

# State Funded Early Care and Education: Guiding Questions for Potential Partners



State-funded early care and education program partners offer dual-generational programming based on the Head Start model. This is a family-driven, holistic approach to improving the health, development, and well-being of infants, toddlers, and young children. The questions below ask you to reflect on how you are already offering this type of programming and whether you might need support to develop your approach.

## Program Leadership

### **1. List your program's vision, mission, and goals, as applicable**

- What are your program's core values?
- What do you hope your program will accomplish?
- What sets you apart from other programs?
- In what ways does your program's vision, mission, and goals respond to the needs of the community?
- If your program does not have a vision, mission, or goals, how will each be developed?

### **2. What is your program's leadership structure? What leadership opportunities exist for family and community members in making programmatic decisions?**

- Who makes decisions for the program?
- How is your program currently working with families to identify goals and resources?
- What information is collected from families and community partners to make decisions about program operations?
- How do you involve your families in decision-making?

### **3. What is your program's family engagement body structure (e.g. Parent Committee and Policy Council, Parent Teacher Association, etc.)?**

- How are families involved in their child's education?
- How often are families included?
- What ways do you collect information from families about the needs of their child?

### **4. What percentages of your staff hold at least an associate degree? Describe whether any staff are working towards higher education degrees (this could include a Child Development Associate – CDA credential).**

- What steps are in place for increasing the educational level of you and/or your staff?

### **5. What is your approach to ongoing professional development for all staff, including how you determine the effectiveness of these activities?**

- What types of professional development opportunities are offered to staff?
- How often do you set and revisit staff professional development goals?
- What data is used to guide your plans for professional development?
- How do you determine the effectiveness of professional development?

### **6. How do you continuously self-assess progress towards your program's goals?**

- What information do you use to understand the needs of the children and families you serve?
- What is the process you use to set goals?
- Once program goals are set, what process do you use to revisit these program goals?
- How do your program goals relate to individual professional goals of staff?

## Program Care & Education

### 7. What evidence-based curricula do you use at your program? Please list all.

- Do you purchase a curriculum? If so, which one from the [approved list](#)?
- Do you use the same curriculum across all served age groups?
- How do you ensure the curriculum is implemented to fidelity?

### 8. What formative/summative assessment tools do you implement? Please list all.

- Which of the formative assessment tools do you use from the [approved list](#)?
- How do you ensure the assessment tools are implemented to fidelity?

### 9. How do you implement your evidence-based curricula in coordination with your assessment cycle? Include how you follow practices of inclusion, as outlined in the Delaware Early Childhood Inclusion Guide, if applicable.

- How do you implement assessment results into everyday teaching?
- How do you use what you know about an individual child's abilities to plan activities?
- What strategies do you use to engage all children in developmental learning?
- What strategies do you use to ensure you are serving all children including those with disabilities?

### 10. What developmental screening tool(s) do you use? How do you complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills?

- What developmental screening tools do you use?
- How often are they completed?
- How do you partner with families to complete the developmental screening tool?
- What community partners do you work with to assist with your screening process?
- How are developmental screening results incorporated into your program?

## Data Management

### 11. What data management system do you use to track program, child, and family data?

- How do you ensure complete child files in your program?
- What data do you collect? How is it used?
- How do you track payments?

### 12. How do you identify unserved and underserved communities through the completion of a community assessment?

- What are the needs of your community? How do you know this?
- Have you ever completed an official community assessment? What did this process look like?
- How do community needs influence experiences in your program?

### 13. What process do you use for recruitment, enrollment, and attendance tracking?

- How do you recruit families for your program?
- What is your process for managing a family's enrollment paperwork?
- How do you support children's and families' transitions into your program?
- How do you track daily attendance?

# Family & Community Partnerships

**14. How do you recognize families' roles as children's lifelong educators and encourage families to engage in their child's growth and development?**

- What experiences do you offer to engage families with their children's learning?
- What experiences do you offer to help families understand child development?

**15. How do you collaborate with existing community programs to assure the delivery of holistic services to families when needed?**

- How do you identify a family's need for community services?
- How do you/would you collaborate with existing community partners to make sure families receive services?

**16. How do you collaborate with families to promote their children's health and well-being by providing medical, oral, nutrition, and mental health support services?**

- How do you connect families and children to doctors, dentists, and mental health professionals?
- How do you collaborate with families to promote their children's medical health, oral health, nutrition, and mental health?

**17. How do you ensure smooth transitions between and within programs? (e.g. kindergarten transition plan, partnership with school districts, etc.)?**

- How do you support smooth transitions from your program to another program?
- How do you support smooth transitions between classroom when children age out?
- How do you support smooth transitions from your program to kindergarten?
- What is your current partnership with local school districts?