Administration for Children and Families

U.S. Department of Health and Human Services

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

Early Head Start

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INTRODUCTION

The Comprehensive Services and School Readiness (CSSR) Protocol for Early Head Start (CSSR-EHS) programs focuses on grantee performance in providing comprehensive services to and promoting school readiness for children and families enrolled in Head Start. The CSSR-EHS protocol is designed to evaluate the program's implementation of services as children and families participate. The CSSR-EHS Protocol is divided into four Key Performance Areas (KPAs). The 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 Caregiving, 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 each 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. This includes health, education, developmental and any other assessments and screenings. We 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 program's *use* of the data collected about children and families. While the collection of data is evaluated under Identifying Child and Family Strengths and Needs, the actual use of those data is evaluated under Addressing Child and Family 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 child and family needs. In this section, we focus more on individualization for children and families and follow-up that illustrates effective delivery of services. This includes assessing the program's efficacy in addressing the needs of pregnant women and newborns. Information for this section is gathered primarily through document reviews and interviews with parents and service area coordinators.

Providing High-Quality Caregiving, Teaching, and Learning. In this section, the focus is on teaching and responsive caregiving, use of the Head Start Early Learning Outcomes Framework, and use and analysis of data that prepare children for kindergarten. Children enrolled in EHS center based services benefit from ongoing learning experiences and responsive caregiving throughout the day by teachers qualified to provide learning experiences that facilitate children's development. Information is collected concerning 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 and caregiving. The review of school readiness data helps identify the program's progress towards achieving the goals related to achieving school readiness.

Planning for Transition. This section 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 their plans for preparing children and their families to transition Into Head Start.

STRUCTURE OF THE PROTOCOL

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 checkmarks in the Protocol.

NEW Pilot of Quality Measures

The FY 2016 CSSR-EHS Protocol also features a pilot to determine quality measures. The Office of Head Start (the OHS) is using this pilot to better understand the range of quality performance and 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 enable it 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.

NEW Reviewer Analysis

The CSSR Protocol also includes analysis and follow-up questions to be 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 will 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 to be used by the Reviewer to identify data patterns and clarify information from data sources.
(P)-Parent; (IST-M)-Integrated Service Team-Management; (D)-Director; (ECD)-Early Childhood Development Coordinator	

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

Overview

A child's initial enrollment in an EHS 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 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 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 such a way that families can understand them and obtains their authorization prior to conducting 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 Family Service Plan (IFSP) process and 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 (less 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) or Early Intervention services for infants and toddlers.
Federal Regulations: 1304.20 (f)(2)(ii); 645A(b)(11)

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, grantee and delegate agencies must assist the parents in accessing a source of care within 90 days of the child's entry into the program.)
- The 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)

☑ Compliance Measure 1.3.8

The program conducts early and continuing risk assessments for pregnant women.

Federal Regulation: 1304.40(c)(1)(i); 1304.40(i)(6)

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 tell the story of exactly how the EHS program provides services to each child and family. The file serves as a valuable resource for synthesizing information about the child and family. Through their analysis of these CMs, Reviewers look 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 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 IFSP process, their child's rights, 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 the screening?

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* (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 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 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 45/30-day timeframe each screening was completed.
- ✓ If any screenings were 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 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 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 assessment(s)?
- ✓ If yes, what are they, and when were they administered?

Disability Services

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

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?

Services to Pregnant Women

- ✓ Did the program assess the mother's and child's well-being?

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 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 them.

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 early identification of issues and allow 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 that 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 obtaining developmental and/or sensory screening(s). The Reviewer will specify the screening(s) that were not completed or performed 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 it for information? Does the program have a process for ensuring the integrity of the tracking system's data?*

Reviewer Analysis Continued

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 occurred. For example, if your child-file review indicated that families did not engage regarding 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 receives 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 EHS staff in assessing child and family needs. Collaboration between families and EHS staff is important and ensures that identified services are relevant to meeting the needs of the child and family. The Reviewer will seek to understand how well the program involves parents in identifying child and family needs, as well as the health and developmental determination process and parents' 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 an EHS community member?
- ★ How did program staff describe your role as a parent of a child enrolled in EHS?
- ✓ 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

- ✓ How has the program helped you advocate for your child?
- ✓ Describe your participation in the IFSP 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?

Reviewer Analysis

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 and what to expect and the importance of health status determination for 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 that parents receive to help them navigate the Early Intervention system.*
- *Discuss the reason for issues you identified in your analysis. What challenges does the program experience, and how does it address those challenges?*
- *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 EHS 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.

- Describe the assessments that direct-service staff use to assess the well-being of pregnant women.
- How do you ensure that newborns and their mothers are visited by Health staff within 2 weeks after birth?

With the Health Coordinator, review files of new mothers, and:

- Identify documentation in the files indicating when visits occurred
- If the visits occurred, determine whether a Health staff member made the visit to the newborn and mother
- Document any visits that occurred more than 2 weeks after delivery or did not occur at all
- If visits occurred later than 2 weeks after birth or did not occur at all, document the reason they were late or did not occur, including whether the mother refused or delayed the visit.

Tracking System

- How do you track information effectively in each of your respective 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—and how often—to make sure that the data are usable and current?
- 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 child'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 plans with families

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, is 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

EHS programs have a unique opportunity to address child and family needs through 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 about the use of the data collected by the program will be reviewed. 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; 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's and families' identified needs and interests.

☑ Compliance Measure 2.1.1
The program has established and engages an HSAC to help ensure the program 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 on 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 begun

Federal 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 each family's interests and goals.
Federal Regulation: 1304.40 (b)(1)

☑ Compliance Measure 2.1.4
The EHS program helps pregnant women access, through referrals, early and regular comprehensive pre-natal and post-partum care, including:

- Health promotion and treatment
- Mental health interventions
- Follow-up, as appropriate

Note: Applies only to programs serving pregnant women and new mothers
Federal Regulations: 1304.40(c)(1)(ii); 1304.40(c)(1)(iii)

Key Performance Area 2.2
The program supports children with identified and recurring medical, dental, and 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 IFSPs
- Monitored by a designated staff member or consultant to coordinate services, 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; 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 in and acquisition of 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 children'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
Each child file contains a record of information that allows programs to show continuity of service delivery while the child is enrolled in the EHS 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 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?

SERVICES TO PREGNANT WOMEN AND NEW MOTHERS

- ✓ Did the program provide directly, or through referrals, early and regular comprehensive pre-natal and post-partum care, including health promotion and treatment, mental health interventions, and follow-up to pregnant women and new mothers when needed?

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 IFSP is being implemented?
- ✓ Did the program support the family in the process of further evaluation/assessment and IFSP implementation?

FOR CHILDREN WITHOUT DIAGNOSED DISABILITIES BUT 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 in classroom settings 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?
- Were at least two of the visits in the child's home?

Reviewer Analysis

Analysis and Follow-Up Questions:

- *Does the child file show a timely response 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 Early Childhood Development (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 the EHS team in providing customized, comprehensive services. The collaboration between families and program staff ensures that identified services are relevant to meeting the needs of each 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 IFSPs, and strengthens the overall functioning of the 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.

- If your infant or toddler has a disability or a suspected disability, what did you notice about your child that caused you to become concerned? Did you notify the program? Whom did you notify? What was their response?
- How have program staff supported you in understanding your child's disability or ongoing concern?
- How did the program support you in the Early Intervention referral process?
- ★ 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?
- How and how often does your child's teacher communicate with you about the daily care of your child while attending the program, such feeding, sleep, and diapering (for parents of infants and toddlers only)?
- Did you provide the program with information about your child's routine and care (feeding, soothing, sleeping, eating, etc.)?
- Do you feel that your concerns and goals for your child are valued when you meet with your child's teacher/home visitor?
- What type of information does the teacher/home visitor and 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 in 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 best to respond to your child's behavior?
- What types of classes or training has the program provided?

  Please select the training topics 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 discussions 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/home visitors meeting with parents regularly to help them understand their children's progress? Family progress?*
- *Are children with disabilities getting their needs met in the EHS home visit, and is the program adhering to the IFSP/Individualized Education Program (IEP)?*
- *Do families receive needed support and knowledge to care for their children with diagnosed disabilities?*
- *Do 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 EHS management team provides guidance and support to staff responsible for providing direct services to children and their families. The management team administers 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 IFSP implementation process, 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 EHS 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 each family's needs are met or family progress is occurring in your respective service areas.
- ✓ Describe the guidance you provide to staff in interpreting screening and evaluation results and understanding the follow-up needed.
- ★ What type of supportive services do you provide to pregnant women and new mothers? How do you know that staff provide effective services to pregnant women and new mothers?

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.

- ✓ How do ensure that teachers integrate caregiving practices from the home into the classroom?
- ✓ How do teachers/home visitors promote family literacy for each child and family?

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 because of Mental Health services received.
- ★ How do you support the needs of staff during stressful situations?

Reviewer Analysis

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 IFSPs?*
- *Do program managers support staff and have a system in place for building on their success 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 actively integrate mental wellness into programming?*
- ★ *Has the program shared any information about unique or extraordinary service delivery that is not captured within the CMs 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 IFSPs

Key Performance Area 2.3
The program individualizes ECD 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

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.

- ★ The program provides mothers and newborns timely, high-quality services that are:
  - Based on the need of the family
  - Sensitive to the context of the family (i.e., logistically appropriate, culturally and linguistically responsive)
  - Strength-based

  Examples of high-quality services include:
  - Health staff who are trained and demonstrate an ability to build relationships with families and understand signs of parental distress and the availability of relevant community resources conduct the visits.
  - The program connects mothers to resources and assesses the attachment between each mother and newborn in addition to supporting maternal and child mental health.

  Services may also include:
  - Feeding support
  - Child safety information
  - Access to support networks and community resources
  - Attachment assessment
  - Transition plans to childcare (1.2b)

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 teaching and learning strategies that are relationship-based, developmentally appropriate, and individualized to promote each child's learning and progress towards school readiness goals.

Providing High-Quality Caregiving, 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
- Teacher staff provide responsive caregiving to infants and toddlers

In this KPA, Reviewers will assess the program's effectiveness in aggregating and analyzing assessment data, implementing the 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 the following:

- 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 by:

- Using aggregated child-level data in combination with other program data to determine the level of progress towards meeting goals.
- Using 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 fidelity of curriculum implementation.
- Direct continuous improvement related to the effectiveness of the 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 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: 645A(h)(1-2)

☑ Compliance Measure 3.2.2
Each 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 the learning environment, 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 teacher 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 space provided by grantee and its delegate agencies is organized into functional areas that can be recognized by the children and 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 teachers/home visitors 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 teachers and home visitors 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 its school readiness goals. Discussions during the interview will center on how the curriculum, staff resources, ongoing support, and aggregated data analyses work together to help the program make progress towards 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 interview group, review the aggregated data analyses and the progress made towards achieving two selected school readiness goals.

Aggregate Data Analyses

- When assessing the aggregated 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 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 each 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
  - Links 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 the fidelity of curriculum implementation.
- How does the teacher/home visitor use the fidelity tools associated with the curriculum?
- 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 Communication
  - Cognition
  - Perceptual, Motor, and Physical Development

Ongoing Support

- Describe:
  - Methods of providing ongoing development and support to teachers/home visitors
  - How often you observe teachers/home visitors and what you do with the information from the observations

- How has the program benefited based on professional development opportunities provided for teachers/home visitors?
- What do you do if an infant or toddler does not exhibit signs of attachment to his or her teacher?
- What do you do if a teacher does not exhibit signs of attachment to a child in his or her care?

Teacher recruiting, hiring, and retention

- What does your program do to hire and retain competent and qualified teachers/home visitors?
- Please describe your program's promotion opportunities, pay incentives, and other benefits.
- How does your program develop members of the community to become qualified as teachers/home visitors?

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., the toys, materials, furniture, etc.) promotes developmentally appropriate practice and instruction?
- How do you ensure the classroom environment (e.g., the 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 your child's teacher/home visitor offers learning experiences for your child based on your child's interest and learning needs?

Teacher recruiting, hiring, and retention

- Have you, or has anyone that you know, expressed interest in working as a teacher or in other positions in the program?
- What was the program's response?
- What kinds of training opportunities does the program provide to enable parents to become teachers/home visitors?

Reviewer Analysis

Analysis and Follow-Up Questions:

- *Do parents understand school readiness goals, assessment, curriculum, and teaching strategies?*
- *Are teachers/home visitors allowing parents time and space to communicate concerns, and are those concerns being addressed?*
- *Does the program management provide support for teachers/home visitors 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 the teacher individualizes learning experiences to meet the needs of each child, implements the curriculum with fidelity, and demonstrates flexibility in his or her response to any situation that may arise. As part of this process, the Reviewer will also review a portfolio of caregiving/classroom information, such as daily reports, 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 an on-site document review for the classrooms selected for observation. The following documents will be reviewed:

- ☑ Lesson Plan
- ☑ Classroom Schedule
- ☑ Teacher Qualifications
- ☑ Daily Reports for Infants and Toddlers

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

- Document review
- Classroom observations

Each 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 understand 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 flexible responses based on the needs of each child and the group?
- ☑ Does the teacher implement the lesson plan?
- ☑ Does the teacher use the recommended materials?
- ☑ Are there written individual care plans for infants and toddlers?
- ☑ 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?

PROVIDER 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 Teachers 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 adapt, as needed, to meet individual and group needs?
- ✓ Does the classroom environment provide opportunities for individual and small- group experiences to meet the needs of children?
- ✓ Does the teacher have a classroom schedule that includes time for child-initiated and adult-directed activities?
- ★ 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

Infant and Toddler Teacher Qualifications Review

(Document Review During the Director-ECD Coordinator Interview)

Overview

The purpose of the teacher-qualification review is to verify that the teachers responsible for ensuring high-quality caregiving, teaching, and learning have the necessary education and experience to promote infant and toddler development. The Reviewer will review the qualifications of teachers and PDPs for teachers not meeting the qualifications.

Methodology

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

- ✓ Teacher Qualification Tracking Document
  Copies of documentation confirming the qualifications of the teacher or the PDP for any teacher who does not meet the qualifications

Targeted Questions

TEACHER QUALIFICATIONS

Review the Tracking Document.

- ✓ Do all teachers have a minimum of a current Child Development Associate (CDA) credential and training (or equivalent coursework) in ECD, with a focus on infant and toddler development?
- ✓ *For staff who do not meet the minimum qualifications, are PDPs designed to ensure achievement of qualifications, or are such staff persons actively pursuing CDAs or enrolled in higher education programs?*

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 the 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 the 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 promotion, 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 transitioning. 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 families and children.

Key Performance Area #4
Planning for Transition

Overview

Children receive EHS services to prepare for a successful experience in the Head Start setting. The program's education for both parents and children should result in children's successful transition to Head Start. The program also empowers families to successfully advocate for their children and navigate the Early Intervention 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 a new setting.

Key Performance Area 4.1
Children and families receiving Early Head Start services have successful transitions into 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 child'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 Early Head Start services have successful transitions into 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? *Note: This applies 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.*
  - *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?*
  - *P: Have you had the opportunity to speak with future teachers/program director/coordinators?*
  - *P: Has the program provided you with resources to understand the requirements or expectations of your child's Early Childhood program?*

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

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

- If your child will be entering Head Start, what information have you received about Head Start's program options?
- What information will you use from your child's IFSP to understand transition needs?
- Do you feel that you and your child are well prepared to transition into Head Start?

Reviewer Analysis

Analysis and Follow-Up Questions:

- *Do parents understand their children's options beyond EHS?*
- *Did the program prepare parents by informing them of Head Start 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

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 IFSPs into Head Start?
- What type of ongoing relationships do you have with Head Start to facilitate successful transitions for children from the EHS to Head Start?
- How do you provide professional development to EHS teachers about Head Start expectations?

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 Head Start; 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 Early Head Start services have successful transitions into 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 Head Start program?
  - Create opportunities for families to interact with staff at the Head Start program?

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 working partnerships with schools providing kindergarten options for children enrolled in the Head Start program.
- ★ The program provides information to teachers about Head Start expectations.
- ★ The program has a process for following-up with families after their children have transitioned to Head Start to ascertain the efficacy of EHS transition activities.
- ★ The program partners with Head Start to facilitate an orientation for families so they understand the children's Head Start program options and can make educated decisions about their Early Learning placement based on the child's needs.