



Monitoring and Quality Assurance Self-Assessment Checklist

VISIT DATE(S)
REVIEWER(S)

I. SITE INFORMATION

SITE NAME	SITE SUPERVISOR	FSW, if applicable
CLASSROOM	AGE RANGE	TEACHING STAFF OBSERVED

II. HOURS OF OPERATION

DAYS OF OPERATION	HOURS OF OPERATION	CLASSROOM HOURS
M = Met	am through pm P = Partial	am through pm NM = Not Met
N/A = Not Applicable		

CONTENT AREA 3 – EDUCATION, DISABILITIES AND CHILD MENTAL HEALTH EARLY HEAD START

3.5 – SCREENINGS AND FOLLOW-UP

3.5.A Screenings (Developmental, Speech, Mental Health)	M	P	NM	N/A	Notes:
1. There is a system (sign out log and a locked cabinet) to ensure confidentiality and it is implemented.					
2. All developmental and speech screens are completed within 45 days of entry.* (N/A permitted)					
3. All subsequent developmental and speech screens occur according to screening or program timeframes.* (N/A permitted)					
4. All behavioral social/emotional screens are completed within 45 days of entry.* (N/A permitted)					
5. All subsequent behavioral social/emotional screens are completed according to screening or program timeframes.* (N/A permitted)					
6. Necessary re-screens are completed in a timely manner.* (N/A permitted)					
7. Screens and re-screens are accurately entered into ChildPlus and are up-to-date. (SOP only)					
3.5.B Referral/Follow-Up (Developmental, Speech and Mental Health)	M	P	NM	N/A	Notes:
1. Parents are notified of screening results.					
2. Requests for Follow-up Services are initiated in a timely manner from re-screens, teacher observation, or parent request. (N/A permitted)					
3. All signed consent forms are included with Requests for Follow-up Services. (N/A permitted)					
4. There is evidence that all Requests for Follow-up Services/Referrals are <u>processed</u> within a timely manner. (N/A permitted)					

5.	There is evidence of cross-component (health/mental health, nutrition, education, disabilities, etc.) integration and cooperation when necessary. (Full team reviews and or staffing, etc.). <i>(N/A permitted)</i>					
6.	There is evidence that mental health intervention is in process (within 2 weeks of referral and every 30 days thereafter) for all children needing mental health services.* <i>(N/A permitted)</i>					
7.	There is evidence that the parent has had input, and written follow-up to the center staff has been provided every 30 days for children needing mental health services (i.e., parent consent for observation, CST, staffing, case managements, full team reviews etc.)* <i>(N/A permitted)</i>					
3.5.C Individualized Family Service Plan (IFSP)* * N/A permitted for entire section if there are no children with IFSPs in the class.		M	P	NM	N/A	Notes:
1.	There are current, legible copies of the IFSP in the child's file.					
2.	All IFSPs include Head Start staff signature (unless there is valid documentation as to why not). <i>(N/A permitted if IFSP took place prior to enrollment)</i>					
3.	An interpreter in the family's preferred language is available for all IFSP meetings or reviews. <i>(N/A permitted)</i>					
4.	Multi-disciplinary staffing took place prior to the beginning of services (or immediately after, if applicable). <i>(N/A permitted)</i>					
5.	All early intervention services have begun and there is evidence that they are ongoing, if applicable. <i>(N/A permitted)</i>					
6.	If children enter Early Head Start with an IFSP completed within 2 months prior to enrollment, services begin within 2 weeks of enrollment (or valid documentation of attempts to begin services by Head Start staff). <i>(N/A permitted)</i>					
7.	There is evidence of cross-component (health, nutrition, education, special education, etc.) integration and cooperation when necessary. (Full team reviews and/or staffing, etc.). <i>(N/A permitted)</i>					
8.	There is evidence of a transition plan into/out of Head Start or from one Head Start program to another such as Early Head Start to preschool for children with disabilities to facilitate continuity of services for children with disabilities (i.e., IFSP, SOP Transition form, staffing notes, etc.). <i>(N/A permitted)</i>					
9.	Special education information (i.e., Disabilities Profile/IFSP, etc.) is accurately entered into ChildPlus and is up-to-date. (SOP only)					
3.6 – WRITTEN INDIVIDUALIZATION						
3.6.A Assessments		M	P	NM	N/A	Notes:
1.	All children have several dated, ongoing, objective and functional observations linked to curriculum and specific measures in all four Desired Results categories. Portfolios of children's progress are used as part of the assessment process. <i>(Related to HELP assessment for home-based).</i>					
2.	All children's assessments are completed according to Assessment Schedule.* <i>(N/A permitted)</i>					

3.	Assessment information is reflected on IDPs and lesson plans (<i>home visit plans for home-based</i>) and is used on a consistent basis to plan individualized activities for children.					
3.6.B Transition, Individual Development Plan (IDP), Home Visit/Parent Conference		M	P	NM	N/A	Notes:
1.	A written transition plan is completed and in the file for all children who are 2.5 years old.					
2.	All Individual Development Plans (IDPs) are completed within given time frames (unless there is valid documentation as to why not).					
3.	IDPs include some information in all developmental areas: cognitive, social/ emotional, and physical.					
4.	IDPs include specific, individualized strengths, goals and strategies. Strategies and goals build on the child’s noted strengths and/or developing skills.					
5.	Information on the IDP is clearly consistent with observations and assessments.					
6.	Evidence of various opportunities for parent input into planning and implementation of curriculum is present (i.e., contributing to observations/assessments, IDP planning process).					
7.	All home visits/parent conferences are up-to-date within given time frames to meet a minimum of two parent conferences (PC) and two home visits (HV) per program year (three PCs and three HVs for SOP) and are clearly indicated and signed by parent on the IDP form (unless there is valid documentation as to why a PC was substituted for a HV). (<i>Home-based program only requires home visits.</i>)					
3.7 – HOME-BASED OPTION*						
* N/A Permitted for entire section for Center-Based Programs.						
3.7.A Group Size and Home Visits		M	P	NM	N/A	Notes:
1.	All home-based EHS educators/ home visitors maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor.					
2.	Home-based EHS Educators/ home visitors provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of 1 ½ hours each.					
3.	Missed home visits are documented in the family contacts and re-scheduled if planned home visits were canceled by program staff in order to meet the minimums stated above. (Medical or social service appointments may not replace home visits)					
4.	Home visits are conducted by trained home visitors with the content of the visit jointly planned by the home visitor and the parents. Home visitors conduct the home visit with the participation of parents (not with a babysitter or other temporary caregiver).					
5.	The family is greeted in a warm, positive manner at the home visit and comfort in the family’s home is present.					
6.	The home visitor positively reinforces the parent’s sense of competence during the home visit.					
7.	The child development goals of the session are articulated during the home visit.					

8.	A parent-child interaction activity is conducted at each home visit.					
9.	The parent-child relationship is observed and supported at each home visit.					
10.	The home visit provides opportunities to help parents improve their parenting skills and to assist them in the use of the home as the child's primary learning environment.					
11.	The home visitor works with the parents to help them provide learning opportunities that enhance their child's growth and development (i.e., physical development, cognitive, social/emotional) and to carry out the program's child development curriculum.					
12.	Developmental information and guidance are provided at each home visit.					
13.	The home visitor reviews and discusses the last session and "homework" activities with the parent at each home visit.					
14.	The home visit is closed with review, goal setting, and a positive affirmation of the parent's efforts.					
15.	Home visits contain, over the course of a month, elements of all Head Start program components.					
16.	Home visits plans are completed accurately and include parent and staff signatures and in-kind.					
17.	In-kind is linked to curriculum activities/goals and accurately documented on all Home Visit Plans.					
3.7.B Group Socializations		M	P	NM	N/A	Notes:
1.	The home-based program provides, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socialization activities each year, 24 for year-round programs), and make up planned socializations that were canceled by the grantee or by program staff when this is necessary to meet the minimums stated above.					
2.	Group socialization activities are focused on both the children and parents.					
3.	Socialization activities for the children emphasize peer group interaction through age appropriate activities in an Early Head Start classroom, community facility, home, or on a field trip.					
4.	The children are supervised by the home visitor with parents observing at times and actively participating at other times.					
5.	Socializations are designed so that parents are expected to accompany their children to the group socialization activities at least twice each month to observe, to participate as volunteers, or to engage in activities designed specifically for the parents.					
6.	Staff model and provide activities and experiences for parent/child interaction and bonding.					
7.	Socializations provide developmentally appropriate activities based on the program's curriculum goals.					

3.8 – CURRICULUM AND IMPLEMENTATION OF INDIVIDUALIZATION						
3.8.A Group Size, Ratios and Supervision* *Applies to Center-based programs only		M	P	NM	N/A	Notes:
1.	Classrooms meet the appropriate group size.					
2.	Appropriate teacher/child ratio is maintained at all times (indoor and outdoor).					
3.	Children are within sight and sound of teaching staff at all times and teacher’s attention is focused on observing children, not on other activities.					
4.	Each child is accounted for upon leaving from and returning to the classroom to ensure that no child will be left alone or unsupervised while under staff care (using Transition form and procedure for SOP).					
3.8.B Daily Schedule and Classroom Activities* *Applies to Center-based programs only		M	P	NM	N/A	Notes:
1.	A daily schedule is posted, available to parents and is generally followed.					
2.	There is a balance of large group (large group time length is appropriate to the developmental level of the children), small group and individual activities indoors and out (formal or informal).					
3.	Adequate time (minimum 1 hr. outside time) for large and small motor activities throughout the day (indoors and out).					
4.	Nap/rest time is appropriately scheduled and is flexible according to the resting needs of the infant/toddler.					
5.	Activities are provided for children who are not sleeping (i.e., early risers and non-nappers have quiet activities).					
6.	There is a balance of adult directed and child initiated activities throughout the day (numerous opportunities for children to make choices).					
7.	There are variations made in schedule to allow for spontaneous learning experiences and to meet individual needs or interests of children (i.e., shorter group time for child with short attention span; child working on project allowed to continue past scheduled time; slow eater may finish at own pace).					
8.	All routines and transitions are timely (enough time is allowed for clean-up, etc.), predictable, consistent, and smooth, with minimal waiting times. Children are given notice about changes and know what will happen next.					
9.	Nap/rest time is relaxing (e.g., shoes off, soft toys (if appropriate for age), music, quiet, dim lights, cots placed for privacy). Staff attempt to comfort children who need help relaxing. (N/A permitted)					
3.8.C Lesson Plans and Classroom Activities* * Applies to socialization and home visit plans for home-based program		M	P	NM	N/A	Notes:
1.	Current lesson plans are visibly posted in the classroom and generally followed (all previous plans are available for the current year). (Socialization plans for home-based program)					

2.	All lesson plans show clear evidence of individualization according to IDPs, IFSPs, children’s interests, and progress of groups of children (using some system of identifying how group and/or individual needs are met through planned activities).					
3.	Lesson plans include identified curriculum goals and objectives to be emphasized during the week.					
4.	Evidence is present that required transportation and pedestrian safety education for children was provided within the first thirty days of the program year and as needed for new enrollees.					
5.	Activities are consistent, varied, developmentally appropriate and enable all children in the classroom to develop emerging skills and practice existing skills, as reflected in the IDP/IFSP, etc.					
6.	A variety of opportunities are offered daily for creative self-expression (art, dramatic play, music and movement, writing).					
7.	Sand or water play, outdoors or indoors, is offered weekly with enough space and toy variety for children to participate freely.					
8.	Nature/science experiences are offered to children including outdoor experiences and elements in the classroom environment.					
9.	There is consistent inclusion of health and safety, mental health, and nutrition activities (i.e., books, music, dramatic play, cooking/food prep, disaster, fire, non-smoking, etc.).					
10.	There is clear and consistent inclusion of a variety of literacy activities (books, rhymes, finger plays, different methods of storytelling, etc.).					
11.	Lesson plans and daily activities provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers (i.e., pushing, pulling, walking, climbing; coordination of small muscles and grasping).					
12.	There are activities to prepare children to transition into <u>and</u> out of Head Start, or from one program to another (i.e., visits to Head Start preschool class, increasing length and types of activities, etc.). (N/A permitted)					
13.	During the program year, teaching staff include classroom activities that utilize collaboration with other agencies (e.g., visits from nurse, doctor, dentist, firefighter, field trips, etc.).					
14.	Staff adapt small group, large group, and individual activities, with any necessary modifications to enhance physical, cognitive, and language development in children with disabilities. (Center-based only) (N/A permitted)					
3.8.D Classroom Interactions - Cognitive and Language		M	P	NM	N/A	Notes:
1.	Children are often encouraged to explore, make choices and learn by investigation, in a rich, stimulating environment.					
2.	Creativity is promoted by encouraging children to use materials in innovative ways, make up words to songs and rhymes, etc. Primarily open-ended activities are used.					
3.	Staff use a variety of methods (language, movement, music, dramatic play, drawing, writing and/or other art media) to encourage children to interpret and represent their experiences and ideas.					
4.	Children are given numerous opportunities to link their spoken words with written language (i.e., dictation, labeling, drawings, etc.).					

5.	Staff promote interaction and language use among children and between children and adults.					
6.	Staff help children to understand language by frequent talking throughout the day in a way that is meaningful and personal to children and use simple sentences and descriptive words.					
7.	Staff help children to use language by responding in a timely and positive manner to children’s attempts to communicate and by describing their own actions and children’s actions with language.					
8.	Staff sustain and expand children’s home language, while supporting the continued development of English. Staff learn a minimum of a few words of home language, invite family members or someone from the community to share language and culture, etc. <i>(N/A permitted)</i>					
9.	Staff interactions with children clearly vary with the developmental level, home experiences, parent input, interests, temperament, learning style, language, IDP / IFSP, etc.					
3.8.E Classroom Interactions – Social and Emotional		M	P	NM	N/A	Notes:
1.	When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children speaks their home language.					
2.	On arrival, each child is warmly greeted at their level and in their home language. Problems with separation from parent are handled sensitively. <i>(Center-based only)</i>					
3.	Staff greet each parent at pick-up and provide a pleasant and organized departure (i.e., diaper recently changed, child’s things ready to go, talking with parent about child’s day, etc.). <i>(Center-based only)</i>					
4.	Diversity is appropriately included as part of daily routines and activities (i.e., foods, dramatic play props, music, etc.). Parents are encouraged to share family customs and holidays relevant to children in classroom.					
5.	There are clear, consistent, age appropriate classroom rules and expectations. Staff anticipate and prevent problems whenever possible and remind children about making positive choices. <i>(Center-based only)</i>					
6.	Staff effectively handle discipline problems by stopping dangerous behavior, acknowledging feelings, helping children to understand consequences, encouraging expression of feelings in appropriate ways, and redirecting when necessary. <i>(Center-based only)</i>					
7.	Staff are aware of children’s social/emotional needs and support their development in a positive way (i.e., acknowledging children’s efforts, getting on child’s level, taking time to listen, pleasant voice, physical warmth and holding, etc.).					
8.	There are many opportunities throughout the day for children to develop self-help skills (i.e., set tables, dressing, toileting, cleaning up by themselves etc.; environment supports independent choices and clean up). <i>(Center-based only)</i>					
9.	Staff encourage children in the classroom, both typically developing and those with special needs, to engage with other children or adults (children are not by themselves in the classroom, moving about the room aimlessly, or sitting uninvolved or waiting). <i>(Center-based only)</i>					

10.	Staff consistently encourage and model pro-social behaviors, such as cooperating, helping and turn-taking. <i>(Center-based only)</i>					
3.8.F Indoor Environment – Space and Furnishings*		M	P	NM	N/A	Notes:
*Section also applies to socializations for home-based program						
1.	Sufficient furnishings and equipment are attractive, child sized, clean and in good repair.					
2.	The classroom is adapted and adequate adaptive furniture is available and utilized to allow children with significant disabilities to participate in the full range of classroom activities. <i>(N/A permitted)</i>					
3.	Several soft and clean elements are included in the environment such as floor coverings, cushions, plants and table cloths.					
4.	There is a special cozy area protected from active play used for reading or other quiet play and is accessible to children.					
5.	There is adequate space available for all children's personal belongings.					
6.	There is adequate space organized into at least 3 functional areas, clearly defined by low furniture and shelves and easily recognized by children. (Active play area, quiet play area, and messy materials area at a minimum).					
7.	Open shelving is accessible to children, neat, consistently labeled and organized for independent use by children.					
8.	Activity areas are logically located (near necessary resources, noisy areas separated from quiet).					
9.	Traffic patterns discourage running yet allow children to move easily from one activity to another. All areas are easily supervised.					
3.8.G Indoor Environment – Materials and Displays		M	P	NM	N/A	Notes:
*Section also applies to socializations for home-based program						
1.	All interest areas are available for children to independently investigate and utilize materials.					
2.	There are designated storage areas that are separate from the children's work areas.					
3.	A variety of age appropriate, washable toys and equipment, including soft toys are accessible throughout the day.					
4.	There are adequate, developmentally varied (ranging from simple to complex) materials and supplies so that all children have choices and numerous opportunities for success.					
5.	Equipment and materials support both large and small motor activities.					
6.	Adequate adaptive materials are available and utilized to allow children with significant disabilities to participate in the full range of classroom activities. <i>(N/A permitted)</i>					
7.	Materials and activities support emerging numeracy development according to children's developmental level.					
8.	An area for block play is established with a variety of blocks and accessories sorted by type and accessible to children throughout the day.					

9.	A variety of materials are accessible that encourage children’s communication and language development (figures and animals in block area, puppets, books, phones, and verbal play materials, etc.).					
10.	Numerous materials are available and accessible to children in the classroom that support emerging literacy.					
11.	Classroom displays (posters, pictures) and/or materials (dolls, books, etc.) reflect diverse cultures, family compositions, genders, abilities and languages of children.					
12.	Staff use activities and materials to promote and reflect inclusive awareness on an ongoing basis (i.e., disability puzzles, books, posters, photos, toys, props, etc.).					
13.	The classroom has many colorful, simple pictures, posters, and photographs of the children in the group and their families that are located at children’s eye level.					
14.	Children’s art work (one and two dimensional) is displayed at children’s level.					
15.	Books, materials and displays are consistently rotated to maintain interest, meet progressing developmental levels and reflect current themes.					
3.8.H Outdoor Environment*						
*Section applies to center-based only		M	P	NM	N/A	Notes:
1.	Playground surfaces are checked daily for unsafe conditions, litter, etc., before children go outside.					
2.	There is a variety of safe, developmentally varied equipment and materials for large motor/physical play, and small group/quiet play (stationary and portable gross motor equipment, trikes with and without pedals, digging and pouring materials, etc.					
3.	Adequate adaptive outdoor equipment is available when necessary (i.e., whirl-o-wheel bike, wagons, swings, etc.). (N/A permitted)					
4.	The space is organized so that different types of activities do not interfere with one another (i.e., wheel toys safely separated from climbing equipment or swings, etc.).					
5.	Staff consistently rotate equipment and materials (water, paint, and bubbles, occasionally take “indoor” playthings outdoors) to provide activities that extend children’s interests or support the curriculum theme during outside time.					
6.	Staff supervise all areas (especially high risk areas such as climbing equipment).					
7.	Staff consistently interact with children, expanding and enhancing learning opportunities during outside time.					
8.	Children are regularly reminded of safety rules during outside time, if needed.					

Performance Rating – Education, Disabilities and Child Mental Health (Early Head Start)

3.5 - SCREENING AND FOLLOW-UP

3.5.A Screenings (Development, Speech, Mental Health)				
	M	P	NM	N/A
1				
2				
3				
4				
5				
6				
7				
Total				

3.5.C Individualized Education Program (IEP)				
	M	P	NM	N/A
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2				
3				
4				
5				
6				
7				
8				
9				
Total				

3.5.B Referral/Follow-Up (Development, Speech, Mental Health)				
	M	P	NM	N/A
1				
2				
3				
4				
5				
6				
7				
Total				

3.6 - WRITTEN INDIVIDUALIZATION

3.6.A Assessments				
	M	P	NM	N/A
1				
2				
3				
Total				

3.6.B Transition, Individual Development Plan (IDP), Home Visit/Parent Conference				
	M	P	NM	N/A
1				
2				
3				
4				
5				
6				
7				
Total				

3.7 - HOME-BASED OPTION

3.7.A Group Size and Home Visits				
	M	P	NM	N/A
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7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
Total				

3.7.B Group Socializations				
	M	P	NM	N/A
1				
2				
3				
4				
5				
6				
7				
Total				

M = Met P = Partial NM = Not Met N/A = Not Applicable

3.8 - CURRICULUM AND IMPLEMENTATION OF INDIVIDUALIZATION

3.8.A Group Size, Ratios and Supervision				
	M	P	NM	N/A
1				
2				
3				
4				
Total				

3.8.B Daily Schedule and Classroom Activities				
	M	P	NM	N/A
1				
2				
3				
4				
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9				
Total				

3.8.C Lesson Plans and Classroom Activities				
	M	P	NM	N/A
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Total				

3.8.D Classroom Interactions Cognitive and Language				
	M	P	NM	N/A
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9				
Total				

3.8.E Classroom Interactions Social and Emotional				
	M	P	NM	N/A
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10				
Total				

3.8.F Indoor Environment - Space and Furnishings				
	M	P	NM	N/A
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8				
9				
Total				

3.8.G Indoor Environment - Material and Displays				
	M	P	NM	N/A
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15				
Total				

3.8.H Outdoor Environment				
	M	P	NM	N/A
1				
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6				
7				
8				
Total				

M = Met P = Partial NM = Not Met N/A = Not Applicable