

MIAMI DADE COUNTY COMMUNITY ACTION AGENCY
HEAD START/EARLY HEAD START POLICIES AND PROCEDURES

SUBJECT: EDUCATION – CHILD ASSESSMENT

GALILEO PROCEDURES

PURPOSE:

To offer consistency in the use of the chosen computerized child assessment tool in the usage by teaching staff and monitoring by Curriculum Specialists. To outline the process of Annual purchase, set-up, reporting, and aggregation.

PROCEDURES:

- I. Purchasing
 - A. Miami-Dade County Community Action Agency Head Start / Early Head Start purchases the assessment tool, Galileo, from Assessment Technology, Inc. (ATI) for all Grantee and Delegate Agencies on a yearly basis.
 - B. The Education Services Manager will request a quote from ATI in April and will submit the quote to the Head Start / Early Head Start Buyer by May 1 for approval and processing.

- II. Annual Set-up and Distribution
 - A. The Education Services Manager will establish and provide Galileo Due Dates to the Curriculum Specialists for distribution to teaching staff.
 - B. After license is established for the budget year, August 1, ATI will 'set-up' the new program year. The Education Services Manager or designee will verify the main list of Centers and Agencies.
 - C. The Education Services Manager/designee and Cluster Curriculum Specialists will coordinate the Classroom set-up and lists as per ATI's "Fundamentals of Galileo: Child Information and Developmental Assessments" guide.
 - a. Online
 - i. Each Curriculum Specialist for each Cluster or Agency will set up classrooms for the assigned sites. The classrooms under each Center or site will be named, or renamed, by "HS Room [#]" or "EHS Room [#]".
 - ii. Each Curriculum Specialist will transfer returning children to the assigned classrooms as needed.
 - b. Stand Alone
 - i. The Education Services Manager will distribute the CD-ROMS obtained from ATI to the Curriculum Specialists for use only in classrooms without internet access.
 - ii. The Curriculum Specialists will install the program and set the Assessment Periods.
 - D. The Curriculum Specialist, or designee, will request the HSFIS Family Demographics Report for each classroom from the Center Director.
 - a. After classrooms are assigned, the Teacher, or designee, for each class will verify if 'new' children were previously enrolled at another Head Start Center, or were previously in the system, with the Office Support Specialist or the Social Worker.
 - b. Each classroom Teacher, or designee, will input or update all of the Demographics – General Child Info, Florida Demographic Fields – Child, Child Demographic Info, and Florida Demographic Fields – Classroom &

Classroom Variables - for each child by the 30th calendar day of the program year, with extensions for late classroom set-up. Throughout the year, when a new child is enrolled, the Teacher, or designee, will input all of the Florida Demographics for that child by the 7th calendar day of enrollment.

III. Data Input and Transfer, Transition, and Termination of Children

A. Data input for transferring child to another Head Start site or classroom:

NOTE: The Center Director will notify the Curriculum Specialist of the details of a child's transfer/transition from one Early Head Start or Head Start classroom or Center to another.

1. Documentation of Transfer Input

- a. On the day that a child is transferred, the Teaching Staff will input a note into 'Notes' or 'General Notes' to state that the child is transferring to [another Center, Grantee or Delegate – name the Center], [another classroom – name the classroom].
 - b. On the first day that data can be input for a transferred child, the receiving Teaching staff will input a note into 'Notes' or 'General Notes' to state that the child transferred into the classroom on [date of transfer].
2. Online - When a child transfers from classroom to classroom within the same Grantee Center, or Delegate Agency, the Center Curriculum Specialist will transfer the child's data from one classroom to the other.
 3. Online – When a child transfers from one Center within CAA to another Center within CAA, the Center Curriculum Specialist will notify the Education Services Manager's designee who will transfer the child's data from one Center and classroom to the receiving Center.
 4. Online – When a child transfers from Agency to Agency, receiving Teaching staff will input child as if a 'new' child utilizing step 1 Documentation of Transfer Input. At this time, the technology does not support the transfer of child data from one Agency to another. When such time comes that the technology does exist - The Education Services Manager's designee will transfer the child's data from classroom to classroom.
 5. Stand Alone –Receiving Teaching staff will input child as if a 'new' child utilizing step 1 Documentation of Transfer Input.

B. Data input for transitioning child from Early Head Start to Head Start:

1. Documentation of Transition Input

- a. On the day that a child is transitioned, the Teaching Staff will input a note into 'Notes' or 'General Notes' to state that the child is transitioning to [another Center, Grantee or Delegate – name the Center], [another classroom – name the classroom].
 - b. On the first day that data can be input for a transitioned child, the receiving Teaching staff will input a note into 'Notes' or 'General Notes' to state that the child transitioned into the classroom on [date of transition].
2. Online - When a child transitions from classroom to classroom within the same Grantee Cluster, or Delegate Agency, the Cluster or Center Curriculum Specialist will transfer the child's data from one classroom to the other.

3. Online – When a child transitions from one Center within CAA to another Center within CAA, the Center Curriculum Specialist will notify the Education Services Manager’s designee who will transfer the child’s data from one Center and classroom to the receiving Center.
 4. Online – When a child transitions from Agency to Agency, receiving Teaching staff will input child as if a ‘new’ child utilizing step 1 Documentation of Transfer Input. At this time, the technology does not support the transfer of child data from one Agency to another. When such time comes that the technology does exist - The Education Services Manager’s designee will transfer the child’s data from classroom to classroom.
 5. Stand Alone – Transfer of data is unavailable. Receiving Teaching staff will input child as if a ‘new’ child utilizing step 1 Documentation of Transfer Input.
- C. Data Input and Withdrawal or Termination of Children
1. Documentation of Withdrawal or Termination input – on the day of withdrawal or termination, the Teaching staff will input a note into ‘Notes’ or ‘General Notes’ stating that the child withdrew or was terminated and the date.
 2. The child’s data will remain in Galileo for the duration of the program year.

IV. Assessment Guidance and Documentation

- A. ACUSCREEN will be completed on every child within the first 45 calendar days of enrollment and results input into Galileo as per ATI’s “Using Acuscreen and Galileo GO”. Each Curriculum Specialist will monitor the completion and input within his/her assigned classrooms.
- B. Observation and Galileo input is shared by Teaching Teams (Teachers and Teacher Assistants) or completed by the infant’s/toddler’s Primary Caregiver.
- C. Observations begin on the child’s first day of enrollment, including the first day of school program year. Anecdotal notes are written by hand until input into Galileo. Hand written observations and anecdotal notes must be input into Galileo as soon as possible when not supervising active children.
- D. Teaching staff use observations to establish each child’s Baseline. The teaching staff must read each indicator for each child assigned. If the indicator is checked as ‘Learned’, a DataSource must be selected. The Baseline must be established for each and every child by the 45th calendar day of the child’s enrollment. When using Scales in the Birth to Three range, when a child’s development indicates the use of the next Scale in a given Domain, teaching staff will establish a new Baseline in that Scale and Domain within 7 calendar days.
- E. Daily scheduled observations
Head Start
 1. The teaching staff list four children in the Lesson Plan when planning for the next day. These are the four children who will receive pre-planned Focused Learning / Individualization, observation, and one-on-one attention. Other anecdotal observations, individualization, and one-on-one may be completed and input on any child at any time. After Galileo input each day, teaching staff list the children’s names on that day’s Lesson Plan that anecdotal input was completed in Galileo.

2. If a child is absent on the planned day, he/she is included, in addition to the scheduled four children, on the following day. The child will be continued to be added until he/she attends and is observed.
3. Every child must be planned for each week and at least one anecdotal note must be documented for each child every week.

Early Head Start

1. On Monday through Thursday of each week, the teaching staff will identify two children when planning. These are the two children who will receive pre-planned individualization, observation, and one-on-one attention. Other anecdotal observations, individualization, and one-on-one may be completed and input on any child at any time.
 2. If a child is absent on the planned day, he/she is observed on Friday of that week. The child will be continued to be added until he/she attends and is observed.
- F. Observations are input and indicators are selected as per ATI's "Fundamentals of Galileo: Child Information and Developmental Assessments" guide.
- G. 'Learned' can be selected after a child has successfully accomplished an indicator two times (or Mastery is determined by the Teacher).
1. The first observation of success is typed as an observation note and the Planning Level is indicated at the Teacher's or Teacher Assistant's discretion.
 2. The second observation of success is typed as an observation note and checked as 'Learned'.
- V. Home Visit Galileo Documentation
- A. Teaching staff will print Individual Learning Plan for each Home Visit as defined in the Home Visit Procedures.
1. First Visit – Teacher will print all domains, all indicators, and all readiness planning levels from Galileo for the scale for each child.
 2. Second Visit – Teacher will print the 'Learned' and 'Ready Now' planning levels for two domains of the Teacher's choosing. It is recommended that the domains be 1. the domain with the child's greatest growth and 2. the domain with the most potential concerns.
 3. Third Visit – For Early Head Start the third home visit will be conducted the same as the second home visit. For each child who will transition to Kindergarten, the Teacher will print from Galileo the 'Learned' indicators for all eight domains. For Head Start, each child who is expected to return to Head Start the next program year, the Teacher will print the 'Learned' and 'Ready Now' planning levels for all eight domains.
- B. A comment, such as "Home Visit was conducted." will be typed into Notes or General Notes for each child as completed.
- VI. Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) Documentation in Galileo
- A. After each staffing for each child, the teaching staff will input goals identified in the IEP or IFSP into Notes or General Notes.
- B. When the teaching staff is planning individually for a child with an IEP or an IFSP, the teaching staff will plan an activity for the goal that has priority. After the activity, the teaching staff will input the observation and results under the identified goals in addition to the regular input as per previously outlined.
- C. IEP or IFSP goals for every transferred or transitioned child must be input by the teaching staff at the beginning of the school program year.

VII. Monitoring

- A. Center / Cluster Curriculum Specialists will monitor every classroom assigned every month using the Galileo Monitoring Checklist. After reviewing the completed form with the teaching staff the Curriculum Specialist will file accordingly: the white original copy will be filed in the Classroom/Team Folder; the pink copy will be submitted with the Monthly Report; the yellow copy will be given to the teaching staff. Monthly follow-up will occur for any findings. The Curriculum Specialist will review the findings with the Center Director and will provide a copy of the Checklist as needed. The Center Director will oversee corrective action or disciplinary action as needed.
- B. For Grantee Curriculum Specialists, if any computer hard drive issues are encountered, the Curriculum Specialist will submit a Help Desk form to Technology and cc the Education Services Manager. For Delegate Curriculum Specialists, the procedure for computer issues for each Agency will be followed. For all Curriculum Specialists, if any Galileo system issues are encountered, the Curriculum Specialist will try to resolve and will contact the Education Services Manager by phone and/or in writing. All assistance needed from Assessment Technologies, Inc. will be funneled through the Education Services Manager or designee.
- C. Grantee Curriculum Specialists will be assigned classrooms other than their assigned classrooms to monitor twice per program year.

VIII. End of the Program Year Data Collection

- A. By the last day of each program year (of Period 3 for stand alone), teaching staff must ensure that all data is input, complete, and accurate.
- B. Center / Cluster Curriculum Specialists will complete final monitoring as previously outlined.
- C. For stand alone systems:
 - 1. Each Delegate Agency will download data for every class onto a portable drive.
 - a. The drives will be given to the Education Services Manager within one week of the end of the program year.
 - b. The Education Services Manager, or designee, will copy the data and will return the drive to the Delegate Agency within two weeks of submission.
 - 2. For Grantee classrooms, assigned Curriculum Specialists will download data as soon as possible after the last day of Period 3 onto portable drives.
 - 3. The Education Services Manager, or designee, will compress and send the data to Assessment Technologies, Inc. by email or FedEx.