

PDM Reviewer Guides - HS/EHS Director Interview

Sample Responses prepared by Private Non-Profits

[Pages 157 – 160 of OHSMS Monitoring Guides]

PROGRAM STRENGTHS

➤ Describe your programs' strengths, such as a new or innovative practice that has a positive impact; a practice that overcomes challenges and provides greater or improved quality of service; or a practice that surpasses established performance indicators. PDM8A

Delta: Male involvement program. Having fathers go to conferences and coffee talk sessions, ball-games, and other events together. Additional opportunities, quarterly events, to dialog and discuss with one another. Discuss challenges of being a single father, economics and emotional support that they often don't receive from the families.

For education staff, deploy certified training programs to ensure they are less "watered down", have some training sessions in a University setting to get them more used to this kind of setting.

A large wellness program, weight watchers, book programs, Spanish classes, in headquarters.

CCRC: Regularly scheduled monthly meetings for dads, including days in the park. Opportunities also for moms to come -- something for moms to have, while the dads are meeting. This was initially just to have something for moms in case it was needed, but it ended up being a regular part of the "dads meeting".

For education staff, partner with CSUN and Pepperdine to facilitate enrollment in ensuring staff have the appropriate credentials and degrees.

A large wellness program, weight watchers, book programs, Spanish classes, in headquarters.

ONGOING MONITORING AND OVERSIGHT

➤ How do you monitor delivery of the program's services and the program's compliance with all Federal regulations? (PDM4A)

Through on-going monitoring, monthly reports, meetings with staff, review of service delivery on a quarterly basis with oversight by managers. Review of monitoring reports from Grantee. Through parent involvement, PC, and Board involvement, and by reporting to these bodies. Review of sub-committee findings.

➤ Show me the documents, systems, and reports used in implementing the ongoing monitoring of the program. (PDM4A)

Agendas, sign-in sheets, reports, tracking tools, schedules, master calendars, fiscal reports, financial statements, policies, procedures, reminder memos.

➤ What do you do if you detect problems or weaknesses with the program's services? (PDM4A)

Devise a corrective action plan, develop timeline for correction, review and update policies and procedures, develop and implement staff training, meet with supervisory staff, meet with PC, share information with Board, notify Grantee, notify licensing, seek technical assistance.

➤ How do you ensure that staff monitor the delivery of services effectively within their areas? (PDM4A)

Use of tracking logs and checklists to ensure service delivery, which goes "up the food chain". Also use Child Plus, on top of internal monitoring system. Meetings with education staff and managerial/supervisory staff to ensure two-way communication – information from committees and boards to the sites, and information from the sites about implementation. Multi-disciplinary team meetings to discuss specific child cases on a regular basis. Follow-up with staff.

➤ How often do you receive ongoing status reports that capture the program's progress in meeting its goals and compliance? How do you use the information from these reports to improve program quality and make necessary

corrections? (PDM4A)

- Daily (e.g., suspected child abuse, Type A violations, facilities)
- Weekly (e.g., Grantee enrollment reports)
- Monthly (fiscal, activity reports)
- Quarterly. (fiscal, activity reports)

➤ How do you follow up on findings or problems identified through your data collection? (PDM4A)

➤ Does the program review maintenance requests or reports of accidents and injuries to identify trends and make needed improvements? (SAF5A)

ONGOING MONITORING-DELEGATES

➤ Does the grantee inform delegate governing bodies promptly of deficiencies identified? (PDM4B)

Applies to: Grantees with delegates

➤ Does the grantee work with delegates to set priorities and establish schedules for addressing areas of deficiency in delegate operations? Can you describe this process? (PDM4B)

Applies to: Grantees with delegates

PROGRAM PLANNING

➤ When were the last two Community Assessments conducted?

(Note to reviewer: The Community Assessment should be conducted every three years.) (PDM3B)

➤ Describe how the program develops its goals to respond to community needs, and then revises those goals as appropriate to respond to changes in the community. (PDM3B)

SELF ASSESSMENT AND PROGRAM PLANNING

➤ How is the Self Assessment conducted? (PDM3A)

➤ How are you involved in the program's annual Self Assessment? (PDM3A)

➤ In conducting the Self Assessment, what actions are taken when instances of noncompliance with Federal requirements are discovered? (PDM3A)

➤ Describe how the program reviews and revises its goals to address the outcomes of the annual Self Assessment. Can you share an example of changes to program goals based on the Self Assessment? (PDM3A)

➤ What are the agency-determined program goals for improving children's school readiness? (PDM3A)

➤ How are the school readiness goals aligned with the Head Start Child Outcomes Framework, state early learning standards, as appropriate, and requirements and expectations of schools the children will be attending? (PDM3A)

ORGANIZATIONAL STRUCTURE

➤ How does the program's staffing and structure affect the program's ability to meet its objectives? Are there vacancies that affect your program's ability to meet its objectives? (PDM7A)

- Has the grantee or delegate been without the services of a fiscal officer during the last 2 years? If so, for how long?

(Note to reviewer: Document in your notes how long the vacancy existed, and, if the vacancy was for 30 days or longer, how the program maintained fiscal activities during that period. This information may also be provided by the grantee in a pre-site document.) (FIS1D)

STAFF COORDINATION

- How do staff share information across service areas to ensure that the program effectively meets children's needs? (PDM5A)
- How do you communicate policy or operational changes to the Board, Policy Council and staff? (PDM5A)

STANDARDS OF CONDUCT

- Has the program established standards of conduct and addressed violations of these standards? (PDM7H)

RECORD-KEEPING

- How are security and confidentiality of child, family, and staff files maintained? (PDM6A)
- What do you do to ensure that your program's records are timely, up to date, and accurate? (PDM6A)

REPORTING

- When do you publish an annual report available to the public? How is the report made available to the public (your Community)?

PDM6C .

Das use the annual report that LACOE puts out. Then is given to parents and PC and direct to website where to get it. PACE has their own annual report related to the governing board, the PACE director provides annual report given to the PC and board. LAUL has an annual report that includes Head Start,. It comes out in November and is made available to the public through their website. PACE – knows is available upon request. Will find out is it distributed to the public.

- What financial and programmatic reports do you receive and when do you receive them? (PDM6B, FIS5C)
PACE-Financial reports are received monthly and program reports as well. Cost reports, non-federal share, Service reports , two times a month and monthly.
LAUL- Reports are given to the director monthly. Budget reports, and service reports.

- What information do the reports you receive include? Are they clear and comprehensive? (FIS5C, PDM6B)
PACE- programmatic, includes ERSEA, Health, family services, and children services. Managers give update on budget and % of local share that has been accomplished and discuss strategies for increasing. All managers meet with directors individually and as a group two times a month. That report is by site. The reports are comprehensive.
LAUL- All service areas, discuss percentages in meeting the mandates. Each manager meets with the director at least one a month to give comprehensive services reports. They are clear and comprehensive

- How do the reports help you keep track of the program's progress? (FIS5C, PDM6B)

GRS – use to download ADA reports, monthly cost reports, monthly service area reports quarterly service area reports to LACOE, . Also list any internal reports. These reports help them forecast to see if they are on target for providing services and making expenditures. If not it helps them make changes to address issues.

PARENT INVOLVEMENT

- How are parents involved in the selection and or development of the program’s curriculum? (FCS4B)

- When are parents allowed to visit the program and observe their children? (FCS4B)

- How are parents provided with opportunities to increase their child observation skills and to share their assessments with staff?
FCS4B

PERFORMANCE REVIEWS

- When did you receive your last annual performance review? (PDM7C)

- How are the results of the annual performance review used? Do they help you identify your training and professional development needs? How does your manager help you improve skills and professional competencies? (PDM7C)

- Describe the annual performance review process and elements of performance evaluated. (PDM7C)

INITIAL HEALTH EXAMS

- How do you ensure that each staff member has an initial health examination, including screening for tuberculosis, and periodic reexaminations? (PDM7F)

BACKGROUND CHECKS

- How do you ensure the specific background checks are conducted for contracted drivers? (TRANS1B)
Applies to: Programs providing transportation services

- What is the process for obtaining the appropriate criminal record checks before hiring an employee? (PDM7E)

- During the review of staff files, the following staff were identified as not having a criminal background check (CRC). (Note to reviewer: Tell the Director which staff members did not have a CRC on file.) Can you explain why these staff do not have a CRC? What is the state requirement regarding CRCs? How do you know if staff are not required to have a CRC? (PDM7E)

TRAINING

- Describe the opportunities for ongoing training that the program provides you to help you acquire and maintain the skills and knowledge necessary to fulfill your job responsibilities and to implement Head Start Program Performance Standards in the service area. (PDM7I)
 - All staff training occurs at Orientation at start of the year (OHSHA, care & supervision, First Aid/CPR, etc.)
 - TTA Plans are produced to capture opportunities for ongoing training for the entire program year. TTA Plans are designed based on needs identified in the Self Assessment, Federal Review findings, Licensing concerns/reports, Health & Safety concerns/reports, internal surveys, etc.
 - Coordinators/supervisors provide ongoing training to staff throughout the year

- Other training opportunities are designed as needs arise
- When did you receive training on identifying and reporting child abuse and neglect? What steps would you take if you suspected child abuse or neglect? (PDM7J)
- At the start of year, during Orientation and at time of hire
 - Follow SCAN policies and procedures to report child abuse and neglect
- Describe the program's approach and plans for providing ongoing training and development opportunities for all staff. (PDM7I)
- TTA Plans are part of every year's refunding application
 - Refunding applications contain the program's approach to ongoing staff development opportunities
- When was training last provided for the governing body members? Who received the training? What topics were covered? Are training plans or materials available? (PDM1B)
- Yearly training provided to governing body members, as well as new board members come on board – an orientation is provided
 - Robert's Rules, Brown Act, Performance Standards, Budget, Reimbursement policies, Roles & Responsibilities, etc.
 - Materials filed and kept on hand (binders, etc.)
- Does the program's approach to staff training and development on identifying and reporting child abuse and neglect take a helpful, rather than punitive, attitude toward abusive or neglectful parents and other caretakers, as appropriate? (PDM7J)
- SCAN committee's approach is supportive and provides guidance that is helpful. This approach is incorporated into current practices
- When did Policy Council or Policy Committee members last receive training? Who received the training? Are training plans or materials available? (PDM2D)
- Yearly training provided to governing body members, as well as new board members come on board – an orientation is provided
 - Robert's Rules, Brown Act, Performance Standards, Budget, Reimbursement policies, Roles & Responsibilities, etc.
 - Materials filed and kept on hand (binders, etc.)

PROFESSIONAL DEVELOPMENT PLANS

- Can you describe the process for designing and implementing professional development plans for all fulltime staff who provide direct services to children? (PDM7D)
- Binder is used to file all sign-in sheets, agendas, materials for professional development training
 - Each staff member meets with their professional growth advisory to design their professional development plans and opportunities are identified
 - Certificates for completion will be added to staff files to document professional development plans
- How often are the plans evaluated to assess their impact on teacher effectiveness? Provide examples of the impact that the professional development plan has had on some of the teachers or staff members. (PDM7D)
- Current evaluations are conducted three times per year
 - Track professional growth hours and provide memo notification to staff encouraging them to satisfy any needed requirements
 - Ongoing monitoring of teaching staff allows for review of implementation of new strategies, etc.
 - DRDP results demonstrate improvement in child outcomes
 - Staff are demonstrating increased self-initiative in managing their needed requirements and career management