

### Scenario I

The grantee did not implement with fidelity a curriculum promoting young children's school readiness in the area of social-emotional development. The Creative Curriculum was not implemented with fidelity in terms of providing examples of diversity and ethnicity in 4 of 13 classrooms observed.

The environments in four classrooms were not designed to help children feel a sense of belonging needed to develop a healthy concept of personal identity important to their self-esteem and confidence. There were no pictures of people of different ethnic backgrounds and economic means, people with disabilities, non-traditional families, and women and men in different types of jobs, or pictures of children's families posted in the classroom. Teachers used cartoon characters to help children develop self-concepts.

Observations in West Head Start Center classrooms 1 and 2; Cambridge County Community Action Agency Head Start/Early Head Start Center classroom 2; and New City Head Start found they lacked materials and pictures showing diversity as specified in the Creative Curriculum to support children's cultures and home lives and ensure children felt a sense of belonging. During interviews, the teachers stated the Sesame Street cartoon-character posters in the classrooms represented the diversity and ethnicity of the children.

The grantee did not implement with fidelity a curriculum promoting young children's school readiness in the area of social-emotional development; therefore, it was not in compliance with the regulation.

### *Using the CHAT BOX*

How could Professional Development support the grantee in this scenario?