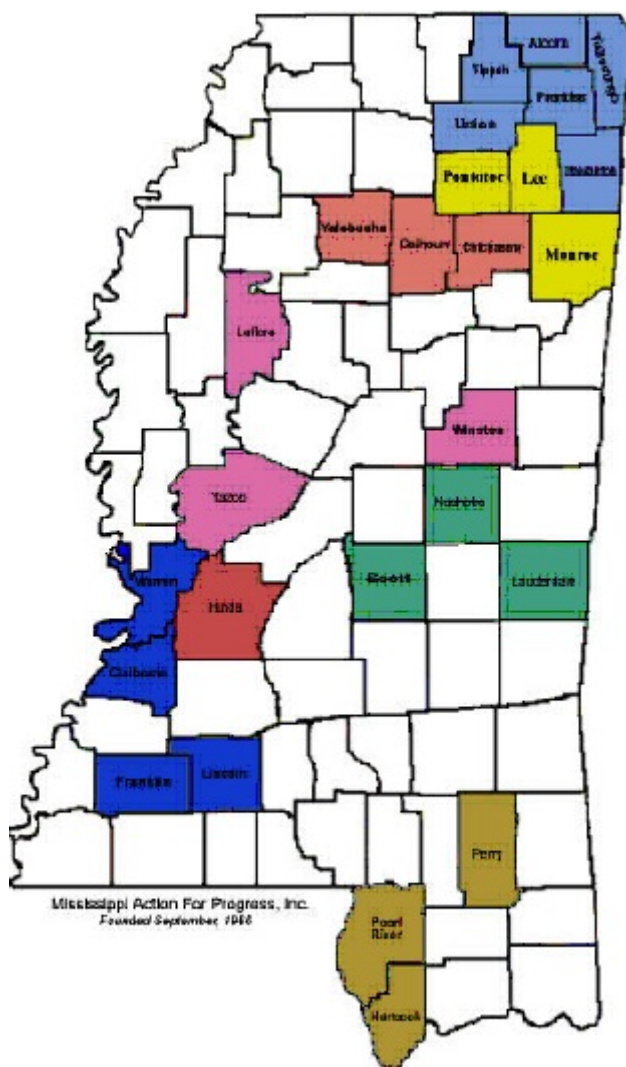


Mississippi Action For Progress, Inc.

PRISM@MAP Self Assessment System
for Head Start and Early Head Start Programs



Management Policies and Operational Procedures
v.2014

Dr. Bobby E. Brown, Chief Executive Officer

Revised January 2014

**PRISM@MAP Self Assessment System
for Head Start and Early Head Start Programs
Management Policies**

Program Self Assessment Policy

Policy

It is the policy of Mississippi Action For Progress, Incorporated to conduct a program self assessment of its Head Start and Early Head Start program, annually at a minimum, using staff, parents, governing bodies and community partners to evaluate the effectiveness and progress in meeting program goals and in implementing Federal and State Performance Standards and other applicable regulations.

Procedures

- ☐ A self assessment leadership team, appointed by the Chief Executive Officer, will plan, manage and provide operational oversight for the self assessment process.
- ☐ A comprehensive self assessment management system with accompanying assessment instrument(s) and tools will be developed, revised and/or updated as appropriate, annually at a minimum.
- ☐ Staff members, parents, governing bodies and community partners from appropriate areas will be asked to participate in the self assessment process. When possible, 'community experts' will be used to review specific areas (e.g, fiscal, early childhood development).
- ☐ Training will be provided to all self assessment process participants (staff, parents, community partners, etc.). Training will include but may not be limited to the following areas:
 - ☐ Training will be provided to all participants in their respective areas (governance, management systems, fiscal integrity, ERSEA, child health and safety, family and community engagement, and child development and education. External consultants, and the self assessment leadership team will be responsible for the training.
 - ☐ Discussion of the purpose of self assessment and how the results are an integral part of the planning process.
 - ☐ Overview of MAP's organizational and operational structure and description of program services and options
 - ☐ Overview of applicable regulations and discussion of their intent
 - ☐ Review of Key Indicators of the Federal Monitoring Protocol and the three methods of collecting information: review, observe, and interview.
 - ☐ Overview of written plans to include description of services in each management system and program service area

- ☐ Discussion of the qualities that make for a good team member (e.g., they are objective, honest, respectful of staff) and review of professional conduct expected of all assessment participants and team members.
- ☐ Sharing of skills, expertise, and qualities of each member of the team.
- ☐ Teams may be comprised of, at a minimum, two people per management system and program services. A sample team make-up may include: one Team Leader, one Management Systems Reviewer, two ERSEA Reviewers, two Child Health and Safety Reviewers, one Family and Community Engagement Reviewer, two Child Development and Education Reviewers and one Recorder.
- ✓ **When parents volunteer, they will be paired with a staff person.**
- ✓ **Staff and parents will not review their own classroom or classrooms with relatives**
- ✓ **Staff will not review their work site.**
- ☐ Each self assessment team member will receive, at a minimum:
 - ☐ Current self assessment system (PRISM@MAP Self Assessment System for Head Start and Early Head Start Programs, Version (x).
 - ☐ Current self assessment instrument(s) and tools
 - ☐ Orientation on how the self assessment process works
 - ☐ Guidance on where records, sites to be reviewed, staff to be interviewed, can be found
 - ☐ Schedule showing place, time and review activities planned, and roster of team members
 - ☐ Reimbursement for travel and per diem incurred in relation to self assessment activities in accordance with Agency procedures.
- ☐ In alternate years, the following approaches to conducting self assessment may be used:
 - ☐ Inter-regional approach (Region to Region) which allows opportunity for staff to interact with others in their respective content areas and look at how services are provided within the diverse geographical make-up of MAP's programs.
 - ☐ Intra-regional approach (Within Region) which also allows opportunity for staff to interact with others in their respective content areas but limited to peer-to-peer within the geographical Region.
 - ☐ Inter-Program approach allows for peer-to-peer between select Head Start and Early Head Start programs across the state. This approach involves use of management and program services staff from other programs to serve on the Central Assessment Review Team.

- ☐ All Head Start and Early Head Start Centers, off-site locations, Offices, and program options (center-based, home based, full day/full year, blended services, child care partnerships) will be reviewed.
- ☐ All information gathered will be summarized, findings will be analyzed and a written report will be prepared and submitted within 60 days from the completion of the self assessment review.
- ☐ A Corrective Action/Improvement Plan (using the ChildPlus.net Internal Monitoring Module) will be developed outlining, at a minimum:
 - ☐ Framework and Key Indicator
 - ☐ Finding(s)
 - ☐ Location(s) of Finding(s)
 - ☐ Specific action steps to correct/improve issue
 - ☐ Responsible person(s)
 - ☐ Next Follow-up Date
 - ☐ Expected completion date
- ☐ A Corrective Action/Improvement Plan will be submitted to policy groups within 45 days of the completion of the self assessment process.
- ☐ Ongoing monitoring outlining follow-up approach will be established and maintained using consultant, checklists, tracking databases, site visits, reports, etc.
- ☐ Information about self assessment findings and proposed corrective action/improvement plan will be shared with management and direct service staff, parents, policy groups and community partners, as appropriate.
- ☐ The self assessment process will be evaluated by management and assessment participants, annually at a minimum. Evaluation responses will be used to improve implementation of self assessment process for the next operating period.

This Policy complies with Head Start Performance Standard 45 CFR Section 1304.51

Administrative approval: _____.

Policy Council approval: _____.

©2004-2005. Mississippi Action For Progress, Incorporated. All rights reserved.

Confidentiality Policy

Policy

It is the policy of Mississippi Action For Progress, Incorporated Head Start and Early Head Start programs to ensure that all information received on staff, children and their families is maintained confidentially. Information must not be discussed or shared with any person(s) except in the course of assigned job duties.

Procedures

- ☐ Child, Family and Staff records are established, maintained and kept confidential at all operational levels.
- ☐ Staff are responsible to keep all manual (paper) records in locked file cabinets when not in use. Computerized storage of information is protected by internal hardware and software security guidelines.
- ☐ Access to information is determined by day-to-day operational needs or granted on a case by case need-to-know basis approved by appropriate management executive(s) and administrator(s). It is expressly understood that persons granted access to information should not use or disclose except in relation to the permission granted.
- ☐ Parents, Guardians, and those designated in writing by the Parent or Guardian have access to their own child's or their own family's record but are not privileged to information to any other family enrolled or on the Waiting List.
- ☐ Staff persons and those designated in writing by staff person have access to their own records (personnel, payroll, etc.) but are not permitted access to any other staff persons' records except in performance of assigned job duties.
- ☐ The staff person or parent should request appointment to review their records, their child's records or their family's records. The responsible staff person will schedule an appointment within one week to review requested file(s).
- ☐ A staff person must be present during records review and can make one copy of any needed documentation requested by the parent(s) or staff person.

This Policy complies with Head Start Performance Standard 45 CFR Section 1304.40.

Administrative approval: _____.

Policy Council approval: _____.

©2004-2005. Mississippi Action For Progress, Incorporated. All rights reserved.

Mississippi Action For Progress, Inc.

SYSTEM FOR PROGRAM SELF-ASSESSMENT

MAP has adopted a team approach to self-assessment for the primary purpose of supporting the implementation of quality services to children and families enrolled in the Head Start/Early Head Start programs. This self examination process is scheduled annually to monitor the effectiveness of management systems and services and how well management systems support program services. Progress made toward meeting the Programs' goals and objectives and federal requirements are also examined. It provides for the identification of program weaknesses and strengths and gives the Program management staff and governing bodies (Parent Committee, Policy Council and Governing Board) pertinent information for decision making that continually improves management, operations and program services.

Self-Assessment Team Members are identified at the central office, regional office and center levels. These teams consist of members of the governing body, policy council, parent committees, partners, and staff. Each Team is assigned a content area and/or focus group to assess. A minimum of five families at each Center is selected as 'focus families'. The content areas organized in the Federal Monitoring Protocol are examined through exploring the focus families' Head Start/Early Head Start experiences.

The FY 2014 Office of Head Start Federal Monitoring Protocol (9/27/2012) will be the guiding instrument in conducting the PRISM@MAP Self Assessment System (Version 2014).

This Protocol instrument will be supported by the following tools:

- ☐ ChildPlus.net Internal Monitoring Worksheet
- ☐ OHS Monitoring Protocol Guides
- ☐ Health and Safety Observation Instrument
- ☐ Child Health Services Observation Instrument
- ☐ ERSEA Eligibility Assessment Instrument
- ☐ Child Development Education Observation Instrument
- ☐ CLASS@MAP Observation Instrument

All Team Members will be trained in the use of these protocols and observation instruments, however, each team member will be required to familiarize themselves with the Monitoring Protocol, Protocol Guides and the supplemental observation tools and worksheets for the content areas they are assigned to assess prior to the assessment. Management Staff (Department Directors, Generalists, Regional Administrators, and Center Administrators) will be required to familiarize themselves with the both the Monitoring Protocol and the supporting Protocol Guides and observation instruments in its entirety. This may include downloading the appropriate instrument and reading it in its entirety. It is the intent that this will facilitate a more complete understanding of the instrument and the training focus may give more attention to preferred assessment techniques for observation, record reviews and report writing.

To support successful implementation of the PRISM@MAP System for Program Self-Assessment, the following phases with time frames have been established:

2014 Self-Assessment Implementation Time Table

| PHASE | ACTIVITY | STAFF RESPONSIBLE | TIME FRAME |
|-------|--|--|--------------------|
| 1 | Identify/Commission Self-Assessment Executive Leadership Team | Chief Executive Officer (CEO) Chief Operations Officer (COO) | December |
| 2 | Identify/Commission Self-Assessment Planning Team | Chief Operations Officer (COO) Executive Leadership Team | December |
| 3 | Identify, develop and/or revise instrument, procedures, schedules and plan for implementation | Self Assessment Planning Team | December - January |
| 4 | Conduct briefings and training on self-assessment implementation procedures to include instruments and supporting materials | Self Assessment Planning Team | February |
| 5 | (1) Conduct, as appropriate, the Assessment at each level of operations (2) Enter data in ChildPlus Internal Monitoring System; compile results as appropriate. | Regional Assessment Teams Central Office Assessment Team | February - March |
| 6 | Develop recommended Improvement Strategies; submit to Self Assessment Planning Team | Regional Assessment Teams Department Directors (as appropriate) | March |
| 7 | Review results and recommended Improvement Strategies; edit as appropriate; submit State of Agency Report to Executive Leadership Team | Self-Assessment Planning Team | March - April |
| 8 | Review State of Agency Report; approve as appropriate; submit to CEO | Chief Operations Officer (COO) Executive Leadership Team | April |
| 9 | Review State of Agency Report; approve as appropriate; submit to CEO ; submit to governing bodies for approval | Chief Executive Officer (CEO) Chief Operations Officer (COO) | April |
| 10 | Report results for inclusion with annual program planning process | Self-Assessment Planning Team | April - May |
| 11 | Self-Assessment Follow-up and Process Evaluation | Self-Assessment Planning Team | Ongoing |
| | | | |

Mississippi Action For Progress, Inc.

PRISM@MAP Self Assessment System

Introduction

What is a self-assessment and why should we do it? Self-assessment is a required process by which Head Start and Early Head Start programs annually review their own management systems and program operations in order to assure that quality services are delivered to children and families each year.

Head Start Program Performance Standards clearly state that at least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.* The objectives of Head Start and Early Head Start are clear:

Enhance children's growth and development.

- Enhance children's growth and development.
- Strengthen families as the primary nurturers of their children.
- Provide children with educational, health and nutritional services.
- Link children and families to needed community services.
- Ensure well-managed programs that involve parents in decision-making.**

How can MAP Head Start and Early Head Start programs be sure that the services provided meet these objectives on a daily basis **and** continuously strive to improve the quality of services? MAP accomplishes this by adapting a team approach to self-assessment for the primary purpose of supporting the implementation of quality services to children and families enrolled in the Head Start and Early Head Start programs.

This comprehensive, peer-to-peer self-examination process is a multi-step process scheduled annually to measure the effectiveness of management systems and services and how well management systems support program services. Progress made toward meeting the Programs' goals and objectives, federal requirements as well as other applicable local and state requirements are also examined. ***This self-assessment system provides for the identification of program weaknesses and strengths and gives Program management staff and governing bodies (Governing Board, Policy Council, Parent Committee) pertinent information for decision making that continually improves operations of management and program services.***

*45 CFR 1304.51(i)(1)

**ACYF-IM-HS-00-03, Initial Guidance on New Legislative Provisions on Performance Standards, Performance Measures, Program Self-Assessment and Program Monitoring, issued 1/31/2000

Using the PRISM @MAP*Self-Assessment System*, MAP programs' annually assesses how specific aspects of the Head Start and Early Head Start management systems impact services delivered to children and families. Self-assessment is not an isolated event, but along with ongoing monitoring, is an integral part of the program's planning cycle. MAP seeks continuous improvement by constantly asking these questions:

- Are we doing what we need to, or are we just doing it the way we have always done it?
- Are our services responding effectively to the changing needs of children and families?
- Can we refine our program design and management systems to further improve services to children and families?

Who is responsible for the self-assessment? Section 1304.50, Appendix A (Governance and Management Responsibilities), designates the Head Start Program Director as having operational responsibility for carrying out the self-assessment. MAP engages a team of program directors, managers, coordinators, administrators and specialists to outline the process and timeline for conducting the self-assessment and analyzing the results. *The results of the self-assessment serve as a driving force in determining needs for program improvement for the next fiscal/program operating period.* The self-assessment portion of the Governance and Management Responsibilities chart is provided below:

| Grantee Agency | | Delegate Agency | | Grantee or Delegate Management Staff | |
|---|---|---|---|--|--|
| Governing Body has general responsibility | Policy Council must approve or disapprove | Governing Body has general responsibility | Policy Council must approve or disapprove | Head Start program director has operating responsibility | Agency director's responsibility is determined locally |

What are the particular purposes of self-assessment? The primary purpose of *self-assessment* is explained in section 1304.51(i)(1) of the Head Start Performance Standards as a method of measuring agency accomplishments, strengths, and weaknesses. *Self-assessment allows for the continuous improvement of program plans and service delivery methods, for the enhancement of program quality and timely responses to issues that arise among enrolled families, the program and in the community. The self-assessment process also provides an opportunity for involving parents and community stakeholders, and for making staff more aware of the how the program operates and how it is viewed by its consumers.*

Stages of the PRISM @MAP Self-Assessment System

The **first stage** is *Preparing*.

MAP uses the team approach to lead the self-assessment process, determining how we will implement self-assessment, informing the Policy Council, Governing Board and Parent Committee, selecting and recruiting qualified participants to serve on the various self-assessment teams, and informing others (staff and parents) that the assessment will take place.

The **second stage** is *Engaging*

Once the self-assessment teams have been identified, team members receive training on the regulations as well as the process they will use to conduct the assessment using the core question booklets and supporting checklists assigned to their Team. Team Leaders then engage their Team in the actual assessment process. Team members observe activities, review documents, interview people, record and summarize their findings on the designated data collection instrument and entered in the ChildPlus Internal Monitoring Module.

The **third stage** is *Analyzing*.

After the self-assessment teams have completed their assignments and summarized the results, their work is then forwarded to the Self-Assessment Leadership Team. The Team works together to reflect on the summaries, analyze the information, and draw conclusions that outline the goals that will lead to a stronger program.

The **fourth stage** is *Strengthening*

In the final stage, the Self-Assessment Leadership Team *use self-assessment results as a driving force to develop goals, objectives and action plans for the Early Head Start and Head Start programs*. Both the results of the self-assessment and the plan for improvement is communicated widely – to the Governing Board, Policy Council, staff, parents and community partners.

On the following page is a graphic depiction of the self-assessment process as envisioned by the PRISM @MAP Self-Assessment System.

INSERT GRAPHICS PAGE HERE

How long should a self-assessment take? The time required to perform a self-assessment will vary from periods ranging from one to three weeks depending on the geographical location of Centers within each Region. While many may think the self-assessment is extra work, MAP embraces this time and effort as necessary for program improvement and is therefore an important, integral part of the program year. The self-assessment process allows for the continuation of Head Start/Early Head Start services without interruption, yet provide the self-assessment team with time set aside for access to program operations, staff and parents to answer questions. See also Self Assessment Implementation Schedule on page 8 of 22.

How will this System be useful? This System is intended to guide the Self Assessment Leadership, Planning and Review Teams in:

- Reviewing our programs' services
- Reviewing our programs' management systems
- Reviewing our programs' progress in meeting its own goals and objectives
- Identifying program strengths
- Identifying areas where improvement is needed
- Assessing our programs' progress in achieving locally determined goals and objectives.
- Analyzing the results of the self-assessment
- Designing a plan for continuous program improvement

About this System

One of the key management responsibilities of all Head Start programs is to “*conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations at least once each program year.*” (1304.51(I)) As of the year 2000, programs are also required to incorporate child outcome data into their self-assessment process.

Accordingly, MAP updated its comprehensive self-assessment process to addresses all of the management systems and services, to include a review of child outcomes. Historically, MAP uses the current Federal monitoring instrument as a basis for implementing self-assessment. In November 2002, MAP developed an assessment instrument, herein referred to as PRISM @MAP Self-Assessment Instrument, which addresses all of the Federal requirements that all Head Start and Early Head Start programs must meet within the realms of its organizational structure and operational practices. The PRISM @MAP Self Assessment System provides an in-depth assessment of all Head Start/Early Head Start service areas and management systems, yet remains user-friendly and manageable for staff, parents and other participants who may serve on the self-assessment teams.

In designing this System, we relied on the Federal monitoring instrument known as PRISM, Program Review Instrument for Systems Monitoring of Head Start and Early Head Start Grantees, and the Head Start Self-Assessment Tool Kit. In November 2004, this System was updated to reflect changes in PRISM 2005. Our resulting System is herein referred to as ***PRISM @MAP2005 Self-Assessment System***. *Though the name PRISM@MAP Self-Assessment System has remained unchanged, the instruments and other supporting tools have been modified, most recently in January 2013.*

Benefits of the PRISM @MAP2014 Self-Assessment System are:

- adequately addresses key areas of the Head Start performance standards
- can be administered by a diverse volunteer self-assessment team that includes not only child development and family services professionals, but also governing body members, parents and other community representatives
- promotes an efficient use of time and resources
- provides valuable information to inform program leaders about ways to strengthen and improve the program

Executive Leadership Team

Bobby E. Brown

Dorothy S. Foster

- Provide program oversight for the annual self-assessment process
- Serve as ‘clearing house’ and liaison to Governing Board and Policy Groups
- Review, approve and/or recommend changes for assessment activities, procedures, instrument and other related matters; forward same to Self Assessment Leadership Team for implementation.

Self-Assessment Leadership Team

Charlene Priester
Annie H. Lewis
Linda Brandon

Demond L. Spann
Dot Hearon
George Bartley

Peggy S. Johnson*

*(*Liaison to Self Assessment Planning Team)*

Team Roles and Responsibilities

- Provide management oversight for the annual self assessment process
- Serve as ‘clearing house’ and liaison to Chief Executive Office (CEO) and Chief Operations Officer (COO)
- Review, approve and/or recommend changes to assessment activities, procedures, instruments and other related matters; submit same to CEO and COO, as appropriate.
- Evaluate process; monitor follow up activities.
- Implement self-assessment activities as prescribed by CEO and COO.
- Review self-assessment instruments, procedures and related plans; recommend changes as appropriate to CEO and COO.
- Implement final schedule as approved by CEO and COO.
- Compile results of assessments and corrective action plans; submit to CEO and COO.

Self Assessment Planning Team

Elizabeth Taylor, Management Consultant

Peggy S. Johnson, Executive Liaison

Gwendolyn Horton, Self Assessment System Coordinator

Team Roles and Responsibilities

- Implement self-assessment activities as prescribed by Executive Leadership Team.
- Review self-assessment instruments, procedures and related plans; recommend changes as appropriate to Executive Leadership Team.
- Implement final schedule as approved by Executive Leadership Team.
- In conjunction with Wrap-up Teams, compile results of regional assessments and corrective action plans; submit to Executive Leadership Team.
- Monitor follow-up activities; provide direction and technical assistance as needed.
- Assist in process evaluation as needed.

Monitoring Teams

Region I - George Bartley

Region III - Peggy S. Johnson

Region V - Dot Hearon

Region VII - George Bartley

Region IX - Peggy S. Johnson

Region II - Demond L. Spann

Region IV - Dot Hearon

Region VI - Annie P. Lewis

Region VIII - Annie P. Lewis

Region X - Demond L. Spann

Team Roles and Responsibilities

- Assisting Regional Administrators with implementation of self-assessment process and related preparations.
- Monitoring assessment activities (including on-site visits) and providing technical assistance to assigned Region throughout the self-assessment process.
- Assure that Assessment System Code of Ethics is maintained throughout the process.

Central and Regional Assessment Team Roles and Responsibilities

- Conduct assessment of MAP operations of all Head Start and Early Head Start Centers and Childcare Partners as outlined in the 2014 PRISM@MAP System Briefing using the prescribed Instruments.
- Summarize findings of each site visit and submit to Team Leader.
- Team Leaders submits all assessment materials to Regional Administrator to be submitted to self-assessment coordinator at the Central Office.

Recommended Assessment Teams Make-up

Central Assessment Review Team

- 2 - Governing Board Members (1 Parent Member; 1 Community Partner)
- 2 - Policy Council (1 Parent Member; 1 Community Partner)
- 1 - ECE (Leflore County EHS)
- 1 - ECE (Warren County EHS)
- 1 - Child Health & Safety (Yazoo County EHS)
- 1 - Support Generalist (Region 2)

Regional Assessment Team

- 2 - ECE Reviewer (must be an ECE staff person or other staff with ECE degree)
- 2 - CLASS Reviewers (must be CLASS certified Trainer/Observer)
- 2 - ERSEA/Child Health/FCE Reviewers (preferably Center Administrator and/or FCW)
- 2 - Health & Safety Reviewers (preferably Center Administrator, Support Generalist and/or Janitor)
- 1 - Team Leader (preferably Regional Generalist)
- 1 - Recorder (Data Entry) - (preferably Regional Secretary)
- 1 - Regional Administrator (Team Advisor/Ex-Officio)

**PRISM@MAP Self Assessment System
for Head Start and Early Head Start Programs
Operational Procedures**

PRISM @MAP2014 - at-a-glance

“This Is How We Do It!”

The PRISM@MAP self assessment process is an evidence-based system that includes interviews, on-site observations and document reviews at each operational level: local (Head Start and Early Head Start Centers), regional and central office.

The Regional Assessment Team will conduct an on-site visit to each Head Start Center in the assigned Region. The visit should include all program options provided at each Center (to include off-site partnerships). Focus children will be selected prior to the on-site visit. Each on-site visit will be no less than one hour and will include at a minimum:

The on-site review process will consist of the activities noted below:

- **Observations:** (1) classrooms of selected focus group children [Minimum 30 minutes per classroom]. Care should be taken to include all age groups and children with disabilities. (2) Bus ride (one morning or afternoon route) of vehicle with selected focus group children; (3) walk-thru inspection of **all** vehicles use to provide transportation services for children; (4) walk-thru facility inspection including inside, outside and play areas; (5) Meal Service (one per Region <Breakfast, Lunch, Snack>) - observation of meal service to focus children; (6) Health and Safety walk-thru Classroom inspection for each classroom.
- **Interviews:** Staff and parents of focus children or as otherwise directed by the Monitoring Protocol Guides. Interviews may be conducted individually or as a group.
 - Ask only questions included in the Monitoring Protocol Guides.
- **RecordKeeping:** Review of records of selected focus children and families as indicated by the appropriate Monitoring Protocol Guides.
 - At the end of each assessment day activities, team members will meet to summarize findings, weaknesses, strengths and begin completion of the Monitoring Worksheet.
 - The Monitoring Worksheet and the Improvement Strategies for each Center are to be entered in the ChildPlus.net System prior to the Wrap-up Meeting in **April 21-23, 2014.**
- **Team Meetings:** Teams are asked to meet at the end of each day to review findings, share observations, reach a consensus, complete Monitoring Worksheet for Centers assessed that day. The Regional Administrator and Team Leader will be responsible for arranging a convenient place for the Team to hold its daily team meetings.
- **Regional Briefing:** Review Team Leaders are asked to make contact with the Regional Administrator at the end of each day to keep Self Assessment Planning Team and Monitors informed as the Assessment progresses. Regional Administrators will be responsible for sharing information with the Monitoring Liaison person who will be responsible for sharing information with Self Assessment Planning Team.

Training: It is recommended that staff who have participated in the assessment process in previous years be used to conduct the on-site assessments which will eliminate the need for extensive re-training on the assessment instrument. However, it is recommended a general orientation should be provided to the full team (staff only). Partners' staff and Parents will be trained at the local level. The training will include but may not be limited to: (1) An Introduction to the 2014 Monitoring Protocol and the supporting Monitoring Guides; (2) Review of Use of Monitoring Worksheet; (3) techniques for using the instruments for each reviewer group and (4) Daily Meeting and Report Writing. All team members will be required to familiarize themselves with the protocol, accompanying guides and monitoring worksheets for their assigned content area/group.

Once all arrangements have been set:

- The Team Leader (at the direction of the Regional Administrator) will be responsible for finalizing all tasks necessary for the Assessment Review.
- The Recorder should prepare the final Team Assignment Roster and forward it to the Team Leader and Regional Administrator.
- The Regional Administrator will be responsible for submitting Team Assignment Rosters and Schedules to the assigned Monitor and the Self Assessment Planning Team.
- The Regional Administrator will be responsible for making sure that each Team member has a copy of the Team Assignment Roster, the Assessment Schedule and all monitoring instruments to be used.
- Center Administrators will be responsible for ensuring site preparations and all other tasks related to the annual assessment at their assigned Centers (and child care partners) are carried out, to include making sure that all staffs are aware of the assessment, the purpose of the assessment and their role(s) in the assessment.

OTHER SUPPORT DOCUMENTATION

- Meeting Agendas and sign-in rosters

2014 PRISM @MAP Self-Assessment System
Focus Group Children

| Center Name | # of Focus Children | Center Name | # of Focus Children | Center Name | # of Focus Children |
|--------------------|---------------------|-------------------|---------------------|--------------------|---------------------|
| Bay Waveland | 20 | Forest Community | 20 | Kendricks | 10 |
| Hancock County CCP | 10 | Meridian | 20 | Fulton | 10 |
| Picayune | 20 | Meridian EHS | 5 | Iuka | 10 |
| McCarty CCP | 10 | Poplarville | 10 | Midway | 10 |
| Richton | 20 | Richton EHS | 5 | Kings | 20 |
| Cedars | 20 | Cedars EHS | 5 | Richardson | 20 |
| Lindsey | 20 | New Zion | 10 | Franklin Complex | 20 |
| CL Young | 20 | RLT Smith | 10 | Toomsuba | 20 |
| | | Gilliam | 20 | Gilliam EHS | 20 |
| Itta Bena | 20 | Booneville | 20 | Fulton | 20 |
| Mantachie | 20 | | | Winston EHS | 5 |
| Pisgah | 10 | Pisgah EHS | 2 | Wheeler | 10 |
| Wheeler EHS | 5 | Union Cty Complex | 20 | Bryant | 10 |
| McIntosh | 10 | Water Valley | 20 | South Calhoun | 10 |
| South Calhoun EHS | 5 | Okolona CCP | 5 | Winston County | 20 |
| Exhibit Hall | 20 | Yazoo City | 20 | Bentonia-Gibbs | 10 |
| Fouche | 10 | Linwood | 10 | Chalybeate | 20 |
| Corinth | 10 | Prather | 20 | Belmont | 20 |
| Burnsville | 10 | Burnsville CCP | 5 | Hancock County CCP | 5 |
| Aberdeen | 20 | Baldwyn CCP | 5 | Mooreville CCP | 5 |
| Ecu | 10 | Haven Acres | 10 | EB Flynn | 10 |
| Nettleton | 10 | Northside | 10 | Saltillo | 10 |
| Shannon I | 10 | Shannon II | 10 | Verona | 10 |
| West Amory | 20 | Aberdeen EHS | 5 | Verona EHS | 5 |