



PUBLIC SCHOOLS

**MCPHERSON AND MARION COUNTY
EARLY CHILDHOOD PROGRAM**

915 East First
McPherson, KS 67460
Ph: 620-241-9590
Fax: 620-241-9565

From: David Brock

Date: 12/11/23

Re: BOEI Brief

Comments/Attachments

- Directors Report: Update on items that we are required to report on each month.
- ACF-PI-OHS-23-04: Notice of Proposed Rulemaking on Supporting the Head Start Workforce and Consistent Quality Programming-Public Comment. The Office of Head Start (OHS) is soliciting feedback on proposed changes to standards and will use comments submitted by the public in making decisions for the final rule. Proposed revisions to standards would provide clear federal requirements for:
 - Wages and Benefits to support the Head Start workforce
 - Better integration of mental health into all levels of Head Start programming
 - Enhanced standards in other service areas to promote quality improvement and clarity of requirements.
- ACF-IM-HS-23-04: Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients. This information memorandum outlines the Office Of Head Start monitoring process for Fiscal Year 2024. At this time our program has not been notified of any scheduled reviews that would take place in our program during the 23-24 school year. We are still awaiting notice of our follow up review from deficiencies that occurred during the 22-23 school year. **The Office of Head Start reserves the right to conduct unannounced reviews at any time.**
- Fall 23/24 Child Level Outcome Data: The attached report provides Child Level Outcome data for our program for the Fall. The report also compares our student performance to the National Normative Sample.
- CLASS Results: The attached report contains scores from internal CLASS Assessments that were conducted in September and October. The attached results are the program averages. The Classroom Assessment Scoring System (CLASS) is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. During five year grant cycles the Office Of Head Start (OHS) typically conducts a CLASS review of programs. We have not received notice of a CLASS review for our program as of yet. There are established thresholds that programs have to meet in order to pass the review. There are quality thresholds and competitive thresholds:
 - Quality Thresholds are as follows: 6 for Emotional Support, 6 for Classroom Organization, and 3 for instructional support. If we fall under these scores during a review OHS will provide support for quality improvement.
 - Competitive Thresholds are as follows: 5 for Classroom Organization, 5 for Emotional Support, and 2.3 for instructional support. If one or more of these scores falls under the

competitive thresholds our program would be designated for competition meaning we would need to recompetete for our grant.

- **Project Description/Grant Application:** The attached project description is a requirement of the competitive grant we are applying for that is due on December 14th. The project description is based on how our program currently operates and how we will operate in the future. There are no major changes being proposed in any of the areas in the project description. The project description includes the following information:
 - Project Summary
 - Demonstration of Need for Child Development and Health Services: Location, Population, and service delivery options.
 - Achieving Early Learning and Development Outcomes to Promote School Readiness for Children
 - Past Performance
 - Staffing and Supporting a Strong Early Learning Workforce
 - Planning and Implementation
 - Organizational Capacity and Governance
 - Budget and Budget Justification



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From: David Brock
Date: 12/11/23
Re: Directors Report

Enrollment as of 11/30/23:

	Head Start	Dual	SPED	State Pre-K	Community	Total
EES 3	3	0	3	3	0	9
EES 4	4	1	2	4	3	14
LES Rank	3	1	4	4	3	15
LES Kramer	11	0	2	2	1	16
RES 3	5	5	1	2	1	14
RES 4	7	3	2	2	0	14
RES 3/4	6	3	3	3	0	15
WES 3	5	2	0	7	0	14
WES 4	4	1	3	5	0	13
HES AM*	4	1	0	0	0	13
HES PM*	1	2	0	0	0	10
HES F.D.*	7	2	1	0	0	15
MES AM	7	1	2	0	3	13
MES PM	12	2	0	0	2	16
Total	79	24	23	32	13	190

* Currently we have 104 out of 115 Head Start slots filled. Head Start is aware of the challenges that all Head Start programs are currently facing and are just asking that we document our enrollment. We will continue our recruitment efforts, however we will not be penalized if we do not fill our 115 Head Start Slots.

*If students qualify for Head Start they also qualify for state pre-k.

Attendance Rates ending 11/30/23:

Head Start requires that average daily attendance is at 85% monthly.

- Average Daily Attendance for Head Start Students only was 92%
- Average Daily Attendance for all students in the program was 93%

Wait List as of 11/30/23

There are currently 13 students on a waitlist for the program. While not all of our classrooms are full we do need to leave a certain amount of slots open as we currently still need to fill 11 head start slots to meet our Head Start funded enrollment of 115.

Funding	3 Year Old	4 Year Old
Head Start	0	0
State Pre-K	1	1
Community	7	3
Out of District	1	0



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Health Requirements 45/90 Day 11/30/23:

We are required to conduct Hearing and Vision Screenings within the 1st 45 days of students attending class. Physical and Dental examinations along with Immunizations on all students should be completed within 90 days of students attending class.

45 Day Hearing and Vision Screenings	Head Start: 98% All: 98%
90 Day Physical and Dental Exams	Head Start: 59% All: 58%
90 Day Immunizations	Head Start: 93% All: 93%

Budget Report: 11/30/23

Head Start Funding for this year is as follows:

Total Budget	\$1,487,245.87
Amount Spent So Far	\$374,968.69
Percent Used	25%

Personnel Changes:

Resignations/Retirement:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Terry Bernal	EES Pre-K Floating Instructional Aide	11/16/23
Sarah Chaires	Family and Community Services Coordinator	11/10/23

Transfers:

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Morgan Sechler	From: WES pre-k 4 To: RES 4th grade	8/1/24

New Hires:

<u>Name</u>	<u>Position</u>	<u>Effective</u>



Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-ohs-23-04

Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period ACF-PI-OHS-23-04

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

ACF
Administration for Children and Families

1. **Log Number:** ACF-PI-OHS-23-04
2. **Issuance Date:** 11/20/2023
3. **Originating Office:** Office of Head Start
4. **Key Words:** Head Start Workforce; Wages; Benefits; Mental Health; Quality Improvement

Program Instruction

To: All Head Start and Early Head Start Grant Recipients

Subject: Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period

Instruction:

The Office of Head Start (OHS) has a Notice of Proposed Rulemaking (NPRM) in the Federal Register, [Supporting the Head Start Workforce and Consistent Quality Programming](#). The publication opens a 60-day public comment period. OHS is soliciting feedback on these proposed changes and will use comments submitted by the public in making decisions for the final rule.

This [NPRM proposes](#) new and enhanced changes to the Head Start Program Performance Standards (HSPPS) in three main areas: workforce supports, mental health, and other quality improvements. The proposed revisions would ensure OHS provides clear federal requirements for:

- Wages and benefits to support the Head Start workforce
- Better integration of mental health into all levels of Head Start programming
- Enhanced standards in other service areas to promote quality improvement and clarity of requirements

The current HSPPS remain in effect until a final rule is issued.

Workforce

This NPRM proposes standards for staff compensation that require programs to promote competitive wages for staff by August 2031. More specifically, the proposed standards would require programs to pay education staff annual salaries that are comparable to public school preschool teachers. This represents progress towards an ultimate goal of pay parity for Head Start education staff with kindergarten through third grade teachers. The NPRM also proposes to require programs to pay all staff a wage that is at least sufficient to cover basic costs of living. Finally, it proposes to require programs to provide or facilitate access to comprehensive benefits for full-time staff, including health insurance, paid leave, and short-term behavioral health services.

The diverse Head Start workforce has long subsidized the cost of Head Start services through low wages. This NPRM supports Head Start programs in maintaining a diverse and well-qualified workforce by ensuring staff are more fairly compensated, which in turn promotes more stable, high-quality services for enrolled children and families.

Mental Health

The revisions in the NPRM would enhance existing requirements to integrate mental health more intentionally and consistently across program systems to support children, families, and staff. The proposal also includes new and updated requirements for a multidisciplinary team that is responsible for addressing mental health, reducing barriers to obtaining mental health consultation, and ensuring a proactive and preventative approach to identifying and supporting children's mental health needs.

Other Quality Improvements

The changes in the NPRM enhance and clarify requirements in other service areas to promote consistent high-quality programming and support child well-being. These proposed changes include a cap for family service worker caseloads; enhancements to promote child safety in Head Start programs; and requirements for testing and addressing the presence of

lead in water and paint of Head Start facilities. The NPRM includes revisions to the community assessment process, as well as new requirements for programs to identify barriers to program attendance, such as lack of transportation.

These changes will also help address some of the inequities perpetuated among the children and families served in Head Start programs. For instance, proposed changes clarify and update the definition of income used to determine a child's eligibility for services. Families in low-income communities and communities of color have underdeveloped infrastructure and are disproportionately exposed to related health and wellness risks. New proposed requirements to test Head Start facilities for lead in water and paint would help address these types of inequities.

Submit Your NPRM Comments

Please read the full [Notice of Proposed Rulemaking](#) and submit your comments by January 19, 2024. The Office of Head Start must consider all the comments submitted before finalizing any changes to the HSPPS.

To submit comments, follow the "Submit a comment" instructions in the Federal Register. To ensure OHS can most effectively respond to your comments, clearly identify the issues on which you are commenting. Please be as specific as possible in your comments. Provide the page number, identify the column, and cite the paragraph from the Federal Register document (e.g., page 10999, second column, 45 CFR §1305.6(a)(1)(i)). If you wish to comment anonymously, please enter "NA" in the required fields.

If electronic submission is not possible, you may send comments via the U.S. Postal Service to the address indicated in the Federal Register. In accordance with the instructions in the Federal Register, OHS reminds all interested stakeholders to submit comments in response to the proposed changes within 60 days of the NPRM's publication date.

Thank you for your work on behalf of children and families. We look forward to receiving your comments.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Program Instruction:

[Notice of Proposed Rulemaking \(NPRM\) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment](#) (322.49 KB)

Historical Document



Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients

 eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-04

Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients ACF-IM-HS-23-04

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

ACF
Administration for Children and Families

1. **Log Number:** ACF-IM-HS-23-04
2. **Issuance Date:** 07/11/2023
3. **Originating Office:** Office of Head Start
4. **Key Words:** Monitoring; FY 2024; CLASS®

Information Memorandum

To: All Head Start and Early Head Start Recipients

Subject: Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients

Information:

[Section 641A](#) of the Improving Head Start for School Readiness Act of 2007 requires the Office of Head Start (OHS) to implement ongoing monitoring of all programs receiving federal funds. This Information Memorandum (IM) outlines the OHS (Office of Head Start) monitoring process for Fiscal Year 2024 (FY24) and shares the updated process to conduct Focus Area 1 (FA1), Focus Area 2 (FA2), and Classroom Assessment Scoring System (CLASS®) reviews.

During the FY24 program year, CLASS (Classroom Assessment Scoring System) scores will be used for [Designation Renewal System \(DRS\)](#) determinations as described in [45 CFR §1304.11\(c\)](#). As a reminder, from the spring of 2020 through spring of 2023, OHS (Office of

Head Start) did not use CLASS (Classroom Assessment Scoring System) scores for DRS determinations due to the COVID-19 pandemic. [45 CFR §1304.17](#) of the Head Start Program Performance Standards (HSPPS) allows OHS (Office of Head Start) the flexibility to make DRS determinations without one or more of the data elements required in 45 CFR §1304.11 in instances where a major disaster, emergency, or public health emergency makes some data elements unavailable. Since the public health emergency related to the COVID-19 pandemic has ended, OHS (Office of Head Start) can no longer utilize this flexibility.

FY 2024 Monitoring Reviews

Review Type	FY24 Implementation	Start Date
FA1 (Focus Area 1)	FA1 (Focus Area 1) reviews will be conducted through a virtual format.	October 2023
FA2 (Focus Area 2)	FA2 (Focus Area 2) reviews will be conducted using a hybrid model, which is a combination of on-site and virtual monitoring.	October 2023
CLASS (Classroom Assessment Scoring System)®	Grant recipients will have the opportunity to self-record and submit their own videos or request an on-site CLASS (Classroom Assessment Scoring System) review.	October 2023
Follow-up Reviews	Follow-up reviews will be conducted either in-person or virtually by the OHS (Office of Head Start) regional office.	Start dates will coincide with the end of the corrective action period.
Other	OHS (Office of Head Start) reserves the right to conduct special off-site or on-site reviews.	As needed

FA1 (Focus Area 1) Reviews

The FA1 (Focus Area 1) review is an opportunity for grant recipients to describe their approach and plan for providing high-quality services to children and families. This focus area informs OHS (Office of Head Start)'s understanding of each grant recipient's foundation for program services, as they describe their approaches to staffing structure, program design and governance, education, health and family services, and fiscal infrastructure.

FA2 (Focus Area 2) Reviews

The FA2 (Focus Area 2) review is an opportunity for grant recipients to demonstrate their effective implementation of high-quality services to children and families that meet Head Start requirements. This focus area broadens OHS (Office of Head Start)'s understanding of each grant recipient's performance and determines if programs are meeting the requirements of the HSPPS (Head Start Program Performance Standards), Uniform Guidance, and Head Start Act.

CLASS (Classroom Assessment Scoring System)[®] Reviews

Section 641A(c)(2)(E) of the Improving Head Start for School Readiness Act of 2007 requires OHS (Office of Head Start) to assess the quality of teacher-child interactions using a valid and reliable observation measure. OHS (Office of Head Start) will continue to use the 2008 edition of the CLASS (Classroom Assessment Scoring System) Pre-K Teacher-Child Observation Instrument to meet this requirement.

For FY24, an updated process will be used to conduct CLASS (Classroom Assessment Scoring System) reviews. Grant recipients that are scheduled for a CLASS (Classroom Assessment Scoring System) review will have the option to self-record and submit their own videos for their monitoring review.

In some cases, grant recipients will not meet the criteria related to technology requirements and/or staffing resources needed to submit their own videos. If these criteria cannot be met or if other concerns are identified, grant recipients can request an in-person CLASS review.

All grant recipients will have the opportunity to attend information sessions specifically developed to discuss FY24 CLASS (Classroom Assessment Scoring System) options, including a group of sessions convened specifically for American Indian and Alaska Native grant recipients.

Scheduling

Each year, grant recipients are required to submit an accurate calendar of availability. The information is used to schedule monitoring reviews by OHS (Office of Head Start) regional office staff. The availability calendar also gives grant recipients a way to inform OHS (Office of Head Start) as to when their program is not operational and when children are not in session. Grant recipients should update their calendars immediately, as changes in program availability occur. Please note that OHS (Office of Head Start) is unable to accommodate requests to reschedule reviews. OHS (Office of Head Start) also reserves the right to conduct unannounced reviews at any time.

Grant recipients scheduled to receive a monitoring review in FY24 will receive a notification letter 45 to 60 days before the start of the event (depending on type of monitoring review). Grant recipients can expect a planning call with their assigned review coordinator to discuss their review. During the initial call, recipients may share their program's current service delivery options.

If you have any questions or concerns regarding the FY24 monitoring season, please contact your regional office.

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:

[ACF-IM-HS-23-04 Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients](#) (289.34 KB)

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Fall 23-24 Child Level Outcome Data

Summary of Report:

Currently our program analyzes and aggregates child level outcome data four times a year. In the Fall and at the end of the year we benchmark on all objectives in the areas of Social/Emotional, Physical, Language, Cognitive, Literacy, and Math. In the Fall, Winter, Spring, and at the end of the year we look at Tiered data in the areas of Social/Emotional, Literacy and Math.

The director, education coordinator, classroom teacher, ECSE teacher, and principal meet three times a year to analyze the data and discuss next steps that can be taken based on the data. The three charts below show the percentage of students who were in Tier 1, Tier 2, and Tier 3 in social/emotional, reading, and math during the first and second semesters. The graphs show program wide baseline data in the areas of social/emotional, reading, and math. The graphs below compare our programs Fall, Winter, and Spring tiered data. The graphs include data from our McPherson, Hillsboro, and Marion sites.

Students in Tier 1 are students whose development appears to be on schedule. Students in Tier 2 are one step below the expected range of performance and are students who have some risk present and that we need to provide some additional exposure on top of the core curriculum and continue to monitor progress. Students in Tier 3 are two or more steps below the expected range of performance and students who are at high risk who need additional support on top of exposure to the core curriculum and Tier 2 interventions.

In a typical tiered model you would expect to see:

- 80% of students in Tier 1 (development appears to be on schedule)
- 15% of students in Tier 2 (some risk present, provide learning opportunities and monitor)
- 5% of students in Tier 3 (high risk, additional support on top of exposure to the core curriculum and tier 2 interventions)

Child level outcome data results indicate our program is performing below tiered model percentages. This is our baseline data and we expect to see these percentages increase during the year as staff use this data to guide their instruction.

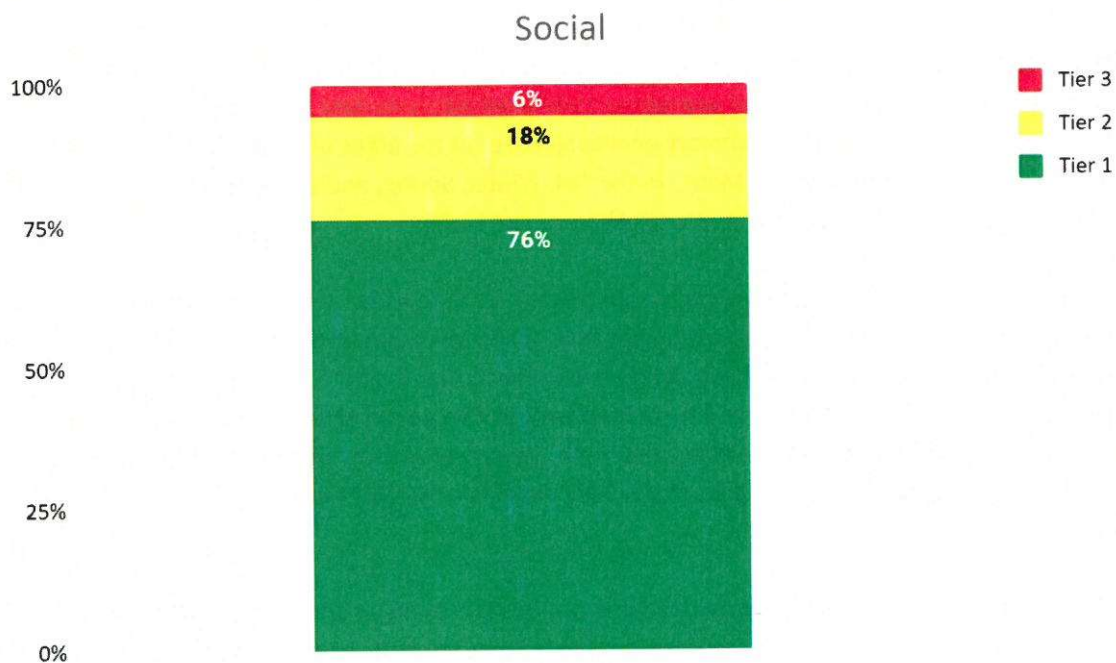


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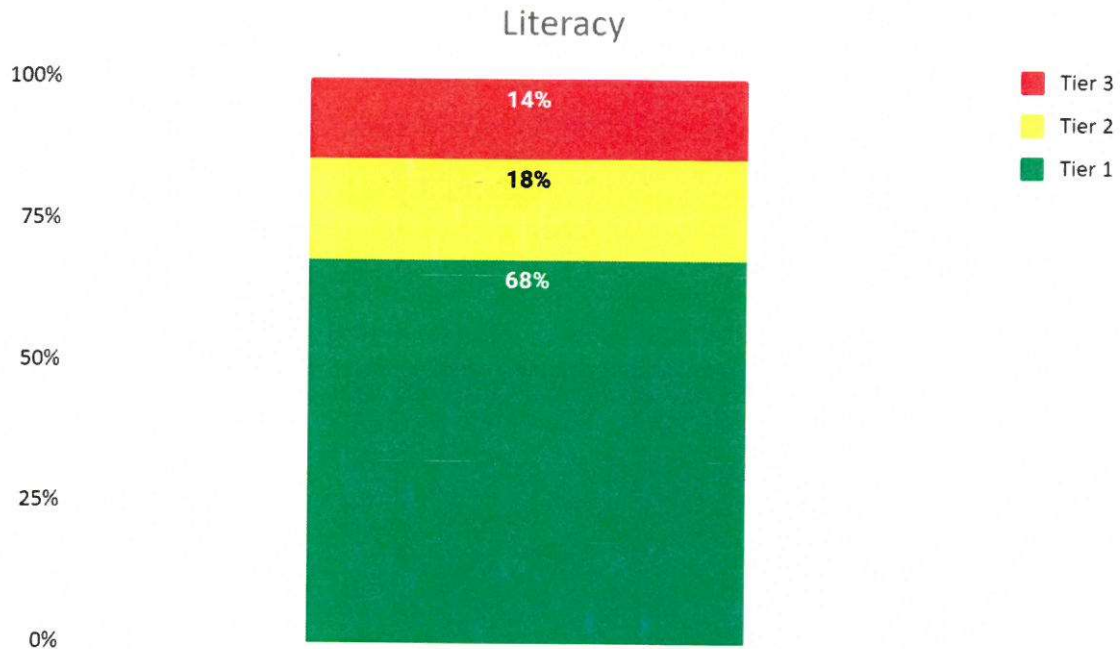


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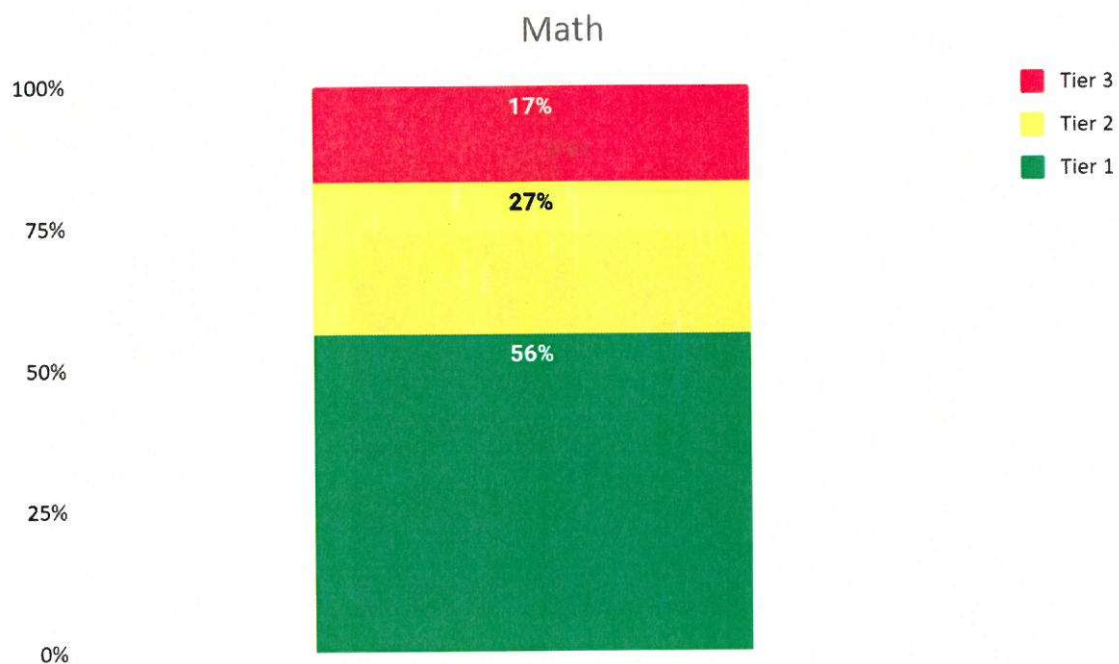




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National Normative Sample Range Comparison

Summary of Report:

The following tables show how our 3 and 4 year old students' Fall scores compare on average to the National Normative Sample. Gold scaled scores are used to create the national norm scores to facilitate interpretations about how children of a particular age range tend to be rated by other teachers across the nation. Students that fall within the National Normative Sample Range are considered to be within the National Norm Sample. Students above the National Normative Sample are considered to be above the Norm Sample for their age range, and children below the National Normative Sample are considered to be below the national norm.

It is important to note that just because a student falls below the national normative sample in any one area it does not mean that they fall below expectations for their age. If a student falls below the national normative sample it means that when compared to the normative sample range they fall below that range when compared to peers of the same age in the sample.

For three year olds our average scores included 87 students.

3 Year Old National Normative Sample Range Comparison				
<u>Domain</u>	<u>Normative Sample Range</u>	<u>Fall 23-24 Program Average</u>	<u>Below Norm Sample</u>	<u>Meets or Exceeds Norm Sample</u>
Social- Emotional	349-415	383	12 (14%)	75 (86%)
Physical	458-543	507	6 (7%)	81 (93%)
Language	364-452	414	18 (21%)	69 (79%)
Cognitive	338-415	389	6 (7%)	81 (93%)
Literacy	404-467	431	20 (23%)	67 (77%)
Math	265-331	296	14 (16%)	73 (84%)



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For four year olds our average scores included 101 students

4 Year Old National Normative Sample Range Comparison				
<u>Domain</u>	<u>Normative Sample Range</u>	<u>Fall 23/24 Program Average</u>	<u>Below Norm Sample</u>	<u>Meets or Exceeds Norm Sample</u>
Social- Emotional	398-457	439	11 (11%)	90 (89%)
Physical	518-581	565	9 (9%)	92 (91%)
Language	424-506	481	10 (10%)	91 (90%)
Cognitive	395-465	453	8 (8%)	93 (92%)
Literacy	457-502	481	18 (18%)	83 (82%)
Math	320-376	350	14 (14%)	87(86%)

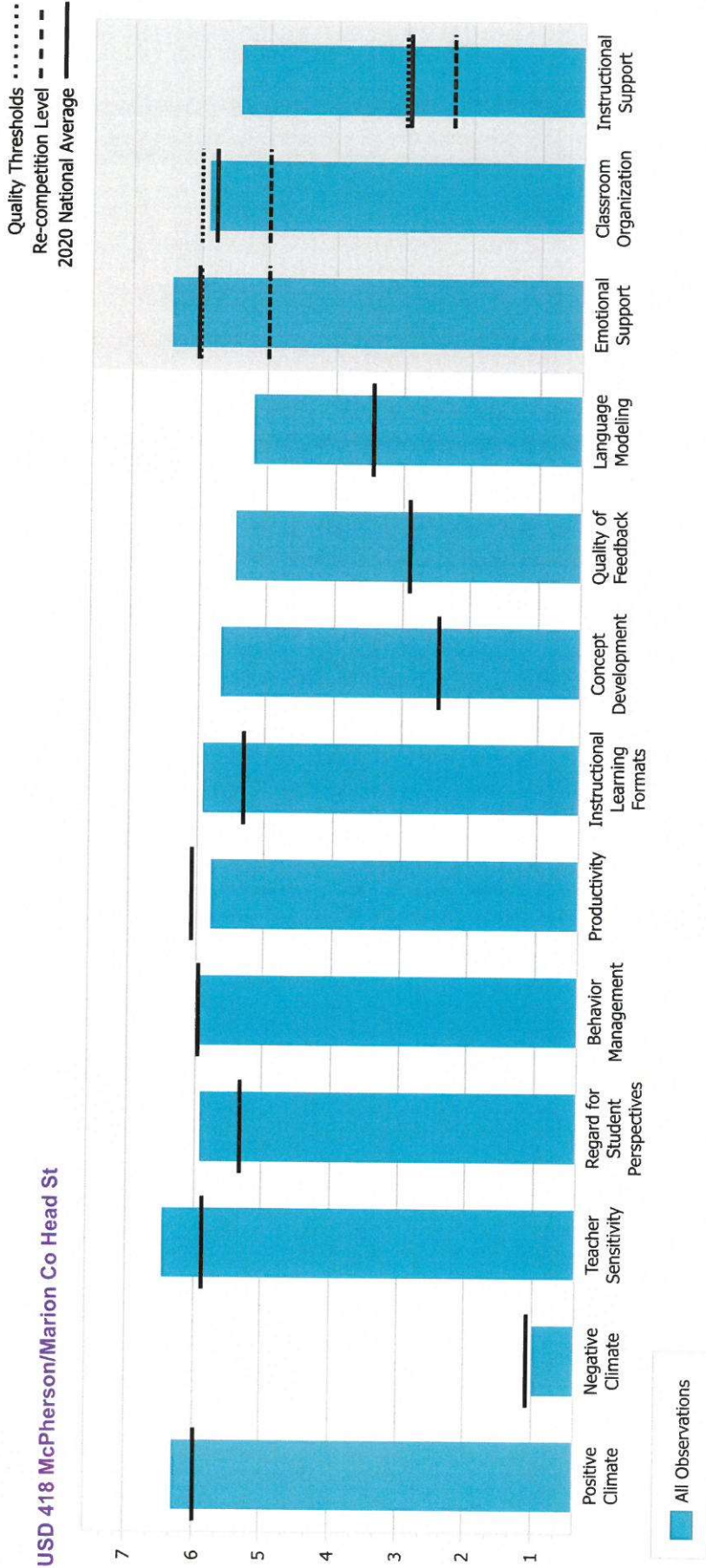
Next Steps:

During data meetings staff identified high priority areas to focus on moving forward and established embedded learning opportunities to implement during the next nine weeks. We will also continue working with Training and Technical Assistance from Head Start and the Kansas Technical Assistance System Network (TASN) to develop, identify, and implement strategies that will support students that are in Tier 2 and Tier 3 to continue to close the gap.

5630 - Pre-K CLASS® Average Score Charts

Program Term: Head Start 2023-2024 | All | Observations Per Classroom: All Matching | Scores to Show: Domains and Dimensions | Show Threshold:
Quality Thresholds: Re-competition Level: 2020 National Average | Show Data Table: Yes | Observation Date: All | Teacher: All | Observer: All | Group By: Agency

USD 418 McPherson/Marion Co Head St



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.29	1	6.46	5.92	5.96	5.79	5.92	5.67	5.46	5.21	6.42	5.89	5.44