

§1302.100 Purpose.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.100	All Managers	All Managers		

A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

§1302.101 Management system.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.101	Exec. Director	Executive Director, Personnel Manager		

(a) Implementation. A program must implement a management system that:

- (1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E,F, G, and H of this part;**

The organizational structure for PACT for West Central Illinois is located in the agency’s Standard Operating Procedures Manual. This structure identifies the major program management functions and provides mechanisms for staff supervision and support.

Staff Qualifications

PACT has developed job descriptions for each of the staff positions outlined on the agency’s Organizational Chart. Staff and consultants are hired with the knowledge, skills and experience needed to perform their assigned functions responsibly. The Executive Director ensures that only candidates with the qualifications prescribed in the performance standards are hired for specified positions.

PACT’s management policies on the recruitment, selection, and hiring of employees outline the procedures utilized when hiring from outside the agency. These procedures are located in the agency’s Standard Operating Procedures Manual and include the process of giving parents of current or formerly enrolled children who meet the qualifications for a position, preference for employment.

Job descriptions for each position within the agency are located on the Agency's website at www.pactheadstart.com. Each job description outlines the Essential Functions and Qualifications for each position, hours per week/week per year, and who to report to. Job descriptions are reviewed yearly by the Executive Director and revisions, changes, or newly defined job descriptions are reviewed and approved by the Grantee Board and Policy Council.

The Executive Director has the responsibility for program management. The Education Coordinators manage the Education & Child Development services, with the Home Based Education Coordinator overseeing services to pregnant women in the home based option. The Health Coordinator manages child medical, dental, and nutrition. The Disabilities/Mental Health Coordinator manages services for children with disabilities and transition services, and also manages Mental Health in coordination and collaboration with other program Coordinators and community partners. The Family & Community Services Coordinator manages family and community partnerships including parent engagement. The Chief Financial Officer manages the financial operations of the program and the Office Manager is responsible for the processing of non-federal share and inventory control of supplies and equipment, with the exception of technology equipment, which falls under the Information Systems Manager.

(2) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;

The process/schedule for ongoing supervision and observation of staff is described in the Standard Operating Procedures manual.

Support of individual staff professional development is described in Subpart I-Human Resources Management.

(3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C, D,E, F, G, and H of this part; and,

The process for budgeting to ensure adequate staffing patterns is described in the Fiscal Procedures Manual.

(4) Maintains an automated accounting and record keeping system adequate for effective oversight.

The agency has a Fiscal Procedures Manual which outlines the financial duties, policies, and responsibilities the agency must adhere to according to the HHS regulations. These duties and responsibilities are evaluated and monitored periodically, and procedures are updated when deemed necessary. The agency uses an automated accounting system, Abila. The agency has a maintenance agreement with the software company that allows for 24/7 tech support and periodic software updates.

(b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure:

(1) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;

See plan for training and professional development in Subpart I-Human Resources Management

(2) The full and effective participation of children who are dual language learners and their families, by

(i) Utilizing information from the program’s community assessment about the languages spoken throughout the program service area to anticipate child and family needs;

When the community assessment identifies the presence of families that speak languages other than English, the management team will discuss the data with community partners with a presence in that area to gather additional information such as the average income level, living situations, what services the families are currently accessing, and what family needs the partners may have already identified. PACT will ensure that during the agency recruitment process, either staff who are proficient in the language or translators are available to contact those families and complete applications as needed. Flyers and other publicity materials will be translated into the appropriate language and posted in areas where those families are known to frequent, including with applicable community partners.

When applications are reviewed and a number of potential enrollees are identified as dual language learners, PACT will begin the process of ensuring that materials are translated into the appropriate language, beginning with forms that require parent signature and progressing to parent handbook and other agency materials such as parent handouts and educational materials. Once children are selected, the pertinent classrooms will be labeled in both home languages and English, books in home languages will be provided, parent boards will contain information in home languages and staff will utilize translators for parent communication on home visits, notes home, etc.

(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and,

See Subpart E-Family & Community Engagement, 1302.53(a) for information in general on collaborative relationships and partnerships. In addition, when families are dual language learners and are unable to communicate with community partners in order to access services, PACT will assist the families as follows:

Ensure families get the assistance needed in identifying the community resources to provide the services that the family requires

Provide interpreter to assist in making appointments

Provide interpreter (if partner does not have available) to be present at appointment to provide assistance or PACT staff to assist family with access to phone translation during appointment

(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with

bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.

Staff and consultants that are hired to perform functions within the agency are familiar with the ethnic background and heritage of families in the program, and are able to communicate effectively, to the extent feasible, with children and families with no or limited English proficiency. PACT will make every effort to provide materials, supplies, and an interpreter in the parent’s primary or preferred language.

(3) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,

See Subpart F-Additional Service for Children with Disabilities

(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

See 1303 Subpart C-Protections for the Privacy of Child Records

§1302.102 Achieving program goals.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.102 (a)	Executive Director	Managers		

(a) Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:

(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;

PACT engages in the strategic planning process every five years, beginning in the spring and proceeding over the course of the year prior to the writing of the five year grant application the following spring. Information considered in the process includes the last community assessment, agency data such as child and family outcomes, ongoing monitoring results including CLASS scores and input from board, policy council, staff, and community partners. PACT enlists the services of a contractual facilitator for the strategic planning process. A strategic planning steering committee, chaired by the Executive Director,

is developed to continue the work of the strategic plan, once the initial process is completed. The steering committee meets on a least a quarterly basis, but more often if needed.

(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;

Once all information is reviewed through the initial strategic planning process, areas of needed improvement in the above service areas, as well as opportunities for growth are identified. These potential goals are presented to the board and policy council, as well as the management team, for review, input and approval. The identified areas are then turned into goals, with measurable objectives and dates for achievement assigned. These goals become the goals for the five year grant application.

The steering committee appoints a manager to oversee the work towards achievement of each goal. In most cases, the manager has a subcommittee that works with them and meets on a regular basis to ensure that progress is made and timelines are met. The work of each subcommittee is documented and submitted to the steering committee for review, input, and guidance.

(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; and,

PACT has school readiness goals that are reviewed annually for revisions and approved by both the policy council and the board.

(4) Effective health and safety practices to ensure children are safe at all times, per the requirements in §§1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and part 1303 subpart F, of this chapter.

1302.47 Safety Practices-see Health & Safety Training Guide

1302.90(b) Background Checks & Selection Procedures-see Subpart I-Human Resources Management

1302.90(c) Standards of Conduct-see Subpart I-Human Resources

1302.92(c)(1)Coaching-see Subpart I-Human Resources

1302.94 Volunteers-see Subpart I-Human Resources

1303-See Subpart F-Transportation

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.102 (b)	Executive Director	Managers		Corrective Action Plan

(b) Monitoring program performance.

(1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:

(i) Collect and use data to inform this process;

Ongoing Program Monitoring

On-going procedures for monitoring Head Start operations takes place through Coordinator monitoring, semi-annual financial reports to the Regional Office, Board and Policy council, SF425 Financial Status Reports, and observation and monitoring of direct service staff. Observations made by management staff may be unscheduled and are considered part of the evaluation process. Management staff are expected to address immediately any situations which concern safety. Each Coordinator submits written quarterly reports to the Executive Director which contain the following: Accomplishments & Positive Developments, Significant Goals & Objectives That Were Not Met, Unexpected Costs or Savings from Budgets, and Areas of Difficulty. In addition, each management staff member is expected to verbally keep the Director informed of programmatic issues that arise on an ongoing basis. The Director reviews each staff evaluation prior to placement in the personnel file.

Each management staff member is assigned responsibility for a certain section of the Federal Regulations. That staff member is responsible for ensuring that plans and procedures are in place to keep the agency in compliance with those regulations, as well as any local or state laws or regulations that may apply. The procedures that each manager follows to monitor and oversee the assigned regulations are outlined in the following sections.

As part of their ongoing monitoring and visiting centers and offices, coordinators may need to address a child or staff health or safety concern or a concern that requires immediate follow-up by the supervisor. PACT has developed guidelines and a formal process outlined below so that the concern can be addressed and resolved in the most quick and efficient way:

Guidelines for a Corrective Action Plan (CAP)

- Not a “gotcha” process
- Worked out as a team between the manager that observed the incident or was informed of the incident, the supervisor that will follow up on the incident, and the staff that need corrective action
- Conducted in a way that respects the daily pressures and work demands that staff experience

- If an issue is being addressed through another process a corrective action plan may not be needed.

General Process

1. An incident is observed that substantially affects the quality of the services provided or does not comply with Head Start, DCFS or other regulating entity standards.
2. The manager who observes the incident (Reporting Manager) will decide to write a CAP immediately or will discuss the incident with the supervisor first to determine if a CAP is needed.
3. If the decision is to write a CAP: the Reporting Manager that observed the incident will start the CAP form.
4. The Reporting Manager will make a copy of the form and give the original to the Supervisor responsible for follow up.
5. The Supervisor will make all the necessary documentation for completion.
6. When the plan is complete the Supervisor will return the original to the Reporting Manager.
7. The Reporting Manager will review the documentation and decide whether or not to sign off on the CAP. If they feel the issue has not been resolved satisfactorily they will discuss it with the supervisor and any other content experts needed to resolve the incident.
8. When the CAP has been resolved the original form will be turned in to the Executive Director.
9. A follow up site visit may be deemed necessary by the Executive Director.

Corrective Action Plan (CAP) Tracking Process

- The Executive Director will use the CAP Process data for annual self-assessment
- The CAP data will be aggregated and analyzed to use for continuous quality improvement

Also see Subpart E Family and Community Engagement Program Services, 1302.50 (b)(6), Safety & Wellness Check-Ins.

Human Resources Monitoring

Before a prospective employee can be hired, background checks must be completed. Refer to Head Start Performance Standard 1302.90 in Subpart I – Human Resources Management section of Work Plans.

The Personnel Manager is responsible for maintaining personnel files for PACT employees. When a new employee is hired, orientation is provided through one-on-one new staff administrative training. At that time, hiring paperwork is completed. The employee is then advised of additional requirements and/or documentation that will still need to be completed and a timeline for completing them. This may include:

- 1) Required documentation for completing the Employment Eligibility Verification (I-9) – due the first day of employment
- 2) COVID-19 vaccination card (or proof of exemption as outlined in the Subpart I – Human Resources Management section of these Work Plans) – due before being hired
- 3) Physical exam – due within 30 days of hire
- 4) TB Test – due within 30 days of hire

- 5) Immunization record – due within 30 days of hire
- 6) Automobile certificate of insurance – due within 30 days of hire
- 7) Proof of education (transcripts) – due as soon as possible
- 8) Copy of driver’s license – due as soon as possible
- 9) State & Federal W-4 forms – due with first submitted timesheet
- 10) Direct Deposit form - optional

After orientation, the Personnel Manager will set up the employee’s personnel files and enter information in the administrative component of ChildPlus. A list is made of missing information for the Personnel Manager to follow-up on with the employee. Emails are sent so employees can be reminded of upcoming due dates. Supervisors are kept informed through emails, as well. If the required paperwork is not submitted on time, the Supervisor is contacted to follow-up. Discipline procedures are implemented by the Supervisor if he/she is unsuccessful in securing the required documentation from the employee.

For ongoing monitoring: At the end of each month, the Personnel Manager completes ChildPlus LiveReport 1068 for each Supervisor. The report contains expiration dates for: physicals, driver’s licenses, automobile certificates of insurance, and staff evaluations. Items expiring during the month are hi-lighted by the Personnel Manager before mailing to the individual Supervisors. At that time the Personnel Manager also prepares a memo to each employee who has something expiring during the month and mails it to their home address. Physical renewal notices are mailed 6-8 weeks in advance. As documentation is submitted, the Personnel Manager emails the Supervisor notifying him/her that it has been received. The Supervisors are responsible for follow-up with employees who do not submit the required documents on time. Again, discipline procedures are implemented by the Supervisor if the documents are past due.

The Personnel Manager tracks employee background clearance dates in ChildPlus. The ChildPlus LiveReport 1073 lists the DCFS clearance and criminal clearance dates for each employee. Performance Standard 1302.90 (b)(5) states that complete background checks must be conducted at least once every five years. The Personnel Manager will print and review the 1073 report at the end of each month and contact any staff member who will need an updated clearance to meet the five-year timeline. Notices will be given to the employee 6-8 weeks in advance, allowing enough time for the employee to complete the needed paperwork and fingerprinting. The Supervisor will also be contacted.

Disabilities Services Monitoring

Developmental Screenings are conducted for children entering the program, yearly, and within 45 days of enrollment. These are tracked in the database system, ChildPlus.

Information on each child diagnosed or suspected of having a special need (potential delays or questionable DIAL screening, or in the referral process) and for children who have a behavior or concern, is kept in locked files by the Disabilities/Mental Health Services Coordinator. Children are tracked as “diagnosed” once an IEP or IFSP is obtained, or “more information needed” when a child is in the referral process or when we are awaiting the IEP/IFSP paperwork within the Child Plus tracking system. A tracking system is also kept for recording when Progress Sheets are received and what kind of contacts have been made, etc.

The Mental Health Service Consultant reviews files as needed to ensure services are being provided.

When files are found to have missing components or old data, a memo or an email is sent by the Disabilities/Mental Health Services Coordinator to the appropriate teacher, or a phone call is made to obtain needed information.

Both the Consultant and the Education Coordinators may observe children with special needs in the classrooms to assess how well teachers are implementing plans that are in place for education services. Teachers are given feedback and instruction as needed.

The Education Coordinators or Site Supervisors request information periodically for record monitoring, and a Record Monitoring Form is filled out by the Disabilities/Mental Health Services Coordinator, assessing how the teachers are following procedures and completing needed paperwork or responding with an email to ensure all needed services are received by the children with special needs. At the time of each teacher's annual evaluation, the Disabilities/Mental Health Services Coordinator completes a written evaluation of the teacher's performance in the Disabilities/Mental Health Services Component.

The Disabilities/Mental Health Services Coordinator tracks the number of children receiving services, being referred and evaluated for services, and children who need re-screened. In order to account for at least 10% of the enrollment slots in both Head Start and Early Head Start, the Disabilities/Mental Health Services Coordinator determines the percentage by dividing the number of children who have IEPs or IFSPs by the number of enrollment slots in each program. If the percentage is in jeopardy of falling below the 10% requirement, the Disabilities/Mental Health Services Coordinator informs the ERSE Coordinator so that enough children can be selected to make 10%. The Disabilities/Mental Health Services Coordinator reports percentages of EHS & HS children who are considered to be diagnosed with special needs to the Executive Director on a quarterly report.

Child Developmental Screenings, Child Plus and TS Gold systems are monitored by the Disabilities/MH Coordinator.

Health Component Monitoring

Medical/Dental:

The Child Plus computerized data tracking system is used to track the medical, dental, and treatment needs of enrolled children. Reports are generated every four weeks or as requested and shared with the staff responsible for working with the parents to complete needed information. The Health Coordinator reviews Home Based Teachers and Family Advocate records once a month while running these reports. If reports show a concern then the Health Coordinator reviews progress sheets to ensure families are being assisted and supported and gives input to staff as needed. Staff review this data during a staff meeting and brainstorms ways to help improve their numbers. All Family Advocates and Home Based teachers working for PACT less than two years will receive monitoring at least twice a year. This monitoring includes review of progress sheets on all incomplete screenings or treatments to ensure families are being assisted and supported.

Nutrition:

The Health Coordinator oversees the Child and Adult Care Food Program and monitors the food program for each Center Based site at least three times a year. She uses the Child and Adult Care Food Program monitoring forms. The review includes monitoring meal service, menus, cooking regulations, sanitation, meal attendance records, food program applications, and the CACFP claim procedures. If

any concerns are found, a correction form is completed and given to the supervisor. The supervisor assures the correction is made. Other Nutrition/Meal Service activities in classrooms and on HB Home Visits are monitored by direct supervisors using the record monitor and classroom observation tools.

Cooks are supervised by the Site Supervisors. Record monitoring and formal on-site observations take place two or three times per year for staff with less than five years in position, and once for over five years. They are also monitored during the CACFP monitoring.

Mental Health Component Monitoring

Mental Health classroom/home visit activities and recommendations on the Mental Health Observations by the Mental Health Professional/Consultant are monitored by direct supervisors using their observation monitoring tools.

Implementation of Positive Behavior Support Plans are monitored by Site Supervisors using the classroom observation monitoring tool. The coordinator (Disabilities/Mental Health Services) involved in setting up the Family Support Plan or Positive Behavioral Support Plan monitors the schedules of the meetings.

Referrals for Mental Health Services for families/children are monitored by the Family & Community Services Coordinator by using the Child Plus tracking system for Social Services referrals.

Transportation Services Monitoring

The Director or designee is responsible for monitoring Transportation services using the following instruments to collect the information to meet and implement the Head Start Performance Standards and any other applicable state and federal regulations. The Director and designee provide both initial and ongoing training and technical assistance to staff working in areas. Quarterly reports are submitted to the Director. Site Supervisors monitor day to day tasks and schedules.

Transportation – Transportation Coordinator monitors, observes, and evaluates Center Based Transportation staff including any contractual employees.

1. Transportation Observation Instrument (completed minimum of twice per year)

- A. Pre-Trip Inspections
- B. Driving Safety
- C. First Aid Procedures & Equipment
- D. Child Interaction
- E. Communication
- F. Departure
- G. Component Management (paperwork, etc.)
- H. Meal Management (if applicable)

2. Transportation Evaluations (completed annually)

- A. Licensing & Job Qualification Requirements
- B. Scheduling & Provision of Safe Transportation
- C. Implementation of Required Bus Drills
- D. Completion of Records & Reports
- E. Compliance with Head Start Performance Standards

Other methods for component management include:

- Verbal & written updates from Site Supervisors/Coordinators
- Informal observations
- Monitoring of daily activities & reports pertaining to transportation
- Review of Quarterly Reports from IL Secretary of State's Office regarding new regulations & licensing procedures
- Review of program suggestions and Engagement in self assessment
- Review of required drug screening results for transportation personnel

Child Development Services Monitoring

The Center Based Education Coordinator and Site Supervisors monitor the Head Start Performance Standards and applicable state and federal regulations using the following:

1. CB Teacher Monitoring
 - A. Classroom Curriculum and curriculum implementation with fidelity
 - B. Individualization
 - C. Child Management/Mental Health
 - D. Health & Safety Procedures
 - E. CLASS (Classroom Assessment Scoring System)
 1. The CLASS is used to assess the emotional support, classroom organization and instructional support in our Head Start center based classrooms. We observe each classroom twice a year using the CLASS tool. The data from these observations are entered into Child Plus and the results are shared with staff, managers, the Board and the Policy Council. These results are used to determine areas of needed training for the center based education staff as a whole as well as individual classrooms and teachers. Any trends of low performance for the CLASS will be included in the Professional Development Needs Assessment for the next year and staff will be selected to include professional development goals that target these areas on their professional development plan. These professional development goals may include training, workshops, observing other teachers, reading resources or obtaining a coach. The CLASS observer is an early childhood professional that has received training in the CLASS tool and has received reliability certification on a yearly basis from Teachstone. To ensure the individual remains reliable throughout the year they conduct side by side observations with another reliable CLASS observer. The observer also attends periodic trainings and workshops related to CLASS content.
 - F. Teacher Training
 - G. Classroom Environment
 - H. Parent Engagement in the Curriculum
 - I. Transitions
 - J. Assessment
2. Child Plus Computerized Data System
 - A. Individualized Planning
 - B. Home Visits/Parent Contacts
 - C. Transition Start Date
 - D. Individual Training Logs
 - E. Class Reports

3. Child Outcomes and Family Engagement Outcomes
 - A. Classroom Profile
 - B. Checkpoint Results
 - C. Family Conference Reports
 - D. Individual Child Profile
 - E. T.S. Gold Interrater Reliability

The Home Based Education Coordinator monitors the Early Head Start Performance Standards and applicable state and federal regulations and supports staff with effective implementation to ensure the safety of the children and promote program goals. The following procedures, data and tools are used:

1. Socialization Observation Monitoring Instrument (on-site observations conducted minimum of twice yearly)
 - A. Curriculum implementation with fidelity
 - B. Parent Engagement with Curriculum and Activities
 - C. Health & Safety Practices
 - D. Teaching Strategies
 - E. Individualization and Assessment of school readiness goals
 - F. Relationships
 - G. Provision of all EHS Components
 - H. HS Procedures Including Confidentiality
 - I. Promoting positive parent/child interactions

2. Home Visit Observation Instrument (conducted minimum of twice yearly with experienced staff and three times with staff still on probation)
 - A. Curriculum implementation with fidelity
 - B. Use of Home Environment
 - C. Child Management/Mental Health
 - D. Health & Safety Procedures
 - E. Family Needs Met
 - F. Provision of all Component Services
 - G. Relationships and parent engagement/using the HOVRS-A and FAN
 - H. Individualization and assessment of school readiness goals

3. Record Monitoring Instrument (minimum of twice yearly for staff with less than 2 years of experience)
 - A. Parent Engagement in Curriculum/Inkind
 - B. Curriculum/Individualization
 - C. Health, Nutrition, and Safety Activities
 - D. Cultural & Community Field Trips
 - E. Transitions
 - F. Assessment Collection

4. Child Plus and Teaching Strategies GOLD Computerized Data System (monthly for program data reports)
 - A. Individualized Planning
 - B. Transitions
 - C. individualized and class assessment
 - D. lesson plans/attendance
 - E. family outcomes

5. Child and Family Engagement Outcomes Report (quarterly after each TS GOLD checkpoint completed)
 - A. Individual Child Profile
 - B. Checkpoint Results
 - C. Family Conference Reports
 - D. Teacher Training Aids
 - E. Professional Development Plans/Resources

Support and feedback is offered ongoing in group settings and individually as needs or desires are determined by the above process. Professional development is tracked through the Gateways Registry and staff are supported to be life-long learners.

Family & Community Services Monitoring

The Family & Community Services Coordinator meets with Family Advocates throughout the year to assess documentation, review professional development goals, and discuss family progress and supports. Monthly program data reports and program goals are also reviewed and discussed, as applicable. Home visit observations are conducted at least two times per year on Family Advocates hired within the past 2 years, observing record keeping systems, family engagement activities, and delivery of social services to each family.

Family Advocates and Home-Based Teachers that have been hired within the past two years receive record monitoring at least two times per year to provide feedback regarding documentation, services provided to families, and knowledge of the agency work plans and the Head Start Performance Standards. All Family Advocates and Home-Based Teachers receive an annual evaluation.

All Home-Based teachers receive an annual evaluation with input from the Family & Community Services Coordinator in the area of Social Services and ERSEA. Services monitored include attendance, recruitment/enrollment, family partnerships, and family engagement.

The Family & Community Services Coordinator completes annual evaluations of the Family Advocates in the areas of Administration and Social Services, and ERSEA and includes input and evaluations from component coordinators. Services monitored include attendance, recruitment/enrollment, family partnerships, family engagement, and communication.

Attendance

The Family & Community Services Coordinator reviews attendance data and percentages for each center-based classroom and home-based area. Attendance percentages that are under 85% and

classrooms/areas with multiple absences are examined for cause, and if need be, technical assistance given to staff to help increase attendance.

CB teachers and Family Advocates receive Child Plus reports from the Family & Community Services Coordinator throughout the year that show individual attendance percentages for each child in the classroom.

Home Based teachers and the HB Coordinator receive monthly HB attendance reports that show year-to-date attendance for children as well as the number of visits needing made up with families due to visits missed by staff. The Family & Community Services Coordinator provides technical assistance to staff as necessary to help increase attendance.

Support given to families with poor attendance or consecutive absences is documented by staff and reviewed by the Coordinator.

Family Partnerships

The Family & Community Services Coordinator utilizes the ChildPlus Computerized Data System to monitor services to families as outlined in the Parent, Family, and Community Engagement Framework, including referrals and family partnerships. Family Advocates and Home-Based Teachers receive a monthly report that shows social service needs for families they are serving. The Coordinator ensures that timelines are met and that appropriate referrals are being made by staff.

Recruitment & Eligibility

The Family & Community Services Coordinator tracks potentially eligible families by utilizing *Prospective Student Intake* forms to ensure that staff contacts families and complete applications on families that may meet requirements for enrollment. The Coordinator reviews and approves all applications, making a final determination of eligibility. *Recruitment Activities* that do not result in an application are reviewed and may be returned to staff for further follow-up.

Selection

The Family & Community Services Coordinator utilizes the ChildPlus Computerized Data System to select children each year. Selection points are assigned to each application based on selection criteria approved by Policy Council and Board.

(ii) Correct quality and compliance issues immediately, or as quickly as possible;

Each manager is responsible for identifying quality and compliance issues through ongoing monitoring. If a compliance issue cannot be corrected immediately by the manager, it should be reported to the Executive Director, who will give further guidance.

When an issue that affects quality is identified, or a particular service area needs a quality upgrade, the issue should be brought to a weekly management meeting and discussed. Correction plans or plans for upgrading quality will be identified, as well as determining who is responsible and what timelines should be followed. The director may require ongoing reports through a variety of methods as appropriate; emails, written reports, verbal updates at weekly management meetings, etc.

If the compliance or quality issue appears to be ongoing or has occurred repeatedly, or has the potential to occur again, the management team must ensure that the correction plan put into place will prevent future recurrence, as specified in (iv).

(iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and,

When it is determined that an issue has been identified that requires more than implementing current policies and procedures, or an issue has been identified through federal monitoring/oversight, the policy council and board will be consulted for input. They may also require ongoing reports of progress and correction, as determined by their members.

(iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings.

See (ii)

(2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must:

(i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;

(ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and,

(iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.

Program Self-Assessment

Self-Assessment of the program occurs annually, in January, prior to the agency's submission of its grant application. Self-Assessment consists of analysis of records, policies and procedures, and interviews with parents, Board members, and staff to determine whether the agency is meeting program goals and objectives and the minimum requirements of the program, as set forth by the Head Start Performance Standards.

Self-Assessment involves Grantee Board members, Policy council members, program staff, program parents, and other community representatives' input. The Executive Director or designee is responsible for overseeing arrangements made for the self-assessment, such as agendas, assignments, distribution and copying of materials, etc. The Grantee Board and Policy Council ensure the annual self-assessment takes place. The self-assessment is conducted using

information from ongoing observations and ongoing reports, plus interviews of the Board, Policy Council, parents, and staff. The management team is responsible for developing improvement plans, as well as to review and respond to the program recommendations made by the teams.

A formal report to the Grantee Board, Policy Council, and Regional Office is given on the results of self-assessment, which includes action steps for recommendations that surfaced from the teams' review and discussions, and any systemic issues identified.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.102 (c) (1) (2)(i) and (ii)	Executive Director	Managers		

(c) Using data for continuous improvement.

(1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.

(2) This process must:

(i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;

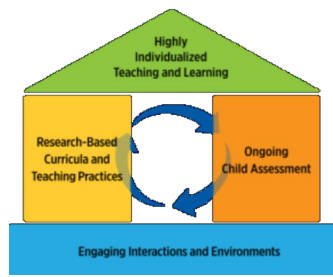
PACT uses monthly or quarterly reports to analyze progress and ensure compliance, and also to assess progress on achieving program goals. These reports are sent to staff, policy council, and or Board. The data is reviewed monthly at a management meeting. Managers note areas of concern and determine if corrective plans or actions need to be implemented in response. These reports are also reviewed to determine what issues/concerns or areas may need to be discussed during self assessment for improvement/correction.

Monthly and quarterly reports are received via e-mail for each center and for the home based option. Site Supervisors and Staff review their data at center team meetings, answer pertinent questions in response to the data, and create improvement plans at the center/home based level. The following month, the staff will compare the past data with the most recent, discuss the prior month's improvement plan to determine effectiveness and make adaptations as necessary. The HB Education Coordinator elicits response and fields questions concerning the reports for HB staff. If improvement plans are indicated, the HB Education Coordinator will lead in the creation and implementation of the plan for the HB option.

(ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data

described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,

School Readiness Action Plan



The National Center on Quality Teaching and Learning uses the HOUSE to represent the four elements of quality teaching and learning that influence a child’s school readiness. We have aligned our teaching practices with each structure of the Head Start ELOF to represent how we support school readiness.

1. Engaging Interactions and Environments: The home based program option uses the Home Visit Rating Scales Version A (HOVRS-A) as adapted by the Parents as Teachers model to assess the level of engaging interactions and environments. This tool is used in conjunction with HS and EHS relationship-based competencies from National Center on Parent, Family, and Community Engagement. The information from reflection on these assessments is used to plan for individual and program wide staff development. The CLASS is used to assess the emotional support, classroom organization and instructional support in our Head Start center based classrooms.

2. Research Based Curricula and Teaching Practices: The Creative Curriculum for Preschool 6th Edition is used in our Head Start center-based program and The Creative Curriculum for Infants, Toddlers and Twos 3rd Edition with PITS Training in our Early Head Start center-based program. Home-based teachers use the Parents as Teachers Foundational Curriculum. These curricula are research based and give teachers guidance on how (teaching strategies and experiences) and what (content) to teach.

3. Ongoing Child Assessment: We use the Teaching Strategies GOLD in Head Start and Early Head Start (aligned with IELS, HS Early Learning Outcomes Framework and LEA expectations these tools are reliable and valid. The teaching staff uses these tools to assess the children, and that assessment is then used to guide their planned curriculum for the classroom and individual children.

Timeline	School Readiness Plan – updated 5/2022 School Readiness Team will meet in Nov., Feb., May, & Aug	Forms
On-Going	Education and Health records are provided to schools with parent/guardian release. Interagency agreements with local school districts, early intervention, and special education co-ops include transition related activities with kindergarten personnel.	Transition Agreements with 25 School Districts
On-Going	CLASS (classroom assessment scoring system) is conducted in all Head Start classrooms.	Class Observation Tool
	The Education Coordinators meet with each education staff member providing educational services to develop a professional development plan to support school readiness. A variety of information is used to assess staff Professional Development needs (CLASS, child outcomes, evaluation, and staff self-assessment).	Professional Development Plan
August	Kindergarten eligible children are identified. Kindergarten Transition Packets are provided to HS Teachers. EHS Transition Packets are provided to EHS Teachers	Transition Packets
September-October	PACTs Annual Report includes prior year’s School Readiness Outcomes and Family Engagement Outcomes. The Annual Report is distributed to community agencies and partners.	Annual Report
October-November	The first CLASS assessments are conducted by the CB Education Coordinator.	Class Observation Tool
October January April	Teachers finalize <i>TSGOLD</i> checkpoints and submit Family Engagement data to their supervisor. If a child has been enrolled less than 4 weeks, the teachers will NOT complete or finalize checkpoints for that child until the next full reporting period. Component Coordinators will enter their component school readiness outcomes on the Family Engagement Spreadsheet. The CB Education Coordinator will create TSGOLD Reports and Graphs for Program, EHS, HS 3s, HS 4s, CB vs HB, Teachers use <i>TSGOLD</i> Family Conference Form to discuss school readiness outcomes with families. Teachers evaluate the Class Profile or Individual Child Report to identify children meeting or not meeting expectations. Teachers individualize for each child to improve school readiness outcomes. Teachers evaluate classroom outcomes to identify strengths and weakness in curriculum planning. Teachers modify curriculum or teaching practice to improve school readiness outcomes.	Family Engagement Outcomes Weekly Goal Charts Family Conference Form Class Profile Individual Child Report Child Outcomes Worksheet

November	Using the Classroom Profile Report and Individual Child Report, teachers determine which children are not meeting expectations (not in their color band for school readiness goals on the individual child report). Teachers will meet with families and also discuss at the Safety & Wellness Check-Ins to determine actions, strategies, and plans to assist child in progressing in the low areas of development. If child has IEP/IFSP, teachers will use that plan and the multidisciplinary team as resources.	Classroom Profile Report Individual Child Report
September November February April or May	<p>Head Start families with less than 70% of weekly goal charts returned or attendance that falls below 85% will be identified and teachers will speak with the family at their conference about the importance of parental engagement and regular attendance for children’s future academic success.</p> <p>Family Engagement Outcomes Report will include information collected or tracked by PACT Coordinators.</p> <p>Program School Readiness Reports will be created in TSGOLD Reports for management team, Board, and Policy Council. Graphs and reports for staff will be shared at staff meetings or by email. Reports and graphs will vary by Program, HS 3s, HS 4s, CB vs HB, EHS.</p> <p>The School Readiness and Family Engagement Outcomes Reports will be distributed to Executive Director and management team. The Executive Director will report the outcomes to the board and policy council.</p> <p>The Child Outcomes and Family Engagement Outcomes will be evaluated by the School Readiness Team to revise or develop plans for improvement.</p> <p>The Family Engagement Outcomes & Child Outcomes will be used by coordinators during Safety & Wellness Check-Ins, in which the coordinator will meet with each classroom team to review class roster and provide feedback from check-in observations.</p> <p>The classroom teams will discuss issues and possible interventions to improve school readiness skills. The results from Safety & Wellness Check-Ins and the review of children will be shared with management to determine any necessary follow-up. (This meeting will take place approximately two week after Safety & Wellness Check-Ins.</p>	<p>TSGOLD Reports</p> <p>Family Engagement Outcomes</p> <p>Weekly Goal Charts</p> <p>Attendance Reports</p> <p>Graphs</p> <p>Safety & Wellness Check-Ins</p>
Winter	Invite coaches, teachers, and PACT parents to participate in our School Readiness Team Meeting. The Child Outcomes and Family Engagement Outcomes will be evaluated by the School Readiness Team to revise or develop plans for improvement.	School Readiness Team Meeting Minutes
February-March	Education Coordinators prepare School Readiness and Family Engagement Outcomes information for families at each center and the HB option.	School Readiness/ Family Outcomes brochure
February-March	The final CLASS assessments are conducted by the CB Education Coordinator.	Class Observation Tool
March	The Education Coordinators meet with teachers to review school readiness progress on the Professional Development Plan.	Classroom Outcomes, Professional Development Plan

	Head Start teachers begin implementing plans for kindergarten transition activities with families, such as dates for kindergarten registration, kindergarten classroom field trip, kindergarten parent information meeting, kindergarten screening, etc.	Transition Checklist
May	After the Spring reporting period the education coordinators will review the number of objectives the child has been below the color band in, the child's most recent screening, the amount of growth for the year (growth report from TS GOLD-1 st percentile group equals inadequate growth) and whether or not the child has received an IEP or IFSP.	Individual child report TS GOLD growth Report
	The Education Coordinators meet with teachers to review school readiness progress on the Professional Development Plan.	
August	Full-Year Teachers finalize <i>TSGOLD</i> checkpoints and submit Family Engagement data to their supervisor.	Weekly Goal Charts Family Conference Report
	Component Coordinators will enter their component school readiness outcomes on the Family Engagement Spreadsheet. The CB Education Coordinator will create TSGOLD Reports and Graphs for Program, EHS, HS 3s, HS 4s, CB vs HB.	Class Profile Individual Child Report
August	<p>Family Engagement Outcomes Report will include information collected or tracked by PACT Coordinators.</p> <p>Program School Readiness Report will be created in TSGOLD Reports for management team, Board, and Policy Council. Graphs and reports for staff will be shared at staff meetings or by email. Reports and graphs will vary by Program, HS 3s, HS 4s, CB vs HB, EHS.</p> <p>The School Readiness and Family Engagement Outcomes Reports will be distributed to Executive Director and management team. The Executive Director will report the outcomes to the board and policy council.</p>	TSGOLD Reports Family Engagement Outcomes Weekly Goal Charts Attendance Reports Graphs

4. *Highly Individualized Teaching and Learning*: Our teachers are sensitive and respectful to differing cultures, lifestyles, preferences, abilities, learning styles, and needs of the children and families served. Teachers plan activities that challenge children while still allowing them to be successful. The teacher uses assessment to determine the current skill level of the child and plans activities that are at the next level of development that the child should be achieving. The teacher then uses developmentally appropriate teaching methods to scaffold the activity. This allows children to be successful no matter what their individual skills, abilities or knowledge may be.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.102 (c) (2) (iii)	Executive Director	Managers		

(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with

disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services;

This does not apply to PACT.

(iv) Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement; and,

Information as listed above is gathered from ongoing monitoring by managers, the self-assessment process, practice based coaching assessments, professional development plans, staff turnover reports, child outcomes, compiled family needs reports, family engagement outcomes and other sources identified as needed. PACT plans on an ongoing basis and develops and implements both long and short-term plans for program improvement on an as-needed basis.

(v) Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.

The information gathered may be used to strengthen and improve current strategies and develop new strategies to address any identified issues or to refine current goals. The annual grant writing process includes a review of data, improvement plans and goals to determine if there is a need to change program options, adjust the enrollment slots in Head Start or Early Head Start, change location of centers, or change the agency staffing plan.

(d) Reporting.

(1) A program must submit:

(i) Status reports, determined by ongoing oversight data, to the governing body and policy council, at least semi-annually;

Status reports, including enrollment, attendance, Child Care Food Program, and staff turn-over are reported on a monthly basis to Policy Council and the Governing Board. Progress on the strategic plan/agency goals is reported semi-annually or more often.

(ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal

proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:

- (A) Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;**
- (B) Incidents that require classrooms or centers to be closed for any reason;**
- (C) Legal proceedings by any party that are directly related to program operations; and,**
- (D) All conditions required to be reported under §1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation.**

Per above standard and ACF-IM-HS-15-04, the Executive Director, or in his/her absence, their designee, is responsible for reporting any of the above incidents to the responsible HHS official, as well as to the PACT Board of Directors immediately or within 3 days. In cases of addressing compliance with child abuse and neglect, the Family & Community Services Coordinator and the Executive Director will ensure that state licensing representatives and OHS officials are notified, and determine the timeline and process for informing managers, staff, Board, and Policy Council. The communication will also include instructions that the Executive Director or his/her designee, will be responsible for all questions or comments from any of PACT's stakeholders, including public inquiries.

Also see 1302.47(b)(4)(i)(k) and ii, 1302.47(b)(5)(i)

(2) Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in §1302.11(b), consistent with privacy protections in subpart C of part 1303 of this chapter.

PACT publishes an annual report in October of each year, with information included as outlined in the Head Start Act and including a summary of the community assessment. The Executive Director assigns responsibility for each section of the annual report to managers. The information is forwarded to clerical for compilation prior to printing. The annual report is distributed as follows:

- Board Members
- Policy Council Members
- Posted on Parent Boards at centers
- Email link to website sent to staff.
- Posted on the agency website
- Email link sent to social service interagency members, advisory members, & to community partners
- Distributed in the community at large as opportunities arise
- Mailed or emailed to State and Federal Legislators

(3) If a program has had a deficiency identified, it must submit, to the responsible HHS official, a quality improvement plan as required in section 641A(e)(2) of the Act.

§1302.103 Implementation of program performance standards.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.103	Ex. Director			

(a) A current program as of November 7, 2016, must implement a program-wide approach for the effective and timely implementation of the changes to the program performance standards, including the purchase of materials and allocation of staff time, as appropriate.

(b) A program’s approach to implement the changes included in parts 1301 through 1304 of this chapter must ensure adequate preparation for effective and timely service delivery to children and their families including, at a minimum, review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in §1302.101(b), and the development of appropriate protections for data sharing; and children enrolled in the program on November 7, 2016 are not displaced during a program year and that children leaving Early Head Start or Head Start at the end of the program year following November 7, 2016 as a result of any slot reductions received services described in §§1302.70 and 1302.72 to facilitate successful transitions to other programs.