

Monitoring and Feedback Policy

Expectations for Program Quality

The School Readiness Liaison in conjunction with the School Readiness Council will ensure programmatic and fiscal compliance, accountability for children served, and that each program is implementing the 11 quality components under Section 10-16q of the C.G.S., as detailed below:

- A plan for collaboration with other community programs and services including public libraries, and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education or training programs;
- Parent involvement, parenting education and outreach;
- Record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider, and health insurance company and information on whether the child is immunized and has had health screens pursuant to 42 U.S.C. Section 1396d and referrals for health services, including referrals for appropriate immunizations and screenings;
- A plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices;
- Nutrition services;
- Referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
- Admission policies that promote enrollment of children from different racial, ethnic, and economic backgrounds and from other communities;
- A plan of transition for participating children from school readiness program to kindergarten and transfer of records from program to kindergarten under Section 10-16a(a)(8);
- A plan for professional development for staff, including but not limited to, training in pre-literacy skills development and designed to assure respect for racial and ethnic diversity;
- A sliding fee scale for families participating in the program pursuant to section 17b-749d; and
- An annual evaluation of the effectiveness of the program.

All state-funded programs must meet basic health and safety requirements, determined by the Office of Early Childhood.

Role of the School Readiness Liaison:

The SR Liaison will conduct regular site visits to monitor compliance with all of the School Readiness grant regulations and develop action plans as appropriate. The areas to be regularly monitored include:

- Fiscal and policy compliance

- Staff qualifications
- Attendance
- Family fees
- Annual State Single Audits required for programs receiving \$300,000 or more of state funds
- Curriculum and assessment
- Accreditation and approval timelines
- Licensing
- Professional development activities
- Program adherence to all School Readiness components

Monitoring Procedures

The School Readiness Liaison will complete the following on at least a quarterly basis:

- Check attendance records for students
- OEC Professional Registry Check
 - Last Updated Date by program is current (within one month)
 - Classrooms and assigned staff are current
 - State legislated staff qualifications are met via Staff Qualifications Detail Report, Staff Education and Training Report, Designated QSM Compliance Report, and Designated QSM Summary Report.
 - Progress toward meeting and maintaining compliance NAEYC accreditation candidacy requirements via the NAEYC Report
 - Care4Kids compliance via OEC Health and Safety Report, if applicable
 - Licensing/Accreditation Status via State-Funded Approval System Report

The School Readiness Liaison will complete the following on a biannual/annual basis:

- Update Provider Agreements by July 1
- Request Annual Cost of Care statement by July 1
- Mid-Year Budget Update as of December 31
- Final-Year Budget Update as of June 30
- Annual State Single Audits/Table of Funds Received as of June 30

Site Visits

School Readiness Classrooms receive site visits a minimum of 3 times per year for School Year programs and 4 times per year for Full Year programs by the School Readiness Liaison or another Site Monitor. The Site Monitor will be an individual independent of the programs receiving funds and have appropriate credentials. Indicators related to the areas of curriculum and assessment must be assessed by someone with early childhood expertise and experience.

Site visits include:

- Observation of at least 45 minutes. Some monitoring visits may include the use of the CLASS or TPOT tool which requires a longer observation period.
- Collection of:
 - Current Learning Experience Plan
 - Sampling of Assessment processes should be available for collection or viewing. Student names should be removed from these documents to protect confidentiality if collected.
 - Sampling of developmental screening within 2 months of entry
 - Documentation of nutritional information and services
- Review of health records for a minimum of 5 students will be reviewed to ensure that files contain an up-to-date CT Early Childhood Health Assessment Record for each student.
- Review of progress on program and individual professional development plans
- Follow-up meeting with the Site Monitor to review their observations with the classroom team to note strengths and talk about areas for improvement.
- Programs will receive written feedback via the Monitoring Visit Form after each site visit. The program director will sign and return the form to the School Readiness Liaison to acknowledge receipt.
- If action is required based upon the site visit, a plan will be developed between the program director and the School Readiness Liaison.

Additional visits, announced or unannounced, by the School Readiness Liaison or contracted SR Site Monitor may occur. The Office of Early Childhood (OEC) may also conduct announced and unannounced site visits.

Feedback to the School Readiness Council

The School Readiness Council will be kept abreast of the results of all monitoring activities and any compliance concerns that may arise. SR Program Monitoring is an agenda item at every SR Council meeting and may include updates from the SR liaison, highlights of the comments from the Site Monitor, and/or any feedback from the Programs.

Resolving Issues

If there is a compliance issue that needs to be brought to the attention of the School Readiness Council as a result of a recent site visit or other monitoring activity, the Liaison will address it at the next SRC meeting when monitoring is discussed. At that meeting, the nature of the issue will be discussed by the Council. Specific details that

may be sensitive and not necessary for discussion may be withheld such as a teacher's name, incident details, etc. If needed, a follow-up plan would be created by a designated sub-team that includes the School Readiness Liaison, a representative from the program, and at least one other Council member.

Enhancing Program Quality

Council discussions related to program monitoring may include a review of best practices/research, experiences from others in the field, and the input of members of the Council on the matter. Monitoring review can also be used for continuous quality improvement by noting common themes during site visits or monitoring activities. Programs could be supported by the SRC to address these themes through professional development, connection with outside resources, or other supports decided upon by the Council. The School Readiness Liaison and/or the Site Monitor can be a source of support for programs through on-site coaching or referrals to other consultants when additional expertise is needed. Programs are encouraged to use available resources such as the Early Childhood Consultation Partnership as early as possible when challenges arise.