

Head Start Program Aligned Indicators

Standard				
Family Partnerships				
	Parent involvement in program			
		45 CFR 1304.40(d)(1) In addition to involving parents in program policy-making and operations (45 CFR 1304.50) grantee...must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. See also all of 45 CFR 1304.4 for details of parent involvement in education of child, parent, health/safety, employment, family literacy, community advocacy, transition activities, family partnership agreements, home visits and services related to family needs.	Copy of parent feedback form; family partnerships used and documented	
	Parents provide information about the child at enrollment in order to improve services to the child	45 CFR 1304.20(f)(1) "Grantees must use the information from screenings...and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs." (5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program. (See 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(i) for additional requirements about staff-parent conferences and home visits).	Intake interview with each family	
	Parent concerns are addressed	45 CFR 1304.3 (1) Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required: (i) Policy Council. This Council must be established at the grantee level. (ii) Policy Committee. This Committee must be established at the delegate	Written plan for addressing parent concerns from feedback forms	

Standard				
		<p>agency level when the program is administered in whole or in part by such agencies (see 45 CFR 1301.2 for a definition of a delegate agency).</p> <p>(iii) Parent Committee. For center-based programs, this Committee must be established at the center level. For other program options, an equivalent committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate Committee for each option. (2) Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives.</p>		
	Parents and child are prepared for the transition to kindergarten	45 CFR 1304.4(h)(1) requires programs to assist parents in becoming advocates for their child as they transition to Kindergarten, to continue involvement in their children development and education, to communicate with teachers and to exercise their rights within the school system.	Children's transition plans documented; meets with parents regarding transition plans	
	Child is screened	45 CFR 1304.20(b)(1) requires Head Start grantees to perform or obtain linguistically and age appropriate screening regarding a child's developmental, sensory, behavioral, motor language, social, cognitive, perceptual and emotional skills within 45 calendar days of the child's entry into the program.	Program refers to preschool screening	
Curriculum and Learning Environment				
	Research-based curriculum	45 CFR 1304.3 Curriculum means a written plan that includes: (i) The goals for children's development and learning; (ii) The experiences through which they will achieve these goals; (iii) What staff and parents do to help children achieve these goals; and (iv) The materials needed to support the implementation of the curriculum. The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.	Research-based curriculum	
	Demonstrates intensity and duration of instructional content	45 CFR 1304.21 (a) (4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by: (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration; (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue; (iii) Promoting interaction and language use among children and	Description and schedule of activities/instruction in these content areas (language, literacy and mathematical	

Standard				
		between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	thinking)	
Child Progress				
	Research-based assessment	45 CFR 1304.3 Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify: (i) The child's unique strengths and needs and the services appropriate to meet those needs; and (ii) The resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their child.	Conducts child assessment	
		45 CFR 1308.(6)(d) Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language. The disabilities coordinator must coordinate with the education coordinator in the on-going assessment of each Head Start child's functioning in all developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.	Conducts child assessment	
		45 CFR 1304.21 (2) Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.	Goals for children and instruction based on child assessment information	
	Assessment information is used to inform and support parents	45CFR 1304.40(e) – Parent Involvement in Child Development and Education – 1) Grantee and delegate agencies must provide opportunities to include parents in the development of the programs curriculum and approach to child development and education (2) Grantees operating home-based program options must build upon the principles of adult learning to assist, encourage and support parents as they foster the growth and development of their children (3) provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children and to share concerns about their children and program staff (4) opportunities for children and families to participate in family literacy services and (5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the	Informs parents of child's assessment	

Standard				
		knowledge and understanding of both staff and parents o the educational and developmental progress and activities of children in the program.		
Professional Development/Qualifications/ Experience				
	Well-trained staff that delivers high-quality early childhood education	Sec. 648AHead Start Act (i) Head Start education coordinators, including those that serve as curriculum specialists, nationwide in center-based programs—(I) have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and (II) have-- (aa) a baccalaureate or advanced degree in early childhood education; or (bb) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	Director's credential or equivalent (centers only); BA in Early Childhood Education for Education Coordinator or Director (centers only)	
		Sec. 648AHead Start Act 1) PROFESSIONAL REQUIREMENTS- The Secretary shall ensure that each Head Start classroom in a center-based program is assigned 1 teacher who has demonstrated competency to perform functions that include--(A) planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, their understanding of early math and early science, their problem-solving abilities, and their approaches to learning; (B) establishing and maintaining a safe, healthy learning environment; (C) supporting the social and emotional development of children; and (D) encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.	Preparation of staff as assessed by professional development worksheet	
Duration				
	To achieve improvement in the school readiness of	45 CFR 1306.32 (b) Center-based program option requirements. (1) Classes must operate for four or five days per week or some combination of four and five days per week. (2) Classes must operate for a minimum of three and		

Standard				
	children at risk for arriving at kindergarten unprepared, a minimum of 12 hours a week per child is required	one-half to a maximum of six hours per day with four hours being optimal.		
				* As per Head Start Performance Standards and program reviews