determine how best to respond to each child's individual characteristics, strengths, and needs.

Federal Regulation: 1304.20(f)(1); 1304.20(d)

✓ Compliance Measure 2.3.2

The program encourages parents to be full partners in the education of their children, and parents are invited to no fewer than two parent-teacher conferences and home visits per year.

Note: Applies only to programs with a center-based option

Federal Regulation: 1304.40(i)(2); 1304.40(e)(5)

✓ Compliance Measure 2.3.3

The program develops procedures for identifying children with limited English proficiency and informing their parents about the instructional services used to help them make progress towards acquiring knowledge and skills and acquiring the English language.

Federal Regulation: 642(f)(10)

✓ Compliance Measure 2.3.4

The program provides opportunities for children and families to participate in family literacy activities, resources, and services that are essential to the families' literacy development.

Federal Regulation: 1304.40(e)(4)(i)

Key Performance Area 2.4
The program provides information that strengthens parenting skills.

✓ Compliance Measure 2.4.1

The program provides educational opportunities for parents to enhance their parenting skills and overall functioning that include:

- Understanding the educational and developmental needs of their children
- Sharing concerns and observations about their children with program staff
- Understanding how to strengthen and nurture supportive environments and relationships in the home and at the program
- Identifying appropriate responses to their children's behaviors

Federal Regulations: 1304.40(e)(2); 1304.40(e)(3); 1304.24(a)(1)(iv); 1304.24(a)(1)(iii)

Key Performance Area 2.5 The program provides services to promote the mental health of children, families, and staff.

✓ Compliance Measure 2.5.1

The program makes provisions for Mental Health program services for parents and staff to promote children's mental wellness (*such as social-emotional development or behavioral concerns*) that include:

- Staff and parent education on mental health
- Engaging parents in discussions regarding concerns about their child's mental health
- Activities promoting children's mental wellness
- Timely identification and intervention to address children's mental health concerns

Federal Regulations: 1304.24(a)(2); 1304.24(a)(1)(i)

Key Performance Area #2
Addressing Child and Family Needs
Targeted Questions:
Child File and Tracking System Review

Overview

The child file contains a record of information that allows programs to show continuity in service delivery while the child is enrolled in the Head Start program. In KPA 2, Reviewers collect information to assess the response of the program in addressing the identified needs of children and their families.

Key Performance Area 2.1

The program actively works to address children’s health and families’ identified needs and interests.

FOLLOW-UP: CHILD CONCERNS

- Does the child have a known, observable, or suspected health, dental, or developmental problem?

If the child has a known, observable, or suspected health, dental, or developmental problem:

- Did the program arrange for further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional?
- Did the child receive follow-up treatment as recommended by the licensed or certified professional?
- If the child did not receive follow-up treatment, was any follow-up incomplete due to parent/guardian refusal?

FOLLOW-UP: FAMILY NEEDS

- Is there a plan to address the family’s needs?
- Was any follow-up to address family needs incomplete due to parent/guardian refusal?

Key Performance Area 2.2

The program supports children with developmental concerns or disabilities and their families.

- Did the program consult with the parent immediately when child health or developmental concerns were identified?
- Does the child file include evidence that the IEP is being implemented?
- Did the program support the family in the process of further evaluation/assessment and IEP implementation?

FOR CHILDREN WITHOUT DIAGNOSED DISABILITIES BUT ONGOING CONCERNS

- ★ Does the program have a written plan in place to address ongoing concerns not diagnosed as disabilities?
- ★ Did the program support the family in the process of implementing a plan in the home and classroom to address ongoing child concerns?

Key Performance Area 2.3

The program individualizes services for children and families.

- Does the program provide support to parents in understanding parenting techniques that support learning?
- Does the child file have individual child-development goals?
- Were the goals completed in collaboration with the child’s parents?
- How often did the teachers meet with the parents?

Analysis and Follow-up Questions:

- ▶ *Does the child file record timely responses to address parent need/concerns?*
- ▶ *Based on your review of children's files, does the program use the information to effectively customize services to meet the needs of each child and family?*
- ▶ *Based on your analysis, identify follow-up questions to ask to better understand the issues. For example:*
 - *IST – M: Discuss with the ECD Coordinator challenges program staff experienced in working with families to develop goals.*

Key Performance Area #2
Addressing Child and Family Needs
Targeted Questions: Parent Group Interview

Overview

Children develop within the context of families. The family is the expert in providing information about the child and family to assist Head Start staff in providing customized, comprehensive services. The collaboration between families and Head Start staff ensures that identified services are relevant to meeting the needs of the child and family. In this section, Reviewers will discuss with parents how the program interacts with and engages them in an effort to address child and family health needs, customizes instruction to meet the learning needs of each child, implements IEPs, and strengthens the overall functioning of families.

Key Performance Area 2.1

The program actively works to address children’s health and families’ identified needs and interests.

CHILD HEALTH: FOLLOW-UP

- ✓ If your child needed follow-up treatment, did the program assist you in obtaining follow-up treatment from a health care provider?
- ✓ What role did you have in your child’s treatment plan?

FAMILY NEEDS: FOLLOW-UP

- ✓ If you have developed goals with staff, how do you feel about the progress you have made in working toward your goals?
- ✓ Has the program provided resources or referrals that support you as a parent?

Key Performance Area 2.2

The program supports children with developmental concerns or disabilities and their families.

- ✓ How have program staff supported you in understanding your child’s disability or ongoing concern?
- ★ What type of resources has the program provided or connected you with to assist you in caring for your child’s diagnosed disability or ongoing concern?
- ★ Describe how the program has provided support to you and your child if your child has ongoing but undiagnosed concerns/disabilities.

Key Performance Area 2.3

The program individualizes services for children and families.

- ✓ How do you communicate with your child’s teacher? Is your child’s teacher responsive to you?
- ✓ What type of information does the program provide to support your child’s learning at home?
- ✓ For parents of children with limited English proficiency: What information do you receive about how you and the program can help your child make progress towards acquiring knowledge and skills and learning the English language?

Key Performance Area 2.4

The program provides information that strengthens parenting skills.

- ✓ What information has the program given you about understanding your child's behavior and how to best respond to it?
- ✓ What types of classes or training has the program provided?
Please select the training topics that parents receive information about to strengthen their parenting skills (select all that apply):
 - Understanding Child and Parent Temperament
 - Social-Emotional Development
 - Managing Challenging Behaviors
 - Language and Literacy
 - Stress Management
 - Developmental Milestones
 - Parents as Teachers
 - Brain Development
 - Child Development
 - Child Health

Key Performance Area 2.5 The program provides services to promote the mental health of children, families, and staff.

- ✓ How does the program educate you about child and adult mental wellness or mental health?
- ★ How has the Mental Health service helped you?
- ★ How has the Mental Health service helped your child?

Reviewer Analysis

Analysis and Follow-up Questions:

Think about the information you have collected from your discussion with parents. Consider the extent to which the program clearly communicates with families about how it directly addresses needs or works with partners to address family and child needs. Consider questions such as, but not limited to, the following:

- ▶ *Are teachers meeting with parents regularly to help them understand their child's progress? Family progress?*
- ▶ *Are children with disabilities getting their needs met in the classroom, and is the program adhering to the IEP?*
- ▶ *Do families receive support and knowledge to care for their children with diagnosed disabilities?*
- ▶ *Do the families understand the services available to them?*
- ▶ *Does the program support families in accessing services?*

Key Performance Area #2
Addressing Child and Family Needs
Targeted Questions: Integrated Service Team
Management Interview

Overview

The Head Start management team provides guidance and support to staff responsible for providing direct services to children and their families. The management team provides oversight of the quality of work and promotes a relationship-based and reflective work environment that fosters growth and creativity among the Head Start community. The Reviewer will seek to understand how the program uses the HSAC to leverage resources for families, the process used to monitor the IEP implementation process, the methods that facilitate staff growth and development, and how the team integrates mental health programming into each service area.

Key Performance Area 2.1

The program actively works to address children’s health and families’ identified needs and interests.

- ✔ Describe how the HSAC helps the program meet screening timelines, address the health needs of children and families, and provide preventive health resources to the Head Start community.
- ★ Describe how you effectively interpret family data in order to identify or enhance community partnerships to address the needs of families.
- ✔ Describe how you determine whether families’ needs are met or family progress is occurring in your respective service areas.

Key Performance Area 2.2

The program supports children with developmental concerns or disabilities and their families.

- ✔ How do you collaborate as a team to share relevant information for children across service areas?

Key Performance Area 2.3

The program individualizes services for children and families.

- ✔ Describe how staff use information (from screenings, assessments, parents, and other staff) about each child to individualize instruction and services.

Key Performance Area 2.4

The program provides information that strengthens parenting skills.

- ★ How do you ensure that staff provide family education that is culturally relevant and incorporates adult learning strategies?
- ✔ How do you assess the ability of staff to provide information to parents that strengthens parenting skills?

Key Performance Area 2.5 The program provides services to promote the mental health of children, families, and staff.

- ✔ How is mental health integrated into all aspects of service delivery and customized to meet the needs of children, staff, and families?
- ✔ What is the response time for staff seeking support from the Mental Health Consultant?
- ✔ Describe the services provided by a community organization/clinician that you use for ongoing mental health treatment for staff and families.
- ★ Describe the outcomes of families in your program resulting from Mental Health services received.
- ★ How do you support the needs of staff during stressful situations?

Analysis and Follow-up Questions:

Based on the information collected, think about how managers support their staff in addressing children’s and families’ needs and in educating families, and how they monitor the effectiveness of the services provided. Consider the following questions, among others:

- ▶ *Does the program have systems in place for collecting information from and about families to strengthen service delivery?*
- ▶ *Does the program share information with families in a collaborative and respectful way?*
- ▶ *Do Program Managers collaborate regularly to review the implementation of IEPs?*
- ▶ *Do Program Managers support staff and have a system in place for building on the success of staff, as well as addressing challenges?*
- ▶ *Do the Program Managers understand Mental Health services and how to integrate aspects of mental health into all service areas, and do they actively integrate mental wellness into programming?*
- ★ *Has the program shared any information about unique or extraordinary service delivery that is not captured within the compliance or quality measures? If so, a follow-up question for the IST-M or Director may include requesting additional information about this practice.*

Key Performance Area #2
Assessing Child and Family Needs
Assessment Criteria

Key Performance Area 2.1

The program actively works to address children’s health and families’ identified needs and interests.

✔ *Assessment Criteria:*

Does the program provide the following for children and families:

- Follow-up plans to address identified or suspected health concerns
- Services and referrals to families

Does the program do the following:

- Maintain an active HSAC that supports the program’s work with children and families

Key Performance Area 2.2

The program supports children with diagnosed and undiagnosed developmental concerns or disabilities and their families.

✔ *Assessment Criteria:*

Does the program do the following:

- Consult with families immediately when child health, mental health, or developmental concerns are identified
- Provide services to children with identified disabilities designed to support the outcomes contained in their IEPs

Key Performance Area 2.3

The program individualizes early childhood development services for children.

✔ *Assessment Criteria:*

Does the program do the following:

- Discuss with parents child progress, observations, strengths, and concerns
- Use results from screenings and information from parents to individualize services
- Create individual development goals for each child
- Support the needs of children and families with limited English proficiency

Key Performance Area 2.4

The program provides information that strengthens parenting skills.

✔ *Assessment Criteria:*

Does the program provide the following for families:

- Referrals, resources, and services that are responsive to families’ needs
- Follow-ups to determine the effectiveness of services received
- Resources to ensure the health and safety of their children
- Resources for supporting their children’s development
- Parenting information
- Resources for supporting their children’s and their own mental health
- Literacy information

Key Performance Area 2.5

The program provides services to promote the mental health of children, families, and staff.

✓ *Assessment Criteria:*

Does the program do the following:

- Make provisions for Mental Health services for children
- Make provision for Mental Health service for families
- Make provisions for Mental Health services for staff
- Promote mental wellness for children
- Promote mental wellness for families
- Promote mental wellness for staff

Key Performance Area #2
Addressing Child and Family Needs
★ **Quality Measures**

QUALITY MEASURE FOR KPA 2.1

- ★ The program effectively interprets family data in order to identify or enhance community partnerships to address the needs of families.

QUALITY MEASURES FOR KPA 2.2

- ★ Programs identify and immediately support children with suspected and identified disabilities, directly or through community partners, and actively support families throughout the process.
- ★ Programs have processes and procedures in place to support children and families with ongoing but undiagnosed concerns/disabilities.

QUALITY MEASURE FOR KPA 2.4

- ★ The program implements an evidence-based parenting curriculum or set of organized materials to provide individual or group education that includes effective adult learning principles and techniques.

QUALITY MEASURE FOR KPA 2.5

- ★ The program makes every effort to address families' and staff's mental health needs and support the overall well-being of caregivers (so they can ultimately attend to children's needs).

Key Performance Area #3

Providing High Quality Teaching and Learning

Overview

Teachers must be qualified to provide high-quality instructions and teaching strategies that are developmentally appropriate and customized to optimize learning and progress towards school readiness goals.

Providing High-Quality Teaching and Learning means:

- Teaching staff understand how to use data to ensure that school readiness goals are met
- Teaching staff implement the curriculum with fidelity
- Teaching staff establish an engaging learning environment for children

In this Key Performance Area, the reviewers will assess the program's effectiveness in aggregating and analyzing assessment data, implementing curriculum with fidelity, hiring and supporting qualified teachers and promoting learning through quality learning environments.

Key Performance Area 3.1

The program has taken steps to achieve the school readiness goals.

☑ Compliance Measure 3.1.1

The program has a system and processes in place to:

Aggregate and Analyze Data

- Aggregate child-level data at least three times a year using data from one or more valid and reliable assessment tools. (Programs operating fewer than 90 days are required to do so at least twice during their operating period.)
- Use the results to inform services.
- Analyze individual, ongoing child-level assessment data for all children birth to age 5.
- For programs serving dual language learners (DLLs), determine status and progress in acquiring the knowledge and skills described in the Head Start Early Learning Outcomes Framework (demonstrated in any language, including the child's home language) and toward learning English.

Determine Progress

- Use aggregated child-level data in combination with other program data to determine the program's level of progress towards meeting goals.
- Use individual child level data in combination with input from parents and families to determine each child's status and progress in the five essential domains.

Use School Readiness Data to:

- Individualize experiences, instructional strategies, and services to best support each child.
- Assess the fidelity of curriculum implementation.
- Direct continuous improvement related to the effectiveness of curriculum, instruction, professional development, and program design or other program decisions based on the analysis of school readiness outcomes data.
- Inform parents and the community of the program's progress in achieving school readiness goals.

Federal Regulations: 1307.3(b)(2)(i); 1307.3(b)(2)(ii)

☑ Compliance Measure 3.1.2

The program has engaged in a process to align its school readiness goals with the Head Start Early Learning Outcomes Framework, State Early Learning guidelines, and the requirements and expectations of the schools the children will attend to the extent that they apply to children participating in the Early Head Start (EHS) or Head Start program, and has consulted with the parents of children participating in the program.

Federal Regulations: 1307.3(b)(1)(i); 1307.3(b)(1)(ii); 1307.3(b)(1)(iii)

Key Performance Area 3.2

Teachers provide high-quality instruction and caregiving.

✓ Compliance Measure 3.2.1

The program hires teachers with the required qualifications, training, and experience.

Federal Regulation: 648A(a)(3)(B)(i); 648A(a)(3)(B)(ii); 648A(a)(3)(B)(iii)

✓ Compliance Measure 3.2.2

The teacher's approach to Child Development and Education (CDE) is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

Federal Regulation: 1304.21(a)(1)(i)

✓ Compliance Measure 3.2.3

The program implements with fidelity a curriculum that:

- Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning
- Is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives
- Focuses on improving learning environments, teaching practices, family involvement, and child outcomes across all areas of development

Federal Regulations: 642(f)(3)(A,C,D)

Key Performance Area 3.3

The classroom environment promotes high quality instruction.

✓ Compliance Measure 3.3.1

The program provides a balanced daily program of child-initiated and adult-directed activities, including individual and small-group activities.

Federal Regulation: 1304.21 (a)(1)(iv)

✓ Compliance Measure 3.3.2

The learning spaces provided by grantee and its delegate agencies are organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.

Federal Regulation: 1304.53 (a)(3)

Key Performance Area #3
Providing High Quality Teaching and Learning
**Targeted Questions: Integrated Service Team
Management Interview**

Key Performance Area 3.1
The program has taken steps to achieve the school readiness goals.

STAFF SUPERVISION AND SCHOOL READINESS GOALS

- ✔ How do you provide effective training for staff on achieving school readiness goals?
- ✔ How do you supervise and monitor staff to ensure children and families are making progress towards their goals?

Key Performance Area #3
Providing High Quality Teaching and Learning
Targeted Questions: Director and ECD Coordinator Interview

Overview

The Director and ECD Coordinator work together with teaching staff to define, assess, and improve the program's progress towards meeting school readiness goals. This interview is designed to gather information about how the program plans and makes progress towards meeting its school readiness goals. Discussions during the interview will center on how curriculum, staff resources, ongoing support, and aggregate data analyses work together to help the program make progress towards achieving its school readiness goals.

Key Performance Area 3.1
The program has taken steps to achieve the school readiness goals.

SCHOOL READINESS GOALS

- ✔ What are your school readiness goals?
- ✔ How did you develop these goals?
- ✔ Have they changed or been modified over time?

With the ECD Coordinator and Head Start Director, review the aggregate data analyses and the progress made towards achieving school readiness goals.

AGGREGATE DATA ANALYSES

- ✔ When assessing the aggregate data, do you look at data for specific groups of children (e.g., DLLs)?
- ✔ How do you collect child-level school readiness data from each teacher?
- ✔ How often do you complete the aggregate school readiness data analyses?

ONGOING IMPROVEMENT

- ✔ What improvements have you made in the following areas based on your analysis of school readiness outcomes (include specific examples, and document them in notes):
 - Curriculum and instruction
 - Professional development
 - Program design
 - Other program decisions
- ✔ Based on the changes you've described, have you seen progress toward achieving your school readiness goals?
 - If yes, describe the progress made.
 - If no, what additional improvements or changes, if any, do you plan to make in order to achieve progress towards your goals?
- ★ Describe how your program tracks family participation in home-school connections (volunteering in the classroom, learning extensions, field trips, home activities that relate to the curriculum, parenting skills development, etc.) in concert with individual child progress data to identify patterns and improve planning.

Key Performance Area 3.2
Teachers provide high-quality instruction and caregiving.

CURRICULUM SELECTION

- ✓ List the curricula the program utilizes for each program option and age group.
- ✓ Does the curriculum meet the following criteria:
 - Aligns with the program’s school readiness goals
 - Is appropriate for the program option and age group of the children
 - Is linked to ongoing assessment
 - Includes developmental and learning goals and measurable objectives

CURRICULUM IMPLEMENTATION

- ✓ Describe the type of training available to staff for implementing the curriculum as designed.
- ✓ Describe the process for evaluating fidelity of curriculum implementation.
- ✓ How does the program use the fidelity tools associated with the curriculum?
- ✓ Provide examples of how the teaching staff implement the domains of the Head Start Early Learning Outcomes Framework:
 - Approaches to Learning
 - Social and Emotional Development
 - Language and Literacy
 - Cognition
 - Perceptual, Motor, and Physical Development

ONGOING SUPPORT

- ✓ Describe:
 - Methods for providing ongoing development and support to teaching teams
 - How often you observe teaching teams and what you do with the information from the observations
- ★ How has the program benefited based on professional development opportunities provided for teachers?

TEACHER RECRUITING, HIRING AND RETENTION

- ★ What does your program do to hire and retain competent and qualified instructional staff?
- ★ Please describe your program’s opportunities for promotions, pay incentives, and other benefits.
- ★ How does your program develop members of the community to become qualified as Head Start teachers?

Key Performance Area 3.3
The classroom environment promotes high-quality instruction.

- ★ How do you ensure teachers promote quality interactions during transition periods such as eating, toileting, oral care, and hygiene?
- ✓ How do you ensure each classroom environment (e.g., toys, materials, furniture, etc.) promotes developmentally appropriate practices and instruction?
- ✓ How do you ensure each classroom environment (e.g., toys, materials, furniture, etc.) is responsive to the cultural and ethnic diversity of the children in each classroom?

Key Performance Area #3
Providing High-Quality Teaching and Learning
Targeted Questions: Parent Group Interview

Key Performance Area 3.1

The program has developed a system for establishing, tracking, and reporting school readiness goals.

SCHOOL READINESS

- ✔ What do you know about the school readiness goals for your child?
- ✔ How do you know whether your child is making developmental progress?
- ✔ Do you think your child will be ready for kindergarten? Please explain.
- ✔ Describe how the program informs you and the community of its progress in achieving school readiness goals.

Key Performance Area 3.2

Teachers provide high-quality instruction and caregiving.

- ★ Is your child attached to his/her teacher? Is your child's teacher attached to your child? How do you know?

CURRICULUM IMPLEMENTATION

- ✔ Do you think the teacher provides learning experiences for your child based on his or her interests and learning needs?

TEACHER RECRUITING, HIRING, AND RETENTION

- ★ Have you or has anyone you know expressed interest in working as a teacher for the program?
- ★ What was the program's response?
- ★ What kinds of training opportunities does the program provide to train parents to become teachers?

 **Reviewer Analysis**

Analysis and Follow-Up Questions:

- ▶ *Do parents understand school readiness goals, assessment, curriculum, and teaching strategies?*
- ▶ *Are teachers providing the parents time and space to communicate concerns, and are those concerns being addressed?*
- ▶ *Does program management provide opportunities for the teachers to connect with parents?*

Key Performance Area #3
Providing High-Quality Teaching and Learning
Classroom Observation

Overview

The purpose of the classroom observation is to supplement the information learned through child-file reviews and interviews. Through the classroom observation, the Reviewer will observe how teachers individualize instruction to meet the needs of each child in the classroom, implement the curriculum with fidelity, and demonstrate flexibility in their response to any situation that may arise in the classroom. As part of this process, the Reviewer also will review a portfolio of classroom information, such as lesson plans and schedules, to support his or her observation. The classroom teacher will also participate in a brief interview following the observation.

Methodology

Reviewers will conduct on-site document reviews for the classrooms selected for observation. The following documents will be reviewed:

- Lesson Plans
- Classroom Schedules
- Teacher Qualifications

The determination of fidelity of curriculum implementation will be assessed based on:

- Document review
- Classroom observations

The classroom will last approximately 30 minutes. (The Reviewer will spend time before the observation reviewing classroom-specific documents.) Following the observation, the Reviewer will ask questions about professional development, child progress, and ongoing support. Questions may be asked to obtain an understanding of instructional support for DLLs, if applicable. During this process, the Reviewer will also conduct a brief environmental scan and capture information that includes:

- Structure of the classroom (i.e., learning centers/interest areas)
- Diversity of materials
- Opportunities for individual and small- and large-group activities
- Overall health and safety

Key Performance Area 3.2
Teachers provide high-quality instruction and caregiving.

CLASSROOM OBSERVATION

- ☑ Is the environment aligned with the curriculum?
- ☑ Is the lesson plan aligned with the curriculum's scope and sequence?
- ☑ Is the schedule being followed, and does it allow for a flexible response based on the needs of each child and of the group?
- ☑ Does the teacher implement the lesson plan?
- ☑ Does the teacher use the recommended materials?
- ☑ Are there written individual care plans for children?
- ☑ Is the environment rich with language so that children hear words and language describing experiences (e.g., talking during transitions)?
- ☑ Does the teacher use transition periods to promote quality interactions and learning?

TEACHER DEBRIEF QUESTIONS

- ✔ As you implement your lesson plans, how do you consider each child's progress?
- ✔ Describe how the program uses your professional development plan (PDP) to encourage your growth as a teacher.
- ★ Do you feel supported by the program?

For Classrooms Serving Dual Language Learners

LINGUISTIC RESPONSIVENESS

- ✔ What do you do if you do not speak the language of the children in your classroom?

Key Performance Area 3.3

The classroom environment promotes high-quality instruction.

- ✔ Does the teacher have a classroom schedule that includes time for child-initiated and adult-directed activities?
- ✔ Does the teacher adapt, as needed, to meet individual and group needs?
- ✔ Does the room arrangement provide opportunities for individual, small-group, and large-group activities to meet the needs of children?
- ★ Describe how the classroom reflects the ethnic and cultural diversity of the teachers and children.

Key Performance Area #3
Providing High-Quality Teaching and Learning
Teacher Qualifications Review
(Document Review During the Director-ECD Coordinator Interview)

Overview

The purpose of the teacher qualifications review is to verify that direct-service staff responsible for providing high-quality teaching and learning have the necessary education and experience to promote child development. The Reviewer will review the qualifications of teachers and the PDPs for teachers not meeting the qualifications.

Methodology

Reviewers will conduct the teacher qualifications review during the ECD Coordinator and Director interview to determine the qualifications of teachers. The following documents will be reviewed:

- Teacher Qualification Tracking document
- Copies of documentation confirming the qualifications of preschool teachers OR the PDPs for any teachers who do not meet the qualifications

Targeted Questions

TEACHER QUALIFICATIONS

Review the Teacher Qualification Tracking document.

- ☑ Do all preschool teachers have one of the following:
 - A baccalaureate or advanced degree in Early Childhood Education (ECE)
 - A baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
 - An associate’s degree in ECE
 - An associate’s degree in a related field and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
 - A baccalaureate degree and admission into the Teach For America program, passing a rigorous Early Childhood content examination such as Praxis II, teaching preschool children in a Teach For America summer training institute, and receiving ongoing professional development and support from Teach For America’s professional staff

- ☑ For staff who do not meet the minimum qualifications, are their PDPs designed to ensure they obtain the needed qualifications, or are they currently enrolled in a degree program?

Key Performance Area #3
Providing High-Quality Instruction: Assessment Criteria

Key Performance Area 3.1

The program has taken steps to achieve the school readiness goals.

- ✔ *Assessment Criteria*
 - Does the program:
 - Involve parents in the goal-setting process
 - Consider each child’s baseline assessment
 - Track and report each child’s progress

Key Performance Area 3.2

Teachers provide high-quality instruction and caregiving.

- ✔ *Assessment Criteria*
 - Does the program:
 - Select an evidence-based curriculum
 - Implement the curriculum with fidelity
 - Ensure that teachers meet qualifications
 - Have at least one teacher in the classroom with the ability to speak the language of the dominant culture

Key Performance Area 3.3

The classroom environment promotes high-quality instruction.

- ✔ *Assessment Criteria*
 - Does the program:
 - Have a room arrangement that facilitates learning
 - Have diverse and engaging learning materials
 - Have a structure that facilitates individual and small-group learning experiences

Key Performance Area #3
Providing High-Quality Teaching and Learning
★ **Quality Measures**

QUALITY MEASURE FOR KPA 3.1

- ★ The program tracks family participation in home-school connections (e.g., volunteering in the classroom, learning extensions, field trips, home activities that relate to the curriculum, parenting skills development, etc.) in concert with individual child progress data to identify patterns and improve planning.

QUALITY MEASURE FOR KPA 3.2

- ★ The program provides opportunities for teachers to enhance their ability to provide high-quality instruction and caregiving that include:
 - Developing and implementing an effective plan to hire and develop qualified staff
 - Providing opportunities for promotions, pay incentives, and other benefits
 - Offering training opportunities to members of the community to become qualified as Head Start teachers
 - Supporting teachers in forming meaningful relationships with children

QUALITY MEASURES FOR KPA 3.3

- ★ The program assesses the number of daily transitions and how much time children spend in transitions. The program works to promote quality interactions during transition periods (e.g., eating, toileting, and oral care). These moments offer great opportunities for quality interactions that promote teaching and learning.
- ★ The classroom environment reflects the ethnic and cultural diversity of the teachers and children.

Key Performance Area #4 Planning for Transition

Overview

Children receive Head Start services to prepare for a successful experience in the elementary-school setting. The program's education for both parents and children should result in children's successful transition to kindergarten. The program also empowers families to successfully advocate for their children and navigate the education system. The program collaborates with families to ensure effective transitions. In this KPA, Reviewers will assess the program's preparation of children and families in transition to new settings.

Key Performance Area 4.1 Children and families receiving Head Start services have successful transitions into and out of Head Start.

☑ Compliance Measure 4.1.1

The program supports successful transitions for enrolled children and families, both into and out of Head Start programs, by:

- Ensuring each child's relevant records are transferred from the previous setting to the child's next school or placement
- Initiating joint transition-related training for staff
- Building relationships with principals, teachers, social workers, and Health staff to facilitate continuity of programming
- Discussing the developmental progress of individual children with parents and future teachers
- Initiating joint transition-related training for Head Start and kindergarten staff. (This includes a staff-parent meeting toward the end of the child's participation in the program to enable parents to understand their children's progress while enrolled in the program.)
- Developing parents' capacity to effectively communicate with teachers and other school personnel.

Federal Regulations: 1304.40(h)(3)(i-ii); 1304.41(c)(1)(i-iv); 1304.40(h)(2)

Key Performance Area #4
Planning for Transition
Targeted Questions: Child File and Tracking System Review

Key Performance Area 4.1
Children and families receiving Head Start services
have successful transitions into and out of Head Start.

- ★ Has information about the options for kindergarten been shared with the child's family?
- ☑ Has a partnership been established between the family and staff from the child's future school?
- ☑ Has information about the child been transferred to the new setting (*if the child will transition to a new setting this program year*)?

 **Reviewer Analysis**

Analysis and Follow-Up Questions:

- ▶ *Based on your review of children's files, does the program have a timely process in place to help children successfully transition into or out of the program?*
- ▶ *Follow-up. Based on your analysis, ask follow-up questions to better understand the issues. For example:*
 - *P: Describe the information your child's teacher shared with you and asked of you during the parent-teacher conference. Did your child's teacher visit you in your home? If not, please explain.*
 - *P: For parents with children who are transitioning into kindergarten: How has the program assisted you in building relationships with your child's future teachers/administrators?*
 - *P: Have you had the opportunity to speak with future teachers, principals, or other staff?*
 - *P: Has the program provided you with resources to help you understand the requirements or expectations of your child's future school?*
 - *T: Please describe the transition planning that has occurred on behalf of each child.*

Key Performance Area #4
Planning for Transition
Targeted Questions: Parent Group Interview

Key Performance Area 4.1
Children and families receiving Head Start services
have successful transitions into and out of Head Start.

- ✔ If your child will be entering kindergarten, what information have you received about your child's options for kindergarten?
- ✔ What information will you use from your child's IEP to understand his or her transition needs?
- ✔ Do you feel that you and your child are well prepared to transition into kindergarten?

 **Reviewer Analysis**

Analysis and Follow-Up Questions

- ▶ *Do parents understand their child's kindergarten options?*
- ▶ *Did the program prepare parents by informing them of classroom expectations prior to the transition?*
- ▶ *How prepared do parents seem for the transition?*

Key Performance Area #4

Planning for Transition

Targeted Questions: Director and ECD Coordinator Interview

Key Performance Area 4.1

**Children and families receiving Head Start services
have successful transitions into and out of Head Start.**

- ✔ What is the process for transitioning children with IEPs into kindergarten?
- ★ What type of ongoing relationships do you have with LEA to facilitate successful transitions to kindergarten for children from the Head Start program?
- ★ How do you provide professional development to teachers regarding kindergarten learning standards?

Reviewer Analysis

Analysis and Follow-Up Questions

- ▶ *The program has a process in place for providing transition experiences for children exiting the program.*
- ▶ *The program has a process for transitioning children into kindergarten, and the families and program staff understand and successfully implement the process.*

Key Performance Area #4
Planning for Transition: Assessment Criteria

Key Performance Area 4.1
Children and families receiving Head Start services
have successful transitions into and out of Head Start.

✓ *Assessment Criteria*

- Does the program:
 - Prepare children and families for transition to another setting
 - Share information with the next placement
 - Communicate/explore with parents the necessary next steps so they know what to expect
 - Transfer necessary documentation to the child's next school
 - Create opportunities for families to interact with staff at the child's next school

Key Performance Area #4
Planning for Transition
★ Quality Measures

QUALITY MEASURES FOR KPA 4.1

- ★ The program has a process and protocol to ensure smooth transitions of all types: into the program, daily transitions, changes in program/family, out of the program.
- ★ The program maintains effective and working partnerships with schools serving as kindergarten options for children enrolled in the Head Start program.
- ★ The program provides information to Head Start teachers regarding kindergarten learning standards.
- ★ The program has a process for following-up with families after their children have transitioned to kindergarten to ascertain the efficacy of Head Start transition activities.
- ★ The program partners with the LEA to facilitate an orientation for families so that they understand their children's kindergarten placement options and can make educated decisions about their children's new school based on the child's needs.