

Community Services Bureau
Monitoring Report Summary
June 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 January 2017 through June 2017.

Summary of Monitoring Activities:

Monitoring was conducted for directly operated CSB centers, partner agency centers and family child care homes, and the Delegate Agency, First Baptist Head Start. This report highlights the monitoring results in the areas of Health and Safety, Comprehensive Services, Eligibility, 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.

- **533** Child and family files reviewed
- **21** classrooms sampled for Health and Safety
- **49** directly operated, partner and delegate agency infant, toddler, and preschool classroom and family child care environments observed
- **34** classrooms received CLASS Observations

Community Services Bureau
Monitoring Report Summary
June 2017

HEALTH AND SAFETY	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Food allergies are accommodated. ➤ 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.
Concerns:	<ul style="list-style-type: none"> ➤ Toothbrushes are not stored in covered holders, are touching each other and/or handled in an unsanitary manner. ➤ Current emergency cards are not readily available in one place. ➤ Parent committee does not meet monthly or minutes and agendas are not available or posted.
Corrective Actions:	Corrective actions were taken and validated.
NEED AND ELIGIBILITY	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Children meet eligibility criteria established by funding source(s). ➤ Child and family files are locked to ensure confidentiality. ➤ Verification of age is present and matches CLOUDS.
Concerns:	<ul style="list-style-type: none"> ➤ Income eligibility is not current, correct or verified and does not match CLOUDS. ➤ Eligible income snapshot in CLOUDS does not reflect correct income or family size. ➤ CD-9600 (application): Need/work/training is not current and does not match documentation on CLOUDS.
Corrective Actions:	Corrective actions were taken and validated.
COMPREHENSIVE SERVICES	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Discipline policy and positive guidance plan are followed and in the file. ➤ Copy of goals and objectives of IEP/IFSP is provided to the teacher. ➤ Child and family files are locked to ensure confidentiality.
Concerns:	<ul style="list-style-type: none"> ➤ Physical exam form is not current, completed, signed, date stamped with the date received and/or not entered in CLOUDS. ➤ CLOUDS Health History with consents section is incomplete. ➤ Family Referrals & Services are not entered on CLOUDS or follow-up is not indicated.
Corrective Actions:	Corrective actions were taken and validated.

Community Services Bureau
Monitoring Report Summary
June 2017

EDUCATION FILE	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Education referrals, case managements, and re-screenings are documented in the file and CLOUDS. ➤ Toddler Transition Plans are updated at 33 months. ➤ ASQ-SE re-screening by teacher is done within 30 days of completion of the first screening.
Concerns:	<ul style="list-style-type: none"> ➤ Parent Conferences: First conference is not conducted within 90 days and/or does not include individualized goals for child and parent/child home activities. ➤ Initial Home Visit is not completed within 45 days and/or not in the file. ➤ ASQ-3 Screening is not conducted for newly enrolled children within 45 days and/or the form is not completed, scored, signed, or in the file or CLOUDS.
Corrective Actions:	Corrective actions were taken and validated.
FCC ENVIRONMENT & EDUCATION	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Evidence of multicultural and disability materials are found within the classroom. ➤ Daily schedule is posted for parents and a picture schedule is posted for children. ➤ Provider interacts with the children in positive ways and appropriate language is used.
Concerns:	<ul style="list-style-type: none"> ➤ Child individualization is not evident on lesson plans. ➤ Fence is not in good shape with securable gate and/or the environment is unrepresentable and contains debris. ➤ Lesson plan does not demonstrate an integrated curriculum over a month, does not have a variety of activities and/or is not posted or followed.
Corrective Actions:	Corrective action plans were developed and validated.
PRESCHOOL EDUCATION ENVIRONMENT	
Top 3 Strengths:	<ul style="list-style-type: none"> ➤ Space and Furnishings- Furniture for care, play & learning: Routine care furniture is convenient to use. ➤ Language Reasoning- Informal use of language: Staff have individual conversations with most of the children and staff encourage communication among children. ➤ Interaction- Staff-child interactions: Staff respond sympathetically to help upset children and seem to enjoy being with the children.
Concerns:	<ul style="list-style-type: none"> ➤ Activities- Blocks: Special block areas were not consistently set aside and/or there are not enough blocks for at least three or more children to build at the same time. ➤ Personal Care Routines- Health Practices: Staff did not take action to prevent spread of germs.
Corrective Actions:	Corrective action plans were developed and validated.

Community Services Bureau
Monitoring Report Summary
June 2017

INFANT/TODDLER EDUCATION			
Top 3 Strengths: <ul style="list-style-type: none"> ➤ Listening & Talking- Helping children use language: Staff use a wide range of simple, exact words in communicating with children. ➤ Activities- Promoting acceptance of diversity: Dolls, books and images in classroom show people of different races, cultures, ages, abilities and gender. ➤ Interaction- Peer interaction: Staff explain children's actions, intentions, and feelings to other children and model positive social interaction. 			
Concerns: <ul style="list-style-type: none"> ➤ Personal Care Routines- Diapering/toileting: Sinks used for handwashing after diapering not consistently being sanitized before being used for other purposes. ➤ Program Structure- Provisions for children with disabilities: Parents not frequently involved in sharing information with staff. 			
Corrective Actions: Corrective action plans were developed and validated.			
CLASS			
Domain	CSB Average Score	CSB Threshold	Federal Threshold <small>Based on lowest 10% of CLASS Scores of programs reviewed in 2016.</small>
Emotional Support	6.54	6	5.59
Classroom Organization	6.21	6	5.25
Instructional Support	3.46	3	2.22
CSB average scores exceed current Designation Renewal System threshold.			