

-----Subpart C — Education and Child Development Program Services

§1302.30 Purpose.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.30	HB & CB Ed. Coordinators	Teachers		

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.

§1302.31 Teaching and the learning environment.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(a)(b) (1)(i)	CB Ed. Coord.	Site Sup., Teachers		

(a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.

(b) Effective teaching practices.

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities;

EHS Center Based - Trust and Emotional Security Approach

The teachers are responsible for making each child feel secure, and to see that each child knows that there is an adult who responds sensitively to his or her cues and developmental changes. The teachers will also do the following:

- feed infants when they are hungry and comfort them when they are distressed;
- interacts with infants and toddlers by gently holding, talking, and gesturing with them;
- provides an emotionally secure and physically safe environment that allows mobile infants and toddlers to explore and to develop independence and control; and
- nurtures the individuality of infants and toddlers by giving them choices and by providing opportunities for them to do things for themselves.

Head Start and Early Head Start - Building Trust and Fostering Independence

During home visits, socialization, and classes, trust is built between the staff, parent, and child by providing a non-judgmental atmosphere where honesty, warmth, and compassion are evident.

Teachers are flexible in in the daily activities by allowing the children to take the lead, giving them choices and responsibilities. They allow children the freedom of expression and movement. Teachers stay aware of the classroom environment to provide assistance when needed. When issues do arise they respond quickly by addressing the issues and using methods to resolve problems that children are comfortable with. (CLASS Teacher Sensitivity and Regard for Student Perspectives).

The teacher strives to increase the family’s understanding of the child’s need for a positive self-image and self-help. They share with the family specific methods for enhancing the child’s self-concept. Activities provided are designed to allow for success by the child. Each child and his/her family members are respected as unique individuals. Tasks for children are broken down into small steps which are attainable by the child. Praising children for the process, as well as the product, is encouraged to enhance the child’s self-esteem.

Program activities are conducted in a manner designed to contribute to the following objectives:

1. Providing a supportive social and emotional climate which:
 - (a) enhances children’s understanding of themselves as individuals, and in relation to others,
 - (b) gives children many opportunities for success, and

- (c) provides an environment of acceptance which helps each child build ethnic pride, develop a positive self-concept, enhance his/her individual strengths and develop social relationships.

PACT staff greet children warmly and use the child's name frequently in conversation and program activities. Respect for the individual child and his/her interests and concerns are emphasized by careful listening and encouragement. Activities provided are designed to allow for success by the child. The Teachers strive to increase the family's understanding of the child's need for a positive self-image. They share specific methods with the family for enhancing the child's self-concept.

Emotional development is provided by discussion with children and their parents on such topics as dying, anger, feeling different, jealousy, inadequacy, fear, shyness, sadness, crying, and failure.

Parents are encouraged to allow their children to learn by trial and error. The staff does this through good verbal communication, hand-outs, and by modeling. Children's independence is fostered through various activities during home visits, socialization, and classes. Activities and materials shall require a minimal amount of adult intervention or participation to reach success.

Teachers know their children and have established behavior expectations. They are proactive and redirect misbehavior in an efficient and non-disruptive way. Due to these practices student misbehavior in our rooms is minimal. (CLASS Behavior Management)

Head Start & Early Head Start - Philosophy for Guidance and Discipline

The focus of Head Start is on meeting the needs of children and families in ways that reflect the principles of child and human development. This focus is based on a belief that both the early childhood environment and the staff must provide and reinforce limits and realistic expectations that are consistent, clear, and positively defined. The philosophy for guidance and discipline in the agency is based on the belief that children develop self- or inner-control by being given opportunities to learn, understand, and follow simple rules. Children are most secure when they know what is expected of them and when the expectations take into account each child's needs and strengths. Our ultimate aim is to convey basic human values, such as respect, trust, honesty, and caring for others.

All teaching staff, including volunteers, entering our program will receive orientation to *the Health & Safety Training Guide*, Program Wide Rules, and Levels of Intervention in order to ensure consistency. Only staff members and those trained in the appropriate guidelines outlined in this policy may discipline children while participating in any Head Start activity/function.

CSEFEL Pyramid Model

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a federally funded national resource center developed to support early care and education. The CSEFEL approach to understanding and addressing challenging behavior in young children is designed to build the capacity of teachers and parents to support the social-emotional development of all young children.

The CSEFEL Pyramid has a framework of recommended practices to support the social-emotional competence of young children. The Teaching Pyramid provides a framework describing the four interrelated levels of practice that address the social and emotional development.

1. The first level focuses on building nurturing and responsive relationships and high-quality supportive environments.
2. The second level focuses on targeted social emotional supports.
3. The third level focuses on intensive intervention. This is the assessment-based intervention that results in individualized behavior support plans.
4. For a very small number of children there will be a need for Intensive Individualized instruction which is at the top level of the Teaching Pyramid. These will be children who are exhibiting challenging behaviors. A Family Support Meeting will be needed.

See Subpart E 1302.50 (b) (6) and/or the Health and Safety Training Guide

The children and adults in our classrooms have warm, supportive relationships. They maintain positive affect and communication and show respect for each other by using each other's proper names and saying please and thank you. (CLASS Positive Climate).

EHS Center Based - Social and Emotional Development Approach

The social and emotional growth of infants and toddlers develops through their relationship with the teachers. Teachers in center-base program encourage young children to develop self-awareness, autonomy, trust and exploration by:

- a. Meeting each child's individual needs.
- b. talking and making eye contact, and playing with children to help them learn how it feels to interact with another person,
- c. arranging the environment so there is space for children to play alone or with one or two others.

Baby Doll Circle Time- For Toddlers, we use Baby Doll Circle Time to teach attachment and nurturing. Activities within Baby Doll Circle Time help children learn to build relationships, strengthen social play, and become more attuned to others. The curriculum promotes positive, joyful play between the children and the children's caregivers which is key to healthy development. Activities are designed to teach emotional self-regulation and stress management, which the child can use life-long. Children are invited to participate in BDCT activities daily, but are allowed to opt out when they wish.

Yoga- In addition to Baby Doll Circle Time, Yoga is offered daily. Yoga not only offers physical activity but also helps calm the mind, increases concentration, promotes confidence, and teaches children breathing techniques. With Yoga the child can strengthen muscles by using them in different ways. Positioning refines balance and coordination and helps the child concentrate. Achieving yoga poses can build the child's self-esteem and confidence. Breathing techniques become embedded and can be used life-long for managing stress.

Head Start Center Based - Social-Emotional Training

Second Step: A Violence Prevention Curriculum for preschool children is designed to promote social competence and reduce social and emotional problem by teaching children skills in the core areas of empathy, emotion management, and social problem solving. It is a universal prevention program, which means that it is taught to every child in a classroom rather than to selected children.

The Second Step program emphasizes understanding and dealing with emotions, expressing emotions in socially acceptable ways, thinking about social situation in accurate and constructive ways, and learning pro-social through practice. The program assumes that feelings, thoughts, and behaviors affect one another. Using the Second Step program, children learn how to identify and distinguish among their own feelings, using internal (muscle tension, heartbeat, breathing) and situational clues.

Parent involvement strengthens the results of the Second Step and enriches the experiences for the children. Teachers and Family Advocates help families understand the importance of social emotional skills by:

- Sending Take-Home Letters about Second Step Activities on a regular basis
- Encouraging families to engage in activities at home that support the skills being taught in class
- Mental Health related articles
- Mental Health Workshops for parents

Yoga- In addition to Second Step, Yoga is offered at least twice daily. Yoga not only offers physical activity, but also helps calm the mind, increases concentration, promotes confidence, and teaches children breathing techniques. With Yoga the child can strengthen muscles by using them in different ways. Positioning refines balance and coordination and helps the child concentrate. Achieving yoga poses can build the child's self-esteem and confidence. Breathing techniques become embedded and can be used life-long for managing stress.

Head Start & Early Head Start - Positive Self-Concept

The classroom environment provides opportunities to develop a positive self-concept by teaching children the respect for individual rights. *SA/Class Lesson Plans* will integrate self-concept skills, multi-cultural, community, and family awareness studies.

Classrooms will provide an environment which helps each child build ethnic pride (through books, field trips, songs, and food). PACT will encourage self-awareness through:

- a. Children's names on cubbies, toothbrushes, art projects, etc.
- b. Provide individual space for children's belongings and projects.
- c. Display mirrors and photos of children and families
- d. Use of Anti-Bias curriculum
- e. Use of developmentally culturally appropriate practice
- f. Label ELL classrooms in both English and Home Language

Refer to HS & EHS Curriculum and Family Engagement Training Guide

Refer to Health and Safety Training Guide

Head Start - Routines and Transitions

The classroom stays a busy place where learning opportunities are abundant. The routines are well established and children know what to do throughout the day. Transitions are seamless with educational activities built into them. Teachers are well prepared for the days' lessons and activities. (CLASS Productivity)

The *SA/Classroom Schedule* includes active/quiet play, child-initiated, and teacher-directed activities. The classroom environment is organized around learning centers. All educational experiences will be appropriate to the development of each child. The classroom activities and experiences are arranged in a way that gives the children a chance to succeed, but is continually challenging to each child. The schedule allows for the child to do as much for himself/herself as possible. Teachers are trained in planning daily routines and transitions so that they occur in a timely, predictable, unrushed manner, according to the individual needs of a child.

See Curriculum and Family Engagement Training Guide for Center Based and the Home Based Socialization Training Guide for Home Based.

Early Head Start - Routines and Transitions

The purpose of the infant and toddler socialization is to support child development through strengthening the parent/child relationships. The group socialization experiences will facilitate the development of emotional security through trusting relationships with a limited number of consistent and familiar people.

Head Start - Supportive Environment

Program activities are conducted in a manner designed to contribute to developing intellectual skills by:

- a. encouraging children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing,
- b. promoting language understanding and use in an atmosphere that encourages easy communication among children and between children and adults,
- c. working toward recognition of the symbols for letters and numbers according to the individual developmental level of the children,
- d. encouraging children to organize their experiences and understand concepts, and
- e. providing a balanced program of staff-directed and child-initiated activities.

The Teacher will set up and provide appropriate learning centers, such as art, block, writing, manipulative, discovery, music, quiet, computer, and dramatic play. The classroom materials will provide active learning and open-ended activities. Children learn through exploring, experimenting, and manipulating. The planned activities progress from simple to complex to individualized development.

Concept development is the pinnacle where learning occurs. To improve concept development teachers engage children in analysis and reasoning, creating and brainstorming, integrating previous learning and applying it to the child's real world. (CLASS Concept Development)

Early Head Start CB- Supportive Environment

Program activities are conducted in a manner designed to contribute to developing intellectual skills by:

1. encouraging children to solve problems, explore, experiment, play
2. planning experiences for children of all ages to learn functions and properties of objects, and to classify materials into groups;
3. offering a rich variety of experiences, materials, problems and ideas to extend children's thinking and to support their interest;
4. having conversations with children to extend their thinking and learning.

The teacher will create a trusting atmosphere; support successful strategies or model alternative strategies for re-directing children's behavior; build on each child's strengths; and emphasize ways to support the child's emerging development skills while creating a safe environment to explore.

Head Start Program

Each child will have opportunities to use creative self-expression by participating in group music experiences, creative movement and dance, and dramatic play activities. Children will have available a variety of art materials for tactile experience and exploration.

Children are given opportunities to freely use language and to expand vocabulary. Both teacher-directed and child-directed activities are included in classroom time. Objectives are planned and developed for each child from TS GOLD assessment tools. These are documented on *Classroom Plans*, *Home Visit Report*, or *Weekly Goal Charts*. Teachers scaffold with children and participate in feedback loops. They question children about their learning, provide additional information and become the cheerleader by providing encouragement and affirmation. (CLASS Quality of Feedback)

Children are exposed to written language and numerical symbols in the classroom and through various activities. All learning centers and shelves in the classroom are labeled. The writing center will be supplied with materials and activities to encourage writing. Children's names will be placed on their drawings, cubbies, cots, belongings, etc. If the child is unable to recognize his/her name on cubbies, a geometric shape, letter link or a photo will be added to assist the child with name recognition. Number and alphabet books and puzzles are also available.

Teachers have frequent conversations, ask open-ended questions, repeat and extend children's words and conversations. They map their actions with words and describe what the child is doing. Teachers use advanced language to summarize children's responses. (CLASS Language Modeling)

Written language, such as journals, experience stories, charts, letter wall, home-made books, sign-up lists, and labels will be used to foster children's appreciation of the importance of reading and writing, as well as to encourage the recognition and use of letters and numbers for pre-school age children.

Refer to Curriculum and Family Engagement Training Guide

EHS Program:

Infants and toddlers will experience emerging language and literacy skills through books, children telling stories, appropriate puzzles, puppets, music and finger plays, names on cubbies, things in the classroom are labeled and have children pictures on cubbies with their names. The teachers will read to the infants and toddlers and talk directly to each child to promote language and literacy.

Different variety of books will be in each center (magazines, phone books, date books); home living area should contain real calendars. Adults need to talk to infants about what they can see and what is happening while doing physical care.

The teacher will create a trusting atmosphere; support successful strategies or model alternative strategies for re-directing children’s behavior; build on each child’s strengths; and emphasize ways to support the child’s emerging development skills while creating a safe environment to explore.

Refer to Curriculum and Family Engagement Training Guide

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31 (b) (1)(ii)	CB Ed. Coord.	Site Sup., Teachers		

(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;

PACT Head Start and Early Head Start Center Based classroom uses the Creative Curriculum which aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

Head Start and Early Head Start– Approach to Child Development and Education

In Head Start the approach to child development and education is focused on each child’s developmental stage, interest, temperaments, language, cultural backgrounds, and learning styles. The teachers use The Creative Curriculum and Teaching Strategies GOLD to document the performance and progress of children’s social, emotional, physical, and intellectual growth. This assessment also gathers parent input and parent observation. Teachers use this assessment data to gain perspective on each child’s progress and to evaluate their own teaching practices.

The Center Based teachers use the Education Survey for School Readiness form to collect information from parents about their children’s individual differences. This individual profile is used to familiarize the teacher with each child. The teachers plan and use different strategies to help all children succeed as learners.

Approach to Child Development—EHS Center-based

The approach to child development and education will focus on PITC philosophy and approach which includes individual children's needs, progress, interests, temperaments, language, cultural background, maturation rates and styles of learning. PACT follows the PITC approach that is responsive to what infants and toddlers and their families bring to the classroom.

In the classroom, the primary teacher will develop a responsive, meaningful relationship with each assigned child. The primary teacher will carry out a greater portion of routine daily care, such as diapering/toileting, feeding, and comforting for the children assigned to them.

In primary care, children learn that they can trust this person to comfort them when they are tired, upset, or frightened and to help them as necessary as they explore and learn. Their relationship with a primary teacher helps children feel secure enough to relate to other adults.

When children spend a longer day in the classroom than their primary teacher, the co-teacher is assigned to be the child's primary relationship during the late part of the day. EHS teachers work as a team and support each other and provide a back-up basis for security for each other's primary care children. Primary care does not mean exclusive care.

PACT believes and supports children staying with the primary teacher for most of their first 3 years. Research has shown that continuity of care, keeping children with the same teacher, tends to deepen children's confidence. For secure attachment to occur, children need to have a sustained experience with a special teacher.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(a)(b) (1)(iii)	CB Ed. Coord.	Site Sup., Teachers		

(iii) Integrate child assessment data in individual and group planning; and,

Legislative Provision: Section 641A (b) Child Development Outcomes establishes results-based performance measures as follows:

Demonstrate improved emergent literacy, numeracy, and language skills.

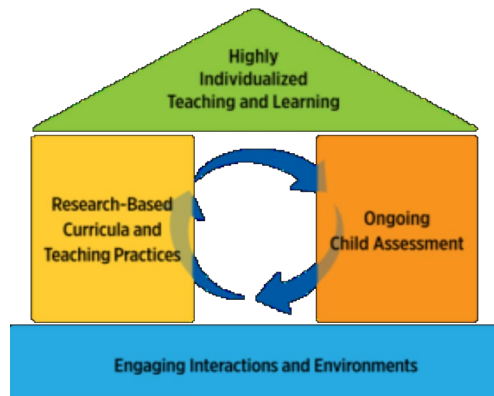
Demonstrate improved general cognitive skills

Demonstrate improved gross and fine motor skills.

Demonstrate improved positive attitudes toward learning.

Demonstrate improved social behavior and emotional well-being.

School Readiness Action Plan



The National Center on Quality Teaching and Learning uses the HOUSE to represent the four elements of quality teaching and learning that influence a child’s school readiness. We have aligned our teaching practices with each structure of the Head Start ELOF to represent how we support school readiness.

1. Engaging Interactions and Environments: The home based program option uses the Home Visit Rating Scales Version A (HOVRS-A) as adapted by the Parents as Teachers model to assess the level of engaging interactions and environments. This tool is used in conjunction with HS and EHS relationship-based competencies from National Center on Parent, Family, and Community Engagement. The information from reflection on these assessments is used to plan for individual and program wide staff development. The CLASS is used to assess the emotional support, classroom organization and instructional support in our Head Start center based classrooms.

Our goals for each of the CLASS dimensions are as follows:

Emotional Support:

1. **Positive Climate:** The children and adults in our classroom have warm, supportive relationships. We maintain positive affect and communication. We show our respect for each other by using our proper names and saying please and thank you.
2. **Negative Climate:** We maintain low negativity in our classrooms by having no or low displays of negative affect like irritability, anger or harsh voice. We do not yell, threaten or use harsh punishment. We are not sarcastic or disrespectful and never engage in bullying or physical punishment.
3. **Teacher Sensitivity:** We stay aware of our classroom environment to provide assistance when needed. When issues do arise we respond quickly by addressing the issues and using methods to resolve problems that children are comfortable with.
4. **Regard for Student Perspectives:** We are flexible in our daily activities by allowing children to take the lead, giving them choices and responsibilities. We allow children the freedom of expression and movement when possible.

Classroom Management:

5. **Behavior Management:** We know our children and have established behavior expectations. We are proactive and we redirect misbehavior in an efficient and non-disruptive way. Due to these practices student misbehavior in our rooms is minimal.
6. **Productivity:** Our classrooms stay a busy place where learning opportunities are abundant. The routines are well established and children know what to do throughout the day. Transitions are seamless with learning opportunities built into them. We are well prepared for the days lessons.
7. **Instructional learning Formats:** We engage ourselves in children's play and use many different types of activities and materials to keep students interested and participating. We organize and summarize the children's learning throughout the day.

Instructional Support:

8. **Concept Development:** Concept development is the pinnacle where learning occurs. To improve concept development we analyze and reason, create and brainstorm, integrate current ideas with previous learning and apply it in our world.
9. **Quality of Feedback:** We scaffold and participate in feedback loops, question children about their learning, provide additional information and become the cheerleader by providing encouragement and affirmation.
10. **Language Modeling:** We have frequent conversations, ask open-ended questions and repeat and extend children words and conversations. We map our own actions with words and use words to describe what the child is doing. We use advanced language to summarize children's responses.

2. *Research Based Curricula and Teaching Practices:* The Creative Curriculum for Preschool 6th Edition is used in our Head Start center-based program and The Creative Curriculum for Infants, Toddlers and Twos 3rd Edition with PITS Training in our Early Head Start center-based program. Home-based teachers use the Parents as Teachers Foundational Curriculum. These curricula are research based and give teachers guidance on how (teaching strategies and experiences) and what (content) to teach.

3. *Ongoing Child Assessment:* We use the Teaching Strategies GOLD in Head Start and Early Head Start (aligned with IELS, HS Early Learning Outcomes Framework and LEA expectations these tools are reliable and valid. The teaching staff uses these tools to assess the children, and that assessment is then used to guide their planned curriculum for the classroom and individual children.

4. *Highly Individualized Teaching and Learning:* Our teachers are sensitive and respectful to differing cultures, lifestyles, preferences, abilities, learning styles, and needs of the children and families served. Teachers plan activities that challenge children while still allowing them to be successful. The teacher uses assessment to determine the current skill level of the child and plans activities that are at the next level of development that the child should be achieving. The teacher then uses developmentally appropriate teaching methods to scaffold the activity. This allows children to be successful no matter what their individual skills, abilities or knowledge may be.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(a)(b) (1)(iv)	CB Ed. Coor.	Site Sup., Teachers		

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

Head Start/Early Head Start- Developmentally Appropriate Practice - School Readiness

Developmentally appropriate methods and materials are planned and provided by the teachers. Sufficient times are allotted in the areas of science, self-help, dramatic play, art, music, numerical concepts, problem-solving, pre-reading, pre-writing, and working toward recognition of letters and numbers according to the individual developmental level of the child.

Head Start/Early Head Start- Social/Emotional

Refers to skills necessary to foster secure attachments. Teachers will encourage and promote these skills by:

- By giving children the opportunity to work together
- Drawing attention to the feelings of others
- Letting the children do for themselves as much as possible
- Allow children to share information about themselves

Head Start/Early Head Start - Emerging Language and Literacy

The teacher will encourage language development by engaging children in a variety of songs, stories, poems, books and games. Weekly lesson plans will be posted in each classroom.

Teachers will also encourage communication skills by: responding to infants' vocalizations, such as gurgling, cooing, crying, whimpering, and imitating the child. The teachers will encourage children to hear different sounds in the environment, and by responding to expressions of children whose language is different from theirs.

Teachers will provide for language/literacy development by:

- a group time, story time, meal service, and free time,
- nursery rhymes, tongue twisters, singing songs, story books, music, murals, charts, and flannel stories supporting phonological awareness, print awareness
- children's words (dialogue) that describes pictures, stories, feelings, etc.
- field trips to the library and invite local librarian into the classroom

Head Start/Early Head Start - Numeracy Awareness/ Math

The Teacher will provide for the development of mathematical thinking through:

- transition activities
- attendance, counting songs, finger-plays, etc.,
- manipulative - counting, sorting, classifying, objects, etc.,
- block play - building, patterning, sequencing, etc.,
- charts - graphs, measurement, etc.

The children are offered a developmentally appropriate program emphasizing hands-on experiences, child-directed activities, and language acquisition. SA/Classroom schedules are posted that define the program. The *Lesson Plan* and large pictorial schedule is posted in the SA/Classroom.

Head Start-Science

Teachers will provide for development of scientific thinking through:

- monthly experiments
- using journals for observations
- studies of animals, plants and the environment
- exploration
- curiosity and investigation

Head Start-Social Studies

Teachers will provide for the development of skills in understanding people and how they relate to others and the world around them by:

- encourage children to explore experiences
- study the community
- invite others to share culture and hobbies...

- celebrate special occasions and cultural events
- ask families to share their story

Head Start – Classroom Activities

Teachers engage in children’s play and use many different types of activities and materials to keep students interested and participating. They organize and summarize the children’s learning throughout the day (CLASS Instructional Learning Formats). Classroom activities are designed with an emphasis on:

1. Readiness skills in language, literacy, and numeracy
2. Improving socialization skills and emotional development
3. Providing multi-cultural activities to enhance the understanding of their own culture and that of other cultures
4. Developing communication skills among children
5. Enhancing the child’s self-image and understanding of themselves and others
6. Providing an opportunity for children to express their creativity
7. Broadening the experience base for children
8. Providing a variety of large motor activities
9. Providing an opportunity for parents to observe their children in a group setting and participate as volunteers

Early Head Start - Classroom Activities

Classroom Activities are designed with emphasis on:

Exploring with toys and materials

- Art experiences – finger paintings, markers, crayons, paint, scissors, pencils, etc.
- Imitating and pretending – Home Living area, puppets, blocks, dancing, etc.
- Stories and books – children will have books read to them, make books tell stories
- Science Activities – Experiment
- Music and movement – singing, finger plays, dancing, instruments, etc.
- Gross Motor – Inside/Outside – running, crawling, climbing, etc.
- Fine Motor – Stacking, pouring, writing, etc.

Head Start & Early Head Start - Development of Fine Motor Skills

The *SA/Classroom Schedule* will provide regular time, space, equipment, and materials for the development of fine motor skills. During center time and small group, the children will have opportunities to manipulate, explore, and experiment with concrete objects.

The drawing tools and writing materials, computer with mouse, manipulative toys, puzzles, blocks, dress up accessories, books, sensory table, etc., all provide opportunities for pre-school children to develop fine motor skills.

Rattles, stacking rings, balls, age appropriate blocks, containers to fill and dump, wooden and rubber puzzles, etc., all provide opportunities for infants and toddlers to develop fine motor skills.

Fine Motor Development

The classroom curriculum is set up to encourage fine motor skills through sensory exploration. The teachers will document fine motor exploration on the *Individual Planning* form or HVR.

The teachers will encourage fine motor development by:

- a. Providing classroom activities and materials that involve grasping, dropping, pulling, pushing, throwing, touching, mouthing, drawing, play dough, etc.

Head Start/Early Head Start-Creative Arts

Teachers will provide for the development of creative arts through:

- Open-ended art materials
- Variety of materials
- Musical instruments available
- Music as part of the daily routine
- Dancing

(see CB Curriculum and Family Engagement Training Guide for more details)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(a)(b) (2)	CB Ed. Coord.,	Site Sup., Teachers		Child/Family Cultural Survey, Home Language Survey

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development.

These practices must:

- (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;**
- (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,**
- (iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language.**

CB & HB teachers use the *Child/Family Cultural Survey* and the *Home Language Survey* to support the culture of each child and family. The information is used to individualize services and implement culturally relevant programming in the classroom. The information from the Home Language Survey is used to determine where the child will be assessed as Dual Language Learner in the GOLD system.

In the center-based classroom, the multicultural content infusion is a strategy used to incorporate diversity into the existing curriculum. It allows teachers to continue using the existing curriculum and, at the same time, incorporate multicultural materials.

English Language Learners – We encourage children to use their home language in the classroom. We invite parents into our classrooms to read to the children in their home language. Teachers are encouraged to learn key phrases in the child’s home language from bilingual parents or community volunteer. Other sources are local high school or colleges for bilingual student interns.

Refer to the Curriculum and Family Engagement Training Guide, Screening and Assessment Training Guide, HB Home Visit Training Guide, and HB Socialization Training guide.

The classroom or socialization is assigned a staff that speaks the primary language of the children, when the majority of children speak a Home Language other than English. When a few children or single child speaks a language different from the rest, the Director makes every attempt to locate a volunteer or a paid interpreter to communicate in the home language. The classroom is labeled with each child’s home language.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(c)	CB Ed. Coord.,	Site Sup., Teachers		<i>SA/Class/HVR and Individual Planning Form</i>

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,**
- (2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.**

The schedule will reflect ample time for free play and conversation among children and between children and adults. The time for adult-initiated activities will be balanced with games, stories, and listening times. The *SA/Class/HVR* and *Individual Planning Form* plans will be comprehensive, individualized, and developmental as well as provide a process by which growth can be observed and documented.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(d)	CB Ed. Coord.,	Site Sup., Teachers		

(d) Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children’s interests, development, and learning.

Head Start - Physical Environment indoors and outdoors

The physical environment includes developmentally appropriate learning centers, block, house, writing, art, manipulative, discovery, sand/water, library, and outdoor play equipment. The Classroom and outdoor environment is organized and planned to support positive interactions and to meet individual and group needs. The space and materials for the Classroom are arranged by function and materials on the shelves are labeled, and easily accessible to the children. The materials and equipment in each center should be rotated and replaced often enough to maintain the children’s interest and continually challenge them. The new equipment or materials are introduced to the children during small group activity and added slowly to the classroom.

Refer to the CB Curriculum and Family Engagement training guide

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31(e) (1)	CB Ed. Coord.,	Site Sup., Teachers		

(e) Promoting learning through approaches to rest, meals, routines, and physical activity.

(1) A program must implement an intentional, age appropriate approach to accommodate children’s need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

See Health and Safety Training Guide for nap and rest time procedures.

Head Start/Early Head Start – Health Activities

Children will be taught the proper procedure to wash hands and rules on when to wash hands. Songs, stories, pictures, and role-playing and discussion about physical and dental examinations will increase

understanding and reduce fears. Health activities in the classroom and home include:

- books about doctors, nurses, dentists, hospitals, etc.
- puzzles about doctors, nurses, dentists, hospitals, etc.
- inviting Health Professionals to visit the center
- prop-boxes to stimulate children’s dramatic play, such as doctor/nurse bags, scales, stethoscope, etc.
- community field trips to hospitals, dental clinics, health departments, etc.

Head Start/Early Head Start – Nutrition Activities

Food experiences will be planned to help children identify, taste, and select various foods. The teacher will use the Team Nutrition Resources, Chef Combo Puppet and Kit, Head Start Nutrition Curriculum, Tickle Your Appetite, Healthy moves for Healthy Children Cards, and Choosey Choices as a resource to provide a variety of activities and to share important nutrition concepts to parents. Teachers will use “Go, Slow, Whoa” terminology when teaching good nutrition and healthy eating during meals, snacks, and other nutrition education in the classroom and home. The teacher will utilize books, pictures, songs, props, and field trips relating to food and its sources. Community field trips are planned to visit bakeries, grocery stores, farms, plant nurseries, restaurants, etc.

Teachers in CB classrooms and HB Socializations at centers may use food items for nutrition lessons as long as the activity is under the supervision of a person holding a food sanitation certification.

Supervision means assuring the staff has proper training on the sanitation requirements. The certificate holder must be on site, but does not necessarily have to do the activity or be in the room. Whenever possible, the lesson should be planned around the existing menu. Children may be involved in the preparation if individual things, but group preparation is not allowed due to sanitation regulations. For example, each child may be given the ingredients to make his own food item and that child would be the only one touching or eating it. All children would not be allowed to help stir or handle something made for the whole group to eat. All activities should focus on the process, not the product and teach nutrition and food experience. For example, using teddy grahams instead of square graham crackers to go with a Teddy Bear theme is not a nutrition lesson. Using whipping cream to make individual homemade butter and then spread on cracker or displaying a real pineapple and cutting up to taste when serving canned is a nutrition lesson. Food items needed for nutrition needs to be requested of the cook on site at least one week in advance.

Early Head Start – Physical Development

In the center based program, the classroom routine will provide periods for physical activity to support the development of competence and confidence. For example, as part of the daily routine, children carry objects, move to music, and engage in active play.

Gross Motor Development

The classroom curriculum is set up to encourage play and active exploration for infants and toddlers to support the development of gross motor skills, which enhance self-confidence, independence, and autonomy. The teachers will encourage the physical development by:

- a. Checking the developmental milestones of each child.
- b. Allowing infants and toddlers to play with and explore objects in a safe environment

- c. Providing open accessible indoor and outdoor space for children to practice skills.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31 (e) (2)	Health & Education Coors.	Teachers	Ongoing	n/a

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child’s learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

Meal Schedule

Meal and snack schedules will be developed by the Health Coordinator and the CB Education Coordinator, with input from Site Supervisors and Cooks. This schedule is posted in the classroom. Any changes in the schedule must be approved jointly by the Health Coordinator and the Center Based Education Coordinator. There is a minimum of two hours and no more than three hours between meals/snacks. If any child is hungry upon arrival or at any time during the day in between meals, a nutritious snack will be provided.

Food is never used as reward or punishment and are not forced to finish their food. All staff are to promote this idea and encourage and educate parents to do so too. If a child refuses to eat or try a food, staff could offer at another time, but not pester the child with trying to get him to. No food is withheld until another is eaten. All foods offered by the program contribute to the child’s needs.

Varieties of foods are introduced during snack/meal time. During meals, children learn social skills, language, fine motor skills, math concepts, and ordering objects. In both home-based and center-based programs children are prepared for new food during classroom activities, such as reading stories, growing from seed, etc.

When developmentally appropriate, children are involved in food-related activities by serving themselves at meals, assisting with own clean-up afterwards, preparing own snack during monthly nutrition activity visit in home based program, nutrition lessons in center based classrooms, nutrition related activities prior to meal service, Go Slow Whoa discussions, and My Plate activities.

Children begin serving as soon as staff and children come to the table and sufficient time is allowed to finish. If children become restless while others are finishing, the Teacher will arrange for activities for those children. This could be tooth brushing or free play.

Family Style Meal Service

All 3-5 year old classrooms do family style meal service and all 0-3 classrooms will do family style unless the children are too young to handle serving themselves developmentally. It is the responsibility of the Teachers to train parents and other volunteers during meal service on the following regarding family style.

- Adults and children sit together at tables passing bowls and pitchers and serving themselves with assistance from adults as developmentally needed.
- Children are encouraged to take the full serving size (following meal pattern charts).
- If a child that takes own serving size and it is less than required, they must be offered more when it is eaten.
- Adults will serve in situations where the food is too hot for children to handle. This is usually only when you have soup. When Adult serves, each serving must have the required serving size according to the meal pattern charts.
- Adults must be positioned at tables (sitting) where they can assist children without standing. Adults should not be standing and assisting like servers. (It is up to the teacher to train parents, volunteers and substitutes on this.)
- All components must be on each child's plate. If a staff must put a component on the plate or pour the milk, it must be the full serving size. If you are not sure about the serving size, use the meal chart or menu to know how many ounces, tablespoons, or cups. When filling sippy cups, you must put the full serving size in them also.
- Bowls, platters and milk pitchers should be placed on each table and should be a size the children can handle.
- Adults sitting at the table and helping with meal service take all components on their plate and model good eating practices. Adults should watch their serving sizes so there is concern about having enough food. Adults eat the same foods as children and have a positive attitude toward acceptance of food. Dislikes of any particular food are NOT to be shared with the children. If an adult does not like a particular food item, they will put a small amount on their plate and push it around and pretend. Although these adults get to eat with the children, the first concern is the children. Adults will need to assist children as needed. This time is not considered the staff's lunch break.
- The cook at each center is responsible for assuring there is enough food for the serving sizes required. There should be seconds for those who want it from those who take less because of dislikes, and low attendance.
- Children should not have to wait long at the table before serving starts or be kept at the table when finished. The food should be placed on the table before the children come to the table. When one or two children get completed, one adult should be assigned to start the next activity. This could be tooth brushing or free play. (Whether that adult is done eating or not, remember, this is not the adult's lunch break.)
- All children need dishes/silverware that are developmentally appropriate. If serving bowls are not easy for the children to handle, communicate this to the cook so it can be changed. Children

in EHS will use toddler-sized forks and spoons, or divided plates and toddler cups. Styrofoam products are not used in EHS classrooms due to choking hazards.

Limiting Food Waste

Food that has been on serving tables cannot be reused.

To limit the amount of food wasted the cooks will:

- 1) Put small amounts of food in serving bowls and use more bowls as needed.
- 2) Keep extra food covered and uncontaminated when seconds are needed. Serving bowls should be refilled according to needs.
- 3) Adjust quantities prepared to meet the needs of the children the next time the same food item is prepared.
- 4) Communicate with the teacher about the needs of the children in their classroom.

To limit food waste, the teachers will:

- 1) Encourage children to take small portions at first. If they eat this portion, they must be offered more.
- 2) Not set a whole bowl of seconds on the table if only one or two children have asked for more. Instead, refill the serving bowl on the table with amounts needed.
- 3) If food runs out on one table, check other tables and the other rooms to see if they have any before requesting more food from the kitchen.

Leftover Food

Food that has been on the serving tables and contaminated must be thrown out. Food that has not been contaminated and has not reached dangerous temperatures may be reused in the following manner and priority:

- 1) Save food for a later meal or snack the same day.
- 2) Save for an upcoming parent event.
- 3) Staff on Site may eat that day. (After you make sure there is enough for all children) Cooks should not prepare extra food for other staff to eat. This should only be happening on days that class is cancelled or there is extremely low attendance. Food is prepared at our center sites for children and staff assisting with family style service only. All food will be delivered to the classrooms according to the planned meal schedules. In the event there is leftover food from the classrooms which hasn't been contaminated by being served on the classroom tables (possibly seconds that weren't needed), other staff in the building may eat after the last class has finished lunch. This food will be placed on a cart and taken by the cook to a place designated at each center by your Site Supervisor. Anyone who wishes to eat will then have a short time (around 15 minutes) to help himself or herself using paper plates and plastic silverware.
- 4) Give parent volunteers the food. Make sure it maintains proper temperatures until they take it home. If risky, do not give it away.
- 5) If there are no parent volunteers, the cook will let the family advocate or teacher know and

- find out if there are parents that could be called to take the food.
- 6) The cooks will keep some zip lock bags to keep food in that is to be given away.

Infant Feeding

Teachers with infants in their classrooms follow the procedures in the CACFP “Infant Feeding Guide”. Staff and parents help infants have a positive experience by feeding them in a relaxed setting and at a leisurely pace. If possible, breast-feeding mothers are encouraged to come to the program setting to feed their children.

Staff and parents use the following techniques for feeding infants:

- Wash hands with soap and water before feeding.
- Find a comfortable place for feeding.
- Hold the infant in their arms or on their lap during feeding, with the infant in a semi-sitting position, with the head tilted slightly forward and slightly higher than the rest of the body, and supported by the person feeding the infant;
- Communicate and interact with the infant in a calm, relaxed, and loving manner, by cuddling and talking gently.
- Hold the bottle still, and at an angle, so that at all times the end of the bottle near the nipple is filled with liquid and not air.
- Ensure that the liquid flows from the bottle properly by checking that the nipple hole is of an appropriate size.
- Burp the infant at any natural break during, and at the end of a feeding.
- After feeding, clean gums with gauze. (naeyc 5.A .13)

Infant cereal is served with a spoon, never given in a bottle, unless there is a medical reason for some other approach. If medical reason, a signed note is required from the physician.

As children grow older, they may prefer to hold their own bottles, and may do so while in an adult’s arms or lap, or while sitting in a low chair or similar chair.

Dental problems, such as tooth decay, may result from children using bottles as pacifiers. For this reason, children are not allowed to carry bottles with them for long periods during the day. Parents and staff are taught that breast feeding also may cause baby bottle tooth decay (infant dental caries).

Older infants do not need to be held when eating solid foods. Instead, they may sit in a chair scaled to size. This chair may include a tray. However, children in these must be pulled up to the table and included in family style meal service. It is important, however, to maintain eye contact with a child who is being fed, and to closely supervise all feeding activities in order to minimize the risk of choking.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.31 (e) (3)	Educ & Health Coor.	Teachers	Ongoing	n/a

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

We consider transition times between activities opportunities to strengthen children’s learning and interactions through the use of short games, songs and conversations. Transition activities such as hand washing, tooth brushing, toileting and diapering are used as opportunities to teach and strengthen concepts about health and safety.

Handwashing & Diapering Procedures

See 1302.47(b) (6) (i)

See Health and Safety Training Guide and Curriculum Training Guide

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

Head Start & Early Head Start Center Based - Development of Gross Motor Skills

In the center based program, the classroom routine will provide scheduled periods for physical activity to support the development of competence and confidence. For example, as part of the daily routine, transition will include motor movement, exercise and movement to music, and engage in role playing actions.

Scheduled and planned indoor and outdoor activities will include balancing, running, jumping, and other **MVPA** (moderate to vigorous movements) to enhance physical growth, stamina, and flexibility. A specific amount of time (**approximately 30-45 accumulated minutes for Head Start and 20 accumulated minutes for Early Head Start**) is designated to structured physical activities lead by the teacher. These play activities will be fun active activities and not limited by or used as punishment or reward.

Children will be encouraged to participate actively in movement and other forms of exercise that enhance the children’s ability to move in ways that demonstrate control, balance, and coordination.

Equipment to promote gross-motor skills will include, but not limited to, a balance beam, hoops for jumping, jump ropes, bean bag toss, scooter boards, a parachute, riding toys, balls, tumbling mats, walking cups, climbing equipment, push and pull toys, etc.

Indoor floor areas will be used for movement and other activities, such as exercise and movement with music CD or musical instrument.

Outdoor activities may include exercise, parachute, hoop activities, ball games, an obstacle course, or group movements.

Planned indoor and outdoor activities should challenge children to use a range of motor skills, such as obstacle courses, but teachers will individualize to a wide range of differences among children due to maturational rates, motivation level, experience, practice, and special needs.

A minimum of one adult supervising ten children for Head Start and one adult supervising four children for Early Head Start is expected to ensure outdoor safety. The teacher reviews outdoor safety rules with the children. Staff and volunteers need to ensure that all children are ready for outdoor play prior to entering the outdoor classroom (bathroom breaks have been given, shoes are tied, children are dressed appropriately for the weather, etc.). Staff and volunteers will be actively involved with children outdoors, talking and listening, and preventing accidents by being close to the children. For example: staff should be next to the climbing apparatus in the event a child might fall. The teacher is responsible for assigning children to adults. For example: one adult supervises the slide, one adult at the sandbox, one adult with the riding toys. If a negative behavior occurs, the child should be disciplined in a positive manner outlined in Health and Safety Training Guide

EHS Center-Based - Sensory and Motor Exploration

The teachers in both home base and center base will enhance all areas of development by supporting infants and toddlers with a broad array of experiences that are interesting to the child and promote sensory and motor exploration. The teachers and parents will do this by:

- encouraging movement and playfulness;
- engaging infants and toddlers through their senses with physical contact, making sounds, feeling textures, and testing or smelling foods.
- interacting face to face during all kinds of routine activities, including diapering and feeding times.
- moving infants from one area and/or position to another;
- changing the environment to stimulate the interest of the infants and toddlers.

§1302.32 Curricula.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.32	CB Ed. Coord.	Site Sup., Teachers		

(a) Curricula.

(1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

Center Based Head Start classrooms use the Creative Curriculum for Preschool (6th edition) and Center Based Early Head Start classrooms use the Creative Curriculum for Infants, Toddlers and Twos (3rd edition). The curriculum is a comprehensive program based on scientifically valid research. The curriculum is aligned with the Head Start Early Learning Outcomes Framework, and the Illinois Early Learning Development Standards. The curriculum has an embedded assessment system (Teaching Strategies GOLD) and includes plans and material lists to assist teachers in planning learning experiences.

Classroom staff are trained in the use of the Creative Curriculum during their orientation period. Supervisors monitor the implementation of the curriculum through the use of locally designed monitoring tools that include quality measures (or indicators) from the curriculum and the curriculum fidelity checklists. Classroom staff participate in writing a professional development plan yearly to plan for continuous improvement in the various areas of teaching and learning (including curriculum implementation).

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

See section J 1302.101 (2)

(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

PACT does not make significant adaptations to the curriculum

§1302.33 Child screenings and assessments.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.33	HB & CB Ed. Coord., D/MH Coor.	HB & CB Teachers		

(a) Screening.

(1) In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.

See HS/EHS Screening and Assessment Training Guide

(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent’s consent, promptly and appropriately address any needs identified through:

(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child’s eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,

(ii) Partnership with the child’s parents and the relevant local agency to support families through the formal evaluation process.

(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.

(5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

(i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or

more areas of development that is likely to interfere with the child's development and school readiness; and,

(ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.

(A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.

(B) A program may use program funds for such services and supports when no other sources of funding are available.

See section F 1302.60 and Screening and Assessment Training Guide

(b) Assessment for individualization.

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

See Curriculum and Family Engagement Training Guide

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

Head Start and Early Head Start – The Family Conference Form

PACT provides an education plan to meet the individual differences and needs of participating children and their families. The *Family Conference Form* creates an individual plan to promote school readiness for each child. The *Family Conference Form* is generated by the teacher from the Teaching Strategies GOLD system every three months. Using this system the teacher describes the child's strengths in the social-emotional, physical, language and cognitive development including strengths in literacy, math, science & technology, social studies and the arts. The teacher then plans for the child's development with input from the parent by selecting goals based upon the child's current developmental levels.

The Family Conference Form will be created after each checkpoint for children who have been enrolled in the program for at least 10 weeks with no less than 6 weeks remaining in the program.

Refer to CB Curriculum and Family Engagement Training Guide or HB Home Visit Training Guide.

Individualizing also occurs in all other components as well by using Progress Sheets and Referrals.

See HS/EHS Screening and Assessment Training Guide

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA

(c) Characteristics of screenings and assessments.

(1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

- (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;**
- (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,**
- (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.**

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

(d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

Developmental Screening - Head Start

The Family Advocate for center-based or Home-Based teacher explains the *Developmental Screening* process to the family on the Intake Visit. A written permission is obtained for the developmental screening from the parent or guardian during the Intake Visit.

The developmental screening will not be administered without written parental consent or **DCFS Authorized Agent** for foster children.

The teacher is responsible to make sure children are screened within 45 days of entry into the program. The first developmental screening will be scheduled within two weeks of enrollment into the classroom or Intake Visit for home-based.

All enrolled children even those with an IEP will be screened with the Dial- 4

The Developmental Indicator for the Assessment of Learning-Fourth Edition DIAL-4 is an individually administered developmental screening tool designed to identify young children in need of intervention or diagnostic assessment. The DIAL-4 components are intended to help early-education professionals identify children who are at risk of failing in academic settings.

DIAL-4 components include updates that reflect changes in early childhood research, legislative mandates, and user expectations.

Refer to HS Screening and Assessment Training Guide.

Developmental Screening - Early Head Start

The purpose of the *developmental screening* is explained to the family during the Intake Visit by the Home-Based Teacher or Family Advocate. The Home-Based Teacher or CB Family Advocate obtains the written permission for developmental screening from the parent or guardian during the Intake Visit. The developmental screening cannot be administered without a written parental consent or **DCFS Authorized Agent** for foster children.

All enrolled children even those which have an IFSP, will be screened.

The teacher is responsible to make sure their children are screened within 45 days of entry into the program. The first developmental screening will be scheduled within two weeks of enrollment into the classroom or Intake Visit for home-based.

The ASQ-3 system is used by PACT to screen children through observation and through parent interview. Completing the questionnaires takes approximately 30-45 minutes.

PACT believes assessments of infants and toddlers should be done on a regular and periodic basis because of the rapid developmental changes in the early years. The ASQ screens children systematically over time.

The Ages and Stages Questionnaires (ASQ): is composed of questionnaires designed to be completed with parents and EHS teacher. The Ages and Stages Questionnaires: Social-Emotional takes the ASQ a step further by concentrating on the importance of considering social and emotional competence in young children at eight stages. The ASQ-SE is used in conjunction with the ASQ to identify the need for further social and emotional behavior assessment in children.

Refer to EHS Screening and Assessment Training Guide

After the screening is scored

For **the Head Start Dial Screening**– After the Supervisor has checked the Dial for completion and scoring accuracy, the Dial Score Sheet is forwarded to the Disabilities/Mental Health Services Coordinator **if**:

- There are one or more areas, which indicate a potential delay. **However**, the Dial will **not** be forwarded if the Supervisor and Teacher agree that the Dial score is **not** an accurate picture of what they see with how the child performs. If the Supervisor and Teacher agree there is no concern it will be noted in the “Comments” section on the front page of the Dial.
- If the child needs re-screened, temporarily monitored, or referred for evaluation.
- The Dial indicates poor intelligibility, or if intelligibility is okay and has a low score in Articulation.

For **Early Head Start Ages & Stages Screening** – After the Supervisor has checked the Ages & Stages for completion and scoring accuracy, the Ages & Stages Information Summary sheet is forwarded to the Disabilities/Mental Health Services Coordinator **if**:

- There are any areas in the BLACK portion of the scoring sheet, or if there are more than two areas in the GREY portion of the screening. **However**, the Ages & Stages will **not** be forwarded if the Supervisor and Teacher agree that the score is **not** an accurate picture of what they see with how the child performs. If the Supervisor and Teacher agree there is no, or little, concern it will be noted on the scoring page of the ASQ under the decision portion.

The **Dial Parent Questionnaire** and the **Ages & Stages Social –Emotional Screening** will be forwarded to the Disabilities/Mental Health Services Coordinator if either indicates Mental Health concerns, such a recent fire, parent loss, etc.

The Disabilities/Mental Health Services Coordinator will also receive screenings, which indicate “poor intelligibility” or low articulation score for the child’s age. The children identified as having a suspected delay or disability will then be referred for an evaluation as soon as possible or within 30 days upon parent consent. Refer to 1308.6 (a) (3) in the Disabilities Plan.

For Head Start screenings, which are low in Self-Help and Social Development, the teacher should write in the *Comments Section* whether these areas are of a concern or not, and whether or not they will need to be monitored.

For those, which do not result in an immediate referral or re-screen, teachers will monitor them in their deficit areas. The teacher will routinely document goals set to help improve the deficit area(s), and achievements made, etc. Any conversations with parents about the need or question of a referral for an evaluation will be part of the monitoring process. Monitoring will be documented on the *Disabilities Mental Health Progress Report* and turned in as requested.

PACT can obtain direct guidance from the Mental Health Consultant on how to use the findings to address identified needs. The Mental Health Consultant can provide guidance at Behavioral Conferences, Family Support Plans, and via all – staff training.

The Mental Health Consultant also observes all classrooms and socializations and gives the teacher input on how to manage their children and enhance learning experiences.

The Disabilities/Mental Health Coordinator will monitor questionable delays up to eight weeks after the initial screening is done. The teacher will examine the child’s work samples/portfolio and on-going assessment and make a determination within that eight weeks whether or not a referral is needed. If it is decided between the Teacher and the Disabilities/Mental Health Coordinator a referral is not needed, the Disabilities/Mental Health Progress Report may be stopped and deficit areas will be addressed in planning and goal setting.

If a parent refuses further testing/an evaluation and staff believes the child might qualify for special services, or if the child has been found eligible for services and the parent refuses them, the child will be tracked as if he has an IEP/IFSP but will not be counted as having a disability. There is a section on the Disabilities/Mental Health Progress Report to track parent refusals.

Sources used to gather information on all aspects of each child’s development are *DIAL 4*, *DIAL Parent Questionnaire*, *DIAL Teacher Questionnaire*, *ASQ*, *ASQ-SE*, *TS GOLD*, and Parent interviews, assessment, and observations.

Refer to HS or EHS Screening and Assessment Training Guide.

§1302.34 Parent and family engagement in education and child development services.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (a) (b) (1)	CB Ed. Coord.	Site Sup., Teachers		

(a) Purpose. Center-based and family child care programs must structure education and child development services to recognize parents’ roles as children’s lifelong educators, and to encourage parents to engage in their child’s education.

(b) Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program’s education services and implement policies to ensure:

(1.)The program’s settings are open to parents during all program hours;

Open Door Policy

PACT has an open-door policy in classrooms and socializations. Parents are encouraged to come and observe at any time during the year. If parents are volunteering in the classroom they are asked to identify themselves by wearing a name badge supplied by the Site Supervisor.

Participation of parents is voluntary and is not required as a condition of their child’s enrollment. However, staff members are required to encourage and facilitate parent participation in all aspects of the program to enable families to receive the most benefit from PACT services.

In **EHS**, all children who attend Home Base socialization must be accompanied by parent or primary care giver. (Step parent, foster parent, or other adult relative or not residing in the home who acts as primary care-giver.)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (2)	CB Ed. Coord.	Site Sup., Teachers		

Teachers regularly communicate with parents to ensure they are well-informed about their child’s routines, activities, and behavior;

Parent/Program Communication

Communication to parents is accomplished through one or more of the following means:

1. Verbal/written communication from Teachers, Family Advocates, Coordinators, and Director
2. Family Support Plans
3. Family Conference Reports
4. Family Events
5. Mailings
6. Periodic training sessions
7. Parent/Teacher conferences
8. Home visits
9. Parent welcome boards at centers and in classroom.
10. PACT Web Site-www.pactheadstart.com
11. Social media
12. Parent committees

Communication from parents is provided by:

1. Conversations with Teachers and Family Advocates
2. Notes on *Home Visit Report forms*
3. Letters or phone calls to Central Office Staff (parents may always call collect or use the PACT toll-free number 1-800-443-7228)
4. Conversations with Policy Council Representatives or Advisory Members
5. Replies to Teachers Evaluation Questionnaires

- 6. Program Evaluations
- 7. Attendance/communication at Policy Council meetings
- 8. Attendance/communication at Advisory Committee meetings

If it is felt that the communication systems are not effective, the individual or parent group experiencing the problem is encouraged to file a formal grievance. The Policy Council has adopted a procedure to govern complaints from parents or community members. The procedure is in all Parent Handbooks.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (3)	CB Ed. Coord.	Site Sup., Teachers		

(3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child’s education and developmental progress and activities in the program;

In the center-based program, for Head Start, two (2) or three (3) parent-teacher conferences are scheduled, at a minimum, but additional conferences may occur to meet the needs of the child and family. In the center based program for EHS, three (3) parent teacher conferences are scheduled, with any additional conferences may occur to meet the needs of the child and family.

Parent-teacher conferences are a way to individualize program activities. Parent conferences provide time for parent input into the classroom curriculum, exchange of ideas, and for problem-solving, when necessary.

Scheduling Parent/Teacher Conference

Prior to the scheduled conference month, the Teacher will follow the steps below to schedule a conference with parents/guardians, including sending a note home explaining the purpose of this contact.

For foster children, DCFS caseworker will also be contacted. The Teacher attempts a parent contact approximately every three months.

Family Advocate Role in Scheduling Parent/Teacher Conferences

The CB Teacher will plan and schedule the Parent-teacher Conference or Home Visit by:

- 1) Schedule & make appointments during family events or “Back Pack” home a note
- 2) Assign a date and time for the conference and send the information by mail.
- 3) Involve the Family Advocate and ask Family Advocate to assist family.

All attempts to contact and invite families to parent/teacher conferences are documented on the *Education Contact Report*. Refer to HS/EHS Curriculum and Family Engagement Training Guide.

Parent Involvement in Home Visits:

Center-Based Option

Each center-based teacher will make no less than two home visits per program year for each enrolled child. The first home visit is attempted before the child's first day of class. The second home visit takes place after the child's first set of checkpoints take place so the family and teacher can review the child's progress and set goals. In cases where a home visit to the home presents significant safety hazards for staff, the visit may be held at the center.

Per OHS-PC-D-024, in such cases, staff should continue to work with parents, and look to increase the number of parent-teacher contacts to four, in place of the required two home visits and two parent-teacher contacts. These contacts can take place at the program site, or in other neutral places that afford some privacy, such as a library or a park. However, unless a parent expresses concern and states they do not want staff conducting a visit in their home, the family will receive home visits. This is stated in the Parent Handbook and discussed during the enrollment procedure. The advantages of home visits are explained fully to the parent. Two (2) home visits are scheduled for centered based Head Start and Early Head Start.

Center Based - Observation of Growth and Development

In the center-based program, the parent education is provided during parent/teacher conferences, education handouts, and social media posts. The parents are a part of the ongoing assessment of their child through the observation of their child in the home learning environment, and sharing that information with the teacher. The parent and teacher plan, write, or review individualized goals during parent/teacher conference or home visit. The parent and teacher in partnership will assess the child's current skill and plan activities to meet the individual needs of the child.

The education service of the Head Start program provide procedures for on-going observation, recording, and evaluation of each child's growth and development through the use of *Teaching Strategies GOLD*, *Family Conference Form*, and *Weekly Goal Charts*. The identification and handling of special developmental needs are addressed in the Disabilities section of the Work Plans.

Parent Engagement in Child's Learning

PACT believes that parents are an important part of preparing children for kindergarten. Parents are asked to make a commitment to: ensure that their child has good attendance, read to their child daily and return weekly goal charts on a routine basis. Parents sign the Parent –Teacher Agreement at the beginning of the year to confirm their commitment.

After the first outcomes collection point Head Start teachers will identify families that are not meeting the commitment made in the Parent-Teacher Agreement (less than 85% of weekly goal charts returned or attendance that falls below 85%). The teacher will schedule a meeting with the family to renew their commitment and ensure families understand the link between home support and child outcomes. This process and the meetings with families will also continue through the second, third (and fourth for full year) outcomes collection as well.

After the second outcomes collection point Education Coordinators will offer information on each center’s child/family engagement outcomes to assist parents in better understanding the link between home support and school readiness.

See CB Curriculum and Family Engagement Training Guide.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (4)	CB Ed. Coord.	Site Sup., Teachers		

(4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;

Head Start & Early Head Start (CB & HB) - Parents and Curriculum Development

Parents participate in planning the educational program through *Socialization/Class Lesson Plans* and home activities. Teachers request ideas from parents for cultural activities and activities specific to family customs. Parents are used as a resource for information about their child and their community. Their ideas and interests are integrated into individual activities. Parents are actively involved in all aspects of planning, including home visits, classroom curriculum, parent-teacher conferences, field trips, Policy Council, and Advisory Committees.

Head Start & Early Head Start - Center-Based

Center Based Teachers share classroom curriculum plans with parents during parent/teacher conferences. Parents are encouraged to plan or give input into classroom activities. The information provided by parents is documented on the classroom lesson plans and Weekly Classroom News, and implemented whenever possible. Individualized activities are documented on the individual planning forms and Weekly Goal Charts.

Parents are encouraged to use the home environment, household materials and equipment to teach individualized activities listed on the weekly goal chart.

EHS Home Based

During the Intake process, the home visitor gives the parents information about the Parents as Teachers curriculum. The *Home Based Parent Handbook* includes information about the PAT curriculum and the website where parents can learn more about the curriculum if they desire to do so. This includes a handout titled *Welcome to PAT*. This handout along with the *Parent/Teacher agreement* form helps explain the curriculum approach and parent’s role. At each home visit parents receive parent/child activity pages from the PAT curriculum. These pages include specific information about child development and the child objectives being taught and the parent’s role in the teaching process. Parents are also given weekly goal charts to complete with their child between visits. The goal charts include instructions from the PAT curriculum or the TS GOLD assessment.

Parents are asked to evaluate each home visit and individualized weekly goal. They can do this verbally or in writing on the lesson plans. Parents are also encouraged to complete two formal evaluations of the

program. One evaluation is from the PAT curriculum and specifically targets feedback on the curriculum.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (5)	CB Ed. Coord.	Site Sup., Teachers		

(5) Parents and family members have opportunities to volunteer in the class and during group activities;

Volunteers

Parents may participate in the classroom as paid employees, volunteers, or observers. Having parents in the classroom has three (3) advantages:

- 1) Gives the parent a better understanding of what the classroom experience is doing for the children and the kind of home assistance they may require
- 2) Shows the child the depth of his parent’s concern
- 3) Gives the staff an opportunity to know the parents better and to learn from them

To give parents an opportunity to volunteer, all Teachers should schedule parent volunteers to serve as aides in the class or on field trips. (Suggestions for volunteers are posted in the learning centers or available in the parent volunteer packet.)

When the parent actually volunteers in the classroom or on a field trip, he/she will sign a *Volunteer Sign In Sheet*. This form then goes to the Office Manager, who uses the information to figure inkind.

Head Start Classroom Parent Volunteers

Center Based Teachers are required to train each parent/volunteer who will be helping in the classroom. Volunteer training will be done using the Parent Handbook. The Center Based Education Coordinator will train volunteers if it is a community person volunteering more than two times per month, a parent volunteering more than three times per week or a total of 9 hours per week, whenever a request for volunteer training is made by a parent or staff member, or the volunteer is an adult or student required by court to perform community service at the center, as a fine. Teachers should also communicate with the scheduled volunteer by phone, note, or in person one week prior to the volunteer time and go over the classroom plan and any specific duties the volunteer should carry out that day.

Volunteer time is to be recorded on the *Volunteer Sign-In Sheet*. Parent/volunteer signs name, date, and inkind time in ink. If signature is not legible the Teacher will print the parent’s name next to the signature.

Volunteer Training Guidelines for Classroom Teachers

Parents are encouraged to volunteer and assist the Teacher in the classroom during class time. Teachers are required to train each parent/volunteer who will be helping in the classrooms. Parents will wear name badges while volunteering. This will help staff to know who is in the building.

Guidelines for Volunteers from the Parent Handbook are to be posted in the classroom.

The following are suggestions for the Teachers and other PACT staff to follow when volunteers or visitors are present:

- ◆ Introduce the volunteer or visitor to others, including staff and children.
- ◆ If the volunteer was scheduled to help, she or he should have already been informed about what to do as a volunteer. If the volunteer/visitor is an unscheduled drop-in, find out what they would like to know or how they would like to help. Be prepared to give suggestions.
- ◆ If they are a first time visitor to the classroom, the Teacher or Aide should briefly explain classroom procedures, the *Volunteer Sign-In Sheet*, and see if they have any questions.

Court Ordered Community Service

PACT will obtain information from the probation office or the court documents as to why the individual has been ordered to do community service and then it will be determined on a case-by-case basis through consultation between the Director and the Education Coordinator if PACT feels it is an appropriate placement for that community service.

Parents as Employees

Employment of parents as paid staff continues to be a major goal of the program. Parent workshops and weekly parent education during home visits provide methods of enhancing parent qualifications for job openings. Parents are invited to complete a *Parent Employment Opportunities Survey*, which is presented to Home Based parents on visit #3 and on Family Advocate visit #2 for parents in the Center Based program. When an open position is advertised in a local newspaper, parents who have indicated they meet the requirements of the position are notified by the Supervisor in charge of hiring. Experience obtained as a volunteer may be helpful in qualifying for non-professional employment.

Parents as Volunteers

Inkind definition: Contributions of goods, volunteer time, or donated space that satisfies the 20 percent matching requirement of HS funding. (Refer to the Inkind Training Guide for more information).

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (6)	CB Ed. Coord.	Site Sup., Teachers		

(6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;

Center Based - Observation of Growth and Development

In the center-based program, the parent education is provided during parent/teacher conferences, education handouts, and social media posts. The parents are a part of the ongoing assessment of their child through the observation of their child in the home learning environment, and sharing that information with the teacher. The parent and teacher plan, write, or review individualized goals during parent/teacher conference or home visit. The parent and teacher in partnership will assess the child’s current skill and plan activities to meet the individual needs of the child.

The education service of the Head Start program provide procedures for on-going observation, recording, and evaluation of each child’s growth and development through the use of *Teaching Strategies GOLD*, *Family Conference Form*, and *Weekly Goal Charts*. The identification and handling of special developmental needs are addressed in the Disabilities section of the Work Plans.

(Also see 1302.41 (b) (1))

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (7)	CB Ed. Coord.	Site Sup., Teachers		

(7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child’s learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent’s request, or if a visit to the home presents significant safety hazards for staff; and,

See Curriculum and Family Engagement Training Guide

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.34 (b) (8)	CB Ed. Coord.	Site Sup., Teachers		

(8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child’s learning and development.

N/A to PACT.

§1302.35 Education in home-based programs.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (a) (b) (1)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children’s cognitive, social, and emotional growth for later success in school.

(b) Home-based program design. A home-based program must ensure all home visits are:

- (1) Planned jointly by the home visitor and parents, and reflect the critical role of parents in the early learning and development of their children, including that the home visitor is able to effectively communicate with the parent, directly or through an interpreter;**

Early Head Start HB - Parents and Curriculum Development

PACT believes that the parent is the first and most important teacher in the child’s life. The Education and Early Childhood Development component of the PACT program is based on this premise that all children share the desire to learn, and that children of low-income families in particular, can benefit from a comprehensive developmentally appropriate program that meets their needs individually. It is through this individual teaching of activities that educational gains are made by each child. Although participation of parents is voluntary, real and long lasting gains can only be achieved where the parent is actively involved

Parents and Home Based Teachers jointly plan objectives for the activity chart using the home environment, home-made materials, household materials, and daily activities. The objectives and how to teach the activities are documented on the *Weekly Goal Chart*. Parents and children may be involved in the construction of home-made materials.

Early Head Start– Approach to Child Development and Education

The approach to child development and education is focused on each child’s developmental stage, interest, temperaments, language, cultural backgrounds, and learning styles. The teachers use The Parents as Teachers Foundational Curriculum and Teaching Strategies GOLD to document the performance and progress of children’s social, emotional, physical, and intellectual growth. This assessment also gathers parent input and parent observation. Teachers use this assessment data to gain perspective on each child’s progress and to evaluate their own teaching practices.

The HB Teachers will use the Education Survey for School Readiness Summary and parent input from

the second page of the HVR to collect information from the parents about their child’s individual differences and interests. This information is used to create a curriculum interesting to children from culturally diverse backgrounds. The teacher plans and uses different strategies depending on the child’s temperament and learning style to help all children succeed as learners.

HB teachers use the Child/Family Cultural Survey and the Home Language Survey to support the culture of each child and family. The information is used to individualize services and implement culturally relevant programming in the classroom. The information from the Home Language Survey is used to determine where the child will be assessed as Dual Language Learner in the GOLD system. The socialization is assigned a staff that speaks the primary language of the children, when the majority of children speak a Home Language other than English. When a few children or single child speaks a language different from the rest, PACT for WCI makes every attempt to locate a volunteer or a paid interpreter to communicate in the home language. The classroom is labeled with each child’s home language.

English Language Learners – We encourage children to use their home language in the home and at socialization. We invite parents into our socializations to read to the children in their home language. Teachers are encouraged to learn key phrases in the child’s home language from bilingual parents or community volunteer. Other sources are local high school or colleges for bilingual student interns. Refer to HS CB Curriculum Training Guide, HS CB/HB Screening and Assessment Training Guide, HS HB Home Visit Training Guide, HS HB Socialization Training guide.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (b) (2)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(2) Planned using information from ongoing assessments that individualize learning experiences;

Early Head Start - Home Based - Observation of Growth and Development

We use the Teaching Strategies GOLD in Head Start and Early Head Start (aligned with IELS, HS Early Learning Outcomes Framework and LEA expectations these tools are reliable and valid. The teaching staff uses these tools to assess the children, and that assessment is then used to guide their planned curriculum for the classroom and individual children.

Parents and HB Teachers exchange information based on observations of the child and the ongoing infant/toddler assessments conducted by the teacher and the parents. The teacher follows the parents’ lead in establishing goals for the child and supports the parent as they engage in sensitive and responsive interactions. The teachers support parents’ understanding that everyday routines provide the context for learning and development, and provide education and guidance and empower parents to advocate on behalf of their young children. Home Based teachers provide information on developmental stages and experiences that support the acquisition of skills such as: self-regulation, problem solving and the

capacity to use language for expression of feelings.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (b) (3) (4)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(3) Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents and are not conducted when only babysitters or other temporary caregivers are present;

(4) Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G of this part through home visiting, to the extent possible.

Home Visit weeks and time

EHS- A total of 46 home visits (45 plus the Intake) are provided to each family during the program year. This may vary with a prenatal family.

The home visit is 1 ½ hours in length (or 1 ¾ hours for a family with more than one child enrolled). The home visits must be made with the parent, step-parent, foster parent, or relative that is the primary caregiver, or other adult residing in the home who acts as the primary caregiver. Any questionable situation should be referred to the Home Based Education Coordinator

Home visits should be scheduled at a time when there are minimal distractions. The teacher should take into consideration times not conducive for the home visit. Things to consider include school, work, nap or sleep schedules of family members. Evening or weekend visits may be necessary to accommodate the needs of the family.

The teacher encourages parents to turn off electronics such as TV, cell phone and radio during the home visit and to discourage visitors and other distractions during the home visit time. It is encouraged that both parents be home and involved with the visit. The teacher works with the parents to locate space for the home visit which is reasonably clear of clutter and confusion and is physically comfortable for both the child and the adults.

The teacher enters the home with a written plan, the Home Visit Report (HVR) form, including a specific listing of informal activities, materials, and individual objectives. The HVR must also reflect any Health, Social Services, or Disability Services the teacher is working on or needs to address with the family. The plan should be flexible depending on the needs of the family. The whole visit may be done to meet the immediate needs of the family

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (c) (1)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(c) Home visit experiences. A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and must use such goals and the curriculum to plan home visit activities that implement:

(1) Age and developmentally appropriate, structured child-focused learning experiences;
Early Head Start - Approach to Child Development

The approach to development and education will focus on PITC philosophy and approach which includes individual children’s needs, progress, interest, temperaments, language, cultural background, maturation rates and styles of learning. PACT follows the PITC approach that is responsive to what the infants and toddlers and their families bring to the home visit or socialization.

- Home Visitors will seek out family’s beliefs, values, practices, and child rearing strategies and include them in lesson plans and parent/child activities whenever possible.
- Home Visitors will identify children’s temperaments, stage of development, interest, and incorporate each child’s unique needs into the home visit experience.
- Home Visitors will provide:
 - a respectful environment that includes families cultural practice,.
 - provide close and responsive relationships,
 - provide a safe, interesting and developmentally appropriate environments,
 - provide uninterrupted time for children to explore,
 - interact with children throughout the visit/socialization in ways that physically, emotionally, socially, and intellectually support learning.

The regular Home Based teacher will conduct the group socialization experience providing the security of a trusting relationship with a limited number of consistent teachers. The parent will attend the socialization with the child further ensuring a familiar and secure feeling for the infant/toddler.

The group experience will be sensitive to the family’s cultural value and differences.

There will be a staff member in attendance to accommodate each family’s primary language whenever possible.

Refer to HB EHS Curriculum Training Guides

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (c) (2)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(2) Strategies and activities that promote parents’ ability to support the child’s cognitive, social, emotional, language, literacy, and physical development;

The Parents as Teachers curriculum, Illinois Early learning Guides, Head Start ELOF, and Teaching Strategies GOLD are all resources which are aligned and can give guidance on each area of a child’s development.

PACT believes a child’s overall development and executive functioning is best developed through responsive, caring relationships. The home based teacher is trained to develop and encourage these relationships with the parent and between the parent and their child.

The home visit and socialization activities are designed to allow for success by the child. Each child and his family members are respected as unique individuals. Activities for learning are planned and developed with parents for each child from the curriculum milestones and TS GOLD assessment. At a minimum, the following are provided:

- **Physical**, including gross and fine motor development and health knowledge and practice.
- **Social and Emotional** including self-regulation, self-concept, emotional and behavioral health, and social relationships.
- **Approaches to Learning** including music, creative movement& dance, art, and drama
- **Language and Literacy** including receptive and expressive language, book appreciation, phonological awareness, alphabet knowledge, print concepts and early writing.
- **Cognitive and General Knowledge** including math and science concepts and logic and reasoning skills.

Tasks for children are broken down into small steps which are attainable by the child. Encouraging children for the process, and not the product, enhances the child’s self-esteem. The teachers strive to increase the family’s understanding of the child’s need for a positive self-image

Cognitive:

Concepts are best taught through routines and daily interactions using common household materials, (drilling, flash cards, rote learning and work sheets are not age appropriate, and crafts should be limited).

Teachers use the PAT curriculum as their base for planning parent/child activities and lesson plans in the following concepts to increase cognitive development of infants and toddlers:

- Problem solving
- Remembers and connects experiences
- Classification skills

- Mathematics
- Science and exploration
- Symbolic thinking and play

Teachers have also received training and have access to the resource for increasing emerging math skills using *High 5 Mathematize*.

Social and Emotional Development Approach:

The teacher will create a trusting atmosphere; support successful strategies or model alternative strategies for re-directing children’s behavior; build on each child’s strengths; and emphasize ways to support the child’s emerging development skills while creating a safe environment to explore.

The group socialization experiences will emphasize and incorporate the goals of the program and the participating families.

The purpose of socialization experiences for infants and toddlers is to support child development and parenting, by strengthening the parent-child relationship. The content of group experience reflects this emphasis and incorporates the goals of the program and participating families by:

- Helping parents to better understand child development
- Encouraging parents to share their parenting challenges and joys with each other
- Providing activities for parents and children to enjoy together
- Offering structured and unstructured learning opportunities for both children and parents
- Modeling successful strategies for engaging children and supporting their development

Early Head Start Socialization Activities will include:

- Child Development and Parenting information
- Parents observation and sharing
- Parenting skills/education
- Nutrition
- Parent/Child interaction
- Exploration activities
- Emotional security
- Parent feedback

The group socialization will provide opportunities for infants and toddlers to observe and interact with each other as well as adults. Infants will experience the company of familiar faces, have the opportunity to interact with others through eye contact, vocalization, and observation. They will begin to initiate coos and squeals of their playmates as they begin to progress into interaction involving sharing space, observing others and developing their own self-awareness and self-expressions. The toddlers will experience guidance from parents and the teacher as they begin to develop their autonomy and self-expressions. The toddler being confidently mobile will have the freedom to explore many different experiences within the areas.

The following is a list of social/emotional skills teachers will assess and promote with appropriate activities:

- Self-regulation of emotions and behavior
- Establishing and maintaining positive relationships
- Developing empathy
- Self-concept

To support the social/emotional development the teacher and parents will:

- a. display and use pictures and photographs of infants and toddlers with their families;
- b. respond to children's behaviors associated with fears or needs;
- c. respect each child as an individual;
- d. respond to a child's simple pleasure in his or her own success;
- e. establish face to face contact and engage in playful exchanges or sounds and simple games
- f. provide activities that match children's developmental level and honor their preferences. These activities include *Yoga and Baby Doll Circle Time*.
- g. will include: feeling words, empathy, anger/emotion management, and problem solving.

Language/ Literacy

Literacy refers to the knowledge and skills that lay a foundation for reading and writing, such as understanding basic concepts about books and other printed material, alphabet, and letter-sound relationships.

Language development refers to the emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among one of the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence. The following is a list of language/literacy skills home based teachers promote and assess:

- listening skills
- expressive language
- social communications and conversational skills
- vocabulary building
- exploration of printed materials
- rhyming/phonological awareness
- emergent writing

The group socialization and home visits will support emerging communication skills of infants and toddlers by providing an environment that promotes interaction and exploration with other children and with adults. Besides the PAT curriculum, staff will use concepts from *Language is the Key, and Learning to Read and Write (Developmentally Appropriate Practices for Young Children)*.

To support these skills the parents and staff will:

- a. engage children in the use of verbal and nonverbal methods of communication;
- b. encourage and support interaction between the children;

- c. build a foundation for the use of language by using descriptive language and behaviors during daily routines such as diapering, snack time, etc.
- d. respond to the children's first attempts at conversation by expanding on their vocalizations or gestures;
- e. read stories, sing song, recite rhymes and encourage children to hold and manipulate books.
- f. Make books available in various forms in the home and at socialization
- g. Have writing and drawing tools available

English Language Learners – we encourage children to use their home language in the classroom. We invite parents into our classrooms to read to the children in their home language. Teachers are encouraged to learn key phrases in the child's home language from bilingual parents or community volunteer. Other sources are local high school or colleges for bilingual student interns.

Physical Development in Home-Based Settings

Because of the health risks associated with the lack of physical exercise and obesity, Home Based teachers are trained to model for, instruct and educate parents on the importance of physical activity for their child. Teachers are encouraged and monitored on their use of such curriculums as Head Start, Body Start and IMIL. Teachers are also trained on the importance of nature-based play and are supported in using the outdoor environment during home visits and socializations. Physical activities include structured and unstructured time, indoor and outdoor, and safety practices. Teachers are instructed to offer one type of physical activity for each home visit and a minimum of ten minutes of teacher directed MVPA (moderate to vigorous physical activity) per socialization along with unstructured time for physical activity. Safety is ensured with periodic checks of play space and materials by the teacher and supervisor. Materials to help promote physical development are provided and include items such as riding toys, balls, bean bags, hoops, dance music, and scooter boards. Teachers help parents locate space in their home and community for active play. Information is shared with parents about appropriate gross motor equipment for children ages 0-5. Teachers help parents view physical activity as part of their child's school readiness.

Locations for socialization activities are selected with both safety and learning environment as primary concerns. Space and materials for socialization activities are arranged by function and materials are, where possible, child-sized and easily accessible to the children. Materials for socialization activities and home visits are selected by the Teacher and HB Education Coordinators and geared to the age and ability of the children participating in the group. Materials for socialization activities are selected with emphasis on those which will encourage use of large muscles, child-directed activities, and socialization among children.

Sensory and Motor Exploration

The teachers in home base will enhance all areas of development by supporting infants and toddlers with a broad array of experiences that are interesting to the child and promote sensory and motor exploration. The teachers and parents will do this by:

- encouraging movement and playfulness;

- engaging infants and toddlers through their senses with physical contact, making sounds, feeling textures, and testing or smelling foods.
- interacting face to face during all kinds of routine activities, including diapering and feeding times.
- moving infants from one area and/or position to another;
- changing the environment to stimulate the interest of the infants and toddlers.

The **EHS Home Visit Report (HVR)** will follow the PAT Curriculum home visit format. Teachers will also promote physical activity during home visits through parent education and by providing structured physical activities with child and parent. The following physical skills will be assessed and promoted:

- Traveling skills
- Balancing/perceptual skills
- Gross motor manipulative
- Fine motor strength and coordination

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (c) (3)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;

Home Based - Trust and Emotional Security Approach

The socialization environment and activities will be appropriate to accommodate all levels of development of the infants and toddlers attending the group socialization. Included in the environment will be:

- soft places for a young infant to sit or lie down;
- a safe place for mobile infants to crawl and explore, and a surface to pull upon as well as adequate areas for toddlers to run and climb;
- adults will have comfortable places to sit that will facilitate interaction with their child.

To give the infants and toddlers a feeling of security the teacher and parents will respond sensitively to their cues and developmental changes by:

- feeding infants when they are hungry and comfort them when they are distressed;
- interacting with infants and toddlers by gently holding, talking, and gesturing with them;
- giving infants and toddlers choices by providing opportunities for them to do things for themselves.

- Providing an emotionally secure and physically safe space for mobile infants and toddlers to explore and develop independence and control.

Staff will model the above strategies and aid parents in duplicating them to the extent possible in the children’s home environment. In addition home based teachers have monthly safety themes and parent education. Teachers also conduct a safety screening on the home environment in partnership with the parent. Identified concerns are addressed and teachers assist parents in maintaining a safe home environment. Resources and referrals are often identified and made to aid in this process. Plans are made in partnership with the parent to address common emergency situations including fires, earthquakes, and shelter in times of unsafe weather conditions.

Responsive Caregiving –

PACT staff are trained in the concept of Responsive Caregiving which is defined as (NCECDTL)

- Being “tuned-in,” a keen observer of children and families
- Understanding the cues of infants and toddlers, then sensitively responding in ways that are helpful
- Using the environment to support development and extend learning.

The four components of responsive caregiving are:

1. Relationships (secure and nurturing with parents, family members and other caring adults)
2. Environments (safe, healthy, culturally appropriate, supportive of relationships)
 - a. Schedules and routines (flexible yet predictable, unrushed, meet the child’s and adult’s needs)
3. Powerful interactions (between parent and child, scaffolds the child’s learning, fun and creative)

All of the above are evaluated and reflected on using observation and assessment tools. The information from the reflection is used to guide individualized planning.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (c) (4)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:

- (i) **For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,**

- (ii) (ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,

Pact recognizes the strengths of bi-lingual families and supports the dual language learners through approved approaches such as *Planned Language Approach*. Home Based teachers help parents understand the benefits of bilingualism and biliteracy through handouts, sharing research and modeling methods to strengthen the development of the home language and English. The Parents as Teachers curriculum is translated into Spanish and will soon be available in five other common languages in order to better serve bilingual populations. PACT, using Parents as Teachers information and multi-cultural principles from Head Start resources, trains staff to be culturally competent with the goal of personal and professional behavior to be respectful and compatible with the cultures of the families so that parents and children can achieve their highest outcomes.

PACT Home based does not serve preschoolers.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (c) (5)	HB Ed. Coord.	HB Teachers	ongoing	Weekly Goal Chart Socialization plan HVR, Education Survey for SR Child/Family Cultural Survey

- (5) Follow-up with the families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.

The home based teacher discusses *weekly goal charts* and other learning experiences through the *inkind record report*. Discussion about the child’s progress towards school readiness happens each visit informally and formally through *Family Conference forms* four times each year.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (d) (1)	HB Ed. Coord.	HB Teachers	ongoing	

- (d) Home-based curriculum. A program that operates the home-based option must:

- (1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:

- (i) Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture, values, and beliefs;

- (ii) **Aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and,**
- (iii) **Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.**

PACT uses the Parents as Teachers Foundational Curriculum for the home based program option. PACT and PAT both include the same statement in their philosophy: Parents are their child's first and most influential teachers.

The ECLKC website released a consumer report for Home Based curricula. Parents as Teachers Foundational curriculum received the overall highest ratings. Full evidence was demonstrated for the areas of: research based, scope and sequence, alignment with ELOF, learning goals for children, ongoing child assessment, home visitor-family relationships, professional development and materials to support implementation, learning experiences and interactions, cultural responsiveness, individualization based on children's interest, strengths and needs and family development. PAT demonstrated moderate evidence in: individualization for children with disabilities and learning environments and routines. Minimal evidence was cited for only one area: evidence base for child outcomes.

PAT has three main areas of emphasis which are critical to working with families and supporting the parent as their child's teacher during their child's early years of life.

1. Parent-child interaction- specific to developing parenting skills which are warm, responsive, encouraging and communicative. This approach uses activities the family is already doing in the context of their family's traditions and culture and builds on what the parent values.
2. Developmental-Centered Parenting- PAT informs parents about child development (including both the broad sense and specific progressive milestones) and makes explicit connections between the child's stage of development and behavior. This helps the parent identify and understand causes of behavior and move towards changes and solutions as needed.
3. Family well-being- this section focuses on family strengths, capabilities and skills; and on building protective factors within the family. PACT and PAT focuses on learning about parents by learning about their perspectives, understanding their needs and wishes, and facilitating their decision-making and abilities. (Parents as Teachers Foundational Training Guide, page 21)

Curriculum

The home based education curriculum includes the goals for children’s development and learning. The written education plan outlines the experiences through which children achieve their goals, what staff and parents can do to help children to achieve their goals, and the environment and materials needed to support the implementation of the education plan. The home based teachers will implement the Parents as Teachers Foundational curriculum. The goals of this curriculum include:

- giving the child a solid foundation for school success
- increasing the parents’ competence and confidence in giving the child the best possible start in life
- increasing parents’ knowledge of child development and appropriate ways to stimulate learning
- promoting a strong parent-child relationship
- developing true relationships between parents and schools
- providing a means for early detection of potential learning problems
- preventing and reducing child abuse and neglect

Education Approach

The home based education plan will provide an education program which is individualized to meet the needs of children from various populations by having a curriculum which is reflective of the needs of the population. The Parents as Teachers Approach contains the following elements:

Philosophy and Theoretical Framework	Human Ecology and Family Systems Developmental Parenting Attribution Theory Empowerment and Self-Efficacy
Personal Visit Approach and Content	Parent educators facilitate, reflect, and partner with families. Focus on healthy pregnancies, parent-child interaction, Development-centered parenting and family well-being.
Structure of the Personal Visit	Opening Parent-Child Interaction Development-Centered Parenting Family Well-being Closing
Screening	Family Centered assessment and child screening
Relationship between parenting and child development	7 developmental topics addressed throughout the child’s development using key messages: sleep, attachment, nutrition, discipline, routines/transitions, safety, and health.
Parenting behavior	Parenting behaviors: nurturing, designing/guiding, responding, communication, supporting learning.
Curriculum Structure	Foundational Visits and Guided Planning Tools First visit, child development, parenting behaviors, developmental topics, brain development, family dynamics & culture, family supports, and planning as partners.

Parents as Teachers is aligned with Teaching Strategies GOLD which is the assessment HB teachers use with children. The PAT curriculum is also aligned with Illinois Early Learning Guidelines and

HSELOF. Teachers have access to and use all of the above guides when working with children and families towards school readiness.

Outcomes data and reports are used routinely to determine growth of classrooms and individual children. Data is also used to change and modify teaching strategies and goals.

Parents as Teachers has an assessment tool called *Milestones by School Readiness Domain*. This tool is used to show developmental scope and progression of a child’s learning. PACT home-based teachers use the Milestones which are aligned with HSELOF and TS GOLD and PACT’s school readiness outcomes. PACT’s assessment (TS GOLD) and curriculum (PAT) have specific and detailed plans for activities for parents and teachers which include material lists, objectives which are age appropriate, and ways to extend the activity.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (d) (2)	HB Ed. Coord.	HB Teachers	ongoing	HOVRS-A Monitoring forms

(1) Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

The Home Based Education Coordinator monitors the Early Head Start Performance Standards and applicable state and federal regulations and supports staff with effective implementation to ensure curriculum fidelity and identify needs for training and professional development.

1. Socialization Observation Monitoring Instrument (on-site and virtual observations conducted minimum of twice yearly)
2. Home Visit Observation Instrument including the HOVRS-A (conducted minimum of twice yearly with experienced staff and three times with staff still on probation)
3. Record Monitoring Instrument (minimum of twice yearly for staff with less than 2 years of experience)
4. Child Plus and Teaching Strategies GOLD Computerized Data System (monthly for program data reports)
5. Child and Family Engagement Outcomes Report (quarterly after each TS GOLD checkpoint completed)

Support and feedback is offered ongoing in group settings and individually as needs or desires are determined by the above process. Professional development is tracked through the Gateways Registry and staff are supported to be life-long learners.

Other supports for curriculum fidelity include using forms for Home Visits and socializations which align with and include essential components of the PAT curriculum and PIWI approach. These forms

guide the staff to include an intentional and individualized approach for each family. The forms are helpful with self-monitoring for fidelity. The monitoring forms used to evaluate staff are also aligned with the PAT curriculum and were developed for specific use with Parents as Teachers Foundational curriculum. All HB teachers are trained in implementing the Parents as Teachers curriculum by a certified trainer through the Parents as Teachers National Center. Teachers also receive updated training and resources as needed to remain certified users of the curriculum.

PACT for WCI is a Curriculum Partner with Parents as Teachers. This partnership helps maintain fidelity of implementation of the PAT Foundational curriculum.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (d) (3)	HB Ed. Coord.	HB Teachers	ongoing	

(3) If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must:

(i) Partner with early childhood education curriculum or content experts; and,

(ii) Assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in §1302.102(b) and (c).

PACT does not make significant changes to the approved curriculum it uses for the Home Based Program. PACT follows the Parents as Teachers Foundational Curriculum using their model with fidelity.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (d) (4)	HB Ed. Coord.	HB Teachers	ongoing	

(4) Provide parents with an opportunity to review selected curricula and instructional materials used in the program.

PACT conducts an extensive intake visit with each family. During this time, the home based teacher explains the curriculum using the *Parent Handbook* and parent handouts specifically developed by the PAT curriculum to welcome parents to the program. These materials explain the curriculum’s approach and philosophy and roles of the parent and teacher. During the program year the home based teacher prints the PAT parent/child activity page and leaves it with the parent after the visit so the parent can continue the learning process using sound teaching practices. The lesson plan for the visit (HVR) is also shared with the parent and is individualized and detailed. They are encouraged to share their views about the curriculum and how their child is progressing. In addition the parents are provided an opportunity to formally evaluate the program, including the curriculum, once a year.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (e)	HB Ed. Coord.	HB Teachers	ongoing	HVR Socialization plan

(e) Group socialization.

(1) A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.

(2) Group socializations must be structured to:

- (i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the home-based curriculum; and,**
- (ii) Encourage parents to share experiences related to their children’s development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;**

Parents participate in planning the educational program through *Socialization/Home Visit Lesson Plans* and home activities. Teachers request ideas from parents for cultural activities and activities specific to family customs. Parents are used as a resource for information about their child and their community. Their ideas and interests are integrated into individual activities. Parents are actively involved in all aspects of planning, including home visits, curriculum, socialization, field trips, Policy Council, and Advisory Committees.

Socializations are conducted in PACT licensed centers or local community facilities such as churches, parks and public libraries. The child’s parent or guardian must attend with the child. Field trips may be planned with the parents and guidance from the HB Education Coordinator. (see Socialization training Guide). PACT also offers virtual group times through the Face Book community. These will be conducted monthly in addition to the other 22 required socializations.

PAT provides group lesson plans and ideas that are age appropriate. HB teachers are also trained in using the Parents Interacting with Infants (PIWI) approach and What You Do Matters (developed by PAT National Center-focuses on parent-child interactions in group settings). The PACT socialization lesson plan is designed to include general school readiness goals which all socializations would promote. The teacher individualizes the activities for each child according to their age and development. Instructions are given to the parent on how to interact with their child in order to complete the activities. Handouts and “carry-over to home” activities are given to further the learning during and after the group socialization. (see HB socialization training Guide).

Early Head Start - Socialization:

The purpose of socialization experiences for infants and toddlers is to support child development and parenting, by strengthening the parent-child relationship. The content of group experience reflects this emphasis and incorporates the goals of the program and participating families by:

- Helping parents to better understand child development
- Encouraging parents to share their parenting challenges and joys with each other
- Providing activities for parents and children to enjoy together
- Offering structured and unstructured learning opportunities for both children and parents
- Modeling successful strategies for engaging children and supporting their development

Early Head Start Socialization Activities will include:

- Child Development and Parenting information
- Parents observation and sharing
- Parenting skills/education
- Nutrition
- Parent/Child interaction
- Exploration activities
- Emotional security
- Parent feedback

(See HB Socialization training guide)

(3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize peer group interactions designed to promote children’s social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.

PACT does not have the Preschool option in Home Based

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.35 (f)	HB Ed. Coord.	HB Teachers	ongoing	ASQ &SE TS GOLD reports FCR

(f) Screening and assessments. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.

Parent Authorization for Screening & Assessment

The Home Based Teacher is responsible for explaining the rationales for all health and developmental screenings/assessments and obtaining advance parent authorization for these procedures. This is done on intake visit using the *Begin Sheet-Health* form, About Health Screening handout and *Authorization for Health and Developmental Procedures* form.

This form is signed by the parent and forwarded to Central Office with intake information. When screenings occur during classroom time, the Home Based Teacher is responsible for notifying the parents of when and what screenings will occur. Staff will keep written documentation of this notification. For Home Based Teachers, it is written on the *Home Visit Report (HVR)* form. Results of all health screenings that occur in the classroom are shared with parents on home visits.

The Home Based Teacher also discusses on the Intake Visit the ASQ and SE screening tool and *TS GOLD* assessment process. Teachers will explain and familiarize parents with the use of and rationale for developmental procedures and timelines. Results of developmental screenings are shared with parents of Home Based children with the parent on the home visit when it is completed.

The ongoing assessment should be kept in the child’s file and discussed/reviewed with the parent on each home visit.

§1302.36 Tribal language preservation and revitalization.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.36	NA			

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children’s home language is English, exposure to English as described in §1302.31(b)(2)(i) and (ii) is not required.

PACT does not serve this population