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

Early Head Start
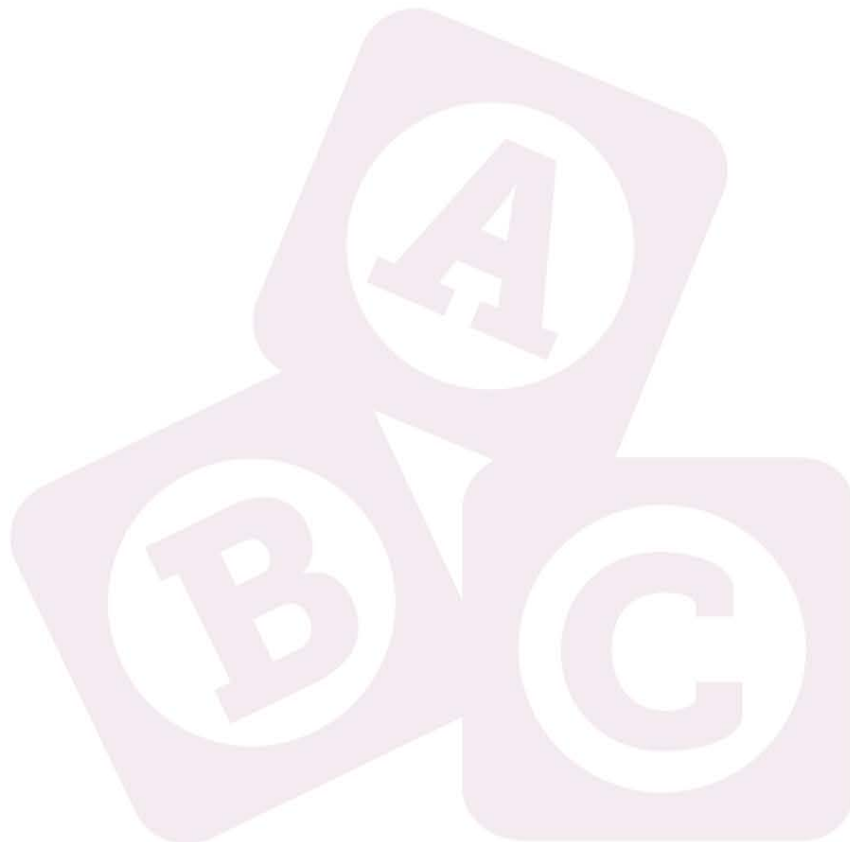
Comprehensive Services and School Readiness Protocol
Integrated Services Team-Management Guide
Early Head Start

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

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

- ⊘ Describe how you:
  - Identify needs and determine if family needs are met or family progress is occurring
  - Build goal-oriented partnerships with families
- ⊘ Describe how you support staff in their work with families, including:
  - Training
  - Ongoing professional development
  - Supervision and feedback
  - Conducting and completing needs assessments
- ★ Describe your health care partnerships that use an innovative approach to providing primary and preventive services in a language your families understand.
- ★ How do you track the number of families successfully receiving services through health care partnerships and the usefulness of the partnerships?
- ★ How do you track information effectively in each of your service areas?
- ★ How do you use that information to improve child and family outcomes?
- ★ Who can access the information in the tracking document?
- ★ Who monitors the document to make sure that the data are usable and current, and how often?
- ★ How do you ensure that all staff and parents are trained in analyzing screening and assessment information and understand how to use the information (i.e., follow-up services)?

Key Performance Area #2
Addressing Child and Family Needs

- ⊘ Describe how the Health Services Advisory Committee (HSAC) helps the program meet screening timelines, address the health needs of children and families, and provide preventive health resources to the Early Head Start (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?
- ⊘ How do you collaborate as a team to share relevant information across service areas about for a child with disabilities?
- ⊘ How do you 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?
- ★ How do you ensure that staff provide family education that is culturally relevant and incorporates adult learning strategies?
- ⊘ How do you assess the ability of staff to provide information to parents that strengthens parenting skills?
- ⊘ How is mental health integrated into all aspects of service delivery and customized to meet the needs of children, staff, and families?
- ⊘ What is the response time for staff seeking support from the Mental Health Consultant?
- ⊘ Describe the services provided by a community organization/clinician that you use for ongoing mental health

treatment for staff and families.
★ Describe the outcomes of families in your program as a result of Mental Health services received.
★ How do you support the needs of staff during stressful situations?

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

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

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

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

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

45-DAY SCREENINGS (30 DAYS FOR PROGRAMS OPERATING SHORTER DURATIONS)

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

- ☑ If a screening was complete, did the program obtain parental consent prior to conducting it?

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

- ☑ Were all *sensory* (vision and hearing) screenings completed within 45 days?
- ☑ Were all screenings for *developmental concerns* (including motor, language, cognitive, and perceptual skills) completed within 45 days?
- ☑ Were all screenings for social, emotional, and behavioral concerns completed within 45 days?
- ☑ What was the latest date on which any of the developmental and sensory screenings were completed?
- ☑ Did the program attempt to complete the developmental and sensory screenings for the child within 45 days of the child's date of entry (30 days for programs operating shorter durations)?
- ☑ Did the program attempt to complete the social, emotional, and behavioral screenings for the child within 45 days of the child's date of entry (30 days for programs operating shorter durations)?
- ☑ List the screenings that were completed more than 45 days after the child's entry into the program (30 days for programs operating shorter durations). Indicate the date of each screening and how many days after the 45- (30-)day timeframe each screening was completed.
- ☑ If any of the screenings were incomplete, was it due to parent/guardian refusal?

90-DAY DETERMINATIONS

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

- ☑ Within 90 days of the first date of services, did the program make a determination as to whether the child has an ongoing source of continuous, accessible health care?
  Note: The prescribed timeframe is 30 days for programs operating shorter durations.
- ☑ On what date did the program obtain a determination from the health care professional regarding whether the child was up to date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- ☑ Did the health care professional determine that the child was up to date?
- ☑ If the child was determined not to have a source of health care, did the program assist parents in accessing a

source of care?

- ✔ If needed, has the program assisted parents in arranging to bring their children up to date on a schedule of primary and preventive health care services?
- ✔ Was any determination incomplete due to parent/guardian refusal?

ONGOING ASSESSMENTS

- ✔ Does the file include ongoing health and developmental assessment(s)?
- ✔ If yes, what are they, and when are they administered?

MULTIPLE SOURCES OF INFORMATION

- ✔ Is there documentation to support that the child's family, teacher, and other program staff working directly with the child provided input about sensory, developmental, and behavioral concerns?

SERVICES TO PREGNANT WOMEN

- ✔ Describe the assessments that direct-service staff use to assess the well-being of pregnant women.

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

Review the program's child and family health and developmental tracking system.

- ✔ Is the tracking system current and accurate, and does it include enough information to inform the program of children's health status?
- ✔ Does the tracking system include:

  - Dates of services?
  - Types of screenings, assessments, and referrals?
  - Types of family assessment information?
  - Results and outcomes?

Key Performance Area #2
Addressing Child and Family Needs

FOLLOW UP: CHILD CONCERNS

- ✔ Does the child have a known, observable, or suspected health, dental, or developmental problem?

If the child has a known, observable, or suspected health, dental, or developmental problem:

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

FOLLOW UP: FAMILY NEEDS

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

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?

DEVELOPMENT CONCERNS

FOR CHILDREN WITHOUT DIAGNOSED DISABILITIES BUT WITH ONGOING CONCERNS

★ Does the program have a written plan in place to address ongoing concerns that were not diagnosed as disabilities?

★ Did the program support the family in the process of implementing a plan in the home and in classroom settings to address ongoing child concerns?

✍ Does the program provide support to parents in understanding parenting techniques that support classroom instruction?

✍ Does the child file contain individual child-development goals?

✍ Were the goals completed in collaboration with the child's parents?

✍ How often did the teachers meet with the parents?

✍ Were at least two of the visits in the child's home?

Key Performance Area #4
Planning for Transition

★ Has information about the options for Head Start/preschool 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.*

Comprehensive Services and School Readiness Protocol
Parent Interview Guide
Early Head Start

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

- ✍ 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.
- ✍ What kind of information did the program provide to you about your child's screening/assessment results and next steps?

For parents of children with disabilities:

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

HEALTH STATUS AND HEALTH CARE

- ✍ Did the program explain how it can support you with follow-up if additional health services are needed for your child?
- ✍ When a disability is suspected, does the program make an immediate referral for the child to or in coordination with the LEA (or early intervention services for infants and toddlers)?

- ★ What type of information did the program provide you about accessing health care for yourself and your family?

Key Performance Area #2
Addressing Child and Family Needs

CHILD HEALTH: FOLLOW UP

- ✍ If your child needed follow-up treatment, did the program assist you in obtaining follow-up treatment from a health care provider?

FAMILY NEEDS: FOLLOW UP

- ✍ Has the program provided resources or referrals that support you as a parent?
- ✍ 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 the 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
Addressing Child and Family Needs (continued-Parent Guide)

- ✓ Did you provide the program with information about your child's routine and care (feeding soothing, sleeping, eating, etc.)?
- ✓ How and how often does your child's teacher communicate with you about the daily care of your child while attending the program, such as feeding, sleeping, and diapering (for parents of infants and toddlers only)?
- ✓ 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?
- ✓ 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 that parents receive information about to strengthen parenting skills (select all that apply):

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

- ✓ How does the program educate you about child and adult mental wellness or mental health?
- ★ How have the Mental Health services helped you?
- ★ How have the Mental Health services helped your child?

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

SCHOOL READINESS

- ✓ What do you know about the school readiness goals for your child?
- ✓ How do you know whether your child is making developmental progress?
- ✓ Do you think your child will be ready for Head Start? Please explain.
- ✓ Describe how the program informs you and the community of its progress in achieving school readiness goals.
- ★ Is your child attached to his/her teacher? Is your child's teacher attached to your child? How do you know?

CURRICULUM IMPLEMENTATION

- ✓ Do you think your child's teacher/home visitor offers learning experiences for your child based on your child's interests and learning needs?

Key Performance Area #4 *Planning for Transition*

- ✓ If your child will be entering Head Start, what information have you received about Head Start 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?

Comprehensive Services and School Readiness Protocol
Director and ECD Coordinator Interview Guide
Early Head Start

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

SCHOOL READINESS GOALS

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

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

With the 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., dual-language learners [DLLs])?

✔ How often do you complete aggregated school readiness data analyses?

ONGOING IMPROVEMENT

✔ What improvements have you made in the following areas based on your analysis of school readiness outcomes? (Include specific examples for curriculum and instruction, professional development, program design, and/or other program decisions.):

✔ Based on the changes you have described, have you seen progress toward achieving your school readiness goals?

  o If yes, describe the progress made.

  o 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 to improve planning.

CURRICULUM SELECTION

✔ List the curricula the program utilizes for each program option and age group.

✔ Does the curriculum meet the following criteria:
  - Aligns with the program's school readiness goals
  - Is appropriate for the program option and age group of the children
  - 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 fidelity to curriculum implementation.
- ✍ 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 for 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 as a result of 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 opportunities for promotion, pay incentives, and other benefits.
- ★ How does your program develop members of the community to become qualified as teachers/home visitors?
- ★ How do you ensure teachers promote quality interactions during transition periods such as eating, toileting, oral care, and hygiene?
- ✍ How do you ensure each classroom environment (e.g., toys, materials, furniture) promotes developmentally appropriate practice and is responsive to the cultural diversity in the classroom?

Key Performance Area #3
Providing High-Quality Teaching and Learning
(Document Review During the Director-ECD Coordinator–CDS Interview)

- Teacher Qualification Tracking document

- Copies of documentation confirming the qualifications of the teacher or the professional development plan (PDP) for any teacher who does not meet the qualifications

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 Early Childhood Development (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?

- ✓ 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 EHS to Head Start?
- ★ How do you provide professional development to EHS teachers about Head Start expectations?

Comprehensive Services and School Readiness Protocol
Classroom Observation Guide

Head Start, Early Head Start, Family Child Care

Reviewers will conduct an on-site document review for the classrooms that are selected for observation. The following documents will be reviewed:

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

The determination of fidelity to 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 enable the Reviewer 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, small-, and large-group activities-
- Overall health and safety

CLASSROOM OBSERVATION

- ✓ Is the environment aligned with the curriculum?
- ✓ Is the lesson plan aligned with the curriculum's scope and sequence?
- ✓ Is the schedule being followed, and does it allow for a flexible response based on the needs of each child and of the group?
- ✓ Does the teacher implement the lesson plan?
- ✓ Does the teacher use the recommended materials?
- ✓ Are there written individual care plans for 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?
- ✓ Does the teacher have a classroom schedule that includes time for child-initiated and adult-directed activities?
- ✓ Does the teacher adapt, as needed, to meet individual and group needs?
- ✓ Does the classroom environment provide opportunities for individual and small-group experiences to meet the needs of the children?

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

TEACHER DEBRIEF QUESTIONS

- ☑ As you implement your lesson plans, how do you consider each child's progress?
- ☑ Describe how the program uses your PDP to encourage your growth as 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?
- ★ Describe how the classroom reflects the ethnic and cultural diversity of the teachers and children.