



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



FY 2016 Office of Head Start Comprehensive Services & School Readiness Guides

Head Start



Comprehensive Services and School Readiness Protocol

Integrated Services Team-Management Guide

Head Start

The participants in the Integrated Service Team-Management interview include all managers/coordinators responsible for providing program oversight in Education, Family Services, Health, Nutrition, and Mental Health.

Key Performance Area #1

Assessing Child and Family Strengths and Needs

- ✓ Describe how you:
 - Identify needs and determine if family needs are met or family progress is occurring
 - Build goal-oriented partnerships with families
- ✓ Describe how you support staff in their work with families, including:
 - Training
 - Ongoing professional development
 - Supervision and feedback
 - Conducting and completing needs assessments
- ★ 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?
- ★ 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)?

Key Performance Area #2

Addressing Child and Family Needs

- ✓ Describe how the Health Services Advisory Committee (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 whether family progress is occurring in your respective service areas.
- ✓ How do you collaborate as a team to share relevant information across service areas for a child with disabilities?
- ✓ Describe how staff use information (from screenings, assessments, parents, and other staff) about each child to individualize instruction and services.
- ★ 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?
- ✓ 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?

Key Performance Area #3

Providing High Quality Teaching and Learning

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

Comprehensive Services and School Readiness Protocol Child and Family File Review Guide and Tracking System Head Start

The number of child and family files to be reviewed is based on the grantee size.

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

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 screenings were complete, did the program obtain parental consent prior to conducting it?

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

- ✓ Were all *sensory* (vision and hearing) screenings 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 (vision and hearing) screenings were completed?
- ✓ Did the program attempt to complete the developmental and sensory screenings for the child within 45 days of the child's 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 the child's 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 were incomplete, was it due to parent/guardian refusal?

90 -DAY DETERMINATIONS

Identify and enter the child's entry date 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 has 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 a determination from the health care professional regarding 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 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?

ONGOING ASSESSMENTS

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

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?

Key Performance Area #1 *Identifying Child and Family Strengths and Needs* **TRACKING SYSTEM**

Review the program's child and family health and developmental 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 #2 **Addressing Child and Family Needs**

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 child receive further diagnostic testing, examination, and/or treatment by an appropriate licensed or certified professional? *Note: The program may rescreen or conduct further testing; however, a licensed or certified professional should conduct any needed treatment.*
- ☑ If the child did not receive follow-up treatment, was any follow-up incomplete due to parent/guardian refusal?

FOLLOW UP: FAMILY NEEDS

- ☑ Was any follow-up to address family needs incomplete due to parent/guardian refusal?

FOR CHILDREN WITHOUT DIAGNOSED DISABILITIES BUT WITH ONGOING CONCERNS

- ★ Does the program have a written plan in place to address ongoing concerns that were 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?
- ☑ Does the program provide support to parents in understanding parenting techniques that support learning?
- ☑ Does the child file contain individual child development goals?
- ☑ Were the goals completed in collaboration with the child's parents?
- ☑ How often did the teachers meet with the parents?

***Key Performance Area #4
Planning for Transition***

- ★ 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? *Note: If the child will transition to a new setting this program year.*

Comprehensive Services and School Readiness Protocol

Parent Interview Guide

Head Start

Key Performance Area #1

Identifying Child and Family Strengths and Needs

- ✓ Describe how program staff make you feel as a parent. As a Head Start community member.
- ✓ How did program staff describe your role as a 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.
- ✓ 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:

- ✓ Describe how the program supports you to ensure your child receives specialized services.

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?
- ✓ When a disability is suspected, does the program make an immediate referral for the child to or in coordination with the LEA (or early intervention services for infants and toddlers)?
- ★ What type of information did the program provide to you about accessing health care for yourself and your family?

Key Performance Area #2

Addressing Child and Family Needs

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?

FAMILY NEEDS: FOLLOW-UP

- ✓ Has the program provided resources or referrals that support you as a parent?
- ✓ How have program staff supported you in understanding your child's disability or ongoing concern?
 - ✓ When a disability is suspected, does the program make an immediate referral for the child to or in coordination with the LEA (or early intervention services for infants and toddlers)?
- ★ 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.
- ✓ What type of information does the program provide to support your child's learning at home? Describe how the program has helped you incorporate family literacy into your 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 English?

Key Performance Area #2

Addressing Child and Family Needs (continued-Parent Guide)

☑ What information has the program given you about understanding your child’s behavior and how best to respond to it?

☑ What types of classes or training has the program provided?

Please select the training topics parents receive information about to strengthen parenting skills (select all that apply):

- Understanding Child and Parent Temperaments
- Social-Emotional Development
- Managing Challenging Behaviors
- Language and Literacy
- Stress Management
- Developmental Milestones
- Parents As Teachers
- Brain Development
- Child Development
- Child Health

☑ How does the program educate you about child and adult mental wellness or mental health?

★ How have the Mental Health services helped you?

★ How have the Mental Health services helped your child?

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

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.

★ 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 your child’s interests and learning needs?

Key Performance Area #4
Planning for Transition

☑ 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?

Comprehensive Services and School Readiness Protocol
Director and ECD Coordinator Interview Guide

Head Start

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

SCHOOL READINESS GOALS

Briefly review up to 2 school readiness goals with the Head Start Director and ECD Coordinator.

- ✓ How did you develop these goals? Have they changed or been modified over time?

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

AGGREGATED DATA ANALYSES

- ✓ When assessing the aggregated data, does the program look at data for specific groups of children (e.g., dual-language learners [DLLs])?
- ✓ How often do you complete aggregated 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 for curriculum and instruction, professional development, program design, and/or other program decisions.)
- ✓ Based on the changes you have 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.

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 in order to make progress towards achieving school readiness goals.
- ✓ Describe the process for evaluating fidelity to curriculum implementation.

Key Performance Area #3

Providing High-Quality Teaching and Learning

- ✓ Provide examples of how 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?
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- ★ 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) promotes developmentally appropriate practice and is responsive to the cultural diversity in the classroom?

Key Performance Area #3

Providing High-Quality Teaching and Learning

(Document Review During the Director-ECD Coordinator Interview)

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

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 #4

Planning for Transition

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

Comprehensive Services and School Readiness Protocol

Classroom Observation Guide

Head Start, Early Head Start, Family Child Care

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

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 to implementation will be assessed based on:

- Document review
- Classroom observations

The classroom observation 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

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?
- ✓ 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 DEBRIEF QUESTIONS

- ✓ As you implement your lesson plans, how do you consider each child's progress?
- ✓ Describe how the program uses your PDP to encourage your growth as 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?