



CITY OF OAKLAND
HUMAN SERVICES DEPARTMENT
HEAD START PROGRAM
ADVISORY BOARD MEETING

MEETING AGENDA – FINAL

Thursday, September 23, 2021

3:30-5:00pm

Please See the Agenda to Participate in The Meeting

Phone/Video Conference

Thank you!!

Pursuant to the Governor's Executive Order N-29-20, all members of the Head Start Advisory Board, will join the meeting via phone/video conference and no teleconference locations are required.

PUBLIC PARTICIPATION

The public may participate in this meeting many ways.

By Zoom Webinar:

When: September 23, 2021 03:30 PM Pacific Time (US and Canada)

Every month on the Third Thu, until December 16, 2021, 6 occurrence(s), with the *exception of September 23, 2021.

- July 15, 2021 03:30 PM
- Aug 19, 2021 03:30 PM
- *Sep 23, 2021 03:30 PM
- Oct 21, 2021 03:30 PM
- Nov 18, 2021 03:30 PM
- Dec 16, 2021 03:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system. Monthly:

https://us06web.zoom.us/webinar/tJUvdOqtrZIpEtxc_MjQAgnKNDqjpy_JtHTN/ics?icsToken=98tyKuCprDgpH9WcsxGPRowcAljCb-zmFhej7dFnyDICRFyZQ3dGMZTOKJmL_LE

Topic: *Oakland Head Start Advisory Board Monthly Meeting*

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/91233519388>

Or One tap mobile :

US: +17207072699,,91233519388# or +12532158782,,91233519388#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

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Webinar ID: 912 3351 9388

International numbers available: <https://us06web.zoom.us/u/kbQeNkOvL>

COMMENT:

DUE TO THE SUSPENSION OF THE SUNSHINE ORDINANCE ALL PUBLIC COMMENT ON ACTION ITEMS WILL BE TAKEN AT THE BEGINNING OF THE MEETING UNDER ITEM I. COMMENT FOR ITEMS NOT ON THE AGENDA WILL BE TAKEN UNDER OPEN FORUM AT THE END OF THE MEETING.

There are two ways to submit public comments.

• To comment by Zoom video conference, click the “Raise Your Hand” button to request to speak when Public Comment is being taken on an eligible agenda item at the beginning of the meeting. You will be permitted to speak during your turn, allowed to comment, and after the allotted time, re-muted. Instructions on how to “Raise Your Hand” is available at:

<https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar>.

• To comment by phone, please call on one of the above listed phone numbers. You will be prompted to “Raise Your Hand” by pressing “*9” to speak when Public Comment is taken. You will be permitted to speak during your turn, allowed to comment, and after the allotted time, re-muted. Please unmute yourself by pressing *6.

If you have any questions, please email **Tracey Black** at TBlack@oaklandca.gov



Human Services Department

ADVISORY BOARD MEETING

Thursday, September 23, 3:30-5:00pm

AGENDA

I. ROLL CALL: *Host/Program Staff*

Molly Tafoya, Chair

Paula Ambrose

Dr. Javay Ross, Vice Chair

Priya Jagannathan

1. Public Comment

II. APPROVAL OF AGENDA ITEMS: *Molly Tafoya, Chair*

1. Review and Approval of **September 23, 2021, Advisory Board Meeting Agenda**
2. Review and Approval of **August 19, 2021, Advisory Board Meeting Minutes**

III. ACTION ITEMS:

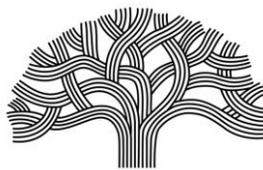
1. **Annual Election of Head Start Advisory Board Chair and Vice Chair:**
Diveena Cooppan, Program Director & Program Staff
2. **Monthly Progress Report:** *Diveena Cooppan & Program Staff*
 - a. Monthly Enrollment and Content Area Monitoring Update - *August 2021*
 - b. COVID 19 Response Update
3. **Monthly Financial Report:** *Christine Rolan, HSD Budget & Fiscal Manager;*
Jason Wang, Admin. Analyst II
 - a. Monthly Financial Report – *July & August 2021*
 - b. Low Cost Extension Request
4. **Policies & Procedures:** *Program Staff*

IV. INFORMATION ITEMS: *Diveena Cooppan & Program Staff*

1. **FY 21-22 New Grant Update**
2. **FY 21-22 School Readiness Goals**
3. **New Grant Cycle Requirements**
 - Office of Head Start - *Program Governance, Oversight, and Capacity Screener* – Completed.
 - Office of Head Start - *Health & Safety Screener* - To be completed by all Head Start Program and partner sites.
4. **Annual Review of Head Start Advisory Board Bylaws (FY 21-22)** for Action in October

V. OPEN FORUM

VI. ADJOURNMENT



CITY OF OAKLAND

Head Start Monthly Program Report August 2021

This Monthly Program Report is presented to the Parent Policy Council and Advisory Board to:

- Review progress towards goals¹
- Discuss challenges and improvement strategies
- Provide updates about key program areas

Update, At-a-Glance³

Start Dates:

Home Based Program, Grantee – July 26, 2021

Home Based Program, Brighter Beginnings – August 2, 2021

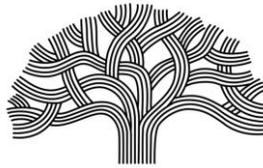
Center Based, Grantee – September 1, 2021

	Head Start ²	Early Head Start ²	Current Total
How many children did we work with?			
Enrollment/Funded	0/292 (0%)	62/330 (18%)	62/622 (10%)
Daily attendance	n/a	n/a	n/a
How many have...			
Medical home	n/a	100%	100%
Health insurance	n/a	100%	100%
Current Physical exam/Well-baby check	n/a	78%	78%
Updated immunizations	n/a	95%	95%
Dental Home	n/a	78%	78%
Current Dental Exam	n/a	55%	55%
How many completed...			
Developmental screening (ASQ)	n/a	82%	82%
Behavioral screening – (ASQ-SE)	n/a	82%	82%
Concern Identified/Need Follow-up/Re-screening	n/a	10%	10%
Referrals made based on Screenings	n/a	n/a	n/a
Home Visits	n/a	88%	88%
Socializations (<i>coming in September</i>)	n/a	n/a	n/a
1 st Family Assessment	n/a	17%	17%
Agency Transition Plan	n/a	4%	4%
How many received referrals or individualized plans?			
Referrals to the Regional Center of the East Bay (RCEB)	n/a	1.4%	1.4%
Referrals to Center for Exceptional Children	n/a	n/a	1%

¹ This program report includes data about families and children who are enrolled in City of Oakland Head Start and Early Head Start, Early care and education with Brighter Beginnings, St. Vincent's Day Home and Lancy Children's Center

² For more information about the City of Oakland Head Start/Early Head Start, visit www.oaklandca.gov/topics/head-start

³ This report reflects Home-Based program option only; Center based programming scheduled to being 9/1/2021



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Individualized family service plan (IFSP)	n/a	5%	5%
Individualized education plan (IEP)	n/a	n/a	n/a
Children enrolled with IFSP or IEP	n/a	5%	5%

PROGRAM SUMMARY

For the month of August 2021, the Home-Based program was in full operation with 60 Participants enrolled, while Center-based staff continued working to get the sites ready for the September 1st start date.

All the Content Area staff focused on ensuring the program operations were set up and in place to help guide the new program year in the right direction. The Management Team and Staff reviewed and updated Policies & Procedures, reviewed the data system and adjusted the system set-up (in some but not all areas), held preliminary meetings with Partner agencies and Mental Health Consultants, expanded food partnerships to address food insecurity, and attended a week-long, extensive Pre-Service training that informed staff on new Office of Head Start regulations, as well as local health and licensing protocols, particularly in relation to working around the continued global pandemic.

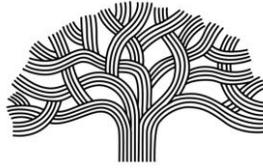
The City Council, on September 1st, passed a resolution to fund an additional \$1.8 million for the current fiscal year to continue providing center services at Franklin, Arroyo, Tassafaronga and to find a new location for the home-based program which was to be served from these sites. Lastly, the program submitted to Oakland Unified School District (OUSD), the CCTR grant application for a state grant to supplement funding of grantee Early Head Start Centers.

Below provides more information for each Content Area.

ENROLLMENT

City of Oakland	Funded Slots	Enrolled	Accepted	Pending	Waitlist
<i>Head Start</i>	330	0	296	34	71
<i>Early Head Start</i>	292	62	127	103	47
<i>Total</i>	622	62	423	137	118

- Home-Based program began on July 26, 2021, with 60 Enrolled Participants, and 2 Pregnant Moms, through the end of August
- ERSEA team processed over 500 applications (new and returning) for by the end of August. The enrollment process includes verifying eligibility requirements, collecting documents, validating and reviewing documents, contacting families for missing information and informing families of confirmation of eligibility into the program
- New trend/observation: Returnee Participants (Transitional Kindergarten age) are choosing to enroll with OUSD. To date about 20-25 children have transferred to OUSD TK.



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ATTENDANCE

- No attendance to report for the month of August as Center-Based programming begins September 1st

HOME-BASED

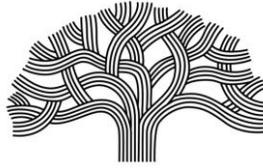
- Grantee – 60 children were enrolled at the end of August 2021
- The Home-Based Team started services on July 26, 2021 and has been working in-person with new and returning families. During the transition to in-person services, the team has been flexible and open to this change with their schedules. They have shared positive feedback that families are enjoying in-person visits and are mindful to hold visits outside and follow all agency health and safety policies and procedures.

PREGNANT MOMS

- Two Pregnant Moms are currently enrolled in the program
- Both Pregnant Moms are on track with their health & wellness schedules (i.e., completed Pre-Natal Exam, Depression, Health & Nutrition Screenings), and have medical insurance, a medical & dental home
- 5-7 applicants are in the eligibility referral process, referred by community agencies, and from parents of existing participants
- Currently working on outreach with community agencies (La Clinica, Planned Parenthood, Alameda County Public Health's "Black Infant Health Care" program)

HUMAN RESOURCES & PROFESSIONAL DEVELOPMENT

- Two Head Start teachers announced their retirement – Graciela Iniguez (23 years of service) and Owita Howard (26 years of service.)
- City of Oakland announced a Mandatory Employee Vaccination Policy on August 26, 2021, requiring proof of vaccination by deadlines based on vaccination type (currently there are exemptions for medical reasons or for sincerely held religious beliefs, with testing in lieu of vaccination for these exemptions)
- Federal OSHA vaccine mandate announced on September 9, 2021, for all Federal funded programs awaiting further directives from the Office of Head Start.
- Pre-Service Training occurred during the week of August 23 thru 31, 2021. Training topics included reviewing Head Start Program Performance Standards, Community Care Licensing regulations, Alameda County Public Health guidance, Covid-19, Health & Safety, Nutrition & Meals (CACFP mandates), Policies & Procedures, Culturally Responsive Self-Care, and Content Area specific refresher trainings.
- Professional Development Plans for each staff are being developed. This process includes reviewing Performance Plans, Staff Evaluations, Professional Goals & Interests and structured milestones to ensure progress, achievement and supervisor support



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HEALTH SERVICES

- Updated the “Re-Opening Handbook” designed to reduce risk to families, children, and Staff, while providing Head Start services to families.
- The Health Team worked with families with children in Center-Based program to collect the health information required for them to start in the classroom on September 1, 2021
- Staff were trained on Covid-19 Self-Testing, the City of Oakland Head Start is part of a pilot program in partnership with the California Department of Public Health, piloting Antigen Testing for Covid-19 at Sungate Center.

NUTRITION

- World Central Kitchen, a non-profit, focused on ensuring communities are hunger-free, is piloting a project in City of Oakland to connect families to meals through local restaurants. The Head Start program is participating in this pilot, designed to give families choice, be convenient while supporting local restaurants in Oakland. Families can order food through an app or by phone and can pick up the meals directly from the restaurant. Families may order food for the entire household once daily, Monday through Friday. Staff supported families with the enrollment process as needed and over 30 Head Start families are participating in the first phase of the program.

MENTAL HEALTH & DISABILITES

Disabilities

- The program is required to meet a 10% enrollment of children with disabilities. The number of children enrolled with IFSPs/IEPs was at 5% by the end of August, with several more on the accepted and waiting list. Additional children potentially requiring an IEP and IFSP are identified during standardized screenings, classroom observation and parent concern.

Mental Health

- During Pre-Service, several workshops/trainings were held that prioritized Mental Health, Trauma-Responsive Practices in Early Childhood, and managing Stress and Self-Care
- Multi-disciplinary Team Meetings (MDT) meetings occurred at every center to make sure that as children return to classrooms, there needs are clear and supported.

FAMILY SERVICES & COMMUNITY ENGAGEMENT

- Diaper Distribution was held for the new program year with 37 families receiving diapers and PPE supplies.
- Home visitors delivered diapers and PPE supplies to families who could not come to the distribution day
- Housing funds from the State of CA’s Dept. of Community Services & Development will become available to help assist 10 Head Start Homeless families that will supplement move-in costs (i.e., Security deposit, furniture, moving expenses, etc.) Requirements for this program is currently being developed



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EDUCATION SERVICES

- Adjustment to environment and structure changes are being made to accommodate COVID-19 safety protocol and practices for curriculum implementation, such as reducing number of chairs per table
- Completed 88% of 1st Education Home Visits for Home based program. Remaining home visits have been rescheduled and will be completed by beginning of September
- Home Visitors had started and continue to implement the Parent As Teacher Foundational Visit 1-8 prior to planning lesson plan visit with families

SCHOOL READINESS

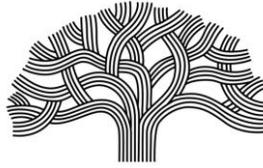
- Center Teaching Staff returned to work on August 23, 2021, for Pre-Service training and to prepare for the September 1st program start date. Staff received up to 32-hours of training on COVID-19 protocols, enrollment processes, new and updated policies and procedures and reviewed protocols for entering data and meeting mandates.
- Staff from every center attended Multi-disciplinary Team Meetings to prepare for children with special needs who were scheduled with anticipated enrollment into the program
- Centers are working to ensure staff files are to date with current licensing requirements, e.g., medical records, permits, etc.

FACILITIES & MAINTENANCE

- Center inspection reports identified maintenance repairs, and are being used to plan for long term capital improvement projects
- Team ensured that all Center sites are ready to begin services and are supplied with PPE, janitorial supplies, and office supplies for new program year.

PARTNER OVERSIGHT

- Laney College Child Care Center
 - Program Start date scheduled for September 30, 2021
 - Currently reviewing Contract / Scope of Work
 - Enrollment capacity confirmed for full 48 slots (Head Start)
- St. Vincent's Day Home (SVDH)
 - Program Start date scheduled for September 30, 2021
 - Currently reviewing Contract / Scope of Work
 - SVDC Board of Director's made decision to scale back Head Start slots from 46 to 30, until December 31, 2021
 - Anticipate increasing to full 46 slots (Head Start) in the Spring, but may be dependent on staffing
- Brighter Beginnings
 - Program Start date August 2, 2021
 - Enrollment capacity confirmed for full 140 slots (100-EHS, 20-HS, 20-Pregnant Moms)
- Bananas - Family Child Care Partner
 - Weekly planning meetings are being held to design the new program option.



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Head Start Monthly Program Report August 2021

- Bananas has hired a Coordinator for the program
- The Scope of Work for the contract is being finalized
- The start date for Phase 1 of the FCC program option is November 15th.
- New Partner (to be determined)
 - Program Start date pending securing new childcare partner
 - Enrollment slots – 16 Head Start

MIS – DATA MANAGEMENT & ONGOING MONITORING/CONTINUOUS QUALITY IMPROVEMENT (CQI)

- Curriculum Fidelity module is being developed to transition data collection from paper to electronic database
- Met with Content Leads to review existing system set-up, and make adjustments as needed
- Review sessions scheduled with each Content Area in September to cover Monitoring Plans, Program Goals, and Data Aggregation Analysis
- Training plan is being developed following database Skills Assessment test and will focus on highest need area with the goal of getting all staff at the expected proficiency level
- Team are reviewing data visualization tools (Power BI, Tableau) to improve reporting and data analysis.
- Staff are implementing daily and weekly monitoring tools through the Child Plus data system, e.g., Dashboards, and To-do Lists.
- Team are reviewing and supporting content staffs to improve ongoing monitoring reports, as needed, e.g., Weekly Reports, Data Analysis Reports.
- Team is creating timeline and schedules for the Annual Program Report, Community Assessment, Self-Assessment, PIR (Head Start's Annual Program Information Report)

UPCOMING PROGRAMS

Mobile Classroom

A planning meeting with primary stakeholders occurred on August 27, 2021, that included Family Front Doors, Building Futures, East Oakland Community Project, City of Oakland Community Housing Division and Head Start met to discuss the new program option and design option. Staff are developing a mobile classroom proposal for submission to the Office of Head Start for final approval of program design.



EHS/HS Center Based Home Visiting

Subject:	Home Visits	Policy #: E1	(if applicable)
HSPPS Subpart:	Subpart C - Education and Child Development Program Services Subpart E – Family and Community Engagement Program Services	1302.34 (b) 1302.50 (b) (1) 1302.51 (a) (1)	
HSPPS and other regulations:		Policy Council Approval Date:	
State Regulations:		Board of Directors Approval Date:	
Effective Date:	July 1, 2021	Revised Date:	June, 2021

Policy Statement and Detailed Procedures	
Policy Statement:	Home Visits are conducted to ensure staff and families engage in building a collaborative partnership, placing the child at the center of the focus. Through Home visiting, teachers are able to support families in understanding early learning and development concepts and provide specific strategies and activities to support the child’s progress along the developmental continuum.
Rationale:	To learn and share information with the family regarding the child’s interest, needs, learning and development. Through home visiting, teachers are able to collaborate with families in their children’s learning.
Responsibility:	<ul style="list-style-type: none"> ● Teaching Staff ● Family Advocate ● School Readiness Coordinator ● Education Coordinator
Procedure:	<p>Home Visits in the Early Head Start and Head Start center based option must be completed 2 times a year for the duration of 1 hour. During the enrollment process, the Family Advocate will discuss and inform families about the home visiting process and its purpose. It is the City of Oakland’s policy that Teachers conduct home visits in teams of two to the extent possible</p> <p>First Home Visit Teaching Staff will:</p>

1. Complete first home visit prior to the first sixty-five days of a child's enrollment (when possible, attempt to complete the first home visit prior to school starting).
2. Create a schedule, identifying the dates and time of each home visit. Please note that all home visits should be scheduled at least two weeks prior to occurring .
3. Submit schedule to Center Director for approval.
4. Schedule the home visit based on the family's availability.
5. Review the child's file prior to visit occurring to gather information regarding the child and family.
6. Explain the purpose of the initial home visit.
7. Discuss the ASQ-3 and ASQ-SE process
8. Ask open-ended questions to gather information about the child and family.
9. Engage families in conversation about their expectations and goals for their child's learning.
10. Share information to orient families to the Early Head Start/Head Start program.
11. Discuss the importance of attendance.
12. Review Sign in and out procedures.
13. Discuss curriculum and assessment.
14. Encourage the family to volunteer in the classroom.
15. Utilize the Home Visit form to document items covered during the first home visit.
 - a. The teaching staff must ensure that the parent signs off on the Home Visit form.
 - b. Teachers will leave a copy for families
 - c. Teachers will give a copy to the Center Director for uploading in ChildPlus
 - d. Center Director will enter data for the first home visit under Education event in ChildPlus as layout in the ChildPlus Education Manual

Second Home Visit

Teaching Staff will:

1. Complete the second home visit prior to the 190 days of child's enrollment.
2. Create a schedule identifying the dates and time of each home visit. Please note that all home visits should be scheduled at least two weeks prior to occurring.
3. Submit schedule to Center Director for approval.
4. Schedule the home visit based on the family's availability.
5. Review the child's file prior to the second home visit including but not limited to:

	<ul style="list-style-type: none"> ● Family goals ● Assessment data ● Data from ASQ - 3 and ASQ-SE ● IEP Goals ● Health Information ● Child’s Portfolio ● IDP information <ol style="list-style-type: none"> 6. Review assessment data to inform families where children are across domains and measures. 7. Identify family goals related to the child’s development. 8. Provide families with activities they can work on at home to support the child’s development. 9. Ask open ended questions to gather information regarding the child’s routine, activities, and likes in the home. 10. Inform families of upcoming events, programs and other parent activities occurring at the center. 11. Provide resources to families as needed and/or requested. 12. Utilize the Home Visit form to document items covered during the first home visit. <ol style="list-style-type: none"> a. The teaching staff must ensure that the parent signs off on the Home Visit form. b. Teachers will leave a copy for families c. Teachers will give a copy to the Center Director for uploading in ChildPlus d. Center Director will enter data for the second home visit under the Education event in ChildPlus as layout in the ChildPlus Education Manual <p>*All Home Visits Must take place at the families home, unless the family request for the home visit to occur at another location.</p> <p>*All Home Visit locations must be approved by the Program Director.</p>
<p>Monitoring</p>	<p>Tier One Monitoring</p> <p>Center Director will:</p> <ol style="list-style-type: none"> 1. Ensure that home visits are conducted in teams of two, to the extent possible. 2. Review and submit home visit schedules to the School Readiness Coordinator. 3. If a family request for the home visit to occur outside of the home, this request must be approved by the Program Director. 4. Monitor weekly the completion of Home Visits. 5. Ensure timely data entry of home visiting dates into ChildPlus, within 30 days of home visit being completed. If a scheduled

	<p>home visit was cancelled, document the process layout in ChildPlus Education Manual under Attempted to Obtain.</p> <ol style="list-style-type: none"> 6. Upload the completed home visit forms into ChildPlus under Education and Attachment. 7. Utilize ChildPlus reports 2520, 2515, and 2565 for site level monitoring. <p>Tier Two Monitoring The School Readiness Coordinator will:</p> <ol style="list-style-type: none"> 1. Review and approve all home visiting schedules. All requests to conduct the home visit at an alternative location must be approved by the Program Director. 2. Review and validate the home visit completion rate utilizing ChildPlus report 2520 on a bi-weekly basis, ensuring timely delivery of services and data entry. 3. Review monthly CP2515 report with follow up notes on site data to School Readiness Coordinator. 4. Will conduct follow-up with the Center Director on any findings. <p>Tier Three Monitoring: The Education Coordinator will:</p> <ol style="list-style-type: none"> 1. Utilize ChildPlus report 2520 and 2515 to monitor and report the completion of home visits within program level.
<p>Documentation:</p>	<ul style="list-style-type: none"> ● Home Visit Form ● ChildPlus system ● Home visit schedule form (family appointment schedule) ● Home visit checklist
<p>Timeframe:</p>	<ul style="list-style-type: none"> ● Bi-weekly



Curriculum Implementation-Center Based

Subject:	Education	Policy #: E8	(if applicable)
HSPPS Subpart:	Subpart C - Education and Child Development Program Services	1302.32 (a) 1(i) (ii) 2 1302.32 (b)	
HSPPS and other regulations:	1302.31 Teaching and Learning Environment 1302.32 Curricula	Policy Council Approval Date:	
State Regulations:		Board of Directors Approval Date:	
Effective Date:	July 1, 2021	Revised Date:	June, 2021

Policy Statement and Detailed Procedures	
Policy Statement:	<p>City of Oakland Head Start has adopted researched-based curricula to effectively support instructional staff and home visitors in providing responsive caregiving, creating high quality learning environments, and implementing developmentally appropriate instructional activities that promote development across the five essential domains. Curricula implemented throughout the City of Oakland Head Start, are in alignment with the Head Start Early Learning Outcomes Framework, California Preschool Early Learning Foundations, and follow the scope and sequence of children’s developmental progress.</p>
Rationale:	<p>To ensure that curriculum implementation is occurring across all program options, this policy outlines the requirements and minimum expectations that support intentional instruction, fidelity to implementation, monitoring, data collection and analysis.</p>
Responsibility:	<ul style="list-style-type: none"> ● Teacher Assistant ● Teacher ● Center Director ● School Readiness Coordinator ● Education Coordinator

Procedure:

Teaching Staff who operate Early Head Start and Head Start in center base settings must implement *Creative Curriculum for Infants, Toddlers, and Twos* and *Creative Curriculum for Preschool* to fidelity, including plans to utilize:

- Study Guides
- Mighty Minutes
- Book Discussion Cards
- Intentional Teaching Cards
- Teaching Guides

Teaching Staff Fidelity Checks and Timelines

Classrooms that demonstrate strong curriculum fidelity directly impact child outcomes and overall school readiness. It is important that Teachers and Teacher assistants reflect on their implementation of curriculum and ways to strengthen their practice. At minimum, teaching staff will:

1. Complete ***The Fidelity Teachers Checklist***, focused on **Physical Environment** and **Structure** three times in the program year.

<i>First Fidelity Check</i> - Prior to children receiving services.
<i>Second Fidelity Check</i> - Completed during the month of October.
<i>Third Fidelity Check</i> - Completed during the month of March

2. Utilize The Fidelity Teachers Checklist to guide the set up and design of learning environments, to ensure that the physical environment is appropriate and in alignment with Creative Curriculum.
3. Utilize The Fidelity Teachers Checklist to create an interactive daily schedule to ensure the structure of the day is developmentally appropriate and in alignment with Creative Curriculum.

Tier One Monitoring: Center Director Fidelity Checks and Timelines

Center Director fidelity checks are intended to assess the degree to which curriculum is being implemented as intended by the developer. Center Directors must validate that the curriculum is being

implemented and that teaching staff have ongoing support for implementation. At minimum, Center Directors will:

1. Utilize **The Fidelity Tool for Administrators**, focused on **Physical Environment** and **Structure**, three times per year, to assess the level in which teaching staff are implementing curriculum as intended by the developer. (*The Fidelity Tool for Administrators should be completed in every center based classroom.*)

First Fidelity Check - Prior to children receiving services.

Second Fidelity Check - Completed during the month of November.
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Third Fidelity Check - Completed during the month of April.
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2. Input results from *The Fidelity Tool for Administrators* into The Fidelity Tool for Administrators ChildPlus module.
3. Once data has been inputted, email the appropriate School Readiness Coordinator to confirm that data was received.
4. Within two weeks of completion, Center Directors will meet with each teaching team to provide feedback, identify strengths, and professional development needs, utilizing the **Curriculum Feedback Form**.
5. Center Directors must utilize *the Curriculum Implementation Action Plan* to document goals, coaching supports, professional development needs, and associated timelines.
6. Keep records of the *The Fidelity Tool for Administrators*, **Curriculum Feedback Form** and the **Curriculum Implementation Action Plan** in the Curriculum Fidelity Binder.
7. Discuss and communicate all **Curriculum Implementation Action Plans** to the School Readiness Coordinator.
8. For teachers who have been identified as having “intensive needs”, the Center Director may request coaching support from the School Readiness Coordinator.
9. Communicate any trends to the School Readiness Coordinator for professional development planning for pre-service and in-service.

Monitoring :	<p><u>Tier Two Monitoring: The School Readiness Coordinator Fidelity Checks and Timelines</u></p> <p>The School Readiness Coordinator fidelity checks are intended to validate that fidelity checks at the teacher level and at the Center Director level have been completed. This process is designed in a way that allows for curriculum fidelity data to be aggregated and analyzed three times a year and supports in identifying trends and professional development needs at the program, site and classroom level. At minimum the School Readiness Coordinator will:</p> <ol style="list-style-type: none"> 1. Schedule meetings with Center Directors to review data from The Fidelity Tool for Administrators, focused on Physical Environment and Structure. 2. During the meeting, the School Readiness Coordinator will identify and discuss the following at the site and classroom level: <ul style="list-style-type: none"> ● Areas of strengths ● Areas for growth ● Trends ● Professional development needs, including coaching ● Center Director supports ● Plan of action and follow up 3. Validate the completion and implementation of the Curriculum Feedback Form and the Curriculum Implementation Action Plan. 4. Document meetings with Center Directors utilizing the Center Team Meeting form. The School Readiness Coordinator must include what was monitored, feedback provided to the Center Director, follow up and next steps, and timelines. 5. Communicate the results of fidelity checks, to the Education Coordinator and Program Supervisor, including trends, ongoing professional development plans, and coaching needs at the program, site, and classroom level. <i>(This can occur via email or in person meeting)</i> 6. The School Readiness Coordinator will email the Education Coordinator all Curriculum Implementation Action Plans and identify, who has been identified for intensive coaching. 7. Work with the Education Coordinator to request and schedule identified training topics related to curriculum implementation.

First Fidelity Check - Prior to children receiving services.
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Second Fidelity Check - Completed during the month of December.

Third Fidelity Check - Completed during the month of May.

Tier Three Monitoring: Education Coordinator Fidelity Checks and Timelines

The Education Coordinator fidelity checks are intended to analyze program-wide curriculum data, to identify trends at the program, site, and teacher level. The Education Coordinator utilizes this data to plan for professional development and coaching support. At minimum the Education Coordinator will:

1. Schedule meeting with the School Readiness Coordinator and review data from *The Fidelity Tool for Administrators*, focused on Physical Environment and Structure. During this meeting the Education Coordinator will identify the following:
 - Areas of strength (Macro Level)
 - Areas of growth (Macro Level)
 - Trends that can be targeted for universal professional development
 - Sites that are “Intensive” (meaning two or more classrooms are in need of intensive coaching)
 - Teachers who may benefit from intensive coaching
2. Schedule identified training tied to universal professional development.
3. Schedule and plan additional support for Center Directors to assist with coaching for teaching teams who have been identified.
4. Work in collaboration with the School Readiness Coordinator to plan and roll out intensive coaching for those who are identified as needing intensive support.
5. Provide training and intensive coaching as applicable.
6. Document all training plans and professional development support in the **Professional Development Training Calendar**.

First Fidelity Check: Prior to children receiving services.

Second Fidelity Check: Completed in the month of December.
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Third Fidelity Check: Completed in the month of May.
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<p>Documentation:</p>	<ul style="list-style-type: none"> ● <i>The Fidelity Tool Teacher Checklist – The Creative Curriculum for Infants, Toddlers and Twos</i> ● <i>The Fidelity Tool Teacher Checklist – The Creative Curriculum for Preschool</i> ● <i>The Fidelity Tool for Administrators – The Creative Curriculum for Infants, Toddlers and Twos</i> ● <i>The Fidelity Tool for Administrators – The Creative Curriculum for Preschool</i> ● <i>Curriculum Feedback From</i> ● <i>Curriculum Implementation Action Plan</i> ● <i>Professional Development and Training Calendar Education</i>
<p>Timeframe:</p>	<p>Pre Fidelity Checklist for Teacher – August Post Fidelity Checklist for Teacher – April Pre Fidelity Checklist for Administrator – October Post Fidelity Checklist for Administrator – April Result Review December and June by School Readiness Coordinator Result Review December and June by Education Coordinator Preservice Curriculum Fidelity refresher training – July/August</p>



Lesson Planning and Individualization

Subject:	Screenings	Policy #: E6	(if applicable)
HSPPS Subpart:	Subpart C - Education and Child Development Program Services Subpart E – Family and Community Engagement Program Services	1302.33(b)(2) 1302.34 (b)(2)(3)(6) 1302.50 (b)(1)(2)(3)	
HSPPS and other regulations:		Policy Council Approval Date:	
State Regulations:		Board of Directors Approval Date:	
Effective Date:	July 2021	Revised Date:	May 2021

Policy Statement and Detailed Procedures	
Policy Statement:	City of Oakland’s Head Start and Early Head Start program requires that all children enrolled receive high quality instruction, that is developmentally and linguistically appropriate, meeting the needs of individual children and families. All instructional activities are intentionally planned based on where individual children fall on the developmental continuum.
Rationale:	The Lesson Plan and Individualization policy is to guide center base staff in planning, organizing, and curating instructional learning experiences that meet the developmental needs of each child.
Responsibility:	<ul style="list-style-type: none"> ● Teacher Assistant ● Teacher ● Center Director ● School Readiness Coordinator ● Education Coordinator
Procedure:	<p>Lesson Planning: All Teacher Assistants and Teachers will:</p> <ol style="list-style-type: none"> 1. Utilize the Weekly Lesson Plan and Individualization form to document weekly instructional activities. 2. To the extent possible, involve parents in the lesson planning process, allowing families to provide feedback, plan and implement activities (<i>parents may sign the back of the lesson plan, as proof of participation in the lesson planning process</i>). 3. Incorporate Creative Curriculum resources and materials in weekly lesson plans plan, including activities from: <ul style="list-style-type: none"> ● Teaching Guides ● Studies and Experiences ● Intentional Teaching Cards ● Mighty Minutes ● Book Discussion Cards <p><i>(See Curriculum Implementation Policy to reference expectations for curriculum fidelity.)</i></p> 4. Document curriculum codes listed on the Weekly Lesson Plan and Individualization form, to identify the area of focus for weekly activities.



	<ol style="list-style-type: none"> 5. Submit two weeks of the Weekly Lesson Plan and Individualization form to the Center Director for review and approval, on the Tuesday prior to the week of implementation. 6. Document any adaptations to Weekly Lesson Plan and Individualization form as needed, in order to meet the immediate needs of children. 7. Post the Weekly Lesson Plan and Individualization form in the classroom during the week (<i>All Weekly Lesson Plan and Individualization forms must be current</i>). <p>Individualization: Individualization approaches and modifications made to instruction, support children in meeting individual learning goals. Below are the minimum expectations for individualizing for young children.</p> <p>Teacher Assistants and Teachers will:</p> <ol style="list-style-type: none"> 1. Individualize for all enrolled children, including children who are: <ul style="list-style-type: none"> • Typically developing • On active IFSP/IEP • Dual Language Learners • Transitioning 2. Utilize the Weekly Lesson Plan and Individualization form to document all aspects used in individualizing activities, including: <ul style="list-style-type: none"> • Child Initials • IFSP/IEP Goal(s) (<i>if applicable</i>) • Activities to be implemented to support the goal • Materials • Comments (<i>What will the teacher do? How did the child respond?</i>) <p>* Teaching staff should plan to intentionally individualize for children weekly. Individualization may occur in small groups of children or individual children.</p>
<p>Monitoring:</p>	<p>Tier 1 Monitoring The Center Director will:</p> <ol style="list-style-type: none"> 1. Review and approve all Weekly Lesson Plan and Individualization forms on Tuesday prior to implementation for two weeks of lesson plan every two weeks. 2. Ensure Creative Curriculum activities and resources are embedded within the Weekly Lesson Plan and Individualization form. 3. Provide feedback to staff to strengthen lesson planning and individualization processes. 4. Ensure teaching staff are using data to conduct intentional planning. 5. Encourage families to collaborate with teaching staff during the planning process. 6. Validate family signatures on the back of the Weekly Lesson Plan and Individualization form. 7. Ensure that documentation and implementation of individualization is occurring weekly. 8. Conduct bi-weekly observations, to validate the implementation lesson plans. 9. Once approved, upload all Weekly Lesson Plan and Individualization forms to ChildPlus, by Wednesday for two weeks of lesson plans every two weeks. 10. File the reviewed Weekly Lesson Plan/Individualization in Curriculum Binder for recordkeeping. <p>Tier Two Monitoring The School Readiness Coordinator will:</p> <ol style="list-style-type: none"> 1. Monitor monthly, weekly lesson plan and individualization forms, to validate all requirements for lesson planning and individualization have been followed according to this policy.



	<ol style="list-style-type: none"> 2. Provide feedback to the Center Director on review and approval of Weekly Lesson Planning and Individualization forms for two weeks of lesson plan every two weeks. 3. Conduct monthly classroom observations to validate the implementation of instructional activities . 4. Coordinate with the Disabilities Manager to ensure that children with IFSP/IEP Goals are being embedded in weekly lessons. 5. Ensure IDP goals for individual children are documented and that individualization is occurring for all children, in real time. 6. Identify and communicate any professional development and coaching needs to the Education Coordinator. . <p>Tier Three Monitoring The Education Coordinator will:</p> <ol style="list-style-type: none"> 1. Conduct quarterly check-ins with the SR Coordinator to identify any professional development and coaching needs as it relates to lesson planning and individualization. 2. Validate data sources that are being used for intentional planning. 3. Randomly monitor Weekly Lesson Plan and Individualization forms to validate family participation in planning. 4. Conduct monthly classroom observations on the implementation of Weekly Lesson Plans and provide feedback to the SR Coordinator and Center Director directly after observation occurs. 5. Provide quarterly training on how to intentionally plan and individualize for children.
Documentation:	<ul style="list-style-type: none"> ● Weekly Lesson Plan ● Individualization form ● ChildPlus
Timeframe:	<ul style="list-style-type: none"> ● Weekly ● Quarterly (November, February, May)



Child Assessment

Subject:	Child Assessment	Policy #: E3	(if applicable)
HSPPS Subpart:	Subpart C - Education and Child Development Program Services Subpart E – Family and Community Engagement Program Services	1302.33 (a)(1)(2)(3)(i)(ii) 1302.46 (b)(iv) 1302.50 (b) (1) 1302.51 (a) (1)	
HSPPS and other regulations:		Policy Council Approval Date:	
State Regulations:		Board of Directors Approval Date:	
Effective Date:	July, 2021	Revised Date:	May, 2021

Policy Statement and Detailed Procedures	
Policy Statement:	Program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and process in outcomes aligned to the School Readiness Goals three times a program year.
Rationale:	The DRDP (2015) focuses on individual children’s behavior, knowledge, and skills. To capture a child’s behavior, the DRDP (2015) incorporates observation in natural settings. Below describes the assessment process all staff must follow, to ensure fidelity to the DRDP (2015) and the reliability of child outcome data.
Responsibility:	<ul style="list-style-type: none"> ● Teacher Assistant ● Teacher ● Home Visitor ● Center Director ● Home Base Supervisor ● School Readiness Coordinator ● Education Coordinator
Procedure:	<p>Assessment Process</p> <p>Teacher Assistants, Teachers, and Home Visitors will:</p> <ol style="list-style-type: none"> 1. Observe children in natural settings and routines. 2. Collect evidence and document behaviors and skills to inform ratings for each child . 3. Collect evidence and documentation from family members and caregivers to engage them in the assessment process.

4. Read through all descriptors in the DRDP (2015) (Descriptors describe the skills and behaviors that are being assessed under each developmental level).
5. Reflect on the documentation collected and what it means for where the child is on the developmental continuum.
6. Select the appropriate rating.
7. Finalize the assessment.

Assessment Timelines and due dates:

Assessment Cycle:	Due Date:
First Cycle (60 days)	October 29, 2021
Second Cycle (160 days) (Only Rate School Readiness Measures) SED 1; LLD 4; ELD 2; COG 9; ATL-REG 4 ; PD HLTH 4	February 8, 2022
Third Cycle (240 days)	April 29, 2022

* Please note that timelines above represent children who start dates' align with the program's "first day of school". It does not reflect children who have late start dates.

*For children who have late start dates, 60, 160, 240

* All Teachers, Teacher Assistants and Home Visitors **MUST** continue to collect evidence and documentation of children's skills and behaviors after April 29, 2022.

Observations, Evidence, and Documentation:

The DRDP (2015) assessment requires that educators observe children, in their natural settings, to gather information about the skills and behaviors children have mastered. Observing, documenting children's work, and collecting evidence of performance *over time, across different settings*, allows teaching staff and home visitors to accumulate a record of children's growth and development.

Observations, evidence and documentation should include:

1. Parent and family notes that describe behaviors and skills children exhibit in the home environment and in the community, while following their home routines.

2. Observations, evidence and documentation that teaching staff and home visitor's have collected overtime and in learning settings.
3. Samples of children's work.
4. Audio recordings.
5. Photographs that clearly display a skill or behavior.
6. Videos of children displaying particular skills and behaviors.

Below are the following expectations for collecting observations, evidence, and documentation.

Teacher Assistants, Teachers, and Home Visitors will:

1. Teaching staff and Home Visitors must collect two pieces of documentation, observations, or pieces of evidence to support ratings for measures.
2. Teaching staff and Home Visitors must not set up testing situations for children. All observations, pieces of evidence, and documentation must be gathered in the child's natural setting, following their normal routine.
3. Teaching staff and Home Visitors must enter all observations, evidence and documentation in Learning Genie.
4. The collection of observations, evidence and documentation of children's development, must occur on a daily basis.

Quality Observation Guidelines

ESSENTIAL ELEMENTS	EXEMPLARY
<u>Content:</u> ➤ Descriptive	<ul style="list-style-type: none"> • Creates a picture in the reader's mind of what is happening • Describes what the child is doing and with whom • Captures child's ideas with the use of direct quotes and examples • Objective: No personal opinions are added. What's written is what was seen. • Describes the who, what, when, and how
<u>Format:</u> ➤ Vocabulary & Terminology ➤ Structure & Organization	<ul style="list-style-type: none"> • Correct spelling and grammar • Provides significant details • Date included
<u>Quality:</u>	<ul style="list-style-type: none"> • Demonstrates growth over time • Collection of evidence over time and in different settings across the day • Pictures/children's work are included with the anecdotal note • Parent participation and parent input are present • Sufficient amount of evidence based on what the individual measure requires. <p><small>*Please note that most descriptors are looking for only 1 skill or behavior, but some may ask for more than 1</small></p>

Usage of Data:

Teacher Assistants, Teachers, and Home Visitors will:

1. Review child assessment data with families. This can occur during a home visit or parent conference.

	<ol style="list-style-type: none"> 2. Use child assessment data for planning daily and weekly instructional activities. 3. Develop goals for children that support children’s developmental progression.
<p>Monitoring</p>	<p>Tier One Monitoring The Center Director and Home Base Supervisor will:</p> <ol style="list-style-type: none"> 1. Utilize the Quality Observation Guidelines to monitor the accuracy and quality of child assessment data, bi-weekly. 2. Provide feedback to teaching staff and home visitors on the accuracy of observations, collection of evidence, documentation, and assessment ratings, using the note review section in Learning Genie. 3. Ensure that assessment timelines are met. 4. Ensure that parent documentation is used, to the extent possible, to support child ratings. 5. Input completion dates into ChidPlus as an Education event. Refer to ChildPlus Education Manual 6. If assessment was not able to be completed, document the process layout in ChildPlus Education Manual under Attempted to Obtain 7. Review classroom and site level data with staff during center meetings. Discussion should include: <ul style="list-style-type: none"> ● Areas of Strength ● Areas of Growth ● Identification of Trends ● School Readiness Measures and Goals ● Professional Development Needs ● Coaching Needs ● Additional Support Needed. 8. Communicate and collaborate with the SR Coordinator to identify professional development and coaching needs. <p>Tier Two Monitoring The School Readiness (SR) Coordinator will:</p> <ol style="list-style-type: none"> 1. Review monthly feedback provided by the Center Director in Learning Genie to ensure that monitoring is occurring. 2. Conduct a monthly review of observations, pieces of evidence, and documentation to assess the quality and accuracy of data collected. 3. Provide feedback to the Center Director of all findings identified during monitoring. 4. Utilize ChildPlus reports 2520, 2515, and 2565 to monitor, monthly, ensuring timelines are met.



	<ol style="list-style-type: none"> 5. Meet monthly with the Center Director to understand modifications that may be needed based on child outcome data. 9. Collaborate with the Education Coordinator to identify any professional development or coaching needs. <p>The Education Coordinator will:</p> <ol style="list-style-type: none"> 1. Collaborate and Communicate any follow up or needed support identified, as it relates to DRDP (2015) or Learning Genie. 2. Collaborate and Communicate with SR Coordinator regarding identified professional development and coaching needs. 3. Conduct Quarterly data dives with Center Directors. These data dives must include: <ul style="list-style-type: none"> ● Child Outcome data at the site and program level. ● Analysis of School Readiness Goals and where children are landing across the identified school readiness measures. ● Areas of strength ● Areas of growth ● Professional development ● Coaching opportunities 4. Make adjustments to professional development plans based on what the data is capturing.
<p>Documentation:</p>	<ul style="list-style-type: none"> ● Learning Genie ● DRDP Child Summary Report ● Center Team Meeting Minutes ● ChildPlus system
<p>Timeline:</p>	<p>Ongoing</p>



PARENT CONFERENCE

Subject:	Parent Conference	Policy #: E4	(if applicable)
HSPPS Subpart:	Subpart C - Education and Child Development Program Services Subpart E – Family and Community Engagement Program Services	1302.34 (a)(2)(3)(4) 1302.50 (a) (1)	
HSPPS and other regulations:		Policy Council Approval Date:	
State Regulations:		Board of Directors Approval Date:	
Effective Date:	July 1, 2021	Revised Date:	July 1, 2021

Policy Statement and Detailed Procedures	
Policy Statement:	Staff must conduct teacher-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program.
Rationale:	Parent(s) and teacher(s) meet and discuss the growth and development of the child by utilizing the different data sources collected and plan strategies to support the child's further growth and development.
Responsibility:	<ul style="list-style-type: none"> ● Teachers ● Teacher Assistants ● Center Director ● School Readiness Coordinator ● Education Coordinator
Procedure:	<p>Teachers and Teacher Assistants will:</p> <ol style="list-style-type: none"> 1. Create a schedule, identifying the dates and time of each parent conference. Please note that all parent conferences should be scheduled two weeks prior to parent conferences occurring. 2. Ensure that parent conferences are scheduled, at minimum for 60 minutes. Parent Conferences may go longer if warranted due to further discussions occurring. 3. Ensure that parent conferences occur at a time convenient for the family. 4. Notify the Center Director if support from other service areas are needed during the parent conference. 5. Review all information regarding the child, including child's file, child's portfolio, screening results, IEP or IFSP (if applicable), assessment ratings and supporting evidence and be prepared to share out, discuss and gather feedback from the family on the child's growth and development. 6. Collaborate with the family to develop goals that are specific to individual children and individual needs. Document these goals and strategies that will be used to meet these goals, utilizing the Individual Planning (IDP) form (Please note that teaching staff must ensure that the parent signs off on the IDP. Retain a copy in the child's folder in ChildPlus (provide a copy to the Center Director for upload in ChildPlus) and provide a copy for the family). <p>The Family Advocate will:</p> <ol style="list-style-type: none"> 1. Discuss the importance of parent conferences and the role the parent plays during parent conferences, during the parent meeting in the month of October.



	<p>2. Collaborate with teaching staff on developing a schedule for parent conferences two weeks prior to parent conferences occurring.</p>
<p>Monitoring:</p>	<p>Tier One Monitoring The Center Director will:</p> <ol style="list-style-type: none"> 1. Review and confirm the schedule for parent conferences three days prior to parent conferences occurring, to ensure that all families have been scheduled. 2. Notify, by email, the appropriate School Readiness Coordinator, if assistance is needed from another service area. 3. Ensure Teaching staff have all necessary information and documentation needed to conduct the parent conference. 4. Review and monitor the completion and provision of parent conferences and input the dates into ChildPlus under the Education Section along with attaching IDP form under as attachment, no later than two weeks after the parent conference occurs. Refer to ChildPlus Education Manual 5. If a scheduled parent conference was cancelled, document the process layout in the ChildPlus Education Manual under Attempted to Obtain. 6. Review and discuss all concerns that were identified during parent conferences with teaching staff. 7. Utilize ChildPlus 2520, 2515, and 2565 reports to monitor center level data. Send monthly 2515 report with follow up notes on site data to School Readiness Coordinator <p>Tier Two Monitoring The School Readiness (SR) coordinator will:</p> <ol style="list-style-type: none"> 1. Review and validate parent conferences completion rate utilizing ChildPlus report 2520 on a bi-weekly basis, ensuring timely delivery of services and data entry. 2. Follow-up with the Center Director on any concern arises from the Parent Conference. <p>Tier Three Monitoring The Education Coordinator will:</p> <ol style="list-style-type: none"> 1. Utilize ChildPlus report 2520 and 2515 to monitor and report the completion of Parent Conferences within the program level.
<p>Documentation:</p>	<ul style="list-style-type: none"> ● Parent Conference Schedule Form ● Individual Development Plan (IDP) ● DRDP Child Summary Report ● Parent Meeting Minutes
<p>Timeframe:</p>	<p>Ongoing</p>

City of Oakland Head Start School Readiness Goals

Strategies & Examples

**POLICY COUNCIL
& HEAD START
ADVISORY Board**
September 2021

How do we define School Readiness (SR) in EHS & HS?

We Define SR as:

Children equipped with the skills and knowledge they need in order to be successful as they transition through education system

Parents and families prepared to support their children's learning and development

Schools are ready to receive children.

Where are we today with School Readiness & SR Goals for EHS & HS?

- The **SR Goals were developed and approved** along with objectives and measures to meet the goals;
- The **DRDP Child Assessment** tool is the tool used for SR goal measures and goal percentages;
- **Staff trained** on SR Goals during pre-service, management is monitoring SR data, & **implementation of SR activities and experiences** are underway through teaching practices in classroom settings and home- based visits.

Strategies & Tools to meet SR Goals:



Creative **Curriculum** Fidelity and Parents as Teachers **Curriculum**;



Materials and **Environment**;



Classroom Practices;



Screening and Assessment;



So what does SR looks like
for each goal?

Children will show increasing awareness of self-identity, cultural identity, family and language in relation to others

DRDP Assessment Measures	Developmental Level Goal	Possible Examples	Classroom Practices
SED1: Identity of Self in Relation to Others			Social Emotional Development
Infants (0-8 months): Uses senses to explore self and others	80%	<ul style="list-style-type: none"> Examines own hand or foot by looking at it or mouthing it 	Mirror play
Infants/Toddlers (9-18 months): Recognizes self and familiar people	80%	<ul style="list-style-type: none"> Orients toward a familiar adult when own name is spoken or signed 	Staff comment on their observations of children's preferences
Toddlers (19-36 months): Expresses simple ideas about self in connection to others	42%	<ul style="list-style-type: none"> Acts out roles from own family in pretend play Draws picture of a house and communicates, "This is my house." 	Staff use family photos in interactions with children
Preschool (3 years): Describes self or others based on physical characteristics	66%	<ul style="list-style-type: none"> Communicates about another child "His hair is red!" 	Staff incorporate children's characteristics in activities (measuring height for example)
Preschool (4 and 5 years): Compares own preferences or feelings to those of others	43%	<ul style="list-style-type: none"> Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self 	Staff comment on different preferences observed during group play and ask children what they can do to support other's preferences

SR Goal #1: Children will show increasing awareness of self-identity, cultural identity, family and language in relation to others

SED (Social Emotional Development)1: Identity of Self in Relation to Others

Video:

- <https://www.desiredresults.us/sed-1-identity-self-relationship-others>
- <https://www.youtube.com/watch?v=9dcPI60tV80>

2: Children will increase the use of language (verbal and non-verbal) to express and describe their feelings, ideas, and thoughts

DRDP Assessment Measures	Developmental Level Goal	Possible Examples	Classroom Practices
LLD4: Reciprocal Communication and Conversation ELD2: Self Expression in English (Expressive English)			Language Development, Language and Literacy
Infants (0-8 months) Responds to or seeks contact with familiar adults, using vocalizations, gestures or facial expressions.	80%	<ul style="list-style-type: none"> Smiles at an approaching familiar adult Reaches towards a familiar adult 	<p>Responds to vocalizations</p> <p>Repeats sounds and words</p>
Infants/Toddlers (9-18 months) Engages in brief back-and-forth communication with a familiar adult using simple words or conventional gestures to communicate meaning	70%	<ul style="list-style-type: none"> Expresses “Ba” in response to an adult talking about a ball, and then waits for the adult to respond 	<p>Staff talk read books about feelings to children and ask about their experiences</p>
Toddlers (19-36 months) Engages in brief back-and-forth communication, combining words to communicate meaning	60%	<ul style="list-style-type: none"> Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” communicates, “My bear” 	
Preschool (3 years) Engages in brief back and forth communication using short phrases and sentences in both home language and English (for ELL)	80% (LLD4) 60% (ELD2)	<ul style="list-style-type: none"> Hands play dough to a peer. When the peer takes the play dough and says, “I’m gonna make a dog,” responds “I’m 	Staff talk about how children are feeling and why (expanded conversations)

Video Example: SR Goal
#2

Children will increase
the use of language
(verbal and non-
verbal) to express and
describe their
feelings, ideas, and
thoughts

**LLD (language and Literacy) 4: Reciprocal
Communication and Conversation**

&

**ELD2: Self Expression in English (Expressive
English)**

- <https://youtu.be/XYGoRoIP0kM>

3: Children will increase their ability to explore, observe, investigate objects (living and non-living things) in the environment and become increasingly sophisticated in pursuing knowledge about them.

DRDP Assessment Measures	Developmental Level Goal	Possible Examples	Classroom Practices
<p>COG9: Inquiry through Observation and Investigation ALT-REG4: Curiosity and Initiative in Learning</p>			<p>Cognition/ Approaches to Learning</p>
<p>Infants (0-8 months) Responds to people, things or sounds</p>	<p>80% (COG9) 85% (ATL-REG4)</p>	<ul style="list-style-type: none"> • Notices and gazes at own hand • Orients toward a person who comes into view or begins talking 	<p>Provide opportunities to explore different sound</p>
<p>Infants/Toddlers (9-18 months) Shows interest in people or things in the environment and notices novel characteristics</p>	<p>80% (COG9) 80% (ATL-REG4)</p>	<ul style="list-style-type: none"> • Bangs a drum with hands repeatedly • Watches intently as an adult prepares a snack 	<p>When children show interest, comment and scaffold Set up simple experiments: Ask What happens when we....?</p>
<p>Toddlers (19-36 months) Engages in simple purposeful explorations of familiar objects in the environment using simple trial and error</p>	<p>80% (COG9) 80% (ATL-REG4)</p>	<ul style="list-style-type: none"> • Paints on paper and on arm when given a paintbrush and paint • Tries using utensils to work with play dough 	<p>Staff talks about different things which promote investigation i.e. Difference between farm animals and water animals</p>
<p>Preschool (3 years) Observes objects and events of interest in the environment, makes simple predictions about them and checks predictions asking specific questions</p>	<p>61% (COG9) 80% (ATL-REG4)</p>	<ul style="list-style-type: none"> • Indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it 	<p>Set up exploration opportunities and ways to document them (i.e. how high can different sized blocks be stacked?).</p>
<p>Preschool (4 and 5 years) Contributes to planning and carrying out detailed, multi-step observations and complex investigations to answer questions of interest using a variety of strategies and sources of information</p>	<p>32% (COG9) 80% (ATL-REG4)</p>	<ul style="list-style-type: none"> • Asks an adult, “How do you know if a fruit is really a fruit?” After adult responds that fruit have seeds, plans with adult to open up several different types of fruit to see if they all have seeds 	

Video Example: SR Goal #3:
Children will increase their
ability to explore, observe,
investigate objects (living
and non-living things) in the
environment and become
increasingly sophisticated in
pursuing knowledge about
them.

- **COG9: Inquiry through Observation and Investigation**
- **ALT-REG4: Curiosity and Initiative in Learning**
- <https://youtu.be/P4rkx4IRBDo>
- https://www.youtube.com/watch?v=EVUJ2X1GZ98&feature=emb_rel_end

4: Children will demonstrate increasing precision, strength, coordination and efficiency when using the muscles of the hand for play and functional tasks

DRDP Assessment Measures	Developmental Level Goal	Possible Examples	Classroom Practices
PD-HLH4: Fine Motor Manipulative Skills			Perceptual and Motor Development
Infants (0-8 months) Uses arms or hands to make contact with objects in the environment	100%	<ul style="list-style-type: none"> • Holds a stuffed toy against body • Pulls an object closer, using a raking motion 	Staff provide opportunities for child to feed themselves using a spoon and holding own bottle
Infants/Toddlers (9-18 months) Grasps objects with entire hand	55%	<ul style="list-style-type: none"> • Uses fingers and palm to grasp toys of different shapes or sizes 	Staff provide a range of toys to children
Toddlers (19-36 months) Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	55%	<ul style="list-style-type: none"> • Lifts a cup to mouth with both hands, but may spill some • Scribbles back and forth on pavement with sidewalk chalk, using one hand 	Staff provide activities with water and sand which allow children to pour in various containers and contraptions
Preschool (3 years) Manipulates objects, using hands, with strength, accuracy, and coordination	65%	<ul style="list-style-type: none"> • Takes a cap off a marker by twisting with one hand, then pulling with both hands in opposite directions 	Staff provide activities with water and sand which allow children to pour in various containers and contraptions
Preschool (4 and 5 years) Performs with efficiency, a variety of tasks that require precise manipulation of small objects	55%	<ul style="list-style-type: none"> • Makes a necklace by stringing a variety of small beads with narrow holes • Rotates pencil within the hand to use the eraser when scribbling with 	Provide opportunities for children to use beads and scissors

SR Goal 4: Children will demonstrate increasing precision, strength, coordination and efficiency when using the muscles of the hand for play and functional tasks

- <https://app.readyrosie.com/en/videos/437>



The End!

ANY QUESTIONS???