

Community Services Bureau
Monitoring Report Summary
June 2016

Description: Community Services Bureau implements a process of ongoing monitoring of its operations and services that includes: (1) using measures, tools, or procedures to implement the system of ongoing monitoring; (2) assigning staff and consultants to the ongoing monitoring of each service; (3) collecting, analyzing and reporting on the program's progress towards its own goals for quality; and (4) following-up on and correcting any weaknesses identified through ongoing monitoring.

This summary report reflects the compiled results of the monitoring conducted for the period of January 2016 through June 2016.

Summary of Monitoring Activities:

Monitoring was conducted for directly operated CSB centers, partner agency centers, and the Delegate Agency, First Baptist Head Start. This report highlights the monitoring results in the areas of Health and Safety, Comprehensive Services, Education, and Classroom Assessment Scoring System (CLASS) for preschool classrooms.

Data sources utilized by the team included: child and family files, classroom observations, CLOUDS database reports, and parent and staff interviews.

- **403** Child and Family Files Reviewed
- **18** classrooms sampled for Health and Safety
- **47** directly operated, partner and delegate agency infant, toddler, and preschool classroom environments observed
- **34** classrooms received CLASS Observations completed

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HEALTH AND SAFETY
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Head counts are completed, current & accurate; counts in binder are complete. ➤ All staff and children in attendance are signed into CLOUDS. ➤ Staff location provides coverage to clearly view and account for all children indoors and outdoors.
<p>Concerns:</p> <ul style="list-style-type: none"> ➤ Emergency cards are not always readily available in one place. ➤ Parent committee meets monthly – minutes & agendas are not available and posted. ➤ “If you see something, you say something” poster is not posted in a prominent place in each building a parent may enter.
NEED AND ELIGIBILITY
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Child meets eligibility criteria established by the funding source(s). ➤ Child Care Data Collection Privacy Notice and Consent form is complete, signed, and matches CLOUDS. ➤ Family size verifications are obtained for all children and included in CD-9600.
<p>Concerns:</p> <ul style="list-style-type: none"> ➤ E-filed eligibility and recertification documents were not current on CLOUDS and match the file. ➤ Notice of Action were not complete, current, and/or did not match 9600/9600S and Admissions Agreement. ➤ All areas of income worksheet were not completed and signed.
<p>Corrective Actions: Corrective actions were taken and validated.</p>
COMPREHENSIVE SERVICES
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Child and family files are locked to ensure confidentiality. ➤ Medical/Dental Home established within 90 days. Information is verified in Health History and/or Medical Record and follow-up is evident. ➤ Referrals for sensory screening made in a timely manner, all fields complete & correct, follow-up is evident and status is updated.
<p>Concerns:</p> <ul style="list-style-type: none"> ➤ Physical exam form was not current, completed, signed, date stamped with date received and entered on CLOUDS. ➤ Family Partnership Agreement (FPA) was not completed on CLOUDS within 90 days of enrollment and family’s situation is ranked appropriately. ➤ Parent Conferences: Were not done in first (90 days) and/or did not include individualized goals for child and parent/child home activities.
<p>Corrective Actions: Corrective actions were taken and validated.</p>

PRESCHOOL EDUCATION ENVIRONMENT														
Top 3 Strengths: <ul style="list-style-type: none"> ➤ Language Reasoning: Encouraging children to use language through asking questions, positive staff-child conversations, and expanding children's involvement. ➤ Interaction: Staff-child interactions are respectful, supportive, and sensitive to children. ➤ Personal Care Routines: Indoor and outdoor environments are safe and staff are following quality safety practices in the classrooms. 														
Concerns: <ul style="list-style-type: none"> ➤ Activities: Classrooms do not consistently provide sufficient materials and activities to support children's learning of math concepts. ➤ Space and Furnishings: Classroom displays do not consistently display sufficient examples of children's individualized art work and displays are not often used as teaching tools to encourage vocabulary growth and knowledge base. ➤ Activities: Classrooms do not consistently provide sufficient materials and activities to support children's understanding of the meaning of written numbers. 														
INFANT/TODDLER EDUCATION														
Top 3 Strengths: <ul style="list-style-type: none"> ➤ Personal Care Routines: Provisions for nap provide a safe, healthy, and supportive environment for children resting. ➤ Space and Furnishing: Classrooms provide children with a cozy area and soft toys for children to explore. ➤ Program Structure: Children are provided with group play activities that match the children's interest and developmental level. 														
Concerns: <ul style="list-style-type: none"> ➤ Personal Care Routines: Some diapering/toileting areas are not located to conveniently support consistent sanitary procedures. 														
Corrective Actions: Corrective action plans were developed and validated.														
CLASS														
<table border="1"> <thead> <tr> <th>Domain</th><th>CSB Average Score</th><th>Federal Threshold <small>Based on lowest 10% of CLASS Scores of programs reviewed in 2015.</small></th></tr> </thead> <tbody> <tr> <td>Emotional Support</td><td>6.44</td><td>5.66</td></tr> <tr> <td>Classroom Organization</td><td>6.06</td><td>5.27</td></tr> <tr> <td>Instructional Support</td><td>3.71</td><td>2.23</td></tr> </tbody> </table>			Domain	CSB Average Score	Federal Threshold <small>Based on lowest 10% of CLASS Scores of programs reviewed in 2015.</small>	Emotional Support	6.44	5.66	Classroom Organization	6.06	5.27	Instructional Support	3.71	2.23
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CSB average scores exceed current Designation Renewal System threshold.														