

## **Community Services Bureau Monitoring Report Summary February 2017**

**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 August 2016 through December 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.

- **621** child and family files reviewed
- **18** classrooms sampled for health and safety
- **53** directly operated, partner and delegate agency infant, toddler, and preschool classroom environments observed
- **34** classrooms received CLASS Observations completed between November-December

## HEALTH AND SAFETY

### Top 3 Strengths:

- Staff location provides coverage to clearly view and account for all children indoors and outdoors.
- Daily health checks are evident as children arrive.
- Meal counts are complete and correct.

### Concerns:

- Toothbrushes are stored in covered holders, not touching each other and are handled in a sanitary manner.
- Required emergency drills are conducted monthly.
- “If you see something, say something” poster is posted in a prominent place in each building a parent may enter.

### Corrective Actions:

Corrective actions were taken and validated.

## NEED AND ELIGIBILITY

### Top 3 Strengths:

- Child meets eligibility criteria established by the funding source(s).
- Access to file form is used by all staff every time they access a file.
- Child and family files are locked to ensure confidentiality.

### Concerns:

- Eligible income snapshot in CLOUDS reflects income and family size.
- Income eligibility is current, correct, verified and matches CLOUDS.
- Notice of Action is complete, current, and matches 9600/9600s and Admission Agreement.

### Corrective Actions:

Corrective actions were taken and validated.

## COMPREHENSIVE SERVICES

### Top 3 Strengths:

- Discipline policy and positive guidance plan are followed and in file.
- Staff representation evident in IEP/IFSP meetings.
- Re-screens [Sensory Screenings] are completed within 2 weeks of the first screening and within 45 day of enrollment.

### Concerns:

- Physical exam form is current, completed, signed, date stamped with the date received and entered on CLOUDS.
- CLOUDS Health History with consents section is completed.
- Printed copy of Health History is in file, signed, and dated by parent and staff and reviewed/updated annually.

### Corrective Actions:

Corrective actions were taken and validated.

## EDUCATION FILE

**Top 3 Strengths:**

- Toddler transition Plan: Completed at last home visit.
- ASQ-SE re-screening by teacher is done within 30 days of the first completion if concerns are present and completed in file and on CLOUDS.
- ASQ-3 re-screening by teacher is done within 30 days of first completion if concerns are present and completed in file and on CLOUDS.

**Concerns:**

- Parent Conferences: First conducted within 90 days and included individualized goals for child and parent/child home activities.
- First DRDP assessment conducted within 60 days and in file.
- ASQ-3 screening is conducted within 45 days and form is completed, scored, signed, and in file and CLOUDS.

**Corrective Actions:**

Corrective actions were taken and validated.

## PRESCHOOL EDUCATION ENVIRONMENT

**Top 3 Strengths:**

- Personal Care Routines: Greeting/departing
- Program Structure: Provisions for children with disabilities
- Space and Furnishings: Furniture for care, play & learning

**Concerns:**

- Personal Care Routines: Toileting/diapering
- Activities: Dramatic play

**Corrective Actions:**

Corrective action plans were developed and validated.

## INFANT/TODDLER EDUCATION

**Top 3 Strengths:**

- Space and Furnishings: Indoor Space
- Personal Care Routines: Nap
- Activities: Active physical play

**Concerns:**

- All subscale items are above the threshold (score of 5).

**Corrective Actions:**

Corrective action plans were developed and validated.

## CLASS

Domain	CSB Average Score	Current DRS Threshold <small>Based on lowest 10% of CLASS Scores of programs reviewed in 2015.</small>	CSB Threshold
Emotional Support	6.71	5.6562	6
Classroom Organization	6.36	5.2708	6
Instructional Support	3.90	2.2261	3

CSB average scores exceed current Designation Renewal System threshold and rank in the highest 10%.