



FY 2010 Office of Head Start Monitoring Protocol

September 10, 2009

Education & Early Childhood
Development Services Protocol



Education and Early Childhood Development Services

This section of the Protocol contains a list of **Compliance Questions** that identify Head Start (HS) program requirements against which each question is designed to monitor compliance. Reviewers assigned to this section must answer all of the Compliance Questions, but only after collecting and analyzing sufficient information to make well-informed decisions. Responses to each Compliance Questions must be substantiated with details from extensive interviews, document reviews, and/or observations.

Targeted Questions following the Compliance Questions will help lead reviewers to the right people, documents, and observations from which to gather information. These questions reflect the minimum evidence gathering requirements to address the Compliance Questions. Responses to Compliance Questions are not limited to the interviews, document reviews, and observations outlined in the Protocol's Targeted Questions, so long as additional sources are necessary to answer the Compliance Question. The onsite review should cover all program options provided by the grantee and delegate as well as childcare partnerships and family child care homes.

For each Compliance Question, reviewers must document and describe detailed evidence collected through the Guides and Checklists. Guides are organized by type of interviewee, type of document to be reviewed, or type of observation to be conducted. For example, when interviewing a parent, all Targeted Questions for parents, regardless of where they reside in the protocol, will be listed on the Parent Interview Guide, organized by key topic area (e.g., Communication with Families). The Guides are the area where reviewers will document all of their Notes, which form the foundation for understanding grantee compliance, and, when appropriate, become the basis for preliminary areas of noncompliance. For all evidence collected, reviewers should provide sufficient context to support the conclusions drawn, including the number of documents reviewed, people interviewed, and observations made. In the Monitoring Software, all Notes collected through the Guides are attached to the standards listed with each Targeted or Compliance Question.

The Education and Early Childhood Development section of the Protocol is divided into six subsections:

- Teacher Credentialing and Qualifications
- Curriculum, Individualization and Assessment
- Social-Emotional Development
- Cognitive and Language Development
- Physical Development
- Management Systems Analysis



Education and Early Childhood Development Services Question 1A

Has the program hired staff or consultants as content area experts to oversee education and early childhood development services who have training and experience in theories and principles of child growth and development, early childhood education, and family support? Do they also meet the qualifications for classroom teachers, as specified in section 648A of the Head Start Act?

Note: Always stack 1304.52(d)(1) and 648A(a)(3)(A)

1304.52(d)(1), 648A(a)(3)(A)

Targeted Question for Education and Early Childhood Development Services Question 1A

Interview: ECD Coordinator (Staff Qualifications and Expertise)

- Describe your training or experience related to child growth and development, early childhood education, and family support. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of early childhood education. If you are not the content area expert, does someone support you in this area and how?

Staff Files: ECD Content Area Expert (Staff Qualifications and Expertise)

- Review the degree, training, experience, and qualifications documented for the education and early childhood development content area expert, including documentation of training and experience related to child growth and development, early childhood education, and family support. Indicate which of the following credentials the content area expert possesses (Select all that apply).
 - Child development associate (CDA) credential that is appropriate to the age of children being served
 - State-awarded certificate for preschool teachers that meets or exceeds the requirements for a CDA credential
 - Associate's degree in early childhood education
 - Associate's degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children
 - Bachelor's degree and admission into the Teach For America program; successful completion of a rigorous early childhood content exam, such as the Praxis II; participation in a Teach For America summer training institute that includes teaching preschool children; and ongoing professional development and support from Teach For America's professional staff
 - Bachelor's or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children
 - The content area expert does not possess any of the above degrees, training, experience, and qualifications
(Note to reviewer: Document the qualifications that are listed in the file.)



Education and Early Childhood Development Services Question 1B

APPLIES ONLY TO: Center-based or family child care programs

Do teachers have the required qualifications and experience?

Note: When citing noncompliance with Section 648A(a)(3)(A)(i-v) Teacher Qualifications, you must indicate the number of teachers found to be unqualified and identify the name of the classrooms where the grantee did not ensure there was at least one qualified teacher (or in the case of infant and toddler classrooms, at least two qualified teachers) working. Indicate whether at least one preschool teacher in each classroom has at least one of the required credentials.

648A(a)(3)(A), 1304.52(f), 1304.52(h)(1)

Coursework equivalent to a major relating to early childhood education includes but is not limited to courses that focus on child development, early childhood education and curriculum, early childhood teaching and assessment, psychology, family development, health and physical development, mathematics, science, and children’s literature. Such courses may be offered in various departments, such as Education, Home Economics, Music, Art, Library Sciences, Physical Education and Recreation, Psychology, Family Studies, and others. It is up to each prospective employee to provide the Head Start program with information on the college credit courses taken and to demonstrate that the courses address early childhood education or child development with a focus on children ages 3 to 5.

Programs must examine the college transcripts and review course descriptions or syllabi to determine the relevance of the courses to the Head Start program. Please refer to ACF-IM-HS-08-12 for further guidance on this topic.

Targeted Question for Education and Early Childhood Development Services Question 1B

Interview: ECD Coordinator (Staff Qualifications and Expertise)

- Are teachers or FCC providers required to communicate in the languages spoken by the families served by the program?

Staff Files: Preschool Teacher (Staff Qualifications and Expertise)

- Review the degree, training, experience, and qualifications documented for the center-based preschool teacher. Indicate which of the following credentials the teacher possesses.
 - Child development associate credential (CDA) appropriate to the age of children being served
 - State-awarded certificate for preschool teachers that meets or exceeds the requirements for a CDA credential
 - Associate's degree in early childhood education
 - Associate's degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children
 - Bachelor's degree; admission to the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool-age children, and is receiving ongoing professional development and support from Teach For America's professional staff
 - Bachelor's or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children



- This teacher does not possess any of the qualifications listed above

(Note to reviewer: Document the qualifications that are listed in the file. At least one teacher in every preschool classroom must possess one of the above qualifications. If this teacher does not possess the required qualifications, review the file of another teacher in the classroom. If no teacher in this classroom possesses the required qualifications, document this finding in your notes.)

648A(a)(3)(A)

Staff Files: Infant and Toddler Teacher (Staff Qualifications and Expertise)

- Review the degree, training, experience, and qualifications documented for the center-based infant and toddler teaching staff. Indicate whether the teacher has the following required qualifications:

- Training on effective communication with infants and toddlers and their parents and other staff,
- Training on safety issues (e.g., reducing the risk of Sudden Infant Death Syndrome), and
- CDA for infant and toddler caregivers or equivalent credential within 1 year of hire.

(Note to reviewer: If the teacher does not possess the required qualifications, document the qualifications that are listed in the file and review the file of another teacher. At least two teachers in every infant and toddler classroom must possess the required qualifications. If you are unable to identify two teachers in this classroom that possess the required qualifications, document this finding in your notes.)

1304.52(f)

Staff Files: Family Child Care Provider (Staff Qualifications and Expertise)

- Review the degree, training, experience, and qualifications documented for the family child care provider. Indicate whether the provider has the following required qualifications:

- Previous early childcare experience, and
- Enrollment in a CDA credential or associate's or bachelor's program in child development or early childhood education within 6 months of beginning service provision.

(Note to reviewer: For previously contracted providers, within six months of January 8, 2008, all family child care providers must have enrolled in a credentialing program. Family child care providers must acquire the CDA credential or Associate's or Bachelor's degree within 2 years of February 7, 2008, or, thereafter, within 2 years of beginning service provision.)

1304.52(h)(1)



Education and Early Childhood Development Services Question 1C

APPLIES ONLY TO: Home-based programs

Do home visitors have the required knowledge and experience in child development and early childhood education; principles of child health, safety, and nutrition; adult learning principles; and family dynamics?

1304.52(e)

Targeted Question for Education and Early Childhood Development Services Question 1C

Interview: ECD Coordinator (Staff Qualifications and Expertise)

- Is the home visitor required to communicate in the languages spoken by the families that the program serves?

Staff Files: Home Visitor (Staff Qualifications and Expertise)

- Review personnel files, contracts, or resumes of home visitor staff, and list the degrees, training, experience and qualifications documented. Does each home visitor serving families have training and experience in:
 - Child development and early childhood education,
 - Principles of child health, safety, and nutrition,
 - Adult learning principles,
 - Family dynamics,
 - Communicating and motivating adults,
 - Community resources, and
 - Linking families with appropriate resources.



Education and Early Childhood Development Services Question 2A

Does the written curriculum include the required elements?

Note: For more information about Curriculum in Head Start and to access "A Checklist for Early Childhood Curriculum", go to the Early Childhood Learning and Knowledge Center website.

1304.3(a)(5)

Targeted Question for Education and Early Childhood Development Services Question 2A

Document Review: Curriculum

- Write down the name of the curriculum used, the type of assessment tools used with the curriculum, and additional supplements used with the curriculum.
- Describe how the curriculum used is consistent with the following criteria:
 - Includes goals for children's development and learning,
 - Includes experiences through which they will achieve those goals,
 - Addresses what staff and parents do to help children achieve those goals,
 - Includes materials needed to support implementation,
 - Is consistent with the Head Start Program Performance Standards,
 - Is based on sound child development principles, and
 - Is research based.



Education and Early Childhood Development Services Question 2B

APPLIES ONLY TO: Programs serving preschool-age children

Are all educational aspects of the health, nutrition and mental health services integrated into the curriculum?

1304.21(c)(1)(iii),
1304.22(d)(2), 1304.23(c)(7)

Targeted Question for Education and Early Childhood Development Services Question 2B

Observation: Curriculum

- Look for evidence of the integration of services into the curriculum. Describe the types of integrations seen during the observation. Note specifically the following items (but write a full observation of integrations):
 - Developmentally appropriate food-related activities are integrated into the curriculum
 - Safety awareness integrated into children's activities
1304.23(c)(7), 1304.22(d)(2)

Interview: ECD Coordinator (Curriculum Development and Implementation)

- How do you coordinate with other service area staff to ensure they have an opportunity to provide guidance for integration of health, nutrition, and mental health into curriculum implementation?

Interview: Teacher, Family Child Care Provider, and Home Visitor (Curriculum Development and Implementation)

- How do you integrate health, nutrition, and mental health into the curriculum?



Education and Early Childhood Development Services Question 2C

Does the program use information from screenings, ongoing observations, evaluations, and insight from parents to determine how the program can best respond to each child’s individual characteristics, strengths, and needs?

1304.20(f)(1),
1304.21(c)(1)(i)

Targeted Question for Education and Early Childhood Development Services Question 2C

Child Files

- Are ongoing observations conducted and recorded to better understand each child?
- Review the assessment data in child files. Does the assessment process collect information about children's functioning in the following areas:
 - Gross and fine motor skills,
 - Perceptual discrimination,
 - Cognition,
 - Attention skills,
 - Self-help,
 - Social and receptive skills, and
 - Expressive language?

Interview: Teacher, Family Child Care Provider, and Home Visitor (Curriculum and Individualization)

- How do you manage individualization for children with the implementation of the program curriculum?
- How do you measure the success of individualization and the strategies used to implement the curriculum for each child?
- Describe the process for using multiple sources of information (such as screenings, ongoing observations, and insights from parents) to individualize for children.

Interview: ECD Coordinator (Curriculum and Individualization)

- How is the curriculum implemented to ensure children’s individual patterns of learning and development are supported?
1304.21(c)(1)(i)
- How are screenings, ongoing observations, evaluations and insight from parents used to respond to each child’s individual strengths and needs?



Education and Early Childhood Development Services Question 3A Does the program support social and emotional development by encouraging trust-building?	
	1304.21(a)(3)(i)(A)

Targeted Question for Education and Early Childhood Development Services Question 3A

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Positive Climate to answer this compliance question (which will populate below).

Observation: Building Trust

- Describe the interactions with children. Are they pleasant and comforting? Do adults show interest in children’s activities?
- Look for evidence of a warm and supportive classroom. Describe how teachers and children interact with each other. Focus specifically on the relationships that are supportive and caring.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- Describe the process for moving children to new groups.
- Are children oriented gradually to new groups or teachers with a familiar adult present?



Education and Early Childhood Development Services Question 3B	
Does the program support social and emotional development by fostering independence?	
	1304.21(a)(3)(i)(B), 1304.21(a)(1)(v)

Targeted Question for Education and Early Childhood Development Services Question 3B

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Regard for Student Perspective to answer this compliance question (which will populate below).

Observation: Fostering Independence

- Describe how adults foster independence in children’s daily routines. In your description include:
 - Classroom setup and whether the environment allows children to use and put away materials and supplies independently,
 - The time provided to complete tasks, and
 - The location of materials in the classroom and whether they are arranged for independent use.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- What are some of the strategies you use to foster independence?
- How do you encourage independent use of toilet facilities?
1304.21(a)(1)(v)



Education and Early Childhood Development Services Question 3C

Does the program support social and emotional development that enhances each child's strengths by encouraging self-control through setting clear, consistent limits and having realistic expectations?

1304.21(a)(3)(i)(C)

Targeted Question for Education and Early Childhood Development Services Question 3C

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Behavior Management to answer this compliance question (which will populate below).

Observation: Encouraging Self-Control

- Look for evidence of teachers encouraging self-control. Describe how teachers set clear limits with realistic expectations based on the children's ages and ability. Record examples of teachers helping children express their emotions and of effective classroom management that prevents escalation of uncontrolled conflict.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- Please provide examples of how you set consistent limits for children and your developmental expectations for adhering to those limits.



Education and Early Childhood Development Services Question 3D

Does the program support social and emotional development by encouraging respect for others' feelings and rights?

1304.21(a)(3)(i)(D)

Targeted Question for Education and Early Childhood Development Services Question 3D

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Teacher Sensitivity to answer this compliance question (which will populate below).

Observation: Encouraging Respect

- Look for evidence of teachers encouraging respect for others' feelings and rights. Describe how teachers engage children in problem-solving strategies and support positive guidance (e.g., acknowledge feelings, verbalize feelings, listen to all sides, anticipate and redirect challenging behavior when needed).

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- What do you do to encourage children to respect the rights and feelings of others?



Education and Early Childhood Development Services Question 3E

Does the program support and respect the home language, culture, and family composition of each child?

1304.21(a)(3)(i)(E)

Targeted Question for Education and Early Childhood Development Services Question 3E

Observation: Culture and Diversity

- Describe the communication between adults and children. Note specifically whether at least one adult is able to communicate with the child in his or her home language.
- Describe the materials, equipment, and activities that reflect the diversity of the children in the setting.

Interview: ECD Coordinator (Culture and Diversity)

- What are the procedures for ensuring that adults can communicate with children in their home language?
- You have observed that in at least one setting no adult was able to communicate with a child in his or her home language. Conduct a follow-up interview with the ECD Coordinator to understand how adults communicate with children and their families in this setting.



Education and Early Childhood Development Services Question 3F

APPLIES ONLY TO: Programs serving infants and toddlers

Have secure relationships developed between staff and infants and toddlers by having a limited number of consistent teachers over an extended time period?

1304.21(b)(1)(i)

Targeted Question for Education and Early Childhood Development Services Question 3F

Interview: ECD Coordinator (Staffing)

- Have staff changes occurred? How many changes have occurred during this program year?
- How long has each infant and toddler teacher been with the same group of children?
- What is the procedure for assigning substitutes?

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- How do you maintain secure and consistent relationships with infants and toddlers?



Education and Early Childhood Development Services Question 3G

APPLIES ONLY TO: Programs serving infants and toddlers

Does the program support the social and emotional development of infants and toddlers by encouraging development of self-awareness?

1304.21(b)(2)(i)

Targeted Question for Education and Early Childhood Development Services Question 3G

Observation: Self-Awareness

- Describe evidence of adults encouraging self-awareness in infants and toddlers. Note specifically how quickly program staff respond to individual children, the exchange of information with parents during arrival and departure, and how the environment supports self-awareness (such as mirrors or materials from home).



Education and Early Childhood Development Services Question 3H

Does the program support social and emotional development by planning for routines and transitions so they occur in a timely, predictable, and unrushed manner according to each child's needs?

1304.21(a)(3)(ii),
1304.23(c)(5)

Targeted Question for Education and Early Childhood Development Services Question 3H

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Productivity to answer this compliance question (which will populate below).

Observation: Daily Routines and Transitions

- Describe the routines and transitions observed. Note specifically whether children are kept involved in activities throughout the observation, whether teachers are fully prepared for activities and lessons, whether materials are ready, and whether the routine is flexible and individualized.

Observation: Safe Environments Center-based Checklist and Safe Environments Family Child Care Checklist (Health and Safety of Infants and Toddlers)

- Are infants held during bottle feeding? If not, describe.
NUT4D, 1304.23(c)(5)
Applies to: Programs serving infants and toddlers
Observed by: ISR II



Education and Early Childhood Development Services Question 3I

APPLIES ONLY TO: Programs serving preschool-age children

Is each child provided opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning?

1304.21(c)(1)(vi)

Targeted Question for Education and Early Childhood Development Services Question 3I

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Regard for Student Perspective to answer this compliance question (which will populate below).

Observation: Self-Esteem

- Look for evidence of program staff encouraging children to develop feelings of competence, self-esteem, and positive attitudes toward learning throughout the observation. Describe how teachers listen to children, compliment their accomplishments and efforts, or encourage children to talk about what they are doing.

Interview: Home Visitor, Teacher, and Family Child Care Provider (Social and Emotional Development)

- What are some of the strategies you use to develop competence, self-esteem, and positive attitudes toward learning?



Education and Early Childhood Development Services Question 3J

APPLIES ONLY TO: Programs serving preschool-age children

Are children provided individual and small group experiences both indoors and outdoors?

1304.21(c)(1)(vii)

Targeted Question for Education and Early Childhood Development Services Question 3J

Observation: Curriculum

- Observe the experiences offered to children. Describe individual experiences and small group experiences. Describe both indoor and outdoor experiences (delineate between the two).

Interview: Teacher, Family Child Care Provider, and Home Visitor (Social and Emotional Development)

- Describe the types of individual and small group experiences you provide for children both indoors and outdoors.



Education and Early Childhood Development Services Question 4A

Does the program provide for development of each child's cognitive and language skills by supporting his or her learning with various strategies, including experimentation, inquiry, observation, play, and exploration?

1304.21(a)(4)(i)

Targeted Question for Education and Early Childhood Development Services Question 4A

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Concept Development to answer this compliance question (which will populate below).

Observation: Cognitive Development

- Provide descriptions of age-appropriate science activities, opportunities for children to play and explore, exploration of blocks, sand and water play or other ways that adults provide for the development of cognitive and language skills through experimentation, observation, play and exploration.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Cognitive and Language Development)

- What strategies are used to encourage experimentation, inquiry, observation, play and exploration?



Education and Early Childhood Development Services Question 4B

Does the program provide for development of each child's cognitive and language skills by ensuring opportunities for self-expression through art, music, and movement?

1304.21(a)(4)(ii)

Targeted Question for Education and Early Childhood Development Services Question 4B

Observation: Art, Music, and Movement

- Provide descriptions of art, music, and movement activities. Include a description of the materials available for these activities.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Cognitive and Language Development)

- How do you engage children in art, music, and movement activities?



Education and Early Childhood Development Services Question 4C Does the program promote interaction and language use among children and between children and adults?	
	1304.21(a)(4)(iii)

Targeted Question for Education and Early Childhood Development Services Question 4C

Observation: CLASS Observation

- For preschool center-based classrooms, use the CLASS Observation notes related to Language Modeling to answer this compliance question (which will populate below).

Observation: Language Development

- Describe the opportunities for children to use and hear language. Focus specifically on how adults listen actively to children, ask relevant questions, allow time for children to respond, and encourage language and interaction in small groups.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Cognitive and Language Development)

- What strategies do you use to promote language development in both English and home languages for dual language learners?



Education and Early Childhood Development Services Question 4D

Is each child's literacy and early math development supported through materials and activities according to his or her developmental level?

1304.21(a)(4)(iv)

Targeted Question for Education and Early Childhood Development Services Question 4D

Observation: Early Math Development

- Describe how numbers are integrated into daily routines and how teachers use a variety of experiences and different settings to teach math concepts and build mathematical vocabulary.

Observation: Early Literacy Development

- Describe how and when developmentally appropriate reading and writing materials are available throughout the day, and how children interact with books and the strategies used to promote literacy development.

Interview: Teacher, Family Child Care Provider, and Home Visitor (Cognitive and Language Development)

- What types of materials and strategies do you use to support literacy and math development?



Education and Early Childhood Development Services Question 4E

Does the program's approach to child development and education provide balanced daily opportunities for child-initiated and adult-directed activities, including individual and small-group activities?

1304.21(a)(1)(iv)

Targeted Question for Education and Early Childhood Development Services Question 4E

Observation: Child and Teacher Directed Activities

- Describe the opportunities for children to engage in child-initiated and adult-directed activities (e.g., free choice-time, asking teacher to read a book, teacher engaging in child-initiated conversation, teacher following child's lead, teacher leading activities for children's development).
- Describe how the daily routine offers opportunities for infants and toddlers to engage in playful interactive activities that are child and teacher directed (e.g., teacher reads to child or group of children, teacher leads children in group activity).



Education and Early Childhood Development Services Question 5A

APPLIES ONLY TO: Center-based or family child care programs

Is physical development promoted by providing sufficient indoor and outdoor space, equipment, materials, and adult guidance for active play and movement?

1304.21(a)(5)(i),
1304.21(b)(3)(i)

Targeted Question for Education and Early Childhood Development Services Question 5A

Observation: Gross Motor Skills

- Describe the gross motor development strategies for infants and toddlers. Look for available materials and equipment that encourage grasping, pulling, pushing, crawling, walking and climbing.
1304.21(b)(3)(i)
- Describe how the indoor and outdoor space and equipment supports active physical play and development for preschool children.

Interview: Teacher and Family Child Care Provider (Physical Development)

- How do you promote physical development both indoors and outdoors?

Observation: Safe Environments Family Child Care Checklist (Safe Environments Family Child Care Checklist)

- Are indoor and outdoor spaces at family child care programs in use by mobile infants and toddlers separated from general walkways and from areas in use by preschoolers? If not, describe the space observed.
SAF1G
Applies to: Programs serving infants and toddlers
Observed by: ISR II

Observation: Safe Environments Center-based Checklist

- Are indoor and outdoor spaces at center-based programs in use by mobile infants and toddlers separated from general walkways and from areas in use by preschoolers? If not, describe the space observed.
SAF1G
Applies to: Programs serving infants and toddlers
Observed by: ISR II



Education and Early Childhood Development Services Question 5B

APPLIES ONLY TO: Center-based or family child care programs

Does the program provide appropriate time, space, equipment, materials, and adult guidance for developing fine motor skills according to each child's developmental level?

1304.21(a)(5)(ii),
1304.21(b)(1)(iii)

Targeted Question for Education and Early Childhood Development Services Question 5B

Observation: Fine Motor Skills

- List the daily activities that encourage infants and toddlers to develop control and coordination of small, specialized motions of eyes, mouth, hands, and feet (e.g., art activities, sand and water play, blocks building, feeding, and washing hands).
1304.21(b)(1)(iii)
- Describe the variety of fine motor activities for preschool-age children available throughout the day (e.g., art activities, sand and water play, blocks building, shape sorting, feeding, solving puzzles, exploring textures, stringing beads).

Interview: Teacher and Family Child Care Provider (Physical Development)

- How do you promote developmentally appropriate fine motor skills?



Education and Early Childhood Development Services Question 5C

APPLIES ONLY TO: Home-based programs

Are parents encouraged to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials?

1304.21(a)(6),
1304.21(b)(3)(i),
1304.21(b)(3)(ii)

Targeted Question for Education and Early Childhood Development Services Question 5C

Interview: Parent (Parent Involvement)

- What have you learned from the program about the importance of developing your child’s physical development and safety precautions to use when playing actively with your child?

Asked by: ISR I

Interview: Home Visitor (Physical Development)

- How do you educate families about the importance of physical development and encourage families to play actively with their children both indoors and outdoors (e.g., tumble with child on the carpet indoors or on a blanket outdoors, sit with child on a swing, ride or walk with child on bike, wagon, or other wheeled toy)?



Education and Early Childhood Development Services Question 6A

This section lists a series of targeted questions not linked to a performance standard at the service area level. These questions are designed to contribute to a comprehensive analysis of the program’s management systems. Accordingly, these questions appear in each protocol section and are completed for each service area to provide insight into how key management systems function with relationship to each service area.

These questions will appear in each Reviewer’s Guides for the assigned Protocol sections.

Targeted Question for Education and Early Childhood Development Services Question 6A

Interview: ECD Coordinator (Ongoing Monitoring and Oversight)

- How do you monitor delivery of the program's education and early childhood development services and the program's compliance with all Federal regulations?
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of education and early childhood development services.
- What do you do if you detect problems or weaknesses with the program's education and early childhood development services?

Interview: ECD Coordinator (Program Planning)

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
- Describe how information from the community assessment (and its updates) is incorporated into your program planning and implementation.

Summary Analysis: Overall Service Summary

- Summarize your general impressions of the program’s delivery of early childhood education. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program’s provision of early childhood education. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program’s effectiveness in providing early childhood education.

Summary Analysis: Communication among Staff

- Summarize whether the program has effective two-way communication between ECD staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program’s staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

Summary Analysis: Communication with Parents

- Summarize whether the program has effective two-way communication between ECD staff and parents. Your summary should provide examples of why you consider the communication between the program’s staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.



Summary Analysis: Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of ECD services. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures;
 - Staff responsibilities for ongoing monitoring of their respective service areas;
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements;
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of the ongoing monitoring system in ECD services. Your summary might reflect a potential program strength, a concern, or general compliance.

Summary Analysis: Planning

- Review the ECD Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

Summary Analysis: Record-Keeping

- Summarize whether the program is effective in keeping up to date and accurate ECD records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

Summary Analysis: Service Specific Strengths

- Summarize program strengths noted in ECD. Describe any practices that were found to be new or innovative and had a positive impact that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
 - Collaborations with local/community-based services
 - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
 - Highly successful efforts to address and improve school readiness
 - Expansion of the program and increased accessibility
 - Extraordinary accommodations for children/families (e.g., children with disabilities)
 - Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.