

NOV 2022

TEXAS

EARLY CHILDHOOD GUIDE TO KINDERGARTEN TRANSITIONS



TEXAS HEAD START
STATE COLLABORATION OFFICE



POWER YOUR POTENTIAL
PROFESSIONAL DEVELOPMENT

EARLY CHILDHOOD PARTNERSHIPS WITH INDEPENDENT SCHOOL DISTRICTS

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INTRODUCTION

The Early Childhood Guide to Kindergarten Transitions was developed in collaboration with The Texas Head Start State Collaboration Office and Power Your Potential Professional Development, LLC; in an effort to support the Office of Head Start Transition to Kindergarten Initiative that Head Start Collaboration Offices are responsible for implementing in their respective states and territories. The guide provides information that will strengthen the four points of connection and implementation referenced, along with links to tools, materials, and resources to support successful transitions.

The Head Start Collaboration Offices (HSSCOs) exist “to facilitate collaboration among Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families. Collaboration offices are located in all fifty (50) states, DC, Puerto Rico, American Indian Alaska Native Head Start, and Migrant and Seasonal Head Start. Collaboration directors provide a structure and a process for the Office of Head Start to work with State agencies and local entities to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practice.

Texas Head Start State Collaboration Office: www.texashssco.org

HISTORY OF HEAD START

Head Start is a federal program founded by President Lyndon B. Johnson in 1965 as part of the War on Poverty. The program addresses school readiness by enhancing social and cognitive development through education, emotional and social health, and nutritional and psychological needs of preschool-aged children from low-income families. Head Start services are provided through various public and private organizations, including local school districts, community organizations, and religious institutions.

Head Start programs must meet federal standards for health and safety, curriculum, and family engagement. Head Start classrooms are typically small, with a low student-to-teacher ratio to allow for individualized attention. Head Start teachers are highly trained and use research-based instructional practices to support each child's development. In addition to academic instruction, Head Start classrooms provide opportunities for social and emotional development, such as positive reinforcement, turn-taking, and conflict resolution.

Head Start also offers comprehensive services to families, including health screenings, dental care, mental health services, and parenting education. The Head Start program has shown to be an effective early intervention that leads to better outcomes in school and life. Research has shown that children who attend Head Start are more likely than their peers to graduate from high school and attend college. They are also more likely to find employment as adults and earn higher wages. The Head Start program has a long history of success supporting the development of America's young children.



For more information, visit <https://www.acf.hhs.gov/ohs/about/history-head-start>

MINIMUM STANDARDS FOR CHILD-CARE CENTERS

The Texas Minimum Standards for Child-Care Centers was developed by the Texas Health and Human Services with the assistance of others in the field such as childcare owners, parents, and stakeholders. They reflect what the citizens of Texas consider reasonable and minimum and meet the guidelines outlined in Chapter 42 of the Texas Human Resource Code (law) for what must be considered minimum standards.

For a copy of Texas Minimum Standards for Child-Care Centers, visit

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

PURPOSE

This guide aims to provide early childhood programs (such as Head Start and childcare centers) and independent school districts with information to assist in planning collaborative partnerships. Head Start and childcare programs provide high-quality, comprehensive early childhood education, health, nutrition, social services, and family engagement services to low-income children and families. Local independent school districts can play a vital role in supporting Head Start and childcare programs by collaborating with them to ensure that children can transition smoothly from one program to the next. This guide provides information on establishing and maintaining these partnerships and aligning policies and processes between the two programs. Working together ensures that all children have access to the resources they need to thrive.

For more information on partnerships, refer to Policy and Program Guidance for the Early Head Start-Child Care Partnerships (EHS-CCP)ACF-IM-HS-15-03 <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-03-attachment>

TECHNICAL ASSISTANCE

The Office of Head Start Training and Technical Assistance (OHS and TTA) System improves the knowledge, skills, and practices to grant recipient staff to implement programs which in turn improve children's outcomes. The 2020 - 2025 OHS TTA system has three components; National Centers, which provide leadership on critical issues affecting families across America, such as early childhood development education or health care access for low-income kids; Regional TTA networks with experts who can offer advice about what works best when it comes delivering services at home versus institutional setting, etc.; And lastly funding provided by grants awarded through the competitive applications process.



For more information, visit <https://eclkc.ohs.acf.hhs.gov/about-us/article/training-technical-assistance-centers>

For the Health and Human Services Technical Assistance Library, visit

http://www.dfps.state.tx.us/child_care/search_texas_child_care/cclnet/source/talibrary/TechnicalAssistance.aspx

GOVERNING BODY

The governance of the three entities; Independent school districts, Head Start, and licensed facilities can be a bit different from one another, but they all have one thing in common: A governing body.

A governing body is a group of people (elected or appointed) that makes decisions on behalf of an organization. The governing body's role is to provide strategic direction and oversight and ensure that the organization is run effectively and efficiently. There are many reasons why an organization needs to have a governing body. Firstly, the governing body provides accountability and transparency. It ensures that the organization is accountable to its stakeholders and that its decisions are made transparently. Secondly, the governing body provides legitimacy. It ensures that the organization is legitimate by its stakeholders and that its decisions are given weight and authority. Finally, the governing body provides stability. It helps to ensure that the organization is stable and sustainable and that it can weather any bumps in the road. The governing body provides accountability, transparency, legitimacy, and stability, which are essential for any successful organization.

For more information, visit <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/program-governance-head-start>.

For more information, visit <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information, visit <https://tea.texas.gov/texas-schools/school-boards/school-governance>



OPERATIONAL POLICIES

Operational policies are a set of guidelines that dictate how a business should be run on a day-to-day basis. These policies cover everything from how employees should dress and behave to how customer complaints should be handled. Operational policies are typically designed to promote efficiency and effectiveness within the workplace and ensure that all employees follow the same procedures. While operational policies can vary from business to business, they typically encompass the following areas: human resources, finance, operations, marketing, and customer service. By clearly defining the expectations and protocols for each of these areas, operational policies help ensure that businesses run smoothly and efficiently.

Each entity contains operational policies. The entity's operational policies ensure that they adhere to its organization's standards and best practices. Head Start follows Head Start Standards and the State Minimum Standards and creates operating policies based on those standards. Child Care licensed facilities are guided by the Minimum Standards for Child-Care Centers and create operating policies according to those standards. Independent school districts follow policy in accordance with the Texas Education Agency and then adopt a local policy to fulfill the standards.

For a video overview of Head Start Performance Standards, refer to <https://eclkc.ohs.acf.hhs.gov/policy/head-start-program-performance-standards-showcase/regulations-overview>

For more information on operational policies under Texas Minimum Standards, refer to 746.501 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information of the Texas Education Agency, refer to <https://tea.texas.gov/>

STUDENT REGISTRATION

A student registration process is important for several reasons. First, it helps to ensure that all students who wish to attend a school are able to do so. By creating a registration process, school administrators can keep track of how many students are interested in attending the school and ensure that there are enough spaces available. Additionally, a registration process can help to ensure that students are placed in the appropriate classes. By collecting information about each student's academic history and ability level, administrators can ensure that students are placed in classes that will challenge them without being too difficult. Finally, a registration process can help schools to keep track of important contact information for parents and guardians. In the event of an emergency, having up-to-date contact information on hand can be crucial. For these reasons, it is clear that creating a student registration process is essential for any school.



For more information on student admission requirements under Texas Minimum Standards, refer to 746.6705 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information on child eligibility and child file requirements, refer to Head Start Standards <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-12-determining-verifying-documenting-eligibility>

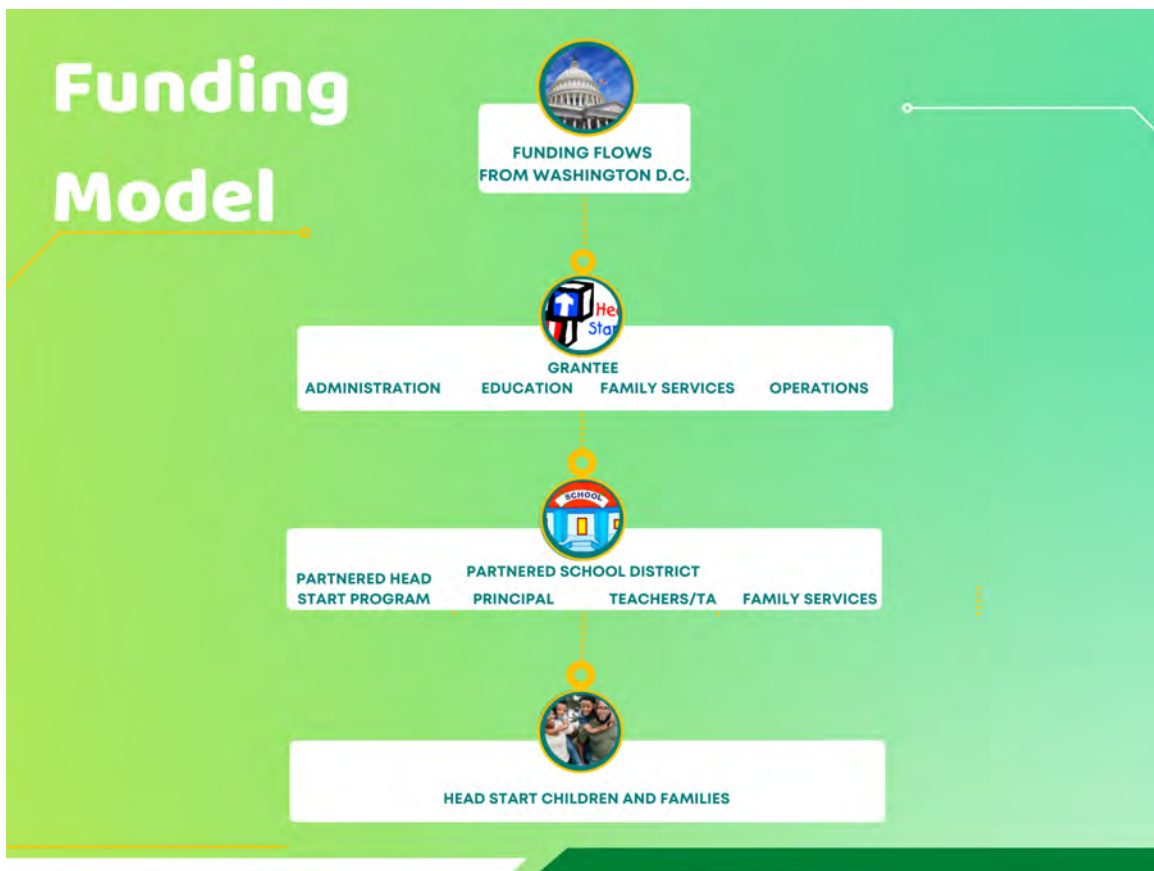
For more information on pre-kindergarten registration in according to the Texas Education Agency, refer to <https://tea.texas.gov/academics/early-childhood-education/prekindergarten-registration-information-22-23>

For more information, refer to the ECE Division <https://tea.texas.gov/academics/early-childhood-education>

FUNDING MODEL – HEAD START

Head Start is governed by the Office of Head Start (OHS) within the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS), which provides federal funding directly to individual states. Each entity that receives funding is called a grantee. Grantees may be nonprofit, for-profit, faith-based, or public or private entities. Grantees are responsible for ensuring that all program requirements are met and that children and families receive high-quality services. The OHS provides oversight and technical assistance to grantees to support them in meeting these responsibilities. The OHS also administers competitive grant programs that award funds to new and existing grantees to expand or enhance their services.

The Head Start federal funding could be disbursed in a collaborative partnership, as shown in the diagram. The partnership would include state, local, and private agencies. The agencies would work together to provide services to eligible children and families. The services include early childhood education, health care, and family support. The agencies would also collaborate on professional development and quality assurance. This partnership would ensure that all children and families receive the services they need to succeed.



For information on funding opportunities, visit <https://www.acf.hhs.gov/grants>

For information on partnership funding models, visit <https://tea.texas.gov/academics/early-childhood-education/early-learning-public-private-partnerships>

FISCAL YEAR (FY) HEAD START MONITORING PROTOCOLS

As a contractor, you will be expected to participate in and comply with all federal monitoring visits. The grantee will conduct regularly announced and unannounced monitoring visits in accordance with Head Start Program Performance Standards 1302.100. During these visits, contractors will be expected to provide documentation and answer any questions about their programs. In addition, contractors may be asked to provide evidence of their program's compliance with federal regulations. Failure to participate in or comply with federal monitoring visits may result in the termination of your contract.

For more information, visit <https://eclkc.ohs.acf.hhs.gov/federal-monitoring/article/fiscal-year-fy-2022-head-start-monitoring-protocols>

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

The Classroom Assessment Scoring System, or CLASS[®], is a tool designed to help early childhood educators identify and support effective teacher-child interactions. CLASS provides a common language for describing and observing interactions in the classroom and can be used to provide targeted professional development for educators. The CLASS tool is divided into three domains: Emotional Support, Classroom Organization, and Instructional Support. Each domain is further broken down into specific dimensions, which provide more detail on the types of interactions that fall under each domain. For example, the Emotional Support domain includes the dimensions of Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives. Education staff can use the CLASS tool to observe classrooms and identify areas where teachers could benefit from additional professional development. By providing targeted professional development based on the findings of a CLASS observation, educators can improve their teaching practice and better support the needs of their students.



To learn more about CLASS, visit <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/learn-more-about-class>

STAFF QUALIFICATIONS OF HEAD START AND MINIMUM STANDARDS

The Health and Human Services (HHS) requirements for staffing qualifications have been retrieved from the Head Start Performance Standards (HSPPS) and the Texas Minimum Standards for Child-Care Centers. The standards are designed to ensure that all children enrolled in the programs receive services from qualified personnel. The standards establish minimum qualifications for staff working with children in the programs and expectations for ongoing professional development. The HSPPS are developed by the HHS Office of Head Start in consultation with Early Childhood experts and stakeholders and are designed to support high-quality Early Childhood programs. The Texas Minimum Standards for Child-Care Centers was also developed by the community represented by center directors, stakeholders, and community members. The HHS strives to ensure that all Head Start and licensed programs provide services that meet the needs of each child and family and that all staff is equipped with the knowledge and skills necessary to provide these services.

For more information, refer to Sec. 648A Staff Qualifications and Development, <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-648a-staff-qualifications-development>

For more information on staff qualifications under Texas Minimum Standards, refer to 746.1105, 746.1107, 746.1109, and 746.901(personnel records), 746.1015,746.1017, and 746.1039 (center director qualifications) <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information on prekindergarten partnership staff qualifications refer to, <https://tea.texas.gov/academics/early-childhood-education>

HUMAN RESOURCES MANAGEMENT

A program must ensure that all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

Partnered Head Start programs shall operate the Head Start program according to the Local Program Guidelines, Head Start Act (42USC9801 et. sq.) and Head Start Performance Standards and other Administration for Children & Families (ACF) regulations as codified within Chapter 45 of the Code of Federal Regulations (CFR) Parts 1301 - 1305 and will follow the contracted protocols delineating the methodology for implementation of said standards including, but not limited to the following: Partnered programs will maintain state-of-the-art facilities that provide a safe, clean and healthy environment for children and families. These physical environments will support all aspects of child development.

The program will provide comprehensive health services to enrolled children and their families per federal guidelines. The program will provide disability services to eligible children to meet their individualized needs and maximize their potential. The program will also work to engage families in activities that promote positive parent-child relationships, support family well-being, and enhance family engagement in their child's learning. By following these guidelines, partnered Head Start programs can provide high-quality care and education to the young children and families they serve.



Head Start Program Performance Standards 1302.91

For more information, refer to <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-91-staff-qualifications-competency-requirements>

For more information, refer to <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES

EARLY LEARNING FRAMEWORKS (ELOF)

Early learning frameworks provide guidance to early childhood educators on the developmentally appropriate practices that support young children's growth and learning. In the United States, many states have adopted early learning standards or guidelines based on the work of early childhood experts, such as the National Association for the Education of Young Children (NAEYC) and the International Society for Technology in Education (ISTE). The ELOF provides educators with a common language and framework for planning, implementing, and evaluating curriculum and instruction aligned with the state's early learning standards.

The ELOF also includes recommendations on assessment, professional development, and family engagement. Early childhood educators can use the ELOF to support their work in promoting young children's cognitive, social, emotional, and physical development.

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Head Start Program Performance Standards 1302.30

For more information, refer to <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

TEACHING AND THE LEARNING ENVIRONMENT

All program options must use the Head Start -Early Learning Childhood Learning and Knowledge Center (ECLKC)-ELOF to ensure program and teaching practices, including school district partnerships, center-based, family childcare, and home-based programs. The implementation guides focus on strengthening programs and teaching practices to support children's development and learning described in the ELOF. To improve children's development and school readiness outcomes, all program options must implement the recommendations in the implementation guides with fidelity. There is no one perfect way to implement the ECLKC-ELOF; each program must adapt the recommendations to meet the unique needs of their children, families, and community. However, all programs must adhere to the core features of the ECLKC-ELOF to provide a high-quality learning experience for all children.



Head Start Program Performance Standards 1302.31

EFFECTIVE TEACHING PRACTICES:

- High-quality early childhood experiences should promote children's cognitive, social, emotional, and physical development. These experiences should be nurturing and responsive to children's individual needs and support their positive self-identity formation. Strong connections between home, school, and community are critical for supporting children's optimum development. A safe, supportive environment that meets the basic needs of all children is essential for promoting their well-being and optimal development. Such an environment would provide opportunities for active learning experiences that are developmentally appropriate and culturally relevant. In addition, responsive caregivers who deeply understand child development provide critical support for children's healthy development. These elements work together to create an optimal environment for promoting children's development and lifelong success.
- The Head Start Early Learning Outcomes Framework provides a comprehensive guide for promoting growth and development in children from birth to five years old. By aligning with the Framework and using it to guide the planning of activities, schedules, and lesson plans, early childhood educators can ensure that all children have opportunities to participate in high-quality experiences that are responsive to their individual needs and interests. Using the Developmental Progression described in the Framework

as a foundation, educators can plan experiences that will help each child build upon their existing skills and knowledge to reach their full potential. With its focus on promoting growth and development in all areas of early learning, the Head Start Early Learning Outcomes Framework is essential for ensuring that all children have a strong foundation for success in school and life.

- Assessing children's progress is an important part of early childhood education. Educators can clearly understand each child's strengths and needs by observing children and gathering data on their skills and abilities. This information can then be used to create Individualized Education Plans (IEPs) and to design individual and group instruction that meets the needs of all learners. When assessing children, it is important to use various data sources, including formal and informal assessment tools. Formal assessments, such as standardized tests, can provide valuable information about a child's skills in specific areas. However, these tests only provide a snapshot of a child's abilities at a particular moment. Informal assessments, such as observations and anecdotal notes, can provide educators with a more well-rounded picture of a child's development. When used together, formal and informal assessments can give educators a comprehensive view of each child's progress and help them make well-informed instructional decisions.
- Developmentally appropriate practices are based on understanding child development and learning. They consider each child's physical, social, emotional, and cognitive needs. Developmentally appropriate practices nurture children's sense of self, build their confidence, and help them to develop a positive attitude toward learning.
- The Head Start Early Learning Outcomes Framework outlines the skills and knowledge children should develop to succeed in school and life. Early childhood educators must provide challenging and enjoyable experiences to support these outcomes. Language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development are important to focus areas. Each one offers opportunities for children to learn new concepts, practice existing skills, and explore their curiosity.
- When experiences are developmentally appropriate, children are more likely to be engaged and motivated to learn. They feel a sense of success and gain confidence in their abilities. These experiences lay the foundation for future success in school.

CLASSROOM MANAGEMENT

DISCIPLINE, BEHAVIOR, AND POSITIVITY

It is a best practice that all staff use positive methods of child guidance. Practices that involve corporal punishment, emotional or physical abuse, humiliation, and expulsion are prohibited. Contractors must severely limit the use of suspension or modified days due to a child's behavior. Such suspensions may only be temporary. Also, ensure that discipline methods do not involve child isolation, food as punishment or reward, or the denial of basic needs. As a partnership, all partnered staff with Head Start children will sign the "Standards of Conduct." The ISD partner will coordinate with grantee-designated Head Start staff to address mental health concerns. If in the event of suspected abuse/neglect (unsupervised child), the partnered principal will immediately remove any suspected partnered teaching staff from the classroom until an investigation can be completed by law enforcement and/or CPS.

The grantee will make a final determination as to whether the individual can return to the classroom. State laws will be followed in all cases of suspected abuse/neglect. Partnered ISDs are responsible for ensuring that all staff receives training on positive child guidance before working with children. Training must be documented and made available upon request. Documentation will include staff member signatures and dates of training. Upon hiring

new employees, documentation will be reviewed as part of orientation before beginning classroom work. Orientation of staff will also include a review of this policy. All employees must sign the "Standards of Conduct" and this handbook at the time of hiring and annually after that. Violation of this policy may result in termination from employment. This policy applies to all Head Start Program partnerships providing direct service to children enrolled in our program. Head Start partners must have a similar policy in place for their employees in our program. Nothing in this policy is intended to exclude or limit any rights an employee might have under federal, state, or local laws that may provide greater protections than those set forth herein

Head Start Program Performance Standards 1302.17, 1302.90(c) and 1302.45

For more information on Discipline and Guidance under Texas Minimum Standards, refer to 746.2803

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

How does this look within the partnered classroom environment?

Respect for each child is a central tenet of the Head Start's guidance approach. We believe that every child is unique and deserving of respect. This respect forms the foundation for positive relationships between children and adults. It is also the foundation for setting developmentally appropriate expectations of children's behavior. We believe children can meet reasonable expectations if given the support and encouragement they need. Finally, we use a variety of positive guidance strategies to help children meet those expectations. These strategies include redirecting children's behavior, providing positive reinforcement, and modeling appropriate behavior. We believe that this approach to guidance provides the best possible environment for children's social, emotional, and cognitive development.



Head Start and its partnering organizations understand that young children's social and emotional development is just as important as their physical and cognitive development. For this reason, they strive to create a relaxed, positive environment in which children can explore and experiment while feeling safe and well-supported. Through positive guidance strategies and modeling social skills, the staff helps children learn pro-social behaviors, build confidence and self-esteem, and develop greater respect for others' rights and feelings. In addition, by modeling respectful behavior, staff members help children develop a sense that they are respected. By promoting young children's social and emotional development, Head Start and its partners are laying the foundation for a lifetime of success.

Head Start believes that children should be given the opportunity to experience a sense of personal responsibility. To encourage this, our staff works with children on behavioral concerns, helping them to understand the reasons for rules and limits. We also give children authentic choices and allow them to be an active part of decision-making in their environment. This encourages children to solve problems and develop a sense of inner self-control. As a result, children feel good about their choices and are more likely to follow the rules and limits. Ultimately, this fosters a positive sense of personal responsibility in our young students.

We understand that every child is unique and requires a different approach to discipline. The grantee and the partnered staff will implement individualized discipline techniques to help with social-emotional learning,

discipline, and self-regulation. Creating a caring community and incorporating effective teacher-child interactions can give each child the tools they need to succeed. The combined goal is to create a safe and nurturing environment where all children can learn and grow. Thanks to the CLASS observation tool, we can ensure that the students are making progress and achieving their potential. We are committed to providing the best possible education for all students, and we believe these new discipline techniques will positively impact their lives.

POSITIVE DISCIPLINE IN THE PARTNERED HEAD START

1. Early childhood best practices for a positive classroom have been shown to be constructive, individualized, and consistent for each child. These three components are important for young children to develop a love of learning and to be successful in later grades. A constructive educational environment is one in which children feel safe to explore and experiment. They are given opportunities to try new things and to make mistakes without feeling like they are being judged. An individualized approach recognizes that each child is unique and learns in different ways. This means that educators tailor their instruction to meet the needs of each child. Finally, a consistent educational environment provides structure and routines that help children feel secure. Children can relax and focus on learning when they know what to expect. When all three of these components are present, children thrive in school and are more likely to be successful in the future.
2. Children are constantly learning and growing, and their level of understanding evolves rapidly. As a result, it is important to ensure that the information you share with them is appropriate for their current level of understanding. This can be a challenge, as what is appropriate for a 3-year-old will be very different from what is appropriate for a 6-year-old. However, some general guidelines can help. First, always use simple and clear language that is easy for children to understand. Second, avoid using technical terms or jargon. Third, provide age-appropriate examples to illustrate your point. Finally, be patient and ready to answer any children's questions. By following these guidelines, you can ensure that the information you share with children is appropriate for their level of understanding.
3. One of the primary goals of teachers is to teach children how to behave in a way acceptable to society, allowing them to control their emotions and impulses. This can be challenging, as children are often naturally curious and impulsive. However, there are a number of things that parents can do to encourage their children to develop self-control. One is to set clear expectations and rules and then consistently enforce them. Another is to model self-control so that their children can see what it looks like in action. Finally, praising children when they display self-control is important, as this will reinforce the desired behavior. By taking these steps, teachers can help the children learn how to behave in a socially acceptable and manageable way.



POSITIVE METHODS OF DISCIPLINE AND GUIDANCE:

1. One effective teaching strategy is to focus on encouraging good behavior instead of only reacting to unacceptable behavior. This helps children feel good about themselves and more inclined to repeat the desired behavior. It also teaches them that their teachers are paying attention to what they do right, not just what they do wrong. Of course, there will still be times when correcting a child's behavior is necessary. However, those occasions can be used as opportunities to provide positive reinforcement for the desired behavior. For example, suppose a child hits another child. In that case, the teacher might say, "It is not okay to hit. We use our words to solve problems." then follow up with, "I know you can use your words instead of hitting next time. I am proud of you." This teaching strategy takes some practice, but it is an effective way to help children learn how to regulate their behavior.
2. It is important to remind a child of behavior expectations daily. This can be done by using clear, positive statements and appropriate choices. For example, you might say, "I see that you are playing with the toys nicely. Please put the toy away when you are finished." This will help the child to understand what is expected of them. Choices can also be used to remind a child of expected behavior. For example, you might say, "You can choose to play with the toy gently or put it away." By providing reminders positively and consistently, you will help the child to develop good habits.
3. One of the most effective ways to redirect children's behavior is to provide positive statements. Positive statements help children understand what they should be doing rather than simply telling them what not to do. For example, instead of saying, "Do not hit your friend," you could say, "Please use gentle hands." By redirecting children's behavior this way, you can help them learn how to regulate their emotions and control their impulses. In addition, positive statements can help build children's self-esteem and improve their behavior over time. When used consistently, positive statements can be a powerful tool.
4. Children learn best through active exploration and discovery. However, this does not mean they always get along with their peers. Conflict is a natural part of social interaction. Children may feel threatened or uncomfortable when presented with new ideas or situations. This can lead to problems such as defiance, aggression, or withdrawal. As a result, adults need to provide guidance and support when needed. Using brief supervised separation or time away from the group, when appropriate for the child's age and development, can give them a chance to calm down and process what is happening. Additionally, providing an alternate activity can give them an outlet for their energy and help them refocus on the task. Using these strategies, adults can help children resolve conflicts positively and productively.



For more information on discipline and guidance or punishments prohibited under Texas Minimum Standards, refer to 746.2803 and 746.2805 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

EXPECTATIONS FOR STAFF ON DISCIPLINE AND GUIDANCE

When children are acting out, it can be difficult for caregivers to know how to respond. Sometimes, giving the child a few minutes to calm down may be appropriate. This can allow the child to regain control and avoid further escalations. However, this strategy should only be used rarely, as it can reinforce the behavior that led to the initial outburst. Additionally, this approach is generally only effective for very young children who cannot yet understand or control their emotions. For older children, other approaches, such as logical consequences or positive reinforcement, are likely to be more effective. Ultimately, the best response to a child's misbehavior will vary depending on the individual child and the situation.

The partnered administrator is responsible for ensuring the following practices are adhered to for any student receiving licensed childcare or Head Start services. Under NO circumstances will the following, but not limited to, be permitted:

- Use of Corporal punishment
- Pinching, shaking, or biting a child
- Putting anything in a child's mouth
- Placing a child in a locked or dark room, bathroom, or closet
- Use of isolation room or in-school suspension to discipline a child
- Binding or tying a child to restrict movement
- Use of or withhold food as a punishment or reward
- Use of toilet learning/training methods that punish, demean or humiliate a child
- Use of any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child
- Use of any physical abuse of a child
- Use of any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
- Use of any physical activity or outdoor time as a punishment or reward
- Calling parents to pick up their child early on any given day or suspending students
- Discussing children's challenging behavior in front of other children or other adults

This information aims to ensure the safety and well-being of all children enrolled in Head Start. Any alleged use of inappropriate child discipline methods by volunteers or staff or violation of any of the above items will be grounds for immediate removal of the Head Start Classroom of the offender, pending a full investigation. Allegations of abuse or neglect will be reported to the appropriate authorities immediately. The Head Start Program takes these matters seriously and will not tolerate child abuse or neglect. We appreciate your support in ensuring that our program is a safe and nurturing environment for all children.

For information on Expulsion and Suspension Policy ACF-IM-HS-16-01, please visit

<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01>

For more information on discipline and guidance or punishments prohibited under Texas Minimum Standards, refer to 746.2803 and 746.2805 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

IMPLEMENTING SOCIAL AND EMOTIONAL LEARNING (SEL)

The early years are critical for developing skills that guide children through life. Social and emotional development, in particular, positive behaviors like smiling or playing nicely with others, helps shape future behavior patterns, which can lead to higher mental and emotional levels- giving them an edge when it comes down to making decisions later on!

The Head Start Program Performance Standards require that programs implement a social and emotional curriculum. This is because research has shown that children's social and emotional development is essential for their success in school and life. Furthermore, children who participate in social and emotional learning activities are more likely to get along with others, have better self-control, and be better able to cope with stress and setbacks. Therefore, Head Start programs must provide opportunities for children to learn about their feelings, manage them, and resolve conflicts peacefully. By doing so, Head Start programs can help prepare children for a successful future.

For more information on Social and Emotional Learning, visit <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/social-emotional-learning>.

For more information on activities for social and emotional learning under Texas Minimum Standards, refer to 746.2507 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

CONFLICT RESOLUTION IN THE CLASSROOM

Teachers play an important role in conflict resolution among students. A problem-solving approach may be used, which involves the teacher as a facilitator or mediator engaging children in a dialogue to achieve peaceful endings. Conscious Discipline, by Dr. Becky Bailey, explains that one way to help children learn and grow is through a process called "communication." This involves talking things out with the child until they understand what happened or how best they can fix their problem themselves- all while maintaining respect for each other's perspectives. This process can help prevent future conflicts from coming up again, which will make your child's life easier in general because they will have more skills for dealing with challenging situations when they arise throughout their lives. Internalizing these steps and learning self-regulation is the goal.

To learn more about Conscious Discipline, visit <https://consciousdiscipline.com/>

IMPLEMENTING POSITIVE BEHAVIOR SYSTEMS IN PARTNERED ISD'S

As part of the commitment to providing a safe and supportive learning environment for all students, many school districts have adopted the Positive Behavior Interventions and Supports (PBIS) framework. PBIS is a research-based approach focusing on preventing problem behavior by teaching positive behaviors and providing consistent reinforcement. Under PBIS, schools define expectations for student behavior, teach students what is expected of them, and provide rewards or other positive consequences when students meet the expectations. Additionally, school staff receives training in PBIS implementation and data-based decision-making. As a result of these efforts, schools implementing PBIS see reductions in disciplinary referrals, office discipline referrals, and suspensions. In addition, there are increases in academic achievement and social-emotional skills. Because of its many benefits, PBIS is an important tool that school districts can use to support all students.

One of the key components of a successful, positive behavior program is buy-in from all parties involved. Without buy-in from the school administration, teachers, and students, it can be difficult to implement and sustain a positive behavior program. If the partnered school does not already have a positive behavior program in place, it is highly recommended to research and discuss with the grantee the appropriate program to follow. There are many different programs available, and it is important to find one that will fit the school's and its community's needs. By taking the time to research and discuss the options, it will be easier to find a program that will successfully prevent problem behaviors and promote positive social and academic outcomes.

For more information on Positive Behavior Interventions and Supports, visit <https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports>

PREKINDERGARTEN AND EARLY LEARNING FRAMEWORKS ALIGNMENT

As anyone who has worked in education knows, alignment between different educational frameworks and standards is essential for ensuring that students are receiving the best possible education. When students' progress smoothly from one stage of their education to the next, they are more likely to be successful in school and life. For this reason, it is important for grantees and partnered school districts to understand how the Prekindergarten Guidelines align with the Early Learning Outcomes Frameworks. By doing so, they will be able to better support students as they transition into kindergarten and beyond.

One way to ensure that the Prekindergarten Guidelines align with Early Learning Outcomes Frameworks is well aligned is to compare and contrast the two. This can be done through meetings, discussions, and/or reviews of documents. By ensuring that the frameworks are aligned, grantees and partnered school districts can help ensure that students have a smooth and successful educational journey.

For more information on the Prekindergarten Guidelines, visit the Texas Education Agency site at <https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

For more information on the Early Learning Frameworks, visit the Early Childhood Learning and Knowledge Center at <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

For a direct link to the PDF, visit <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Direct link to the Head Start Early Learning Outcomes Framework Videos <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Prekindergarten Guidelines	Early Learning Outcomes Framework
Social and Emotional Development Domain	
I.A.1.8 Child is aware of where own body is in space and respects personal boundaries.	
I.A.2. Child shows self-awareness and can express pride in age-appropriate abilities and skills.	P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

I.A.3. Child shows reasonable opinion of his own abilities and limitations.	P-SE 10. Child expresses confidence in their own skills and positive feelings about self.
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	P-ATL 10. Child demonstrates initiative and independence.
I.B.1.a. Child follows classroom rules and routines with occasional reminders from the teacher.	P-ATL 2. Child follows classroom rules and routines with increasing independence.
I.B.1.b. Child takes care of and manages classroom materials.	P-ATL 3. Child appropriately handles and takes care of classroom materials.
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from the teacher.	P-ATL 5. Child demonstrates an increasing ability to control impulses.
I.B.2.a. Child begins to understand differences and connection between <i>emotions/feelings</i> and <i>behaviors</i> .	P-ATL 1. Child manages emotions with increasing independence.
I.B.2.b. Child can communicate basic emotions/feelings.	P-ATL 7. Child persists in tasks.
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	P-ATL 4. Child manages actions, words, and behavior with increasing independence.
I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	P-ATL 6. Child maintains focus and sustains attention with minimal adult support.
I.B.3.b. Child remains focused on engaging in group activities for up to 20 minutes at a time.	P-ATL 7. Child persists in tasks.
I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.	P-ATL 12. Child expresses creativity in thinking and communication. P-ATL 1. Child manages emotions with increasing independence.

I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	P-ATL 11. Child shows interest in and curiosity about the world around them. P-SE 11. Child has a sense of belonging to family, community, and other groups.
I.C.3. Child shows competence in initiating social interactions.	P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
Language and Communication Domain	
II.A.1. Child shows understanding by responding appropriately.	P-LC 1. Child attends to communication and language from others.
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	
II.A.3. Child shows understanding of the language being spoken by teachers and peers.	P-LC 1. Child attends to communication and language from others.
II.B.1. Child can use language for different purposes.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.B.2. Child engages in conversations in appropriate ways.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.3. Child provides appropriate information for various situations.	P-LC 3. Child varies the amount of information provided to meet the demands of the situation.
II.B.4. Child demonstrates knowledge of verbal conversational rules.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.6. Child matches language to social contexts.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

II.C.2. Child perceives differences between similar sounding words.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	P-LC 7. Child shows understanding of word categories and relationships among words.
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.3. Child uses sentences with more than one phrase.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

II.E.4. Child combines more than one idea using complex sentences.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates the intended meaning.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.	P-LC 2. Child understands and responds to increasingly complex communication and language from others.
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.E.8. Child attempts to use new vocabulary and grammar in speech.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Emergent Literacy – Reading Domain

III.A.1. Child engages in pre-reading and reading-related activities.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
III.A.3. Child recognizes that text has meaning.	P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
III.B.1. Child separates a normally spoken four-word sentence into individual words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.2. Child combines words to make a compound word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III. B.3. Child deletes a word from a compound word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.4. Child blends syllables into words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

III.B.5. Child can segment a syllable from a word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.6. Child can recognize rhyming words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.C.3. Child produces at least 20 distinct letter sounds correspondence in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.D.1. Child retells or re-enacts a story after it is read aloud.	P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
III.D.3. Child asks and responds to questions relevant to the text read aloud.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.D.4. Child will make inferences and predictions about text.	P-LIT 5. Child asks and answers questions about a book that was read aloud.

III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
Emergent Literacy – Writing Domain	
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV. B.3 Child shares and celebrates class-made and individual written products.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.1. Child writes their own name (first name or frequent nickname) using legible letters in proper sequence.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.3 Child independently uses letters to make words or parts of words.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

IV. C.4. Child uses appropriate directionality when writing (top to bottom, left to right).	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.5. Child begins to experiment with punctuation when writing.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Mathematics Domain

V.A.1. Child knows that objects, or parts of an object, can be counted.	P-MATH 1. Child knows number names and the count sequence.
V.A.2. Child uses words to rote count from 1 to 30.	P-MATH 1. Child knows number names and the count sequence.
V.A.3. Child counts 1–10 items, with one count per item.	P-MATH 1. Child knows number names and the count sequence.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	P-MATH 1. Child knows number names and the count sequence.
V.A.5. Child counts to 10 items and demonstrates that the last count indicates how many items were counted.	P-MATH 3. Child understands the relationship between numbers and quantities.
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	P-MATH 3. Child understands the relationship between numbers and quantities.
V.A.7. Child uses verbal ordinal terms.	P-MATH 1. Child knows number names and the count sequence.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	P-MATH 2. Child recognizes the number of objects in a small set.
V.A.9. Child recognizes one-digit numerals, 0–9.	P-MATH 5. Child associates a quantity with written numerals up to 5 and begin to write numbers.
V.B.1. Child uses concrete objects, creates pictorial	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

models and shares a verbal word problem for adding up to 5 objects.	
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	
V.C.1. Child names common shapes.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.C.2. Child creates shapes.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	P-MATH 10. Child explores the positions of objects in space.
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.D.1. Child recognizes and compares heights or lengths of people or objects.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.2. Child recognizes how much can be placed within an object.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.3. Child informally recognizes and compares weights of objects or people.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.4. Child uses language to describe concepts associated with the passing of time.	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.E.2. Child collects data and organizes it in a graphic	

representation.	
V.E.3. Child recognizes and creates patterns.	P-MATH 7. Child understands simple patterns.
Science Domain	
VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
VI.A.2. Child observes, investigates, describes and discusses position and motion of objects.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
VI.A.3. Child uses simple measuring devices to learn about objects.	P-SCI 3. Child compares and categorizes observable phenomena.
VI.A.4.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
Child observes, investigates, describes and discusses sources of energy including light, heat, and electricity.	P-SCI 2. Child engages in scientific talk. P-SCI 4. Child asks a question, gathers information, and makes predictions. P-SCI 5. Child plans and conducts investigations and experiments. P-SCI 6. Child analyzes results, draws conclusions, and communicates results.
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). P-SCI 2. Child engages in scientific talk. P-SCI 4. Child asks a question, gathers information, and makes predictions. P-SCI 5. Child plans and conducts investigations and experiments. P-SCI 6. Child analyzes results, draws conclusions, and communicates results.
VI.B.2. Child describes life cycles of organisms.	P-SCI 1. Child observes and describes observable phenomena

	(objects, materials, organisms, and events).
<p>VI.B.3. Child observes, investigates, describes, and discusses the relationship of organisms to their environments.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 2. Child engages in scientific talk.</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>VI.C.1. Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p>
<p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p>
<p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>V1.C.4 Child demonstrates the importance of caring for our environment and our planet.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>

Social Studies Domain

VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	
VII.A.2. Child identifies similarities and differences in characteristics of families.	
VII.A.3. Child connects their life to events, time, and routines.	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	
VII.B. 2. Child demonstrates understanding of what it means to be a consumer.	
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	
VII.C.1. Child identifies and creates common features in the natural environment.	
VII.C.2. Child explores geography tools and resources.	
VII.D.1. Child identifies the flags of the United States and Texas.	
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	
VII.D.3. The child engages in voting as a method for group decision making.	

Fine Arts Domain

VIII.A.1.

Child uses a variety of art materials and activities for sensory experience and exploration.

VIII.A.2.

Child uses art as a form of creative self-expression and representation.

VIII.A.3.

Child demonstrates interest in and shows appreciation for the creative work of others.

VIII.B.1.

Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

VIII.B.2.

Child responds to different musical styles through movement and play.

VIII.C.1.

Child creates or recreates stories, moods, or experiences through dramatic representations.

Physical Development Domain

IX.A.1.

Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

IX.A.2.

Child coordinates sequence of movements to perform tasks.

P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

IX.B.1.

Child shows control of tasks that require small-muscle strength and control.

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

IX.B.2.

Child shows increasing control of tasks that require eye-hand coordination.

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

IX.C.1.

Child practices good habits of personal safety.

P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

IX.C.2. Child practices good habits of personal health and hygiene.	P-PMP 4. Child demonstrates personal hygiene and self-care skills.
IX.C.3. Child identifies good habits of nutrition and exercise.	P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.
Technology Applications Domain	
X.A.1. Child opens and navigates through digital learning applications and programs.	
X.A.2. Child uses, operates, and names a variety of digital tools.	
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	
X.A.4. Child uses technology to access appropriate information.	
X.A.5. Child practices safe behavior while using digital tools and resources.	

SETTING UP THE TEACHING AND LEARNING ENVIRONMENT

The grantee and district Partnership will ensure partnered school district staff implement effective learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide ample opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences as outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and Texas PreK Guidelines. The grantee will also provide technical assistance and support to ensure that these practices are universally implemented with fidelity. Furthermore, the grantee will work collaboratively with district leadership to develop policies and procedures that support quality instruction and assessment aligned with the Head Start Early Learning Outcomes Framework and Texas PreK Guidelines. Lastly, the grantee, in collaboration with the district partnership, will monitor the implementation of these policies and procedures on an ongoing basis.

The Texas Minimum Standards for Child-Care Centers provide basic care and furniture requirements for school-age children.

For more information on what the area must include under Texas Minimum Standards, refer to 746.2703 and 746.2705 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information on indoor space requirements under Texas Minimum Standards, refer to 746.4201 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>

Head Start Program Performance Standards 1302.31(b) (c)(d)(e)

EFFECTIVE TEACHING PRACTICES

This partnership will focus on promoting growth in the developmental progression described by Head Start Early Learning Outcomes Framework: Ages Birth to Five. The grantee and school district are aligning with this framework, using it as a guide for all activities that they organize or implement--from planned initiatives such as assigned tasks during class time; daily schedules designed around each child's needs (including age-specific milestones); lesson plans tailored specifically towards what they know already understands best at any given point along the child's development path so far, and high quality early learning experiences responsive to them.

To ensure fidelity, the grantee and school district partner will take steps to maintain an open line of communication so that all parties involved know what is happening at every level.

- The grantee's education staff will visit partnered classrooms regularly to support the learning environment and provide assistance as needed.
- The partnered school district will use a research-based curriculum approved by the Texas Education Agency and aligned to the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.

DUAL LANGUAGE LEARNERS

- Bilingualism and biliteracy are strengths that should be supported and nurtured in all students. Research has shown that there are many cognitive benefits to bilingual or biliterate, including improved executive function and flexible thinking. In addition, bilingualism and biliteracy can improve academic achievement and open new economic opportunities. Several teaching practices can support the development of these important skills. For example, classrooms should provide opportunities for students to use both languages, and teachers should incorporate bilingual instructional materials. By implementing research-based teaching practices, we can ensure that all students have the opportunity to develop their bilingualism and biliteracy.

The partnered programs must include practices such as:

- For a preschool-aged dual language learner, it is important to include teaching practices that focus on both English language acquisition and the continued development of the home language. Research has shown that exposing dual language learners to both languages from an early age helps them develop strong literacy skills. Additionally, it is important to provide opportunities for the child to use both languages in meaningful ways. This can be done by incorporating the child's home language into classroom activities, providing books and other materials in both languages, and enlisting the help of family members and other bilingual adults. By taking such steps, educators can ensure that dual language learners have the opportunity to thrive academically, linguistically, and culturally.

- To provide a high-quality learning environment for all children, the staff must communicate with all families effectively. This includes being able to speak the home language of each child. While this may not always be possible, some steps can be taken to support home language development for dual language learners. This includes having culturally and linguistically appropriate materials available and using other evidence-based strategies. By taking these steps, we can ensure that all children have the opportunity to succeed in their learning.

For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>

Head Start Program Performance Standards 1302.31(b)

For more information on providing support for English Learners in prekindergarten partnership classrooms, visit <https://tea.texas.gov/academics/special-student-populations/english-learner-support>

LEARNING ENVIRONMENT

Well-organized teaching environments with lesson plans that provide adequate opportunities for choice, play, and exploration are integral parts of a school's educational program. These programs allow students to learn in different ways and develop skills necessary at all stages throughout life, such as self-control; socialization through interaction between peers or adults; intellectual curiosity, which leads them toward new knowledge about their world.

A teacher must ensure they implement well-organized classes where plenty of time is given daily over each subject matter expertise area, including reading workshops outside if needed. The learning experiences preschool-age children need are similar to those older kids need. They must be engaged in hands-on activities with plenty of opportunities for individualization while also getting enough quiet time so their brains can rest.

For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>

Head Start Program Performance Standards 1302.31(c)

For more information on providing HB3 High-Quality Prekindergarten for partnership classrooms visit, <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

MATERIALS AND SPACE FOR LEARNING

Early childhood programs must provide age-appropriate equipment, materials, supplies, and physical space for both indoor and outdoor learning environments. These spaces must be accessible to all children, including those with disabilities. The materials must be intentionally changed periodically to support the interests, development, and learning. All of this must be done TO create a safe and stimulating environment that allows each child to reach their full potential.

All equipment and materials used in the care of enrolled children must remain at a minimum: safe, functional, clean, age-appropriate, and developmentally appropriate. Indoor and outdoor play equipment, cots, and other equipment must meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing Materials, International (ASTM). In addition, all equipment and materials must be regularly inspected and maintained in good repair. Enrolled children must always be supervised while using equipment or materials,

and staff must be trained to use and care for all equipment and materials properly. By ensuring that all equipment and materials are safe and well-maintained, we can provide high-quality care for enrolled children.

The grantee will be responsible for assisting the partnered classroom with the set-up of the classroom and ensuring that all materials are in place before the first day of school. The Education Coach/Mentor should provide and complete a classroom checklist to ensure that the space is conducive to learning. The grantee will also be responsible for supporting teachers throughout the school year, as needed. This may include assistance with lesson planning, classroom management, and professional development. The grantee will work collaboratively with the school administration to ensure that all students have the opportunity to succeed in school.

Classroom set-up:

- At least 35 square feet of available usable indoor space and 75 square feet of usable outdoor space per child. This footage excludes bathrooms, kitchens, staff rooms, and storage places.
- Diagram provided for samples of classroom set-up (diagram provided by Lakeshore)



For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>

Head Start Program Performance Standards 1302.31(d)

For more information on providing HB3 High-Quality Prekindergarten for partnership classrooms visit, <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

For more examples of classroom layouts, visit <https://www.lakeshorelearning.com/services/complete-classrooms>

PROMOTING LEARNING THROUGH APPROACHES TO REST, MEALS, ROUTINES AND PHYSICAL ACTIVITIES

REST

Many young children need or want to take a nap or rest for a short period during the day. A quality early childhood program will have an intentional, age-appropriate approach to accommodate these needs. For example, in a program that operates for 6 hours or more per day, there should be a regular time each day when preschool-age children are encouraged to rest or nap. However, they should not be forced to do so. Additionally, alternative quiet learning activities should be available for children who do not need or want to take a nap or rest. By accommodating the needs of all children, a quality early childhood program will help everyone to learn and grow in a safe and supportive environment.



MEALS

Snacks and mealtimes offer a unique opportunity for children to learn and develop. When properly structured, these times can support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family-style meals when developmentally appropriate. Family-style meals allow children to practice important social skills such as sharing, turn-taking, and conversation. In addition, family-style meals give children a chance to try new foods and flavors in a supportive and non-judgmental environment. A program must also provide sufficient time for children to eat, not use food as a reward or punishment, and not force children to finish their food. Allowing children adequate eating time ensures they get the nutrition they need to grow and develop. It is also important to remember that food should be enjoyable, not something that is used as a tool for behavior management. When snacks and mealtimes are approached this way, they can be an invaluable part of a child's development.



Texas Prekindergarten Guidelines states similarities to the Head Start Family Style Meals as Described Below:

Show children each part of the meal they will be eating and ask them if they know what it is. If they do not recognize or name it correctly, name it for them and encourage them to say the food or drink name.

- Label utensils and other items on the table. Use these words throughout the meal: plate, cup, spoon, fork, napkin, bowl, pitcher, serving spoon
- Encourage the children to describe and talk about the food they are eating. For example, they may be eating round orange carrots; long, skinny, green beans; or soft, white bread.
- Make these descriptions spontaneous and creative rather than just encouraging repeating phrases. Encourage the children to develop food descriptions, such as "My tomato looks like a ball!" "My bread is squishy, like a sponge."

- Take opportunities to talk to the children about table manners, such as staying seated while eating and not talking with food in their mouths.
- Use mealtime as a conversation time to reflect on the activities children completed earlier in the day, rather than just telling them to eat to develop rich language and conversational skills.

The Texas Prekindergarten Guidelines p. 17

https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

For more information family style meals under Texas Minimum Standards, refer to 746.3319

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

ROUTINES

Hand washing and diapering are two essential routines for young children, and both offer opportunities for skill development and learning. For example, when washing hands, children can practice concepts such as cause and effect (turning on the water faucet), sequencing (following the steps of hand washing), and motor skills (scrubbing hands together). Transitions between activities, such as cleaning up one activity before starting another, provide opportunities to practice self-regulation skills such as impulse control (stopping what they are doing) and emotional regulation (managing frustration at having to stop an activity). By approaching routines and transitions as opportunities for development, educators can help ensure that children gain the skills they need to succeed in school and life.



PHYSICAL ACTIVITIES

To support health and learning, programs need to recognize the importance of physical activity and integrate it into daily routines and curricular activities. Intentional movement should be encouraged to keep students engaged and promote a healthy lifestyle. However, physical activity should never be used as a reward or punishment, as this can send the wrong message about the importance of movement. By taking a holistic approach to health and education, programs can provide students with the skills and knowledge they need to lead healthy and successful lives.



For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>

Head Start Program Performance Standards 1302.31(e)

ALIGNMENT OF PREKINDERGARTEN AND HEAD START CENTERS

Head Start Standard Centers	Prekindergarten Guidelines Centers
<p>The Art Center – Children experiment with various tools and materials; discover line, color, shape, and texture by seeing and feeling objects; cut, trace, color, finger paint, mold, glue, draw, create, and express themselves.</p>	<p>Creativity Station</p>
<p>The Block/Lego Center – the children, develop fine/ gross motor skills and visual memory skills; practice acceptable social skills, classify, sort, match, and construct.</p>	<p>Construction Center</p>
<p>The Library Center – Children develop visual discrimination, comprehension, listening skills, and appreciation for books; become aware of word forms, symbols, pictures, rhymes, poems, chants, and fingerplays; and develop the ability to create, retell, and dramatize stories.</p>	<p>Library</p>
<p>The Manipulative/Math Center – Children develop fine motor skills and hand-eye coordination; develop cognition by identifying, classifying, sequencing, ordering, grasping, releasing, assembling, lacing, matching, sorting, and molding.</p>	<p>Math</p>

<p>The Music Center – Children develop auditory discrimination and language skills; listen to songs, explore various sounds, sing, compose, dance, and use musical instruments.</p>	
<p>The Science/Discovery Center – Children discover, explore, and experiment with a variety of materials, objects, and tools; observe how things move, predict, make conclusions, experiment, describe, explain, compare, examine, weigh, mix, stir, pour, scoop, measure, arrange, and sort.</p>	<p>Science Center</p>
<p>The Dramatic Play Center – Children develop concepts while engaged in social play; identify adult-child roles; develop communication skills through role-playing.</p>	<p>Pretend and Learn Center</p>
<p>The Sand/Water Center – Children develop fine motor skills; encourage creative exploration of texture and shapes; provide opportunities for measurements of materials; use sense to gain information.</p>	
<p>The Listening Center – Children associate print with spoken language, focus attention on a speaker, aid in communication, and acquire vocabulary related to concepts in a meaningful context.</p>	<p>Listening Center</p>
<p>The Writing Center – Children develop fine motor skills; provide opportunities for creative “writing” and</p>	<p>Writer’s Corner & ABC Center</p>

<p>publication; encourage emergent writing skills; explore various tools for expressing ideas.</p>	
<p>The Computer Center – Children Develop computer literacy skills; Head Start classrooms' daily schedule provides many opportunities for children to develop social-emotional, intellectual, and physical abilities; these opportunities are made available through learning centers. The learning centers below are in alignment with <i>the TEA Prekindergarten Guidelines</i>.</p> <p>The five domains represent the overarching areas of child development and early learning essential for school readiness exposure to technology; develop fine motor skills; reinforcement of concepts being taught throughout the curriculum.</p>	<p>Technology</p>

ACTIVITIES REQUIRED BY MINIMUM STANDARDS

Unlike the Head Start Early Learning Frameworks and the Texas Prekindergarten Guidelines, the Minimum Standards do not outline regulated centers. However, as per Texas Minimum Standards for Child-Care Centers, daily activities for school-aged children must include at least the following:

- Study time for children who chose to work on homework
- Opportunities for outdoor play, weather permitting
- Opportunities for thinking skills and sensory development
- Opportunities for small-muscle development
- Opportunities for large-muscle development
- Opportunities for active play both indoors and outdoors
- Opportunities for social and emotional development

For more information of activities required under Texas Minimum Standards, refer to 746.2707

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

CURRICULUM

Partner teachers will develop and implement lesson plans that include all critical components of the State approved curriculum. The curriculum provides a balanced program of child-initiated and adult-directed activities, including individual and small group routines and transitions, to support social-emotional, cognitive, physical development and language skills. Teachers will implement lesson plans in each partnered Head Start classroom that align with the Texas Pre-K Guidelines and the Head Start Early Learning Outcomes Framework (5 domains). In addition, teachers will provide opportunities for children to engage in daily large motor activities such as music and movement and weekly small motor activities such as cutting and tracing.

Furthermore, children will access materials for art, blocks, dramatic play, and sand/water play daily. Lastly, teachers will create a positive learning environment by maintaining a clean, safe, and orderly classroom.



For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-32-curricula>

Head Start Program Performance Standards 1302.32

For more information on providing HB3 High-Quality Prekindergarten for partnership classrooms visit, <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

SCREENING AND ASSESSMENTS

A Head Start education staff, in collaboration with the partnership teacher, will use child assessment data to ensure that young children are on track for success by age five, according to the Early Learning Outcomes Framework: Ages Birth - Five and according to Texas Prekindergarten guidelines.

SCREENINGS

To ensure that children are developing at their highest possible level, a program must complete or obtain an updated developmental screening within 45 days of enrolling to ensure that they develop at their highest possible level. These screenings help identify any concerns regarding their developmental skills or behaviors concerning motor abilities, language development, etc., so programs and schools must comply by completing them within 45 days of enrolling.

For more information on providing support for special student populations in prekindergarten partnerships refer to, <https://tea.texas.gov/academics/special-student-populations>

ASSESSMENTS

The partnered program must conduct standardized and structured assessments, which may be observation-based or direct for each child that provides ongoing information to evaluate the developmental level. The data gathered from these assessments will allow teachers as well as home visitors with access all relevant knowledge about their student's development to help them reach their full potential by providing a comprehensive evaluation of what he

knows now versus where they could potentially go off track due both environmental factors (e.g., poverty) & personal abilities.

ISD teaching staff in the Head Start classrooms will use a state-approved child assessment tool. All teachers and assistants document all observables (such as conversations with children) using this approved process at BOY, MOY, or EOY to ensure consistency across sites for reporting data collection purposes.

This information is critical because it helps us understand how effective our program's strategies may be when designing future interventions based on results from current ones. The areas of assessment shall include, but not be limited to

- Social & Emotional Screener
- Early Writing Checklist
- Physical Development and Health
- Approaches to Learning
- Speech Production & Sentence Skills
- Motivation to Read

The teacher also has a responsibility to maintain portfolios for each student, which may include writing samples or artwork.

FORMAL ASSESSMENT

These assessments measure whether a student has mastered certain skills and knowledge. They're an important part of how we know if their education was successful, as it allows us to track progress over time so that students can get the most out possible from what they learn in class. We can use formal student assessments to ensure the curriculum or lesson plans are appropriate for their skill level.

Formal assessments include the following:

Progress Monitoring - The short progress monitoring measures conducted on a routine basis to provide information about what children are learning and rates of improvement across the school year will be predictive for more lengthy standardized assessments. On-going program monitoring allows educators to access data three times per year that they can use in providing individualized instruction based on this information.

Screening Measures - help determine if a child has the skills needed to excel in school. They provide information on entry-level abilities at the beginning of the prekindergarten year and can be used as an indicator for future success throughout their educational career.

INFORMAL ASSESSMENTS

When a child's progress is being monitored, the teacher will often use informal assessments to inform and differentiate instruction. Informative: these are not standardized tests that have been developed in advance with specific directions on how they should be completed; instead, children explore what has happened so far, as well as possible predictions about future behavior based on samples from earlier steps or periods during development where similar activities were carried out successfully. In addition, teachers may also rely upon observations made throughout various learning experiences, which can result in more personalized plans.

Informal assessments include the following:

Anecdotal means “from personal experience,” so it's not strictly based on research or data analysis; instead, these recordings come from watching children firsthand as they explore their world around them with curiosity for self-improvement in some way that may be related closely enough without being actually studying anything specifically about how kids learn at this age range.

Checklists are a great way to ensure you include all kids in your classroom. They can help with bell curve statistics and give insight into specific behaviors or skills based on their level of development!

Ongoing Observations - It is important to observe children's play and work in order for adults to make informed decisions about their development. In addition, it allows us an insight into how kids learn best which can help with future educational plans that will mold them into successful adults

- 1) Regular observation enables you not only to understand your child's developmental strengths but also to identify any needs or gaps they might have as well; 2). It provides data on what activities suit one another based on observed outcomes 3); watching over someone else suggests knowledge without exerting too much energy (just like caring!), while at times being able to provide feedback gives more ownership than simply giving advice.

Systematic Observations - It helps you see the world with new eyes. You can choose specific children and watch them for minutes at a time, recording everything that goes on in an observation notebook without being seen or heard by any of those we're observing.

Reflections - The thinking process about something that has happened or been done. It can also refer to writing things down so you don't forget them when they're important! When reflecting on children's work samples, ensure your reflection includes:

- I) Why did this activity appeal/connect with ____? What aspect stood out as most interesting and worthwhile?" II _____ III...

Portfolio Assessments - A more comprehensive picture of children's development allows for guided instruction. The portfolio is a collection of samples from the student's work that date back over time. It provides an overview and guide to instructional decisions, encourages children's reflections on their learning, and shares information about what they are doing in school with families at home or other adults who may be involved (such as teachers). Informal assessments can provide feedback immediately but have limitations, such as only providing short-term data, which limits how we understand our students' progress over longer periods; this type needs careful consideration when making decisions based on these alone without any other sources besides self-assessment.

For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-33-child-screenings-assessments>

Head Start Program Performance Standards 1302.33

CONFERENCE

Parent/teacher conferences are an important part of the parent-teacher-student relationship. They allow all parties to discuss how the student is progressing in school. For parents, it is a chance to ask questions and get clarification on what their child is learning. For teachers, it is an opportunity to share information about the student's progress and get feedback from parents. parent/teacher conferences also allow students to express their thoughts and feelings about their schooling experience. Overall, parent/teacher conferences promote communication and understanding between all parties involved in a student's education.



TEACHER CONFERENCES

The education of a child is a collective responsibility of the teacher, parents, or guardians. Everyone must be involved in this process to discuss any improvements and gaps, allowing for better understanding on both sides. Best practices of a conference involve the following and are a requirement of Head Start families:

- To provide a safe and nurturing learning environment, teachers should communicate regularly with parents about their child's routines. They also keep them informed of any changes in activities or behavior that may affect the student's school experience and how these things impact overall grades. Teachers know what is going on inside each student's head better than anyone else because they spend time getting familiarized before starting work; this allows for more cohesive class discussions where everyone can help one another grow.
- It is important that teachers hold parent conferences, as needed, but no less than two times per program year. This will help them enhance the knowledge and understanding of teachers or parents concerning their child's education progress along with any special needs he may have.
- The first parent/teacher conference should be scheduled before November to review the results of the beginning of the year (BOY) assessments and or any school-related updates.
- The second parent/teacher conference should be scheduled during February in order to discuss the second middle-of-year assessments (MOY) and any school-related updates.
- A third parent/teacher conference can be requested and scheduled after the end-of-year (EOY) assessments if needed.

HOME VISITS

Home visits are an essential part of the teacher's job. They allow them to engage with parents and children and give insight into how best to prepare for school life ahead. A home visit will allow you to get acquainted, ask questions about their day-to-day life and interests, and establish common interests. Best practices of a home visit involve the following and are a requirement of Head Start families.

- It is important for teachers to conduct at least two home visits per school year. When feasible, one visit should be completed before the start of class so that parents are engaged in their child's learning and development process from day one.
- By the end of May, a second home visit shall be conducted to discuss EOY Assessment results with the parent or guardian.
- In a collaborative partnership, the teacher should make plans to conduct the home visit as a team effort.
- If the parents request it, visits must be held at another location that offers privacy or if there are significant risks associated with having staff in their home.



For more information, visit <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-34-parent-family-engagement-education-child-development-services>

Head Start Program Performance Standards 1302.34

For more information on providing HB3 High-Quality Prekindergarten for partnership classrooms visit, <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

ACTIVE SUPERVISION

It is the responsibility of all staff to work hard to create safe and well-supervised environments for children. When program workers think analytically about supervision, they can reduce the possibility that any child will get hurt while in their care by closely observing them or reacting quickly when needed.

The chart below is Active Supervision At-A-Glance, provided by the Early Childhood National Centers, explains how Head Start programs ensure safety by paying attention during every interaction with each child; this ensures there is no opportunity whatsoever for an incident to occur.

ACTIVE SUPERVISION AT-A-GLANCE
SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

- Set Up the Environment**
Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.
- Position Staff**
Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.
- Scan and Count**
Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.
- Listen**
Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.
- Anticipate Children's Behavior**
Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.
- Engage and Redirect**
Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

<http://edlkc.ohs.acf.hhs.gov/hslc/ta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html>

For more information and resources on keeping children safe, visit <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/keep-children-safe-using-active-supervision>

For more information on supervision under Texas Minimum Standards, refer to 746.1205 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing process that helps individuals hone their skills and knowledge to remain competitive in the workforce. There are many different types of professional development activities, but they all share the common goal of helping individuals improve their performance at work. Some common examples of professional development activities include attending workshops and seminars, taking courses, and participating in mentorship programs. Additionally, professional development can also involve simply keeping up with industry trends and advancements. Professional development is important for both individuals and organizations. It can help individuals boost their career prospects and earnings potential. Organizations can help attract and retain top talent. Ultimately, professional development benefits everyone involved.



For more information on professional development under Texas Minimum Standards, refer to 746.1301 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information on providing HB3 High-Quality Prekindergarten for partnership classrooms visit, <https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

ROLES AND RESPONSIBILITIES

The graphic below aims to align the roles and responsibilities of positions in each agency (school districts, child care, and Head Start).

Alignment of Roles and Responsibilities





**Head Start
Director/Principal/
Childcare Director**

Responsible for ensuring a high-quality early childhood program is being provided to the children and ensuring teachers have the resources necessary to carry out high-quality lessons.



Teacher

Responsible for providing a high-quality education while implementing social-emotional learning. Understand and implement the state and program standards and meet the requirements of and early childhood teacher.



**Family Service
Worker/Counselor/
Social Worker**

Work directly with the families and create community partnerships.

Responsible for enrollment, recruitment, and outreach services to help increase and maintain student enrollment.



**Education Coach/
Mentor**

Support staff in implementing the curriculum with fidelity using the Practice-Based Coaching (PBC) Model which creates a strong partnership between the education staff and the coach.

For more information on caregivers additional responsibilities under Texas Minimum Standards, refer to 746.1203 <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

For more information, refer to Sec. 648A Staff Qualifications and Development, <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act/sec-648a-staff-qualifications-development>

KINDER READINESS - TRANSITION TO KINDERGARTEN

When children and their families transition from Head Start programs to kindergarten, it is crucial that they have a successful experience. There are four points of connection that, when strengthened, facilitate effective transitions: Family-School, Child-School, Program-School, and Community-School. Such connections with local schools strengthen when these high-quality practices are implemented: Sharing Information, Building Relationships, and Establishing Alignment. (U.S. Department of Health and Human Services)

The move from an early learning program to kindergarten is often a difficult transition for young children and their families. Research shows that smooth, successful transitions are strongly linked with academic success in school years ahead! There are many ways that schools and Head Start programs could improve their transitions in order to make this transition successful! One idea would involve implementing joint professional development opportunities, so teachers have advice on how best to support new kids at school while still learning themselves as well.



The following lists are research-based activities from the *Transition to Kindergarten- Educator Practices for Successful Transitions to Kinder*, for the community to use in the days leading up and following kindergarten.

Child to School

- Participate in a spring or summer kindergarten orientation for children and their families.
- Organize visits to kindergarten classrooms and visits from kindergarten teachers.
- Bring children to attend events at the receiving elementary school.
- Have children practice kindergarten routines—such as lining up, putting on backpacks, or carrying lunch on a tray— in the early learning setting.



- Incorporate familiar activities or routines from the early learning setting into the kindergarten year.
- Encourage kindergarten support staff to visit future students in their early learning settings.
- Help make connections between children and families who will attend the same receiving elementary school.
- Establish a "buddy system" between children who will be entering kindergarten and students who are currently in kindergarten.

- Provide children with books and interactive materials about kindergarten in the months leading up to the transition, including materials that children can take home to share with their families.
- Encourage families to have discussions and read with their child about kindergarten.
- Stay in contact with children and families formerly enrolled in Head Start. Visit them in their elementary school setting and encourage them to visit the Head Start program.

Family to School

- Participate in a spring or summer kindergarten orientation for children and their families. Invite families of children who have previously attended kindergarten to come talk about their transition experiences and tips.
- Arrange for families of children who are dual language learners to receive kindergarten information and registration materials in their home language(s) and provide support for completing registration forms and enrollment requirements.
- Contact families in person or by phone in the days or weeks prior to the start of the new school year. Prepare questions for families and invite families to ask questions
- Participate in orientation events for children and families before and during the beginning of the kindergarten year, to build relationships with children and their families in the new learning setting.
- Identify the preferred communication methods of individual families.
- Meet with families in person periodically.



- Ensure that child data is accessible to families, and that families have opportunities to contribute information about their child.
- Provide families with information about community resources, such as health screenings, library story times, meal programs, and other services.
- Encourage families to do learning games and activities at home to prepare for kindergarten and provide resources in their home language(s).

Program to School



- Participate in joint professional development opportunities for education staff from Head Start programs and kindergarten classrooms.
- Participate in meetings between Head Start and kindergarten educators to discuss and coordinate:
 1. strengths-based child data
 2. special information for supporting individual children and their families
 3. classroom routines and procedures
 4. learning standards, instruction, and assessment

- Visit the learning settings of partner schools and programs.
- Collaborate to develop common routines and language used in early learning and kindergarten classroom settings.

Community to School



- Engage in joint events and partnership activities between Head Start programs and receiving elementary schools.
- Tell families about literacy opportunities offered in the community, such as library story times or language learning services.
- Identify and partner with organizations in the community—such as medical offices, grocery stores, libraries, popular restaurants, or meal programs—that could offer resources for families, children’s books, or activities about kindergarten.

- Participate in community efforts or events about school readiness and kindergarten—such as story time, school playground gatherings, or school supply drives.
- Join the local kindergarten transition task force, together with families, other educators, leadership, and community members, to coordinate kindergarten transition efforts.
- Support research-based policies related to the kindergarten transition.
- Identify and promote the community’s hopes and expectations for children.

KINDERGARTEN CHECKLIST

Transitioning events into kindergarten begin months before the first day of school. Here is a checklist to assist in ensuring that you and your child is ready for the first day of school.

CHECKLIST	✓
Contact the receiving school for enrollment packet	<input type="checkbox"/>
Make copies of documents such as proof of residency	<input type="checkbox"/>
Ensure my child has current immunizations	<input type="checkbox"/>
Ask the school for the supply list	<input type="checkbox"/>
Obtain the dress code information	<input type="checkbox"/>
Find out the school bell schedule, drop off and pick up, bus information	<input type="checkbox"/>
Ensure school has documents such as IEP's - if applicable	<input type="checkbox"/>
Find out if child needs a backpack or water bottle	<input type="checkbox"/>
Find out when meet the teacher night is	<input type="checkbox"/>

Use the information provided on the **“Four Types of Connections that Support The transition To Kindergarten,”** located on the ECLKC website, to develop a Transition to Kindergarten Plan and activities with your transition team in your early childhood program.

Head Start Program Performance Standards 1302 Subpart G, 1302.71 (a-e), 1302.60, 1302.61(c)(2)(ii)

For more information on Transition to Kinder, visit (ECLKC)

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

<https://eclkc.ohs.acf.hhs.gov/publication/transition-kindergarten-transition-plan-form> (downloadable template)

<https://eclkc.ohs.acf.hhs.gov/publication/transition-kindergarten-transition-plan-form>

Transition to Kindergarten

Transition Plan Form (Example)

Transition Plan Form (Example)

Step 1: Assess your partnership

Identify committee team members and their affiliations. Designate a leader.

Committee Members:

Sara Rudolph

Jeffrey Smith

David Lewis

Laura Bowden

Hannah Justice

Affiliation:

school principal

kindergarten teacher

parent-volunteer coach

Head Start educator

Head Start education manager

Designated Leader: *Hannah Justice*

Step 2: Identify goals

Fill in goals for your transition team below.

- Support and prepare children for kindergarten.*
- Help families know more about what they can do at home to help prepare children for kindergarten.*
- Get community more involved with children.*

Step 3: Assess what's happening now

On page 2, fill in the matrix, up to the "Evaluation (Step 4)" column, with current transition activities practiced in your community, deciding what type of connection each activity fosters and the focus of the activity. You may have some blank boxes.

Step 4: Identify and evaluate data on current practices

Complete the “Evaluation (Step 4)” column of the matrix with evidence you have that practices are or are not working.

Type of connection	Sharing information	Building relational supports	Fostering alignment between settings	Evaluation (Step 4)
Child–School	<i>Early childhood educators talk and read books about kindergarten.</i>	<i>Through home visits, children meet their kindergarten teacher before school starts.</i>	<i>Children of preschool age practice some kindergarten rules and routines toward the end of the preschool year.</i>	<i>Children seem less anxious and more excited about going to kindergarten than they have been in previous years, as reported by kindergarten teachers.</i>
Family–School	<i>Family receives a general letter about kindergarten before school starts. Early childhood educators provide families with information about the expectations and procedures to register for kindergarten.</i>	<i>Elementary school holds a family orientation for incoming students before kindergarten starts, so families can get to know their children’s teachers.</i>	<i>Families are given a set of activities to do with children over the summer prior to their kindergarten year.</i>	<i>Families seem more well-informed about kindergarten than in previous years, as reported by kindergarten teachers. Participant rates at back-to-school nights increase.</i>
Program–School	<i>Early childhood educators discuss children’s strengths and challenges with kindergarten teachers.</i>	<i>Head Start program and elementary school leaders meet to discuss common ways to support children. Early childhood and kindergarten educators develop early learning standards together.</i>	<i>Head Start program and elementary school leaders meet to discuss common ways to support children. Early childhood and kindergarten educators develop early learning goals and expectations together.</i>	<i>Kindergarten teachers report feeling more well-informed about where children are and what individual children’s needs are when they enter school.</i>
Community–School	<i>School makes kindergarten registration announcement in the local newspaper and via flyers posted at community centers.</i>			<i>Kindergarten registration before the first day of school increases.</i>

Step 5: Plan and prioritize

Reevaluate your goals, create new ones if necessary, and plan steps to take. First, list up to four activities that could either address areas in need or intensify areas already focused on. Next, use the matrix below your list to brainstorm goal and activity logistics.

Revised/refined activities and goals (if necessary):

1. Provide more summer experiences for children.
2. Help families prepare during summer.
3. Get community more involved during the summer months.

Goal addressed	Type of connection and activity	Transition activity	When does activity occur?	Who needs to be involved?	Possible barriers and solutions	Who is responsible for follow-up?
1,2,3	<p>Family–School (information sharing)</p> <p>Community–School (building relational supports)</p> <p>Child–School (building relational supports)</p>	<p>Organize kindergarten camp to introduce incoming kindergarteners to teachers and routines that they will see in the new school year; hold family sessions to inform them of things to do before the start of school</p>	<p>End of early childhood program, summer before kindergarten</p>	<p>Office staff for mailings and fundraising</p> <p>Community team, schools</p>	<p>Informing people and getting them to participate</p> <p>Finding funding</p>	<p>Hannah–sending info home to Head Start families</p> <p>Laura–contacting local media to get the word out</p> <p>Jeff–fundraising (finding local sponsors)</p>

Goal addressed	Type of connection and activity	Transition activity	When does activity occur?	Who needs to be involved?	Possible barriers and solutions	Who is responsible for follow-up?
1	<i>Program–School (fostering alignment between settings)</i>	<i>Coordinate between early childhood and kindergarten curricula and routines; early childhood educators share information about individual children</i>	<i>Ongoing</i>	<i>Early childhood and kindergarten educators</i>		<i>Sara—organizing educator meetings</i>

EXPECTATIONS ALIGNMENT

Expectations	HB3	Head Start Performance Standards
Eligibility	Educationally Disadvantaged, Limited English Proficient, Foster, Homeless, Military/First Responder	Income, Foster, Homeless, language, disability
Attendance		Family Support
Operations	Full Day	Full-Day - 1,020 Hours
Teaching and Learning	Assessed by TTESS	Assessed by CLASS
	1:11 Ratio	2:20 Ratio
Curriculum	Research-Based Curriculum	Research-Based Curriculum
		Curriculum Fidelity
Screening and Assessment	Progress Monitoring: 3 Times Per Year	Progress Monitoring: 3 Times Per Year
		Developmental Screener
Children with Disabilities	Provide Services to Children with IEPs	Provide Services to Children with IEPs
		Coordinate with ISD
		Family Support
Parent Engagement	Family Engagement Plan	Individualized Family Partnership Services
	Parent Conferences	Parent Conferences and Home Visits

		Family Service Advocate
Program Goals	Texas PK Guidelines	Head Start Early Learning Outcomes Framework: School Readiness Goals
	Proficiency Plans	Self-Assessment
Health	Immunizations	Immunizations and Physical
	Hearing and Vision	Hearing and Vision
		Verify Health Insurance
		Toothbrushing
		Access to Mental Health
	Recognition of Child Abuse Training	Recognition of Child Abuse Training
		Family Support
Nutrition	Served by Free and Reduced Lunch	Served by CACFP

	Every School Succeeds Act Section 1119 Coordination	Head Start Performance Standards
Curriculum and Instruction	Linking the educational services provided by the local educational agency with the services provided by local Head Start agencies.	Linking the services provided by a Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by a local educational agency coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with the HHS Head Start Child Outcomes Framework and state early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.
Family Engagement	Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs to discuss individual children's developmental and other needs.	Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss individual children's educational, developmental, and other needs. Helping parents of limited English proficient children understand the instructional and other services provided by the school in which such child will enroll after participation in Head Start, and the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C.7012). Developing and implementing a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and family outreach

		<p>and support efforts under subtitle B of title VII of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), taking into consideration parents' language needs limited English proficient children. Assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes.</p> <p>Helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to Elementary school.</p> <p>Helping parents understand the school's instructional and other services in which the child will enroll after participation in the Head Start program.</p>
Data and Records Sharing/Enrollment	<p>Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program.</p>	<p>Developing and implementing a procedure for transferring program records for each participating child to the school to enroll.</p> <p>Sharing information on selection priorities for eligible children served by Head Start programs and service areas.</p>
Professional Development/ Technical Assistance	<p>Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff.</p>	<p>Organizing and participating in joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development.</p>
		<p>Coordinating program technical assistance.</p>

<p>Coordinating of Services</p>	<p>Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs.</p>	<p>Establishing transition policies and procedures that support children transitioning to school. Developing and implementing a system to increase program participation of underserved populations of eligible children. Provision of additional services to meet the needs of working families Establishing channels of communication between Head Start staff and their counterparts in the school. Establish communications between a Head Start agency and a local educational agency to develop continuity of developmentally appropriate curricular objectives.</p>
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A Glossary for Partnerships

It is important when building and developing partnerships that each party have a common understanding of the terminology being used. In order to have productive discussions and a sound working relationship, it is imperative that everyone be on the same page. The definitions provided below offer a starting point for discussion. It may be helpful to add to this list as the partnership takes shape to ensure a common understanding.



National Center on
Program Management and Fiscal Operations



glossary

Administration for Children and Families (ACF)

The branch of the U.S. Department of Health and Human Services (HHS) that promotes the economic and social well-being of families, children, individuals, and communities with funding, strategic partnerships, guidance, and training and technical assistance (TTA). ACF administers federally funded Child Care, Head Start and Early Head Start programs, Community Services, Temporary Assistance for Needy Families (TANF), and Child Support programs. Programs are administered through Regional Offices across the country. Learn more at <https://www.acf.hhs.gov/>. **Note:** As it is used throughout this document, Head Start includes both Head Start and Early Head Start programs.

Administrative Costs

The costs of developing and administering a direct service program, which are separate from the costs of the services themselves. Administrative costs refer to central executive functions that do not directly support a specific project or service. Rather, administrative costs are incurred for common objectives that benefit multiple programs managed by the grantee organization, or the organization as a whole, and as such, are not readily assignable to a particular program funding stream. What is considered an administrative cost may vary from program to program. Learn more at <https://eclkc.ohs.acf.hhs.gov/fiscal-management>

Americans with Disabilities Act (ADA)

Became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. In 2008, the Americans with Disabilities Act Amendments Act (ADAAA) was signed into law and became effective on January 1, 2009. Learn more at <https://eclkc.ohs.acf.hhs.gov/human-resources/article/facts-about-americans-disabilities-act>

Block Grant

A mechanism for consolidating and streamlining federal funding streams, giving more authority to states, territories, and tribes for the design, delivery, and oversight of services.

Child and Adult Care Food Program (CACFP)

A state-administered program funded by the U.S. Department of Agriculture (USDA) that provides federal reimbursement for meals and for income-qualifying participants in licensed nonresidential child care centers and licensed or license-exempt family or group child care homes.

Child Care and Development Fund (CCDF)

A federal and state partnership program authorized under the Child Care and Development Block Grant (CCDBG) Act and administered by states, territories, and tribes with funding and support from HHS, ACF, Office of Child Care (OCC). CCDF programs provide financial assistance to eligible families to obtain child care so they can work or attend a job training or educational program. In addition, states use the CCDF to invest in quality by guiding the skills and qualifications of the teacher workforce, supporting child care programs to achieve higher standards, and providing consumer education to help parents select child care that meets their family's needs.



glossary

CCDF Plan

A plan based on a reasonable interpretation of the CCDBG Act, developed by the designated CCDF child care agency in each state, territory, and tribe. The CCDF plan provides a description of how the Child Care Lead Agency will administer child care services and quality improvement activities in accordance with the CCDF rules and regulations.

Center-Based Child Care

Programs licensed or otherwise authorized to provide child care services in a nonresidential setting.

Centers for Disease Control and Prevention (CDC)

One of the major operating components of the Department of Health and Human Services. The CDC serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and health education activities designed to improve the health of the people of the United States. Learn more at <https://eclkc.ohs.acf.hhs.gov/browse/keyword/diseases> and <https://www.cdc.gov/>

Child Care and Development Block Grant (CCDBG)

Also called the Child Care and Development Fund (CCDF), CCDBG is the primary source of federal funding for state child care subsidies. States pass this assistance to help provide child care for low-income working families or those participating in education or training activities. Funds in the CCDBG are also included to improve child care quality

Child Care Certificate

A certificate (which may be a check or other disbursement) that is issued by a state, tribe, or territory (or their designated entity) directly to a parent to use as payment for child care services. This may be used concurrently with copayments by eligible families to a child care provider. Also referred to as a “voucher.”

Child Care Resource and Referral (CCR&R) Agency

An organization that provides families with information about the early care and education services that are available in their communities. In addition, CCR&R agencies provide parenting supports, child care provider T/TA and other initiatives to increase the quality and availability of early care and education. CCR&R agencies may be funded with both public and private funds.

Child Care Subsidy

Payments typically made by the state agency that administers CCDF funds to local child care providers to cover a portion of the total cost of child care for families who meet state subsidy eligibility criteria. May be provided through contracts with providers, child care certificates, or cash payments to families. Also referred to as “Child Care Assistance.”



glossary

Child Development Associate (CDA)

A credential based on a core set of competency standards which guides early care professionals in knowing how to nurture the emotional, physical, intellectual, and social development of children. The CDA credentialing process is administered by the Council for Professional Recognition. Some states and territories also have credentialing requirements which may apply.

Code of Federal Regulations (CFR)

The codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the federal government. It is divided into 50 titles that represent broad areas subject to federal regulation. Each volume of the CFR is updated once each calendar year and is issued on a quarterly basis.

Community Action Agency (CAA)

Either a public or private nonprofit organization, funded by the state through the Community Services Block Grant (CSBG). They administer and coordinate a variety of anti-poverty programs on a communitywide basis including Head Start services, job training, food pantries, utility bill assistance, home weatherization, and other community initiatives. Also referred to as “Community Action Program (CAP).”

Community Assessment

The community assessment provides Head Start programs with a way for making sure that programs remain responsive to the needs of the children and families they serve. The Head Start Program Performance Standards (HSPPS) refer to community assessment as the “community-wide strategic planning and needs assessment.” Community assessments provide a starting point for understanding community strengths and identifying gaps in services. When the community assessment is used in conjunction with other program data, it informs program planning. Learn more at <https://eclkc.ohs.acf.hhs.gov/program-planning/community-assessment-foundation-program-planning-head-start/community-assessment-foundation-program-planning-head-start>

Comprehensive Services

An array of services that meet the needs of and promotes the physical, social, emotional, and cognitive development of the children and families enrolled in the program. Learn more at <https://eclkc.ohs.acf.hhs.gov/video/comprehensive-services-foundation-head-start>

Continuity of Care

Services provided to children in a manner that promotes primary caregiving and minimizes the number of transitions in teachers and teacher assistants that children experience over the course of the day, week, program year, and to the extent possible, during the course of their participation from birth to age 3. Learn more at <https://eclkc.ohs.acf.hhs.gov/publication/promoting-continuity-care-infant-toddler-settings>



glossary

Copayment

See Parent Fees.

Cost Allocation Plan

A written account of the basis — the methods, formulas, and rules—used by the grantee agency to allocate costs to its various funding sources. Cost allocation means the process of assigning to two or more programs the costs of an item shared by the programs. Learn more at <https://eclkc.ohs.acf.hhs.gov/fiscal-management>

Cost Per Child

For Head Start programs, an amount calculated by dividing the total program budget of the Head Start program by the number of children served. Because costs per child are determined by a range of things (e.g., relative to program-specific services; geographic, historical, and community factors; and cost components), these figures are not always useful in making comparisons across programs.

Delegate Agency

A public or private nonprofit (including a community-based organization, as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)), or for-profit organization or agency to which a grantee has delegated all or part of the responsibility of the grantee for operating a Head Start program.

Developmentally Appropriate Practice (DAP)

DAP is an approach to teaching that is based on how young children develop and learn and what is known about effective early education. DAP involves teachers meeting young children where they are — both as individuals and as part of a group — and helping each child meet challenging and achievable learning goals. These practices are grounded in research and defined by the National Association for the Education of Young Children (NAEYC) in its book, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* (Third Edition).

Dual Language Learners (DLL)

Used by the Department of Health and Human Services (HHS) and by the Department of Education (ED) to describe young children, birth to age 5, who are learning two or more languages at the same time, or learning a second language while continuing to develop their first language. Research shows that supporting bilingualism from early ages can have wide ranging benefits, from cognitive and social advantages early in life, to long term employment opportunities and competitiveness in the workplace later in life. Learn more at <https://eclkc.ohs.acf.hhs.gov/browse/keyword/dual-language-learners>



glossary

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)

Medicaid's comprehensive and preventive child health program for individuals under the age of 21. EPSDT has two purposes: to assure health care resources are available and accessible, and to help Medicaid recipients and their caregivers use these resources. Health care professionals who work with children in Head Start programs, child care organizations, and clinics may access their state's EPSDT schedule to ensure children's health needs are met. Learn more at <https://eclkc.ohs.acf.hhs.gov/physical-health/article/early-periodic-screening-diagnostic-treatment-epsdt>

Early Care and Education Partnerships

Two or more early care and education providers or funding sources combining resources to provide, enhance, or expand services for children and families. This may include engaging nontraditional partners in collaborative efforts to support children's optimal development (e.g., child welfare agencies, faith communities, community centers, libraries, etc.).

Early Head Start (EHS)

An intensive, comprehensive child development and family support model for the delivery of services to low-income pregnant women, infants, toddlers, and their families. EHS is designed to nurture healthy attachments between parent and child, parent and caregiver, and child and caregiver. The program was created by Congress as part of the 1994 Reauthorization of the Head Start Act. Children remain eligible for EHS services from enrollment until they are 3 years old. Eligibility must be redetermined when the child is transitioning to a Head Start program. Learn more at <https://eclkc.ohs.acf.hhs.gov/programs/article/early-head-start-programs>

Early Head Start-Child Care (EHS-CC) Partnership

EHS-CC Partnerships bring together EHS and child care through layering of funding to provide comprehensive and continuous services to eligible infants, toddlers, and their families, particularly families with parents who are working or in training or school. EHS-CC Partnerships enhance developmental services and supports for infants and toddlers enrolled by providing strong relationship-based experiences and preparing them for the transition into Head Start programs and preschool. Learn more at <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships>

Early Childhood Learning and Knowledge Center (ECLKC)

The Office of Head Start (OHS) launched the ECLKC in 2006 with a clear and innovative mission: to provide timely information and learning opportunities relevant to the Head Start and Early Head Start (EHS) community, and to serve as a comprehensive resource for anyone involved in early childhood education. Head Start programs and parents visiting the ECLKC will find the latest information on OHS priorities, policies, and programs. The ECLKC also offers tips and promising practices on many early child care topics including child development, education, and health. Learn more at <https://eclkc.ohs.acf.hhs.gov/>



glossary

ERSEA

Stands for the Eligibility, Recruitment, Selection, Enrollment, and Attendance of children in Head Start/Early Head Start programs. It is part of the Head Start Management Systems and is part of a program's service delivery. ERSEA governs how programs select and enroll children into their program and is one of the most important tasks to be performed in successful Head Start programs. Learn more at <https://eclkc.ohs.acf.hhs.gov/eligibility-ersea>

Family and Child Experiences Survey (FACES)

Launched in 1997 to provide descriptive, nationally representative information on the characteristics, experiences, and development of Head Start children and families, and the characteristics of the Head Start programs and staff who serve them. Learn more at <https://www.acf.hhs.gov/opre/project/head-start-family-and-child-experiences-survey-faces-1997-2022>

Family Child Care (FCC)

Child care for children from infancy through school age provided in a professional caregiver's home. A family child care provider must be licensed by the state, tribal, or local entity to provide services in their home or family-like setting. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision applies. Learn more at <https://eclkc.ohs.acf.hhs.gov/policy/head-start-program-performance-standards-showcase/family-child-care-program-option>

Family Partnership Agreement (FPA)

Head Start programs aim to support the entire family and to assist parents in their personal and family development. A strong, meaningful, and authentic relationship between a staff member and family is the cornerstone of an effective Family Partnership Process. Head Start programs offer families an opportunity to participate in a family assessment, discuss family's goals, and develop a family partnership agreement. Learn more at <https://eclkc.ohs.acf.hhs.gov/video/journeys-hope-courage-family-partnership-agreement-family-strengths-needs-assessment>

Full-Day/Full-Year

Schedule of operation for early care and education services that meets the needs of families who are employed or attend job training or educational programs. The Head Start Program Performance Standards define a full-working-day as not less than 10 hours of Head Start or Early Head Start services per day.

Grantee

The local public or private non-profit agency or for-profit agency which has been designated as a Head Start agency under 42 U.S.C. 9836 and which has been granted financial assistance by the responsible HHS official to operate a Head Start program.



glossary

Head Start Act

A public law passed by Congress and signed by the President that authorizes the appropriation of funds and specifies the intent of the program, priorities, and types of services to be provided. The purpose of the Improving Head Start for School Readiness Act of 2007 is to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in a learning environment that supports growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary. Learn more at <https://eclkc.ohs.acf.hhs.gov/policy/head-start-act>

Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)

The ELOF describes the skills, behaviors, and knowledge that programs must foster in all children. It is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. The ELOF describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. Programs should use the ELOF to guide their choices in curriculum and learning materials, plan daily activities, and inform intentional teaching practices. Learn more at <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Head Start Program Performance Standards (HSPPS)

Federal regulations that guide how programs design and deliver comprehensive, high-quality individualized services to support the school readiness of children from low-income families. They encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services, as well as rules for local program governance and aspects of federal administration of the program. Learn more at <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

Head Start Collaboration Office (HSCO) Grants

OHS funds these offices in each state, the District of Columbia, Puerto Rico, and in Regions XI (American Indian and Alaskan Native) and XII (Migrant and Seasonal Head Start). HSCOs serve as a conduit of information between Regional Offices and their state, territorial, and AIAN and MSHS partners. Collaboration directors can support grantees' work with CCDF Lead Agencies, early childhood education licensing systems, professional development opportunities, Quality Rating and Improvement Systems (QRIS), and other systems. Learn more at <https://eclkc.ohs.acf.hhs.gov/video/head-start-collaboration-offices-working-you>

Implementation Planners

These consultants may be hired to support partnership startups and ongoing program operations. Grantees are responsible for contacting the planners to arrange consultation services, including terms of work and fees for services. Learn more at <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/ehs-cc-partnership-implementation-planners-fiscal-consultants>



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Individualized Education Program (IEP)

A written education plan for a child with a disability (ages 3–21) developed by a team that consists of professionals (e.g., teachers, therapists) and the child’s parents. Among other things, it contains information on the child’s present levels of academic achievement and functional performance; measurable goals; and a statement of the special education, related and supplementary aids, and services to be provided to the child. Learn more at <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/individualized-education-program-iep-basics>

Individualized Family Service Plan (IFSP)

A written early intervention plan for an infant or toddler (ages 0–3) with a developmental delay or disability developed by a team that consists of professionals (e.g., teachers, therapists) and the child’s family. It contains information on the child’s present level of development in all domains; outcomes for the child and family; and services and supports the child and family will receive to help them achieve the outcomes. Learn more at <https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-8-individualized-family-service-plan-process>

Individualized Professional Development (iPD) Portfolio

The iPD Portfolio is a learning management system, created to support ongoing professional development for staff in Head Start and child care settings. It contains accessible, self-paced modules based on staff roles and interests. The iPD platform also provides Continuing Education Units (CEUs) for several courses. Learn more at <https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/individualized-professional-development-ipd-portfolio>

Individuals with Disabilities Education Act (IDEA)

IDEA ensures that all children with disabilities have a free, appropriate public education available to them that emphasizes participation in the least restrictive environment, provision of services designed to meet their unique needs, and preparation for further education, employment, and independent living. Learn more at <https://eclkc.ohs.acf.hhs.gov/publication/services-children-who-do-not-qualify-idea>

Information Memorandum (IM)

A targeted communication tool from OHS which provides policy information to Head Start and Early Head Start grantees and delegate agencies. See IMs posted here <https://eclkc.ohs.acf.hhs.gov/policy/im>



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In-Kind

Property or services that benefit a grant-supported project or program and are contributed by non-federal third parties without charge to the grantee. In-kind contributions may consist of the value of real property and equipment and the value of goods and services directly benefiting the grant program and specifically identifiable to it. In-kind match is counted for the period when the services are provided or when the donated goods are received and used. Can be part of meeting the non-federal match requirement. Learn more at <https://eclkc.ohs.acf.hhs.gov/fiscal-management/article/documenting-kind-contributions>

Layered Funding

The EHS-CC Partnership program represents a unique opportunity to leverage and maximize resources utilizing multiple funding sources to enhance the early care and education capacity of child care partners and improve outcomes for infants and toddlers. Grantees use EHS-CC Partnership funds from the Office of Head Start to partner with local child care centers and family child care homes. These funds are layered in addition to child care subsidies and other existing funding to cover the entire cost of quality full-day/full-year comprehensive services. Partnership funds will enhance existing budgets that include the CCDF and other existing child care funding.

Layered funding consists of three levels:

1. Core child care services
2. Program level enhancements (e.g., services that benefit all children in a classroom, such as teacher qualifications)
3. Individual child services (e.g., services to children enrolled in EHS-CC Partnerships)

EHS-CC Partnership funds must supplement, not replace, existing child care funds. The concept of layering funds is used to assure that EHS-CC Partnership funds will enhance service quality without duplication or replacement of existing child care funding. Learn more at <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/layering-early-head-start-services-funds-child-care>

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools. Serves in a city, county, township, school district, or other political sub-division of a state, or for a combination of school districts or counties as are recognized in a state, as an administrative agency for its public elementary or secondary schools. In an IEP meeting for a family with a child with special needs, the LEA is the representative of the school district that referred the child to special education services and pays for them.

Lead Agency

The state, territorial, or tribal entity to which a CCDF grant is awarded, and which is accountable for the funds provided. Lead Agencies establish key policies that facilitate collaboration and system-building and secures successful child care partnerships.



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Licensing and Regulatory Requirements

Requirements necessary for a provider to legally operate child care services in a state, territory, or locality, including registration requirements established under state, territorial, local, or tribal law. These requirements include standards for health and safety, safe sleep practices, caregiver to child ratios, group size, food preparation and serving, staff training, sanitation, emergency preparedness plans, and background checks for staff.

Management Systems Wheel (MSW)

A visual representation of the 12 program management, planning, and oversight systems that are critical to high-quality service delivery in a Head Start/Early Head Start program. Learn more at <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems-wheel>

Market Rate

The price charged by providers for child care services offered to privately paying families. Under CCDF, state Lead Agencies are required to conduct a market rate survey every three years to determine the current price of child care throughout the state. In the CCDF plans, Lead Agencies are required to describe how the rates they pay to child care providers serving subsidized children ensure access to child care that is comparable to that of non-CCDF families. This must include a description of how base payment rates are set at least at a level sufficient to cover the costs to providers of the health, safety, quality, and staffing requirements included in the CCDBG Act and the OCC Final Rule. Higher provider payment rates are necessary to ensure that providers receiving CCDF funds have the means to provide high-quality care for our country's low-income children.

Maintenance of Effort (MOE)

In order to receive their full share of CCDF each year, states are required to maintain the amount of non-federal state funds spent on child care each year to at least equal the amount they spent during the preceding fiscal year.

Memorandum of Understanding (MOU)

A written agreement or statement detailing the preliminary understanding of two or more parties that, though not legally binding, is more formal than a verbal commitment. It states the intent to work together toward a common goal and outlines terms, details, and each party's requirements and responsibilities.

National Centers (NC)

As part of the Office of Head Start training and technical assistance (TTA) system, the national centers promote excellence through high-quality, practical resources and approaches that build early childhood education program capacity. They also support consistent practices across communities, states, tribes, and territories. Learn more at <https://eclkc.ohs.acf.hhs.gov/about-us/article/training-technical-assistance-centers>



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Non-federal Match

That portion of total program costs provided by the non-federal entity in the form of in-kind donations or cash match received from third parties or contributed by the agency. In-kind contributions must be provided, and cash expended during the project period along with federal funds, to satisfy the matching requirements. This term may also be used for other federal grants. Learn more at <https://eclkc.ohs.acf.hhs.gov/fiscal-management/article/determining-non-federal-match>

Office of Child Care (OCC)

Division of HHS/ACF that administers the CCDF to states, territories, and federally recognized tribes. OCC supports working families who are low-income through child care financial assistance and promotes children's learning by improving the quality of early care and education and afterschool programs.

Office of Head Start (OHS)

Division of HHS/ACF that manages grant funding and oversees local agencies providing Head Start services. OHS promotes school readiness of children ages pre-birth to 5 from families with low income through education, health, social and other services. The Head Start Act and HSPPS are intended to strengthen and improve the quality of Head Start programs.

Parental Choice

A foundational tenet of the CCDF program to ensure parents are empowered to make their own decisions regarding the child care that best meets their family's needs. As outlined in the regulations, Lead Agencies must allow parents to choose from a range of child care provider categories and types. Parents in eligible low-income families receive help paying for child care at a provider of their choice. The parent may select any provider meeting the state's health and safety requirements that ensure basic protections for children. Parents receive consumer education and information on topics such as what to look for in a quality child care provider.

Parent Fees

Each family's full or partial contribution to the cost of child care services. The amount a family pays for CCDF-subsidized child care is determined by the Lead Agency's (e.g., state, territory, or tribe) sliding fee scale that varies based on income, the size of the family, and other eligibility factors identified. This fee must be affordable and not a barrier to families receiving CCDF. Lead Agencies may choose to waive contributions or copayments from families whose incomes are at or below 100 percent of the poverty level. Also called "copayment."

Part B of IDEA

Part B mandates special education and related services for children with disabilities ages 3 through 21. Before Part B services start, an Individualized Education Plan (IEP) is developed for children 3 through 21 years of age who qualify for special education services from school districts. An IEP is focused on the child's goals. Learn more at <https://eclkc.ohs.acf.hhs.gov/publication/services-children-who-do-not-qualify-idea-fact-sheet>



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Part C of IDEA

Part C of IDEA is a federal grant program mandating early intervention services to infants and toddlers with disabilities ages birth to 3. It assists states in operating a comprehensive statewide system of early intervention services for infants and toddlers with, or at-risk for, disabilities. Part C builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities. Learn more at <https://eclkc.ohs.acf.hhs.gov/publication/services-children-who-do-not-qualify-idea-fact-sheet>

Partnership Agreement

A detailed written document based on a jointly developed plan between partners. It describes the purpose of the agreement, contract period, partners and their roles and responsibilities, planning and decision-making systems, communications, monitoring and oversight, and recordkeeping and documentation. This agreement guides the partnership and serves as a mechanism by which the partners assess the fulfillment of the commitments made. Learn more at <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/early-head-start-child-care-ehs-cc-partnership-implementation>

Program Information Report (PIR)

Provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. All grantees and delegates are required to submit PIR for Head Start and Early Head Start programs. Learn more at <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir>

Program Instruction (PI)

A policy document by which OHS addresses specific requirements that Head Start and Early Head Start grantees and delegate agencies must implement in their programs. Learn more at <https://eclkc.ohs.acf.hhs.gov/policy/pi>

Policy Council

A governance body required by the HSPPS. Each grantee must establish and maintain a Policy Council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. Parents of children currently enrolled in each program option must be proportionately represented on the Policy Council or committee.

Pre-kindergarten (Pre-K)

Early childhood initiatives or programs providing education-related services to children younger than age 5 in the year before they enter school at the kindergarten level. Many states now offer pre-K services funded through state budget appropriations to a state agency (usually the state education department) to administer a defined program to be operated by school districts directly or by other entities in communities. Also known as preschool.



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Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA)

A central component of welfare reform enabling parents to work. Sections of this bill provide for block grants to states to fund Temporary Assistance for Needy Families (TANF) and CCDF services.

Quality

NAEYC defines a high-quality early childhood program as one that meets the needs of and promotes the physical, social, emotional, and cognitive development of the children and adults involved in the program. See Developmentally Appropriate Practices (DAP). High-quality early learning leads to many positive outcomes in life, including increased educational attainment, healthier lifestyles, and more successful careers.

Quality Rating and Improvement System (QRIS)

A systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for restaurants and hotels, QRIS awards quality ratings to early and school-age care and education programs that meet a set of defined program standards. By participating in their state's QRIS, early and school-age care providers embark on a path of continuous quality improvement. Learn more at <https://ecquality.acf.hhs.gov/>

Request for Proposals (RFP)

The formal system whereby the federal government or other funders solicit bids from agencies and institutions for specified services.

School Readiness Initiatives

State- or federally-funded initiatives designed to ensure children's readiness for school, families' readiness to support their children's learning, and schools' readiness to receive children. Head Start programs view school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Physical, cognitive, social, and emotional development are all essential elements of school readiness.

Sliding Fee Scale

A system of cost sharing and formula for determining the amount of child care fees or copayments to be paid by families, usually based on income and family size. Families eligible for CCDF-subsidized care pay fees according to a sliding fee scale developed by the state, territory, or tribe. Cost sharing must not be a barrier to families receiving child care assistance. It must help families afford child care and enable them to access the full range of child care providers. Lead Agencies may choose to waive copayments from families with incomes at or below 100 percent of the poverty level.

Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

Aims to safeguard the health of low-income women, infants, and children up to age 5 who are at nutrition risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. Learn more at <https://eclkc.ohs.acf.hhs.gov/nutrition/article/coordinating-nutrition-health-services-across-head-start-wic-ccdf-cacfp>



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State Advisory Council on Early Childhood Education and Care (SAC)

These councils are charged with developing high-quality, comprehensive systems of early childhood development and care, including child care, Head Start, and pre-kindergarten programs and services, and Individuals with Disabilities Education Act (IDEA) preschool, infant, and family programs. SACs are required to conduct periodic statewide needs assessments on the quality and availability of programs; identify opportunities for, and barriers to, collaboration and coordination; develop recommendations for improvements; assess the capacity and effectiveness of institutions of higher education supporting early childhood educators; facilitate systems of early childhood education and care designed to improve school readiness; support professional development, recruitment, and retention initiatives; and promote other activities consistent with the state's plan and application.

State Child Care Administrators

State administrative staff responsible for overseeing state child care programs for CCDF through the Lead Agency. In some states, the CCDF administrator is responsible for all components of the CCDF program; in others, co-administrators are designated, or interdepartmental agreements are established with other agencies for key components such as licensing administration.

State Child Care Plan

See CCDF Plan.

Training and Technical Assistance (TTA)

The Office of Head Start TTA system improves the knowledge, skills, and practices of grantee staff to implement programs which, in turn, improve the outcomes of children and families. The OHS TTA system has three components that have distinct and complementary functions: national centers, regional TTA network, and grantee funding. The Regional TTA Network provides targeted TTA to individual grantees, clusters of grantees with similar interests or needs, and at state and regional events. There are up to five categories of regional TTA specialists: early childhood specialists, grantee specialists, health specialists, family engagement specialists, and, in some regions, systems specialists. Learn more at <https://www.acf.hhs.gov/ohs/assistance>

Temporary Assistance for Needy Families (TANF)

This program is designed to help low-income families achieve self-sufficiency. States, territories, and tribes receive block grant funds to provide families with financial assistance and related support services to include child care assistance, job preparation, and work assistance. Each state, territory, or tribe determines eligibility, benefit levels, services, and time limits for low-income families. Federal law stipulates that the time limit for assistance shall not exceed five years.



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Title I

Part of the Leave No Child Behind Act of 2001 (NCLB), originating from the Elementary and Secondary Education Act (ESEA) of 1965 legislation of the U.S. Department of Education (ED). Part A provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

U.S. Department of Education (ED)

The federal agency responsible for programs dealing with elementary, secondary, and post-secondary education. Its primary function is to foster educational excellence, establish policy for, administer, and coordinate most federal assistance to education, collect data on U.S. schools, and enforce federal educational laws regarding privacy and civil rights.

Voucher

See Child Care Certificate.

Welfare Reform

Changes in the 1990s to the federal welfare system. A central objective of the redesign was to move recipients — usually single mothers — off public assistance and into employment. Many of these objectives, and the requirements of people who receive public assistance, are described in the Personal Responsibility and Work Opportunity Act of 1996 (PRWORA) (Pub.L. 104–193).

This resource was developed for the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$6,500,000 with 100% funding by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, ACF/HHS, or the U.S. Government.



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1302.91 Staff qualifications and competency requirements.

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-91-staff-qualifications-competency-requirements>

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

RESOURCES

Texas Head Start State Collaboration Office - <https://texashssco.org/>

The Children's Learning Institute - <https://childrenslearninginstitute.org/>

Early Childhood Texas -

https://earlychildhood.texas.gov/?utm_medium=email&utm_source=newsletter&utm_campaign=ect_launch&utm_term=tea

Texas Education Agency - <https://tea.texas.gov/>

Early Childhood Intervention - <https://www.hhs.texas.gov/services/disability/early-childhood-intervention-services>

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