

# PDM Reviewer Guides - HS/EHS Director Interview

## Sample Responses prepared by School District/Child Care Partners

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### 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

- ABC: Harvest of the month, Family Fitness, SPROUT (5 most at-risk students), Transition Activities (workshops, conferences)
- Baldwin Park Unified School District: Internships, UCLA Initiative (preventive health care)
- Bassett Unified School District: Outdoor Education Day (parent involvement, children perform fitness activities- physical growth)
- Multi-Disciplinary teams come together to review files.

### ONGOING MONITORING AND OVERSIGHT

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

- DA Monthly Reports, Activity Reports, PIR
- Each agency has their own monitoring reports.

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

- Reference your Policy and Procedures

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

- Develop CAP (Corrective Action Plans) if needed. Work orders completed regarding facilities. Self Assessment is conducted once a year and any findings require a CAP. Reports by LACOE that have findings require a CAP.

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

- Meetings (i.e. Education, Support Services, etc.) to ensure that the work is completed. Monitor all of the files and sites to meet the Federal thresholds and Federal Performance Standards. LACOE monitor reviews assure that our services are provided and effective.

➤ 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)

- DA Monthly Reports, Activity Reports, PIR. Chart audit, peer reviews,
- Make the connection between Refunding Application Goals and services provided. Standing agenda on meetings. Add agency goal(s) to tracking log.

➤ 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

- N/A – Grantee Provides
- What financial and programmatic reports do you receive and when do you receive them? (PDM6B, FIS5C)
  - -monthly school district cost reports
  - -monthly board agenda reports, including funding reports to support fiscal monitoring
  - -monthly monitoring reports from service areas
  - -monthly budget reports
  - -monthly Head Start cost reports
  - -monthly activity reports to Grantee
  - -quarterly service area reports
  - -annual PIR report
  - -Tri annual DRDPR assessment results
  - -quarterly fiscal monitoring from Grantee
  - periodic on-going monitoring reports on systems and services from Grantee to Agency
  - -annual self-assessment report
  - -annual community assessment/update report
  - -weekly GRS ERSEA dashboard reports
  - -periodic on-going facilities monitoring reports
  - -periodic board members reports, assist with communication to community
- What information do the reports you receive include? Are they clear and comprehensive? (FIS5C, PDM6B)
  - how the program functioning, status report of each system.
  - -status report as well as a monitoring tool
  - -cost reports-budget by line items
  - -yes, clear and concise
- How do the reports help you keep track of the program's progress? (FIS5C, PDM6B)
  - gives information to guide decision making
  - -ensure areas of need are addressed
  - supports planning
  - -analysis begins to show patterns to assist with planning and areas of focus

## PARENT INVOLVEMENT

- How are parents involved in the selection and or development of the program's curriculum? (FCS4B)
  - -at parent meetings, parents give input on curriculum discussed – at classroom levels
  - -education and research sub-committee for policy committee members
  - -parents involved in the review of three different options around the selection of initial curriculum
  - -annual community assessment generates data on what parents want to see
  - -state preschool self-assessment requires parent survey and input
  - -high scope requires parent involvement in its curriculum

- -agency conducts parent education in-services required in high scope

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

- -any time, open door policy.
- -TB clearance if they want to stay beyond 5 minutes in the classroom
- -before school begins “open house”
- -annual orientation, classroom visits

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

FCS4B

- -work shops provided on observation
- -parent trainings
- -parent volunteer trainings
- -perscribed observation times to sharpen their skills
- -education coordinator schedules meeting with parents to discuss observations
- -parents plan with teachers, discuss and set goals
- -during fall and spring meetings discuss what they observed

## PERFORMANCE REVIEWS

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

- -this year
- -annually
- -within the last year

➤ 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)

- -time to review and talk about the year, how its gone, what trainings may want, need discuss goals moving forward
- -used to discuss how manager can support director
- -manager helps director by being up to date on Head Start, knowing what’s going and expanding training opportunities

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

- -varies by classification
- -classified, certificated, management

## INITIAL HEALTH EXAMS

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

- -Human Resources at the district supports this effort
- -Head Start agency maintains tracking sheets on site to ensure compliance when licensing comes to visit

## BACKGROUND CHECKS

➤ How do you ensure the specific background checks are conducted for contracted drivers? (TRANS1B)

*Applies to: Programs providing transportation services*

- -Not allowed on site prior to clearance

- What is the process for obtaining the appropriate criminal record checks before hiring an employee? (PDM7E)
  - Human Resources at the district mandates each person is required to have live scan clearance before hire
- 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)
  - -All staff are mandated to have criminal background check

## 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)
  - Provide conference opportunities CHSA, New Directors training, monthly Director, Coordinator meetings, facilitator meetings, and on-going monitoring feedback from LACOE staff. Management retreat, leadership skills. Reading management, professional learning communities, administrator trainings (District)
- 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)
  - Beginning of the year for all staff. Report, make phone call the DCFS. All staff is mandated reporter. Classroom staff has all information to follow posted in their classrooms. SCAN team (suspected child abuse and neglect at the Districts)
- Describe the program's approach and plans for providing ongoing training and development opportunities for all staff. (PDM7I)
  - Weekly meetings for staff, offer staff development different service areas. Surveys at the beginning of the year to see what staff needs. Four day teachers institute. Meetings for TA during their off time (paid). Four trainings before school start (paid) Twice a year trainings for teaching staff. Monthly faculty meetings and two additional staff development days. Two days for support staff training. Grantee trainings or State trainings. (CPIN, LAUP, First 5, conferences) Professional learning communities (group of educators looking at data developing plans of program improvement)
- 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)
  - Beginning of the year for Board. PC training October or November. Covered appendix A, By-laws, Robert Rules, Brown Act
- 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)
  - Training tone. Have a positive collaboration with DCFS staff. Offer resources to families, offer respect, sensitivity etc. Offer reflective supervision to staff.
- When did Policy Council or Policy Committee members last receive training? Who received the training? Are training plans or materials available? (PDM2D)
  - Beginning of the year, on-going through out the year. Yes, materials will be available.

## 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)

- Refunding application, T &TA plans. Road mapping the next year. Teacher surveys, PLC (DATA) offer professional development for the teachers

➤ 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)

- Self-assessment, teacher surveys, DRDP-R data. Coach for teachers. Classroom observations, CLASS.