



# Office of Head Start Monitoring Protocol Child Development and Education Guides

**October 7, 2013**



# Table of Contents

<b>Interviews .....</b>	<b>1</b>
<i>Mental Health Services Coordinator—Interview.....</i>	<i>1</i>
<b>Child Development &amp; Education Key Indicator #3—Individualizing.....</b>	<b>1</b>
<i>ECD Coordinator—Interview .....</i>	<i>1</i>
<b>Family &amp; Community Engagement Key Indicator #2—Parent-Child Relationships .....</b>	<b>1</b>
<b>Family &amp; Community Engagement Key Indicator #3—Parents as Their Child’s Educators .....</b>	<b>1</b>
<b>Child Development &amp; Education Key Indicator #2—Curriculum Selection and Implementation .....</b>	<b>2</b>
<b>Child Development &amp; Education Key Indicator #4—Quality Teaching and Learning.....</b>	<b>2</b>
<i>School Readiness Data System Assessment—Interview (Joint Interview with ECD Coordinator and Head Start Director).....</i>	<i>3</i>
<b>Child Development &amp; Education Key Indicator #1—School Readiness.....</b>	<b>3</b>
<i>Teacher—Interview .....</i>	<i>4</i>
<b>Family &amp; Community Engagement Key Indicator #2—Parent-Child Relationships .....</b>	<b>4</b>
<b>Family &amp; Community Engagement Key Indicator #4—Parents in Transitions.....</b>	<b>5</b>
<b>Child Health &amp; Safety Key Indicator #5—Appropriate Group Sizes and Supervision.....</b>	<b>5</b>
<b>Child Development &amp; Education Key Indicator #1—School Readiness.....</b>	<b>5</b>
<b>Child Development &amp; Education Key Indicator #2—Curriculum Selection and Implementation .....</b>	<b>5</b>
<b>Child Development &amp; Education Key Indicator #3—Individualizing.....</b>	<b>6</b>
<i>Home Visitor—Interview .....</i>	<i>6</i>
<b>Family &amp; Community Engagement Key Indicator #2—Parent-Child Relationships .....</b>	<b>6</b>
<b>Family &amp; Community Engagement Key Indicator #4—Parents in Transitions.....</b>	<b>7</b>
<b>Child Development &amp; Education Key Indicator #1—School Readiness.....</b>	<b>7</b>
<b>Child Development &amp; Education Key Indicator #2—Curriculum Selection and Implementation .....</b>	<b>8</b>
<b>Child Development &amp; Education Key Indicator #3—Individualizing.....</b>	<b>8</b>
<b>Child Development &amp; Education Key Indicator #4—Quality Teaching and Learning.....</b>	<b>9</b>
<i>FCC Provider—Interview .....</i>	<i>9</i>
<b>Family &amp; Community Engagement Key Indicator #2—Parent-Child Relationships .....</b>	<b>9</b>
<b>Family &amp; Community Engagement Key Indicator #4—Parents in Transitions.....</b>	<b>10</b>
<b>Child Health &amp; Safety Key Indicator #5—Appropriate Group Sizes and Supervision.....</b>	<b>10</b>
<b>Child Development &amp; Education Key Indicator #1—School Readiness.....</b>	<b>10</b>
<b>Child Development &amp; Education Key Indicator #2—Curriculum Selection and Implementation .....</b>	<b>10</b>
<b>Child Development &amp; Education Key Indicator #3—Individualizing.....</b>	<b>11</b>



**Observations ..... 12**

*Child Development and Education Observation..... 12*

**Language and Literacy ..... 12**

**Cognition and General Knowledge ..... 12**

**Approaches to Learning ..... 13**

**Physical Development and Health ..... 13**

**Social and Emotional Development ..... 13**

**Summary ..... 14**

*Child Development and Education Summary..... 14*

**Management Systems Key Indicator #6—Strengths and Summaries..... 14**



## Interviews

---

### Mental Health Services Coordinator—Interview

#### Child Development & Education Key Indicator #3—Individualizing

---

- ▶ Ask the Mental Health Coordinator to describe how the program uses the services of the mental health professional to identify and provide interventions to address mental health concerns and how frequently these consultations occur.
- ▶ Determine the role of the Mental Health Consultant and the type of services he or she provides to the program. Describe how the Coordinator and Consultant are involved in the design and implementation of program practices.
- ▶ If applicable, review the mental health professional's Consulting Agreement with the Mental Health Coordinator to determine the types of services for which the professional is responsible and the frequency with which he or she visits the program. If there are discrepancies between the content of the Consulting Agreement and the results of the interview, describe the discrepancies and follow up as appropriate.

### ECD Coordinator—Interview

#### Family & Community Engagement Key Indicator #2—Parent-Child Relationships

---

- ▶ Ask the ECD Coordinator about the types of training and materials that are shared with parents. Collect information about how the mental health professional and/or staff:
  - Educate parents about how to strengthen and nurture supportive environments and relationships in the home and at the program
  - Identify appropriate responses to children's behaviors
  - Encourage parents to share concerns and observations about their children's mental health
  - Share observations with parents regarding their children's behavior and development
- ▶ Ask what types of educational resources related to mental health issues are provided by the program to staff and parents. Ask how the mental health professional is involved and whether consultation is provided on site.

#### Family & Community Engagement Key Indicator #3—Parents as Their Child's Educators

---

- ▶ Ask the Coordinator to describe how home visits and parent-teacher conferences are conducted. Ask how the program ensures that all parents receive the required home visits and parent-teacher conferences.



## Child Development & Education Key Indicator #2—Curriculum Selection and Implementation

---

- ▶ List the curricula the program utilizes for each program option and age group.
- ▶ Ask the ECD Coordinator to indicate whether the selected curriculum/curricula:
  - Supports the evidence base for its selection by considering the program option and ages of the children served, as well as by addressing staff development and training
  - Is linked to ongoing assessment
  - Includes developmental and learning goals appropriate for the ages of children and program option
  - Includes measurable objectives
- ▶ Ask the ECD Coordinator to describe how he or she determines whether staff are implementing the curriculum as designed.

## Child Development & Education Key Indicator #4—Quality Teaching and Learning

---

- ▶ Ask the Coordinator to describe:
  - How staff are involved in the development of their professional development plans
  - How plans are evaluated to ensure that they have a positive impact on teacher and staff effectiveness
  - How often professional development plans are evaluated
  - How the program develops plans to ensure that teaching staff meet the qualifications
- ▶ Review the documents the program uses to track and monitor home-visiting staff qualifications, training, and performance with the ECD Coordinator. Ask the Coordinator how the program confirms the knowledge and expertise of each home-visiting staff in the areas of:
  - Child Development and Early Childhood Education
  - Principles of child health, safety, and nutrition
  - Adult learning principles
  - Family dynamics
  - Accessing community resources and referring families to appropriate agencies and services

While reviewing documents with the Coordinator, determine the number of home visitors who have the required knowledge and expertise, and the number who do not. Document any home visitors who do not have knowledge and experience in any of the above areas.



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

- ▶ Ask the ECD Coordinator to describe the process used to:
  - Match the primary languages of children to the primary languages of the teachers
  - Ensure that staff can communicate with children and families who speak languages other than English

Review with the Coordinator the documentation the program uses to track the languages of program staff, children, and families. Determine the languages spoken by the majority of children in each setting and determine whether staff who speak the same languages are assigned to each setting.

## **School Readiness Data System Assessment—Interview (Joint Interview with ECD Coordinator and Head Start Director)**

### **Child Development & Education Key Indicator #1—School Readiness**

---

- ▶ Ask the ECD Coordinator and Director to describe the program's process for establishing school readiness goals for children enrolled in Head Start or Early Head Start. Your notes should describe how the program aligned school readiness goals with the following:
  - Head Start Child Development and Early Learning Framework
  - State Early Learning guidelines
  - Requirements and expectations of the schools the children will attend
- ▶ Please explain what alignment was not done, and why.
- ▶ Ask the ECD Coordinator and Director to describe how parents are involved in the process of developing the program's school readiness goals.
- ▶ Review the program's school readiness goals with the ECD Coordinator and Director. For each of the five essential developmental domains, document an example that shows how the program reflected the domain in its goals. If the program did not include one or more of the domains in its goals, describe why.
  - Language and Literacy Development
  - Cognition and General Knowledge
  - Approaches to Learning
  - Physical Development and Health
  - Social and Emotional Development



- ▶ How does the program aggregate and analyze individual, ongoing, child-level assessment data for children birth to age 5 in all program options (e.g., home-based, center-based, FCC, EHS, and HS)?
- ▶ Does the program have a plan to complete the required aggregate data analyses?
- ▶ Ask the ECD Coordinator and Director to describe how the information gathered from the aggregated data analysis helps the program assess progress toward achieving school readiness goals. (Ask them to provide specific examples, and document them in your notes.)
- ▶ Ask the ECD Coordinator and Director to describe how the program makes improvements in the following areas based on its analysis of school readiness outcomes: (Ask them to include examples, and document them in your notes.)
  - Curriculum and instruction
  - Professional development
  - Program design
  - Other program decisions
- ▶ Describe how the program supports dual-language learners in making progress toward school readiness goals and learning English.
- ▶ Describe how the program informs parents and the community of its progress in achieving school readiness goals.

## Teacher—Interview

### Family & Community Engagement Key Indicator #2—Parent-Child Relationships

- ▶ Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
  - Expectant parenting and pre-natal health (as applicable)
  - Strategies to support their children’s development, including development of individual children’s goals and strategies for preparing their children for school
  - Ensuring the health and safety of their children
  - Providing input and sharing concerns regarding their children
- ▶ Ask how ECD Staff:
  - Share information, observations, and concerns about children’s behavior and mental health with parents
  - Seek parents’ input to clarify their understanding
  - Provide parents with opportunities to share their own observations and concerns



## Family & Community Engagement Key Indicator #4—Parents in Transitions

---

- ▶ Ask how the following procedures are taken into account during transition planning for children enrolled in EHS:
  - Begin at least 6 months prior to each child's third birthday
  - Assess each child's health status and developmental level
  - Determine the progress made by the child and family while in EHS
  - Determine the availability of Head Start and other child development or childcare services in the community
  - Provide evidence that the program made a determination as to whether a child should remain in EHS for additional months until he or she can transition into Head Start or another program

## Child Health & Safety Key Indicator #5—Appropriate Group Sizes and Supervision

---

- ▶ Ask staff to describe the process in place to ensure that children are released only to parents or legal guardians, and if children are released to another individual, the parent or guardian has provided permission in writing. Ask them how they ensure the contact information and roster they have are current.
- ▶ Ask staff to describe the process in place to ensure children are not left behind in a classroom or on a vehicle. Has a child ever been left behind? If yes, document the details and follow-up actions that were taken.

## Child Development & Education Key Indicator #1—School Readiness

---

- ▶ Ask ECD staff to describe how they do the following (ask for specific examples, and document them in your notes.):
  - Use ongoing child-level assessment data to identify children's levels of development
  - Provide experiences to support children's development
  - Monitor children's progress throughout the program year
- ▶ Please document which of the above processes is not completed by the program and why.

## Child Development & Education Key Indicator #2—Curriculum Selection and Implementation

---

- ▶ Ask ECD staff to cite specific examples of how the curriculum is used to support the development and progress of children in the five essential domains:
  - Language and Literacy Development
  - Cognition and General Knowledge
  - Approaches to Learning



- Physical Development and Health
- Social and Emotional Development

▶ Which domain is not supported, and why?

### **Child Development & Education Key Indicator #3—Individualizing**

---

▶ Ask ECD staff to discuss how they use information to develop goals and plan experiences that respond to each child's individual characteristics, strengths, and needs.

Ensure the following are included when individualizing for children:

- Ongoing observations
- Ongoing assessments of progress
- Insights from each child's family

▶ Ask staff to describe:

- How they modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
- The resources available to them to support goals and services included in the IEPs/IFSPs
- How they collaborate with LEAs and Part C agencies

▶ Ask the ECD staff to describe:

- How they respond to children's individual interests, temperaments, languages, cultural backgrounds, and learning styles
- How they accommodate the needs of dual-language learners, in all areas of language development: speaking, listening, reading, and writing
- How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for examples of individualizing for children, as appropriate.

▶ Describe in detail how the program's approach to CDE does not support children's individual growth, development, and progress. Please include specific areas that were not supported.

### **Home Visitor—Interview**

#### **Family & Community Engagement Key Indicator #2—Parent-Child Relationships**

---

▶ Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:



- Expectant parenting and pre-natal health (as applicable)
  - Strategies to support their children’s development, including development of individual children’s goals and strategies for preparing their children for school
  - Ensuring the health and safety of their children
  - Providing input and sharing concerns regarding their children
- ▶ Ask how ECD Staff:
- Share information, observations, and concerns about children’s behavior and mental health with parents
  - Seek parents’ input to clarify their understanding
  - Provide parents with opportunities to share their own observations and concerns

### **Family & Community Engagement Key Indicator #4—Parents in Transitions**

---

- ▶ Ask how the following procedures are taken into account during transition planning for children enrolled in EHS:
- Begin at least 6 months prior to each child's third birthday
  - Assess each child's health status and developmental level
  - Determine the progress made by the child and family while in EHS
  - Determine the availability of Head Start and other child development or childcare services in the community
  - Provide evidence that the program made a determination as to whether a child should remain in EHS for additional months until he or she can transition into Head Start or another program

### **Child Development & Education Key Indicator #1—School Readiness**

---

- ▶ Ask ECD staff to describe how they do the following (ask for specific examples, and document them in your notes.):
- Use ongoing child-level assessment data to identify children’s levels of development
  - Provide experiences to support children’s development
  - Monitor children's progress throughout the program year
- ▶ Please document which of the above processes is not completed by the program and why.



## Child Development & Education Key Indicator #2—Curriculum Selection and Implementation

---

- ▶ Ask ECD staff to cite specific examples of how the curriculum is used to support the development and progress of children in the five essential domains:
  - Language and Literacy Development
  - Cognition and General Knowledge
  - Approaches to Learning
  - Physical Development and Health
  - Social and Emotional Development
  
- ▶ Which domain is not supported, and why?

## Child Development & Education Key Indicator #3—Individualizing

---

- ▶ Ask ECD staff to discuss how they use information to develop goals and plan experiences that respond to each child's individual characteristics, strengths, and needs.

Ensure the following are included when individualizing for children:

- Ongoing observations
  - Ongoing assessments of progress
  - Insights from each child's family
- 
- ▶ Ask staff to describe:
    - How they modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
    - The resources available to them to support goals and services included in the IEPs/IFSPs
    - How they collaborate with LEAs and Part C agencies
  
  - ▶ Ask the ECD staff to describe:
    - How they respond to children's individual interests, temperaments, languages, cultural backgrounds, and learning styles
    - How they accommodate the needs of dual-language learners, in all areas of language development: speaking, listening, reading, and writing
    - How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for examples of individualizing for children, as appropriate.



- ▶ Describe in detail how the program’s approach to CDE does not support children’s individual growth, development, and progress. Please include specific areas that were not supported.

### **Child Development & Education Key Indicator #4—Quality Teaching and Learning**

- ▶ Ask the home visitors for specific examples of how they have attained, maintained, and implemented their knowledge, experience, and skills in the following areas:
  - Child Development and Early Childhood Education
    - Engage families in supporting their children’s growth and development
  - Principles of child health, safety, and nutrition
  - Adult learning principles
    - Respect and respond in ways appropriate to the culture, language, values, and structure of each family served
    - Facilitate social networks and group activities that support families’ strengths, interests, and needs
  - Family dynamics
    - Engage in respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being
    - Enhance parent-child relationships and support parents’ roles as the first and lifelong educators of their children
  - Accessing community resources and referring families to appropriate agencies and services
    - Support families in using community resources that enhance family well-being and children’s learning and development
    - Act as a member of a comprehensive services team so that Family Services activities are coordinated and integrated throughout the program

Ask the home visitors to describe how they communicate with children and families, including the methods used. Provide specific examples.

### **FCC Provider—Interview**

### **Family & Community Engagement Key Indicator #2—Parent-Child Relationships**

- ▶ Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
  - Expectant parenting and pre-natal health (as applicable)
  - Strategies to support their children’s development, including development of individual children’s goals and strategies for preparing their children for school
  - Ensuring the health and safety of their children
  - Providing input and sharing concerns regarding their children



- ▶ Ask how ECD Staff:
  - Share information, observations, and concerns about children’s behavior and mental health with parents
  - Seek parents’ input to clarify their understanding
  - Provide parents with opportunities to share their own observations and concerns

### **Family & Community Engagement Key Indicator #4—Parents in Transitions**

---

- ▶ Ask how the following procedures are taken into account during transition planning for children enrolled in EHS:
  - Begin at least 6 months prior to each child's third birthday
  - Assess each child's health status and developmental level
  - Determine the progress made by the child and family while in EHS
  - Determine the availability of Head Start and other child development or childcare services in the community
  - Provide evidence that the program made a determination as to whether a child should remain in EHS for additional months until he or she can transition into Head Start or another program

### **Child Health & Safety Key Indicator #5—Appropriate Group Sizes and Supervision**

---

- ▶ Ask staff to describe the process in place to ensure children are not left behind in a classroom or on a vehicle. Has a child ever been left behind? If yes, document the details and follow-up actions that were taken.

### **Child Development & Education Key Indicator #1—School Readiness**

---

- ▶ Ask ECD staff to describe how they do the following (ask for specific examples, and document them in your notes.):
  - Use ongoing child-level assessment data to identify children’s levels of development
  - Provide experiences to support children’s development
  - Monitor children's progress throughout the program year
- ▶ Please document which of the above processes is not completed by the program and why.

### **Child Development & Education Key Indicator #2—Curriculum Selection and Implementation**

---

- ▶ Ask ECD staff to cite specific examples of how the curriculum is used to support the development and progress of children in the five essential domains:



- Language and Literacy Development
- Cognition and General Knowledge
- Approaches to Learning
- Physical Development and Health
- Social and Emotional Development

- ▶ Which domain is not supported, and why?

### **Child Development & Education Key Indicator #3—Individualizing**

---

- ▶ Ask ECD staff to discuss how they use information to develop goals and plan experiences that respond to each child's individual characteristics, strengths, and needs.

Ensure the following are included when individualizing for children:

- Ongoing observations
- Ongoing assessments of progress
- Insights from each child's family

- ▶ Ask staff to describe:

- How they modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
- The resources available to them to support goals and services included in the IEPs/IFSPs
- How they collaborate with LEAs and Part C agencies

- ▶ Ask the ECD staff to describe:

- How they respond to children's individual interests, temperaments, languages, cultural backgrounds, and learning styles
- How they accommodate the needs of dual-language learners, in all areas of language development: speaking, listening, reading, and writing
- How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for examples of individualizing for children, as appropriate.

- ▶ Describe in detail how the program's approach to CDE does not support children's individual growth, development, and progress. Please include specific areas that were not supported.



## Observations

---

### Child Development and Education Observation

#### Language and Literacy

---

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Language and Literacy?

*Check all of the following that you observed:*

- Book Appreciation
- Alphabet Knowledge
- Early Writing
- Phonological Awareness
- Print Concepts and Conventions

#### Language Development:

- Expressive Language
- Receptive Language

#### English Language Development (applies to programs serving dual language learners):

- Receptive English Language Skills
- Expressive English Language Skills

#### Cognition and General Knowledge

---

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Cognition and General Knowledge?

*Check all of the following that you observed:*

#### Math Knowledge and Skills:

- Numbers Concepts and Quantities
- Geometry and Spatial Sense
- Measurements and Comparison
- Numbers Relationships and Operations
- Patterns

#### Science Knowledge and Skills:

- Scientific Skills and Method
- Conceptual Knowledge of the Natural and Physical World

#### Social Studies Knowledge and Skills:

- Family and Community
- People and the Environment
- History and Events

#### Logic and Reasoning:

- Reasoning and Problem Solving
- Symbolic Representation



## Approaches to Learning

---

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Approaches to Learning?

*Check all of the following that you observed:*

- Initiative and Curiosity
- Persistence and Attentiveness
- Cooperation

### **Creative Arts Expression:**

- Music
- Art
- Creative Movement and Dance
- Drama

## Physical Development and Health

---

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Physical Development and Health?

*Check all of the following that you observed:*

- Gross Motor Skills
- Health Knowledge and Practice
- Fine Motor Skills

## Social and Emotional Development

---

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Social and Emotional Development?

*Check all of the following that you observed:*

- Social Relationships
- Self-concept and Self-efficacy
- Emotional and Behavioral Health
- Self-regulation



## Summary

---

*About the Child Development and Education Summary: To complete the summary, reviewers look across the data collected within the Child Development and Education content area for evidence of key elements of the systems needed to operate Head Start. For example, for Child Development and Education the CDE reviewer will be looking at how the Key Element, Ongoing Monitoring, affects Child Development and Education in the program. How the program collects data for planning and ensuring future compliance to meet the Child Development and Education standards would be discussed in this summary. Below are the prompts for each Key Element that reviewers will consider as they summarize the data for this area of the protocol.*

### Child Development and Education Summary

#### Management Systems Key Indicator #6—Strengths and Summaries

---

▶ Program Planning-

Key elements of planning include:

- Developing goals, objectives, and plans based on an analysis of program data and the results of the program's Community and Self-Assessments
- Engaging stakeholders (governing bodies, policy groups, parents, and staff) in planning
- Using program data to design and implement changes to improve program services on an ongoing basis

▶ Ongoing Monitoring

Key elements of ongoing monitoring include:

- Use of effective tools and procedures to ensure the program is in compliance and meets its goals and objectives
- Clearly defining staff roles and responsibilities in program oversight
- Conducting frequent, ongoing monitoring activities
- Collecting and using data for planning activities and to ensure future compliance
- Ensuring ongoing monitoring of delegate agencies takes place

▶ Human Resources

Key elements of Human Resources include:

- Maintaining an organizational structure that supports the program's goals and objectives
- Assigning all major program functions and responsibilities to staff



- Supervising and supporting staff

▶ Communication

Key elements of Communication include:

- Sharing accurate and timely information with staff to support outcomes for children and families
- Sharing accurate and timely information with parents, policy groups, and the general community

▶ Record-Keeping and Reporting

Key elements of Record-Keeping include:

- Keeping records up to date
- Consistently collecting and recording data
- Generating reports to inform planning, communication, and ongoing monitoring
- Making information accessible to appropriate parties
- Maintaining confidentiality