



FY 2010 Office of Head Start Monitoring Protocol Guides

September 10, 2009

**Integrated Services Reviewer's Guide:
Health, Nutrition, Safe Environments,
Transportation**



Integrated Services Reviewer 2 Guides (Review of Nutrition, Health, Safe Environments, Transportation)

The following Guides are used by ISR 2 reviewers to collect information on program performance with respect to nutrition, health, safe environments, and transportation services:

Health Services

- Health Document Review
- Health Coordinator Interview
- Child Files Review – Health
- Staff Files—Health Coordinator/Content Area Expert
- Health Management Systems Analyses

Nutrition Services

- Nutrition Document Review
- Nutrition Coordinator Interview
- Kitchen Staff Interview
- Child Files Review –Nutrition
- Staff Files—Nutrition Coordinator/Content Area Expert
- Nutrition Management Systems Analyses

Safe Environments

- Health and Safety Center-based Observation
- Safe Environments Center-based Checklist
- Health and Safety Family Child Care Observation
- Safe Environments Family Child Care Checklist
- Safe Environments Document Review
- Facilities Coordinator Interview
- Staff Files—Facilities Coordinator
- Safe Environments Management Systems Analyses

Transportation Services

- Transportation Document Review
- Transportation Coordinator Interview
- Bus Inspection
- Bus Driver Interview
- Bus Monitor Interview
- Staff Files—Transportation Coordinator
- Transportation Management Systems Analyses



Health Document Review

Policies and Procedures

- Describe the program's procedure for determining whether children have an ongoing source of health care.
HEA2A
- What are the program policies and procedures for handling short-term injuries (that cannot be readily accommodated) or short-term contagious illnesses?
HEA3A
- Review the written policies and procedures related to administering medications. Verify information obtained in your interview with the Health Coordinator. Are policies established and maintained to ensure proper administration, handling, and storage of all medications for children, staff and volunteers?
HEA3D

Health Tracking System

- Are there any children listed on the health tracking report that are not up-to-date on a schedule of primary and preventive health care? If so, list how many children are not up-to-date and how many children the grantee serves. Describe how children listed on the report are not up-to-date?
HEA2B
- Are there any children listed on the health tracking report that have not had the required screenings within 45 days of entry (30 days for Migrant and Seasonal Programs)? If so, list how many children have not had the required screenings, what types of screenings they are missing. Include in your notes the total number of children the program services.
HEA2C
- Compare information contained on the health tracking system to a sample of child files. Is the list accurate? If not, please describe any discrepancies. Be sure to include in your notes the number of files reviewed, the number of files with discrepancies, which files had discrepancies, and the type of discrepancies identified.
HEA2H

Medication Records

- Describe how individual records are maintained for all medications dispensed. Are these records reviewed regularly with parents?
HEA3D

Pregnant Women Files

- Review files of pregnant women (and health tracking system, if available) to check their enrollment dates and determine whether services (or referrals) were provided immediately. In your notes, document the enrollment date and the date services or referrals were provided, and indicate how and when after their enrollment the program began helping pregnant women access:
 - Early, continuing risk assessment;
 - Health promotion and treatment;
 - Mental health interventions and follow-up; and
 - Nutritional assessment, counseling and food assistance, if needed.HEA4A
Applies to: Programs serving pregnant women or new mothers



-
- Review the health tracking system or records of women who have delivered a baby within the last year for information on visits to newborns. Indicate:
 - Whether visits are occurring,
 - Who conducts the visits,
 - Number of visits that occurred within 2 weeks of birth,
 - Number of visits that occurred beyond 2 weeks, and
 - How far beyond 2 weeks those visits occurred.

HEA4B
Applies to: Programs serving pregnant women or new mothers

Prenatal Education Materials

- Review prenatal education materials to determine whether they include information about breastfeeding benefits.

HEA4C
Applies to: Programs serving pregnant women or new mothers
- Review prenatal education materials to determine whether they include information about:
 - Fetal development, labor and delivery, and postpartum recovery;
 - Risks from smoking and alcohol; and
 - Maternal depression.

HEA4C
Applies to: Programs serving pregnant women or new mothers



Health Coordinator Interview

Staff Qualifications and Expertise

- Describe your training or experience in public health, nursing, health education, maternal and child health, or health administration. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.
HEA1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of health services. If you are not the content area expert, does someone support you in this area and how?
HEA1A
- Does the program administer health procedures that must be performed only by licensed and certified professionals? If so, are procedures performed by licensed and certified professionals?
HEA1A
- How is the program made aware of those health procedures that must be performed only by licensed and certified professionals?
HEA1A

Ongoing Monitoring and Oversight

- How do you monitor delivery of the program's health services and the program's compliance with all Federal regulations?
HEA5A
- Show me the documents, systems and reports used in implementing the ongoing monitoring of health services.
HEA5A
- What do you do if you detect problems or weaknesses with the program's health services?
HEA5A

Program Planning

- Describe how information from the annual Self Assessment is incorporated into your program planning and implementation.
HEA5A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.
HEA5A

Identifying Health Concerns

- What is your ongoing procedure for identifying new or recurring medical, dental, or developmental concerns? (Note to reviewer: In your notes, describe the program's procedures for identifying these concerns, indicating whether the procedure allows for the ongoing identification of such concerns.)
HEA2E
- How do you record physical changes in a child's appearance or signs of illness or injury when noted or observed by staff or parents?
HEA2E



- How often do you make referrals based on these observations?
HEA2E

Health Services

- How do you determine whether enrolled children have an ongoing source of continuous, accessible health care within 30 days of entry?
HEA2A
Applies to: Migrant and Seasonal grantees
- How do you determine whether enrolled children have an ongoing source of continuous, accessible health care within 90 days of entry?
HEA2A
Applies to: Non-migrant and Seasonal grantees
- What do you do to support parents in accessing a source of ongoing health care for their children? How do you document the support you provide parents?
HEA2A
- How do you obtain a determination of each child's health status from a health care professional and ensure that each child is up to date with the EPSDT requirements of your State, within 90 days of his or her entry into the program (30 days for Migrant and Seasonal programs)?
HEA2B
- How do you ensure that children who are up to date with primary and preventive health care stay up to date?
HEA2B
- If a child is not up to date on his or her schedule of primary and preventive health care, how do you help the parents bring their child up to date?
HEA2B
- What happens when a parent or guardian refuses health services?
HEA2G
- Have any parents or legally responsible adults of children currently enrolled refused to authorize health services? (Note to reviewer: If the answer is yes, ask to see signed statements of refusal.)
HEA2G
- What do you do if parents are having difficulty making appointments or keeping their children up to date in primary and preventive health care?
HEA2B

Screenings

- How and when do you ensure each child receives the following screenings: developmental, sensory (hearing and vision), behavioral, motor (gross and fine), language, social, cognitive, perceptual, and emotional skills? How do you ensure that the screenings are sensitive to the child's cultural background?
HEA2C
- Do you obtain guidance from the mental health or child development specialist on how to use screening findings? How do you receive information? How do you use this information?
HEA2C, MH2C
- What other sources of information do you use to help you understand screening findings (e.g., parent, teacher, and other staff feedback)? How do you use this information to make referrals?
HEA2C



Follow-Up Care

- What is the process for obtaining further testing, examination, or treatment for children with known or suspected health or developmental problems? How long does it take to receive care after problems are identified?
HEA2D
- How do you communicate with parents to ensure follow-up on medical and dental concerns?
HEA2D
- How do you ensure that children receive preventive measures and further dental treatment recommended by dental professionals?
HEA2D

Tracking Health Services

- What is your system for tracking children's health care? Can you show me your program's health tracking system?
HEA2H
- What is the process for updating children's health status in the tracking system?
HEA2H
- How do you keep the health tracking system accurate?
HEA2H
- How do you use the tracking system to communicate child health needs with parents and staff?
HEA2H
- Based on a review of child files, apparently some children in your program are not receiving the required health services (e.g., screenings, schedule of primary preventive health care). Are you aware of the issue(s)? What steps are being taken to correct the issue(s) identified?
(Note to reviewer: Describe the concern(s) identified.)
HEA2H

Children with Special Health Needs

- Are children ever denied admission to (or terminated from) the program for health reasons that could not be accommodated? If so, what was the basis for denying admission?
HEA3B
- Describe the procedure for requesting information from parents about their children's health or safety needs.
HEA3C
- What is the policy for ensuring that information collected from parents about their children's health or safety needs is kept confidential?
HEA3C
- How do you ensure that staff members who work directly with children are informed of needed accommodations?
HEA3C

Children with Disabilities

- How do you coordinate services with the Disabilities Coordinator to ensure that health needs of children with disabilities are communicated and met, and that follow-up occurs?
DIS2B



Medication

- When a child is on medication, describe the steps taken to ensure that changes in the child's behavior are identified and documented and that parents are encouraged to communicate those issues with their physician.
HEA3D
- Who is designated and trained to administer, handle, and store child medications? How do you ensure that you are adhering to all applicable policies and procedures regarding the handling, administration, and storage of medication?
HEA3D
- What training did you receive for administering, handling, and storing medication, including use of equipment necessary to administer medication?
HEA3D

First Aid Kits

- When are first aid kits restocked? When is the inventory of first aid kits conducted?
SAF2E

Short-Term Injury or Illness

- How does the program determine whether a child with a short-term injury or illness can be accommodated or should be temporarily excluded from the program?
HEA3A
- How are parents informed of the policies or procedures related to short-term injury or illness?
HEA3A

Nutritional Needs

- When and how often do you discuss children's nutritional needs with families? Can you provide documentation of activities such as meetings and gatherings, communications, interactions, agendas with sign-in sheets, or similar documentation that demonstrates how communication with families occurs?
NUT2F

Prenatal and Postnatal Care Services

- Describe the referral agencies and partners you have identified to provide early and regular comprehensive prenatal and postnatal care.
HEA4A
Applies to: Programs serving pregnant women or new mothers
- Do you provide mental health interventions and follow-up for enrolled pregnant women, when needed? Do these services include substance abuse prevention and treatment?
HEA4A
Applies to: Programs serving pregnant women or new mothers
- How and when do you obtain the schedule of appropriate medical and dental examinations for enrolled pregnant women from their attending health care providers?
HEA4A
Applies to: Programs serving pregnant women or new mothers
- How do you ensure that visits are made to new mothers? How soon after birth are visits made? Can you show me information or your health tracking system on some of the visits that have been made?
HEA4B
Applies to: Programs serving pregnant women or new mothers



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- Can you describe the prenatal and postnatal education you provide pregnant women, new mothers, and their families?
HEA4C
Applies to: Programs serving pregnant women or new mothers

Parent Involvement

- Does the program familiarize parents with the use of and rationale behind health and developmental procedures administered through the program or by contract and obtain advance authorization for such procedures?
HEA2F

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

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
- 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



Child File Review--Health

Child Files

- Review child files to determine whether children's ongoing source of health care is addressed during enrollment activities, before they enter the program, or within 90 days of entry into the program (30 days for Migrant and Seasonal programs).
 - Is the source of ongoing health care documented in the child's record?
 - Was the ongoing source of health care obtained within 90 days of the child's entering into the program (or 30 days for Migrant and Seasonal programs)?
 - If a child has no source of ongoing health care, does the child's file reflect the program's efforts to assist the parents in accessing a source of care?
 - If yes, document how the program helped parents.
HEA2A
- Review child files for up to date determinations that incorporate the requirements of the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule for each child and check dates of determinations to ensure the 90-day requirement (30 days for Migrant and Seasonal grantees) is met.
 - Does the child's file include documentation of the health care professional's determination of whether the child is up to date on a schedule of primary and preventive health care?
 - What is the date that this determination was made, as documented in the child's file?
 - Was the determination made within 90 days of the child's entry into the program (30 days for Migrant and Seasonal grantees)?
 - Does documentation include a breakout of blood lead and hemoglobin/hematocrit?
HEA2B
- Review child files for documentation (e.g., case notes, family contact logs) of the program's attempts to help parents bring their child up to date. Does the program work with parents to bring their child up to date on a schedule of primary preventive health care?
HEA2B
- Review child files for completion of all screenings within 45 days (30 days for Migrant and Seasonal programs) from the child's entry into the program. If concerns were documented at follow up, indicate if appropriate referrals were made.
 - Date developmental screenings were completed.
 - Date sensory (visual and auditory) screenings were completed.
 - Date behavioral screenings were completed.
 - Date motor skills screenings were completed.
 - Date language skills screenings were completed.
 - Date social skills screenings were completed.
 - Date cognitive skills screenings were completed.
 - Date perceptual skills screenings were completed.
 - Date emotional skills screenings were completed.
 - Were concerns that require follow-up identified during screenings? If yes, describe the concerns identified.
 - If yes, were appropriate referrals made?
HEA2C



- Check the files of the children with known or suspected health or developmental problems (that you identified at the review's start) to determine whether further testing, examination, or treatment was obtained and whether a follow-up plan is in place and implemented, if appropriate.
 - Briefly describe the child's known or suspected health or developmental problem?
 - Was further testing, examination or treatment obtained?
 - Was a follow-up plan in place?
 - Was the follow-up plan implemented?HEA2D

- Review specific records of children on medication to determine whether all required conditions have been met.
 - Do records include physicians' instructions?
 - Do records include parent or guardian authorizations?HEA3D



Health Coordinator & Content Area Expert--Staff File Review

Staff Qualifications and Expertise

- List the health content area expert's training, experience, and qualifications.
HEA1A

Staff Hiring Procedures

- Was a criminal background check conducted?
 - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
 - If yes, indicate the date the criminal background check was conducted.
PDM7E

- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
 - Document the date of the most recent health exam and screening.
 - Document whether a reexamination is required.
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
 - Document the date of the reexamination, if required.
 - Document the date the tuberculosis screening was completed.
PDM7F

Staff Training and Development

- Indicate the date of the most recent performance review.
PDM7C

- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.
PDM7I

- Has the staff member received training in identifying and reporting child abuse and neglect?
 - Indicate the date the staff member received this training.
PDM7J



Health Management Summary Analysis--Overall Summary and Strengths

Overall Service Summary

- Summarize your general impressions of the program's delivery of health services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of health services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing health services.

HEA5A

Service Specific Strengths

- Summarize program strengths noted in health services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):

- Collaborations with local/community-based services
- Exemplary fiscal practices to ensure the safeguarding of Federal dollars
- Highly successful efforts to address and improve school readiness
- Expansion of the program and increased accessibility
- Extraordinary accommodations for children/families (e.g., children with disabilities)
- Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

HEA5A



Health Management Summary Analysis--Parent and Staff Communication

Communication among Staff

- Summarize whether the program has effective two-way communication between Health staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
HEA5A

Communication with Parents

- Summarize whether the program has effective two-way communication between Health staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
HEA5A



Health Management Summary Analysis--Planning

Planning

- Review the Health Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

HEA5A



Health Management Summary Analysis--Record-Keeping

Record-Keeping

- Summarize whether the program is effective in keeping up to date and accurate health records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.

HEA5A



Health Management Summary Analysis--Ongoing Monitoring

Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of Health services. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures
 - Staff responsibilities for ongoing monitoring of their respective service areas
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of Health services. Your summary might reflect a potential program strength, a concern, or general compliance.

HEASA



Nutrition Document Review

Menus

- Review menus and describe in your notes whether menu planning complies with USDA requirements. Your notes should describe how the menus comply or do not comply with USDA requirements, noting how you know the nutritional content of the foods offered. If foods are high in fat, sugar, or salt, describe how you know their nutritional content.

NUT2B

Applies to: Center-based or family child care programs serving preschool-age children

- Review menus, diet intake records, or feeding records to confirm that foods posing health or choking risks are not included. Your notes should describe how the menus comply or do not comply with USDA requirements.

NUT2E

Applies to: Center-based or family child care programs serving infants and toddlers



Nutrition Coordinator Interview

Staff Qualifications and Expertise

- Describe your training or experience related to diet and nutrition. If you are not the content area expert, describe the training or experience of the person who provides this expertise for the program.
NUT1A
- Describe how you provide the program with regularly scheduled, ongoing expertise and oversight in the area of nutrition services. If you are not the content area expert, does someone support you in this area and how?
NUT1A

Ongoing Monitoring and Oversight

- How do you monitor delivery of the program's nutrition services and the program's compliance with all Federal regulations?
NUT5A
- Show me the documents, systems, and reports used in implementing the ongoing monitoring of nutrition services.
NUT5A
- What do you do if you detect problems or weaknesses with the program's nutrition services?
NUT5A

Program Planning

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
NUT5A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.
NUT5A

Food Safety

- How do you ensure that food service vendors observe Federal, State, local, or Tribal safety and sanitation regulations related to food handling?
SAF3A

Appropriate Foods

- How do you ensure that foods posing health risks are not offered to children younger than 1 year old?
NUT2E
Applies to: Center-based or family child care programs serving infants and toddlers
- How do you ensure that foods posing a high risk of choking for infants and toddlers (e.g., hot dogs, whole grapes, hard raw vegetables, popcorn, whole nuts) are not given to them?
NUT2E
Applies to: Center-based or family child care programs serving infants and toddlers
- How do you ensure that appropriate snacks and meals (e.g., formula, baby food) are provided to infants and toddlers during socialization?
NUT3A
Applies to: Home-based programs serving infants and toddlers



- For part-day programs, how do you ensure that each child receives meals and snacks that provide at least one-third of the child's daily nutritional needs?
NUT2B
Applies to: Center-based or family child care programs serving preschool-age children
- For full-day programs, how do you ensure that each child receives meals that provide one-half to two-thirds (depending on the length of the program day) of the child's daily nutritional needs?
NUT2B
Applies to Center-based or family child care programs serving preschool-age children

Special Dietary and Nutritional Needs

- Do you discuss with families their cultural, religious, ethnic, or personal food preferences for their children? Do you discuss nutrition-related health problems that require special dietary considerations, such as obesity, iron deficiency, failure-to-thrive, food allergies and intolerances, milk allergies, and lactose intolerance?
NUT2F
- How do you inform teaching and cooking staff that a child has a disability, food allergy, medically based dietary need, or other special dietary need that requires accommodation?
NUT2A
- How do you know when you need to modify a menu for a child with disabilities, food allergies, or other medically based or special dietary needs? How do you take nutritional assessment data into consideration? How do you accommodate special medical or dietary needs?
NUT2A

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

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
- 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



Kitchen Staff Interview

Special Dietary and Nutritional Needs

- How do you know when you need to modify a menu for a child with disabilities, food allergies, or other medically based or special dietary needs? How do you take nutritional assessment data into consideration? How do you accommodate special medical or dietary needs?
NUT2A



Child Files Review--Nutrition

Child Files

- Does the child have special dietary needs?
NUT2A
Has the program made the required accommodations to meet these needs?
- Review parent contact logs or daily child notes, if available. Is there documentation that staff communicate regularly with parents about their child's nutritional needs?
NUT2D
Applies to: Programs serving infants and toddlers



Nutrition Coordinator & Content Area Expert--Staff File Review

Staff Qualifications and Expertise

- List the nutrition content area expert's training, experience, and qualifications.
NUT1A

Staff Hiring Procedures

- Was a criminal background check conducted?
 - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
 - If yes, indicate the date the criminal background check was conducted.
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
 - Document the date of the most recent health exam and screening.
 - Document whether a reexamination is required.
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
 - Document the date of the reexamination, if required.
 - Document the date the tuberculosis screening was completed.
PDM7F

Staff Training and Development

- Indicate the date of the most recent performance review.
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
 - Indicate the date the staff member received this training.
PDM7J



Nutrition Management Summary Analysis--Overall Summary and Strengths

Overall Service Summary

- Summarize your general impressions of the program's delivery of nutrition services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of nutrition services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing nutrition services.

NUT5A

Service Specific Strengths

- Summarize program strengths noted in nutrition services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
 - Collaborations with local/community-based services
 - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
 - Highly successful efforts to address and improve school readiness
 - Expansion of the program and increased accessibility
 - Extraordinary accommodations for children/families (e.g., children with disabilities)
 - Innovative program design and management

Do not include strengths that will contradict any PANCS identified on this review.

NUT5A



Nutrition Management Summary Analysis--Parent and Staff Communication

Communication among Staff

- Summarize whether the program has effective two-way communication between Nutrition staff and staff in other service areas. Your summary should provide examples of why you consider the communication between the program's staff to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
NUT5A

Communication with Parents

- Summarize whether the program has effective two-way communication between Nutrition staff and parents. Your summary should provide examples of why you consider the communication between the program's staff and parents to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
NUT5A



Nutrition Management Summary Analysis--Planning

Planning

- Review the Nutrition Services area's written plans so you understand the goals the program intends to achieve and the strategies the program plans to use to accomplish its goals. Summarize the program's progress in implementing its plans and achieving its defined goals. Your summary might reflect a potential program strength, a concern, or general compliance.

NUT5A



Nutrition Management Summary Analysis--Record-Keeping

Record-Keeping

- Summarize whether the program is effective in keeping up to date and accurate Nutrition records. Your summary should provide examples of why you consider the program's record-keeping system to be effective or ineffective. Your summary might reflect a potential program strength, a concern, or general compliance.
NUT5A



Nutrition Management Summary Analysis--Ongoing Monitoring

Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of Nutrition services. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures
 - Staff responsibilities for ongoing monitoring of their respective service areas
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of Nutrition services. Your summary might reflect a potential program strength, a concern, or general compliance.

NUT5A



Health and Safety Center-based Observations

Facilities and Materials Safety

- Observe the facilities and equipment, and describe anything that is unsafe or needs repair, if applicable.
SAF1H
- Observe indoor and outdoor spaces, and describe how provisions are made for children with disabilities to ensure their safety, comfort, and participation.
SAF1I

Outdoor Play Area

- Observe outdoor play areas when children are present. Are children supervised on the playground at all times? How do staff work around any "blind spot" to ensure they can see all of the children?
SAF1F

Meals

- Describe how staff implement family-style meals. For example:
 - Is conversation shared during the meal?
 - If the program serves prepackaged food, are teachers still sitting with the children during meals and snacks?
 - Do other designated staff or volunteers eat and converse with the children during meals if teachers are unable to have their meals at the same time as children?
 - Do teachers use mealtime as an opportunity to model language, conversation, and social interaction and to introduce nutritious foods?
NUT4C
- How are children encouraged to try new foods? Do children have to eat all of the foods offered? Are there times when children are not allowed to have something that is offered or are given something extra because of behavior? Note that standards of conduct indicate that food should not be used as reward or punishment for children.
NUT4B, PDM7H
- During meal service do children have adequate time to eat? Are slower eaters given enough time to finish their food?
NUT4B

Dental Hygiene

- Describe toothbrushing and gum-wiping activities and when they occur.
NUT4A

Toileting Practices

- Describe practices related to potty use, including where and on how many occasions you observed them and who was involved. Also note the presence of a utility sink and whether the utility sink was used.
SAF2D

Diapering

- Describe diapering practices in detail, where the practices occurred, how many occasions you observed them, and who was involved.
SAF2C



Cleanup of Bodily Fluids

- If you observe the cleanup of bodily fluids, describe how it was handled.
SAF2B

- If you observe a situation requiring use of nonporous gloves (e.g., cleanup of blood), describe whether nonporous gloves are available to staff, where the gloves are kept, and when staff determine they would use them.
SAF2B



Safe Environments Center-based Checklist

Classroom Size and Staffing

- How many paid staff are in the classroom?
SAF4D
Applies to: Programs serving preschool-age children
- How many children are in infant and toddler rooms? How many children are assigned to each teacher?
SAF4C
Applies to: Programs serving infants and toddlers
- How many children are present in the classroom? How many providers are hired for the group size?
SAF4B
Applies to: Programs serving preschool-age children
- Are there volunteers in each classroom?
(Note to reviewer: The grantee is not considered out of compliance, if there are no volunteers.)
SAF4D
Applies to: Programs serving preschool-age children

Health and Safety of Infants and Toddlers

- Are infants held during bottle feeding? If not, describe.
ECD3H, NUT4D
Applies to: Programs serving infants and toddlers
- Are mattresses used for infants firm?
SAF1C
Applies to: Programs serving infants and toddlers
- Is the sleeping area free of soft bedding such as comforters, pillows, fluffy blankets, or stuffed toys?
SAF1C
Applies to: Programs serving infants and toddlers
- When and how often are toys sanitized? Review toy sanitizing schedule, if available.
SAF1D
Applies to: Programs serving infants and toddlers

Hand Washing

- Do staff, volunteers, and children wash their hands with soap and running water:
 - After diapering or toilet use,
 - Before food preparation, handling, consumption, or any other food-related activity,
 - Whenever hands are contaminated with blood or other bodily fluids, and
 - After handling pets or other animals?SAF2A



- Do staff and volunteers wash their hands with soap and running water:
 - Before and after giving medications,
 - Before and after treating or bandaging a wound (nonporous gloves should be worn if there is contact with blood or blood-containing body fluids), and
 - After assisting a child with toilet use?SAF2A

First Aid Kits

- Look at the first aid kits and indicate whether:
 - Kits are well supplied and appropriate for ages served and program size,
 - Items in kits are within the expiration date, if applicable,
 - All staff working with children know where the kits are located,
 - Kits are kept out of children's reach, and
 - Program has a portable first aid kit for use on trips to offsite locations or on the playground.SAF2E

Usable Indoor and Outdoor Space

- Are there at least 35 square feet of usable indoor space--excluding bathrooms, halls, kitchen, staff rooms, and storage space--and 75 square feet of usable outdoor space per child?
SAF1E
- Calculate square footage per child using the number of children enrolled in that classroom. Indicate the number of children currently enrolled in the classroom and the measurement of the current classroom space.
SAF1E

Safe Environments Center-based Checklist

- Are approved fire extinguishers readily available to staff?
SAF1B
- Are classrooms well lit? Is emergency lighting available in case of a power failure?
SAF1B
- Are electrical outlets accessible to children covered or maintained to prevent shock?
SAF1B
- Are areas used for diapering and toileting separate from areas used for cooking, eating, and children's activities?
SAF1B
- Are emergency evacuation routes posted and safety procedures for emergencies (e.g., fire or weather-related) practiced regularly?
SAF1B
- Are exits clearly visible and evacuation routes clearly marked and posted so the path to safety outside is unmistakable? (Note to reviewer: Head Start Program Performance Standard 1304.53(a)(10)(vii) does not indicate exit signs must be posted and lit.)
SAF1B
- Are garbage and trash stored and disposed of in a safe, sanitary manner?
SAF1B



- Are heating and cooling systems insulated to protect children and staff from injury such as burns?
SAF1B
Applies to: Programs in climates that require heating or cooling systems or both
- Are smoke detectors installed and tested regularly?
SAF1B
- Are windows and glass doors constructed, adapted, or adjusted to prevent injury to children? Look for a seal on the safety glass.
SAF1B
- Are all child medications labeled and stored, under lock and key, and refrigerated, if necessary? Is emergency medication (e.g., EpiPen) stored out of children's reach yet accessible quickly?
HEA3D, SAF1B
- Does the program ensure that indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions?
If the answer is "no," describe exactly what was unclean and not kept free of undesirable and hazardous materials and conditions, including in how many classrooms and sites this incident occurred out of the total number of classrooms and sites observed.
SAF1B
- Are playground equipment and surfaces maintained to minimize injury to children?
SAF1B
- Are indoor and outdoor spaces at center-based programs in use by mobile infants and toddlers separated from general walkways and from areas in use by preschoolers? If not, describe the space observed.
SAF1G, ECD5A
Applies to: Programs serving infants and toddlers
- Does the program maintain a smoke-free environment on center grounds?
SAF1J



Health and Safety Family Child Care Observations

Facilities and Materials Safety

- Observe the facilities and equipment, and describe anything that is unsafe or needs repair, if applicable.
SAF1H
- Observe indoor and outdoor spaces, and describe how provisions are made for children with disabilities to ensure their safety, comfort, and participation.
SAF1I

Outdoor Play Area

- Observe outdoor play areas when children are present. Are children supervised on the playground at all times? How do staff work around any "blind spot" to ensure they can see all of the children?
SAF1F

Meals

- Describe how staff implement family-style meals. For example:
 - Is conversation shared during the meal?
 - If the program serves prepackaged food, are teachers still sitting with the children during meals and snacks?
 - Do other designated staff or volunteers eat and converse with the children during meals if teachers are unable to have their meals at the same time as children?
 - Do teachers use mealtime as an opportunity to model language, conversation, and social interaction and to introduce nutritious foods?
NUT4C
- How are children encouraged to try new foods? Do children have to eat all of the foods offered? Are there times when children are not allowed to have something that is offered or are given something extra because of behavior? Note that standards of conduct indicate that food should not be used as reward or punishment for children.
NUT4B, PDM7H
- During meal service do children have adequate time to eat? Are slower eaters given enough time to finish their food?
NUT4B

Dental Hygiene

- Describe toothbrushing and gum-wiping activities and when they occur.
NUT4A

Toileting Practices

- Describe practices related to potty use, including where and on how many occasions you observed them and who was involved. Also note the presence of a utility sink and whether the utility sink was used.
SAF2D

Diapering

- Describe diapering practices in detail, where the practices occurred, how many occasions you observed them, and who was involved.
SAF2C



Cleanup of Bodily Fluids

- If you observe the cleanup of bodily fluids, describe how it was handled.
SAF2B

- If you observe a situation requiring use of nonporous gloves (e.g., cleanup of blood), describe whether nonporous gloves are available to staff, where the gloves are kept, and when staff determine they would use them.
SAF2B



Safe Environments Family Child Care Checklist

Classroom Size and Staffing

- How many paid staff are in the classroom?
SAF4D
Applies to: Programs serving preschool-age children
- How many children are present in the family child care home? How many providers are hired for the group size? How many children are under age 2 years?
SAF4A
- How many infants and toddlers are present in the early child care family home? How many children in the group are under age 18 months? How many providers are assigned to the group?
SAF4A
Applies to: Programs serving infants and toddlers
- Are there volunteers in each classroom?
(Note to reviewer: The grantee is not considered out of compliance, if there are no volunteers.)
SAF4D
Applies to: Programs serving preschool-age children

Health and Safety of Infants and Toddlers

- Are infants held during bottle feeding? If not, describe.
ECD3H, NUT4D
Applies to: Programs serving infants and toddlers
- Are mattresses used for infants firm?
SAF1C
Applies to: Programs serving infants and toddlers
- Is the sleeping area free of soft bedding such as comforters, pillows, fluffy blankets, or stuffed toys?
SAF1C
Applies to: Programs serving infants and toddlers
- When and how often are toys sanitized? Review toy sanitizing schedule, if available.
SAF1D
Applies to: Programs serving infants and toddlers

Hand Washing

- Do staff, volunteers, and children wash their hands with soap and running water:
 - After diapering or toilet use,
 - Before food preparation, handling, consumption, or any other food-related activity,
 - Whenever hands are contaminated with blood or other bodily fluids, and
 - After handling pets or other animals?SAF2A



- Do staff and volunteers wash their hands with soap and running water:
 - Before and after giving medications,
 - Before and after treating or bandaging a wound (nonporous gloves should be worn if there is contact with blood or blood-containing body fluids), and
 - After assisting a child with toilet use?SAF2A

Safe Environments Family Child Care Checklist

- Are children enrolled in the family child care program protected from potential hazards posed by appliances? Are premises free from pests? Are chemicals for controlling pests used only while children are not on the premises? If the answer is "no," describe exactly what was unclean and not kept free of undesirable and hazardous materials and conditions, including what might pose a potential hazard.
SAF1B
- Are radon detectors installed in family child care homes with a basement, where recommended by local health officials?
SAF1B
- Are smoke and carbon monoxide detectors installed and located properly?
SAF1B
- Do providers ensure that alcohol and drugs are not consumed while children are present? Do providers ensure that alcohol and drugs are inaccessible to children at all times?
SAF1B
- Do providers ensure that no firearms or other weapons are kept in areas occupied by children? Do providers ensure that firearms or other weapons are inaccessible to children at all times?
SAF1B
- Do providers ensure the safety of children when a body of water, a road, or other potential hazard is present or when children are being transported?
SAF1B
- Is there a fence to prevent children's unsupervised access to all water hazards, such as pools or other bodies of water? (Note to reviewer: Small child-size pools need not be fenced but must be supervised at all times.)
SAF1B
- Do providers have a system of supervision in place that assures safety of children not within view for any period (e.g., the provider needs to use the bathroom or an infant is napping in one room while toddlers play in another)?
SAF1B
- Do providers secure health certificates for pets to document up to date immunizations and freedom from conditions that pose a threat to children's health? Do providers ensure that pets are managed appropriately to ensure children's safety at all times?
SAF1B
- Are all child medications labeled and stored, under lock and key, and refrigerated, if necessary? Is emergency medication (e.g., EpiPen) stored out of children's reach yet accessible quickly?
HEA3D, SAF1B



- Are indoor and outdoor spaces at family child care programs in use by mobile infants and toddlers separated from general walkways and from areas in use by preschoolers? If not, describe the space observed.

SAF1G, ECD5A

Applies to: Programs serving infants and toddlers

- Does the family child care program maintain a smoke-free environment?

SAF1J

First Aid Kits

- Look at the first aid kits and indicate whether:
 - Kits are well supplied and appropriate for ages served and program size,
 - Items in kits are within the expiration date, if applicable,
 - All staff working with children know where the kits are located,
 - Kits are kept out of children's reach, and
 - Program has a portable first aid kit for use on trips to offsite locations or on the playground.

SAF2E

Usable Indoor and Outdoor Space

- Does each family child care home have sufficient indoor and outdoor space usable and available to children? (Note to reviewer: This space must be adequate to allow children to be supervised and to participate safely in developmentally appropriate activities and routines that foster their cognitive, socio-emotional, and physical development, including both gross and fine motor.)

SAF1E

Applies to: Programs serving infants and toddlers



Safe Environments Document Review

Class Roster

- Review class rosters or other supporting documents for preschool classrooms to determine the number of children enrolled in the class. How many children are enrolled? What is the predominate age of the children?
SAF4B
Applies to: Center-based programs serving preschool-age children
- Review class rosters or other supporting documents for infant and toddler classrooms to determine the number of children enrolled in the class. How many children are enrolled? What is the predominate age of the children?
SAF4C
Applies to: Center-based programs serving infants and toddlers
- Review class rosters or other supporting documents for Family Child Care programs to determine the number of children enrolled in the class. How many children are enrolled? What is the predominate age of the children?
SAF4A
Applies to: Family child care programs

Policies and Procedures

- Record the date of the last smoke detector check.
SAF1B
- Review the program's policies for spilled bodily fluids. Do policies comply with Occupational Safety and Health Administration guidelines?
SAF2B

Facility Cleaning Log

- Describe how the program logs its daily cleaning of the indoor and outdoor premises.
SAF1B

Licensing or Inspection Report

- If available, review recent licensing reports or environmental inspection reports. What, if any, concerns were noted in the reports? Are issues in the process of being corrected?
SAF1J
Applies to: Center-based programs

Facility License

- Does the family child care program have a license, if required by State, local, or Tribal regulations?
(Note to reviewer: The license need not be posted for family child care programs.)
SAF1A
Applies to: Family child care programs
- Is the facility license current? Where licensing standards are less stringent than Head Start Program Performance Standards, or where no State or local licensing standards exist, determine whether the grantee or delegate complies with all standards under 1304.53(a).
(Note to reviewer: For home-based programs this question relates to the facilities where socializations are held.)
SAF1A
Applies to: Center-based or home-based programs



- Indicate whether the grantee and delegate have available all licenses and certificates that permit them to handle and serve food and whether such licenses and certifications are posted.

SAF3A



Facilities Coordinator Interview

Ongoing Monitoring and Oversight

- How do you monitor the program's facilities, materials, and equipment and the program's compliance with all Federal regulations?
SAF5A
- Show me the documents, systems and reports used in the implementation of the ongoing monitoring of facilities, materials and equipment.
SAF5A
- What do you do if you detect problems or weaknesses with the program's facilities, materials, and equipment?
SAF5A
- Does the program review maintenance requests or reports of accidents and injuries to identify trends and make needed improvements?
SAF5A

Program Planning

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
SAF5A
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.
SAF5A

Facilities and Equipment Safety

- What is the budget allocation for ensuring that Head Start facilities and equipment are maintained, repaired, safe and secure?
SAF1H
- An unsafe condition was observed at one or more centers. Describe the unsafe condition observed to the Facilities Coordinator and ask: What is the system for addressing facilities and equipment that are unsafe or need repair? Did your process fail, or can you describe what happened in this circumstance?
SAF1H

Environmental Safety

- Describe the system in place to monitor daily cleaning of the indoor and outdoor premises.
SAF1B
- When was the last time the program's environment was sprayed with herbicides or pesticides? When did children return to the area after spraying?
SAF1J
Applies to: Center-based or family child care programs
- Has the center been tested for lead (e.g., paint, soil)? If so, were lead levels considered safe?
If lead levels are high, what steps have been taken to eliminate children's exposure to lead while in the center?
SAF1J
Applies to: Center-based or family child care programs



- Is the water supply adequate and approved by the State or local health authority? Can you show me documentation of licensing inspection? Record the date of the most recent inspection.
SAF3A

Safety

- Whom do you tell when facilities and equipment are unsafe or need repair?
SAF1H
- How and when do you sanitize toys? What products do you use to sanitize toys? Can you show me the product?
(Note to reviewer: Check the product label to confirm that it is nontoxic.)
SAF1D
Applies to: Programs serving infants and toddlers

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

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
- 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



Facilities Coordinator--Staff File Review

Staff Hiring Procedures

- Was a criminal background check conducted?
 - If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.
 - If yes, indicate the date the criminal background check was conducted.
PDM7E
- Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?
 - Document the date of the most recent health exam and screening.
 - Document whether a reexamination is required.
(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)
 - Document the date of the reexamination, if required.
 - Document the date the tuberculosis screening was completed.
PDM7F

Staff Training and Development

- Indicate the date of the most recent performance review.
PDM7C
- Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.
PDM7I
- Has the staff member received training in identifying and reporting child abuse and neglect?
 - Indicate the date the staff member received this training.
PDM7J



Safe Environments Management Summary Analysis--Overall Summary and Strengths

Overall Service Summary

- Summarize your general impressions of the program's functioning in the area of safe environments. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's safe environments. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing a safe environment.

SAF5A

Service Specific Strengths

- Summarize program strengths noted in safe environments. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):

- Collaborations with local/community-based services
- Exemplary fiscal practices to ensure the safeguarding of Federal dollars
- Highly successful efforts to address and improve school readiness
- Expansion of the program and increased accessibility
- Extraordinary accommodations for children/families (e.g., children with disabilities)
- Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

SAF5A



Safe Environments Management Summary Analysis--Ongoing Monitoring

Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of Facilities. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures
 - Staff responsibilities for ongoing monitoring of their respective service areas
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of keeping the facilities safe. Your summary might reflect a potential program strength, a concern, or general compliance.

SAF5A



Transportation Document Review

State Vehicle Inspections

- Review the annual State inspection certificate of each vehicle provided by the State licensing agency, if applicable.
TRANS1A
Applies to: Programs that provide transportation services

Driver Incident Reports

- Are accidents reported in accordance with applicable State requirements?
TRANS2F
Applies to: Programs that provide transportation services

Training Plans and Policies

- Does the program have training procedures for bus monitors?
TRANS3C
Applies to: Programs that provide transportation services
- Describe the behind-the-wheel and classroom training procedures for bus drivers, noting how often bus drivers are required to participate in such training.
TRANS3A
Applies to: Programs that provide transportation services



Transportation Coordinator Interview

Ongoing Monitoring and Oversight

- How do you monitor delivery of the program's transportation services and the program's compliance with all Federal regulations?
TRANS5A
Applies to: Programs that provide transportation services
- Show me the documents, systems, and reports used in implementing the ongoing monitoring of transportation services.
TRANS5A
Applies to: Programs that provide transportation services
- What do you do if you detect problems or weaknesses with the program's transportation services?
TRANS5A
Applies to: Programs that provide transportation services

Program Planning

- Describe how information from the annual self assessment is incorporated into your program planning and implementation.
TRANS5A
Applies to: Programs that provide transportation services
- Describe how information from the Community Assessment (and its updates) is incorporated into your program planning and implementation.
TRANS5A
Applies to: Programs that provide transportation services

Transportation Procedures

- How does the bus driver receive up to date information on children, especially when a contractor provides transportation services?
TRANS2E
Applies to: Programs that provide transportation services
- How are families notified if a child is onboard a bus when an accident occurs?
TRANS2F
Applies to: Programs that provide transportation services
- How are substitute monitors provided when the regular bus monitor is absent?
TRANS2D
Applies to: Programs that provide transportation services
- Does the program have a waiver for the bus monitor requirement (1310.15(c)(1))?
TRANS2D
Applies to: Programs that provide transportation services
- What is the program's process for background checks on their contracted bus drivers?
TRANS1B
Applies to: Programs that provide transportation services



Transportation for Children with Disabilities

- Are any special education or related services provided off site?
TRANS4C
Applies to: Programs that provide transportation services
- Do you arrange for or provide transportation for children with disabilities to and from services?
TRANS4C
Applies to: Programs that provide transportation services
- Does the transportation comply with the Americans with Disabilities Act of 1990?
TRANS4C
Applies to: Programs that provide transportation services
- How do you ensure that the transportation is adapted to meet a child's special needs?
TRANS4C
Applies to: Programs that provide transportation services

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

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
- 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



Bus Inspection

Vehicle Maintenance and Inspections

- Describe the bus driver's pre-trip inspection. If the bus driver completes a pre-trip inspection form, review a copy of the form.
TRANS1A
Applies to: Programs that provide transportation services

Vehicle Equipment

- Are vehicles equipped with reverse beepers?
TRANS2A
Applies to: Programs that provide transportation services
- Are vehicles equipped with height- and weight-appropriate restraint systems?
(Note to reviewer: Lap belts only are not acceptable for child restraints.)
TRANS2A
Applies to: Programs that provide transportation services
- Does the vehicle providing transportation services have a seat belt cutter?
TRANS2A
Applies to: Programs that provide transportation services
- Does the vehicle providing transportation services have a well-stocked first aid kit?
SAF2E, TRANS2A
Applies to: Programs that provide transportation services
- Is the vehicle equipped with a two-way communication system to call for assistance? Is there a back-up plan if the two-way communication system is not working (e.g., in drop zones)?
TRANS2A
Applies to: Programs that provide transportation services
- Is there a fire extinguisher on the bus and is it fully charged (check the gauge)?
TRANS2A
Applies to: Programs that provide transportation services

Bus Safety

- Are baggage or other items transported in the passenger compartment properly stored?
TRANS2B
Applies to: Programs that provide transportation services



Bus Driver Interview

Vehicle Maintenance and Inspection

- Can you describe the preventive maintenance done for each vehicle?
TRANS1A
Applies to: Programs that provide transportation services
- How often do you conduct a pre-trip inspection of the vehicle? What happens if something does not pass the pre-trip inspection? Describe how the inspection ensures that the vehicle is in safe operating condition.
TRANS1A
Applies to: Programs that provide transportation services

Transportation Safety

- How many bus monitors do you typically travel with onboard? How often do you travel without having a bus monitor onboard?
(Note to reviewer: The correct answer should be "never".)
TRANS2D
Applies to: Programs that provide transportation services
- How do you receive up to date information on children?
TRANS2E
Applies to: Programs that provide transportation services
- How do you know the people to whom each child can be released when he or she exits the bus?
TRANS2E
Applies to: Programs that provide transportation services
- What process do you follow if no parent is at a stop to meet a child exiting the bus?
TRANS2E
Applies to: Programs that provide transportation services
- Does the bus monitor or another adult escort children when they have to cross the street?
TRANS2C
Applies to: Programs that provide transportation services
- How do you ensure that no child is left on the vehicle at the end of the route?
TRANS2E
Applies to: Programs that provide transportation services
- What is the average time each child is on the bus, each way? Which child has the longest trip on the bus? How long is it?
(Note to reviewer: If any child's trip is over 1 hour long, ask the bus driver whether an alternate route is available to reduce the child's transit time to under 1 hour.)
TRANS2C
Applies to: Programs that provide transportation services
- Have you ever been involved in an accident? If so, how was it reported?
TRANS2F
Applies to: Programs that provide transportation services
- Describe procedures for using alternate routes in case of hazardous conditions.
TRANS2C
Applies to: Programs that provide transportation services



Performance Reviews

- Do you receive an annual evaluation that includes an onboard observation? When was your last evaluation?
PDM7C, TRANS3B
Applies to: Programs that provide transportation services

Background Checks

- Was a background check conducted when you were hired?
TRANS1B
Applies to: Programs that provide transportation services

Training

- What type of classroom and behind-the-wheel training have you received?
TRANS3A
Applies to: Programs that provide transportation services
- Do you receive refresher behind-the-wheel and classroom training courses annually?
TRANS3A
Applies to: Programs that provide transportation services
- 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



Bus Monitor Interview

Transportation Safety

- How do you know the people to whom each child can be released when he or she exits the bus?
TRANS2E
Applies to: Programs that provide transportation services

Training

- What training did you receive on child boarding and exiting procedures, use of child restraint systems, required paperwork, emergency and evacuation procedures, use of special equipment, child pickup and release procedures, and pre- and post-trip vehicle checks?
TRANS3C
Applies to: Programs that provide transportation services
- 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



Transportation Coordinator--Staff File Review

Staff Hiring Procedures

➤ Was a criminal background check conducted?

- If no, does this staff member provide direct services to children? If they do not provide direct services to children, indicate whether the staff member has an office in a center serving children or in an administrative building where there are no children present.

- If yes, indicate the date the criminal background check was conducted.
- Were background checks for the bus driver or the Transportation Coordinator completed?
- Indicate the date the background check was conducted.

(Note to reviewer: Review information from the program's tracking system. Select staff files to verify the staff background check information provided in the tracking system. If a tracking system is unavailable, review staff files to determine whether appropriate criminal record checks are conducted before hire date.)

PDM7E

➤ Review staff files for documentation of initial health examination (including screening for tuberculosis) and reexamination (if required by health care provider or as mandated by State, local or Tribal laws). Has an initial health exam, including screenings, been completed?

- Document the date of the most recent health exam and screening.
- Document whether a reexamination is required.

(Note to reviewer: If the health care provider or State, local or Tribal law requires re-examination, describe the requirement, including required timeframes for reexamination if applicable, and indicate whether the program has complied with the requirement for the staff you are reviewing.)

- Document the date of the reexamination, if required.
- Document the date the tuberculosis screening was completed.

PDM7F

Staff Training and Development

➤ Indicate the date of the most recent performance review.

PDM7C

➤ Review staff files for evidence of training opportunities for staff and volunteers. Briefly summarize the types of training offered.

PDM7I

➤ Has the staff member received training in identifying and reporting child abuse and neglect?

- Indicate the date the staff member received this training.

PDM7J



Transportation Management Summary Analysis--Overall Summary and Strengths

Overall Service Summary

- Summarize your general impressions of the program's delivery of transportation services. The summary should describe what the program does well, which areas need improvement, and your overall level of confidence in the program's provision of transportation services. Your summary should not directly reiterate the strengths and findings you identified through implementation of the protocol but, rather, should reflect your overall analysis and impressions of the program's effectiveness in providing transportation services.

TRANS5A

Service Specific Strengths

- Summarize program strengths noted in transportation services. Describe any practices that were found to be new or innovative and had a positive impact, that helped the grantee overcome challenges and provided greater/improved service quality or surpassed established performance indicators. Some examples of broad categories of program strengths include (but are not limited to):
 - Collaborations with local/community-based services
 - Exemplary fiscal practices to ensure the safeguarding of Federal dollars
 - Highly successful efforts to address and improve school readiness
 - Expansion of the program and increased accessibility
 - Extraordinary accommodations for children/families (e.g., children with disabilities)
 - Innovative program design and management

Do not include strengths that will contradict any PANCs identified on this review.

TRANS5A



Transportation Management Summary Analysis--Ongoing Monitoring

Ongoing Monitoring

- Summarize the program's process for ongoing monitoring of Transportation services. A comprehensive explanation of this system should include a description of each of the following:
 - Monitoring measures, tools or instruments, materials and procedures
 - Staff responsibilities for ongoing monitoring of their respective service areas
 - How the program analyzes and documents progress toward achieving program goals and complying with performance requirements
 - How follow up occurs for findings or problems identified through data collection, and how these findings are corrected and documented.

This summary should help all team members understand the effectiveness or ineffectiveness of Transportation services. Your summary might reflect a potential program strength, a concern, or general compliance.

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