

Head Start Performance Standard 1302.33 (a) Screening (1) 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 or, for the home-based program option, receives a home visit. (2) 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 of additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.

ECEAP Performance Standard CO-1 Developmental Screening and Referrals

(1) Contractors must conduct a developmental screening of each child within 45 calendar days, counting a child’s first day attending class as day one. This screening is required only once per child while in ECEAP, and is followed by quarterly assessments of child development.

(2) Exceptions:

(a) If a child received a development screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.

(b) The contractor does not need to complete a developmental screening for children who are on an active Individualized Education Program (IEP), unless the IEP is for speech/language only.

(3) The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.

(4) The developmental screening tool must:

(a) Be valid and reliable.

(b) Be sensitive to the cultural and linguistic needs of enrolled children and families.

(c) Screen speech/language, social-emotional, physical/motor, and cognitive development.

(5) The developmental screening must be administered:

(a) With parent consent and collaboration.

(b) By qualified and trained staff.

(c) In a child’s home language by bilingual staff, or through an interpreter together with qualified staff, when possible.

(6) After completing the screening, staff must score the tool. If any child scores as needing further evaluation, staff must:

(a) Refer the parent to the local education agency (LEA) for further evaluation.

(b) Ensure the child received the needed evaluations and any related services, while respecting parent choice.

(c) Partner with the LEA to support federal and state timelines for the evaluation process.

(7) For all children with an Individualized Education Program (IEP), contractors must:

(a) Request that the LEA invite the ECEAP teacher to IEP meetings.

(b) Support the participation of ECEAP teachers to attend IEP meetings.

(c) Obtain a copy of the IEP.

(d) Include the child’s IEP goals in individualized planning.

(8) Staff must document developmental screening dates, results, referrals, follow-ups, and IEP dates in Early Learning Management System (ELMS).

1. Developmental screenings must be completed or obtained within 45 calendar days of a child's first day in the classroom or, for the home-based program option, receives a home visit.
2. The Ages & Stages Questionnaire (ASQ-3) is the developmental screening tool used by each model in our program (Preschool, Early Head Start, & Home Visitors).
3. This tool must be introduced to the child's parent/guardian and completed within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit.
4. The teacher/primary caregiver/home visitor/educator will complete the screening forms with the parent/guardian within 45 calendar days of when a child first attends the program and ensure the forms are complete, filed in the child's file, and scores entered into the ChildPlus¹ database as a developmental screening event under the Education tab. The parent/guardian must be provided a copy of the screening form to review before the screening process can be considered complete.
5. If a child speaks a language other than English, a qualified bilingual staff, contractor, or consultant must ensure those conducting the screening 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 and to record and understand the child's responses, interactions, and communications.
 - a. If a qualified bilingual staff, contractor, or consultants are not able to conduct the screening, an interpreter in conjunction with a qualified staff person must be used to conduct screenings and assessments.
6. The screening is scored by the teacher/primary caregiver/home visitor/educator and results are shared and discussed with the parent/guardian.
 - a. If all developmental areas score within the white section, this indicates there are no concerns. The screening is complete.
 - b. If one or more developmental areas score within the lightly shaded section (gray section), this indicates there is an area/s scoring close to the cutoff. The teacher/primary caregiver/home visitor/educator must meet with the family to discuss monitoring the child's progress and provide appropriate learning activities. An ASQ re-screen needs to be completed in 8 weeks in all areas (the rescreen will follow the interval of the child's current age). In ChildPlus, add the rescreen as an action to the original developmental screening event.
 - c. If one or more developmental areas score within the dark shaded section (black section), this indicates there is an area/s scoring below the cutoff. The teacher/primary caregiver/home visitor/educator must start the Disabilities Services Checklist and talk with the parent/guardian about concerns and discuss referring the child for further evaluation. With parent/guardian consent, follow program procedures for referring to Child Find, the local early intervention agency, or program mental health consultant.
7. When making referrals:
 - a. To the local early intervention agency, follow the program procedure: Early Head Start Referral to an Early Intervention Program.
 - b. To Child Find, follow the Child Find Process in the program procedure: Screening/Assessment for Preschool Children.
 - c. To mental health consultant, follow the program procedure: To Request Services of the Mental Health Specialist.

¹ If child is enrolled in ECEAP, developmental screening dates, results, referrals, follow-ups and if applicable, IEP dates and updates, must be entered in ELMS database in addition to ChildPlus.

8. In addition to the ASQ and DECA screenings being completed within 45 days of the child's first day of service, the ASQ and DECA will be completed within 45 days of the first day of the program year until the child exits.
 - a. If a child enters the program within two months of the program year's annual screening period, the child's initial 45-day screenings can be used for the annual screening requirement.
 - b. If a child enters our program with a current IFSP/IEP or has been screened in the last six months by an early intervention agency, the ASQ is not required. For children with IEPs that are speech only, the child will need to be screened with the ASQ. The teacher/primary caregiver/home visitor/educator must document in ChildPlus²¹ that the child entered the program with an IFSP/IEP and enter the IFSP/IEP information into the ChildPlus¹ database. A copy of the child's IFSP/IEP must be obtained within 45 days, retained, and updated as needed in the child's file for the time the child is enrolled in the program.

¹ If child is enrolled in ECEAP, developmental screening dates, results, referrals, follow-ups and if applicable, IEP dates and updates, must be entered in ELMS database in addition to ChildPlus.