

2010

**Program Monitoring and  
Reporting Plan**

Fall, 2010



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## ***Monitoring - Annual Self-Assessment***

### **Purpose**

To ensure programmatic quality and improvement

### **Scope**

This 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 groups and, as appropriate, other community members, MOCA Head Start will conduct a self-assessment of its effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.

(2) MOCA Head Start 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 MOCA Head Start 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 Annual 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, field staff, members of policy groups and parents are formed and trained in techniques of investigation of programmatic quality to ensure progress toward goals and continuous quality improvement. Parent survey results are also considered in the self-assessment.

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 Program Director provides the Policy Council and Board of Director's with the completed report.

Area Supervisors are responsible for the conduct of the Self Assessment. Self Assessment assignments are made by the Director the first week of November. Teams are formed in the first two weeks of November. Team training takes place in third week of November and the final Report is due to the Program Director third week of March. The Program Director will present

the Self-Assessment to the Board of Directors and the Policy Council during their scheduled meetings in April.

## ***Monitoring - Component Systems***

### **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 Program.  
Health/Disabilities/Nutrition, Education, Family and Community Partnerships, ERSEA and Administrative.

### **Authority**

45 CFR 1304.51(h)(1)  
45 CFR 1304.51(i)(2)

### **Policy**

MOCA Head Start has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advise governing bodies, policy groups, management and staff of program progress and to ensure effective implementation of Federal regulations.

### **Procedure**

On or before the 10<sup>th</sup> day of each month each component specialists and service specialists will submit to the Director and Area Supervisors programmatic information by center obtained from the PROMIS tracking system regarding the following:

#### Health/Disabilities/Nutrition

- Immunization Report
- Children with/without physicals
- Children receiving medical treatment
- Number children with Disabilities
- Dental Exams
- Dental Treatments
- Number of CACFP meals served
- Amount of CACFP reimbursement

#### Education and Professional Development

- Number of Teachers with/without appropriate credentials
- Number of training hours completed

#### Family and Community Partnerships

- Number of Family Partnership Agreements
- Number of single/two parent families that are enrolled in school
- Number of single/two parent families that are employed/unemployed
- Number of formalized community partnership agreements

ERSEA (reports due not later than the 5<sup>th</sup> of each month)

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

Bus Maintenance Summary

Completed Facilities Maintenance Work Orders

Reports to the Director will be “hard copies” and the reports to the Area Supervisors will be electronic and distributed via email. Content area specialists will highlight or note discrepancies. Area Supervisors will submit to the content areas specialist a report of corrective action within 5 working days.

Content Areas Specialist will maintain “hard copies” of data source documentation for the current program year.

## ***Monitoring - Administration***

### **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**

MOCA Head Start has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advise governing bodies, policy groups, management and staff of program progress and to ensure effective implementation of Federal regulations.

### **Procedure**

#### Non-Federal Share

The Head Start Clerk will submit a report on or about the 7<sup>th</sup> day of each month.  
The Head Start Clerk will submit a report to the Director detailing the amounts of Non-federal share that has been acquired by each center during the month, year to date and the amounts still outstanding.

#### Staff Vacancies

As soon as possible, the Area Supervisor/Site Supervisor will report all vacancies to the Head Start Clerk. If the vacancy creates a significant operational deficiency or has a potential to do so; the Area Supervisor/Site Supervisor will immediately notify the Director.

On or before the 7<sup>th</sup> day of each month, each Head Start Clerk will submit a report to the Director detailing the number, position and location of all staff vacancies and the date each position has become vacant and date each vacancy is filled.

#### Fiscal

On or before the 3<sup>rd</sup> Tuesday of each month the Chief Financial Officer of MOCA will submit to the Director a report detailing the amounts expended during the month, the amount of revenue received, those amounts year to date and the previous year. This report or similar report will be provided to the Policy Council and the Board of Directors at their regular monthly meetings.

#### Facilities

As soon as a condition(s) that endanger the health or safety children or staff is identified the person who identifies the problem will immediately report to their Supervisor. In all cases concerning the health and safety of children and staff the supervisor will immediately report to the Director.

In the case of routine maintenance, the center director or the supervisor will submit a work order via the online reporting system. The Maintenance Man will prioritize work order and submit to the Director, not later than the 7<sup>th</sup> day of each month a report of completed work orders.

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

- Daily Playground Inspection
- Emergency Drill Records
- Facilities Material and Equipment checklists
- Safety Equipment Inspections
- Vehicle Pre-Trip Inspections

### Reporting

All incidents of 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 specialist via the MOCA Head Start on-line reporting system.

Incidents concerning the Health and Safety of children and staff, staff misconduct, and other center issues will be reported using the Center Incident reporting form on the MOCA Head Start website. Copies of the report will be sent to the Program Director and the appropriate component specialist. Sender will receive a copy of the report as a receipt for their report.

### Child Incidents

The Child Incident reporting form will be used for issues related to an individual child (i.e. Unattended Child, Child Injury, Accidents, Parent Complaints). A copy of the report will be sent to the Program Director and the appropriate component specialist. Sender will receive a copy of the report as a receipt for their report. The report should be made as soon as possible.

### Child Abuse/Neglect Reporting

The Child/Abuse reporting form is used to notify management that a child abuse/neglect hotline call was made by a member of the Head Start staff relating to a Head Start child. A copy of the report is received by the Program Director and the Director of Health Services. Sender will receive a copy of the report as a receipt for their report. The report should be made immediately follow the Hot-line call.

This report will be followed up with a “hard copy” report of the Head Start Child Abuse/Neglect Report form, mailed to the Head Start Director and mark

“Confidential” on the outside of the envelope. This report does not take the place of reporting to the state under the mandated reporting requirements.

#### Center Health Concerns

The Health Concerns reporting form is used to report health issues related to potentially contagious health conditions of children(s) and staff. The report is made immediately on the suspicion of the presence of a contagious disease. A copy of the report is received by the Program Director and the Director of Health Services. Sender will receive a copy of the report as a receipt for their report.

The Director and the appropriate content area specialist will maintain electronic copies of all reports submitted via the MOCA Head Start reporting system.

#### Personnel Evaluations and Professional Development Plans

Annually and not later than the last day of February, each supervisor will submit to the Director an evaluation of each person they supervise in accordance with the MOCA Personnel Policies.

The Personnel Evaluation will be reviewed with and signed by each employee.

A Professional Development Plan (PDP) will be submitted with the evaluation that indicates areas of concern and the need for additional training.

Personnel Evaluations and PDPs will be maintained in the MOCA Personnel File of the employee. A copy of the evaluation and PDP will be offered to the employee.

#### Reporting to the Governing Bodies

Monthly or as required, the Head Start Program Director will report programmatic statistics, OHS Program Instructions and Information Memorandum and other program information they may require or is of interest. The report shall be submitted to the Executive Director by email and the Policy Council in their monthly meeting. A financial report will be made on the same schedule by the Chief Financial Officer concerning the revenue and expenses of the Head Start Program and other information as required.

## ***Monitoring - 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 classroom management and monitoring of the Head Start Program.

### **Authority**

45 CFR 1304.51(h)(1)  
45 CFR 1304.51(i)(2)

### **Policy**

MOCA Head Start has implemented and maintains a system of reporting to ensure control of program quality, maintain program accountability, and advise governing bodies, policy groups, management and staff of program progress and to ensure effective implementation of Federal regulations.

### **Procedure**

#### **ECRES**

Bi-annually and on or before the 31<sup>st</sup> of October and on or before the 30<sup>th</sup> day of April the Director of Education and Professional Development in cooperation with the Early Childhood Specialist will submit to the Director a report on the status of Early Childhood Development Services. To include:

An objective Early Childhood Environmental Rating Scale (ECRES) completed by the Director of Education and/or the Early Childhood Specialist on all classrooms, with recommendations. Area supervisors will receive a summary of deficiencies and prepare an action plan for correction.

The results of a “self-assessed” Early Childhood Environmental Rating Scale (ECRES) completed by the classroom staff on their classroom. Area Supervisors will address discrepancies between the “self-assessed” and objective outcomes with center staff.

#### **CLASS**

Annually, the Director of Education and/or the Early Childhood Specialist will observe and assess each classroom using the CLASS assessment tool and submit a report to the Director and the Area Supervisor not later than the 30 days following the observations. The report will contain a statement of deficiencies and recommended corrective actions.

Area Supervisors will submit to the Director, not later than 14 days following the submission of the report, an action plan to correct identified deficiencies.

The Director of Education and Professional Development will maintain copies of each classroom assessment.

#### Literacy

Annually and not later than the last working day of November, the Area Supervisors will submit to the Director a report on the status of the promotion of literacy in the classroom. Each Area Supervisor will conduct an Inventory of Practices Promoting Literacy in the Head Start Classroom. A report and an action plan will be developed and maintained by the Area Supervisor.

#### File Review

Four times per year and not later than the last working day of:

October  
December  
February  
April

The Area Supervisor for each center will submit to the Director a report which details the findings of file reviews for each center conducted during the preceding period and corrective actions taken. A copy of the report and findings of file reviews will be maintained by the Area Supervisor.

#### Mental Health Observations

At least 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.

Within 10 working days of the observation the Mental Health Consultant will submit to the Director of Health Services a report on each classroom observed, mental health concern, staff and parent consultation and referrals made. The Director of Health Services will maintain these reports and a checklist to ensure that each classroom receives the required observations. The Director of Health Services will report to the Program Director any concerns expressed by the Mental Health Consultant.

#### Disabilities Services

At least twice each program year the Disabilities Consultant will review pertinent information and observe each classroom making observations on the need for referral of children who may need additional evaluation.

Not later than 10 working days following the observation of a classroom the Disabilities Consultant will provide the Director of Health Services a report of findings in their observations and actions taken. The Director of Health Services will maintain these reports and a checklist to ensure each classroom receives the required observations and that appropriate actions are taken.

## Social Emotional

Annually, on or before the 31<sup>st</sup> of October, the Area Supervisors will submit to the Director a report on the state of social-emotional education and support for children in each classroom using an abbreviated “Inventory for Promoting Social Emotional Competence” with action plan. The report will address those factors in classroom management, classroom organization and relationship building between staff and children that promote positive child discipline and good organization.