



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Mr. Todd Lundell
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

 3/11/13
Date

Overview of Findings

From 1/27/2013 to 2/1/2013, 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 program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Todd Lundell, 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.

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. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

During your review, the team used a sampling methodology that included a random selection of child files, staff files, and class, center, and group observations. If your report includes findings related to evidence that involved sampling, the finding narratives in your report include specific percentages from each sample that were determined by dividing the number of issues found by the total sample size. This methodology, which uses statistically driven random samples, allows the OHS to use information collected through the representative samples to make generalizations regarding your program as a whole.

For example, if, during your review, the team examines a sample of 45 child files, the finding narrative will indicate the percentage of files that were identified with an issue. The percentage will be determined by dividing the number of child files with issues by 45. Likewise, when summarizing information from classroom observations, the total number of classrooms with issues will be divided by the total number observed to determine the percentage of the sample with problems.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

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. Danielle Dempsey-Ortega, 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>Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Christina Rivera</i>
Funded Enrollment HS:	<i>3931</i>
Funded Enrollment EHS:	<i>208</i>

Area of Strength

Management Systems

The grantee developed a range of systems to support every service area, department, and system in the Head Start program. The grantee maintained a thorough system for communicating with staff, parents, delegate agencies, the Board of Directors, and the community through the agency website, which included sections targeted at each key stakeholder and provided information related to the agency's Service Area Plans, Policies and Procedures (SAPPPs); program and school readiness goals, action plans, and materials; Child Outcomes reports; the Community Assessment; Monitoring Checklists; the Program Planning Calendar; the Employee Handbook; job openings; the Procurement and Accounting manuals; parent resources; parent volunteer information; and bids and proposals.

The Staff section of the website included an automated work order system and an automated purchasing system. The work order system allowed staff across the grantee's 23 centers to submit requests for safety concerns, facility improvements, and computer or technical assistance, as well as schedule meeting rooms and set-up. The work orders were organized and tracked by type and facility and received directly by relevant Facilities and Management Information

Systems (MIS) staff, resulting in safe, high-quality environments. The automated purchasing system allowed designated staff to submit electronic purchase requests for core products previously selected by the agency through a bid process. The agency website also provided the Board of Directors with access to the SharePoint collaboration platform allowing people to work together; share information; and retrieve agendas, minutes, and other items for review prior to the monthly meetings.

The Manage By Information (MBI) report was an ongoing monitoring tool used by the management team to track services and record-keeping bi-weekly to track Program Information Report (PIR) indicator data and information related to Health; Nutrition; Education; Disabilities; Eligibility, Recruitment, Selection, Enrollment, and Attendance; Fiscal Management; Human Resources; MIS; and Facilities. The reports were stored in an electronic file shared by all members of the management team and provided regular access to up-to-date program information to enable changes to be implemented timely.

Managers regularly reviewed MBI reports with the Division Directors to identify areas of concern, resulting in the managers developing MBI Action Plans and Resolutions for approval by the Division Director. Data from the reports were consolidated monthly to create a Program Information Summary: a report in graph format presented to the Policy Council and the Board of Directors. Furthermore, the Executive Director provided training to the Policy Council and the Board of Directors on how to evaluate the program data.

The grantee provided an opportunity for parents to volunteer as Safety Assistant Monitors (SAMs) working with staff to monitor safety practices at program centers. The opportunity allowed parents to increase their competencies, skills, and knowledge by attending monthly meetings at which they learned about policies, procedures, and monitoring tools. SAMs reviewed classrooms and outdoor areas and observed earthquake and fire drills monthly and received specialized training in safety and emergency practices, both at the centers and in their homes. In addition, parents earned Safety SAM Bucks to be spent at the SAM Store to enable them to build safety backpacks to hold the supplies "purchased" during the year. SAMs were also encouraged to take the information they learned back to their centers to share with other parents, children, and staff.

— END OF REPORT —



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Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

02/14/2013

Date

Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from **01/27/2013** to **02/01/2013** of your Head Start program.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS™). The CLASS™ tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2288	Classroom Organization	5.7203	Instructional Support	2.9802

DIMENSIONS					
Positive Climate	6.14	Behavior Management	6.12	Concept Development	2.85
Negative Climate*	1.03	Productivity	6.07	Quality of Feedback	2.84
Teacher Sensitivity	6.08	Instructional Learning Formats	4.97	Language Modeling	3.25
Regard for Student Perspectives	5.72				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS™ domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Ms. Jan Len*, Regional Program Manager
Ms. Danielle Dempsey-Ortega, Policy Council Chairperson
Ms. Colleen Versteeg, CEO/Executive Director
Ms. Colleen Versteeg, Head Start Director

About CLASS™

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS™ assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS™ remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions*, the scoring principles are as follows¹:

Low range score

1—The low range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.

2—The low range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle range score

3—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

4—The middle range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.

5—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High range score

6—The high range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.

7—The high range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS™ observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS™ for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS™ in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS™ reviewers, and additional support for the CLASS™ reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

¹ Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.