

Bear River



headSTART

FEDERAL REVIEW



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES

Office of Head Start

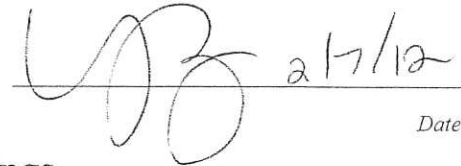
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson

*Mr. Kevin Fife
Board Chairperson
Bear River Head Start
95 W 100 S
Ste. 200
Logan, UT 84321-5811*

From: Responsible HHS Official

*Ms. Yvette Sanchez Fuentes
Director, Office of Head Start*


Date

Overview of Findings

From 10/23/2011 to 10/28/2011, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Bear River Head Start 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. Kevin Fife, 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.

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. Debbie Hedin, Regional Program Manager

Ms. Sareena Price, Policy Council Chairperson

Ms. Sarah Thurgood, CEO/Executive Director/Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>Bear River Head Start</i>
Program Type:	<i>Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Maugarra Walker</i>
Funded Enrollment HS:	<i>386</i>
Funded Enrollment EHS:	<i>75</i>

Area of Strength

The grantee had a strength in the area of community partnerships. The grantee established a collaboration with Utah State University Psychology Department to provide free trainings to Bear River Head Start/Early Head Start (EHS) staff, with individualized training to meet identified needs established in the annual Program Improvement plan, varying each year depending on the identified needs. Training topics included Infant/Toddler Attachment and Three-to-Five Mental Health. The partnership benefited the children and families served by the program by strengthening the depth of training and expertise in grantee staff regarding mental health issues and services provided to Head Start/EHS-eligible and enrolled children and families and ensuring positive mental health outcomes. The training also aided the program in gathering in-kind match and saving program resources for other operational expenses.

The community benefited from the strong relationship between local programs and the university, allowing training opportunities and front-line experience for the professor and the students enrolled in the Psychology department. Children and families, as well as staff, moved into the community through employment, education, and day-to-day living, resulting in strong and positive skills and knowledge and strengthened mental health.

The community partnership developed by the grantee enabled it to promote access to free individualized training, which enhanced not only its own Head Start/EHS services, but the community and the children and families served.

— END OF REPORT —



DEPARTMENT OF HEALTH AND HUMAN SERVICES

ADMINISTRATION FOR
CHILDREN AND FAMILIES

FEB 13 2012

Region VIII
999 18th Street
South Terrace, Suite 499
Denver, CO 80202

Kevin Fife
Board Chairperson
Bear River Head Start
95 West 100 South, Ste. 200
Logan, UT 84321

Grant Number: 08CH0056

Dear Mr. Fife:

In light of your agency's recent achievement, we are pleased to congratulate you on the results of the most recent monitoring of the Bear River Head Start Head Start and Early Head Start programs. We understand, based on the information gathered during the review which was conducted the week of October 23, 2011, the Head Start and Early Head Start programs were determined to be in full compliance with applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

While we fully expect our grantees to be compliant with regulations, we are also cognizant of the depth and breadth of effort and attention needed to sustain compliance. Please express our appreciation to the Board of Directors, Policy Council, staff, parents, and community partners for their work and commitment to Head Start children and families in your service area.

Sincerely,

Debra Hedin
Regional Program Manager
Office of Head Start, Region VIII

Jeffrey S. Newton
Regional Grants Officer
Office of Grants Management, Region VIII

cc: Sarah Thurgood, Head Start Director
Sareena Price, Policy Council Chairperson
Diana Cannell, Fiscal Officer



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

Ms. Carrie Stott
Board Chairperson
Bear River Head Start
95 West 100 South
Suite 200
Logan, UT 84321-5811

From: Responsible HHS Official

Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

06/15/2012
Date

Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from **05/13/2012 to 05/16/2012** 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	6.2344	Classroom Organization	5.7708	Instructional Support	3.2396

DIMENSIONS					
Positive Climate	6.06	Behavior Management	6.03	Concept Development	3.13
Negative Climate*	1.03	Productivity	6.22	Quality of Feedback	3.38
Teacher Sensitivity	5.94	Instructional Learning Formats	5.06	Language Modeling	3.22
Regard for Student Perspectives	5.97				

*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/tta-system/teaching>.

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

cc: *Ms. Debbie Hedin*, Regional Program Manager
Ms. Rachel Martin, Policy Council Chairperson
 , CEO/Executive Director
Ms. Sarah Thurgood, 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.

Executive Summary

In response to the Results from CLASS Observation

Submitted by Krista Useche

PHS Center Based Coordinator

This report is written in response to the CLASS Observation that was conducted at Bear River Head Start from 5/13/2012 to 5/16/2012. We received a written report on June 28, 2012. The observers were looking at three different domains that included ten dimensions. Attached you will find the results of the observations as well as our plan of implementation in each of the three domains. This report is intended to serve as a response to each of the areas with a plan in place of how we will implement the results in our program. We will build upon the strengths and weaknesses of our program.

In the domain of Emotional Support we scored a 6.2344 with 7 being the highest score possible. The average ratings for this domain are about a five. We are above the average. As a program we will continue to build upon this strength. As mentioned in our mission statement we do well to provide a supportive and nurturing environment.

The second domain was Classroom Organization, where we scored a 5.7708 out of 7. The average ratings for this domain are about 4.5. Once again we are above the average. Our teachers are well trained in organization and we will continue to build upon this strength.

Finally they looked at Instructional Support. In this area we scored a 3.2396 out of 7, which may appear a little lower. However, if you look at the average for this domain it is a little bit over two. Once again we find ourselves above the average. However, this is the area where we will focus on our training in the coming year. We would like to support our teachers in developing concepts, language modeling, and quality of feedback.

2012-2013
Preschool Head Start Center Based
Response to Results from CLASS Observations
Domains/Implementation/Outcomes/Measures

Domain 1 – Emotional Support

This domain includes Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives.

Implementation

- Continue to promote positive behavior in the classroom.
- Provide training to all staff on Emotional Support and provide examples to them.
- Continue to provide detailed data analysis using CLASS to measure progress in all of the domains three times a school year.

Outcomes

- Teachers will continue to maintain above average scores in the Emotional Support domain.
- Teachers will be better trained to provide positive experiences in their classroom.

Measures

- CLASS Observers will observe each classroom three times per year.
- Trainings will be provided on CLASS.

Documentation

CLASS Observations, Team Training Sign-In Sheets, New Employee Training, Training Calendar, Teacher Goals, Professional Development Plan

Domain 2 – Classroom Organization

This domain includes Behavior Management, Productivity, Instructional Learning Formats.

Implementation

- Child Development Staff will provide training on behavior, productivity, and instructional learning.
- Examples will be provided to all staff through videos and observations.
- Establish goals with teachers to ensure that they are helping their students to achieve school readiness. Maintain a Professional Development Plan for each teacher.
- Continue to provide ongoing mentoring, training, and support to all staff on CLASS tool and school readiness.

Outcomes

- Teachers will be better prepared to teach the children using the positive discipline strategies.
- The children and families we serve will continue to receive the highest quality of Head Start services.

Measures

- CLASS Observation data measured three times a year.
- Teachers will show improvement in effective teaching strategies through teacher goals and ongoing mentoring.

Documentation

CLASS observation instrument, written teacher goals, Training Sign In sheets, Professional Development Plan

Domain 3 – Instructional Support

This domain includes Concept Development, Quality of Feedback, and Language Modeling

Implementation

- Child Development Coordinator will provide training to all staff at Pre-service and during the school year on Instructional Support.
- Examples will be provided to teaching staff through videos and classroom observations.
- Provide ongoing training to new employees in child development so they are up to date with the latest trends.
- Allow teachers to meet together to have a teacher share to discuss ideas and strengths.

Outcomes

- All Head Start staff will be properly trained in Instructional Support and the importance of each dimension.
- Classrooms will strive to increase their scores on the CLASS Observation.
- Greater understanding of the information.

Measures

- CLASS Observation data will be measured three times a year.
- Mentor Coach will work closely with staff in setting goals.

Documentation

PreService training calendar, Training Sign-In Sheets, CLASS Observation Data, New Employee training documentation, Teacher goals, Professional Development Plan, Training Calendar

Bear River Head Start

CLASS Observations Yearly Totals 2011-2012

	Positive Climate	Negative Climate	Teacher Sensitivity	Student Perspective	Behavior Management	Productivity	Learning Formats	Concept Develop	Quality of Feedback	Language Modeling
Adventure	94%	14%	89%	83%	91%	94%	74%	60%	63%	63%
BRAM	89%	14%	83%	86%	86%	74%	63%	57%	51%	54%
BRPM	91%	17%	83%	77%	86%	80%	51%	34%	35%	43%
Discover	94%	17%	89%	86%	86%	83%	74%	74%	63%	69%
Explore	94%	14%	83%	77%	86%	83%	71%	71%	54%	60%
Fielding	97%	14%	89%	86%	91%	91%	71%	57%	54%	54%
Hyrum	83%	17%	71%	71%	80%	80%	51%	46%	46%	46%
Imagine	94%	14%	91%	74%	86%	91%	69%	45%	45%	45%
Inspire	89%	17%	77%	83%	83%	77%	60%	49%	37%	40%
Malad	100%	14%	91%	91%	94%	94%	86%	77%	77%	83%
Millville	97%	17%	91%	89%	80%	80%	80%	70%	69%	71%
Pang	86%	14%	77%	77%	86%	83%	69%	46%	60%	54%
Preston AN	60%	17%	83%	86%	83%	74%	57%	43%	43%	51%
Preston PM	97%	14%	89%	77%	89%	83%	74%	63%	63%	60%
Richmond	97%	14%	91%	83%	86%	91%	83%	77%	63%	60%
Smithfield	97%	14%	89%	89%	91%	83%	77%	63%	63%	63%
Soar	91%	14%	83%	80%	74%	80%	83%	54%	54%	45%
Soda	86%	17%	83%	77%	74%	74%	54%	49%	43%	43%

