

# **Early Learning Ventures EHS Service Plan**

## **Education and Child Development Services**

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## 1302.30 Purpose

### Performance Standard:

**Quality Education Services** – All programs must provide high-quality early education and child development services, including for children with disabilities that promote children’s cognitive, social, and emotional growth for later success in school.

A center-based or family child care program must embed responsive and effective teacher-child interactions. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and support family engagement in children’s learning and development.

A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in 1302.31 through 1302.34 (this section).

### Policy and Procedures:

The policies and procedures outlined throughout this *Education and Child Development Services* plan demonstrate ELV’s provision of quality early childhood services for all children, including those children with disabilities. Early Learning Ventures strives to ensure that services support a sense of belonging and recognizes cultural and linguistic differences as strengths and opportunities to build stronger and more effective relationships that support the family as the child’s first teacher and responsive caregiving of all children and nurtures family-child-teacher engagements that supports a foundation for lifelong learning.

Each ELV Child Care Partner implements a Researched-Based Curriculum and uses an authentic assessment tool that support individualization and children’s growth in alignment with the *Head Start Early Learning Outcomes Framework: B-5*. Family engagement in children’s learning and development is essential. Learning experiences are developmentally and linguistically appropriate, as well as culturally responsive and is autonomous to the populations served by each county ELV works with Child Care Partners.

## **1302.31 Teaching and the Learning Environment**

### **Performance Standard:**

***Teaching and the Learning Environment*** - A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, all practices outlined through 1302.31.

***Effective Teaching Practices*** - Teaching practices must:

- Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities;
- Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;
- Integrate child assessment data in individual and group planning; and,
- Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

### **Policy and Procedures:**

Each ELV Child Care Partner utilizes a Researched-Based curriculum and ongoing assessment tool; data and child outcomes are used to inform activities, lesson planning, the daily schedule and individualization for children continued learning and development. Developmentally appropriate learning experiences and the learning environment are responsive to children’s needs; they also support children’s social and emotional development and cognitive, language, and physical skills.

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As developmentally appropriate, Partners will utilize nurturing and responsive practices, interactions, and environments that foster trust and emotional security for children to experience a sense of belonging, being heard, and seen in their learning environment by:

- Providing warm, responsive, and consistent care.
- Ensuring that expectations of children are age and developmentally appropriate.
- Showing positive affect (i.e. smiling, laughing, enthusiasm, verbal/physical affection).
- Making eye contact with children and being physically at their level.
- Maintaining consistent and predictable routines.
- Following the lead of children, whenever possible.
- Being an emotional role model (i.e. responding calmly, expressing joy).
- Learning to read the moods of children and verbalizing how they may be feeling. (i.e. “You look sad. Let’s see if we can make you feel better”).
- Imitating infants’ facial expressions and sounds.
- Helping children calm and soothe themselves.
- Encouraging early friendships through parallel play (playing beside one another).
- Offering children small choices throughout the day.
- Calmly setting limits and focusing on children’s positive behaviors.
- Supporting children’s growing independence (accessible materials, self-care).
- Encouraging and affirming children’s efforts as they learn knowledge and new skills.

ELV Partners will provide environments that promote communication and are language rich. As developmentally appropriate, strategies include:

- Describing actions of self (self-talk) and of the children (parallel talk).
- Repeating and extending children’s words and phrases.
- Encouraging conversations with back and forth exchanges.
- Using a variety of words and descriptive vocabulary to explain new words.
- Labeling objects to show the connection between language and print.
- Using open-ended questions to encourage children to use language.
- Allowing time for children to respond to questions.
- Talking, singing, or using finger plays during diapering and feeding.
- Promoting language at mealtimes and during transitions.
- Having books available throughout the classroom and reading Big Books in groups;
- Allowing children supervised opportunities for writing.
- Supporting the child’s home language via print, images, spoken, and through the song throughout the learning environment.

ELV Partners will promote critical thinking and problem-solving. As developmentally appropriate, strategies include:

- Providing opportunities and materials for exploration with teacher guidance.

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- Building on children’s skills and knowledge as they learn (scaffolding).
- Moving children from simple concepts to more complex, as appropriate.
- Giving hints and asking questions to promote problem solving.
- Asking open-ended questions (i.e. about cause and effect, observations, etc.)

### 1302.31 Teaching and the Learning Environment

#### Performance Standard:

**Effective Teaching Practices** - A program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

- For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;
- For a preschool age dual language learner, include teaching practices that focus on English language acquisition and continued development of the home language; or,
- If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language.

#### Policy and Procedures:

Early Learning Ventures is committed to supporting the cultural and linguistic needs of infants/toddlers of families with limited English proficiency. ELV Child Care Partners ensure the environment is developmentally and linguistically appropriate and supports all children’s social and emotional development and cognitive, language, and physical skills.

For this policy, the term *dual language learner* refers to infants and toddlers who are:

- Learning two (or more) languages at the same time (*sequential acquisition*); or
- Learning a second language while continuing to develop their first language, also referred to as the *home language*. (*simultaneous acquisition*).

The term *dual language learners* encompass other terms frequently used, such as Limited English Proficient (LEP), bilingual, English Language Learners (ELL), English learners, and children who speak a language other than English (LOTE).

Information about both the child and family’s proficiency in the home language and English will be gathered through: the application process; home visits; parent-teacher conferences; teacher and parent observations; and assessment and screening.

ELV and its Partners will strive to employ linguistically and culturally diverse staff who is familiar with the backgrounds of children and families. Classrooms will be identified where a majority of children speak a language besides English. When possible, the classroom will be staffed with one teacher to serve as the home language role model and one teacher who will serve as the English-speaking role model. When attempts to hire a home language teacher are unsuccessful, home language speaking support staff will be available to the classroom. ELV and its Partners will identify volunteers who speak children's home language/s and who could be trained to work in the classroom to support continued development of the home language.

Early Learning Ventures is committed to working with parents of dual language learners to support the language development of their children in both the home language and English. Parents will be informed, in culturally sensitive ways, about the benefits of speaking two or more languages, including:

- The language in which parents are most comfortable will facilitate richer conversation and the opportunity to share aspects of the family's culture, instill family values and strengthen family relationships;
- Continued use of the home language allows a child to establish a strong cultural identity and sustain strong ties with family members;
- Parents speaking in their home language are more apt to model grammatically correct phrasing and sentence structure;
- Children who know two or more languages often have higher levels of cognitive achievement than monolingual children;
- Use of the home language does not interfere with English language development; and
- Bilingual children have increased social and economic opportunities in adulthood.

Specific strategies will be shared with parents which promote home language expansion and to ensure an enriching language environment at home. Techniques will vary, based on the developmental level of the infant/toddler and include:

- Speaking or having conversations in the home language.
- Telling stories or reading books in the home language.
- Singing songs or using finger plays in the home language.
- Exposing children to the home language in print (alphabet, labeling, signs).

Whenever possible, verbal and written communication with families will be provided in the language accessible to their comprehension and understanding. If a family speaks a language other than English, attempts will be made to provide interpreters or translations.

Dual Language Learners may exhibit classroom behaviors that cause concern or are misinterpreted as a possible disability. These behaviors are often temporary adjustments in response to being placed in an environment in which they fail to understand the rules or the language being spoken. Therefore, it is important for teachers and parents to continue their observations and communicate which behaviors may be due to second-language acquisition and which may be due to other causes. If a child does have an IFSP it is important for teachers to continue the use of Dual Language strategies and techniques to support a child's acquisition of the English language. It should be noted that children who have language delays often demonstrate these delays in both languages.

A language-rich environment is essential to a strong oral foundation for all children. As developmentally appropriate, the following strategies shall be implemented to support dual language learners, as well as all children.

- Provide materials reflective of the child's language (i.e. picture books, music and songs, puzzles, posters) and materials reflective of the child's culture.
- Label some materials and all learning areas in each family's language. Color coding each language consistently helps children distinguish among the different languages.
- Combine nonverbal communication (i.e. gesturing, physical demonstration, and facial expression) with verbal communication.
- Keep language and directions short and simple. Emphasize and repeat important words.
- Use the same words and phrases frequently.
- Learn some important words or phrases in the children's home languages (i.e. greetings, safety words, phrases that provide comfort).
- Describe a child's action (parallel talk) and describe your actions (self-talk).
- Read predictable books that encourage children to repeat rhymes or simple phrases.
- Repeat songs and rhymes with motions so children feel more comfortable in participating and practicing expressive language.
- Use books with simple illustrations that provide visual cues about the book's meaning.
- Encourage children who speak English to talk and play with Dual Language Learners.
- Introduce books and important concepts in the home languages of children before you present and read books aloud in English.
- Initially, ask closed questions that the child can answer by pointing or saying one word.
- Teach English words intentionally, defining words verbally and using pictures, objects, and gestures. Associate English words with words in the child's home language.
- Model correct grammar, rather than correcting a child's grammar. Repeat or extend what the child has said, using correct grammar.

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- Give children sufficient time (5-10 seconds) to respond to questions or comments.
- Avoid back-to-back translation, where a statement made in one language is immediately translated into another language.
- Allow children to respond in the language of their choice.
- Avoid correcting children’s code switching (blending of two languages in a sentence). For example, a child should be allowed to say, “Dame el book.” (Give me the book.)
- Teachers should avoid using two languages in the same sentence (code switching).

### 1302.31 Teaching and the Learning Environment

#### Performance Standard:

**Learning Environment** - A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,
- For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

#### Policy and Procedures:

The learning environment will be well-organized and developmentally appropriate; opportunities will be provided which allow children to make choices, play freely, explore, and experiment. A variety of learning, sensory, and motor experiences will be planned, including those that support children’s individual goals.

Teachers will promote *relational learning*; children need strong, positive relationships in an emotionally safe environment in order to learn. Positive adult-child relationships will be built through respectful, responsible and reciprocal interactions.

While each classroom will have regular activities and routines, schedules will be flexible and based on the individual needs of each child. Teachers are encouraged to have picture schedules/picture cards to use as a visual reference for children (i.e. sleeping, eating, group time, outdoor play).

Lesson Plans are developed and implemented based on observations, on-going assessments, and parent input regarding children’s patterns and behaviors. Teachers individualize activities based on the developmental needs of each infant or toddler.

### **1302.31 Teaching and the Learning Environment**

#### **Performance Standard:**

***Materials and Space for Learning*** - To support implementation of the curriculum and the requirements of this section (1302.31) a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children’s interests, development, and learning.

#### **Policy and Procedures:**

Each ELV Child Care Partner provides developmentally appropriate and age appropriate learning materials, equipment, supplies, and adequate space to meet the learning and developmental needs of enrolled EHS children.

- Materials shall be accessible to children and allow for free choice and use of items.
- When possible, duplicates of materials should be made available, to allow multiple children to play with items.
- Materials should be rotated regularly and reflect children’s interests and needs.
- Materials and the environment shall reflect the cultures of children served.
- Materials shall be supportive of the abilities and developmental level of each child, including children with disabilities.

Materials within both the indoor and outdoor learning environments will support the domains of learning outlined in the *Head Start Outcomes Framework: Birth to Five* and those of the TSG assessment tool including:

- Approaches to Learning;
- Language and Communication;
- Social and Emotional Development;
- Cognition; and
- Perceptual, Motor and Physical Development

## **1302.31 Teaching and the Learning Environment**

### **Performance Standard:**

#### ***Promoting Learning through Rest, Meals, Routines, and Physical Activity-***

- A program must implement an intentional, age appropriate approach to accommodate children’s need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.
- A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that 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. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.
- A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
- A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

### **Policy and Procedures:**

- ELV Partners make separate spaces available for sleep and play. Infants must be allowed to form their own pattern of sleep and waking periods. Infants who fall asleep in any piece of equipment not approved for sleep will be immediately moved to an approved sleep area. Each infant up to 12 months must be provided with an individual crib or other approved sleep/rest equipment. Infants are placed to sleep on their backs.

ELV Child Care Partners must provide toddlers a suitable mat not less than two inches thick, cot or other approved sleep equipment. Toddlers will be encouraged, but not

forced to sleep or rest; after attempts to rest, alternative quiet learning activities will be provided for children who are unable to nap or rest. (Refer to 1302.47 *Safety Practices* of this Service Plan for complete policies regarding sleeping).

- ELV Child Care Partners provide an individualized diet and feeding schedule per a written plan submitted by the parent or by the child's physician with the knowledge and consent of the parent. ELV Partners implement snack and meal times in ways that support development and learning. Infants and young toddlers are fed “on demand” to the greatest extent possible. Bottle-fed infants are held during feeding so they can see the face of the provider, to support socialization. Older infants are given suitable solid foods that encourage freedom in self-feeding and are fed in safe chairs such as high chairs or baby-feeding tables.

Snack and meal times for toddlers are structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child’s learning, development, and socialization. Partners are encouraged to provide family style meals when developmentally appropriate. Partners must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food. (Refer to 1302.44 Child Nutrition of this Service Plan for complete policies regarding feeding.)

- Teachers will use routines (i.e. hand washing, diapering, and transitions between activities) as opportunities for strengthening development, learning, and skill growth. Teachers will talk to children, tell stories, sing songs and finger plays, and play simple games during these transitions.
- Physical activity is important to learning and health; therefore, it will be integrated into activities, transitions, and daily routines. Physical activity will not be used as a reward or a punishment for children.

## 1302.32 Curricula

### Performance Standard:

**Curricula** – Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

- Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
- Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
- Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

### Policy and Procedures:

Each ELV Child Care Partner utilizes a researched-based curriculum. *Creative Curriculum for Infant, Toddlers, and Two's*, a developmentally appropriate, research-based curriculum spans across the majority of all child care partners. The plans, materials, and learning objectives are in alignment with both ELV's school readiness goals, the *Colorado Early Learning & Developmental Guidelines*, and the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. *Creative Curriculum* promotes a learning environment and activities which support positive child outcomes across all domains of the *Teaching Strategies Gold* on-going assessment tool.

ELV Child Care Partners participate in ongoing training and support offered through *Teaching Strategies online professional development* as well as ELV's EHS-CCP Specialist who provides two training opportunities annually to ensure each teacher is using the curriculum to fidelity. Teachers at each ELV Child Care Partner site are also supported through practice-based coaching, teaching learning, and collaborating groups, and with mentor coaching. Each Child Care Partner has the option to choose a researched-based curriculum; however as a Grantee, we support the assessment tool TSG and CC to ensure access whenever this option is preferred.

## 1302.32 Curricula

### Performance Standard:

**Adaptation** – A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in 1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

### Policy and Procedures:

Each ELV Child Care Partner implements a Researched-based curriculum. Majority of ELV CCP sites use *Creative Curriculum for Infants, Toddlers, and Two's*; within the curriculum there are adaptable best teaching practices that the Partner can individualize to meet the needs of each learner.

If a significant adaptation is needed to meet the needs of a specific population, the ELV Child Care Partner must outline the need for such adaptations in writing and submit them to the Early Head Start Director for approval. If the EHS Director approves the request for a curriculum adaptation, the program must use an external expert to develop the adaptations. The program must ensure that the adaptation facilitates progress toward meeting school readiness goals, consistent with 1302.102(b) *Monitoring Program Performance* and 1302.102(c) *Using Data for Continuous Improvement*. If a partnership site uses a researched-based curriculum other than Creative Curriculum, they are asked to provide ELV with reports that reflect young learners meeting their development and learning objectives and all other researched-based curriculum is purchased by the Partnership site.

## 1302.33 Child Screenings and Assessments

### Performance Standard:

**Screening** – In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program.

A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.

If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent’s consent, promptly and appropriately address any needs identified through:

- Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child’s eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
- Partnership with the child’s parents and the relevant local agency to support families through the formal evaluation process.

### Policy and Procedures:

Parents must give consent for all screenings. Child Care Partners utilize the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Social Emotional Questionnaire (ASQ: SE), research-based screening tools used to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills. ELV Child Care Partners will complete both the ASQ and ASQ:SE with a family within 45 calendar days of the child’s first day of attending the program. “In the event that a concern is identified, the Partner, teacher and family may re-screen the child.”?

If concerns are identified as the result of the screening process, the ELV Child Care Partner will work with the ELV Specialist and, with the parent’s consent, to promptly and address any needs of the child through:

- Referral to Early Intervention for a formal evaluation to assess the child’s eligibility for services under IDEA; and,
- Partnership with the child’s parents and Early Intervention to support families through the formal evaluation process.

## 1302.33 Child Screenings and Assessments

### Performance Standard:

**Screening** – If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F, *Services for Children with Disabilities*.

If, after the formal evaluation described, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

- Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child’s development and school readiness; and,
- If the child has a significant delay, partner with parents to help the family access services and supports to help address the child’s identified needs.

Such additional services and supports may be available through a child’s health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child is not excluded from the program on the basis of disability. A program may use program funds for such services and supports when no other sources of funding are available.

### Policy and Procedures:

If a child ages birth-three is determined to be eligible for IDEA services, the ELV Child Care Partner will work with the designated ELV specialist, parents, and the local Community Center Board to ensure the child receives Early Intervention Services. For children three through five needing additional services each ELV Child Care Partner works with the designated ELV specialist and Child Find to ensure that the child and family receive IDEA services.

If, after the formal evaluation, it is determined that the child is not eligible for services under IDEA, the ELV Child Care Partner will work with the designated ELV Specialist to determine if the evaluation shows that the child has a significant delay in one or more areas. If so, ELV will partner with the parent to access services to address the child’s needs. Program funds may be used if all other sources of funding (i.e. child’s health insurance) are not available.

## **1302.33 Child Screenings and Assessments**

### **Performance Standard:**

***Assessment for Individualization*** - A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

A program must regularly use information from assessments along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings.

If warranted from the information gathered (as noted above) and with direct guidance from a mental health or child development professional and a parent’s consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child’s eligibility for services under IDEA.

### **Policy and Procedures:**

ELV Child Care Partner utilizes Teaching Strategies Gold as the standardized and structured assessment tool to evaluate each child’s development and progress; this information is used for setting up learning environments, group lesson planning, as well as individualization to meet the needs of enrolled EHS children.

If developmental concerns arise as a result of assessment data and observations, the ELV Partner will work with the assigned ELV Specialist and the parents to determine if a referral will be made to Early Intervention. If the parents give consent, the program will make a referral to the local agency responsible for IDEA.

## 1302.33 Child Screenings and Assessments

### Performance Standard:

***Characteristics of Screenings and Assessments*** - Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities.

If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

- Assess language skills in English and in the child’s home language, to assess both the child’s progress in the home language and in English language acquisition;
- Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain; and,
- Ensure those conducting the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment and to record and understand the child’s responses, interactions, and communications.

If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments (as outlined above).

If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child’s home language from the family, for use in evaluating the child’s development and progress.

### Policy and Procedures:

ELV Child Care Partner sites are trained to utilize the screening and assessment tools and are provided continuous coaching around the use of the tools to ensure full implementation.

For children who speak a language other than English, ELV will use qualified bilingual staff or a contractor who speaks and understands the child’s home language and culture, and has the skill to administer the screening/assessment and understand the child’s

responses. The bilingual staff member will assess language skills in English and in the child's home language, in order to assess both progress in the home language and in English language acquisition. Screenings and assessment will be conducted for all domains of learning in the language that best captures the child's development and skills.

If a qualified bilingual staff member, consultant, or contractor is not able to conduct screenings and assessments, ELV will use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments. If there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, ELV must also gather and use other information, including on-going observations (Teaching Strategies Gold) and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

### **1302.33 Child Screenings and Assessments**

#### **Performance Standard:**

***Prohibition on use of Screening and Assessment Data*** - The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

#### **Policy and Procedures:**

Early Learning Ventures and its Child Care Partners will adhere to the proper use of screening and assessment items and data as outlined above. Screening or assessments will not be used to exclude children from participating in the EHS program.

## **1302.34 Parent and Family Engagement in Education and Child Development Services**

### **Performance Standard:**

**Purpose** - Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

**Engaging Parents and Family Members** - A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:

- The program's settings are open to parents during all program hours;
- Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
- Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;
- Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
- Parents and family members have opportunities to volunteer in the class and during group activities;
- Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress; and
- Teachers conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.

### **Policy and Procedures:**

ELV and its Child Care Partners recognize the important role of parents as their child's first and most important lifelong educator. Therefore, all opportunities outlined above will be provided for family members to be involved in the program's education services. As often as possible ELV and its Child Care Partners will support families use of home languages during interactions to ensure the needs and support of their child or children is thoroughly captured. Child Care Partners will promote shared responsibility with parents for children's learning and development, to include collaboration with the

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designated ELV Specialist. Communication with parents regarding their children will occur on a regular basis and as often as possible, honor the home language of the family. Child Care Partner will conduct two parent-teacher conferences and two home visits per year. As needed, the Child Care Partner will collaborate with the ELV Specialist if interpretation is needed to support the success of the home visits and parent-teacher conferences.