

EARLY HEAD START PARENT HANDBOOK



BEAR RIVER EARLY HEAD START

95 W. 100 S. # 200
Logan, Utah 84321

(877) 755-0081

Dear Parent(s)/Guardian(s),

Welcome to Early Head Start!

What an exciting time in your child's life! Because each child is special, we at Early Head Start will do our best to see that your child's experiences with us will be a time for learning and growing.

Parents are a very important part of our program and we look forward to forming a close working relationship with you. Our staff will assist you in every way possible to help you be successful in your parent-child relationships and support your child's development. You are, and will continue to be, the main teacher in your child's life. You have already taught him/her many important things. These early years are very important, and Early Head Start can only be effective with your participation.

Again, welcome! May you have a fun and exciting year with us.

Sincerely,

Sarah Thurgood Director

Please Note: This handbook contains information for both EHS Homebased and EHS Centerbased, therefore all information may not apply to your family's situation

Parent Involvement

As a parent, you are expected to take an active part in the program. One of the purposes of parent involvement is to develop a program responsive to the needs of the children and their families. The staff needs your help to provide the many services to you and your child. We need volunteers daily to assist in every part of the program. You could serve on interviewing committees, attend Parent Committee Meetings and other planning meetings, and even be elected by the parents to serve on Policy Council.

PARENT COMMITTEES

All parents are automatically members of the Parent Committee when their child is enrolled. Through the Parent Committee the parents help plan activities and classes that they are interested in, stay informed of happenings, and give program suggestions.

POLICY COUNCIL

The Policy Council is made up of current parents elected from each of the Parent Committees. Members of the community may also be elected to the group. The functions of Policy Council include approving new staff, policies and procedures, grants and budgets, program goals, and the self-assessment. They also assist in program activities and recruiting volunteer services.

Your Rights as a Head Start Parent

- To take part in decisions affecting the planning and operations of the program.
- To help develop parent programs which improve daily living for you and your family.
- To be welcomed in the program.
- To always be treated with respect and dignity.
- To be able to learn about the operation of the program, including budget and the level of educational experiences required to fill staff positions.
- To take part in planning and carrying out programs designed to increase your skills and knowledge.

YOUR RESPONSIBILITIES AS A HEAD START PARENT

- To learn as much as possible about the program and take a major part in the decision-making process.
- To accept Head Start as an opportunity through which you can improve you and children's lives.
- To provide parent leadership by becoming involved in parent elections and by explaining the program to other parents to encourage their complete involvement.
- To work with staff and other parents in a cooperative way.

Responsibilities of the PARENT INVOLVEMENT SPECIALIST

- Coordinate with parents in planning and preparing Parent Activities and classes.
- Attend Parent Committee Meetings, Parent Activities and classes such as Scrapbook class, and Policy Council Meetings.
- Assist in developing, organizing and supervising Parent Committees and Policy Council.
- Coordinate with parents to become involved in screening and interviewing new employees.
- Provide parent involvement information in the Baby Babblar Newsletter.

Responsibilities of the MALE INVOLVEMENT SPECIALIST

- Attend various Baby Buddy Groups, Home Visits, and Parent Activities.
- Encourage men to participate in all parts of the Early Head Start.
- Coordinate with parents to plan quarterly Male Involvement Activities.
- Oversee the M.I.L.K Men Committee (Men Involved in Loving their Kids).
- Include Male Involvement information in the Baby Babblar Newsletter.

GRIEVANCE PROCEDURE FOR PARENTS/COMMUNITY

1. Grievances shall consist of any matter of disagreement arising out of the Parent/Community-Head Start Program relationship where there is no applicable policy, where there is a deviation from established policy, where agency policy is considered to be unfair, or where the Parent/Community feels that he/she is being wronged.
2. If this grievance occurs in the classroom/home base setting, the Parent/Community must discuss this grievance with the appropriate teaching staff.
3. If the sought after redress has not been achieved and the Parent/Community desires to grieve further, OR the grievance is not in the classroom/home base setting, but within another area of the Head Start Program, the Parent/Community must discuss his/her grievance with the Coordinator of that particular component area.
4. If the sought after redress is STILL not achieved, he/she must present this grievance either orally or in writing to the director of the Head Start Program. The Director shall have five working days to review the situation and make a decision that will be returned in writing to the Parent/Community.
5. In order for the grievance to be considered further, the aggrieved Parent/Community or his/her representative shall, within five working days, following response from the Director in #4 above, serve the Director written Notice of Appeal to an impartial Arbitration Board.
6. The Board of Arbitration shall consist of a representative of both sides of the grievance, an employee (who is not directly involved with the grievance), a Head Start Board member, and a Policy Council member who is appointed by the Chairperson of Policy Council. At no time may any Head Start member of this Arbitration Board be a relative of the aggrieved.
7. The Board of Arbitration shall meet for a hearing within five working days of the appointment of the entire Board. It shall investigate the grievance, giving all parties thereto reasonable opportunity to be heard, and may request any supportive evidence from all parties involved. The Board of Arbitration shall render its decision within five working days after the completion of the hearing except that this period of five days may be extended by mutual agreement of all parties. The decision of the Arbitration Board shall be final.

Grievance Procedure Training

Problems need to be resolved at the lowest level possible with the fewest people and the fewest interruptions to the program. This allows the program to continue moving forward in a positive direction. That is why it is imperative to follow this procedure.

1. Talk to the appropriate staff member in which the grievance concerns.
 2. If not satisfied go to the supervisor or coordinator over that area.
 3. If still not satisfied then go to the appropriate Director.
 4. If still not satisfied refer back to the Grievance Procedure for writing a grievance. Please make note that a grievance should not be written until after going through all of these steps. This aids in resolving problems with least disruption to the program.
-

What if a staff member brings their grievance to me?

Or

What if I don't agree with disciplinary action taken on a staff member?

1. Day to day running of the program and disciplining staff is a function of Management which complies with Performance Standards.
2. Parents should not have to deal with the burdens of the staff members, and should refer them back to their supervisor.
3. If a staff member has done something wrong, they are certainly not going to tell you all about it. So they try to get the parents to fight their battle on incorrect or incomplete information, causing an unnecessary burden on parents.
4. Parents can not be legally responsible and therefore won't be informed of all disciplinary actions taken. If a transfer happens because of disciplinary action the staff member may not wish to have Policy Council know.

How do I know if the disciplinary action taken is fair?

1. There is a system of check and balances throughout. First of all, if a supervisor wishes to take disciplinary action against someone they must first discuss it with their Coordinator and/or Director.

BEAR RIVER EARLY HEAD START

SOCIAL SERVICES

**Bear River
Early Head Start
Family Advocate Services**

Each family will work with a family advocate at least once a month.

We build partnerships with families (the Family Partnership Agreement) by supporting families in making and achieving their goals.

We encourage all families to assess their strengths and utilize them in accomplishing their goals.

***We encourage families to set goals
in the areas of:
Literacy and Education
Employability
Drug & Alcohol Prevention and Intervention***

***(Noting: the highway to
Self-sufficiency is education.)***

***We work to help families use
Community resources to strengthen and
enhance the family.***

Early Head Start Health

- . We'll help you keep your child healthy and ready to learn by helping you obtain well child health care and immunizations.***
- . We'll help you maintain your own health and feel your best through learning to care for yourself and your family.***

Use your Early Head Start Health notebook, and don't forget to read the introduction and health requirements!

***YOU'LL BE
REWARDED***

Questions?

***Call your Health and Wellness Specialist,
Tamie: 755-0081***

Nutrition

Early Head Start will help you provide the best nutrition to your child. We'll do nutritional assessments to help you feed your child well, look at his or her iron levels, and make recommendations. You'll even get to learn and try new foods at Baby Buddy Groups/EHS Center and partici-

We'll also provide breastfeeding information and assistance, as well as loaning breastpumps!

All menus at EHS Baby Buddy Groups and Child Care follow Child Nutrition Program guidelines. We always make sure food served at EHS functions is nutritious!

If you or your child have special nutrition concerns, we will help you obtain the advice of a Registered Dietician. When you need help with nutrition, just ask your Teacher/Family Educator or call Tamie, 755-0081.

BEAR RIVER EARLY HEAD START

Disability Services

Your Family Educator/Teacher will work with you to complete a developmental assessment of your child every month. If you see a delay of some kind, we will refer you for more in depth help. In Utah we work with Up to 3 at Utah State University. In Idaho we work with the Idaho Infants and Toddlers program. Parents and EHS staff will coordinate with these agencies to set goals for your child and work toward them. It's a lot of fun to see your child progress.

Disabilities can range from severe physical problems to slight speech delays. With our partners at Up to 3 or Idaho Infants and Toddlers, we can help you help your

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Questions?

Call Hila Jensen, Disabilities Specialist

435-755-0081 or toll free 1-877-755 0081

REACH FOR YOUR STAR

Mental Wellness



Being a parent is a tough job, and it can be even harder when you have issues that trouble you. If you feel stressed by past or present events, our Family Counselor can help you. Whether you need to meet with someone just once to air your feelings, or you could benefit from longer term counseling, our Family Counselor can help you.

*** * Reach for your star. * * ***

Haunted by abuse or trauma from the past?

Having marital or relationship problems?

Need advice on how to discipline your child?

Feeling blue or depressed?

We provide Mental Health ser-



Call the Early Head Start offices to set up a phone consultation, counseling appointment, or talk to your Family Educator, Teacher or Advocate.

HOME BASED PROGRAM

The Home Based Program of Early Head Start is founded on the belief that families grow stronger when parents are the primary positive influence in the lives of their children. It is a family program with parents as the main focus. Parents are the first and most important educators in the home. The home is the most comfortable, natural learning environment offered in the early years of life.

Traditionally, our society begins to educate children when they reach five or six years of age, but many researchers and educators now suggest that as much as 80% of intellect is formed before the school years.

Parents genuinely want the best for their children. They are the ones who have an invested interest and want their children to succeed. Most parents would like ideas and guidance regarding child development and parenting skills information, which brings us back to the Home Based approach. But does it really work and how effective is it? You will be surprised.

The High Scope Research Foundation found that having a Family Educator working 1-1/2 hours a week with parents in the home is as effective as having the child in the classroom for 15 hours a week! Dr. Glen Nimnicht states that when parents work with their infant/toddler for 20 minutes a day, it is equivalent to three hours of classroom time.

These findings are extremely impressive, but the Home Based program can only work with to the commitment, dedication, and consistency of the parents. Parents are the backbone of this program. It is extremely important that parents understand their role and the Family Educator's role. The following pages will define these areas more clearly.

OBJECTIVES OF THE HOME BASED PROGRAM

1. To help parents understand that they are the most important teachers and models in the lives of their children.
2. To help enhance parents' knowledge and understanding of early childhood development and what can be expected at each state of their child's development
3. To point out materials in the home that can be used as teaching materials and games.
4. To help parents reinforce their children's positive behaviors.
5. To assist parents in helping their children become better prepared for school by providing verbal stimulation and understanding of such basic concepts as colors and numbers.
6. To provide a series of success experiences for both parents and children, thereby strengthening the parent-child relationship.
7. To assess both strengths and needs of the family, and while building on strengths, assist in locating resources to meet needs.
8. To assist in promoting within the parents a feeling of accomplishment and self-worth as a result of participating in the program.
9. To assist in preparing parents, children, and families to be better able to adjust to the world in which they live.

HOME VISIT ORIENTATION

1. Since Home Based is a family program, your Family Educator will work primarily with you. You will be the teacher of the enrolled Early Head Start child.
2. The Family Educator will sit by you, the parent, and hand all materials to you. Parents are encouraged to supply materials when possible and the Family Educator will supplement when necessary.
3. The Family Educator may be called by first name or last, but the Family Educator may not be called “teacher.” When “teacher” is used, this implies that the Family Educator is expected to take this role. The parents, not the Family Educator, are the teachers.
4. It is necessary for you to be home and on time for your home visit and to be actively involved. Home visits usually last 1 ½ hours.
5. Parents will choose and plan for the home visit activities using a variety of easy to use curricula and ideas that are geared to meet the needs and interests of the child and that enhance the child’s current developmental stage. One nutrition experience will be conducted each month.
6. Parents are encouraged to follow through on activities to reinforce concepts with their child during the week. The time spent playing with your child is called *in-kind*. This time spent playing, while working on individual child goals, helps the program meet and abide by the program performance standards.
7. Children do not need not be present during the entire 1 ½ hour visit. Parents and the Family Educator need time together to plan, set goals, and discuss concerns.
8. The Family Educator and parent will utilize an easy to use child development assessment to track your child’s progress.

SO, WHAT DOES A HOME VISIT LOOK LIKE?

Parents are usually concerned how a home visit is conducted, so the following describes the five parts of a home visit:

* * * * *

1. **GREETING AND FOLLOW-UP:** When the Family Educator arrives, natural greetings occur with the parent and child. This is the time to catch up on news, inquire about follow-up from the previous visit, and to set the stage for parent-child interaction.
2. **NEW INFORMATION:** In this part, the Family Educator will share information that has been individualized for each family, according to their interests and needs. There can also be discussion on locating and utilizing community services to further family goals. The child may or may not be present on this part of the visit; if so, a low-supervision activity may be planned to keep him/her engaged while the adults converse and share ideas.
3. **PARENT AND CHILD ACTIVITY:** This is the heart of the home visit. The parent and child work together on the planned activities. Since all siblings are included, the Family Educator may assist with other children while the parent engages with the enrolled child. The Family Educator may also facilitate the play and activity so that maximum interaction can take place between parent and child.
4. **PLANNING:** After the activity is completed, the following week's activities are planned. The parent and Family Educator discuss ideas using family and child goals, the child's developmental stage, and easy curriculum to format the lesson plan. Needed materials are identified and assigned. Parents are encouraged to utilize common items in the home to use during home visits.
5. **EVALUATION:** At the closing of the home visit, an evaluation is completed which includes input from both parent and Family Educator. Follow-through activities that can be completed during the week are encouraged to reinforce the child's emerging new skills. Lesson plans are signed and good-byes are exchanged.

Baby Buddy Group

Baby Buddy Group is a group socialization time for all families in the program to get together and enjoy playing with your children in a group setting. Developmentally appropriate activities are provided for the children zero through three. See monthly calendar for days and times.

Why should you come to Baby Buddy Group?

- ❖ Come and play with your child!
- ❖ Get to know the other parents in the program
- ❖ Get a nutritious meal and have a table topic that you can participate.
- ❖ See and share with others all the wonderful things your child is learning.
- ❖ Increase your knowledge in the area of child development.
- ❖ Come and explore an environment that is set up with your child in mind,
- ❖ Get great ideas from other parents.
- ❖ Take an activity home to do with your child.
- ❖ Build a wonderful relationship and memories with your child.

Sibling Group

The goal of Sibling Group is to give siblings ages four through seven an opportunity to have a socialization experience while parents attend Baby Buddy Groups with the enrolled child. The siblings are provided a meal and age appropriate activities similar to those at Baby Buddy Group. See monthly calendar for days and times.

Bear River Early Head Start Centerbased Curriculum Statement

Performance Standards 1304.3(a)(5) Curriculum is consistent with the Head Start Performance Standards and is based on sound child development principles about how children grow and learn. Curriculum means a written plan that includes: the goals for children's development and learning; the experiences through which they will achieve these goals; what staff and parents do to help children achieve these goals, and the materials needed to support the implementation of the curriculum. Performance Standard 1304.21(a)(2)(i) Parents must be invited to become integrally involved in the development of the program's curriculum and approach to child development and education.

The goal of Early Head Start centerbased is to provide secondary caregiver services to children that are identified as having multiple risk factors in their family or environment.

Therefore, each classroom at EHS is focused on providing high quality, consistent and nurturing care in a safe and stimulating environment, where children can explore a variety of developmentally appropriate activities.

In order to accomplish this, and in accordance with Performance Standards, **EHS provides the following in each classroom:**

- ❖ Children are cared for in small groups, with each child assigned to a primary caregiver who will be responsible for establishing a trusting and caring relationship with each child.
- ❖ Responsive, nurturing teachers that meet educational and other standards for working with infants and toddlers. Staff who speak the native language of the children are preferred in the hiring process, and the child's home language is supported in the center to the extent possible.
- ❖ An ongoing assessment process to determine where the child is developmentally
- ❖ Weekly lesson plans that accommodate each child's needs and interests.
- ❖ An individualized child plan (goals) and integration of IFSP's and IEP's for children with special needs.
- ❖ Proper nutrition and dental health care daily. We serve two meals and one snack daily and brush teeth after eating.
- ❖ A balanced daily activity schedule, with both child initiated and adult directed play.
- ❖ Continuity of care between home and center.

Early Head Start Curricula

The Early Head Start curriculum promotes attachment, reading cues of baby, and information on child development. The curriculum is also used to collaborate with parents and to individualize for each child's needs. The following is a list of curricula that we use:

- Creative Curriculum for Infants and Toddlers: Focuses on responsive care and outlines the 38 researched based objectives for development and learning for infants and toddlers. Includes ongoing child assessment.
- Partners in Parenting Education (PIPE): promotes secure attachment, reading and understanding infant cues, temperament, and play interaction.
- Partners for a Healthy Baby: Home visit curriculum for expectant parents
- High Five Mathmatize: Early math concepts and explorations for infants and toddlers
- StoryQUEST: Early language and literacy strategies (Follow the CAR)

Supplemental Resources

- Hawaii Early Learning Profile (HELP): Infant and toddler developmental activities across all learning domains

Early Head Start Centerbased Guidelines/Procedures

Welcome to the Early Head Start Centerbased Option!

670 West 400 South, Logan, Utah

435-755-9180

Brette Hancey, Centerbased Specialist

My child's Infant/Toddler Teacher is _____

What parents/guardians need to know:

- * Hours of operation are Monday through Thursday, 8:00 a.m. to 2:00 p.m.
- * The center operates on a year round schedule, however, we follow the local school district calendar for observances of holidays and other breaks. We will advise you well in advance of these days so you can make other arrangements for your child.
- * All center policies and procedures are available for parent/guardian review.
- * Early Head Start does not provide transportation to or from the center. Parents may access the local bus system (which stops close to the center), form carpools, or explore the homebased option.
- * Parents are responsible for ensuring that their child's arrival and pick up to and from the center is timely (no more than 10 minutes early or 10 minutes late).
- * You will need to sign your child in and out each day. Please be prepared to park your vehicle and come into the center to do this.
- * You are welcome at the center during hours of operation. We encourage volunteering with your child.
- * The center provides diapers, formula and meals/snacks (breakfast, snack and lunch.) If your child has a medical condition that requires a certain brand of formula, please let us know. If your child has food allergies, or you

avoid certain foods for medical, religious, or personal reasons, please let us know.

*If you breastfeed, you are welcome to do so at the Center. You may also provide breastmilk for your child. Please label clearly with your child's name.

*A written record of your child's immunizations is required before he/she begins the program and they need to be kept current.

*If your child takes medication, we ask that you administer it at home. If this is not possible, please let us know.

*Do not bring a sick child to the center. We will exclude children who are ill according the Exclusion Policy which will be reviewed with you.

*Please provide an extra set of clothes for your child should they become soiled or dirty throughout the day.

*Your child's teacher will invite you to monthly lesson planning meetings. This gives you an opportunity to give input on what your child likes and has interest in. Also, let your teacher know if there are routines or child caring practices that you would like her to use in the center with your child so there is continuity between home and center care.

*Child guidance in the center will focus on prevention, redirection, and reinforcement of appropriate behaviors.

*Your child's teacher will offer periodic home visits and parent/teacher meetings over the course of the year. During these times your child's development, goals and any concerns will be reviewed and updated. We strongly encourage that fathers/male figures be present at these visits.

I have read and understand the guidelines and procedure and have been given a copy.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Early Head Start Health Requirements

Early Head Start is committed to ensuring that the children and families in our program have their basic health needs met, learn practices that prevent future illness or injury, and gain positive health behaviors that will enhance lifelong well-being. In order to do this we follow the Head Start Performance Standards to track the health of each enrolled child. The Standards we must complete in cooperation with parents are:

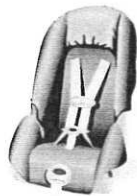
- * **Well Child Exams** - to promote healthy development and to ensure that problems are identified and addressed quickly. We require exams at the following times as long as your child is enrolled at that time. 2 Weeks, 2 Months, 4 Months, 6 Months, 9 Months, 12 Months, 15 Months, 18 Months, 24 Months, and 36 Months
 - * **Immunizations** - all enrolled children must stay current with their immunizations. This is a State Requirement for Childcare to insure the well being of all enrolled children.
 - * **Blood Count Test** - this is a Hematocrit or Hemoglobin test. The WIC program performs these starting when the child is 12 months old. If you are enrolled in WIC we can get the results of a finger poke test done there. If you are not enrolled in WIC, be sure your Health Care Provider does this test starting with the 12 month well child exam. We require that anyone entering the program after 12 Months of age have this test done within 45 days after enrollment if no previously done.
 - * **Blood Lead Test**- this test is required by all children at their 12 month and again at their 24 month Well Child Exam. If a child enters our program after they turn a year we can contact their health care provider to see if they have been tested. If no Lead Testing has been done this will need to be completed at the 24 Month Well Child Exam. If enrolled after 24 Months of age with no record of previous testing this will need to be completed at the 36 Month Well Child Exam.
 - * **Health History** - each enrolled child needs to have a health history completed each year to help us identify any health concerns.
 - * **Dental Exam** - when your child turns 1 year old a dental exam is required and a regular schedule of check ups needs to be started, at least one exam each year. We will also follow-up on any treatment that is needed.
-

- * **Health Education** - you will receive health information through your home visits, newsletter articles, parent education classes, and parent library checkout. Please call the Health and Wellness Coordinator if you would like information on a specific health topic.

Additional health services offered through Bear River Early Head Start:

- * **Prenatal Education.**
- * **Breastfeeding Education, Lactation Consulting, and Breast Pump Loans.**
- * **CPR and First Aid Training/Certification Classes annually.**
- * **Nutrition Assessment and assistance.**
- * **Referrals to other community programs to assist with health, nutrition, disability, prenatal, newborn, and mental health needs.**

CAR SEATS



**Head Start wants your child(ren) to be safe
while riding in the car.**

Did you know?

☐ **Car seats have an expiration date. Check your car seat to find out when it expires.**
ant office o.k.
Most car seats have a life span of 5-8 years after the date of manufacture.

☐ **Children should be rear-facing in the back seat until 2 years of age or until the child has reached the maximum weight and height of the car seat in the rear facing position. A child's head and neck are better protected and 75% less likely to be killed or suffer severe injuries in a crash if they are riding rear facing rather than forward facing.**

☐ **4 out of 5 car seats are used incorrectly. Attend a Car Seat Check to make sure your child(ren) are safe while traveling in the car.**

**Complete this 5 Step Test to determine whether your child needs a
booster seat.**

1. Does the child sit all the way back against the auto seat? ☐ Yes ☐ No
2. Do the child's knees bend comfortably at the edge of the auto seat? ☐ Yes ☐ No
3. Does the belt cross the shoulder between the neck and arm? ☐ Yes ☐ No
4. Is the lap belt as low as possible, touching the thighs? ☐ Yes ☐ No
5. Can the child stay seated like this for the whole trip? ☐ Yes ☐ No
6. Is your child 4'9" tall and 80 pounds? ☐ Yes ☐ No

If you answered "no" to any of these questions, your child needs a booster seat to ride safely in the car. If you have any questions or need a car seat please call Tamie Fisher 435-755-0081 ext. 244.



Present status of the case (1961) to be made while riding in the car.

Did you know?

1. The FBI has been in possession of the car since it was found on the highway. The car was found on the highway in the state of California. The car was found on the highway in the state of California. The car was found on the highway in the state of California.

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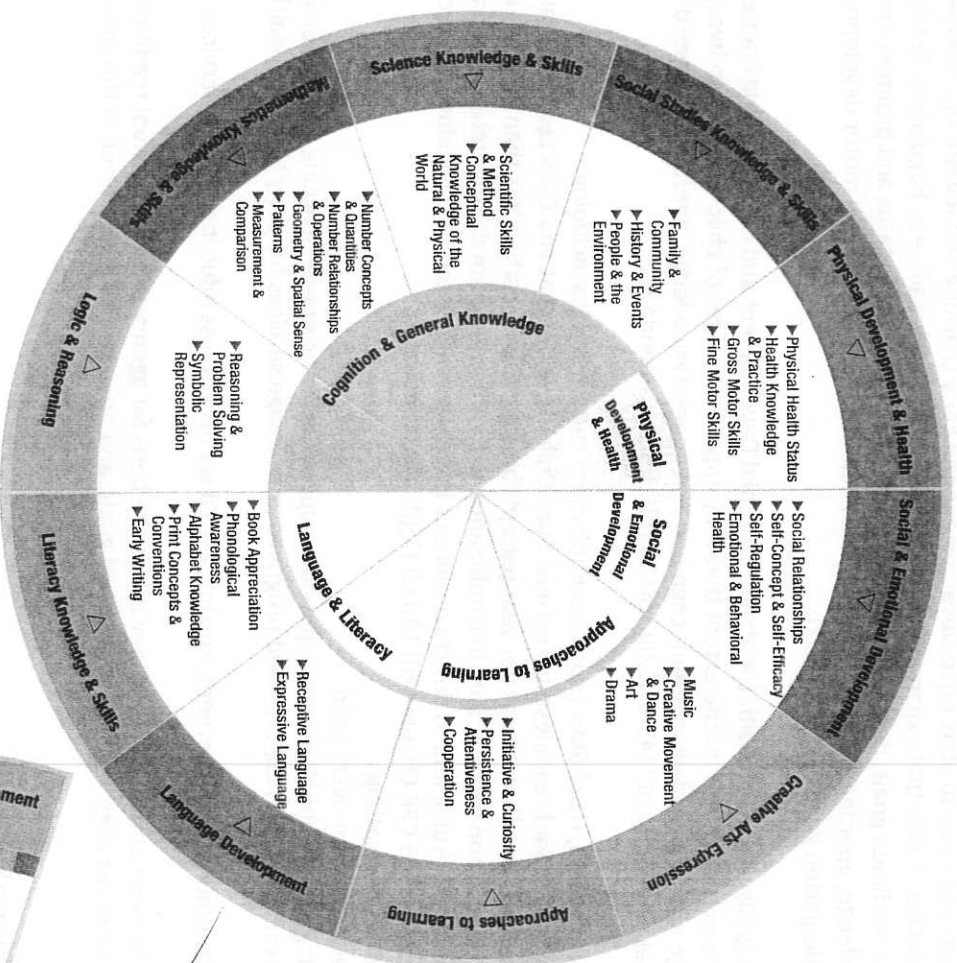
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The Head Start Child Development and Early Learning Framework



The Head Start Child Development and Early Learning Framework Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

The *Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The *Framework* can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains. The domains Δ and domain elements \blacktriangleright apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

English Language Development

The ten domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.

Δ Domain
 \blacktriangleright Domain Element

How Do Preschool Programs Support School Readiness?

In 2000, the Office of Head Start expanded the understanding of school readiness for preschool children, 3 to 5 years old, by delineating domains of learning and development in the Child Outcomes Framework. In 2010, the revised Head Start Child Development and Early Learning Framework was released. It reflects changes in the field of early childhood, new research findings, and legislation that expand our understanding of school readiness. Regulation 45 CFR Chapter XIII Part 1307, as amended, requires all agencies to establish school readiness goals, defined as “the expectations of children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals” (Part 1307.2).

The regulations require that agencies establish school readiness goals that “align with the Head Start Child Development and Early Learning Framework, State early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development” (45 CFR XIII 1307.3 (b)(1)(ii), as amended).

In order to help prepare children to be successful when they enter school, Head Start programs implement core strategies including:

- An integrated curriculum that addresses the essential domains of school readiness in the Head Start Child Development and Early Learning Framework.
- “Aggregate and analyze aggregated child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within the operating program period) and use that data in combination with other program data to determine grantees progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions (45 CFR Chapter XIII 1307.3 (2)(i), as amended).
- Early learning coaching available to staff across program options and settings.
- An individualized Wellness Plan that promotes healthy development for every child.
- A parent partnership process that promotes an understanding of their child’s progress, provides support, and encourages learning and leadership.
- Ongoing communication with local schools to exchange information about children and programs and to align services for early learning, health, and family engagement.
- A learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services, and health.

Each agency needs to utilize the five domains, represented by the inner wheel of the Framework as the basis for agency preschool school readiness goals. Agencies will indicate how the curriculum and child assessment(s) address or align with the established goals, and how parents are involved in this process. Head Start programs are expected to (ACF-PI-HS-11-04):

1. Adopt and align established OHS goals from the revised Framework.
2. Create and implement a plan of action for achieving the goals.
3. Assess child progress on an ongoing basis and aggregate and analyze data three times per year.
4. Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement.

In order to help address school readiness requirements, the Office of Head Start will continue to communicate and support local programs, and will guide the efforts of the Training and Technical Assistance (T/TA) Network. Communications will support programs’ continued efforts to build their systems and to deliver quality services to children, families, and communities.