

## **Community Services Bureau Monitoring Report Summary December 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 August 2019 through December 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 Need and Eligibility, Comprehensive Services, Education, Family Child Care Homes, 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.

- **297** child and family files reviewed
- **7** family child care homes for environment and education monitoring
- **24** directly operated toddler and preschool classrooms were observed for curriculum fidelity
- **27** directly operated infant, toddler and preschool environments were observed
- **19** classrooms received CLASS Observations completed between September-October

NEED AND ELIGIBILITY	
<b>Top 3 Strengths:</b>	<ul style="list-style-type: none"> <li>➤ Child meets eligibility criteria established by the funding source(s).</li> <li>➤ (S) Recertification must not be done before 24 month certification period has expired, with the exception of families with the certified need of "Seeking Employment".</li> <li>➤ Over-income waiver completed and approved by ERSEA manager or designee.</li> </ul>
<b>Areas Needing Improvement:</b>	<ul style="list-style-type: none"> <li>➤ All areas of income worksheet are completed and signed.</li> <li>➤ (S) Notice of Action is complete, current, and matches 9600/9600S and Admission Agreement.</li> <li>➤ Eligible income snapshot in CLOUDS reflects income and family size.</li> </ul>
<b>Corrective Actions:</b>	Corrective actions were taken and validated.
COMPREHENSIVE SERVICES	
<b>Top 3 Strengths:</b>	<ul style="list-style-type: none"> <li>➤ Any restrictions on contact with child are in file and in CLOUDS. CLOUDS emergency section "Restricted from Picking-up" matches file.</li> <li>➤ Staff representation evident in IEP/IFSP meetings.</li> <li>➤ Volunteer Health statement is complete &amp; updated annually.</li> </ul>
<b>Areas Needing Improvement:</b>	<ul style="list-style-type: none"> <li>➤ Immunizations are up-to-date, complete, match Blue Card and entered in CLOUDS.</li> <li>➤ 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.</li> <li>➤ (F) Oral Health Assessment is part of Health Examination – Well Child Check (CSB207), reflects periodicity per the Bright Future EPSDT schedule and is entered in CLOUDS with "Health Examination" box checked.</li> </ul>
<b>Corrective Actions:</b>	Corrective actions were taken and validated.
EDUCATION FILE	
<b>Top 3 Strengths:</b>	<ul style="list-style-type: none"> <li>➤ (F) Education referrals, family meetings, and re-screenings are documented in file and CLOUDS.</li> <li>➤ (F, I/T) Toddler Transition Plan: Updated at 33 months.</li> <li>➤ (F, I/T) Toddler Transition Plan: IFSP information is included.</li> </ul>
<b>Areas Needing Improvement:</b>	<ul style="list-style-type: none"> <li>➤ ASQ-3 Screening is conducted within 45 days of child's initial enrollment and form is completed, scored, signed, in file, and on CLOUDS.</li> <li>➤ ASQ-SE2 is conducted within 45 days of child's initial enrollment during home visit with parent and completed in file and on CLOUDS.</li> <li>➤ 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.</li> </ul>
<b>Corrective Actions:</b>	Corrective actions were taken and validated.
FAMILY CHILD CARE ENVIRONMENT AND EDUCATION	
<b>Top 3 Strengths:</b>	<ul style="list-style-type: none"> <li>➤ Daily health checks are evident as children arrive.</li> <li>➤ Provider interacts with the children in positive ways and uses appropriate language is used.</li> <li>➤ Materials, activities, and experiences support individualization.</li> </ul>

<b>Areas Needing Improvement:</b> <ul style="list-style-type: none"> <li>➤ Child individualization is evident on lesson plans.</li> <li>➤ Health, safety, nutrition social emotional and mental health activities and discussions are reflected on the weekly lesson plans.</li> <li>➤ Lesson plan demonstrates an integrated curriculum over a month, has a variety of activities and is posted and followed.</li> </ul>
<b>Corrective Actions:</b> Corrective actions were taken and validated.
<b>PRESCHOOL CURRICULUM FIDELITY</b>
<b>Top 3 Strengths:</b> <ul style="list-style-type: none"> <li>➤ <b>Families:</b> The teacher establishes a meaningful partnership with families to support each child's healthy development and learning.</li> <li>➤ <b>Teacher-Child Interactions:</b> Teaching assistant(s) interact(s) with children in positive ways that support development and learning.</li> <li>➤ <b>Teacher-Child Interactions:</b> The teacher establishes a positive classroom climate.</li> </ul>
<b>Areas Needing Improvement:</b> <ul style="list-style-type: none"> <li>➤ <b>Use:</b> The teacher follows guidance on Book Discussion Cards related to complex or sophisticated stories.</li> <li>➤ <b>Physical Environment:</b> Interest areas are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate, well-maintained materials.</li> <li>➤ <b>Teacher-Child Interactions:</b> The teacher uses both child initiated and teacher planned experiences to effectively guide children's language and literacy learning.</li> </ul>
<b>Corrective Actions:</b> Corrective action plan were taken and validated.
<b>INFANT/TODDLER CURRICULUM FIDELITY</b>
<b>Top 3 Strengths:</b> <ul style="list-style-type: none"> <li>➤ <b>Families:</b> The teacher establishes a meaningful partnership with families to support each child's healthy development and learning.</li> <li>➤ <b>Teacher-Child Interactions:</b> The teacher establishes a positive classrooms climate.</li> <li>➤ <b>Teacher-Child Interactions:</b> The teacher guides children's behavior in positive, effective ways.</li> </ul>
<b>Areas Needing Improvement:</b> <ul style="list-style-type: none"> <li>➤ <b>Use:</b> The teacher uses <i>Mighty Minutes™</i> effectively to foster relationships and support development and learning during brief moments in routines.</li> <li>➤ <b>Physical Environment:</b> Classroom area for learning experiences support children's development and learning.</li> <li>➤ <b>Structure:</b> Transitions between routines and experiences are smooth and used as opportunities to connect and engage with children.</li> </ul>
<b>Corrective Actions:</b> Corrective action plan were taken and validated.
<b>PRESCHOOL ENVIRONMENT RATING SCALE</b>
<b>Top 3 Strengths:</b> <ul style="list-style-type: none"> <li>➤ <b>Space and Furnishings:</b> Space for gross motor</li> <li>➤ <b>Interaction:</b> Interactions among children</li> <li>➤ <b>Program Structure:</b> Group time</li> </ul>

**Areas Needing Improvement:**

- **Language Reasoning:** Books and pictures
- **Language Reasoning:** Using language to develop reasoning skills
- **Activities:** Fine motor

**Corrective Actions:**

Corrective action plan will be developed and validated when all classrooms are observed.

**INFANT/TODDLER ENVIRONMENT RATING SCALE****Top 3 Strengths:**

- **Personal Care Routines:** Greeting/departing
- **Listening & Talking:** Helping children understand language
- **Interaction:** Staff-child interaction

**Areas Needing Improvement:**

- **Space and Furnishings:** Room arrangement
- **Activities:** Nature and Science
- **Parents and Staff:** Staff continuity

**Corrective Actions:**

Corrective action plan will be developed and validated when all classrooms are observed.

**CLASS**

<b>Domain</b>	<b>CSB Average Score</b>	<b>CSB Threshold</b>	<b>2019 CSB's CLASS Review</b> Based on 40 classrooms.	<b>Federal Threshold</b> Based on lowest 10% of CLASS Scores of programs reviewed in 2019.
Emotional Support	6.53	6	6.1000	5.6875
Classroom Organization	6.16	6	6.0708	5.3241
Instructional Support	2.64	3	3.5375	2.3333

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