

<p>Policy Number: OC 2</p>	<p>Relates to CFR#: 1304.21(a)(1)(i); 1304.40(e)(5); 1304.51(a)(1)(ii) & (iii); 1304.51(g) & (i)(1)&(2); and Head Start Act, Sections 641A(a)(1)(B) & (b)(4); 642(e); 648(a)(1)(A)</p>	<p>Page 1 of 1</p>
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SUBJECT: DECA outcomes procedures

PERFORMANCE OBJECTIVE: The program will establish and implement procedures to ensure that the DECA (Devereux Early Childhood Assessment) instrument is used to assess all children three times each year and that the results of the assessment are reported back to the classroom teachers to maximize children’s learning and back to management to maximize the effectiveness of program administration.

OPERATIONAL PROCEDURE: Classroom teachers administer the DECA assessments as many as three times during the year. The teacher and the parent(s) make separate assessments. The first pair of assessments are made in August or early September, as early in the year as possible in order to maximize the extent to which subsequent assessments measure the impact of the Head Start program on children’s resilience. The second assessments are made in January, and are generally made only for those children who had two or more areas of concern on the first assessment. However, our teaching staff may make a DECA assessment at any time during the year when they feel one is needed. The second assessment should be made close to the middle of January as possible in order to divide the span between the initial and final assessments as evenly as possible. This timing maximizes the validity of the assessment data while simultaneously maximizing the opportunity for the development and implementation of intervention strategies designed to enhance children’s resilience. The third pair of assessments are made in May, as late in the year as possible in order to assess the widest range of change in children’s resilience during the year. Following each assessment, teachers share the results of the DECA with the parent(s) and file the results at the Center.