HELP® and KinderCharts

Supporting

Early Head Start School Readiness Action Steps

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HELP and KinderCharts - an ideal fit for implementing Head Start's four strategic "School Readiness Action Steps for Infants and Toddlers" designed to help Early Head Start Programs achieve their school readiness goals.*

Action Step 1   Establish goals for improving school readiness across domains

- *HELP Strands*, domains, skills, behaviors, and curriculum are aligned to Head Start's five essential domains

- HELP is sensitive to the rapid development of infants and toddlers with hundreds of age appropriate developmental skills and behaviors

- A list of HELP School Readiness Goals, aligned with HELP assessment and curriculum, are available for programs to adapt and individualize with families and communities

Action Step 2   Create and implement an action plan for achieving established school readiness goals

- *HELP at Home*, a HELP 0-3 curriculum, provides:

  - Hundreds of family centered handouts to support the varying developmental needs of infants and toddlers.

  - Activities that focus on helping parents and staff recognize, interpret, and provide sensitive responds to infant-toddler behaviors

- *HELP at Home* handouts are linked directly to HELP skills

- *Inside HELP*, administration and reference manual, includes:
  - Assessment of responsive and safe caregiver interactions and environments that support each essential domain

  - Examples of functional outcome/goal statements that may be relevant to achieve individual goals for each developmental area

  - "Family friendly" definitions of domains, skills and behaviors that help staff and families learn and understand about each child's developmental strengths and needs

HELP® and KinderCharts
Supporting School Readiness Action Steps
Continued

Action Step 3	Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year

- The KinderCharts-HELP reporting system *tracks progress data* for children throughout the year

- The KinderCharts-HELP reporting system identifies child and program-level progress using HELP's *criterion referenced* skills and behaviors for same aged infants and toddlers

- *Inside HELP* provides comprehensive information about behaviors, skills and knowledge areas for more than 650 developmental skills and behaviors for ongoing assessment and planning within 60 conceptual HELP Strands. This framework supports School Readiness Goals and is sensitive to the rapid development of infants and toddlers.

Action Step 4	Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement

- KinderCharts reports link directly to HELP and offer a variety of individualized reports designed to meet program needs and examine data patterns.

- KinderCharts provides individualized reports that illustrate patterns of progress and outcomes in groups of children to best inform program assessment,

- KinderCharts reports are easily customized to provide comparative analysis within and between groups of children

Adapted from: "School Readiness Action Steps for Infants and Toddlers" *
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early Head Start/early-learning/curriculum/SchoolReadiness.htm
Also Attached

Using HELP® Curriculum Based Assessment Process for:

School Readiness Action Steps for Infants and Toddlers

All Head Start agencies must establish program goals for improving the school readiness of participating children, birth to five; and follow steps to achieve these goals **(45 CFR XIII 1307.3 (b)(1)&(2), as amended)**.

This document will help Head Start agencies providing birth-to-three services meet the needs of infants and toddlers when using the *Four Strategic Steps* outlined in ACF-PI-HS-11-04.

1 Establish Goals for Improving School Readiness Across Domains;

- Set appropriate goals for infants and toddlers that address each of the five essential domains (see sidebar).

- Goals should reflect:
  - Rapid growth and development of infants and toddlers;
  - The significance of learning within trusting relationships; and
  - The importance of continuity of care.

- For programs with birth-to-five services, decide if it's best to have:
  - One set of goals for children, birth-to-five; or
  - Separate infant/toddler goals that align with preschool goals.

- Ensure goals are appropriate for infant and toddlers and provide the foundation for future learning through alignment with State's early learning guidelines, as appropriate, and requirements and expectations of schools children will be attending.

- Engage parents and community partners providing birth-to-three services in the goal setting process.

Goals are broad statements that convey the highest developmental achievement children should reach through program services.

The five essential domains are:

1. Physical development and health;
2. Social and emotional development;
3. Language and literacy development;
4. Cognition and general knowledge; and
5. Approaches to learning.

These domains are represented by the inner wheel at the center of the *Head Start Child Development and Early Learning Framework* (HSCDELF).
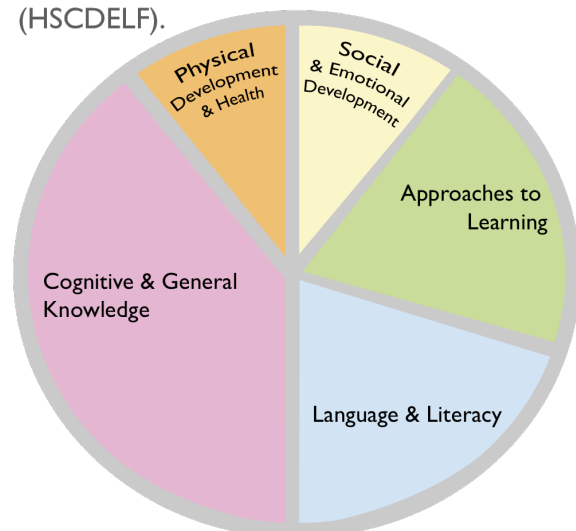
HELP Skills and behaviors and curriculum are aligned to the five essential domains

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2 Create and implement an action plan for achieving the established school readiness goals;

- Use curriculum, program strategies and care practices that:

  - Reflect the varying developmental r
  - Support children's progress toward

  > HELP at Home provides thousands of family centered activities to support the varying developmental needs of infants and toddlers. They are linked directly to HELP Skills related to school readiness goals

- Foster family engagement, healthy par   forts to support their child's ongoing growth and learning.

- Make sure teachers, home visitors, fan   ing services understand the goals and know how t

- Provide training and professional deve............................... practices that support infant and toddler development (i.e. responsive care).

3 Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year; and

> KinderCharts-HELP Reporting system

- Have a systematic process to collect and analyze child assessment data.
- Ensure the ongoing process and tools used for child assessment:

  - Provide information about behaviors, skills and knowledge areas for each goal; and
  - Are sensitive to the rapid development of infants and toddlers.

- Collect and study data at least three times per year, or two times for programs operating less than 90 days.

  Look at program-level progress using norms or criterion references for same-age infants and toddlers when available.

- Use the mid-point data gathering/study time as a chance to make changes, if needed.

  Identify ways to enhance the curriculum, program strategies, and/or care practices used with infants and toddlers to help them reach the goals.

- Use information learned from ongoing child assessment to create individual plans for children that include strategies for staff and parents to support each child's progress across domains.

> HELP skills are criterion referenced for same-

> Inside HELP provides comprehensive information about behaviors, skills and knowledge areas for more than 650 developmental skills and behaviors for ongoing assessment and planning within 60 conceptual HELP Strands that:
> • Support School Readiness Goals
> • Are sensitive to the rapid development of infants & toddlers

4 Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement.

- Look for patterns of progress and outcomes in groups of infants and toddlers served by the program.

  Decide what groupings (e.g., by ages, rates of attendance, program option or setting, language groups, or risk factors) will best inform your program assessment, quality, and improvement plans.

- Use the information learned through the child assessment data to inform program self-assessment and improve program services.

- Implement strategies to enhance program performance and design so all children succeed, such as adjusting the:
  - Focus or frequency of training and support for staff;
  - Type of strategies for engaging families; and
  - Type or intensity of services.

Assessment data for groups of infants and toddlers:

- Should be looked at separately from data on preschool-aged children.

- May have a smaller sample size than groups of preschool-aged children due to:

  » Wider range of ages;
  » Rapid growth rate;
  » Lower caregiver-child ratios;
  » Mixed-age groups and
  » Different program options and settings.

KinderCharts - HELP Reporting system individualizes a variety of reports designed to meet program needs to examine data patterns