

## Head Start Monthly Report April 2023

### Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

### In accordance with the New Head Start performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)(e) of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

#### A. Monthly Financial Statements including credit card expenditures:

##### Credit Card: \$593.91

3/13/23	\$105.91	Chief's	Policy Council
3/10/23	\$258.64	Cbus Marriott	Searight
3/10/23	\$272.67	Cbus Marriot	Franzer
3/21/23	\$28.67	CBus Marriott	Credit
3/21/23	\$14.64	Cbus Marriott	Credit

District affiliated events Director participated in include: (2)Board meeting, Admin mtg, Preschool Discussions

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, Ohio Kan mtg, Mtg w/ Garman Miller – conceptual phase discussion,

Internal committees / meetings – (2) Policy Council meetings, Administrative meetings, Recruitment, Monthly call w/ OHS, Quarterly Data, PBC discussions w/ PBC Coach, Personnel meetings w/ staff, Updates mtg w/ Board Liaison Deb Guingrich,

Trainings provided –Mtg w/ Ed Staff Expectations & Federal Review, Federal Review training to all programmatic areas

Training received –ELC class w/ NHSA, Head Start Leadership CEEL w/ Harvard University, ARP Homeless Grant,

The Director and FE team completed 2<sup>nd</sup> round intake, accepting returning children for PY 23/24. The Director and MH Manager completed orientation videos. Director negotiated contract and completed orientation for Propio services. Leadership team attended Chamber of Commerce Banquet. Director completed 2 phone calls / meetings with DANYA to prepare for federal review. Director completed planning call for upcoming Strategic Planning meeting with Aileron.

Mental Health Manager and Family Advocate attended social work conference at OHSAL.

## B. Program Information Summary

**Education** – There are 70 children age eligible to transition to kindergarten. 7 of those children have late summer birthdays. 3/14/23 – CCS Kindergarten transition meeting.

**Mental Health** –

**Disabilities** – 23 IEP students have been served thus far this year.

**Health** – Conducted Annual Staff Wellness Day

**ERSEA** – 42 children are accepted for next year, 9 children are on the waiting list (over income)

**Family Engagement** – SNAP Ed came for the DOGS event, Fashion Show

## C. Enrollment / Attendance – Cumulative enrollment = 120

### Enrollment by Program Option:

Half Day PY Head Start	48
Full Day School Year Ed Complex	58
Full Day School Year Rockford	14

### Attendance by Program Option:

Half Day PY Head Start	76%
Full Day School Year Ed Complex	85%
Full Day School Year Rockford	86%

## D. CACFP report – CACFP claimed meals

<b>Month Served</b>	<b>March 2023</b>
<b>Total Days Attendance</b>	<b>Rockford - 18 Part Day programming - 19 Ed Complex Full day Programming - 22</b>
<b>Total Breakfast</b>	<b>1591</b>
<b>Total Lunches</b>	<b>1896</b>
<b>Total Snacks</b>	<b>1493</b>
<b>Total Meals</b>	<b>4980</b>

- E. Financial Audit – Beginning late Spring**
- F. Annual Self-Assessment - Scheduled for May**
- G. Community Assessment**
- H. Communication and guidance from the Secretary – see attached**

**Attachments to report:**

IM  
PI  
School Readiness Update

Respectfully submitted,

Amy Esser  
Executive Director

**INDIVIDUAL CARDHOLDER ACTIVITY**

<b>AMY ESSER</b> 5563-7500-2990-4743	<b>CREDITS</b> \$43.31	<b>PURCHASES</b> \$637.22	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$593.91
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**ACCOUNTING CODE:**

**Purchasing Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-13	03-09	05140483069710037238912	CHIEF SUPERMARKET #1 CELINA OH	105.91
<b>Total Purchasing Activity</b>				<b>\$105.91</b>

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-10	03-09	55432863068209100940757	COLUMBUS MARRIOTT NW DUBLIN OH 016000 ARRIVAL: 03-06-23	258.64
03-10	03-09	55432863068209100940765	COLUMBUS MARRIOTT NW DUBLIN OH 016001 ARRIVAL: 03-06-23	272.67
03-21	03-20	55432863079202290204412	COLUMBUS MARRIOTT NW 614-791-1000 OH M08067 ARRIVAL: 03-20-23	28.67 CR
03-21	03-20	55432863079202290204446	COLUMBUS MARRIOTT NW 614-791-1000 OH M08071 ARRIVAL: 03-20-23	14.64 CR
<b>Total Travel Activity</b>				<b>\$488.00</b>

<b>ACF</b> <b>Administration for Children</b> <b>and Families</b>	<b>U.S. DEPARTMENT OF HEALTH</b> <b>AND HUMAN SERVICES</b>	
	1. Log No. ACF-PI-HS-23-03	2. Issuance Date: 03/15/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: Hurricanes Fiona and Ian; Natural Disaster; Disaster Relief; Response and Recovery Efforts; Disaster Assistance	

**PROGRAM INSTRUCTION**

**TO:** Head Start and Early Head Start Programs Impacted by Hurricanes Fiona and Ian

**SUBJECT:** Hurricanes Fiona and Ian Disaster Recovery Funds

**INSTRUCTION:**

This Program Instruction (PI) outlines the process to request disaster recovery funds for Head Start and Early Head Start programs, including replacement of damaged or destroyed property and facilities following Hurricanes Fiona and Ian. The PI is also intended to assist governing bodies and key management staff in determining the types of assistance and amount of recovery funds that are needed.

President Biden signed the Consolidated Appropriations Act, 2023 ([H.R. 2617](#)), into law on December 29, 2022. The Act provides \$345,000,000 in emergency funding “for necessary expenses directly related to the consequences of Hurricanes Fiona and Ian, including activities authorized under section 319(a) of the Public Health Service Act.”

The Administration for Children and Families (ACF) has the authority to award funds through September 30, 2027 but is subject to end when all funds have been awarded.

The extent of service interruption and damage to properties as a consequence of these disasters varies dramatically. The Office of Head Start (OHS) recognizes we cannot anticipate all of the circumstances in which disaster funds may be needed to ensure services are restored. Disaster recovery needs may not fully reflect how services were delivered prior to the disasters but will be responsive to the current community needs.

OHS reminds grant recipients that even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health, and mental health support, and alternative care for their children ([ACF-IM-HS-19-01](#)). Programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, rest/napping areas, computer labs, bathrooms, laundry, and power sources for recharging phones and other communication devices. Grant recipients are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

recipient can apply for funds to purchase, construct, or renovate a facility under 45 CFR §1303.44, it must establish, among other things, that the proposed purchase, construction, or major renovation is necessary because of a lack of suitable facilities in the grant recipient's service area will inhibit the operation of the program (45 CFR §1303.42(a)(1),(b)).

### *2. Materials, Supplies, and Equipment*

Some grant recipients have reported losses in materials, supplies, furnishings, and equipment. Programs should conduct a thorough review of each impacted center to ensure funding requests cover all costs necessary to replace lost or damaged vehicles, equipment, materials, furnishings, and supplies. Reviews of program losses should include outdoor play areas, kitchens, program and administrative offices, and any other service areas. Programs may also request vehicles, equipment, materials, furnishings, and supplies needed to support the delivery of temporary services or facilities activities until program services can be fully restored. Equipment purchases as defined in 45 CFR §75.2 require prior written approval under 45 CFR §75.308(c)(1)(xi).

### *3. Program Operations*

Some families may have relocated as a consequence of Hurricanes Fiona and Ian. Others remained in their community but may be displaced from their homes. Many more families may be experiencing homelessness than before the hurricanes. Programs should make every effort to assess the immediate and ongoing service needs of communities in their service area.

Programs may consider home-based services, double sessions, and increasing hours per day or days per year to meet community needs. For example, offering double sessions can serve more children on a temporary basis, but longer days and summer services may better meet the continuity needs of children who are experiencing homelessness or in temporary housing. Lowering teacher-child ratios to temporarily increase the number of teachers per classroom may also be needed to safely support evolving program schedules, transitions in services, or to more adequately respond to the needs of children and families who need additional support. Programs should consider the full range of services and supports for families that are necessary to support or supplement program operations, including providing transportation for children if they do not do so already.

### *4. Additional Health, Mental Health, Dental, and Nutrition Services*

Children, families, and staff have endured significant disruption and stress as a result of Hurricanes Fiona and Ian. In some areas, homes may still be without power or safe drinking water. Families may not be able to fully meet their health and nutritional needs under such circumstances. Post-disaster conditions also enhance the risk of infection and the spread of diseases. Programs must consider actions they can take in collaboration with community partners to address health, mental health, dental, and nutritional needs resulting from the disasters. This could include hiring or contracting with qualified practitioners who can work in centers directly with children, families, and staff. Programs may also determine they need to hire additional staff, such as consultants, family workers, or other classroom staff, who can deliver short-term specialized health, mental health, dental, and nutrition services to support recovery post-disaster for children, families, and staff.

### *5. Training and Technical Assistance (TTA)*

In addition to all the information included in this PI, grant recipients must also comply with all award terms and conditions.

### **Submission of Funding Applications**

All requests for disaster recovery funding will be made through the Head Start Enterprise System (HSES). First, grant recipients that intend to apply for disaster recovery funding should make a request under the Correspondence tab of their regular grant in HSES for the system to create a temporary grant number. The HSES Help Desk will notify recipients when their temporary grant number has been created. Grant recipients will then submit their requests for disaster recovery funding through the Application tab under this new temporary grant number. Once awarded, the temporary grant will convert to a permanent grant in HSES. Grant recipients are not limited to a single application and may request additional temporary grant numbers if needed.

Disaster recovery funding requests require the following standard forms and backup documents:

- **SF-424 Application for Federal Assistance**
- **SF-424-A Budget Information—Non-Construction Programs**
- A narrative that describes the proposed use of funds. All activities and projects must identify the relationship to a covered disaster and include a timeline clearly indicating when significant project milestones or activities will be executed or occur and when the overall project or activity will be completed.
- Governing body and Policy Council decision, including meeting minutes.
- If you are requesting funds for major renovation, construction, or purchase of facilities, you must also submit:
  - **SF-429 Real Property Status Report—Cover Page with Attachment B**
    - Read the submission instructions.
  - An application fully compliant with the requirements under HSPPS Facilities, 45 CFR §1303 Subpart E.

Non-federal Match is not required for these Disaster Recovery funds. SF-424-A Section C, Non-Federal Resources, should state \$0. Additional project or activity information may be required depending on the proposed use of funds.

More information about the process for submitting a funding application will be forthcoming in early April. In the interim, please contact [OHSDisasterRecovery@acf.hhs.gov](mailto:OHSDisasterRecovery@acf.hhs.gov) along with your program and grant specialists. We are committed to supporting you throughout this rebuilding and restoration period.

Thank you for your work on behalf of children and families.

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start



# The Role of Head Start Programs in Addressing Lead in Water

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 [eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-01](https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-01)

[Find a Head Start job near you or anywhere in the U.S.](#)

## The Role of Head Start Programs in Addressing Lead in Water ACF-IM-HS-23-01

U.S. (United States) Department  
of Health and Human Services

ACF  
Administration for Children and Families

1. **Log Number:** ACF-IM-HS-23-01
2. **Issuance Date:** 03/28/2023
3. **Originating Office:** Office of Head Start
4. **Key Words:** Lead Poisoning Prevention; Drinking Water; Testing and Screening for Lead; Effects of Lead Exposure; Funding Support

### Information Memorandum

**To:** All Head Start and Early Head Start Grant Recipients

**Subject:** The Role of Head Start Programs in Addressing Lead in Water

#### Information:

Lead is a toxic metal and there is no safe blood lead level for children.<sup>[1]</sup> Because their bodies are still developing, children under the age of 6 are at greatest risk for significant and potentially lifelong health problems as a result of exposure. They are more likely to come into contact with lead through paint or dust since young children often put their hands or objects in their mouths. However, lead in drinking water can also be a significant contributor to overall exposure to lead. This is particularly true for infants whose diet consists of food and liquids made with water, such as baby food or formula. The adverse health effects of lead exposure can be both physical and behavioral. Even low levels of lead in children can lead to anemia, behavior and learning problems, and other concerns.



Head Start programs are already working closely with families and health care providers to make sure children are screened for lead poisoning (45 CFR §1302.46). These screenings align with the Centers for Medicare and Medicaid Services' (CMS) universal blood lead screening requirement for all Medicaid-eligible children, under their states' Early and Periodic Screening, Diagnostic and Testing schedule.<sup>[iii]</sup> The Office of Head Start (OHS) applauds programs' ongoing efforts to partner with parents and caregivers to make sure all enrolled children receive required blood screening.

OHS (Office of Head Start) continues to encourage programs to leverage available resources in discussing with families how to prevent and address lead exposure in the home, such as through:

- Testing for lead in paint hazards and in water
- Minimizing children and pregnant persons' exposure to paint hazards, especially in homes built before 1978
- Creating barriers between living or play areas and possible lead hazards
- Cleaning and hygiene practices, such as regularly mopping and washing hands and toys

To learn more about the role Head Start programs play in keeping children safe and supporting families to prevent lead poisoning, visit the Early Childhood Learning and Knowledge Center and Office of Early Childhood Development websites.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start

See PDF Version of Information Memorandum:

The Role of Head Start Programs in Addressing Lead in Water [PDF, 0.0KB]

<sup>i</sup> The Centers for Disease Control and Prevention has established a blood lead "reference value" that serves as a screening tool to identify children with higher levels of lead in their blood compared with most children. However, no safe blood lead level in children has been identified: <https://www.cdc.gov/nceh/features/leadpoisoning/index.html>

<sup>ii</sup> As long as total costs for any proposed plumbing improvements, such as replacing water fixtures and lead service lines, are less than \$250,000, they would be considered minor renovations and allowable expenditures with program funds. If costs are anticipated to

MCHS NFM February 2023

Category	Amount	Hours	Rate	Description
Policy Council	292.77	6.75	43.37	
<b>At- Home Activities</b>				
Anchors Away	666.74	35.75	18.65	
Captain's Crew	909.19	48.75	18.65	
Lakeside Learners	1,146.98	61.5	18.65	
Lighthouse Leaders	1310.17	70.25	18.65	
Rockford	149.2	8	18.65	
Starboard SeaCaptains	783.3	42	18.65	
Turtle Troop	466.25	25	18.65	
	\$5,431.83			
Parent Volunteers	\$1,049.07	56.25	18.65	
Community Volunteers	951.15	51	18.65	
Kitchen Volunteers	\$196.08	14.25	13.76	
Nursing Students	\$1,487.81	63.5	23.43	
	\$3,684.11			
<b>Four U</b>				
Donated Goods	40			clothing for Fashion Show
ECE Funding	\$4,333.34			State ECE Funds
Utilities	\$2,142*			Estimated will finalize EOY
	\$6,515.34			
<b>CCS Personnel Support</b>				
IT Director	737.34			
Asst Treasurer	506.34			Payroll & Benefits
Asst Treasurer II	373.09			Accounts Payable
Superintendent Secretary	444.17			Personnel
Custodial Services	2,520.25			
Maintenance Services	1,261			
Total	5,842.19			
CCS Fringe	524.17			
CCS Benefits	6395.56			
Total	6919.76			
Haley Thomas	\$4,657.59			Speech
Momentum	\$1,000			MH Discount
Total	33,343.59			
	\$90,558.53			

ECE CCIP vs Actual

<b>439 Early Childhood</b>							
439-9923	Salaries 100	Fringes 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Original CCIP Budget	41,900.00	30,100.00	-	-	-	-	72,000.00
	6,900.00	1,100.00	-	-	-	-	8,000.00
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Adjusted CCIP Budget	48,800.00	31,200.00	-	-	-	-	80,000.00
Exp thru 9/30	-	-					-
Exp thru 10/31	-	-					-
Exp thru 11/30	-	-					-
Exp thru 12/31	-	-	No expenses charged thru 12/31/2022				-
Exp thru 01/31	6,437.71	6,313.08					12,750.79
Exp thru 02/28	6,635.58	3,546.43					10,182.01
Exp thru 03/31	6,509.64	3,657.74					10,167.38
Exp thru 04/30							-
Exp thru 05/31							-
Exp thru 06/30							-
Exp thru 07/31							-
Exp thru 08/31	-	-					-
Total Expenditures	19,582.93	13,517.25	-	-	-	-	33,100.18
<b>CCIP Budget</b>							
Remaining	29,217.07	17,682.75	-	-	-	-	46,899.82
<b>CAN SPEND UP TO</b>	53,680.00	34,320.00					
<b>BUDGET PLUS 10%</b>							

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue - C-6	189,047.00	-	189,047.00	42,365.92	146,681.08
Federal Revenue - C-5	47,553.00	-	47,553.00	19,286.38	28,266.62
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	236,600.00	-	236,600.00	61,652.30	174,947.70

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	109,771.00	-	109,771.00	47,573.20	62,197.80	-	62,197.80
Fringe Benefits	18,520.00	-	18,520.00	6,817.42	11,702.58	-	11,702.58
Programming	19,335.00	-	19,335.00	1,294.96	18,040.04	17,340.00	700.04
Supplies	88,974.00	-	88,974.00	7,710.05	81,263.95	79,548.00	1,715.95
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	-	-	-	-	-	-	-
PA22 subtotal	236,600.00	-	236,600.00	63,395.63	173,204.37	96,888.00	76,316.37
<b>Training &amp; Technical Services</b>							
Training & technical serv (job code 400)	419	-	-	-	-	-	-
Staff out of town travel	439	-	-	-	-	-	-
<b>Subtotal Purch Service</b>							
Training & Tech Supplies	-	-	-	-	-	-	-
Subtotal Supplies	-	-	-	-	-	-	-
T & TA -PA20	-	-	-	-	-	-	-
Return of Board Advance	-	-	-	-	-	-	-
<b>TOTALS</b>	236,600.00	-	236,600.00	63,395.63	173,204.37	96,888.00	76,316.37

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (1,743.33)

HEAD START - 2023 GRANT

525-9923

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,001,357.00	-	1,001,357.00	420,000.00	581,357.00
CACFP Revenue	-	-	-	30,045.06	(30,045.06)
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	1,001,357.00	-	1,001,357.00	450,045.06	551,311.94

EXPENSES

As of 03/31/2023

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	918,812.00	-	918,812.00	288,681.40	630,130.60	-	630,130.60
Fringe Benefits	707,924.00	-	707,924.00	208,448.04	499,475.96	308.75	499,167.21
Programming	153,382.00	-	153,382.00	29,252.10	124,129.90	15,816.00	108,313.90
Supplies	177,985.00	-	177,985.00	30,732.82	147,252.18	23,409.21	123,842.97
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	11,186.00	-	11,186.00	2,313.00	8,873.00	-	8,873.00
P422 subtotal	1,969,289.00	-	1,969,289.00	559,427.36	1,409,861.64	39,533.96	1,370,327.68
<b>Training &amp; Technical Services</b>							
Training & technical serv (job code 400)	419	-	11,863.00	4,336.00	7,527.00	2,045.00	5,482.00
Staff out of town travel	439	-	19,552.00	2,478.43	17,073.57	3,536.84	13,536.73
Subtotal Purch Service			31,415.00	6,814.43	24,600.57	5,581.84	19,018.73
Training & Tech Supplies			2,009.00	105.00	1,904.00	548.20	1,355.80
Subtotal Supplies			2,009.00	105.00	1,904.00	548.20	1,355.80
T & TA -PA20			33,424.00	6,919.43	26,504.57	6,130.04	20,374.53
Return of Board Advance			-	-	-	-	-
TOTALS			2,002,713.00	566,346.79	1,436,366.21	45,664.00	1,390,702.21

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES

(116,301.73)



# ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [ecika.ohs.acf.hhs.gov](mailto:ecika.ohs.acf.hhs.gov)

## Results from CLASS® Video Pilot Observations

**To: Board Chairperson**  
Mr. Bill Sell, Board Chairperson  
Celina City Board of Education  
585 E Livingston St  
Celina, OH 45822-1742

**From: Responsible HHS Official**

Date: 03/23/2023  
Tala Hooban  
Deputy Director, Office of Head Start

On behalf of Mr. Khari M. Garvin  
Director, Office of Head Start

Thank you for your support during the recent Office of Head Start CLASS® Video Pilot review conducted from 01/18/2023 to 03/04/2023 of your Head Start program. Grant 05CH011273. The CLASS® Video Pilot provided an opportunity for our monitoring team to ascertain the feasibility, efficiency, and quality of classroom observations obtained through video recordings in comparison to those obtained during in-person visits. Scores from observations conducted during the 2022-23 program year for this CLASS® Video Pilot will not be used for Designation Renewal System (DRS) purposes.

Observations were conducted in preschool center-based classrooms using the 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.

The Head Start Program Performance Standards (HSPPS) include Quality and Competitive thresholds for each CLASS® domain(s). While scores from observations conducted during the 2022-23 program year for this CLASS® Video Pilot will not be used for DRS purposes, we offer the following information for your program's reference:

DOMAIN	SCORE	Quality Threshold	Competitive Threshold
Emotional Support*	6.0893	6	5
Classroom Organization	5.9762	6	5
Instructional Support	3.4286	3	2.3**

\*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.

\*\*The competitive threshold for Instructional Support is 2.3 for CLASS® reviews conducted through July 31, 2025 and then raises to 2.5 for CLASS® reviews conducted on and after August 1, 2025.

DIMENSION	SCORE
Positive Climate	5.86
Negative Climate	1.00
Teacher Sensitivity	6.00
Regard for Student Perspectives	5.50
Behavior Management	5.86
Productivity	6.29
Instructional Learning Formats	5.79
Concept Development	3.14
Quality of Feedback	3.57
Language Modeling	3.57

If your grant's scores from this CLASS® review would have fallen below the *quality or competitive threshold* for one or more CLASS® domains, the Office of Head Start offers the following training and technical assistance (TTA) resources as a first step to support your program's efforts on quality improvement related to teacher-child interactions in these areas: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-quality-improvement>. In addition, you have the option of working with your Regional Office to explore further TTA opportunities that support improvement of classroom learning environments and teacher-child interactions in areas that could most benefit your program.

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 <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/learn-more-about-class>.

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

cc: *Ms. Karen McNamara*, Regional Program Manager

*Ms. Marcy Jett*, Policy Council Chairperson

*Dr. Ken Schmiesing*, CEO/Executive Director

*Ms. Amy Esser*, 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 follows:

### **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® Teachstone Specialists conduct two 20-minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.





ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

March 24, 2023

Celina City Board of Education

Re: Grant No. 05CH011273

**Dear Head Start Grantee:**

The Administration for Children and Families (ACF), Office of Head Start (OHS) recently conducted a monitoring review of your program. The attached report contains information about your agency's performance and compliance with the requirements of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations.

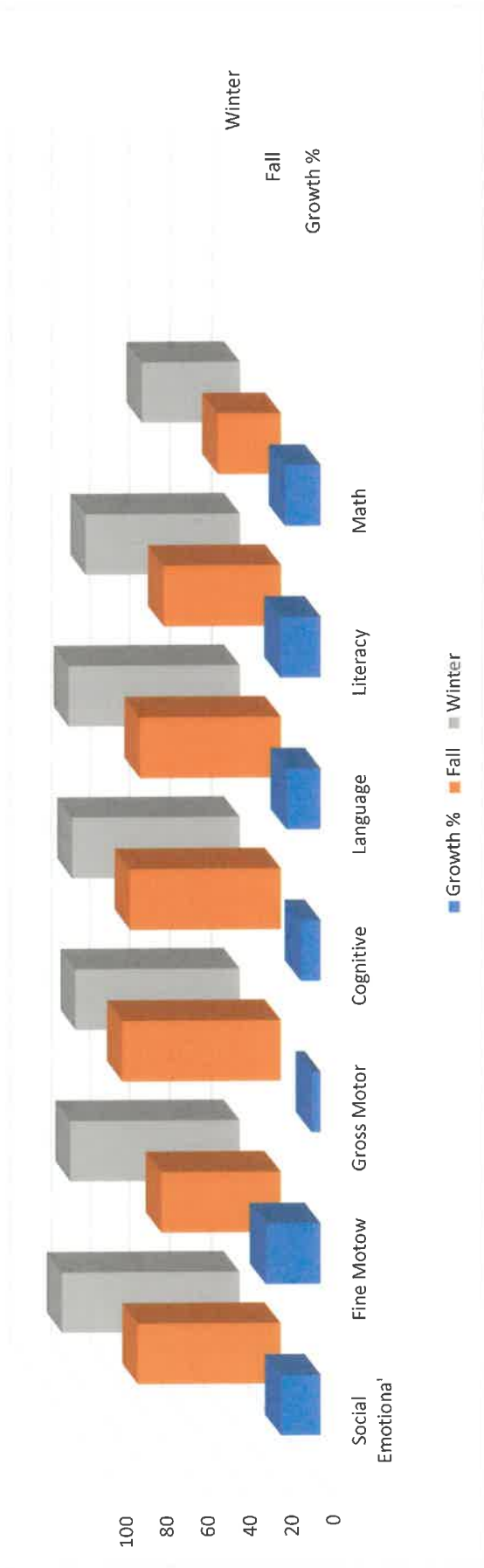
Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

If the report has findings the corrective action period will begin 72 hours from the time this email was sent.

Sincerely,

OHS Monitoring Team

## SR Goals Growth Report Fall to Winter 22/23



How to read the chart. The orange columns reflect the percentage of children meeting (average) widely held expectations of child development in each of the specific objectives for the Fall Checkpoint (November 22). The gray columns reflect the percentage of children meeting (average) widely held expectations of child development in each of the specific objectives for the Winter Checkpoint (February 23). The blue columns show the percentage of growth from fall to winter.

Things to consider. Gross Motor has low growth due to so many children meeting expectations at entry. The chart does not reflect the children in the below meeting categories or the exceeding expectations.