Subpart C – Education and Child Development Program Services

Subpart F – Additional Services for Children with Disabilities

Subpart G – Transitions
This Session

• Welcome

• Content and Rationale of
  – Education and Child Development Program Services
  – Services for Children with Disabilities
  – Transitions

• Small Group Activities

• Discussion and Follow Up Questions
• Purpose
• Teaching and the Learning Environment
• Curricula
• Child Screenings and Assessment
• Parent and Family Engagement in Education and Child Development Services
• Education in Home-Based Programs
Education and Child Development

Key Themes

• Birth to Five approach
• Research based curriculum, assessment system and Intentional effective teaching practices
• Parent and Family engagement in child development and education
• Strengths-based approach to DLLs
Key Themes

• Culturally and linguistically responsive practices
• Full inclusion of and supports for all children with disabilities and delays
• Explicit requirements for home-based programs
Birth to Five Approach
Strong focus on intentional effective teaching practices, including:

- Content rich curriculum and learning experiences
- Assessment data used for individual and group planning
- Explicit requirements for home-based programs
Head Start Early Learning Outcomes Framework (ELOF) is integrated into many educational components:

- Learning Environments
- Teaching Practices
- Curriculum
- Assessment System
- School Readiness Goals
- Home Visits and Socializations
Small Group Activity

How does your program provide a content rich curriculum?
Teaching and the Learning Environment

- Effective teaching practices
  - Supported by system of supervision and PD
  - Nurturing and responsive
  - Promoting bilingualism/biliteracy

- Learning environment*

- Materials and space*

- Nap/rest, meals, routines, and physical activity*

*These apply to center-based and family child care program models
Curricula

- Required Components
- Fidelity
- Adaptations

These apply to center-based and family child care program models
Small Group Activity

How do you use data to inform individualization and intentional teaching?

How do you use data to report on progress towards your school readiness goals?
Screening and Assessment

- Screening
- Assessment for individualization
- Characteristics of screenings and assessments
- Prohibitions on use of screening and assessment data

- These apply to center-based, family child care, and home-based programs.
Question from Region V Programs

Are screenings and assessments created in English still considered valid and reliable if they are translated into another language?
• Purpose

• Engaging Parents and Family Members
Strengthening of Services for Children who are Dual Language Learners

- Strength-based comprehensive approach to DLLs
- Effective Teaching Practices that promote bilingualism and bi-literacy
- Screening and Assessment for DLLs
- Coordinate Approach to Serving DLLs (Subpart J)
- Maintains requirement that when the *majority of the children* in a program *speak the same language*---at least one staff member must speak such language.
Small Group Activity

How do you deliver a content rich home-based curriculum for home visits and socializations?

How do you use data to inform planning home visits?
Education in Home-based Programs

- Home-based program design
- Home visit experiences
- Home-based curriculum
- Group socializations
- Screening and assessment
Questions from Region V Programs

Is there a difference between a parenting curriculum and a home-based curriculum?

Will there be recommendations from OHS for home-based curricula?
Full inclusion of and supports for all children with disabilities and delays
Subpart F: Additional services for children with disabilities (1302.60 - 1302.63)

• Full Participation in Program Services and Activities
• Additional services for children
• Additional services for parents
• Coordination and collaboration with the local agency responsible for implementing IDEA
Strong, Targeted Services for Children with Disabilities

• Individualization and full inclusion in Education and Child Development services
• Providing supports for children with significant delays who are not eligible for IDEA
• Additional services for children with disabilities
• Transitions services
• Coordinated approach in program management
How can my program provide services for children that do not meet the eligibility criteria for special services?
Subpart G - Transitions

• Updates align with the Act
• Identifies the timing and transition planning from EHS
• Specifies expectations for partnering with families and preparing children for transitions to Kindergarten—building knowledge and confidence
• Specifies transitions between programs for mobile families
Based on the standard of transitions from EHS to HS, how long can a child remain in EHS after their third birthday? Define ‘limited number of months’.
Final Small Group Reflection

• What is the most exciting part of this section to you?

• What areas will your program need the most support to implement?