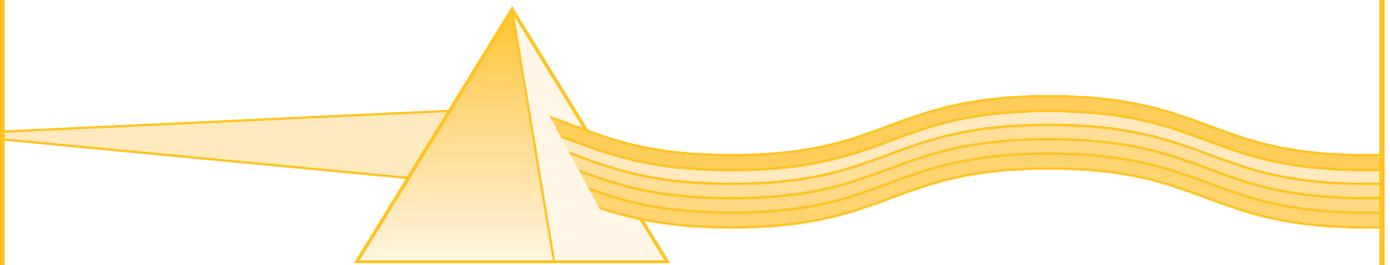


PRISM

**Program Review Instrument for Systems Monitoring
of Head Start and Early Head Start Grantees**



All Instruments

2004

PRISM Instrument (Appendix I)

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Core Questions

These 18 Core Questions guide reviewers through the Head Start Program Review Instrument for Systems Monitoring (PRISM) review process. Each reviewer has responsibility for providing input on these Core Questions. Review decisions for each question are made through team discussion, with the final decision by the team leader. Reviewers need to rely on their own information and information collected by others.

There is a page devoted to each Core Question. The Core Question is at the top of each page, and to the right of the Core Question are the specific citations—the Performance Standards and other regulations—included in, or represented by that Core Question. Beneath the Core Question are several bulleted items. The bullets at the bottom of each page suggest data collection methods for that particular Core Question.

- First, they ask reviewers to refer to pertinent information gathered during

various parts of the review;

- Next, they tell reviewers what to observe;
- Third, they tell reviewers which Head Start staff, parents, and community members may need to be interviewed;
- Finally, they indicate which documents and materials are pertinent for the review.

Reviewers can take notes on the page facing each Core Question. The notes should be clear, since they will be submitted to the team leader at the end of the review.

WHAT'S NEW IN 2004?

The listing of standards in Core Questions 3, 9a, and 12 have been revised so that they are in numerical order. In Core Question 10, standard 1304.21(b) has been added to the list. In Core Question 15, standard 1308.4(l)(1)-1308.4(l)(7) has been restated as 1308.4(l).

A new Core Question (Child Outcomes) has been added as Core Question 18. This question directs the review team to determine how the grantee has implemented requirements related to child outcomes. Several new standards previously listed under Core Questions 7 and 12 are now listed under Core Question 18, including Head Start Act, Section 642(e) and Section 648(a)(1)(A) and Head Start Act, Section 641A(a)(1)(B) and Section 641A(b)(4).

On page C-1, the Summary of Review Decisions chart has been revised to reflect the new terminology for review decisions. “No areas of noncompliance” replaces the heading of “no findings,” and “areas of noncompliance” replaces “findings.” The heading of “substantial findings” has been eliminated. The chart has also been updated to include the Core Question on Child Outcomes.

PRISM Framework

EFFECTIVENESS OF SYSTEMS	IMPLEMENTATION OF SERVICES AND PARTNERSHIPS								
	Child Development and Health Services					Family and Community Partnerships			Program Design
	Prevention & Early Intervention	Individualization	Disabilities Services	Curriculum and Assessment	Child Outcomes	Family Partnership Building	Parent Involvement	Community Partnerships	Facilities, Materials, Equipment, and Transportation
Program Governance									
Planning									
Communication									
Record-Keeping & Reporting									
Ongoing Monitoring									
Self-Assessment									
Human Resources									
Fiscal Management									
Eligibility, Recruitment, Selection, Enrollment, and Attendance									

Question 1. Program Governance. How effective is the grantee's system of shared governance in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

QUESTION 1. PROGRAM GOVERNANCE**STANDARDS**

How effective is the grantee's system of shared governance in supporting the implementation of quality services to children and families?

1304.50, including
Appendix A—Governance and
Management Responsibilities;
1304.52 (k)

How does the system ensure:

- a governing body that participates in key decision-making and oversight for the program, including the formation of the Policy Council structure and function?
- a formal structure of policy groups and Parent Committees with appropriate composition and process of formation?
- the assignment of appropriate governing body and policy group responsibilities, including the development, review, and approval/disapproval of program policies and procedures?
- written internal dispute resolution procedures for conflicts between the governing body and policy group?
- inclusive and well-functioning Parent Committees?

- *REFER TO*—Information on governance gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *OBSERVE*—Policy Council meeting.
- *INTERVIEW*—As needed, any additional governing body and policy group members, and staff.
- *REVIEW*—Policies and procedures pertaining to governance; written definitions of roles and responsibilities of governing body members; evidence of training; governing body and Policy Council bylaws; selection of minutes of governing body, Policy Council, Policy Committee, and Parent Committee meetings; and grantee and delegate agency agreements (if applicable).

Question 2. Planning. How effective is the grantee's ongoing system of program planning in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 2. PLANNING**STANDARDS**

How effective is the grantee's ongoing system of program planning in supporting the implementation of quality services to children and families?

1304.51(a); 1305.3; 1306.30(a);
1306.30(d); 1306.31–1306.36;
1308.4

How does the system ensure:

- a community assessment that is used for program planning, including selection of appropriate program options?
- consultation with the grantee's governing body, policy groups, staff, and other community organizations?
- long-range goals and short-term program and financial objectives that address the findings of the community assessment, are consistent with the philosophy of Head Start, and reflect the findings of ongoing monitoring and the self-assessment?
- written plan(s) for implementing quality services for children and families, and supporting pregnant women as appropriate, that result in positive outcomes and are reviewed, revised, and updated as needed?

-
- *REFER TO*—Information on planning gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Governing Body Interview, and Policy Council Interview.
 - *INTERVIEW*—As needed, any additional staff, governing body members, or parents as to their involvement in and knowledge of the program's planning process.
 - *REVIEW*—The community assessment, statement of long-range goals and short-term objectives, decision-making about program options, and written plan(s).

Question 3. Communication. How effective is the grantee’s communication system in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 3. COMMUNICATION**STANDARDS**

How effective is the grantee's communication system in supporting the implementation of quality services to children and families?

1304.20(c)(1); 1304.22(a)(4);
1304.22(b)(3); 1304.41(a)(1);
1304.51(b)–1304.51(f);
1308.4(l)

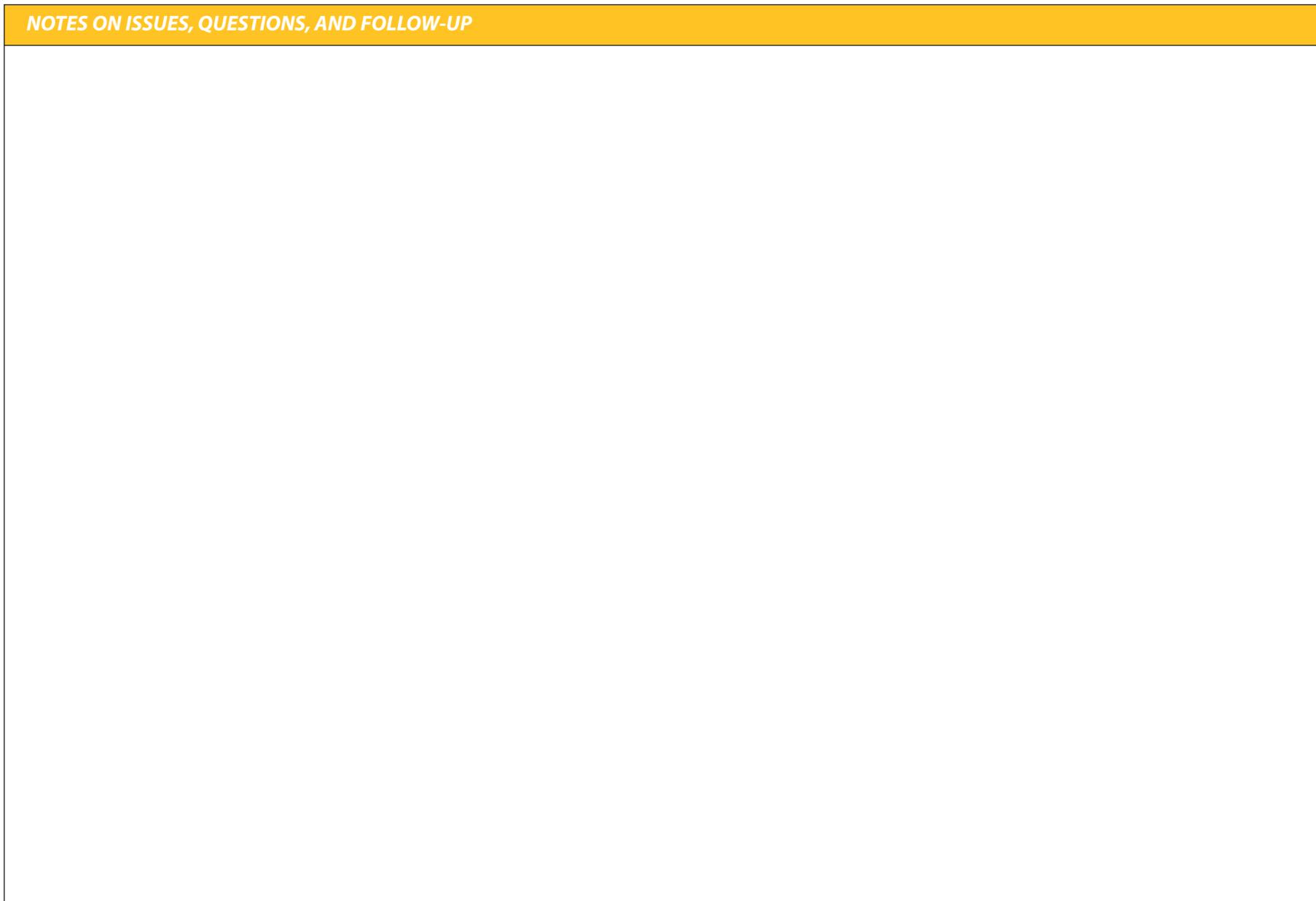
How does the system ensure:

- effective communication between staff and parents, carried out on a regular basis throughout the program year and in the primary or preferred language of parents?
- that required information is shared among staff, the governing body, and policy group? (This information includes reports; HHS policies, guidelines, and communication; and program plans, policies, procedures, and grant applications.)
- that delegate agency governing bodies, Policy Committees (when applicable), and staff receive all regulations, policies, and other pertinent communication in a timely manner?
- strong communication, cooperation, and information sharing among agencies and their community partners (e.g., LEA or Part C agency, child care providers, etc.)?
- regular communication among all staff?

- *REFER TO*—Information on communication gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *OBSERVE*—Focus children's settings using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments.
- *INTERVIEW*—As needed, any additional staff, parents, delegate agency staff, and community partners regarding the quality and extent of communication in the program.
- *REVIEW*—Examples of written communication among staff, such as minutes of meetings, reports, and memos; policies and procedures pertaining to communication; examples of written communication between the program and families, the program and its governing body and policy groups, and the program and child care and community partners; and examples of minutes of governing body and policy group meetings.

Question 4. Record-Keeping and Reporting. How efficient and effective are the record-keeping and reporting systems in providing accurate, confidential, and timely information regarding children, families, and staff and in supporting quality services?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP



QUESTION 4. RECORD-KEEPING AND REPORTING**STANDARDS**

How efficient and effective are the record-keeping and reporting systems in providing accurate, confidential, and timely information regarding children, families, and staff and in supporting quality services?

1301.30; 1304.20(e)(5);
1304.22(c)(3)–1304.22(c)(5);
1304.51(g)–1304.51(h);
1304.52(k)(3)(i); 1308.4(l);
1308.6(e)(4)

How are the record-keeping and reporting systems used to manage data and generate status reports that:

- identify and report program progress toward goals and objectives, and result in revised plans for the implementation of services as necessary?
- provide information on preschool children’s progress?
- control program quality and maintain program accountability?
- advise Federal staff, governing bodies, policy groups, and staff of progress in implementing services?
- identify and report child abuse and neglect in compliance with applicable State and local laws?

- *REFER TO*—Information on record-keeping and reporting gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, program management personnel about what kinds of data are collected, how data are organized, and what reports are prepared; and policy group members and members of the governing body about the extent and quality of reporting.
- *REVIEW*—Program policies and procedures pertaining to confidentiality; files of focus children and families (including assessment data); a selection of status reports; and a selection of reports for the governing body, policy group(s), and staff.

Question 5. Ongoing Monitoring. How effective is the grantee's ongoing monitoring system in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 5. ONGOING MONITORING**STANDARDS**

How effective is the grantee's ongoing monitoring system in supporting the implementation of quality services to children and families?

1304.51(i)(2)–1304.51(i)(3);
1308.4(d); Part 74.51;
Part 92.40

How does the system ensure:

- the ongoing implementation of Federal regulations, including the analysis and use of data contained in written reports, tracking systems, and the on-site observation and supervision of staff?
- ongoing monitoring to ensure tracking of patterns of progress and accomplishments for groups of children in learning and development, as well as in health and disabilities services and family and community partnerships?
- effective oversight of the delegates' ongoing implementation of the Performance Standards and other Federal regulations, when applicable?

- *REFER TO*—Information on ongoing monitoring gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *OBSERVE*—Centers and/or family child care homes and focus children's settings using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments.
- *INTERVIEW*—As needed, program management personnel and any additional staff to determine the implementation of a monitoring process within the grantee and any delegate agencies.
- *REVIEW*—Program policies and procedures pertaining to ongoing monitoring; any written documentation of periodic monitoring activities, including reports to any delegate agencies; the Bus Ride Checklist; and the Health and Safety Checklist.

Question 6. Self-Assessment. How effective is the grantee’s approach to self-assessment in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 6. SELF-ASSESSMENT**STANDARDS**

How effective is the grantee's approach to self-assessment in supporting the implementation of quality services to children and families?

1304.51(i)(1)–1304.51(i)(3)

How does the system ensure that:

- the self-assessment examines the effectiveness and progress in meeting the grantee's goals and objectives and the implementation of Federal regulations?
- the process involves policy groups, parents, and as appropriate, other community members?
- the grantee analyzes the results of the self-assessment and uses the information to address continuous improvement and to inform the grantee's planning process?

- *REFER TO*—Information on self-assessment gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, program management personnel, policy group members, and staff or governing body members regarding their involvement in the self-assessment process, its results, and any actions taken in response to the results.
- *REVIEW*—The annual self-assessment data and analysis, including progress toward meeting program goals and objectives and the implementation of Federal regulations.

Question 7. Human Resources. How effective is the grantee's human resources management system in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

QUESTION 7. HUMAN RESOURCES**STANDARDS**

How effective is the grantee's human resources management system in supporting the implementation of quality services to children and families?

How does the system ensure that:

- the organizational structure supports the accomplishment of the grantee's goals and objectives?
- all required functions (e.g., management, content area experts, etc.) are appropriately assigned?
- there are adequate provisions for staff supervision and support, including annual performance appraisals?
- all staff are qualified for their positions?
- services for children meet the staffing requirements set out in the Performance Standards?
- appropriate standards of conduct are delineated and followed?
- staff do not pose a significant risk to the health and safety of children and families?
- the training and development system provides a structured approach to assisting staff, governing body members, Policy Council members, and volunteers in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities, including the areas of child abuse and neglect, transportation, and transitions?

1301.31, including Appendix A—Identification and Reporting of Child Abuse and Neglect;
1304.24(a)(2)–1304.24(a)(3);
1304.52; 1306.20–1306.23;
1308.4(e); 1308.4(k);
1310.16–1310.17

- *REFER TO*—Information on human resources management gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, program management personnel, policy group members, volunteers, and staff to clarify position assignments, the staff appraisal process, and training and development activities.
- *REVIEW*—Program personnel policies, a set of teacher files to check for the status of CDA and progress towards obtaining 2-year and 4-year degrees, a set of staff files to check for written documentation on staff background and qualifications, initial employment information and performance appraisals, the Bus Ride Checklist, written documentation on professional development and training opportunities, and any written information on staff-child ratios.

Question 8. Fiscal Management. How effective is the fiscal management system in supporting the implementation of quality services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

QUESTION 8. FISCAL MANAGEMENT**STANDARDS**

How effective is the fiscal management system in supporting the implementation of quality services to children and families?

How does the system ensure that:

- Federal regulations regarding fiscal management are met?
- the budget is developed and approved to support program goals and objectives?
- expenditures are monitored and analyzed and the budget is revised to ensure fiscal and program accountability?
- status reports reflect the appropriate use of funds to support quality services?

1301.10–1301.13, (Subpart B);
 1301.20–1301.21, (Subpart C);
 1301.32–1301.33;
 1304.20(c)(5); 1304.23(b)(1)(i);
 1304.50(f); 1304.50(g)(2);
 1304.51(h)(1)–1304.51(h)(2);
 1304.52(d)(8); 1305.9;
 1308.4(m)–1308.4(o);
 1310.23(b); Part 74, Subpart C;
 Part 92, Subpart C

- *REFER TO*—Information on fiscal management gathered from the Management Team Interview, Content Area Experts Interview, Staff group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, the fiscal officer regarding the system of fiscal management and program management, governing body members, and policy group members about their involvement in fiscal management of the program.
- *REVIEW*—Items listed on Fiscal Checklist.

Question 9a. Prevention and Early Intervention. How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 9A. PREVENTION AND EARLY INTERVENTION**STANDARDS**

How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist?

How does the grantee ensure that:

- parents are involved as full partners in prevention and early intervention?
- children and families are linked to an ongoing source of continuous, accessible health care; children are kept up to date on a schedule of well-child care that includes immunizations; and all timeframes are met?
- the health and safety of children is assured through (1) teaching children and parents preventive health practices; (2) the establishment and practice of effective health emergency procedures, including methods or handling suspected or known child abuse; (3) conditions for short-term exclusion and admittance; (4) medication administration procedures; (5) injury prevention measures; and (6) hygiene procedures?
- nutritional services meet all applicable laws; staff and families work together to identify and meet children's nutritional needs; meals are served family style and include a variety of foods, taking into account cultural and ethnic preferences; and nutrition education is provided for children and families?
- pregnant women enrolled in EHS are assisted in accessing prenatal and postpartum care and are provided with prenatal education?
- a regular schedule of on-site consultation by a mental health professional supports parent and staff efforts to address children's needs in a timely manner?
- developmental screening plays a role in child development and health services planning for children?

1304.20; 1304.21(c)(1)(iii);
1304.22–1304.24; 1304.40(c)(1)(i)–(iii);
1304.40(c)(2); 1304.40(f);
1304.41(a)(2); 1304.41(b);
1304.53(a)(6); 1304.53(a)(8);
1304.53(a)(10)(i)–1304.53(a)(10)(iii);
1304.53(a)(10)(v)–1304.53(a)(10)(xvii);
1306.30(c); 1306.33(c)(3); 1308.6;
1308.20; 1310.21

- *REFER TO*—Information on prevention and early intervention gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, and Community Partnerships Interview.
- *OBSERVE*—Centers and/or family child care homes and focus children's settings using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments; food preparation and storage; food transportation, if applicable; and meal and snack time.
- *INTERVIEW*—As needed, health, nutrition, and mental health services staff and consultants; staff involved in food services and nutrition education activities; Health Services Advisory Committee members; and community partners about prevention and early intervention in the program.
- *REVIEW*—Focus children's files for results from developmental screenings; health records; health- and safety-related policies and procedures; results from environmental tests, if applicable; menus; plans for health and safety activities; the Bus Ride Checklist; Health Services Advisory Committee meeting minutes; the program's plan for early childhood development and health services; and the Health and Safety Checklist.

Question 9b. Health Care Tracking and Follow-up. How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are received in a timely manner?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 9B. HEALTH CARE TRACKING AND FOLLOW-UP**STANDARDS**

How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are received in a timely manner?

1304.20(c)–1304.20(f);
1304.41(a)(1); 1304.51(g);
1308.18

How does the grantee ensure that:

- mechanisms are in place that support communication among staff, parents, and community providers to assure follow-up services are received?
- all confidentiality requirements are met and those who need information can access it?

- *REFER TO*—Information on tracking and follow-up of health services gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *INTERVIEW*—As needed, staff responsible for overseeing tracking of child health and development, teachers and/or home visitors, and parents about how the program tracks and provides follow-up on child health and development concerns.
- *REVIEW*—Health tracking system and its relationship to the grantee’s record-keeping and reporting system (Core Question #4).

Question 10. Individualization. How does the grantee individualize the program of child development and health services to meet each child's unique characteristics, strengths, and needs, as determined in consultation with the family?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

QUESTION 10. INDIVIDUALIZATION**STANDARDS**

How does the grantee individualize the program of child development and health services to meet each child's unique characteristics, strengths, and needs, as determined in consultation with the family?

1304.20(d); 1304.20(f);
1304.21(a); 1304.21(b);
1304.21(c)(1)(i); 1304.23(b)(1);
1304.40(a)(2); 1308.19

How does the grantee ensure that:

- individualization is based on the results of ongoing child assessment linked to curriculum goals and reflected in the program's curriculum, planning, record-keeping, and family partnership process?
- individualization addresses child interests, learning and development, temperament, language, cultural background, and learning style?

- *REFER TO*—Information on individualization gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *OBSERVE*—Focus children's settings for evidence of individualization of the curriculum based on the ongoing assessment information using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments.
- *INTERVIEW*— Teachers and/or home visitors, family child care teachers, and parents of the focus children about how the program individualizes services, using information gathered from the ongoing assessment of children.
- *REVIEW*—Written curriculum, periodic recordings of each child's developmental progress, and the program's plan for services for children.

Question 11. Disabilities Services. How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 11. DISABILITIES SERVICES**STANDARDS**

How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?

How does the grantee:

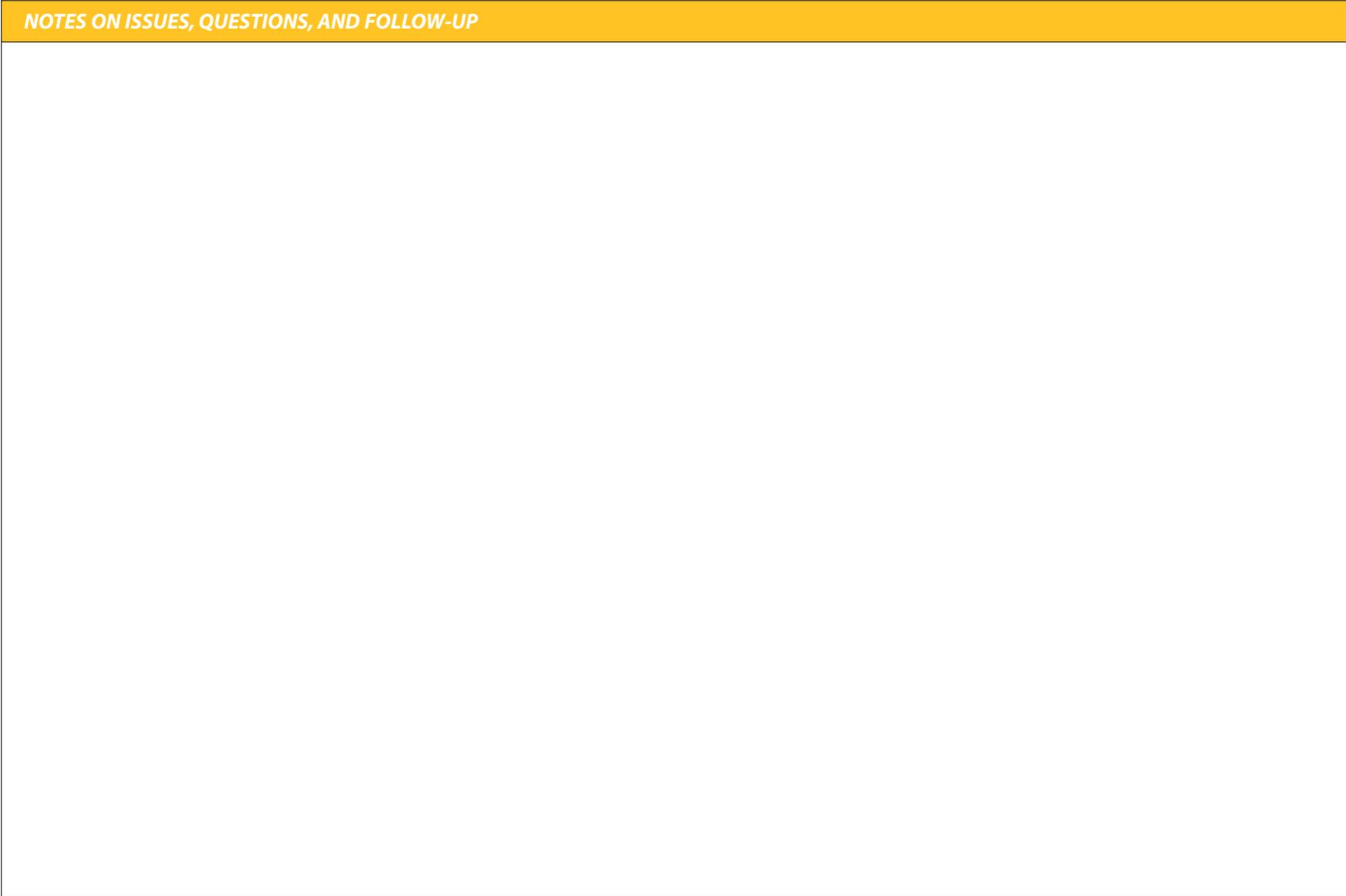
- ensure the timely assessment of special education/related services needs of children with disabilities, conducted in coordination with the Part C agency and/or LEA?
- provide parents with information and assistance in understanding and advocating for services and support needed to address their child's special needs?
- provide staff with the information, guidance, and resources needed to help children and families meet the individualized goals and objectives in the IFSP/IEP?
- modify activities; remove barriers; and provide support, as needed, for inclusion of children with disabilities in the full range of program activities?

1304.20(c)(4); 1304.20(f);
1304.21(a)(1)(ii); 1304.23(a)(2);
1304.24(a)(3)(iii);
1304.41(a)(4);
1304.53(a)(10)(xvii);
1304.53(b)(1)(iii); 1308;
1310.22(b)

- *REFER TO*—Information on services to children with disabilities gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, and Community Partnerships Interview.
- *OBSERVE*—Centers and/or family child care homes and focus children with disabilities using the Classroom, Family Child Care, or Socialization Experience and/or Home Visit Observation Instruments.
- *INTERVIEW*—As needed, teachers, home visitors, family child care teachers, and disabilities services staff who work with focus children, and community partners serving children with disabilities about the program's policies on and provision of services to children with disabilities.
- *REVIEW*—IFSPs; IEPs; results from developmental screenings and assessments, including records of children's ongoing progress; the program's plan for disabilities services; the Bus Ride Checklist; and the Health and Safety Checklist.

Question 12. Curriculum and Assessment. How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP



QUESTION 12. CURRICULUM AND ASSESSMENT**STANDARDS**

How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option?

How does the grantee ensure that:

- the written curriculum includes (a) goals for children's development and learning; (b) the experiences through which children will achieve these goals; (c) what staff and parents can do to help children achieve these goals; (d) the materials needed to support the implementation of the curriculum towards achieving the stated goals; and (e) consistency with the Performance Standards and sound child development principles?
- the curriculum implementation, including assessment, provides appropriate environments and comprehensive programming for children from birth to age five?
- ongoing child assessment (a) is linked to curriculum goals and (b) provides for the collection of information on children's progress?
- the curriculum and assessment process support the inclusion of children with disabilities?
- parents are involved in curriculum implementation and reporting child progress?

1304.3(a)(5);
1304.21;
1304.23(b)–1304.23(c);
1304.40(e)–1304.40(f);
1306.30(b);
1308.4(c); 1310.21

- *REFER TO*—Information about curriculum development and implementation, including the linkages with child assessment, gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *OBSERVE*—Focus children's settings using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments.
- *INTERVIEW*—As needed, teachers and/or home visitors, family child care teachers, family workers, and parents of the focus children about their involvement in curriculum development and their knowledge and involvement of its implementation in the program.
- *REVIEW*—The grantee's plan for child development services, the written curriculum, daily schedules, and the Bus Ride Checklist.

Question 13. Family Partnership Building. How does the grantee engage in a process of collaborative partnership building with parents?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 13. FAMILY PARTNERSHIP BUILDING**STANDARDS**

How does the grantee engage in a process of collaborative partnership building with parents?

How does the grantee ensure that:

- meetings and one-on-one interactions are respectful of each family’s diversity and cultural background?
- opportunities exist for parents to develop relationships with program staff and to participate in an individualized family partnership agreement process?
- staff work with families throughout the year to identify family goals, strengths, and necessary services and supports, and to describe progress in achieving family goals?
- staff work with parents to identify and access services and resources responsive to their interests and goals, and follow up with them to ensure that the referrals met their expectations and circumstances?
- for programs that enroll pregnant women, infants, and toddlers, assistance is available to mothers in accessing comprehensive prenatal and postpartum care?

1304.20(e); 1304.21(a)(2);
1304.23(b)(4); 1304.40;
1304.50(a)(1); 1306.30(b);
1308.19(j); 1308.21

- *REFER TO*—Information on family partnership building gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *OBSERVE*—Focus children’s settings using the Classroom, Family Child Care, or Socialization Experience and/or the Home Visit Observation Instruments.
- *INTERVIEW*—Relevant community partners and, as needed, focus families and family services personnel and other staff working with families about how the program partners with parents, how the family partnership agreement process is developed and implemented, how progress is monitored, how families are connected to community resources, and what services are provided to families with pregnant women.
- *REVIEW*—Conversation or anecdotal notes; any evidence describing family goals and progress in meeting them, such as family portfolios; information on pre-existing plans with other agencies, when applicable; and the program’s written plan for family and community partnerships.

Question 14. Parent Involvement. How does the grantee provide parent involvement opportunities?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

QUESTION 14. PARENT INVOLVEMENT**STANDARDS**

How does the grantee provide parent involvement opportunities?

1304.20(e)(4); 1304.23(d);
1304.24(a)(1);
1304.40(b)–1304.40(h);
1304.50; 1308.19(j); 1308.21

How does the grantee ensure that:

- parents are involved in the development of the program of services for children, including home visits; parent conferences; the delivery of health care services to children; the development of the curriculum; planning, implementing, and evaluating nutrition services; and developing and implementing services for children with disabilities?
- opportunities are responsive to the ongoing and expressed interests and needs of individual parents and groups of parents?
- parents have opportunities to enhance their skills and knowledge in the following areas:
 - knowledge of child growth and development, the program’s curriculum, the child assessment process, and parenting skills;
 - prevention of child abuse and neglect;
 - family literacy;
 - medical, dental, mental health and nutrition (encouraging parents to become active partners in their child’s health care process and learn the principles of preventive health and safety);
 - community advocacy (encouraging parents to influence the character and goals of community services);
 - transition activities (assisting parents in becoming their child’s advocate as the child moves to public school or another child care setting); and
 - prenatal education on fetal development, labor and delivery, and postpartum recovery, as appropriate?

- *REFER TO*—Information on parent involvement gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *INTERVIEW*—As needed, focus families, family services and other staff working with families, policy group members, and relevant community partners about how the agency plans for and fosters parent involvement.
- *REVIEW*—Documentation of home visits and parent/teacher conferences, records of parent involvement activities, documentation of parent participation in Parent Committee and policy groups, staff or parent training records, and the program’s plan for parent involvement.

Question 15. Community Partnerships. How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

A large empty rectangular box for taking notes on issues, questions, and follow-up.

QUESTION 15. COMMUNITY PARTNERSHIPS**STANDARDS**

How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families?

1304.23(b)(4); 1304.24(a)(3)(iv);
1304.40(e)(4); 1304.41; 1308.4(l);
1310.23

How does the grantee:

- develop community partnerships, supported by interagency agreements, as appropriate (e.g., with the LEA or Part C agency, child protective services, or local transportation system)?
- establish collaboration within the grantee agency and across agencies?
- promote the access of children, families, and pregnant women, as appropriate, to community services that are responsive to their needs, such as child care?
- coordinate services to children with disabilities and their families with community agencies?
- encourage volunteers to participate in Head Start?
- support the transitions of families in, through, and out of Head Start and Early Head Start?
- establish and maintain an effective Health Services Advisory Committee that includes parents, professionals, and other volunteers from the community?
- establish and maintain other service advisory committees as appropriate to address program issues and to help the program respond to expressed family and community needs?

- *REFER TO*—Information on community partnerships gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, Policy Council Interview, Child Care Partnerships Interview, and Community Partnerships Interview.
- *INTERVIEW*—As needed, a small number of community partners; focus families; Health Services Advisory Committee members and other advisory group members, as appropriate; and staff (including disabilities services staff) about the existence and effectiveness of community partnerships and interagency services for children and their families.
- *REVIEW*—Interagency agreements; community resource guide to determine if it addresses families' comprehensive needs; the program's plan for community involvement, planning, assessment, and advocacy for all families; services for children with disabilities; and activities to facilitate transition.

Question 16. Eligibility, Recruitment, Selection, Enrollment, and Attendance. How does the grantee approach eligibility, recruitment, selection, enrollment, and attendance in an attempt to meet the needs of Head Start-eligible families and in response to the community assessment?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

A large empty rectangular box for taking notes on issues, questions, and follow-up.

QUESTION 16. ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**STANDARDS**

How does the grantee approach eligibility, recruitment, selection, enrollment, and attendance in an attempt to meet the needs of Head Start-eligible families and in response to the community assessment?

1305.3–1305.8; 1308.5

How does the grantee:

- define the recruitment area?
- determine the eligibility of children, ensuring that no more than 10% come from families that exceed the low-income guidelines?
- ensure that at least 10% of enrollment opportunities are made available to children with disabilities?
- recruit those most in need of Head Start services, including previously underserved populations?
- select children and families based on enrollment criteria, and maintain a waiting list?
- assign children to program options that meet the needs of their families?
- meet the service requirements for each option?
- maintain the funded enrollment level, fill vacancies as they occur, and analyze enrollment data to inform the planning process?
- analyze the causes of absenteeism, when average daily attendance falls below 85%?

- *REFER TO*—Information on eligibility, recruitment, selection, enrollment, and attendance gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, family services personnel, focus families, and policy group members.
- *REVIEW*—The current community assessment; eligibility, selection, and enrollment criteria; written information on the recruitment process and the recruitment area; the current waiting list of eligible children; income verification forms from focus children’s records; class rosters and home visitor assignments; the set of attendance records; written enrollment procedures; evidence of recruitment and enrollment of children with disabilities; and the Policy Council meeting minutes concerned with eligibility, selection, and enrollment issues.

Question 17. Facilities, Materials, Equipment, and Transportation. How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?

NOTES ON ISSUES, QUESTIONS, AND FOLLOW-UP

Empty response area for notes on issues, questions, and follow-up.

QUESTION 17. FACILITIES, MATERIALS, EQUIPMENT, AND TRANSPORTATION**STANDARDS**

How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?

How does the grantee ensure that:

- construction of facilities and purchase of vehicles meet all requirements?
- required inspections, maintenance, and repairs are taking place, and facilities and transportation vehicles are in compliance with all relevant Federal, State, tribal, and local requirements?
- center-based environments are free of toxins, such as smoke, lead, pesticides, and herbicides?
- arrangements and space, as well as types and uses of materials and equipment, match the grantee's identified curriculum?
- the facilities, materials, equipment, and vehicles are accessible to persons with disabilities as required by Section 504 of the Rehabilitation Act?

1304.21(a)(4)(iv);
 1304.21(a)(5)–1304.21(a)(6);
 1304.22(e)(7); 1304.23(e);
 1304.53(a)(1)–1304.53(a)(5);
 1304.53(a)(7)–(9);
 1304.53(a)(10)(iv);
 1304.53(a)(10)(xiv)–
 1304.53(a)(10)(xv);
 1304.53(a)(10)(xvii);
 1304.53(b); 1306.30(c);
 1308.4(o)(4)–1308.4(o)(6);
 1310.10; 1310.12(b);
 1310.13–1310.15(b); 1310.15(d);
 1310.20; 1310.22(b); 1310.23;
 45 CFR 84.5

- *REFER TO*—Information on facilities, materials, equipment, and transportation gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, and Family Group Interview.
- *INTERVIEW*—As needed, a small number of staff to determine accommodations for children with disabilities or special needs and adequacy and maintenance of facilities, equipment, and transportation vehicles.
- *REVIEW*—The results from ongoing monitoring of health and safety, the annual safety inspection, licenses, maintenance logs, procurement requests and/or purchasing records (if needed), the Health and Safety Checklist, and the Bus Ride Checklist.

Question 18. Child Outcomes. How has the grantee implemented requirements related to child outcomes?



QUESTION 18. CHILD OUTCOMES**STANDARDS**

How has the grantee implemented requirements related to child outcomes?

How does the grantee ensure that:

- long-range goals and short-term program objectives reflect the findings of ongoing monitoring and the self-assessment, including analysis and use of child outcome data?
- the record-keeping and reporting systems used to manage data and generate status reports provide information on preschool children's progress on the required domains, elements, and indicators when they enter the program, at a midpoint in the year, and at the end of the year?
- ongoing monitoring ensures tracking of patterns of progress and accomplishments for groups of children in the 8 domains of learning and development?
- the results of the self-assessment, including child outcomes data on patterns of learning and development for groups of children in the 8 domains and the 13 mandatory elements and indicators of literacy, numeracy, and language are analyzed; and that the information is used to address continuous improvement and to inform the grantee's planning process?
- individualization addresses the 8 domains of learning and development?
- for preschool children, the curriculum includes experiences in the 8 domains of language, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning, and physical development and health?
- ongoing child assessment includes, in the case of preschool children, accomplishments in the 8 domains and 13 required elements/indicators?

1304.21(a)(1)(i); 1304.40(e)(5);
1304.51(a)(1)(ii);
1304.51(a)(1)(iii); 1304.51(g);
1304.51(i)(1); 1304.51(i)(2);
Head Start Act, Sections:
641A(a)(1)(B);
641A(b)(4); 642(e);
648A(a)(1)(A)

- *REFER TO*—Information on planning, ongoing monitoring, record-keeping and reporting, self-assessment, individualization, curriculum development and implementation, and child assessment, including linkages to child outcomes gathered from the Management Team Interview, Content Area Experts Interview, Staff Group Interview, Family Group Interview, Governing Body Interview, and Policy Council Interview.
- *INTERVIEW*—As needed, program management personnel, policy group members, and staff or governing body members regarding data collection and reporting, the monitoring process, their involvement in the self-assessment and planning processes; teachers and/or home visitors, family child care teachers, and parents of the focus children about how the program individualizes services, and their involvement in curriculum development and its implementation.
- *REVIEW*—Statement of long-range and short-term objectives, decision-making about program options, and written plan(s); files of focus children and families (including assessment data) and a selection of status reports; program policies, procedures, and written documents pertaining to ongoing monitoring; the annual self-assessment data and analysis; periodic recordings of each child's developmental progress in each of the 8 domains of learning and development; and the written curriculum reflecting the inclusion of the 8 domains, and daily schedules.

Summary of Review Decisions

Core Question	Review Decisions	
	No Areas of Noncompliance	Areas of Noncompliance
1. Program Governance		
2. Planning		
3. Communication		
4. Record-Keeping and Reporting		
5. Ongoing Monitoring		
6. Program Self-Assessment		
7. Human Resources		
8. Fiscal Management		
9a. Prevention and Early Intervention		
9b. Health Care Tracking and Follow-up		
10. Individualization		
11. Disabilities Services		
12. Curriculum and Assessment		
13. Family Partnership Building		
14. Parent Involvement		
15. Community Partnerships		
16. Eligibility, Recruitment, Selection, Enrollment, and Attendance		
17. Facilities, Materials, Equipment, and Transportation		
18. Child Outcomes		

Entrance Meeting and Grantee Presentation

PURPOSE

- To provide an opportunity for the team leader to make some general comments about the course of the review.
- To provide an opportunity for team members and Head Start staff to meet one another.
- To provide grantee staff with the opportunity to make a presentation about their program to the review team.

LOGISTICS

- **Content:** The entrance meeting includes two activities: (a) an entrance session for general comments and introductions, and (b) an optional grantee presentation. The grantee presentation does not have to follow a specific style or manner. In preparing its presentation, the grantee should consider the following topics:
 - the agency’s history and the grantee’s organizational structure and program design, including program options and child care partnerships;
 - the context in which the program operates, including available resources and community demographics; and
 - the strengths and challenges of Head Start families, and how the program is designed to build on strengths and deal with challenges.
- **Duration:** The entrance meeting lasts no more than an hour. The grantee presentation is voluntary.
- **Review team participants:** All review team members must attend. If the grantee does not make a presentation, the team leader covers the topics of grantee organization and community context during the Management Team Interview.
- **Grantee participants:** Any grantee staff may attend.

Management Team Interview Protocol

PURPOSE

- To foster the partnership approach during the monitoring process through open discussion;
- To continue to provide a general overview, or “big picture,” of the program from the grantee’s point of view; and
- To provide an initial understanding of how the grantee describes its systems.

LOGISTICS

- **Duration:** This optional interview lasts 2 hours and is held on the first day of the monitoring review, following the entrance meeting.
- **Review team participants:** The team leader leads the interview. Any review team members assigned by the team leader may attend. One review team member takes notes.
- **Grantee participants:** The grantee’s entire management team participates in this interview. The group includes the agency director, the grantee’s Head Start/Early Head Start director, the fiscal officer, program managers (individual(s) assigned the management of child development and health services and family and community partnerships), a representative from the governing body, and the Policy Council chair.
- **Group size:** Attendance depends upon the grantee’s organizational structure; however, a group size of 10–12 is recommended.

INTRODUCTION

The purpose of this meeting is to provide a general overview, or “big picture,” of your program. To do so, we will talk with you about the systems that are in place in the program to support the delivery of services to children and families. Let’s start with introductions. Please tell us your name and role in Head Start/Early Head Start.

Grantee and Community Background

(Ask the following question if grantee staff did not make the optional presentation at the entrance meeting, or if they did not provide adequate information during the presentation.)

1. Before beginning an in-depth discussion about the grantee’s systems, we want to be sure that we understand the organizational structure of your program and the context in which it operates. Briefly describe your community, the agency’s history, and the program’s organizational structure and program design, including program options and child care partnerships.

Listen for:

- the community in which the grantee operates, including available resources and community demographics;
- community strengths and the major difficulties faced by the community;
- how the Head Start program takes these factors into account when planning and implementing program services;
- the strengths and primary challenges of Head Start families;
- key community issues facing families, such as welfare reform, child care, literacy, substance abuse, and employment issues;
- how the program is designed to deal with these challenges.

Planning

2. Let’s talk about your grantee’s planning process. How do you arrive at your goals and objectives? Do you have a long-term or “strategic” plan? What does it involve? How did you decide on this plan? Describe your plan for **collecting, analyzing, and using** information on child outcomes.

Listen for:

- how the program has moved towards reaching these goals and objectives; and
- how progress towards reaching outcomes, including child outcomes, is measured.

Communication

3. In general, how would you describe your communication system?

Listen for:

- regular communication between staff and parents (carried out in parents' preferred language);
- information sharing among staff, governing bodies, and policy groups;
- if grantee has delegate agencies, information sharing with delegate agency governing bodies, Policy Committees, and staff;
- communication, cooperation, and information sharing with community partners;
- regular communication among staff.

Program Governance

4. How does the program's governance fit into all of the other systems we have been talking about today?

Listen for:

- governing body participation in key decision-making, including program oversight;
- the governance structure, including the governing body, policy groups, and Parent Committees;
- roles and responsibilities of each of these groups;
- internal dispute resolution procedures.

Record-Keeping & Reporting

5. In general, how does the program organize its system of record-keeping and reporting?

Listen for:

- records maintained for children and families;
- procedures for producing and disseminating status reports, including those related to child outcomes;
- how staff in management positions use records to revise program plans, manage program quality, and maintain program accountability.

Ongoing Monitoring

6. How does the grantee monitor the quality of program services on a regular basis?

Listen for:

- checking progress towards meeting goals and objectives;
- analysis of information contained in tracking systems and written reports, including information on child outcomes;
- on-site observation and supervision of staff;
- how information from ongoing monitoring is used to make program changes;
- oversight of delegate agencies and child care partnerships, when applicable.

Self-Assessment

7. Describe the process for your agency's annual self-assessment. How is information that is gathered used for program improvements? How is information about child outcomes included in the annual self-assessment?

Listen for:

- who is involved in the process,
- description of where the grantee is in the process of implementing the child outcomes initiative,
- changes made as a result of self-assessment.

Human Resources

8. Please describe the overall organization of your staff.

Listen for:

- how staff are organized to support the program;
- how staff are supervised;
- planning for and status of plans to meet staff qualifications, including teacher requirements for CDAs, and 2-year and 4-year degrees;
- how staff are trained to measure, track, analyze, and use information about children's progress;
- the program's system for staff training and development, including orientation and performance reviews.

Fiscal Management

9. Describe the fiscal system, and how the management team and the fiscal officers work together to support the delivery of Head Start services.

Listen for:

- how Federal regulations regarding fiscal management are met,
- how the budget is developed and approved,
- how expenditures are monitored,
- what reports are produced and how they are used,
- how the grantee maintains accountability.

SUMMARY

Is there anything else you would like to tell us that will help us understand the context in which your agency operates, your organizational structure, or your systems, or that will help set the stage for us as we continue this review?

Delegate Directors Interview Protocol

PURPOSE

- To be used with a grantee that has many delegate agencies, at the discretion of the team leader. If the grantee has one or two delegate agencies, the directors of these agencies may be invited to the Grantee Management Team Interview in lieu of completing this protocol.
- To provide the review team with necessary information on the relationship of the grantee to its delegate agencies. Eight systems connect the two entities—planning, governance, communications, ongoing monitoring, record-keeping/reporting, self-assessment, human resources, and fiscal management.
- To provide an opportunity for directors of delegate agencies not included in the full review to talk with the review team about grantee management system involved in the oversight of delegate agency programs.

LOGISTICS

- **Duration:** This optional interview lasts about 2 hours and should follow the Management Team Interview. Since the Delegate Directors Interview only occurs in grantees with many delegate agencies, it generally is held prior to the start of the full review, not more than 1 month before the review. It can also be scheduled on the first full day of the review.
- **Review team participants:** The team leader generally leads this interview. If this interview is held prior to the full review, other Federal staff who will serve as subteam leaders also attend. In cases where it is held on the first day of the full review, the team leader may choose which review team members should attend. If possible, a representative of the review team looking at grantee oversight attends.
- **Grantee participants:** In consultation with the team leader, the grantee selects delegate agency directors to attend this interview. Delegate agency directors who have not been selected to be part of the rest of the review should be included.
- **Group size:** A group size of 8 to 12 delegate directors is recommended.

INTRODUCTION

The purpose of this meeting is to bring together a group of delegate agency directors to discuss the grantee's oversight and monitoring of delegate operations. Most of your agencies will not be a part of the full review, and this meeting provides you an opportunity to contribute your perspectives about grantee operations and how they affect you. To begin, please tell us your name, the agency you direct, and a little about the agency.

Planning

1. Let's talk about how the grantee and delegate planning systems fit together. How would you describe your planning system and that of the grantee? How do these systems connect? How do grantee staff support your agency in planning?

Listen for:

- the instructions (e.g., funding guidance) the grantee provided to describe the grantee's versus the delegate's role in planning;
- a description of the grantee's community assessment, the role the delegates play in this process, and the information it provides to the delegate OR the delegate's own community assessment and the role the grantee plays in that;
- how the grantee connects the results of the community assessment with its funded enrollment decisions and how these decisions are related to other elements of the planning process;
- how the grantee is involved in other planning activities within the delegate agency (e.g., the development of program plans or decisions about program options).

Self-Assessment

2. What is involved in the grantee's process of self-assessment? How do your procedures interface with those of the grantee?

Listen for:

- whether delegates conduct a separate self-assessment;
- if the self-assessments are separate, the role the grantee plays in the delegate's self-assessment and the way the grantee uses the information collected by the delegate;
- inclusion of a review of child outcomes and the use of this information in program planning.

Communication

3. How does your communication system connect with that of the grantee? What kinds of things does the grantee communicate to you and ask from you? What evidence do you have that your communication system supports quality services for children and families?

Listen for:

- procedures and timetables the grantee has communicated to the delegate;
- how the grantee assures that its delegates receive all HHS regulations, policies, guidelines, and other communications;
- a description of the grantee's funding guidance to the delegate to ensure that it describes the grantee's expectations for the application/refunding process and how the grantee will communicate with the delegate about reports, provision of training and technical assistance, etc.;
- schedule and substance of meetings of the grantee and delegates, and a description of how information from such discussions is used;
- opportunities and methods for delegates to communicate issues of concern, recommendations, or useful information to the grantee.

Governance

4. How does the grantee's governance system interface with that of the delegate agencies?

Listen for:

- opportunities for information exchange and decision-making between the grantee and each delegate agency's governing body, with explanations of the processes, who is involved, and who initiates communication;
- grantee procedures for assuring that the governing body of each delegate carries out its oversight and fiduciary functions and shares decision-making with the delegate's Policy Committee;
- specific stipulations in the delegate agency contract about the relationship between the grantee and the delegate's governing body (meetings, training, etc.);
- communication between the Policy Council and Policy Committees;
- how the grantee ensures that parents at the delegate agency are appropriately involved in governance functions.

Record-Keeping and Reporting

5. Please describe the record-keeping and reporting systems that connect you and the grantee. How do they support each other?

Listen for:

- the types of program and fiscal reports the grantee provides the delegates and how this information is used by the delegate;
- the types of reports the delegate provides to the grantee and how this information is analyzed and used by the grantee;
- the kinds of trends and patterns you identify in your reports to the grantee and the actions that are taken by the grantee in response to these;
- how the grantee monitors to ensure that your records provide sufficient detail to assure quality services to children and families;
- what delegate agencies do with the feedback received from the grantee.

Ongoing Monitoring

6. What is the grantee's process for the ongoing monitoring of delegates? How do you share information with the grantee about your ongoing monitoring of your own systems and services?

Listen for:

- how the grantee uses delegate reports of program and fiscal operations in its monitoring processes;
- how the grantee provides assistance to delegates if problems are identified during the delegate's own monitoring;
- how the grantee communicates to the delegate about (a) serious issues (e.g., items constituting noncompliance or a deficiency) detected during the grantee's monitoring and (b) its expectations concerning the resolution of these issues;
- how the grantee follows up to ensure that its concerns are appropriately and adequately addressed.

Human Resources

7. How do the grantee and delegate agency human resources systems interface?

Listen for:

- how the grantee’s organizational structure supports the accomplishment of delegate program objectives;
- the role the grantee plays in the hiring of delegate agency staff;
- how the grantee ensures that adequate and qualified staff are employed at the delegate agency to provide quality services;
- how the grantee assesses that training and technical assistance (T/TA) needs of the delegate are met;
- how the grantee supports the ongoing professional development of delegate staff.

Fiscal Management

8. Describe the interface between the grantee and delegate fiscal systems.

Listen for:

- the grantee’s system for advances to delegates and reimbursements of delegate expenses;
 - the way the grantee monitors the delegate’s fiscal procedures to ensure operating efficiency and the delivery of effective services;
 - how the grantee oversees and monitors each delegate’s expenditure of funds so that re-budgeting can occur when necessary; and
 - the grantee’s process for assuring that audit findings at the delegate are corrected.
9. Is there anything else you would like to tell us that will help us understand the interaction of the grantee with its delegate agencies?

CONCLUSION

Thank you for taking the time to talk about these issues. We’ve been able to get a much clearer picture of grantee and delegate interactions from the things you’ve shared with us during this interview. As we close, we’d like to ask each of you to share with us one example of how you participate in ongoing monitoring to ensure quality services to children and families.

Content Area Experts Interview Protocol

PURPOSE

- To foster the partnership approach during the monitoring process through open discussion;
- To help reviewers obtain the “big picture” of the grantee’s services and understand how services are integrated and carried out;
- To provide the framework for the focus child and family process.

LOGISTICS

- **Duration:** This optional interview lasts 1½ to 2 hours. It is conducted as soon as possible after the Management Team Interview. It may take place at the same time as a Staff Group Interview.
- **Review team participants:** Unless a Staff Group Interview occurs simultaneously, all review team members, as assigned by the team leader, participate in the Content Area Experts Interview. The team leader may assign reviewers representing Child Development and Health Services, Family and Community Partnerships, and Management Systems to attend. One reviewer facilitates the interview, while another takes notes.
- **Grantee participants:** All of the content areas as specified in the standards should be represented in the group interview (e.g., child development and health services [including disabilities], family and community partnerships, etc.). The group also includes mental health and nutrition consultants, when used by the grantee.
- **Group size:** A group size of 10–12 is recommended. With some grantees, the content area experts may also have attended the Management Team Interview.

INTRODUCTION

The purpose of this group interview is to get a “behind-the-scenes” look at how your grantee operates. We’ve already had a meeting with your management staff to help us get a feel for the “big picture” of how systems operate in the program. Now we would like to hear how your team designs, implements, integrates, and oversees delivery of services for children and families. To help us get an integrated perspective, we’d like to hear how all content area experts contribute to child development, health services, and family and community partnerships.

We’d like to keep this informal, so feel free to jump in with answers to any question. Please don’t feel pressured to answer any question you don’t feel comfortable answering. We’re looking forward to getting to know you and to learning more about your Head Start/Early Head Start program. Let’s start by introducing ourselves. As you introduce yourself, please tell us how you got involved with Head Start/Early Head Start, and share one positive thing about the program that has directly affected you.

Family Partnership Building

1. Let’s talk about how your team of content area experts works to build partnerships with the families in this program.

Listen for:

- partnerships that include family-identified goals,
- follow-up with parents to ensure that appropriate referrals are made,
- tracking of family goals and accomplishments,
- interactions with families that acknowledge and respect their diversity and cultural background,
- assistance to pregnant women in Early Head Start in accessing comprehensive prenatal and postpartum care.

Parent Involvement

2. How does the team develop parent and family involvement opportunities and make sure they are implemented?

Listen for:

- involvement in a variety of program activities, including those related to program governance;
- efforts to conduct these activities in ways respectful of the various languages spoken by families;

- participation in experiences related to children’s learning, developmental progress, and assessment;
- encouragement to become active partners in their children’s health care process.

Community Partnerships

3. How does this team get involved in community planning and advocacy with and for parents to improve the quality of services for children and families?

Listen for:

- information regarding community partnerships, supported by interagency agreements;
- collaboration within the grantee agency and across agencies;
- partnerships with child care agencies and agencies providing special services to pregnant women, infants, toddlers, and children with disabilities;
- participation of volunteers to enhance program services;
- support for the transitions of families in, through, and out of Head Start/Early Head Start;
- evidence of a Health Services Advisory Committee, including parents, professionals, and other volunteers from the community.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

4. How does the team use the information from the community assessment to develop a plan for eligibility, recruitment, selection, enrollment, and attendance that meets the needs of Head Start/Early Head Start-eligible children and families?

Listen for:

- efforts to meet and maintain funded enrollment,
- eligibility and enrollment criteria,
- efforts to ensure that no more than 10% are over income,
- efforts to ensure that at least 10% are children with disabilities,
- maintenance and use of the waiting list,
- ongoing monitoring of attendance.

Prevention and Early Intervention

5. How does this team make sure that there is a comprehensive system for preventing health problems and for intervening when problems exist?

Listen for:

- parents as full partners in prevention and early intervention;
- evidence of an ongoing source of continuous and accessible health care;
- appropriate preventive health practices;
- nutritional services that reflect the diversity of families;
- services for pregnant women, infants, and toddlers in Early Head Start;
- provision of mental health services.

Health Care Tracking and Follow-Up

6. How does the team track the provision of child health and developmental services?

Listen for:

- procedures to ensure that follow-up treatments are provided in a timely manner,
- evidence that confidentiality requirements are met and those who need information can access it.

Curriculum and Assessment

7. Please describe your curriculum. How do you ensure that the assessment process is aligned with the program's curriculum and includes experiences that support school readiness, the eight domains of learning and development, and required domain elements and indicators?

Listen for:

- description of a written curriculum;
- explanations of how child assessment occurs in each program setting or option;
- alignment of the curriculum with results of children's ongoing assessment;
- parent involvement in the selection, development, implementation, and evaluation of the curriculum for each option;
- staff training and development related to curriculum and child assessment;

- staff supervision;
 - ongoing monitoring of curriculum implementation.
8. How are you involved in the child outcomes process?

Listen for:

- plans for assisting or training teaching staff,
- plans for the ongoing monitoring of this assessment process,
- involvement in the analysis and use of child outcome data,
- review of child outcomes data at least three times during the year,
- the inclusion of requirements related to child outcomes in the agency self-assessment.

Individualization

9. How does the team make sure that information gathered through the child assessment process is individualized for each child in consultation with the family?

Listen for:

- individualization that is reflected in the program's curriculum, planning, record-keeping, and family partnership process;
- evidence of how individualization addresses children's strengths and needs, temperament, language, cultural background, and learning style.

Disabilities Services

10. How does the team make sure that individualized services are effectively provided to children with diagnosed or suspected disabilities?

Listen for:

- necessary accommodations that are made to the assessment process for children with disabilities;
- coordination with the Part C agency and/or LEA for timely assessment;
- encouragement of parent advocacy for services and support;
- education of staff on the information, guidance, and resources needed to help children and families meet the individualized goals and objectives in the IFSP/IEP;

- efforts to modify activities, remove barriers, and provide supports for children with disabilities.

Facilities, Materials, Equipment, and Transportation

11. How do you, as a team, make sure that the facilities, materials, equipment, and transportation, including buses, are appropriate for children of different ages and stages of development, including children with disabilities? How do you make sure that appropriate space is provided to conduct all program activities?

Listen for:

- required safety checks, inspections, maintenance, and repairs;
- when applicable, details about the transportation system;
- compliance with relevant Federal, State, tribal, and local health, safety, or licensing requirements;
- toxin-free, center-based environments and materials;
- arrangements, space, and types and uses of materials and equipment that support curriculum;
- adherence to requirements in Section 504 of the Rehabilitation Act.

CONCLUSION

Thank you for taking the time to talk about your program with us today. We've been able to get a much fuller view of your program because of the things that you shared with us during this interview. As we close, we'd like to ask each of you to share with us one example of how you conduct or participate in ongoing monitoring to assure quality services in the areas we have just discussed.

Staff Group Interview Protocol

PURPOSE

- To foster the partnership approach during the monitoring process through open discussion;
- To help reviewers understand how services are delivered to children and families from the perspective of the direct services staff;
- To continue to give reviewers a picture of how systems support services; and
- To provide information to be used in the focus child and family process.

LOGISTICS

- **Duration:** This optional interview lasts no more than 2 hours and takes place on the first day of the review, after the Management Team Interview. Depending upon grantee size, complexity, and the geographic distance between sites, it may be necessary to hold multiple Staff Group Interviews.
- **Review team participants:** The team leader may assign reviewers to participate in either a Staff Group Interview or the Content Area Experts Interview. If these meetings do occur, it is helpful if two reviewers attend each interview—one to facilitate, one to take notes.
- **Grantee participants:** This interview involves direct services staff, representing a variety of roles (e.g., teachers, family service workers, teaching assistants, cooks, bus drivers, and other support staff).
- **Group size:** A group size of 10–12 is recommended.

INTRODUCTION

The purpose of this interview is to help us get a sense of how families move through your Head Start/Early Head Start program, from initial contact to present involvement, so we can get a feel for the services provided for the family and how these services are documented. We are going to ask questions about how a typical child and family experience Head Start/Early Head Start. You might find it helpful to think of a specific family as you answer the questions, although if you talk about real families during the discussion, please don't use their names, so we can ensure their confidentiality.

We'd like to keep this informal, so feel free to jump in with answers to any question. Please don't feel pressured to answer any question you don't feel comfortable answering. We're looking forward to getting to know you and to learning more about your Head Start/Early Head Start program. Let's start by introducing ourselves. As you introduce yourself, please tell us your name, what role you have in the program, and share one thing that you've learned since you've been working with Head Start/Early Head Start.

From Recruitment to Enrollment

1. How do your families find out about Head Start/Early Head Start? What is your first contact with a family like?

Listen for:

- use of a variety of recruitment methods,
- communication with families about the Head Start/Early Head Start philosophy,
- assistance to parents as they gather paperwork and complete the application.

2. Tell me how the decision is made to accept a particular child into the program.

Listen for:

- criteria and system used to make decisions,
- procedures for handling families unable to document eligibility,
- communications with and support for families on the waiting list.

Learning About Children

3. Describe the process you follow to screen children for developmental, sensory, and behavioral concerns.

Listen for:

- procedures for securing parent permission,
 - what occurs if a parent refuses to give permission for screenings,
 - procedures that staff follow to ensure screenings are completed on time,
 - use of a systematic and effective approach to screenings that relies on multiple sources and looks at all areas of development.
4. When the results of a screening indicate that a child may have a suspected delay, what do you do?

Listen for:

- staff communication with families,
 - family involvement in the process,
 - strategies for when a parent disagrees with the outcome of a screening.
5. What would happen if a multidisciplinary team recommended a placement for a child that the parents did not agree with?

Listen for:

- assistance to parents to help them communicate concerns and preferences to the multidisciplinary team,
- staff advocating for the least restrictive environment,
- coordination with other agencies to maintain children in the environment preferred by parents.

In the Program

6. What is your process for ongoing assessment and individualizing the curriculum for children?

Listen for:

- a systematic ongoing assessment process, linked with the curriculum, that gathers information on children's progress in each of the eight domains of learning and development, and required domain elements and indicators;

- families participating in setting individual goals for their children based on what is learned through the assessment;
 - teacher ability to tie individual children's goals into the overall curriculum.
7. Tell me about the ways staff communicate with parents. Give me some examples of how this happens and the kinds of things you talk about.

Listen for:

- frequency of home visits and conferences;
- range of topics, including child progress, discussed during home visits and conferences;
- other formal and informal communication strategies (e.g., newsletters, phone calls, conversation with staff at drop-off and pickup).

Family Partnerships

8. Tell us about how you build partnerships with families. What are the first things you do?

Listen for:

- assistance to families in the identification of their family strengths and needs,
- development of family partnership agreements,
- assistance to families in accessing community resources and supports,
- use of a procedure that ensures follow-up across the year to determine if the services and supports accessed are meeting the families' needs and expectations.

9. Tell me about opportunities families have to be involved in the program and how they hear about those opportunities.

Listen for:

- use of a variety of strategies that enable parents to be involved in their child's setting (e.g., classroom volunteer, parent training opportunities);
- assistance to parents in accessing programs for developing literacy skills, vocational skills, parenting skills, and advocacy and communication skills;
- participation in Parent Committees (e.g., education, health, nutrition, community advocacy);
- participation in the policy group or governing body.

10. How do you help families prepare for their child's transition from Early Head Start to Head Start or from Head Start to public school?

Listen for:

- assistance to parents in the identification of transition issues for their child and in learning advocacy skills,
- development of parents' awareness of their rights and responsibilities,
- staff encouragement of parents to maintain a high level of involvement with their child's program following transitions.

11. Give an example of a parent calling or coming to speak with you about an issue or concern. How do you handle it?

Listen for:

- staff knowledge about where to direct parents' issues and concerns,
- support for staff in their responses to parents' issues and concerns.

Human Resources and Program Management

12. Tell me about how you find out what's going on in the program and how you let managers know about issues you have.

Listen for:

- formal and informal communication strategies,
- communication between managers and classroom staff.

13. Tell me about how you learn what is expected of you in your position and the kinds of support you get to help you do a better job.

Listen for:

- staff knowledge and implementation of Head Start/Early Head Start philosophy and Performance Standards;
- staff receiving ongoing supervision and training from program managers, including training and supervision related to child assessment;
- managers encouraging staff to participate in professional development opportunities;
- frequency and usefulness of performance appraisals.

CONCLUSION

Thank you for your time and input today. As we close, would you each describe something you see as a strength of the program and something about the program you feel we must see or experience while we're here?

Family Group Interview Protocol

PURPOSE

- To continue to clarify reviewers' understanding of the grantee's systems and services as seen through focus families' experiences in Head Start/Early Head Start.

LOGISTICS

- **Duration:** The interview lasts no more than 2 hours. It is scheduled after reviewers have had an opportunity to observe children and talk with staff, and when it is convenient for most focus parents to attend.
- **Review team participants:** At least two reviewers, preferably a child development and health services reviewer and a family and community partnerships reviewer, are present for the Family Group Interview—one to facilitate the discussion, the other to serve as notetaker. All service reviewers attend when possible.
- **Grantee participants:** All parents from focus families are invited to attend. Reviewers should make every effort to use alternative means to talk with focus parents who are unable to attend.
- **Group size:** If there are more than 20 focus families, consider dividing them into smaller groups. A group size of 10–12 is recommended.

INTRODUCTION

Today I would like to talk with you about your experiences with Head Start/Early Head Start. My goal is to learn how Head Start/Early Head Start has worked with families and children, including things that have worked well and those areas in which you would like to see some improvement. We are here to work in partnership with the grantee to help make the program the best it can be.

We know that everyone's experience with Head Start/Early Head Start is different, and we appreciate the opportunity to talk with you about your experiences. We would just like to get a good picture of what the program has been like for you and your children. Let's start with introductions. Tell us your name, your child's name and age, what center or program option your child is enrolled in, how long you've been involved in the program, and one thing that your child has learned in Head Start/Early Head Start.

Recruitment and Enrollment

1. Tell me how you found out about Head Start/Early Head Start and what it was like for you to get into Head Start/Early Head Start.

Listen for:

- communication with families about Head Start/Early Head Start philosophy;
- assistance to parents during the application process;
- communication in parents' preferred language;
- when applicable, parental choice of program option;
- various methods through which parents learned about the program.

Family Partnership Building

2. In Head Start/Early Head Start we talk about the child and his/her family. Tell me about ways in which Head Start/Early Head Start has been supportive of the goals you have for your family, your child, and yourself.

Listen for:

- family-identified goals and program support for the goals;
- referrals and follow-up;
- interactions with families that acknowledge strengths and respect diversity and cultural background;

- assistance to parents in learning advocacy skills.
3. Talk about how the program helps you prepare for your child's transition from Early Head Start to Head Start or from Head Start to public school.

Listen for:

- parent involvement in the transition process.
4. Tell me about the ways that you are involved in Head Start/Early Head Start and about what happens in your child's classroom.

Listen for:

- individual as well as group activities,
- a variety of program activities,
- efforts to conduct these activities in ways respectful of the various languages spoken by families,
- a variety of strategies for making contact with families.

Prevention and Early Intervention/Follow-up Services

5. How does Head Start/Early Head Start work with you to make sure that your child has good health care and is developing well?

Listen for:

- parents becoming active partners in their child's health care,
- links to ongoing accessible health care,
- ongoing communication about health issues,
- referrals and follow-up for children with health problems or disabilities.

Curriculum, Assessment, and Individualization

6. Talk with me about the kinds of things your child is learning in the classroom. What kinds of things do you and your child's teacher talk about? Do you get a report that keeps you informed of your child's progress and accomplishments?

Listen for:

- information on how parents have input into the curriculum,

- a curriculum reflective of family cultures,
- families that participate in setting goals for their children,
- staff that address children's strengths and needs,
- frequency of home visits and conferences.

Disabilities

7. Are you aware that your Head Start/Early Head Start program is serving children with disabilities? What have you seen teachers and staff do to support and involve those children and their families?

Listen for:

- parents who think children with disabilities are getting necessary services,
- assistance to parents in communicating concerns and preferences to multidisciplinary teams,
- involvement in development of IFSP/IEPs,
- coordination with other agencies.

Community Partnerships

8. How has Head Start/Early Head Start helped you connect with other community services and resources?

Listen for:

- referrals to appropriate community agencies;
- access to programs for developing literacy skills, vocational skills, parenting skills, and advocacy and communication skills;
- assistance to pregnant women in accessing comprehensive prenatal and postpartum care;
- examples of partnerships with other child care agencies and providers.

Program Governance

9. What opportunities do you have to discuss ideas or concerns you have about the program with other parents and staff?

Listen for:

- participation in Parent Committees,
- knowledge of work done by Policy Council/Policy Committee,
- examples of ideas or concerns that parents have taken to Parent Committees or policy groups,
- inclusion of parents from Early Head Start and all program options in policy groups.

Facilities, Materials, Equipment, and Transportation

10. Talk with me about Head Start/Early Head Start buildings and the equipment and materials you have seen in the classrooms. Tell us about any transportation services that your child receives from the program.

Listen for:

- safe facilities and transportation services,
- appropriate and adequate materials.

CONCLUSION

Please share with us anything that you really like about Head Start/Early Head Start and want to see continue, as well as anything you would like to see changed or handled differently within Head Start/Early Head Start or your children's classrooms.

Thank you very much for taking the time to talk with us today.

Child Care Partnerships Interview Protocol

PURPOSE

- To understand the development, implementation, and future directions of the grantee's child care partnerships.

LOGISTICS

- **Duration:** The interview lasts from a half hour to 1 hour.
- **Review team participants:** At a minimum, a Systems Reviewer and a Service Reviewer conduct the interviews. The Systems Reviewer listens for issues of planning, communication, record-keeping, staff qualifications and training, ongoing monitoring, and fiscal management. The Service Reviewer listens for information about how services are delivered to children and families.
- **Child care partnership participants:** This interview is for directors or other lead staff members from child care programs that receive funds or resources from Head Start to serve children who are counted as “Head Start/Early Head Start” children.
- **Group size:** This interview may be done individually or with a group. If done in a group, a group size of 10–12 is recommended.

OPTION

This protocol may be combined with the Community Partnerships Interview Protocol, at the discretion of the team leader.

INTRODUCTION

I would like to talk with you about your experiences in partnering with Head Start/Early Head Start. My goal is to learn how Head Start/Early Head Start has worked with your agency, including things that have worked well and those areas in which you would like to see some improvement. We are here to work in partnership with the Head Start/Early Head Start grantee to help make the program the best it can be. There are no “wrong answers” here. We would just like to get a good picture of what the partnership is like.

Background and Nature of the Partnership

1. Tell me about the development of the partnership you have with this Head Start/Early Head Start program.

Listen for:

- history of the partnership,
- goals for the partnership,
- shared planning.

2. Describe the agreement you have for this partnership.

Listen for:

- the responsibilities of each organization,
- the form of the agreement (written or verbal),
- financial arrangements.

3. Describe the relationship between your agency’s governing body or board (if any) and Head Start/Early Head Start’s governing body.

Listen for:

- interaction between governing bodies,
- the nature of the interaction.

4. Describe how communication occurs between your organizations.

Listen for:

- types of information shared,

- strategies used for communicating,
 - procedures for addressing confidentiality.
5. Describe some activities conducted by you and/or the Head Start/Early Head Start program to ensure quality services.

Listen for:

- knowledge of Performance Standards and other regulations;
 - oversight and support from the Head Start/Early Head Start agency;
 - participation in program self-assessment;
 - ongoing monitoring to ensure that Performance Standards, child outcomes, and other regulations are met;
 - opportunities for staff development.
6. What do you see as the major effects of this partnership?

Listen for:

- strengths of the partnership;
- impact on service delivery, including classroom activities, health services, and services to children with disabilities and families;
- challenges.

Future Directions

7. What are the “next steps” in your partnership with Head Start/Early Head Start?

Community Partnerships Interview Protocol

PURPOSE

- To understand the development, implementation, and future direction of the agency's community partnerships.

LOGISTICS

- **Duration:** The interview lasts no more than 1 hour. This interview may be used in conjunction with or instead of the Child Care Partnerships Interview.
- **Review team participants:** The team leader decides which reviewers conduct this interview. At a minimum, two reviewers, a Systems Reviewer and a family and community partnerships reviewer, attend the meeting. One reviewer facilitates, the other takes notes.
- **Community partner participants:** This interview involves directors or other lead staff members from community agencies that are partners with Head Start/Early Head Start. Appropriate attendees may include directors from social services, mental health, LEAs, Part C agencies, health care providers, and other community partners.
- **Group size:** The interview may be done individually with a single partner agency or with a group representing several partners. A group of no more than 10–12 is recommended.

OPTION

This protocol may be combined with the Child Care Partnerships Interview Protocol, at the discretion of the team leader.

INTRODUCTION

Today we would like you to talk with you about your experiences with Head Start/Early Head Start. Our goal is to learn how Head Start/Early Head Start has worked with your agency, including things that have worked well and those areas in which you would like to see some improvement. There are no “wrong answers” here. We would like to have a picture of how the partnership works.

Background and Nature of the Partnership

1. Please describe your agency’s role in the community. What is your role in the agency?
2. Tell us about the partnership you have with this Head Start/Early Head Start program.

Listen for:

- history of the partnership,
- purpose and objective of the partnership,
- major activities or initiatives underway.

3. I’d like to hear about your agreement with the program.

Listen for:

- responsibilities of each organization,
- the form of the agreement (written or verbal).

4. Describe how communication occurs between your organizations.

Listen for:

- types of information shared,
- strategies used for communication,
- procedures for addressing confidentiality.

5. What do you see as the major effects of this partnership?

Listen for:

- strengths of the partnership,
- the effect on service delivery and access to resources for families,

- accomplishments that meet community needs,
 - challenges.
6. For members of the Health Services Advisory Committee: How long have you been a member of the Health Services Advisory Committee? What sorts of issues has the Committee addressed this year?
 7. For LEAs or Part C agencies: How do you work with Head Start/Early Head Start to support children with disabilities? What arrangements do you have to assist children and families in their transition from Head Start/Early Head Start?

Future Directions

8. What are the “next steps” in your partnership with Head Start/Early Head Start?

Policy Council Interview Protocol

PURPOSE

- To obtain information on how the grantee is engaged in shared decision-making with parents and community representatives on the Policy Council.

LOGISTICS

- **Duration:** The interview lasts no longer than 30 minutes.
- **Review team participation:** At a minimum, two reviewers, a Systems Reviewer and a family and community partnerships reviewer, attend the Policy Council meeting and conduct the interview. One reviewer facilitates; the other takes notes.
- **Grantee participation:** Policy Council members are invited to take part in the interview after the Policy Council meeting. Depending upon member availability after the meeting, a group interview may not be possible. In such a case, individual interviews with Policy Council members at other times during the review may be necessary.
- **Group size:** A group of no more than 10–12 is recommended.

INTRODUCTION

Thank you for letting us sit in during your Policy Council meeting. We learned some important things about program governance in your organization. Now we'd like to ask some additional questions to help us understand how your Policy Council works.

Policy Council Composition and Background

1. Tell us how you became a member of the Policy Council.

Listen for:

- election process.

2. Tell us about the Policy Council. How many people are on it? Whom do they represent?

Listen for:

- representation from Early Head Start/Early Head Start and all program options,
- length of service on the Policy Council,
- selection of community representatives,
- program support of Policy Council.

Functions of Policy Council

3. Was this meeting typical? In what ways? In what ways was it not typical?

Listen for:

- description of typical agenda items.

4. What kinds of things does the Policy Council do? Can someone describe a recent activity or project?

Listen for:

- approval of recruitment areas, program options, and program design;
- involvement in the grant application and budget process, program planning, personnel decisions; and
- involvement in the program's self-assessment process.

5. Describe any training that Head Start/Early Head Start has offered to you this year and last year.

Listen for:

- training on program governance, including roles and responsibilities of Policy Council members.

6. What kinds of information or documents does the agency provide to the Policy Council? What is the process of dealing with these?

Listen for:

- copies of program plans and policies,
- financial reports,
- relevant information from Head Start/Early Head Start,
- child outcome data that describe patterns of accomplishments for groups of children.

7. What is the process for communicating with the governing body?

Listen for:

- ongoing communication,
- procedures for resolving disputes.

8. How does the Policy Council communicate with parents?

Listen for:

- opportunities for parents to express ideas and opinions to the Policy Council,
- Policy Council encouragement of parent involvement,
- availability of child care and transportation for parents involved in Policy Council meetings.

Governing Body Interview Protocol

PURPOSE

- To describe how the governing body exercises its oversight responsibility and ensures accountability.
- To describe how the governing body is knowledgeable about the Head Start/Early Head Start Program.

LOGISTICS

- **Duration:** The interview lasts no more than 30 minutes.
- **Review team participants:** The team leader determines which reviewers attend this interview. Generally, a Systems Reviewer leads this interview. Other available staff may attend, and one takes notes.
- **Agency participants:** Members of the agency's governing body are involved. This interview may be conducted in a group setting or with individual governing body members during the review.
- **Group size:** A group of no more than 10-12 is recommended.

INTRODUCTION

Thank you for taking time to talk with me about your role as a member of the governing body for Head Start/Early Head Start. We are interested in finding out just what the role of the governing body is in this grantee. First, we'll talk about how the governing body is involved in the grantee's overall planning process. Then, we'll discuss how the governing body exercises oversight and maintains accountability.

Planning and Communication

1. How do you learn what's expected of you as a member of the governing body in the Head Start/Early Head Start program?

Listen for:

- written policies that define the roles and responsibilities of governing body members;
 - appropriate involvement in the grant application and budget process, program planning, personnel decisions, self-assessment, and selection of delegate agencies (if applicable).
2. Describe your ongoing working relationship and communication process with the Head Start policy group.

Listen for:

- examples of recent projects and communication,
 - reports,
 - satisfaction with relationship.
3. How and when are you and the policy group involved in the grantee's planning process? How are the timeframes and procedures for planning established?

Listen for:

- development of program goals and objectives.
4. How do you ensure that the policy group has had an opportunity to act on items that must be decided through shared decision-making, such as new hires or terminations?

Listen for:

- communication with Head Start/Early Head Start management staff.

5. What role do you and the policy group play in the self-assessment process?

Listen for:

- examples of activities conducted during most recent self-assessment,
- use of self-assessment results.

6. How does prior consultation occur on “must approve” issues before those issues are acted on by the full governing body? For example, how was the grant application presented to you? How did the process of approval work?

Listen for:

- examples of decisions approved during past year,
- satisfaction with the process.

7. How does the governing body (and policy group) participate in decisions about seeking new funding?

Listen for:

- description of the process used,
- satisfaction with the process.

Program Governance

8. What role does the governing body play in establishing or changing the composition of the policy group? In selecting community representatives?

Listen for:

- familiarity with the composition of the policy group,
- description of selection process.

9. What reporting is provided to you and the policy group to keep you informed about progress, problems, or changes needed in the program?

Listen for:

- types of reports received.

10. Do you currently receive reports describing patterns of progress and accomplishments for groups of children, i.e., child outcome data? If you're not currently receiving those, what are the plans for implementing this kind of reporting in the upcoming year?

Listen for:

- familiarity with the child outcomes initiative,
- description of the planning process.

11. How do you exercise oversight and ensure accountability for program outcomes and fiscal integrity?

Listen for:

- communication with appropriate program staff, and
- reporting process.

12. What written impasse procedures are in place? How were the policies developed?

Listen for:

- description of the procedures, and
- process used to develop them.

Health and Safety Checklist

Classrooms/Centers Observed

A. _____

B. _____

C. _____

D. _____

This observation form will help you to record your observations regarding a number of health and safety issues. Items are not intended to be an exhaustive list of Performance Standards related to health and safety, but rather items that can be rated according to a “checklist” format.

This tool is intended to assist in answering Core Question #17 on Facilities, Materials, Equipment, and Transportation and Core Question #9a on Prevention and Early

Intervention. In addition, information from this form may be useful to reviewers in other areas related to child development and health services. In order to obtain a complete picture of facilities and health and safety issues in the agency, it will be necessary to combine information from this instrument with information obtained from other observations and interviews.

Please indicate whether the item is supported by observations. Rate each item by placing a check

under the appropriate center and/or classroom (space has been provided at the top of each page for you to indicate multiple center or classroom names). In addition, at the end of each section, space is provided for comments and observations in each area. Please use this page to describe any problems or concerns that you witnessed in the observation or to explain instances where items were not observed.

HEALTH AND SAFETY CHECKLIST

Area #1: Classrooms

Infant/Toddler

A.	B.	C.	D.

1. Sanitation and hygiene procedures for diapering have been adopted that adequately protect the health and safety of children served by the program and staff. [1304.22(e)(5)]
2. The diaper-changing area is located away from areas used for cooking, eating, or children’s activities. [1304.53(a)(10)(xiv)]
3. Diapers are disposed of in a safe and sanitary manner. [1304.53(a)(10)(xvi)]
4. Infant sleeping arrangements use firm mattresses and avoid soft bedding materials, such as comforters, pillows, fluffy blankets, or stuffed toys. [1304.53(b)(3)]
5. Cribs are at least 3 feet apart from each other. [1304.22(e)(7)]
6. Infant toys are made of nontoxic materials and are sanitized regularly. [1304.53(b)(2)]
7. Toilet training equipment is available for children being toilet trained. [1304.53(a)(10)(xv)]

Comments:

HEALTH AND SAFETY CHECKLIST

Area #1: Classrooms (continued)

All Classrooms

A.	B.	C.	D.

1. Nonporous gloves are available for use when dealing with bloody bodily fluids. [1304.22(e)(3)]
2. Staff promote effective dental hygiene among children in conjunction with meals. [1304.23(b)(3)]
3. Toys are stored in a “safe and orderly fashion” (e.g., in their assigned places, not out where people can trip over them). [1304.53(b)(1)(vii)]
4. The indoor and outdoor space for infants and toddlers is separated from general walkways and areas used by preschoolers. [1304.53(a)(4)]
5. Toys, materials, and furniture are safe, durable, and in good condition (e.g., materials free of sharp edges and loose pieces, balloons and/or plastic bags not used, no choking hazards). [1304.53(b)(1)(vi)]
6. Center space is organized into functional areas that can be recognized by children and that allow for individual activities and social interactions. [1304.53(a)(3)]
7. Staffing patterns support regulations regarding class size and number of adults per class. [1306.20]
8. Staff, volunteers, and children wash their hands with soap and running water after diapering or toilet use, before food-related activities, whenever hands are contaminated with blood or other bodily fluids, and after handling pets or other animals. Staff and volunteers also wash their hands with soap and running water before and after giving medications, before and after treating or bandaging a wound, and after assisting a child with toilet use. [1304.22(e)(1)–(2)]

Comments:

HEALTH AND SAFETY CHECKLIST

Area #2: Indoor Facilities

Sanitation/Hygiene

A.	B.	C.	D.

1. Facilities are available for the proper storage and handling of breast milk and formula. [1304.23(e)(2)]
2. Bathroom facilities are clean, in good repair, and easily reached by children. [1304.53(a)(10)(xiv)]
3. Bathroom facilities are separated from areas used for cooking, eating, or children’s activities. [1304.53(a)(10)(xiv)]
4. Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions. [1304.53(a)(10)(viii)]
5. Garbage and trash are stored and disposed of in a safe, sanitary manner. [1304.53(a)(10)(xvi)]
6. A utility sink is specifically used to clean potties. [1304.22(e)(6)]

Comments:

HEALTH AND SAFETY CHECKLIST

Area #2: Indoor Facilities (continued)

Safety

A.	B.	C.	D.

1. The facility has approved, working fire extinguishers and an appropriate number of smoke detectors that are tested regularly. [1304.53(a)(10)(v), 1304.53(a)(10)(vi)]
2. Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children. [1304.53(a)(10)(xii)]
3. Electrical plugs accessible to children are covered. [1304.53(a)(10)(xi)]
4. The heating/cooling system is insulated to protect children and staff from potential burns (Note: Look at pipes and/or radiators.) [1304.53(a)(10)(i)]
5. There is an absence of highly flammable furnishings, decorations, or materials that emit toxic fumes. [1304.53(a)(10)(ii)]
6. Flammable and other dangerous materials/poisons are stored in locked cabinets or facilities separate from medications and food and accessible only to authorized persons. [1304.53(a)(10)(iii)]
7. Appropriate licenses (water/sewage, food/sanitation, fire codes, and vendor/contractor licenses) are seen. [1304.53(a)(6) and (10)(xiii), 1304.23(e)(1), 1306.30(c)]

Comments:

HEALTH AND SAFETY CHECKLIST

Area #2: Indoor Facilities (continued)

Facility Layout and Environment

A.	B.	C.	D.

1. If necessary, there is a safe and effective heating and cooling system. [1304.53(a)(10)(i)]
2. There is at least 35 sq. ft. of usable indoor space per child (not including bathrooms, halls, kitchen, staff rooms, and storage places). [1304.53(a)(5)]
3. Facilities enable the safe and effective participation of children with disabilities. [1308.4(o)4]
4. Rooms are well lit. [1304.53(a)(10)(iv)]

Comments:

A.	B.	C.	D.

Provisions for Emergencies

1. Exits and/or evacuation routes are clearly marked. [1304.22(a)(3), 1304.53(a)(10)(vii)]
2. Emergency lighting is available. [1304.53(a)(10)(iv)]
3. Emergency telephone numbers (e.g., EMS, Fire, Police, Poison Control) are clearly posted. [1304.22(a)(2)]
4. Policies and plans of action for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention are clearly posted. [1304.22(a)(1)]
5. A well-supplied first-aid kit is available, accessible to staff, and out of reach of children. [1304.22(f)(1)]

Comments:

HEALTH AND SAFETY CHECKLIST

Area #2: Indoor Facilities (continued)

Medication Administration

A.	B.	C.	D.

1. All medications are properly labeled (i.e., name of child/staff, name of medication, dosage, name/number of pharmacy/physician). [1304.22(c)(1)]
2. Medications are under lock and key and out of reach of children. [1304.53(a)(10)(iii), 1304.22(c)(1)]
3. Medications in need of refrigeration are refrigerated. [1304.22(c)(1)]

Comments:

A.	B.	C.	D.

Area #3: Outdoors

1. There is at least 75 sq. ft. of usable outdoor space per child. [1304.53(a)(5)]
2. The playground equipment is in good repair and safe condition (e.g., adequately secured to the ground, free of sharp edges and/or splinters, soft falling surface). [1304.53(a)(7), 1304.53(a)(10)(viii), 1304.53(a)(10)(x)]
3. The outdoor play area is arranged such that no child can leave the premises or get into unsafe or unsupervised areas. [1304.53(a)(9)]

Comments:

Fiscal Checklist

Files Reviewed and/or Persons Interviewed

This form will help you, as a reviewer, to record your observations regarding several key items relating to fiscal management. It is designed to assist you in answering Core Question #8 on Fiscal Management and is organized into several topic areas. You will find the topic area listed in bold on the left-hand side of the page and a list of items under it. Please record your observations in the space provided. Provide enough detail so that a person reading this form can understand your observations of each area and your sources of information. Observations can be based on your review of documents and/or interviews with key personnel. Some

documents that you may find useful include:

- current and prior financial statements,
- detailed general ledger or A/P disbursements journal,
- written accounting procedures,
- program budget planning documents,
- chart of accounts,
- audit reports,
- grant proposals,
- notice of grant award,
- indirect cost agreement/cost allocation plan,
- lease agreements,
- property inventory and files for recent major purchases,

- procurement policies,
- codes of conduct from personnel policies,
- payroll journal,
- 269s,
- PMS-272s,
- insurance policies,
- interagency agreements,
- disabilities service plan.

WHAT'S NEW FOR 2004

In Area 1, item 12, relating to short- and long-term financial objectives [1304.51(a)], has been added.

FISCAL CHECKLIST

Area #1: Accounting and Budget Practices

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. There are written accounting procedures to determine allowability, allocability, and reasonableness of costs and ensure that costs were incurred during the funding period. [45 CFR Parts 74.21(b)(6), 74.28, 92.20(b)(2), 92.23] |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. For new grantees and/or delegate agencies, accounting systems have been certified. [1301.13] |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Appropriate internal controls have been established to safeguard Federal funds, interest income from Federal funds, and program income, and controls include the hiring of a qualified fiscal officer and annual audits. [1304.50(g)(2), 1304.52(d)(8), 1301.12, 45 CFR Parts 74.21(b)(3), 74.21(b)(5), 74.21(d)(1)(3), 74.22, 74.24, 74.28, 92.20(b)(5), 92.21, 92.23, 92.25] |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. There is a method so that budgeted costs are compared to actual costs. [45 CFR Parts 74.21(b)(4), 92.20(b)(4)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Financial reports are communicated regularly to governing bodies, program management, and policy groups. [1304.51(d)(3), 1304.51(h)(1), 45 CFR Part 74.21(b)(1)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Requests for change that require prior approval were submitted for approval prior to making changes. [45 CFR Parts 74.25, 92.30] |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Interfund loans have not been made. [45 CFR Parts 74.27, 92.22] |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. If grantee is operating a multifunded program, records adequately identify the other costs and reimbursement amounts. [45 CFR Parts 74.21(b)(2), 74.27, 92.20(b)(2), 92.22] |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Financial data and records were used in preparing the SF-269s and PMS-272s for the budget period. [45 CFR Parts 74.21(b)(7), 74.52, 92.20(b)(6), 92.41] |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. There is a method by which financial data are related to performance data, and unit cost information is developed whenever practical. [45 CFR 74.21(a)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Previous audit deficiencies have been addressed and/or corrective actions have been implemented. [45 CFR Parts 74.26, 92.26] |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. There is a written plan that demonstrates the formulation of both multi-year and short-term program and financial objectives; the plan is reviewed at least annually and updated as needed. [1304.51(a)] |

Comments:

FISCAL CHECKLIST**Area #2: Development and Administrative Costs****Yes No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Costs for development and administration are necessary and of benefit to the program and do not exceed 15% of total costs unless a waiver has been granted. [1301.32(a)(1)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Costs of organizationwide management are charged and categorized as development and administrative costs. [1301.32(b)(2), 1301.32(e)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Costs directly associated with delivery of program services are charged and categorized as program costs. [1301.32(c-d)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The grantee has identified and appropriately allocated the portion of costs that are dual benefit costs. [1301.32(d)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Indirect costs are appropriately categorized as administrative or program costs and the 15% administrative limitation is not exceeded, even taking into account the amount of indirect costs categorized as development or administrative. [1301.32] |

Comments:

FISCAL CHECKLIST**Area #3: Indirect Costs****Yes No**

1. If the grantee charges indirect costs, these costs are supported by agreement. [1301.32(e)(2), 1301.32(f)]
2. Costs included in the indirect cost pool are appropriate to Head Start. [45 CFR Parts 74.27, 92.22]
3. The grantee correctly calculated and recorded indirect costs in the organization's financial records and charged them properly on the SF-269 report (e.g., not also listed as direct). [45 CFR Parts 74.21(b)(2), 74.27, 92.20(b)(1)–(b)(2), 92.22]

Comments:**Area #4: Non-Federal Share****Yes No**

1. The Federal financial assistance award to the grantee does not exceed 80% of the total grantee budget unless a waiver has been granted. [1301.20; 1301.21; 45 CFR Parts 74.27, 92.22]
2. The source, use, and accounting of non-Federal funds meets requirements, and accounting of funds is supported by the proper source documents. [45 CFR Parts 74.23, 92.24]
3. Volunteer services are accounted for properly. [45 CFR Parts 74.23(d), 74.23(i)(1), 92.24(c)(1)]

Comments:

FISCAL CHECKLIST**Area #5: Property Management****Yes No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Grantee property management standards for nonexpendable personal property include requirements for (a) accurate property records (including vehicle titles) covering all items over \$5,000 or lower, if a lower threshold is defined by the local agency; (b) conducting a physical inventory at least once every 2 years; and (c) a control system to ensure adequate safeguards to prevent loss, damage, or theft to the property, and to investigate and document any loss. [45 CFR Parts 74.30, 74.33–74.34, 92.31–92.32] |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. If the grantee owns any of the facilities used for the program during the budget period, the grantee only charges a depreciation or use allowance based upon the purchase price. [45 CFR Parts 74.23(h), 74.27, 92.22, 92.24(b)(4)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. If the grantee rents any facilities, lease agreements show that charges are reasonable. [45 CFR Parts 74.27, 92.22] |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. If the grantee is using occupancy costs as non-Federal share, values are calculated appropriately. [45 CFR Parts 74.23(h), 74.27, 92.22, 92.24(g)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The agency has made reasonable efforts to coordinate transportation with other human services agencies to control costs and improve quality and availability. [1310.23(a); 1310.23(b)(2)–(3)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Renovations included in the grant are appropriate and charged in accordance with the cost principles and ACF guidance. [45 CFR Parts 74.27, 92.22] |

Comments:

FISCAL CHECKLIST

Area #6: Procurement

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The grantee has established written procurement policies and procedures which, at a minimum, provide for a review of (a) proposed procurements to determine need and possible alternatives, (b) requests for bids that contain clear specifications and do not contain features that unduly restrict competition, (c) positive efforts to use small and minority-owned businesses, (d) price comparisons or cost analysis on all procurements, (e) checking of invoices against purchase orders and receiving reports, (f) goods and services being provided prior to payment, (g) maintenance of files for all large purchases, (h) contractor follow-up, and (i) recent purchases over the simplified acquisition threshold of \$100,000. Also, contractors are excluded from bidding on items in which they have a prior interest. [45 CFR Parts 74.42–74.47, 92.36] |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. All procurement transactions are conducted in a manner providing maximum open and free competition. [45 CFR Parts 74.43,92.36(c)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Bid announcements for school buses and allowable alternate vehicles include the correct specifications and a clear statement of the vehicle’s intended use. [1310.14] |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The agency has identified the true costs of providing transportation. [1310.23(b)(1)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The grantee maintains a code of conduct as part of personnel policies and procedures that require that officers, employees, or agents engaged in the award and administration of contracts do not accept gratuities, favors, or anything of monetary value from contractors or potential contractors. [45 CFR Parts 74.42, 92.36(b)(3)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Arrangements are made for bonding those authorized to disburse program funds. [1301.11(b)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. There is proof that the agency has all required insurance (e.g., liability insurance, insurance on vehicles, student accident insurance). [1301.11(a), 45 CFR Part 74.31] |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. All contracts/agreements are available, contain all applicable provisions under 45 CFR 92.36(I), appear to be in the best interest of the grantee, and are signed and dated. [45 CFR Parts 74.48, 92.36(i)] |

Comments:

FISCAL CHECKLIST**Area #7: USDA and Food Costs****Yes No**

1. Head Start funds are used for only allowable meal service costs not covered by the USDA. [1304.23(b)(1)(I)]
2. The grantee was paid in advance or by reimbursement for USDA food costs, and there is a method used to establish the number of meals for which reimbursement was claimed. [ACYF PI 82-2, #IM-HS-95-29]
3. Budgeted food costs compare reasonably with the actual food costs recorded in the grantee's financial records. [ACYF PI 82-2, #IM-HS-95-29]
4. USDA income guidelines are used in preparing the documentation submitted to the USDA for application for Child Care Food Program participation. [ACYF PI 82-2, #IM-HS-95-29]

Comments:

FISCAL CHECKLIST**Area #8: Fiscal Support of Program Services****Yes No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Fiscal resources support appropriate space, equipment, and materials for the conduct of program activities and a physical environment conducive to learning. [1304.53(a)(1)–(a)(2), 1304.53(b)(1)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Facilities meet the licensing requirements of 45 CFR 1306.30. [1304.53(a)(7)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The grantee or delegate agency provides for the maintenance, repair, safety, and security of all facilities, materials, and equipment through procedures including, but not limited to, an annual safety inspection. [1304.53(a)(7)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Interagency agreements address resource sharing across agencies. [1308.4(l)(5)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Budget requests and plans address implementation of the service plan, including the plan for serving children with disabilities, and there is documentation of a sufficient level of fiscal support to meet needs and to implement the objectives of the plan. [1304.51(a), 1308.4(m–o)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. When funds are used for medical or dental services, there is documentation of efforts to access other sources of funding. [1304.20(c)(5)] |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Budgeted funds support parent activities. [1304.50(d)(2)(iii)] |

Comments:

Bus Ride Checklist

Grantee Name _____ **Date/Time** _____

Reviewer _____

Other Sources of Information Used _____

This form will help you, as a reviewer, to record your observations about the agency's transportation of children. Each boldface statement on the left side of the page names a service or system as described in the Framework matrix. Comments on the concept can be based on either observation or discussion with persons responsible for transportation for the agency.

WHAT'S NEW FOR 2004

Changes were made to the Bus Ride Checklist in the areas of Individualization and Disabilities Services; Prevention and Early Intervention; Facilities, Materials, Equipment, and

Transportation; Communication; and Human Resources.

Changes in **Individualization and Disabilities Services** include the following:

- For item #1 (*adults support children's varying styles of communication*), a new standard was added: 1304.21(a)(3)(I)(E).
- For item #2 (*the environment supports and respects all children and families*), a new standard was added: 1304.53(b)(1)(ii) and standard 1304.52(h)(1)(i) replaces standard 1304.21(h)(1)(i).

- For item #4 (*transportation equipment is accessible to children with disabilities*), standard 1308.4(h)(6) replaces 1304.4(o)(5).

Under **Prevention and Early Intervention**, the following changes were made:

- For item #1 (*up-to-date family contact information is available*), a new standard was added: 1304.51(g).
- Item #3 (*procedures ensure that children are released to a parent, legal guardian, or other individual designated in writing by the parent or legal guardian*) was deleted from

this section and moved to Facilities, Materials, Equipment, and Transportation.

Changes in Facilities, Materials, Equipment, and Transportation include the following:

- Item #1 was moved from Prevention and Early Intervention (*procedures ensure that children are released to a parent, legal guardian, or other individual designated in writing by the parent or legal guardian*). Standards 1304.52(g) and 1306.32(a) were deleted. Standard 1304.52(h)(1)(ii) was added.
- Item #3, which covers communications systems and emergency safety equipment, was amended to include a mounted fire extinguisher as part of the required equipment. Also required are signs identifying the location of the fire extinguisher, first aid kit, and seat belt cutter. Standard 1310.10(d) replaces standard 1310.10(e).
- Item #4 was modified to clarify regulations related to auxiliary seating.
- A new item #7 was added (*at least one bus monitor is on board at all times [1310.15(c)]*). This becomes effective January 20, 2004.

- A new item #13 was added (*when an agency provides transportation through an arrangement with another organization or an individual, the agency must ensure compliance of the transportation provider with the Head Start regulations [1310.10(c)]*).

Under **Communication**, the following change was made:

- For item #1 (*each vehicle is equipped with a communication device*), standard 1310.10(d)(1) replaces 1310.10(e).
- For item #3, the following standard was eliminated: 1304.40.

Under **Human Resources**, the following changes were made:

- For item #2 (*the bus monitor is trained in child boarding and exiting procedures, use of child restraint systems, responses to emergencies, use of special equipment, and pre- and post-trip checks*), the following standards were eliminated: 1304.52(g), 1304.52(h)(1), and 1306.32(a).
- A new item #3 was added (*bus drivers receive refresher training at least once a year [1310.17(d)]*).

- A new item #4 was added (*bus drivers' road performances are evaluated annually [1310.17(f)(1)]*).
- A new item #5 was added (*children receive developmentally appropriate safety training within 30 days of the start of the program year on riding practices, boarding and leaving the vehicle, crossing streets, and danger zones around the vehicle [1310.21(b)(1)-(4)]*).
- A new item #6 was added (*at least three emergency evacuation drills are conducted in the program year [1310.21(b)(5)]*).
- A new item #7 was added (*parents receive safety training within 30 days of the start of the program year, which includes emphasis on escorting children to the vehicle stop [1310.21(c)]*).
- A new item #8 was added (*wherever possible, reasonable efforts are made to coordinate transportation resources with other agencies in the community [1310.23(a)]*).
- A new item #9 was added (*agencies have identified the true cost of providing transportation [1310.23(b)(1)]*).

BUS RIDE CHECKLIST**Curriculum****Yes No**

1. Children engage in positive social behaviors. [1304.21(a)(3)(i)(D)]
2. Routines are timely, predictable, and unrushed. [1304.21(a)(3)(ii)]
3. Adults use positive methods of child guidance (e.g., clear, consistent rules exist). [1304.52(h)(1)(iv)]

Comments:**Individualization and Disabilities Services****Yes No**

1. Adults support children's varying styles of communication. [1304.21(a)(3)(I)(E), 1304.21(a)(4)(iii), 1304.21(b)(2)(ii)]
2. The environment supports and respects all children and families. [1304.21(a)(1)(iii), 1304.52(h)(1)(i), 1304.53(b)(1)(ii)]
3. Parent interactions are respectful of each family's background. [1304.40(a)(5)]
4. Transportation equipment is accessible to children with disabilities. [1308.4(h)(6), 1310.22(b)]

Comments:

BUS RIDE CHECKLIST**Prevention and Early Intervention****Yes No**

1. Up-to-date family contact information is available. [1304.22(a)(2), 1304.51(g)]
2. There is adequate storage of needed medication. [1304.22(c)]

Comments:**Facilities, Materials, Equipment, and Transportation****Yes No**

1. Procedures ensure that children are released to a parent, legal guardian, or other individual designated in writing by the parent or legal guardian. [1310.10(g), 1304.52(h)(1)(ii)]
2. Each vehicle purchased after February 20, 2001 is a school bus or meets the structural safety features required for allowable alternate vehicles with age- and weight-appropriate child restraint systems and a reverse beeper. [1310.12(b)]
3. Each vehicle has a communication system to call for assistance, emergency safety equipment to include a mounted fire extinguisher, a first aid kit, and a seat belt cutter. Signs must be mounted to identify the location of the fire extinguisher, first aid kit, and seat belt cutter. [1310.10(d)]
4. Any auxiliary seating is built into the vehicle by the manufacturer as part of its standard design. It should also be properly maintained and inspected. [1310.10(e)]
5. The bus/allowable alternate vehicle is in safe operating condition, and there are procedures in place to ensure that it continues in working order (e.g., an annual safety inspection, regular maintenance checks, and a daily pre-trip inspection). [1304.53(a)(7), 1310.13]

BUS RIDE CHECKLIST**Facilities, Materials, Equipment, and Transportation (cont.)****Yes No**

6. All children and adults are seated in age- and weight-appropriate restraint systems while the vehicle is in motion. [1310.15(a), 1310.15(d)]
7. At least one bus monitor is on board at all times. [1310.15(c)] [Effective January 20, 2004]
8. Baggage is properly stored and secured, aisles remain clear, and doors and emergency exits are unobstructed. [1310.15(b)]
9. Trip length is minimized as much as possible. [1310.20(b)(1)]
10. Number of occupants does not exceed maximum passenger capacity. [1310.20(b)(2)]
11. Trip routing minimizes “U” turns; trip stops minimize traffic disruptions; when possible, children do not need to cross streets; and in case of need, children are escorted across the street by the bus monitor or an adult. [1310.20(b)(3)-(6)]
12. There are specific procedures for use of alternate routes in case of hazardous conditions. [1310.20(b)(7)]
13. When an agency provides transportation through an arrangement with another organization or an individual, the agency must ensure compliance of the transportation provider with the Head Start regulations. [1310.10(c)]

Comments:

BUS RIDE CHECKLIST**Communication****Yes No**

1. Each vehicle is equipped with a communication device. [1310.10(d)(1)]
2. Communication is conducted in the parents' primary or preferred language, if possible. [1304.51(c)(2)]
3. Effective two-way communication between staff and parents is facilitated. [1304.51(c)(1)]
4. Interactions with parents help establish trust and ensure the provision of necessary services and support. [1304.40(a)(1)]

Comments:**Human Resources****Yes No**

1. Where available in the State or jurisdiction, the driver has a valid CDL license and has been trained to operate the vehicle safely and efficiently, run a fixed route, administer basic first aid, handle emergency situations, operate any special equipment like chair lifts, conduct routine maintenance and safety checks, and maintain records. [1304.22(a), 1310.16(a), 1310.17(b)]
2. The bus monitor is trained in child boarding and exiting procedures, use of child restraint systems, responses to emergencies, use of special equipment, and pre-and post-trip checks. [1310.17(f)(2)] [Effective January 20, 2004]
3. Bus drivers receive refresher training at least once a year. [1310.17(d)]
4. Bus drivers' road performances are evaluated annually. [1310.17(f)(1)]

BUS RIDE CHECKLIST**Human Resources (cont.)**

- 5. Children receive developmentally appropriate safety training within 30 days of the start of the program year on riding practices, boarding and leaving the vehicle, crossing streets, and danger zones around the vehicle. [1310.21(b)(1)-(4)]
- 6. At least three emergency evacuation drills are conducted in the program year. [1310.21(b)(5)]
- 7. Parents receive safety training within 30 days of the start of the program year, which includes emphasis on escorting children to the vehicle stop. [1310.21(c)]
- 8. Wherever possible, reasonable efforts are made to coordinate transportation resources with other agencies in the community. [1310.23(a)]
- 9. Agencies have identified the true cost of providing transportation. [1310.23(b)(1)]

Comments:

Classroom, Family Child Care, or Socialization Experience Observation Instrument

SETTING 1

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

SETTING 2

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

This instrument is designed to guide service reviewers' observations in each focus child's group setting (i.e., classroom, family child care home, or home-based socialization experience). The form contains a page for each of the concepts. Each concept highlights the Performance Standards and other regulations relevant to the concept.

The form provides space to write observations for two settings, one child per setting. Use the spaces labeled "Setting One" and "Setting Two" to take notes about what you see and hear in relation to each concept for your focus child. Make photocopies of these forms to record observations for additional focus children.

- What are the children doing, saying, and using?
- What are teachers and other staff doing, saying, and using?
- What is the environment like? How do the equipment and materials in the environment support each concept?

However, you will not be able to observe all of the concepts listed, so you may find it helpful to ask some additional questions of each teacher in whose classroom you observe. Before you begin your conversation, ask the teacher to show you the following:

- a copy of the curriculum specific to infants, toddlers, or preschoolers;
- examples of the tools used in the assessment system;
- the focus child's file (may include the developmental screening, assessment data, and individualization plans);
- planning documents.

INTERVIEW QUESTIONS**NOTES**

We'd like to talk to you about your understanding of the curriculum, how you learn about children's progress, and how you plan for the children.

- How do you adapt the curriculum for use in your classroom? How do you connect what you learned about (*focus child*) to what you are teaching him/her?
- How do you integrate issues of health, nutrition, and mental health into the curriculum? How do you prepare children for transitions? Can you provide an example?
- What developmental screening tool do you use? Are you involved in the process of conducting the developmental screening? If you're not, how do you get the results? How does the program use the information from (*focus child's*) screening?
- When screening results in a child having an IEP or IFSP, how do you use that plan in your work with that child? How do you use the information from (*focus child's*) assessments to work with him/her individually? Can you show us an example of how you do that?
- How often do you assess children? How do you use the assessment information you have gathered for (*focus child*) to learn about his/her progress? How do you communicate this information to his/her parents?
- How are (*focus child's*) parents involved in the planning and implementation of the curriculum to individualize for their child?
- If the focus child is a child with disabilities, ask: How are (*focus child's*) parents involved in the planning for their child's IEP?
- For 3- to 5-year-old classrooms, ask: How does your curriculum respond to the Head Start Outcomes Framework?

REVIEWER	COMMENTS
<p>At least one child development or disabilities services reviewer should read the written curriculum for the following:</p> <ul style="list-style-type: none">• goals for children’s development and learning;• experiences through which children will achieve these goals;• what staff and parents do to help children achieve these goals;• the materials needed to support the implementation of the curriculum;• consistency with the <i>Head Start Program Performance Standards</i> and other regulations;• a base of sound child development principles about how children grow and learn;• for preschool classrooms, inclusion of the eight domains of development and learning and the required domain elements and indicators (e.g., associates sounds with written words, recognizes a word as a unit of print, and phonological awareness). <p>Questions:</p>	

NOTES

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large, empty rectangular box with a thin black border, intended for recording issues, questions, and follow-up information. The box is currently blank.

1. TEACHER INTERACTIONS AND STRATEGIES

- adults using a variety of intentional strategies that vary in complexity;
- supervision of all indoor and outdoor activities;
- positive child guidance and appropriate limits.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- child-initiated and adult-directed activities;
- individual and small group experiences;
- children exploring and making choices;
- timely, predictable, and unrushed routines and transitions;
- talking to babies, singing and playing with them during diaper changes, mealtimes, and other routines.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

Empty space for notes.

2. FACILITATING CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

- language use and interaction among and between children and adults;
- adults fostering children's communication, including home language;
- experiences that develop auditory and visual discrimination;
- experiences that support creative expression;
- experiences that develop school-readiness skills in literacy.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- alphabet posters, puzzles, and books;
- examples of functional print and other materials in appropriate places: mailboxes, sign-in charts, maps, helper charts, and schedules;
- opportunities for children to write and dictate stories and messages;
- art, music, rhyming songs, and movement;
- learning activities such as games, puzzles, and books that promote knowledge of letters (alphabet) and sounds;
- adults reading and discussing stories one-on-one and in small groups;
- children choosing books to look at alone, to share with a friend, or to take home;
- adults and children asking questions and engaged in meaningful conversations;
- experiences, materials, conversation and activities that support the language used at home and English as a second language.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large, empty rectangular box with a black border, intended for recording issues, questions, and follow-up information.

3. FACILITATING CHILDREN'S MATH AND SCIENCE DEVELOPMENT

- experiences that develop skills in mathematics and science;
- experiences that develop auditory and visual discrimination;
- opportunities for children to discover how numerical concepts relate to other concepts.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- puzzles, games, unit blocks, and manipulatives that range in complexity;
- materials and experiences that develop counting, sequencing, and one-to-one correspondence;
- materials and experiences that encourage understanding of cause and effect and spatial relationships, such as a map in the block area;
- opportunities for children to discover how mathematical concepts relate to other concepts, for example measuring or weighing;
- opportunities for children to count, classify, sequence, sort, and match;
- children experimenting, describing, and making predictions;
- children using recipes for making snacks;
- children caring for plants and animals, and learning about science in their surroundings;
- adults asking children questions in ways that extend their thinking.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large empty rectangular box for recording issues, questions, and follow-up.

4. FACILITATING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

- experiences that foster independence and trust;
- age-appropriate expectations of children;
- adults interacting in supportive ways;
- experiences that help children develop social skills, competence, respect for others, and positive attitudes towards learning.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- self-portraits and family pictures;
- books, stories, puppets, and other dramatic play experiences;
- interactive games and activities;
- familiar routines and transitions;
- clear, consistent age-appropriate rules developed with child input;
- children accessing materials independently;
- adults' timely response to children's cries and other cues;
- adults encouraging and modeling problem solving, behaviors, and language;
- adults reinforcing age-appropriate self-control behaviors;
- singing or talking during routines and transitions.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large, empty rectangular box with a black border, intended for handwritten notes or observations.

5. FACILITATING CHILDREN'S PHYSICAL DEVELOPMENT

- experiences that develop sensory and motor skills;
- experiences that develop fine and gross motor skills;
- children using and coordinating small muscles, including eyes, hands, and eye-hand coordination;
- sufficient safe indoor and outdoor space with age-appropriate equipment and materials.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- tools such as blocks, beads, scissors, stapler, and writing or drawing tools, pencils and brushes, as appropriate;
- opportunities and sufficient space for children to crawl, sit, walk, run, jump, and climb;
- age- and ability-appropriate equipment and materials;
- children using motor skills in daily routines such as pouring juice or milk, serving themselves, buttoning, and zipping;
- children manipulating materials such as sand, water, and clay.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large, empty rectangular box with a black border, intended for handwritten notes or observations.

6. PREVENTION AND EARLY INTERVENTION INTEGRATING HEALTH, NUTRITION, MENTAL HEALTH, SAFETY, AND WELLNESS

- health, nutrition, and mental health integrated into routines and children's learning experiences.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- toothbrushing and handwashing;
- children using tissues and throwing them in the wastebasket after use;
- sufficient time for meals;
- adults, toddlers, and preschool children sharing family-style meals and pleasant conversations;
- infants held while being fed;
- children involved in food experiences;
- topical books, songs, games, and fingerplays;
- children role playing;
- adults and children talking about visits to the dentist and doctor;
- experiences representative of children's cultures.

Setting 1:

Setting 2:

ISSUES, QUESTIONS, AND FOLLOW-UP:

A large, empty rectangular box with a black border, intended for recording issues, questions, and follow-up information.

7. INDIVIDUALIZING AND DISABILITIES SERVICES

- respect for the culture, language, ethnicity, family, and ability of each child;
- facilities that ensure children's safety, comfort, and participation;
- environment and curriculum that reflect the IFSP or IEP;
- adults observing and assessing children's behavior and progress.

Observe: What are the children doing? What are the teachers and adults doing? What is the environment like?

Examples you might *Look For* include:

- books, music, posters, and games in different languages and representing different cultures;
- dolls, posters, pictures, and books that represent children with disabilities;
- special furniture, equipment, and materials, if needed, to accommodate a child with disabilities;
- activities adapted to include children with disabilities;
- experiences required in the IFSP or IEP;
- adults working with individual children and with small groups of children;
- self-stick notes, notebooks, folders, cameras, or other procedures used to record observations.

Setting 1:

Setting 2:

Home Visit Observation Instrument

SETTING 1

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

SETTING 2

Setting: _____

Teacher: _____

Date: _____

Start time: _____ End time: _____

Children's ages: _____

Focus child: _____

Number of children: _____

Number of staff: _____

Number of parents: _____

Instructions for Home Visit Observations

This observation instrument is designed to help Service Reviewers observe key early childhood concepts during a home visit observation in a focus child's home when the focus child is enrolled in a home-based option. Each concept highlights the Performance Standards and other regulations relevant to the concept. The work of home visitors is very different from the work of classroom teachers. Home visitors work primarily with and through parents to support their child's growth. Therefore, the observation asks you to focus on how home visitors support parents in working with their child, and on the partnership between parents and the home visitor.

The form provides space to write observations for two settings. Use the spaces labeled "Setting One" and "Setting Two" to take notes about what you see and hear in relation to each concept for your focus child. For each setting take specific notes about what you see and hear in order to answer the following questions:

- What are the children doing, saying, and using?
- What is the parent doing, saying, and using?
- What is the home visitor doing, saying, and using?

Remember that children in home-based options are exposed to the program's curriculum both through home visits and group socialization experiences. If you were to observe children in both environments, you would see many experiences that support school readiness. However, for the limited time you will be on a home visit you may see only a few specific activities carried out by the home visitor and parent. Among those you may see are the following:

- art, music, rhyming songs, and movement;
- learning activities and games that promote knowledge of letters and sounds;
- adults reading and discussing stories;
- adults and children asking questions and engaged in extended conversations;
- children's use of tools such as beads, scissors, paint brushes, and a variety of writing tools;
- materials, conversations, and activities that support language use in the home language and English as a second language;
- puzzles, games, blocks, and other manipulatives that range in complexity;
- materials and experiences to develop counting, sequencing, and one-to-one correspondence;

- opportunities for the children to count, classify, sequence, sort, and match;
- children using recipes for making snacks and involved in food experiences.

Use these and other similar activities to guide your observations.

Since you will not be able to observe all of the concepts listed, you will find it helpful to interview the home visitor as well. Before you begin your conversation, ask the home visitor to show you the following:

- a copy of the curriculum specific to infants, toddlers, or preschoolers;
- examples of the tools used in the assessment system;
- the focus child's file (may include the developmental screening, assessment data, and individualization plans);
- planning documents.

INTERVIEW QUESTIONS

NOTES

We'd like to talk to you about your understanding of the curriculum, how you learn about children's progress, and how you plan for the children.

- Tell us about the curriculum you are using. How do you connect what you learned about (*focus child*) to what you are teaching him/her?
- How do you integrate issues of health, nutrition, and mental health into the curriculum? How do you prepare children for transitions? Can you provide an example?
- What developmental screening tool do you use? Are you involved in the process of conducting the developmental screening? If you're not, how do you get the results? How does the program use the information from (*focus child's*) screening?
- When screening results in a child having an IEP or IFSP, how do you use that plan in your work with that child? Can you give us an example of how you do that?
- Describe your process for the ongoing assessment of children. How often do you assess children?
- How have you been using the results from the ongoing assessment? How do you use the results to help you in your planning? How do you use the information from (*focus child's*) assessments to work with him/her individually? Can you show us an example of how you do that?
- How do you communicate with (*focus child's*) parents about their child's progress? How are (*focus child's*) parents involved in the planning, individualizing, and implementation of the curriculum?
- If the focus child is a child with disabilities, ask: How are (*focus child's*) parents involved in the planning for their child's IEP?
- For 3- to 5-year-old classrooms ask: How does your curriculum respond to the Head Start Outcomes Framework?

REVIEWER	COMMENTS
<p>Child development and/or disabilities services reviewers should review the written curriculum for the following:</p> <ul style="list-style-type: none">• goals for children’s development and learning;• experiences through which children will achieve these goals;• what staff and parents do to help children achieve these goals;• the materials needed to support the implementation of the curriculum;• consistency with the <i>Head Start Program Performance Standards</i> and other regulations;• a base of sound child development principles about how children grow and learn;• For preschool programs, inclusion of the eight domains of development and learning and the required domain elements and indicators (e.g., associates sounds with written words, recognizes a word as a unit of print, and phonological awareness). <p>Questions:</p>	

1. HOME VISIT INTERACTIONS AND STRATEGIES

How does the home visitor:

- demonstrate a friendly, cooperative relationship with the family?
- encourage parents to take leadership of the home visit?
- communicate in the family's preferred language?
- use the home as a learning environment and as a resource for curriculum experiences?
- understand the link between home visits and socialization experiences?
- (For preschool children) help parents plan experiences that foster their child's development and learning in the eight domains?
- help parents improve their parenting skills?
- plan home visits with parents to incorporate all services of the Head Start program?
- evaluate the home visit with parents?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

2. FACILITATING CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

How does the home visitor help parents

- understand how children learn?
- provide age-appropriate experiences that support child language and literacy learning and development?
- provide school-readiness experiences through home visits and group socializations that reflect the program's curriculum?
- value creative expression?
- foster communication, including communication in the home language?
- develop auditory and visual discrimination?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

3. FACILITATING CHILDREN'S MATH AND SCIENCE DEVELOPMENT

How does the home visitor help parents provide:

- experiences that develop skills in mathematics?
- experiences that develop skills in science?
- experiences that develop auditory and visual discrimination?
- opportunities for children to discover how numerical concepts relate to other concepts?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

4. FACILITATING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

How do the home visits help parents:

- provide experiences that foster independence?
- develop age-appropriate expectations of children?
- interact in supportive ways?
- help children develop social skills, respect for others, and friendships?
- help children feel successful, competent, and positive toward learning?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

5. FACILITATING CHILDREN'S PHYSICAL DEVELOPMENT

How does the home visitor help parents:

- provide experiences that develop sensory and motor skills?
- provide experiences that develop fine and gross motor skills?
- assist children in using and coordinating small muscles including eyes, hands, and eye-hand coordination?
- provide sufficient safe age-appropriate equipment and materials?
- supervise their child during physical activities?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

6. CURRICULUM: PREVENTION AND EARLY INTERVENTION INTEGRATING HEALTH, NUTRITION, MENTAL HEALTH, SAFETY, AND WELLNESS

How does the home visitor help parents:

- ensure a safe environment?
- promote health, nutrition, and wellness?
- understand and use health and hygiene practices?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

7. CURRICULUM: INDIVIDUALIZING AND DISABILITIES SERVICES

How do the home visitor and the parent:

- plan and implement experiences that match the child's current developmental level?
- understand ways to adapt or change activities for the child?
- identify, select, and use toys, books, and other materials that match the child's interests and abilities?
- incorporate IFSP or IEP goals into daily activities?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up:

8. FAMILY PARTNERSHIPS

How does the home visitor

- support positive relationships?
- respect the home language and culture?
- encourage parents to get involved in other areas of the Head Start program?
- support parents in progress towards their goals?

Observe: What are the adults doing? What is the child doing?

Setting 1:

Setting 2:

Issues, Questions, and Follow-up: