



DEPARTMENT OF HEALTH & HUMAN SERVICES


ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson

Mr. Paul Ramirez
Board Chairperson
Orange County Head Start, Inc.
2501 S Pullman St.
Ste. 100
Santa Ana, CA 92705

From: Responsible HHS Official

Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

 3/21/10
Date

Overview of Findings

From 01/31/2010 to 02/05/2010, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Orange County Head Start, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your programs for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Paul Ramirez, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, it was determined that your Head Start and Early Head Start programs are in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective action is required at this time.

Since 2009 two new features were added as applicable to triennial and first-year reports. First, if during the course of a review an area of noncompliance was identified and corrected on site, the report will include a narrative to describe the area of noncompliance and a narrative to describe the corrective action the grantee took to correct the finding. No further corrective action is necessary for an area of noncompliance reported as corrected on site.

Secondly, program strengths identified during the on-site review will also be included in triennial and first-year review reports.

Beginning in Fiscal Year 2010, if you are a grantee serving preschool age children in the

center-based option, a sample of your preschool classrooms will be observed using the Classroom Assessment Scoring System (CLASS). This classroom observation instrument looks at the teacher/child interactions, as well as interactions between children. If you operate a center-based program for preschool age children, the results of CLASS will be included in your monitoring report as a separate attachment. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Ms. Jan Len, Regional Program Manager

Ms. Maria Hernandez, Policy Council Chairperson

Ms. Colleen Versteeg, CEO/Executive Director/Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>Orange County Head Start, Inc.</i>
Program Type:	<i>HS/EHS</i>
Team Leader:	<i>Ms. Alice Conkle</i>
Funded Enrollment HS:	<i>3931</i>
Funded Enrollment EHS:	<i>60</i>

Area of Strength

The Orange County Head Start program recognized several challenges within its program and took the initiative to overcome them. Staff developed new programs and procedures to improve the quality of the program and to benefit the children, families, and communities of Orange County.

The Executive Director implemented the Safety Assistant Monitor Program (SAM) involving parents, staff, and children. Parents received specialized training in safety and emergency practices, prepared for manmade and natural disasters, and learned intervention strategies to help children cope with stress and trauma. As part of the monthly SAM classes, 20 SAM parents were assigned to meet with other parents at their centers and encourage them to prepare at home for emergencies. SAM class assignments included developing home evacuation routes, creating home emergency supplies, and developing a family emergency communication plan. SAM parents also collaborated with the Quality Systems monitoring staff to conduct monthly safe-environment reviews at their respective centers, and received college credits from the Orange Coast College.

The grantee developed several programs to combat childhood obesity. The LEAN Start program, a six-session physical activity and nutrition activity program, was offered at Head Start centers for children by The Orange County Commission. Collaboration with community

agencies enhanced the quality of the nutrition program and addressed childhood obesity through extensive networking, support, and partnerships.

Staff focused on bringing more physical activity programs through program goals and objectives. The Parent Nutrition Assistant program was implemented each year with a new group of parents who completed a college-credit course in child nutrition. These parents took the information they learned in the course and taught other parents about nutrition and physical activity during the parent committee meetings and workshops. They also completed nutrition and physical activity lessons with the children in the classrooms.

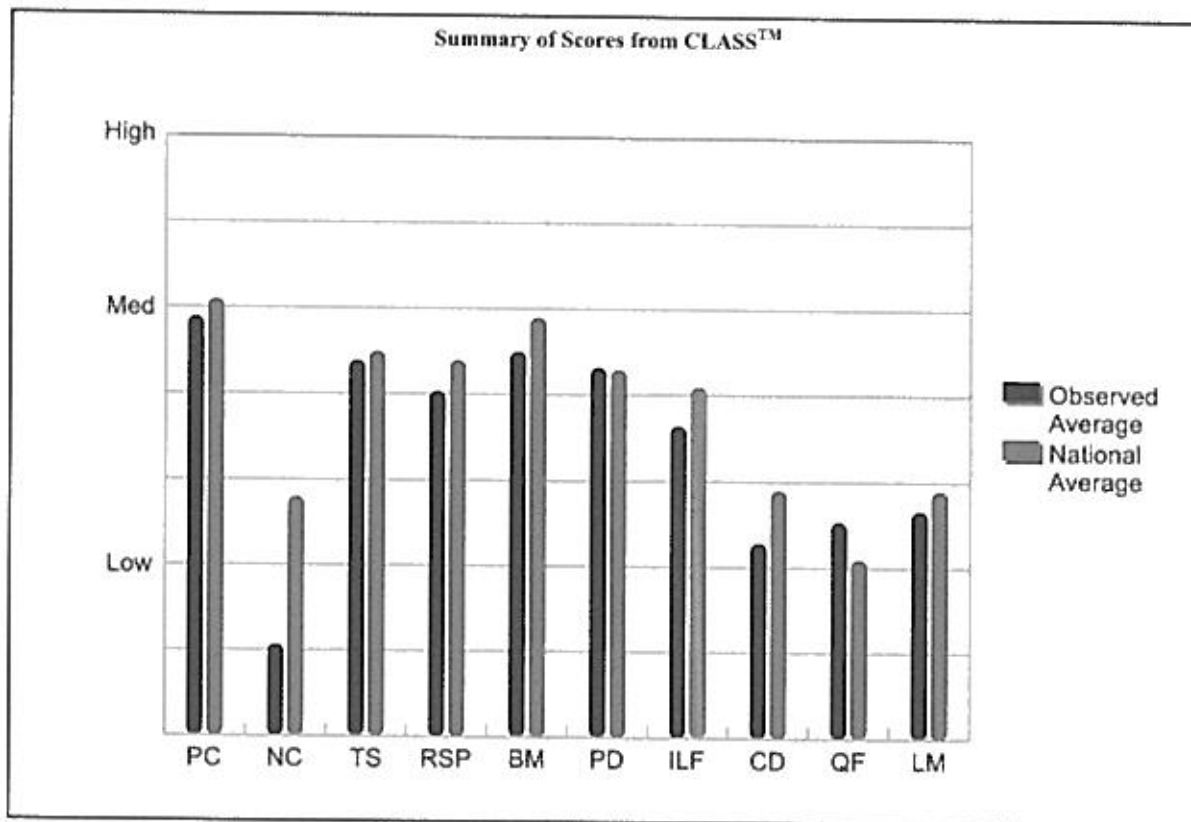
The Family Outcome Measures Tool allowed social service staff to assess family strengths and help parents achieve their goals. The data collected represented the percentage of family strengths and challenges by family category. Once the data was collected, the agency determined services needed by agency, center, and individual family. Data also allowed the grantee to see trends, patterns, areas of concerns, and needs. Reports allowed comparisons between the initial and final family assessment, showing a positive or negative change based on their progress. The lives of children and families were enhanced due to the determination and dedication of grantee staff, as well as development of these new programs.

— END OF REPORT —

Results from CLASS™ Observations conducted at ORANGE COUNTY HEAD START, INC.

The following information represents the results of the preschool classroom observations with the Classroom Assessment Scoring System™ (CLASS™) which were conducted concurrent with your triennial review. The team observed 28 classrooms. These results are for your information and you are welcome to use this report in your quality improvement efforts if you find it helpful. This information is only representative of those classrooms where the CLASS™ observations took place.

The CLASS™ tool looks at 10 dimensions of teacher-student interactions and states those observed interactions on a seven point scale. The table on this page provides you with the average scores across the preschool classrooms observed in your program and the national average from a large study of early childhood classrooms. The chart on the next page will show the aggregate scores from all of your evaluated preschool classrooms along each of the ten dimensions, with a summary of the comments for each of these areas.



Results from CLASS™ Observations conducted at ORANGE COUNTY HEAD START, INC.

Summary of Comments from Classroom Observations		
Dimension	Score	Summary
Positive Climate	4.9	There were many indications that the teachers and students enjoyed a warm, supportive relationship with one another. Sometimes, there were displays of positive affect, with positive communications, both verbal and physical, among the teachers and the students. The teachers and students sometimes demonstrated respect for one another.
Negative Climate *	1.1	The teachers and the students did not display strong negative affect and rarely, if ever, displayed mild negativity. The teachers did not yell or make threats to establish control. The teachers and the students were not sarcastic or disrespectful, and there were no instances of severe negativity.
Teacher Sensitivity	4.4	The teachers were sometimes aware of students who needed extra support, assistance, and attention. The teachers were sometimes responsive to students, but at other times, they were more dismissive or unresponsive. The teachers matched their support to the needs and abilities of some students, but not all students. The teachers were sometimes effective at addressing the students' problems and concerns. The students sometimes sought support from, shared their ideas with, or responded to questions from the teachers.
Regard for Student Perspectives	4.0	The teachers followed the students' leads during some periods and were more controlling during others. The teachers sometimes provided support for student autonomy and leadership, but at other times, they failed to do so. There were periods during which there was much student talk and expression, but at other times, the teachers' talk dominated.
Behavior Management	4.5	The rules and expectations were clearly stated but were inconsistently enforced. The teachers used a mix of proactive and reactive responses: Sometimes, they monitored and reacted to early indicators of behavior problems, but at other times, they missed or ignored them. Most of the teachers' redirection of misbehaviors was effective, particularly when they focused on positives and used subtle cues. As a result, misbehavior rarely continued, escalated, or took time away from learning. There were periodic episodes of misbehavior in the classroom.
Productivity	4.3	The teachers provided activities for the students most of the time, but some learning time was lost in dealing with disruptions and the completion of managerial tasks. There was some evidence of classroom routines that allowed everyone to know what was expected. Transitions sometimes took too long or were too frequent and inefficient. The teachers were mostly prepared for activities but took some time away from instruction to take care of last-minute preparations.
Instructional Learning Formats	3.6	The teachers actively facilitated activities and lessons to encourage interest and expand involvement, but at other times, they merely provided activities for the students. The teachers were inconsistent in the use of a variety of modalities and materials to gain the interest and participation of the students during activities and lessons. Students were engaged and/or interested for periods of time, but at other times, their interest waned, and they were not involved in the activity or lesson. The teachers somewhat oriented students to learning objectives. The learning objectives were clear during some periods but less so during others.
Concept Development	2.3	The teachers occasionally used discussion and activities that encouraged analysis and reasoning. The teachers rarely provided opportunities for students to be creative and/or generate their own ideas and products. The teachers sometimes linked

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Results from CLASS™ Observations conducted at ORANGE COUNTY HEAD START, INC.

		concepts and activities to one another and to previous learning. The teachers did not relate concepts to the students' actual lives.
Quality of Feedback	2.5	The teachers rarely provided scaffolding to the students, and at other times, they simply dismissed responses as incorrect or ignored problems in the students' understanding. The teachers gave only perfunctory feedback to students. The teachers rarely queried the students or prompted them to explain their thinking and rationale for responses and actions. The teachers rarely provided additional information to expand on the students' understanding or actions. The teachers rarely offered encouragement of the students' efforts that increased student involvement and persistence.
Language Modeling	2.7	There were limited conversations in the classroom. The majority of the questions asked by the teachers were closed-ended. The teachers sometimes repeated or extended the students' responses. The teachers' actions were rarely mapped through language and description. The teachers rarely used advanced language with students.

* - Low score suggests a developmentally appropriate learning climate that fosters students' well-being.

- High score suggests that this is an area that teachers could improve to create a more positive climate for students.