

Community Services Bureau Monitoring Report Summary June 2019

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 2019 through June 2019.

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 Center Monitoring, Need and Eligibility, Comprehensive Services, Education, Curriculum Fidelity, 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.

- **479** child and family files reviewed
- **27** classrooms sampled for center monitoring
- **11** family child care homes for environment and education monitoring
- **55** directly operated, partner and delegate agency's infant, toddler, and preschool classroom were observed for curriculum fidelity
- **39** classrooms received CLASS Observations completed between March-April

CENTER MONITORING

Top 3 Strengths:

- Adult/child ratios are in compliance for age of children served and program model.
- Daily health checks are evident as children arrive.
- All staff and children are in attendance and signed into CLOUDS.

Areas Needing Improvement:

- Current emergency cards are readily available in one place.
- Site Parent Committee meets monthly - minutes & agendas are available and posted.
- Parent interest surveys tallied & top 10 are presented at Parent Committee Meetings. See CSB 304.

Corrective Actions:

Corrective actions were taken and validated.

NEED AND ELIGIBILITY

Top 3 Strengths:

- Child meets eligibility criteria established by the funding source(s).
- (S) Family size verifications are obtained for all children and included in CD-9600.
- Over-income waiver completed and approved by ERSEA manager or designee.

Areas Needing Improvement:

- All areas of income worksheet are completed and signed.
- (S) CD-9600 Section IV: Contracted child(ren)'s gender, adjustment factor code, ethnicity, race, language, program code, type of care, and provider code are noted.
- CD-9600: Section V, VI, and VII completed, signed, and dated by parent and authorized staff.

Corrective Actions:

Corrective actions were taken and validated.

COMPREHENSIVE SERVICES

Top 3 Strengths:

- Child and family files are locked to ensure confidentiality.
- Files are organized in accordance with cover sheets.
- Copy of the goals and objectives of IEP/IFSP is provided to the teacher and CLOUDS IEP/IFSP section must include two (2) IEP/IFSP goals.

Areas Needing Improvement:

- Dental exam is current, completed, signed, date stamped with the date received/reviewed and entered in CLOUDS.
- CLOUDS Health History including the consents section is completed.
- Ensure up-to-date child health status. Health Examination - Well Child Check (CSB207) is current, completed, signed, date stamped with the date received/reviewed and entered in CLOUDS.

Corrective Actions:

Corrective actions were taken and validated.

EDUCATION FILE

Top 3 Strengths:

- Parent Conferences (For returning children only): 2nd completed at 330 days for full-day programs (or by June 15th) and 230 days for part-day programs (or by the last day of child's attendance). The conference is documented on CSB119A and is entered on CLOUDS.
- Toddler Transition Plan: Completed at last home visit.
- Toddler Transition Plan: IFSP information is included.

Areas Needing Improvement:

<ul style="list-style-type: none"> ➤ Parent Conferences: First (90 days) and included individualized goals for child and parent/child home activities. Parent Conference is entered into CLOUDS on the Visit tab. ➤ ASQ-3 Screening is conducted within 45 days of child's initial enrollment and form is completed, scored, signed, in file, and on CLOUDS. ➤ ASQ-SE2 is conducted within 45 days of child's initial enrollment during home visit with parent and completed in file and on CLOUDS.
<p>Corrective Actions: Corrective actions were taken and validated.</p>
<p>FAMILY CHILD CARE ENVIRONMENT AND EDUCATION</p>
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Materials, activities, and experiences support individualization. ➤ Displays reflect children work and activities. Artwork is reflective of the children's own creations. Photographs of children doing activities are evident. ➤ Provider interacts with the children in positive ways and uses appropriate language is used.
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Child individualization is evident on lesson plans. ➤ Health, safety, nutrition social emotional and mental health activities and discussions are reflected on the weekly lesson plans. ➤ Lesson plan demonstrates an integrated curriculum over a month, has a variety of activities and is posted and followed.
<p>Corrective Actions: Corrective actions were taken and validated.</p>
<p>PRESCHOOL CURRICULUM FIDELITY</p>
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Families: The teacher establishes a meaningful partnership with families to support each child's healthy development and learning. ➤ Teacher-Child Interactions: Teaching assistant(s) interact(s) with children in positive ways that support development and learning. ➤ Teacher-Child Interactions: The teacher establishes a positive classroom climate.
<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Use: The teacher follows guidance on Book Discussion Cards related to complex or sophisticated stories. ➤ Physical Environment: Interest areas are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate, well-maintained materials. ➤ Teacher-Child Interactions: The teacher uses both child initiated and teacher planned experiences to effectively guide children's language and literacy learning.
<p>Corrective Actions: Corrective action plan will be developed and validated.</p>
<p>INFANT/TODDLER CURRICULUM FIDELITY</p>
<p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Teacher-Child Interactions: The teacher establishes a positive classrooms climate. ➤ Teacher-Child Interactions: The teacher guides children's behavior in positive, effective ways. ➤ Structure: Individual and small-group experiences are planned flexibly to address the individual strengths, needs and interest of children.
<p>Areas Needing Improvement:</p>

- **Use:** The teacher uses *Mighty Minutes™* effectively to foster relationships and support development and learning during brief moments in routines.
- **Use:** The teacher use *Intentional Teaching™* cards for teacher-guided routines and experiences and to individualize teaching and caregiving.
- **Use:** The teacher follows guidance on *Book Conversation Cards™* related to *Highlights Hello™*.

Corrective Actions:

Corrective action plan will be developed and validated.

CLASS

Domain	CSB Average Score	CSB Threshold	Federal Threshold <small>Based on lowest 10% of CLASS Scores of programs reviewed in 2018.</small>
Emotional Support	6.63	6	5.6641
Classroom Organization	6.36	6	5.2803
Instructional Support	3.11	3	2.3125

CSB average scores exceed current Designation Renewal System threshold. A corrective action plan is not required.