



# **CSNT Head Start Program**

## **2018 Self-Assessment Report**

**Date: 3-13-18**

### **Section 1. Introduction**

#### **Program description**

Head Start is one of several programs offered through the community action agency, Community Services of Northeast Texas, Inc. (CSNT). CSNT Head Start has been providing services to children in Northeast Texas since the 1960s. The program offers Head Start services to eligible 3-4 year olds in Bowie, Camp, Cass, and Morris Counties. All but two of 29 Head Start classrooms are in partnerships with local education agencies. The program works closely with other resources in the communities where the classrooms are located. Total Funded enrollment for PY01-03 was 516 and enrollment is 516 at this point in PY04. Actual enrollment for PY03 was an average of 526; and PY04 is an average of 529. CSNT Head Start is able to serve more children than the funded enrollment due to partnerships with local education agencies.

**CSNT Head Start Program has (8) broad goals for Grant #06CH7174 five-year grant project period.**

<b>Goal 1: Increase public awareness of the Head Start Program and the services offered.</b>
<b>Goal 2: Create innovative ways for each Campus to maintain 10% disability enrollment.</b>
<b>Goal 3: Align professional development for staff with the HSPPS 1309.92, thereby ensuring high quality, comprehensive services.</b>
<b>Goal 4: Provide comprehensive school readiness services to all of the Head Start children based upon program data, the HSPPS, and the HSELOF.</b>
<b>Goal 5: Create and strengthen new and existing partnerships that increase quality and the cost effectiveness of the Head Start Program.</b>
<b>Goal 6: Manage the CSNT HS Program using sound fiscal policies that adhere to applicable regulations in order to remain a viable program in the community.</b>
<b>Goal 7: To improve management systems with the full utilization of state-of-the-art technology for the Head Start Program.</b>
<b>Goal 8: Serve as partners of change by embracing the aspirations of the CSNT HS Governing Body, Policy Council, and local community.</b>

## **Context for Self-Assessment**

1. Prior to this year's Self-Assessment, the Management team was trained on "Head Start A to Z: Self-Assessment." The Team discussed how the Self-Assessment process should focus more on program systems and data instead of checking boxes for compliance.
2. The Management Team took the old Self-Assessment process and split it into two separate sections:
  - a. Detailed Monitoring has been implemented as part of the On-Going Monitoring System to add a layer of monitoring that includes the creation of (4) teams made-up of Administrative, management, and Campus staff as well as parents, policy council and governing board members, and community partners, where applicable. These teams monitor the program for areas of strength, weaknesses, and non-compliances. The teams completed on-site visits, document reviews, and interviews. A summary of the team findings was created and became part of the Self-Assessment Focus Group data packets.
  - b. Self-Assessment Focus Groups have been created to analyze progress made on program goals/objectives as well as strengths and weaknesses of management systems. There are (4) groups with four members in each group. Groups are made up of program staff with experience in the areas being surveyed. Program data is collected throughout the grant project period and is examined by members of each Focus Group. Groups document systemic strengths along with any weaknesses. They also make recommendations concerning systemic issues and document any areas of innovation within the program.
3. The Community Assessment Update Conclusions are provided to the Self-Assessment Focus Groups. They analyze the Community Assessment data along with other program data reports. The needs found within the Community Assessment Update including training provided for staff, quality health care for children, hiring of bi-lingual staff, providing support for parents, implementing school readiness, and providing teachers with the skills to teach diverse classrooms are compared to the program goals/objectives/outcomes.
4. After the Focus Groups analyze the program data and program goals/objectives for progress, conclusions are discussed by the management team. Strategies are developed on how to implement any changes into the program. Recommendations on any changes to the program goals/objectives are discussed during the Strategic Planning Committee Meeting. These changes become part of the program goals/objectives at that time.
5. One area that the program would like to improve is the collection of data across the 5-year grant cycle. The program will utilize technology to create a better system of tracking specific areas of data over the five year grant cycle.

Focus Group	Questions to Consider
Focus Area One: Program Governance ERSEA Program Structure	<ol style="list-style-type: none"> <li>1. Are there locations within the program service area that would benefit from Head Start serving predominantly 3-yr-olds?</li> <li>2. Are there CSNT Head locations that do not meet their funded enrollment or are unable to keep a waiting list?</li> <li>3. Are more parents able to participate in meetings and activities when they are held at different times throughout the school year?</li> <li>4. Would the creation of a Governing Board Planning Committee help the Board members to understand their roles and responsibilities?</li> </ol>
Focus Area Two: Education School Readiness CLASS Disability Services FCE/Transitions	<ol style="list-style-type: none"> <li>1. Did the Program reach 10% of its funded enrollment as children with disabilities by the end of the Program year?</li> <li>2. Has the Program made progress toward meeting 10% of its funded enrollment as children with disabilities during the Program year?</li> <li>3. Has the Program improved literacy skills for children within the program?</li> <li>4. Has the program improved the mathematics skills for children with the program?</li> </ol>
Focus Area Three: Health Services Safety and Transportation Human Resources	<ol style="list-style-type: none"> <li>1. Do staff receive training on a regular basis that will help them perform their job duties?</li> <li>2. Does the Program have system in place to monitor compliance with HSPPS in the area of Human Resources?</li> <li>3. Has the implementation of dental clinics affected the number of children within the Program that are up-to-date on dentals?</li> <li>4. Are there procedures in place at the ISD locations for Head Start children to be served by school nurses?</li> </ol>
Focus Area Four: Program Management Quality Improvement Fiscal/ Administrative	<ol style="list-style-type: none"> <li>1. Does the Program have a system in place to update financial policies and procedures when regulations or requirements change? If yes, does the Program monitor to see that the regulation or requirement has been implemented properly?</li> <li>2. Is the Program using reliable data systems to create reports that are user friendly?</li> <li>3. Does improved technology utilized in the Program correlate with improved communication within the Program?</li> </ol>

## Section 2. Methodology

Date	Action	Purpose
11/6/208	<i>Self-Assessment Management Meeting</i>	<ul style="list-style-type: none"> <li>• <i>Training “Head Start A to Z: Self-Assessment</i></li> <li>• <i>Discuss approval process for 2018 SA Methodology and Implementation Schedule</i></li> </ul>
11/9/18	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> <li>• <i>Training – Self-Assessment Orientation Training</i></li> <li>• <i>Discuss Proposed 2018 Self-Assessment Implementation Plan</i></li> <li>• <i>Approve 2018 Self-Assessment Implementation Plan</i></li> </ul>
2/22/18	<i>Self-Assessment Focus Group Meeting</i>	<ul style="list-style-type: none"> <li>• <i>Training on Focus Group Process and Group Member Responsibilities</i></li> <li>• <i>Focus Group Break-out Sessions</i></li> <li>• <i>Focus Group Discussion of Results</i></li> </ul>
Early 3/2018	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> <li>• <i>Discuss Results of SA Focus Groups</i></li> <li>• <i>Discuss SA Report</i></li> <li>• <i>Approve SA Report</i></li> </ul>
3/28/18	<i>Completion of Self-Assessment Process</i>	<ul style="list-style-type: none"> <li>• <i>Policy Council and Board approval of SA Report</i></li> <li>• <i>Submit to Regional Office</i></li> </ul>
Before 5/31/18	<i>Final Step in Self-Assessment Process</i>	<ul style="list-style-type: none"> <li>• <i>Update Policies and Procedures to include changes to SA process</i></li> <li>• <i>Update On-going Monitoring to include Detailed Monitoring</i></li> </ul>

## Section 3. Key In-Sights

### **Strengths**

- ✓ CSNT Head Start has partnerships with local public school districts in all (9) of the Head Start locations throughout the four county service area. In five of the (9) locations, Head Start services are provided on the school district campus and four of the (9) locations provide services from Head Start Campuses. In these four locations, school district teachers provide instruction from the Head Start Campus. A team teaching model is implemented with instruction being provided by a Head Start Teacher and School District Teacher throughout the school day.
- ✓ Human Resources (HR) Director is SHRM certified. Recently, the HR Director went back to college to obtain the SHRM certification. This certification will help her stay current on the knowledge that she will need to implement a quality HR Department.
- ✓ All CSNT Lead Teachers hired after implementation of the 2007 Head Start Act have at least a Bachelor Degree in Early Childhood Education or related field. CSNT Head Start has implemented a Lead Degree minimum qualification that is higher than the current Head Start Standard. This will enable CSNT Head Start to implement a high-quality Head Start Program.
- ✓ CSNT Head Start has had a 2% increase in the number of children who have a dental home and have health insurance when they leave the Head Start Program. CSNT has implemented strategies to assist parents with finding their child a dental home and providing health insurance for their children. CNST has worked with Texas Health and Human Services to keep children enrolled on Medicaid, if eligible.
- ✓ CSNT Head Start utilizes the Child Plus Database System to not only create detailed reports based on program data that can indicate systemic issues, but also track on-going monitoring issues such as corrective action plans. This database system allows management and Campus staff to track the implementation of services within their area for quality.

### **Systemic Issues**

- ✓ Search for methods to reach 10% disability funded enrollment before the end of December
- ✓ Revise the process for technology related issues to be addressed in a timely manner

**Innovations**

- ✓ CSNT Head Start Family Service Workers (FSW) implement a Peer to Peer system. This system allows each FSW to work with a peer to check files, catch Child Plus errors, share Campus information that works with families, etc. Next, the program will implement Peer to Peer at the beginning of the school year rather than in the middle of the year.
- ✓ Detailed Monitoring is included as a part of the On-going Monitoring System. Detailed Monitoring includes site visits, document reviews, and interviews. Summary of results from Detailed Monitoring are included in the Self-Assessment Focus Group Data Packets. Detailed Monitoring Teams are made up of campus staff, management staff, administrative staff, parents (of currently enrolled students), Governing Board/PC Members, and Community Partners. It is conducted annually beginning around the first of December. This allow the program to complete beginning of the school year requirements such as 45 and 90 day deadlines.

**Progress in Meeting our goals and objectives**

Goals	Status
CSNT Head Start will increase public awareness of the Head Start Program and the services offered.	CSNT is close to reaching this goal. The public’s awareness of the program throughout the service area has improved over the past four years through the staff’s involvement in community meetings and partnering with the local school districts. The program has met is funded enrollment all four years and has maintained an average enrollment of 526 children. The program is able to serve an estimated 10 additional students through partnerships with the local public schools. Expenses for serving children is shared with the school districts.
CSNT Head Start will create innovative ways for each Campus to maintain 10% disability.	<ul style="list-style-type: none"> <li>• Communication with school districts to recruit and serve children with a disability has improved</li> <li>• Children enrolling with an IFSP are assessed to see if they need to continue services through an IEP</li> <li>• After analyzing data at each Campus, communication has started with the one location that has not met or maintained 10% disability. The LEA is working with the HS Director to have better communication on students enrolling in the partnership that have an IEP or students who receive an IEP after enrollment</li> </ul>

<p>CSNT Head Start has aligned with the Head Start Program Performance Standard 1302.92, thereby ensuring high quality, comprehensive services.</p>	<ul style="list-style-type: none"> <li>• Most custodians have received or maintained bus certifications. However, one is working on her CDL and she has not year completed the certification process.</li> <li>• As staff have improved their knowledge on implementation of disability services, the program has increased the number of students receiving disability services from an estimated 8% to 10%. However, the 10% was not reached until March to April.</li> <li>• The Program Manager tracks professional development goals through the database system. The program has started also tracking completion rates as well.</li> <li>• Family Service Staff have received training on goal setting. They are also receiving training on how to track goals in the database system. They will continue to receive more training in this area as we strengthen this area of the program.</li> </ul>
<p>CSNT Head Start will provide comprehensive school readiness services to all of the Head Start children based upon program data, the Head Start Performance Standards, and the Head Start Early Learning Outcomes Framework.</p>	<ul style="list-style-type: none"> <li>• Children have made improvements in all areas. Three-year-olds have struggled in letter recognition. However, this year three-year-olds that are proficient in letter recognition is 24% higher than the scores at the end of last school year.</li> <li>• The increase in the scores between this year and last year are due in part to teachers receiving training on teaching strategies to use in this area as well as training on how to implement the assessment properly.</li> <li>• The implementation of the Practice-Based Coach has also helped teaching staff implement best practices in their classrooms. This has also had an impact on the increase in the CLASS scores of .11 in Emotional Support/.20 in Classroom Organization and .96 in Instructional Support</li> </ul>
<p>CSNT Head Start will create and strengthen new and existing partnerships that increase the quality and the cost effectiveness of the Head Start Program.</p>	<p>CSNT Head Start has built strong partnerships with public school districts within the service area as well as other state and federal community resources including the State Health Department. However, it is still difficult to find dental providers throughout the service area that are willing to provide services to Head Start children. The program has worked with state and local dental providers to conduct dental clinics in high need areas. This has helped with children that have not received their initial or six-month dentals. The program will continue to seek ways to assist parents in maintaining their child's dental needs. Only 32% of parents throughout the service area have participated in parent meetings. The program will be working with school district partners to have more parents participating in meetings at the school.</p>

<p>CSNT will manage the CSNT Head Start Program using sound fiscal policies that adhere to applicable regulations in order to remain a viable program in the community.</p>	<ul style="list-style-type: none"> <li>• Campus-budgets are monitored on a regular basis. The Campus Directors look for trends and see where they are spending within their respective Campuses.</li> <li>• Finance Meetings are held at least monthly with the Head Start Director, the Chief Finance Officer, and the Executive Director. Finance budgets are discussed during these meetings as well as any fiscal issues that may arise.</li> <li>• CSNT Head Start receives enough NFS to cover the 20% budget match requirement. More NFS is collected than needed to cover any disallowed NFS that may arise.</li> <li>• The CFO and the ED meet to update the Finance Manual. However, there are times when these meetings are cancelled due to other Agency issues that arise. The meetings have been rescheduled and the Finance Manual update should be completed by the end of the school year.</li> <li>• The Agency has received clean audits for the past four years and we do not foresee any issues with this year’s audit.</li> </ul>
<p>CSNT Head Start will improve management systems with the full utilization of state-of-the-art technology for the Head Start Program.</p>	<ul style="list-style-type: none"> <li>• CSNT has implemented (2) child assessment systems. The CIRCLE Assessment System is used in all but one Campus to assess child data. The other child assessment being used is the Frog Street Assessment. This Assessment is used at one location due to the partnership district using this assessment.</li> <li>• Data reports are created from both assessments so that the program can analyze where there are strengths and where there are weaknesses</li> <li>• Data reports are provided to parents during parent-teacher conferences and during home visits. Teaching staff discuss the reports and the child’s progress.</li> <li>• Monthly Progress Reports are completed in all Program areas. The reports are compiled into one program report that is discussed at least once per month during Management Meetings.</li> <li>• The Agency updated the phone systems integrating VOIP technology. This enables the Agency to connect most management sites using one integrated system. This enables the Administrative Office, Finance Office, and the Head Start Management Building to share documents and information more easily.</li> </ul>



<p>CSNT will serve as partners of change by embracing the aspirations of the CSNT Head Start Governing Board, Policy Council, and local community.</p>	<ul style="list-style-type: none"> <li>• Volunteer rates decreased by 2% between 2015-2016 and 2016-2017. It looks like there will be another decrease this year. We think that this is due in part to school districts also having parent activities and meetings. We will be planning more joint meetings with our school district partners.</li> <li>• Policy Council members were knowledgeable of their roles and responsibilities as demonstrated during the detailed monitoring interview. However, the Governing Board was deemed to be in need of training on their roles in program planning. The ED and HSD will train with the Board in these areas.</li> </ul>
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## **Recommendations**

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and/or innovations.

- Maintain communication with Local Education Agencies throughout the year to ensure that the Program will reach and maintain 10% disability enrollment
- Implement Performance-Based Monitoring that involves student achievement and teacher professional development
- Provide more in-depth training on the utilization of CIRCLE Assessment Reports to enable teachers to be more proficient in individualizing with students
- Agency needs to hire a full-time IT employee or (2) part-time employees
- Send an electronic reminder to Board Members about upcoming committee meetings