



**Office of Head Start  
Monitoring Protocol  
Child Development and  
Education Guides  
FY 2012**

**January 17, 2012**



# Table of Contents

---

**Interviews ..... 3**

*Teacher—Interview ..... 3*

*Home Visitor—Interview ..... 8*

*FCC Provider—Interview ..... 12*

*ECD Coordinator—Interview ..... 16*

**Summary ..... 23**

*Child Development and Education Summary ..... 23*

\* Please note:

- ▶ The CDE Observation Guides can be found on ECLKC in a separate document.
- ▶ Document reviews are integrated into interviews.



## Interviews

---

### Teacher—Interview

#### Child Health & Safety Compliance Framework #1 – Helping Families Access Health and Dental Care

---

- ▶ Interview teacher(s) to ensure that the program has given them policies and procedures regarding methods of notifying parents in the event of an emergency. During the interview, ask teachers whether they can explain the policies and procedures and how they would determine whom to contact in the case of an emergency.

Ask about how the teacher(s) discuss with parents any health or developmental concerns they have about children. Ask for them to provide some examples.

#### CHS 1.3

#### Child Health & Safety Compliance Framework #4 – Healthy Practices and Routines

---

- ▶ Interview the ECD Staff to determine how the program ensures that sanitation and hygiene practices for diapering protect children's and staff's health and safety.

Ask staff to describe their diaper changing procedures. Determine whether the procedures address the sanitation of changing areas, disposal of soiled diapers, the washing of both staff and children's hands, etc.

#### CHS 4.3

- ▶ Interview the ECD Staff to determine how the program promotes effective dental hygiene, including wiping infants' gums in an EHS or migrant program after meals.

Ask staff to explain the dental routines they use with children. Determine whether children are provided opportunities to brush their teeth after meals. If the program provides services to infants, dental routines must include the wiping of infants' gums after feedings.

#### CHS 4.5



## Child Health & Safety Compliance Framework #6 – Safe Transportation

---

- ▶ Interview the Teacher(s) to determine, and confirm, how the program ensures that there are processes in place for releasing children and ensuring they are not left behind in either a classroom or vehicle, and that all staff are aware of the procedures.

Ask the Teacher(s) to describe the process in place to ensure that children are only released to parent or legal guardians, and if being released to another individual the parent or guardian has provided permission in writing. Ask them how they ensure the contact information they have is current.

Ask the Teacher(s) to describe the process in place to ensure children are not left behind in a classroom or on a vehicle. Inquire if a child has ever been left behind. If yes, document the details and follow up actions that were taken.

### CHS 6.3

## Child Development & Education Compliance Framework #1 – Integrating the Head Start Child Development and Early Learning Framework

---

- ▶ Ask ECD Staff about the training that is provided to them. Ask them to describe the content of the training, how often it occurs, who is involved, etc. Ask them about the materials they use to implement the program's curriculum.

*Note: Applies only to programs serving pre-school age children*

### CDE 1.2

- ▶ Ask ECD Staff about how they assess individual children and groups of children. Ask them to describe the process of how they review and submit information about children's progress to the Coordinator. Determine how often the assessment and reporting process takes place throughout the program year.

*Note: Applies only to programs serving pre-school age children*

### CDE 1.3



## Child Development & Education Compliance Framework #2 – Supporting Social-Emotional Development

---

- ▶ Interview ECD Staff about children's use of the toilet facilities.

Ask the staff to describe how they facilitate toilet training for the children in their care. Determine how they know when and if it is developmentally appropriate to encourage independent use of the toilet facilities and how they work with families to provide developmentally appropriate experiences at home.

### CDE 2.5

## Child Development & Education Compliance Framework #3 – Individualizing

---

- ▶ Prior to your interview with the ECD staff, consult with the Child Health and Safety Reviewer to determine if screenings and medical and dental evaluations are occurring and well documented. Also note any concerns. Use this to inform your discussion with the ECD Staff. Determine how the ECD Staff receive information about each child's:
  - ▶ Screening for developmental, sensory, and behavioral concerns,
  - ▶ Ongoing observations (including ongoing assessments of progress)
  - ▶ Medical and dental evaluations and treatments
  - ▶ Insights from the child's family

Determine how the staff use this information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs. What training is available to staff to help them understand this information and how to use it in their planning?

### CDE 3.1



- ▶ Check in with the CHS Reviewer to see if they have any additional information to add about the individualization process from the perspective of the health services. Have a shared discussion of any experiences that were observed relating to individualization of health needs that you or they may have learned during your site visits.

Determine if and how the program shares information about the individual needs of children.

Determine how the program ensures that CDE Staff are informed (and trained as needed) on identifying and planning for needed accommodations. Find out how the program shares information with them about children in their settings and whether or not the information provided allows them to accommodate the individual needs. Ask for specific examples of accommodations that have been made.

### CDE 3.2

- ▶ Interview ECD Staff to determine if the services they provide to children with identified disabilities support the outcomes contained in their IEP or IFSP. Prior to beginning your interview with the Staff ask the Disabilities Coordinator for a file or multiple files of children who have an IEP or IFSP, and are served by the ECD Staff being interviewed.

Verify that the ECD Staff are aware of the children who files you have received and subsequently ask them how they modify services for that child to ensure that the expected outcomes in the IEP or IFSP are met.

Next, ask the Staff how children with disabilities are integrated into program experiences. How are they encouraged to participate in activities? Ask the Staff to provide specific examples.

### CDE 3.5

- ▶ Discuss the program's approach to child development and education. Determine how the ECD Staff track and accommodate each child's individual rate of development. How do the Staff accommodate for individual interests, temperaments, languages, cultural backgrounds and learning styles? Ask them to share specific examples, and review curriculum planning documents for children, as appropriate.

How do they accommodate the needs of Dual Language Learners? How is this documented?

Ask the ECD Staff to describe the training that they are provided to develop their skills in tracking and accommodating each child based on their individual rate of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

### CDE 3.8



## Child Development & Education Compliance Framework #5 – Quality of Teaching and Learning

- ▶ Interview the ECD Staff to determine whether they have professional development plans and their level of involvement in the design of these plans. Ask them to describe the process of how their professional development plans are created, including who is involved in the process, what types of information are used to develop the plans, and how often plans are reviewed and updated. Ask ECD Staff to provide examples of training they have attended in the last year, including the specific topics presented.

### CDE 5.3

- ▶ Interview the ECD Staff to determine whether the program makes an effort to ensure that when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.

If ECD Staff do not currently speak the home language of the majority of children, ask them to describe how they communicate with the children and their families.

### CDE5.5



## Home Visitor—Interview

### Child Development & Education Compliance Framework #1 – Integrating the Head Start Child Development and Early Learning Framework

---

- ▶ Ask the Home Visitor(s) about how they discuss with parents the health and developmental concerns they have about children. Ask for some examples of these discussions.

#### CHS 1.3

- ▶ Ask ECD Staff about the training that is provided to them. Ask them to describe the content of the training, how often it occurs, who is involved, etc. Ask them about the materials they use to implement the program's curriculum.

*Note: Applies only to programs serving pre-school age children*

#### CDE 1.2

- ▶ Ask ECD Staff about how they assess individual children and groups of children. Ask them to describe the process of how they review and submit information about children's progress to the Coordinator. Determine how often the assessment and reporting process takes place throughout the program year.

*Note: Applies only to programs serving pre-school age children*

#### CDE 1.3

### Child Development & Education Compliance Framework #2 – Supporting Social-Emotional Development

---

- ▶ Interview ECD Staff about children's use of the toilet facilities.

Ask the staff to describe how they facilitate toilet training for the children in their care. Determine how they know when and if it is developmentally appropriate to encourage independent use of the toilet facilities and how they work with families to provide developmentally appropriate experiences at home.

#### CDE 2.5



## Child Development & Education Compliance Framework #3 – Individualizing

---

- ▶ Prior to your interview with the ECD staff, consult with the Child Health and Safety Reviewer to determine if screenings and medical and dental evaluations are occurring and well documented. Also note any concerns. Use this to inform your discussion with the ECD Staff. Determine how the ECD Staff receive information about each child's:
  - ▶ Screening for developmental, sensory, and behavioral concerns,
  - ▶ Ongoing observations (including ongoing assessments of progress)
  - ▶ Medical and dental evaluations and treatments
  - ▶ Insights from the child's family

Determine how the staff use this information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs. What training is available to staff to help them understand this information and how to use it in their planning?

### CDE 3.1

- ▶ Check in with the CHS Reviewer to see if they have any additional information to add about the individualization process from the perspective of the health services. Have a shared discussion of any experiences that were observed relating to individualization of health needs that you or they may have learned during your site visits.

Determine if and how the program shares information about the individual needs of children.

Determine how the program ensures that CDE Staff are informed (and trained as needed) on identifying and planning for needed accommodations. Find out how the program shares information with them about children in their settings and whether or not the information provided allows them to accommodate the individual needs. Ask for specific examples of accommodations that have been made.

### CDE 3.2



- ▶ Interview ECD Staff to determine if the services they provide to children with identified disabilities support the outcomes contained in their IEP or IFSP. Prior to beginning your interview with the Staff ask the Disabilities Coordinator for a file or multiple files of children who have an IEP or IFSP, and are served by the ECD Staff being interviewed.

Verify that the ECD Staff are aware of the children who files you have received and subsequently ask them how they modify services for that child to ensure that the expected outcomes in the IEP or IFSP are met.

Next, ask the Staff how children with disabilities are integrated into program experiences. How are they encouraged to participate in activities? Ask the Staff to provide specific examples.

### CDE 3.5

- ▶ Discuss the program's approach to child development and education. Determine how the ECD Staff track and accommodate each child's individual rate of development. How do the Staff accommodate for individual interests, temperaments, languages, cultural backgrounds and learning styles? Ask them to share specific examples, and review curriculum planning documents for children, as appropriate.

How do they accommodate the needs of Dual Language Learners? How is this documented?

Ask the ECD Staff to describe the training that they are provided to develop their skills in tracking and accommodating each child based on their individual rate of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

### CDE 3.8

## Child Development & Education Compliance Framework #5 – Quality of Teaching and Learning

- ▶ Interview the ECD Staff to determine whether they have professional development plans and their level of involvement in the design of these plans. Ask them to describe the process of how their professional development plans are created, including who is involved in the process, what types of information are used to develop the plans, and how often plans are reviewed and updated. Ask ECD Staff to provide examples of training they have attended in the last year, including the specific topics presented.

### CDE 5.3



- ▶ Interview the Home Visitor(s) to determine their current level of knowledge and education. Ask for specific examples of how they have attained, and maintained knowledge and education in the following areas.
  - ▶ Child development and early childhood education
  - ▶ Principles of child health, safety, and nutrition
  - ▶ Adult learning principles
  - ▶ Family dynamics
  - ▶ Accessing community resources and how to refer families to appropriate agencies and services

Next, discuss with the Home Visitor(s) how they demonstrate their skills in communicating and motivating people. Listen for specific examples of how they communicate with individuals within the program, such as the results of child screenings with the Education and Health Coordinators. Also listen for specific examples of how they communicate program information to families (i.e., parent meetings, workshops, etc.) in addition to how they motivate parents to become involved in the program and to support their child's development.

#### CDE 5.4

- ▶ Interview the ECD Staff to determine whether the program makes an effort to ensure that when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.  
If ECD Staff do not currently speak the home language of the majority of children, ask them to describe how they communicate with the children and their families.

#### CDE5.5

### Family & Community Engagement Compliance Framework #3 – Supporting Parents as Their Child's First and Most Important Educator

---

- ▶ Interview the Home Visitor(s) about their approach to Child Development and Education for all children.  
Determine whether the Home Visitor encourages parents to appreciate the importance of physical development; provides opportunities for parents and children to engage in active play both outdoors and indoors; and guides children and parents in the safe and developmentally appropriate use of equipment and materials.

#### FCE 3.3



## FCC Provider—Interview

### Child Health & Safety Compliance Framework #1 – Helping Families Access Health and Dental Care

---

- ▶ Interview the FCC Provider to determine whether he/she has developed contingency plans for emergencies or unplanned interruptions in service. If so, did he or she work with parents when developing the plans? Ensure that the FCC Provider included multiple parents in the development process and that the ideas and concerns provided by the parents were incorporated into the emergency plans that were developed.

#### CHS 1.3

### Child Health & Safety Compliance Framework #4 – Healthy Practices and Routines

---

- ▶ Interview the ECD Staff to determine how the program promotes effective dental hygiene, including wiping infants' gums in an EHS or migrant program after meals.

Ask staff to explain the dental routines they use with children. Determine whether children are provided opportunities to brush their teeth after meals. If the program provides services to infants, dental routines must include the wiping of infants' gums after feedings.

#### CHS 4.5

- ▶ Interview the ECD Staff to determine how the program ensures that sanitation and hygiene practices for diapering protect children's and staff's health and safety.

Ask staff to describe their diaper changing procedures. Determine whether the procedures address the sanitation of changing areas, disposal of soiled diapers, the washing of both staff and children's hands, etc.

#### CHS 4.3



## Child Development & Education Compliance Framework #1 – Integrating the Head Start Child Development and Early Learning Framework

---

- ▶ Ask ECD Staff about the training that is provided to them. Ask them to describe the content of the training, how often it occurs, who is involved, etc. Ask them about the materials they use to implement the program’s curriculum.

*Note: Applies only to programs serving pre-school age children*

### **CDE 1.2**

- ▶ Ask ECD Staff about how they assess individual children and groups of children. Ask them to describe the process of how they review and submit information about children’s progress to the Coordinator. Determine how often the assessment and reporting process takes place throughout the program year.

*Note: Applies only to programs serving pre-school age children*

### **CDE 1.3**

## Child Development & Education Compliance Framework #2 – Supporting Social-Emotional Development

---

- ▶ Interview ECD Staff about children's use of the toilet facilities.

Ask the staff to describe how they facilitate toilet training for the children in their care. Determine how they know when and if it is developmentally appropriate to encourage independent use of the toilet facilities and how they work with families to provide developmentally appropriate experiences at home.

### **CDE 2.5**



## Child Development & Education Compliance Framework #3 – Individualizing

---

- ▶ Prior to your interview with the ECD staff, consult with the Child Health and Safety Reviewer to determine if screenings and medical and dental evaluations are occurring and well documented. Also note any concerns. Use this to inform your discussion with the ECD Staff. Determine how the ECD Staff receive information about each child's:
  - ▶ Screening for developmental, sensory, and behavioral concerns,
  - ▶ Ongoing observations (including ongoing assessments of progress)
  - ▶ Medical and dental evaluations and treatments
  - ▶ Insights from the child's family

Determine how the staff use this information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs. What training is available to staff to help them understand this information and how to use it in their planning?

### CDE 3.1

- ▶ Check in with the CHS Reviewer to see if they have any additional information to add about the individualization process from the perspective of the health services. Have a shared discussion of any experiences that were observed relating to individualization of health needs that you or they may have learned during your site visits.

Determine if and how the program shares information about the individual needs of children.

Determine how the program ensures that CDE Staff are informed (and trained as needed) on identifying and planning for needed accommodations. Find out how the program shares information with them about children in their settings and whether or not the information provided allows them to accommodate the individual needs. Ask for specific examples of accommodations that have been made.

### CDE 3.2



- ▶ Interview ECD Staff to determine if the services they provide to children with identified disabilities support the outcomes contained in their IEP or IFSP. Prior to beginning your interview with the Staff ask the Disabilities Coordinator for a file or multiple files of children who have an IEP or IFSP, and are served by the ECD Staff being interviewed.

Verify that the ECD Staff are aware of the children who files you have received and subsequently ask them how they modify services for that child to ensure that the expected outcomes in the IEP or IFSP are met.

Next, ask the Staff how children with disabilities are integrated into program experiences. How are they encouraged to participate in activities? Ask the Staff to provide specific examples.

### CDE 3.5

- ▶ Discuss the program's approach to child development and education. Determine how the ECD Staff track and accommodate each child's individual rate of development. How do the Staff accommodate for individual interests, temperaments, languages, cultural backgrounds and learning styles? Ask them to share specific examples, and review curriculum planning documents for children, as appropriate.

How do they accommodate the needs of Dual Language Learners? How is this documented?

Ask the ECD Staff to describe the training that they are provided to develop their skills in tracking and accommodating each child based on their individual rate of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

### CDE 3.8

## Child Development & Education Compliance Framework #5 – Quality of Teaching and Learning

- ▶ Interview the ECD Staff to determine whether the program makes an effort to ensure that when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.
- ▶ If ECD Staff do not currently speak the home language of the majority of children, ask them to describe how they communicate with the children and their families.

### CDE5.5



## ECD Coordinator—Interview

### Child Development & Education Compliance Framework #1 – Integrating the Head Start Child Development and Early Learning Framework

---

- ▶ With the ECD Coordinator, review the program's curriculum documents. Ask the ECD Coordinator about the knowledge and skills preschool children are expected to learn through the program's curriculum. Ask the Coordinator to explain how the curriculum aligns with the Head Start Child Development and Early Learning Framework, State Early Learning Standards (as appropriate). Ask the Coordinator to describe the process for choosing the current curriculum. What type of research did the program conduct prior to making a decision on which curriculum to implement?

The Coordinator should be able to describe how the curriculum promotes school readiness. Ask the Coordinator for specific examples of how the curriculum promotes children's development in the areas of cognition and general knowledge, language and literacy, approaches to learning, social and emotional development, and physical development and health.

If the program provides services to children who are dual language learners, ask how the use of the curriculum allows for children to demonstrate their abilities, skills, and knowledge in any language, including their home language, and how the curriculum supports the acquisition of English.

*Note: Applies only to programs serving pre-school age children*

#### **CDE 1.1**

- ▶ With the ECD Coordinator, review the program's training plan for ECD staff to determine whether there are training opportunities and supporting materials available to teaching staff.

Ask the Coordinator to describe the training procedures and supporting materials that are provided to staff. Determine how often the training occurs, the training topics, and the specific types of materials that are made available to teaching staff.

*Note: Applies only to programs serving pre-school age children*

#### **CDE 1.2**



- ▶ With the ECD Coordinator, review the program’s curriculum documents to assess whether or not the curriculum is evidence-based and whether there are training opportunities and supporting materials available to teaching staff. Ask the Coordinator to describe the process for choosing the current curriculum. What type of research did the program conduct prior to making a decision on which curriculum to implement? Ask the Coordinator to describe the training procedures and supporting materials that are provided to staff. Determine how often the training occurs, the training topics, and the specific types of materials that are made available to teaching staff.

### CDE 1.2

- ▶ With the Coordinator, review the program’s documents related to ongoing assessment and the development of child goals and outcomes. Ask the Coordinator to describe how the curriculum and the ongoing assessment are linked. Ask how the ongoing assessment process tracks the progress of all children in all developmental domains of the Head Start Child Development and Early Learning Framework. Determine what the program does to ensure that ongoing assessment takes place throughout the year; assessment data is aggregated and analyzed 2-3 times per year, and integrated into program planning and the development of goals and child outcomes.

*Note: Applies only to programs serving pre-school age children*

### CDE 1.3

## Child Development & Education Compliance Framework #2 – Supporting Social-Emotional Development

---

- ▶ With the ECD Coordinator review the program’s infant and toddler curriculum documents. With the ECD Coordinator’s assistance determine how the curriculum aligns with the performance standards and child development principles. Talk about the program’s goals for infants and toddlers, and specifically determine how the program ensures that the use of the chosen curriculum helps to attain those goals. Also, determine how families are engaged in the process of developing and supporting goals for young children.

During your interview determine if the curriculum:

- ▶ Is developed for working with infants and toddlers in the appropriate setting(s): center based, home-based, or family child care
- ▶ Is comprehensive and supportive of the required developmental areas (i.e., sensory, physical/motor, social/emotional, cognitive, and language/communication)
- ▶ Includes accompanying materials that support implementation

### CDE 2.1



- ▶ Interview the ECD Coordinator about the turnover of infant/toddler staff. Find out about the program's most recent reported rate of staff turnover in the latest PIR. If the turnover rate is concerning (over 10%) for infant/toddler staff, then discuss the cause of staff turnover to gain a better understanding. Talk with the Coordinator about methods employed to prevent turnover.

Determine what systems are in place to hire and retain teachers who speak the language of the children and families. Discuss how the program supports staff in understanding the cultures and background of the children and families.

*Note: Applies only to programs serving infants and toddlers with a family child care or center based program option*

### **CDE 2.2**

## **Child Development & Education Compliance Framework #3 – Individualizing**

---

- ▶ Prior to your interview with the ECD Coordinator, consult with the Child Health and Safety Reviewer to determine if screenings and medical and dental evaluations are occurring and well documented. Also note any concerns. Use this to inform your discussion with the ECD Coordinator.

Determine how ECD staff receives information about each child's:

- ▶ Screening for developmental, sensory, and behavioral concerns
- ▶ Ongoing observations (including ongoing assessments of progress)
- ▶ Medical and dental evaluations and treatments
- ▶ Insights from the child's family

Determine how the program ensures that this information is used to help staff and parents respond to each child's individual characteristics, strengths and needs? How does staff access this information? What training is available to staff to help them understand this information and how to use it in their planning?

### **CDE 3.1**

- ▶ Discuss the program's approach to child development and education. Is it developmentally appropriate? How does the program ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language including their home language? What training does the program provide to teachers, FCC providers and Home Visitors (as applicable) to ensure that they are equipped to recognize and respond to each child's individual educational needs?

### **CDE 3.8**



## Child Development & Education Compliance Framework #4 – Monitoring Children’s Progress

---

- ▶ Prior to the interview, review the program’s current goals and self-assessment, focusing on information related to school readiness. Determine whether the program has adopted school readiness goals and if the self-assessment contains information regarding school readiness goals. If the program has not adopted school readiness goals ask why they have not done so.

If school readiness goals are included, ask the Coordinator to describe the process for identifying school readiness goals and how the program ensures that these goals align with the Head Start Child Development and Early Learning Framework, State early learning standards (as applicable), and the requirements/expectations of local schools.

*Note: Applies only to programs serving pre-school age children*

### **CDE 4.1**

- ▶ With the ECD Coordinator, review the program’s documents for tracking and monitoring children’s progress regarding school readiness and achieving the program’s school readiness goals. Ask the Coordinator to describe how the program creates and implements a plan of action for achieving these goals. Ask the Coordinator to describe what type of data is used to develop action plans. Determine if the program includes the results of CLASS assessments.

Ask the Coordinator to discuss what stage the program is currently in regarding their plans and to describe the process for assessing progress on school readiness goals. How often is child progress assessed? Does the Coordinator’s response include the process for aggregating and analyzing data? What patterns have they discovered?

Determine how the program knows if children are, or are not, making progress in school readiness. If they are making progress, how do they plan for their continued progress? If children are not making progress, how does the program plan to modify, or how have they modified, their plans based on the data analysis? What types of activities are included in the action plans—staff professional development, modifications to the environment, purchase of materials, etc.?

*Note: Applies only to programs serving pre-school age children*

### **CDE 4.2**



- ▶ With the ECD Coordinator, review the program’s tracking and monitoring documents for children’s progress regarding school readiness and the program’s school readiness goals. Ask the Coordinator about the program’s practices for developing goals and assessing the progress of children who are Dual Language Learners. Do the goals align with the Head Start Child Development and Early Learning Outcomes Framework?

Ask the Coordinator to describe the instructional services provided to children who are Dual Language Learners. Ask the Coordinator to describe how the program measures the progress of children who are Dual Language Learners in both acquiring the knowledge and skills described in the Head Start Child Development and Early Learning Framework and the acquisition of English. How does the program communicate with parents regarding the child’s progress in meeting their goals?

Determine how the program knows if children who are Dual Language Learners are, or are not, making progress in school readiness. If they are making progress, how do they plan for their continued progress? If children are not making progress, how does the program plan to modify, or how have they modified, their plans based on the data analysis? What types of activities are included in the action plans—staff professional development, modifications to the environment, purchase of materials, etc.?

*Note: Applies only to programs serving pre-school age children*

### **CDE 4.3**

## **Child Development & Education Compliance Framework #5 – Quality of Teaching and Learning**

- ▶ Interview the ECD Coordinator to determine whether the professional development plans for ECD staff serving preschool children include goals and activities focused on school readiness. Ask the Coordinator to describe the process for how data is collected and analyzed to determine the needs of these ECD staff, how the staff takes part in the development of their professional development plan, how the plan is evaluated, and how often.

Ask the Coordinator about the process for evaluating plans to determine the level of impact on school readiness goals of children and the program.

Ask the Coordinator to provide a list of training topics that have been provided to preschool ECD staff in the last year. Determine whether the training topics provide an opportunity to increase the effectiveness of school readiness.

### **CDE 5.3**



- ▶ With the ECD Coordinator, review the documents the program uses to track and monitor home visit staff qualifications, training, and performance. Ask the Coordinator how the program confirms the knowledge and expertise of each home visit staff in the areas of:
  - ▶ Child development and early childhood education
  - ▶ Principles of child health, safety, and nutrition
  - ▶ Adult learning principles
  - ▶ Family dynamics
  - ▶ Accessing community resources and how to refer families to appropriate agencies and services

While reviewing documents, with the Coordinator determine the number of Home Visitors who have this knowledge and expertise and the number who do not. If there is a particular area(s) that appears the majority of home visitors are missing, please describe.

Next, discuss with the Coordinator the process for evaluating the skills of home visitors. Does the process include assessing how the home visitors communicate with families and staff and how they motivate and engage families in program services?

#### CDE 5.4

- ▶ Interview the Education Coordinator to determine whether the program ensures that when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.

With the Coordinator, review the programs documentation of processes regarding Dual Language Learners (i.e. CDE staff job descriptions, curriculum documents, policies/procedures, etc.) With the Coordinator, review the program's documentation for staffing the classrooms. Ask the Coordinator for examples of home languages currently spoken by children and families enrolled in the program. Ask the program how they determine the home language of children and families, and how this information is used to determine staff assignments.

Determine whether there are currently any instances in which staff do not speak the same language as the majority of children and/or families. If there are cases, how do staff working with these children and families communicate with them? Does the program utilize the services of interpreters? What type of training opportunities are provided to CDE Staff to assist them in communicating with children and families in their home language?

#### CDE 5.5



## Family & Community Engagement Compliance Framework #3—Supporting Parents as Their Child's First and Most Important Educator

---

- ▶ Interview the ECD Coordinator to determine if the program has a process in place to complete all of the required staff-parent conferences. Ask the staff member to describe how the program ensures that all children receive the required staff-parent conferences and how they track their progress in completing the conferences. It may be helpful to choose a few children and ask the staff member to show you how they know if and when conferences have been completed for the child. If it is early in the program year, prior to January, and the program has not yet had time to complete the conferences ask the program to provide you with information from the previous year. Document the number and percent of staff-parent conferences that were not completed.

### FCE 3.1



## Summary

---

### Child Development and Education Summary

#### Management Systems Compliance Framework #5 – Program Systems Summaries and Strengths

- ▶ Summarize the results of your review of the program’s provision of Child Development and Education services. Determine if the program has effective systems in place to support the delivery of quality services to children and families, and is in compliance with Head Start performance standards and regulations. If the program provides preschool services, include a summary of their approach to school readiness. Describe any patterns you found, areas of strength, and areas in need of improvement.

Remember to consult with other reviewers (e.g. CHS and FCE reviewers) about their findings, as appropriate.

#### SYS 5.2