

BENNINGTON COUNTY HEAD START / EARLY HEAD START

United Children's Services, Inc.
A Division of United Counseling Service



2024

Program Monitoring & Reporting Plan

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Annual Self-assessment Monitoring

Purpose: To ensure programmatic quality and improvement.

Scope: Procedure describes the process of Self-assessment and program monitoring.

Authority: 45 CFR 1304.51 (i) (2,3)

Policy: (i) Program self-assessment and monitoring:

- (1) At least once each program year, with the consultation and participation of the Policy Council and United Children's Services (UCH) Board, and, as appropriate, other community members, Bennington County Head Start / Early Head Start (BCHS/EHS) will conduct a self-assessment of its effectiveness and progress in meeting program goals and objectives and in implementing federal regulations.
- (2) BCHS/EHS has established and implemented procedures for the ongoing monitoring of its own Head Start operations to ensure that these operations effectively implement federal regulations.

Procedure: The BCHS/EHS program annual self-assessment is primarily concerned with program-wide compliance with federal, state, and local laws and regulations, best practices and ensuring the health and safety of children and staff.

The self-assessment is completed using the Office of Head Start monitoring protocol which provides a clear assessment of program quality, efficiency and effectiveness in meeting the goals and objectives of the program. Policy Council and members of the parent committee are involved in the self-assessment process. Teams consisting of management, staff, members of Policy Council, and parents are formed and trained in techniques of investigation of programmatic quality to ensure progress toward goals and continuous quality improvement. Parent and community partner survey results are also considered in the self-assessment. The strengthening families' protective factors and self-study tools are also incorporated into the program self-assessment annually.

Evidence is gathered, compiled and analyzed. Through the use of on-site observation, document review and interviews, the teams make decisions about compliance with the Head Start performance standards and make recommendations for quality improvement.

A final report is written and presented to the program director, with data source documentation. The director provides the Policy Council and UCH Board members with the completed report.

Content managers are responsible for the conduct of the self-assessment. Self-assessment assignments are made by the associate director in June, when teams are formed. Team training takes place prior to, and the final report is due to the director last week of August. The operations coordinator co-leads the self-assessment teams coordination along with the associate director. The director will present the self-assessment to the UCH Board and Policy Council during their next scheduled meeting.

Component Systems Monitoring

Purpose: To ensure compliance with the Head Start Performance Standards. To ensure quality services to children and families across the spectrum of services provided by the Head Start program.

Scope: This policy covers the major components of the Head Start / Early Head Start programs: Health, nutrition, education, disabilities, family, and community partnerships, ERSEA, and administration.

Authority: 45 CFR 1304.51 (h) (1); 45 CFR 1304.51 (i) (2)

Policy: BCHS/EHS has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advises governing bodies, management, and staff of program progress, and to ensure effective implementation of federal regulations.

Procedure: On or before the first Friday of each month leading staff submit to their component manager, and the managers will submit to the director programmatic information by center obtained from the Child Plus tracking system as well as the UCS facilities department logs/files regarding the following:

Health and Nutrition

- Immunization report
- Children with/without physicals (Day 90 through July)
- Children needing medical treatment
- Dental exams (Day 90 through July)
- Dental treatments (July)
- Number of CACFP meals served
- Amount of CACFP reimbursement

Education and Disabilities

- Number children with disabilities
- Number of children on IEPs / IFSPs
- Number of child referrals
- Professional Development
 - Number of teachers with/without appropriate credentials

Family and Community Partnerships

- Number of families in crisis
- Number of referrals made
- Number of formal parent engagement opportunities and participation data
- Family outcomes data (reported three times annually)

Enrollment, Recruitment, Selection, Eligibility, and Attendance

- Number of fully enrolled slots
- Number and location of vacant slots
- Number of children in transition
- Average daily attendance
- Number of children on the waiting list

Safe Environments and Transportation

- Completed facilities/maintenance work orders (with UCS facilities department)
- Bus maintenance logs (logs with UCS facilities department)

Reports to the director are emailed electronically, and the reports to the content managers are either emailed electronically or hard copies are given. Content managers will highlight or note discrepancies in their report for the director. Content managers will maintain copies of all reports and supporting documentation for the current program year.

Administration Monitoring

Purpose: To ensure compliance with the Head Start performance standards. To ensure quality services to children and families across the spectrum of services provided by the Head Start program.

Scope: This policy covers the program management of the Head Start program.

Authority: 45 CFR 1304.51 (h) (1); 45 CFR 1304.51 (i) (2)

Policy: BCHS/EHS has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advises governing bodies, management, and staff of program progress, and to ensure effective implementation of federal regulations.

Procedure:

Non-Federal Share: The Head Start administrative coordinator will submit a report on or about the seventh day of each month to the Head Start director and UCS accountant detailing the amounts of non-federal share that has been acquired by the program during the month, as well as at year-end. The UCS accountant utilizes this data for federal reporting purposes throughout the program year.

Staff Vacancies: As soon as possible, the content managers will report all vacancies to the director, the operations coordinator, and to human resources. If the vacancy creates a significant operational deficiency or has a potential to do so, the content managers will immediately notify the director of the concern.

Fiscal: Each quarter the chief financial officer of UCS will submit to the director a report detailing the amounts expended during the quarter, the amount of revenue received, credit card purchases, as well as those amounts year-to-date and the previous year. This report or similar report will be provided to the Policy Council and UCH Board at their next regularly scheduled meetings.

Facilities: As soon as a condition(s) that endangers the health or safety children or staff is identified the person who identifies the problem will immediately report it to the site health and safety officer. In all cases concerning the health and safety of children and staff the safety officer will immediately report to the center manager and the director.

In the case of routine maintenance, all staff can submit a work order via UCS's electronic system, WorxHub. The UCS facilities manager will prioritize work orders and create a schedule of completion. If there are any problems in completing the request, the originator of the request, administrative coordinator or center manager will be notified. Quarterly building inspections are also completed to ensure structural integrity. Monthly fire extinguisher checks and checks of emergency lighting, water temperature, and annual lead tests are also done.

All health and safety checklists will be completed in a timely manner and kept on file at the center. These checklists include but may not be limited to:

Daily Playground Inspection

Emergency Procedures Records (also at UCS facilities department)

Monthly and Quarterly Classroom Safety Checklists

Quarterly Classroom First Aid Kit Inspections (only located on site at each center)

Kitchen Safety Equipment Inspections (at UCS facilities department)

Vehicle Pre and Post Trip Inspections (transportation coordinator files and at UCS facilities)

Child Injury Reports

Quarterly Building Inspections (only located at UCS facilities department; not on site)

Reporting: All incidents regarding child health and safety, child abuse, staff incidents and family and community incidents related to Head Start will be reported to the director and appropriate component managers.

Incidents concerning the health and safety of children and staff, staff misconduct, and other center issues will be reported using the UCS incident reporting form (Incident Risk and Review Committee: IRRC).

Child Abuse/Neglect Reporting: All child abuse/neglect reports are made with a supervisor, if available. The family and community partnership manager is notified when all reports are made.

This report will be documented on an IRRC form and the director of Early Childhood Services and executive director of United Counseling Services notified within 24 hours. All status letters issued by the State of Vermont Department of Children and Families, Family Services Division will be filed in the DCF reporting binder.

Personnel Evaluations and Professional Development Plans: (Also see UCS personnel policies.) Twice annually, according to the UCS evaluation schedule each supervisor will complete in the system, Paylocity, an evaluation of each person they supervise in accordance with the UCS personnel policies. The evaluation will be reviewed with and signed by each employee and their supervisor.

An individual professional development plan (IPDP) will be submitted within the first six months of employment and then annually thereafter that indicates areas of concern and the need for additional training with a timeline for completion. IPDP goals are required to be updated quarterly by the employee. IPDPs are completed in staff's BFIS account.

Reporting to the Governing Bodies: Monthly, or as required, the director will report programmatic statistics, OHS program instructions and information memorandums, as well as other program information they may require or is of interest. The report shall be submitted to the executive director of UCS by email, and it is included in monthly UCH Board packets that are mailed to members, and then reported to Policy Council at their scheduled monthly meeting.

Classroom Monitoring

Purpose: To ensure compliance with the Head Start performance standards. To ensure quality services to children and families across the spectrum of services provided by the Head Start program.

Scope: This policy covers the program management of the Head Start program.

Authority: 45 CFR 1304.51 (h) (1); 45 CFR 1304.51 (i) (2)

Policy: BCHS/EHS has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advises governing bodies, management, and staff of program progress, and to ensure effective implementation of federal regulations.

Procedure:

CLASS: Bi-annually, on or before the end of November and by the end of June, CLASS-reliable management staff will observe and assess each classroom using the CLASS assessment tool. Corrective action is presented and tracked at supervision. The education manager will maintain copies of each classroom assessment within Child Plus.

Electronic Record-keeping: All documents pertaining to a child's individual record shall be maintained electronically. Supervisors shall review on an annual basis the names and appropriate filing location (tab and

file name) of each document. The management team will review annually a sampling of each program location's files to ensure that documents are uploaded / filed correctly and are up to date.

Mental Health Observations: Twice each program year, the mental health consultant will observe each classroom and review pertinent information on each child to ensure the mental health needs of children and families are being met.

The mental health consultant will provide a written copy of the observations to the disabilities and mental health coordinator and to classroom staff. The consultant will spend time reviewing observations with staff and make recommendations. The disabilities and mental health coordinator will use the observation "area of need" section to arrange further mental health trainings.

Disabilities Services: For Head Start the process is: Review ASQ-3 screenings for red flags and referrals. Quarterly meetings with classroom teachers around concerns. Fall meetings with the early education special ed team to review each child's ASQ-3, teacher concerns, and assign staff for observation, assessment, or follow-up with the Educational Support Team.

For Early Head Start the process is: The program will wait 45 days if there are red flags and rescreen; then if there are still red flags a referral to CIS – EI will be pursued.

Social Emotional: The Devereux Early Childhood Assessment (DECA) is a nationally normed assessment. Based on the belief that the primary value of assessment is to guide effective services for children, the DECA was developed over a two-year period as part of a comprehensive program to foster the healthy social and emotional development of children. Completed by parents, family caregivers or early childhood professionals (preschool teachers and child care providers), the DECA evaluates the frequency of 27 positive behaviors (strengths) exhibited by preschoolers. Typical items include "chooses to do tasks that are challenging for him/her," "shows patience," and "asks adults to play with or read to her/him." These items were derived from the childhood resilience literature and through focus groups conducted with parents and early childhood professionals. The DECA also contains a 10-item behavioral concerns screener.

The three primary purposes of the DECA are:

- (1) To identify children who are low on the protective factors so that targeted classroom and home-based strategies can be implemented leading to the strengthening of these abilities;
- (2) To generate classroom profiles indicating the relative strengths of all children so that classroom design and instructional strategies can build upon these strengths to facilitate the healthy social and emotional growth of all children;
- (3) To screen for children who may be exhibiting behavioral concerns so that these can be addressed before they become entrenched and possibly develop into behavioral disorders. The DECA may be used as both an assessment and a screener.

Teaching staff shall complete the DECA in correlation with the child outcomes assessment cycle, typically three times per year, and share the results with each family during parent/teacher conferences and educational home visits. The staff and family shall collaborate to set one DECA-specific goal at each conference.

Family support staff shall facilitate the completion of at least one DECA per year with each child's family. Family support staff share and review the results of the assessment with each family, providing supportive strategies as appropriate.