Child Development and Education Introduction

Child Development and Education (CDE) captures information on a program’s practices and systems to promote school readiness for all children enrolled in the program. Head Start programs are responsible for engaging in a process of creating school readiness goals that support all children’s development in the five essential domains described in the Head Start Child Development and Early Learning Framework, and as appropriate, align school readiness goals with expectations of State Early Learning guidelines and local school districts.

Processes should be in place to collect, analyze, and aggregate school readiness data to track individual child progress, in addition to the progress of the program’s overall school readiness goals. The curriculum implemented by the program should support the development of all children in each of the five essential domains and include strategies for individualizing for each child. By Monitoring Child Development and Education, the OHS is better able to ensure that Head Start programs are providing services necessary to promote the school readiness of all children.

Key Indicators of Program Performance

School Readiness

The program has developed a system for establishing, tracking, using, and reporting school readiness goals.

Curriculum Selection and Implementation

The program selects and implements a curriculum that supports the five essential domains of school readiness.

Individualizing

The program individualizes early childhood development services for children.

Quality Teaching and Learning

The program promotes quality teaching and learning for all program options.
## Child Development and Education

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

The program has developed a system for establishing, tracking, and reporting school readiness goals.

<table>
<thead>
<tr>
<th>Compliance Measures</th>
<th>Federal Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> The program has engaged in a process to align its school readiness goals with the Head Start Child Development and Early Learning 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 Early Head Start or Head Start program and has consulted with the parents of children participating in the program.</td>
<td>1307.3(b)(1)(i) 1307.3(b)(1)(ii) 1307.3(b)(1)(iii)</td>
</tr>
</tbody>
</table>
| **1.2** The program has a system and processes in place to do the following in order to track, use, and report progress on school readiness goals: Aggregate and Analyze the following:  
  - Individual, ongoing child-level assessment data for all children birth to age 5  
  - Child-level data at least three times a year using data from one or more valid and reliable assessment tools  
  - For programs serving dual-language learners (DLLs):  
      - Status and progress in acquiring the knowledge and skills described in the Head Start Child Development and Early Learning Framework (demonstrated in any language, including the child’s home language) and toward learning English.  
In order to use school readiness data:  
  - Combine input from parents and families with assessment data to determine each child’s status and progress in the five essential domains  
  - Individualize experiences, instructional strategies, and services to best support each child  
  - In combination with other program data, determine progress towards meeting program goals  
  - Assess the fidelity of implementation of the curriculum  
  - Direct continuous improvement related to the effectiveness of curriculum, instruction, professional development, and program design or other program decisions based on the analysis of school readiness outcomes data | 1307.3(b)(2)(i) 1307.3(b)(2)(ii) |

Report Results  
- To inform parents and the community of the program’s progress in achieving school readiness goals
**Targeted Questions**

### School Readiness Assessment—Interview with ECD Coordinator and Head Start Director

- 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.

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**Targeted Questions**

### School Readiness Assessment: —Interview with ECD Coordinator and Head Start Director

- 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

CDE1.2

Teacher, Home Visitor, and FCC Provider – Interview

▸ 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

CDE1.2
Child Development & Education Key Indicator #2 - Curriculum Selection and Implementation

The program selects and implements a curriculum that supports the five essential domains of school readiness.

<table>
<thead>
<tr>
<th>Compliance Measures</th>
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</thead>
<tbody>
<tr>
<td>2.1 The program selects and implements a curriculum that is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives.</td>
<td>642(f)(3)(C)</td>
</tr>
<tr>
<td>2.2 The program implements a curriculum that promotes young children’s school readiness in the developmental areas presented in the Head Start Child Outcomes Frameworks and, as appropriate, is aligned with State Early Learning standards.</td>
<td>642(f)(3)(E)</td>
</tr>
</tbody>
</table>

**Targeted Questions**

**ECD Coordinator—Interview**

- 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.

**Teacher, Home Visitor, FCC Provider—Interview**

- 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?

CDE Observations

Child Development and Education Observation

Did the setting reflect the implementation of curriculum experiences that promote Language and Literacy
Did the setting reflect the implementation of curriculum experiences that promote Cognition and General Knowledge
Did the setting reflect the implementation of curriculum experiences that promote Approaches to Learning
Did the setting reflect the implementation of curriculum experiences that promote Physical Development and Health
Did the setting reflect the implementation of curriculum experiences that promote Social and Emotional Development
Child Development & Education Key Indicator #3—Individualizing

The program individualizes early childhood development services for children.

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<thead>
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<th>Compliance Measures</th>
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<tbody>
<tr>
<td>3.1 The program uses information from 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.</td>
<td>1304.20(f)(1)</td>
</tr>
<tr>
<td></td>
<td>Note: Screenings results used for referring children for future evaluation is captured in Child Health and Safety and does not apply to individualizing in CDE.</td>
</tr>
<tr>
<td>3.2 Services provided to children with identified disabilities are designed to support the outcomes contained in their IEPs or IFSPs.</td>
<td>1304.20(f)(2)(i)</td>
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<tr>
<td></td>
<td>1304.21(a)(1)(ii)</td>
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<tr>
<td>3.3 The program designates a staff member or consultant to coordinate services for children with disabilities, including collaborating with other program coordinators (i.e., Education, Mental Health, and Nutrition) and staff.</td>
<td>1308.6(d)</td>
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<td>1308.18(a)</td>
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<td>1308.18(b)</td>
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<td></td>
<td>1308.20(a)</td>
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<td></td>
<td>Note: Applies only to programs serving preschool-age children</td>
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<tr>
<td>3.4 The program has secured the services of a mental health professional including on-site consultation for program staff and families that provides for timely identification and interventions to address children’s mental health concerns.</td>
<td>1304.24(a)(3)(i)</td>
</tr>
<tr>
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<td>1304.24(a)(2)</td>
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<tr>
<td>3.5 The program’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.</td>
<td>1304.21(a)(1)(i)</td>
</tr>
</tbody>
</table>

Targeted Questions

Teacher, Home Visitor, FCC Provider—Interview

▶ 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

**CDE3.1**

**Targeted Questions**

**Teacher, Home Visitor, FCC Provider, Disabilities Coordinator—Interview**

- 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

**CDE3.2**

**Targeted Questions**

**Disabilities Services Coordinator—Interview**

- Ask the Disabilities Coordinator—and describe in your notes—how he or she does the following:
  - Collaborates with the ECD Coordinator to include information from ongoing developmental assessments for children with disabilities in diagnostic and program-planning activities
  - Works with the Health Coordinator in the assessment and follow-up processes
  - Works with the Mental Health Coordinator to help teachers identify children who show signs of problems, such as possible depression, withdrawal, anxiety or abuse
  - Works with the Nutrition Coordinator and food-preparation staff to ensure that provisions to meet special needs are incorporated into the Nutrition program

**CDE3.3**
Targeted Questions

Mental Health Services Coordinator—Interview

▸ 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.

CDE3.4

Targeted Questions

Teacher, Home Visitor and FCC Provider—Interview

▸ Discuss the program’s approach to CDE and how the program supports each child’s individual growth, development and progress. Ask the ECD Staff to describe the following:

  • How they respond to individual interests, temperaments, languages, cultural backgrounds and learning styles
  • How they accommodate for the needs of dual language learners, both orally and in writing
  • How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents 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.

CDE3.5
# Child Development & Education Key Indicator #4—Quality Teaching and Learning

The program promotes quality teaching and learning for all program options.

<table>
<thead>
<tr>
<th>Compliance Measures</th>
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<tbody>
<tr>
<td>4.1 The program hires teachers with the required qualifications, training, and experience.</td>
<td>645A(h)(1-2)</td>
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<tr>
<td></td>
<td>648A(a)(3)(B)(i)</td>
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<td></td>
<td>648A(a)(3)(B)(ii)</td>
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<tr>
<td></td>
<td>648A(a)(3)(B)(iii)</td>
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<tr>
<td>4.2 The program ensures that Family Child Care Providers have the required qualifications, training, and experience.</td>
<td>1304.52(h)(1)</td>
</tr>
<tr>
<td>Note: Applies only to programs with a Family Child Care program option.</td>
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<tr>
<td>4.3 The program ensures that all full-time Head Start employees who provide direct Education services to children have professional development plans that are evaluated regularly to assess their impact on teacher and staff effectiveness.</td>
<td>648A(f)</td>
</tr>
<tr>
<td>4.4 The program ensures that home visitors have the required qualifications, training, and experience.</td>
<td>1304.52(e)</td>
</tr>
<tr>
<td>Note: Applies only to programs with a home-based program option</td>
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<tr>
<td>4.5 When the majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children speaks their language.</td>
<td>1304.52(g)(2)</td>
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**Teacher-Child Interactions**

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<tr>
<th>Assessment Tool</th>
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<tbody>
<tr>
<td>4.6 Emotional Support™</td>
</tr>
<tr>
<td>- Positive Climate</td>
</tr>
<tr>
<td>- Negative Climate</td>
</tr>
<tr>
<td>- Teacher Sensitivity</td>
</tr>
<tr>
<td>- Regard for Student Perspectives</td>
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<tr>
<td>Note: Applies only to programs with preschool classroom options</td>
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<tr>
<td>CLASS™</td>
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<table>
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<tr>
<th>Assessment Tool</th>
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<tbody>
<tr>
<td>4.7 Classroom Organization™</td>
</tr>
<tr>
<td>- Behavior Management</td>
</tr>
<tr>
<td>- Productivity</td>
</tr>
<tr>
<td>- Instructional Learning Formats</td>
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<td>CLASS™</td>
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</table>
4.8 Instructional Support™
- Concept Development
- Quality of Feedback
- Language Modeling

*Note: Applies only to programs with preschool classroom options*

### Targeted Questions

**Teacher—Preschool—Staff File**

**Summary of Preschool Teacher Qualifications**

► Please enter the qualifications of the preschool teacher:

- A baccalaureate or advanced degree in Early Childhood Education (ECE)
- A baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- An associate's degree in ECE
- An associate's degree in a related field and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- A baccalaureate degree and admission into the Teach For America program, passing a rigorous Early Childhood content examination such as Praxis II, teaching preschool children in a Teach For America summer training institute, and receiving ongoing professional development and support from Teach For America's professional staff
- Does not meet the qualifications

**Teacher—Infant/Toddler—Staff File**

**Summary of Infant/Toddler Teacher Qualifications:**

► Please enter the qualifications of the preschool teacher:

- A minimum of a current Child Development Associate (CDA) credential and have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development
- Does not meet qualifications
Targeted Questions

FCC Provider—Staff File

Summary of FCC Provider Qualifications:

- Previous ECE experience, current CDA
- Previous ECE experience, enrolled in CDA program (within 6 months of beginning service provision)
- Previous ECE experience and associate’s degree in Child Development or ECE (attained within 2 years of beginning service provision)
- Previous ECE experience and bachelor’s degree in Child Development or ECE (attained within 2 years of beginning service provision)
- Previous ECE experience and enrolled in an associate’s or bachelor’s degree program in Child Development or ECE (within 6 months of beginning service provision)
- Does not meet qualifications

Targeted Questions

Teacher, Home Visitor, Teacher Aide—Staff File

Summary of Results for Development and Evaluation of Professional Development Plans:

- Is there a professional development plan on file?
- Is the professional development plan designed to ensure attainment of qualifications or is the staff person currently enrolled in a degree program?

ECD Coordinator—Interview

- Ask the coordinator to describe:
  - How staff are involved in the development of their professional development plan
  - 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 qualifications
Targeted Questions

ECD Coordinator—Interview

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?

Home Visitor—Interview

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.

CDE4.4

Targeted Questions

ECD Coordinator—Interview

► 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.

CDE4.5