CSNT Head Start Program

2020 Self-Assessment Report - <mark>Draft</mark>

Date: 2-5-20

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 of the 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 FY20-PY01 was 516 and enrollment is 516 at this point in PY01. Actual enrollment for PY01 was an average of 526; and the previous grant year was an average of 522. 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 (3) broad goals for Grant #06CH011282 five-year grant project period.**

> **Goal 1: Strengthen comprehensive health services for Head Start children and their families.**
>
> **Goal 2: Provide comprehensive school readiness.**
>
> **Goal 3: Increase parent involvement in the Head Start Program.**

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 the Self-Assessment process focusing on progress in obtaining program goals, program systems, and program 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 is implemented as part of the On-Going Monitoring System to add a layer of monitoring that includes the creation of up to (5) 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. They also provide recommendations as part of their reports. The teams complete on-site visits, documents reviews, and interviews. A summary of the team findings becomes a part of the Self-Assessment Team data packets.

   b. Self-Assessment Teams analyze progress made on program goals/objectives as well as strengths and weaknesses of management systems. There are (4) teams with up to five members on each team. Team Leaders are 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 team. Teams document systemic strengths along with any weaknesses. They also make recommendations concerning systemic issues and document any areas of innovation within the program.

3. Information from monitoring summaries are provided to the Self-Assessment Teams including Management Team Assessments and progress reports on program goals/objects. The Self-Assessment Teams analyze the program data along with child assessment data, CLASS data, and any other relevant data to develop conclusions for each area of the program. Their findings are presented to the Self-Assessment Committee for approval.

4. After the Self-Assessment Committee approves a final Self-Assessment Report, it is presented to the Policy Council and Governing Board for approval. Input from the Governing Board and the Policy Council occur when members of the Governing Board and Policy Council serve as members of a Self-Assessment Team and as part of the Committee.

5. Upon approval by the governing bodies, the program begins developing strategies 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.

SA Teams	Questions to Consider
Team One: Program Governance/ Program Management/ Financial And Administrative Requirements/ Human Resources	1. Does the Board & PC have the required composition and representation? 2. Has training been provided throughout the program, as required? 3. Does the program's Personnel Policies meet the requirements including a standard of conduct? 4. Does the program meet the background check requirements? 5. Does the program meet the requirements for staff professional development, health & wellness, and safety? 6. Does the program meet the requirements for management systems? 7. Is the program meeting financial and administrative requirements?
Team Two: Comprehensive Health Services/ Safety	1. Does the program collaborate with parents as partners in health? 2. Does the program meet the requirements for up-to-date child health status? 3. Does the program implement safety practices?
Team Three: Early Childhood Education & Development/ CLASS/ Additional Disability Services	1. Do teaching practices meet the requirements? 2. Does the program implement dual-language instruction? 3. Does the program's curriculum meet the requirements? 4. Does the program utilize child assessment data to determine strengths for children? 5. Do classrooms have a variety of age-appropriate materials that are changed on a regular basis? 6. Does the program recognize parents' roles in their child's education? 7. Have CLASS scores for the Program improved? 8. Does the program meet the requirements for additional services for children with disabilities?
Team Four: Family & Community Engagement – ERSEA/ Transition/ Program Structure	1. Does the program have a Community Assessment that meets the requirements and is it updated at least every (4) years? 2. Does the program have an approved selection criteria that meets the requirements of the HSPPS? 3. Are integrated parent and family engagement strategies implemented into all systems and program services? 4. Did the program reach 10% of its funded enrollment as children with disabilities by the end of the program year? 5. Does the program implement a research-based parent curriculum? 6. Does the program implement a transition process for children coming into and out of Head Start as required?

Section 2. Methodology

Date	Action	Purpose
11/12/2019	*Detailed OGM Leadership Meeting*	• *Update 2020 Detailed Monitoring Process* • *Create 2020 Self-Assessment Implementation Plan*
11/22/2019	*Detailed Monitoring Training Sessions*	• *Training – Detailed Monitoring Orientation and Team Training* • *Each Team Member is trained on confidentiality*
1/17/2020	*Detailed OGM Meeting*	• *Discuss Detailed OGM Results* • *Approve Detailed OGM Summary*
1/29/2020	*Self-Assessment Committee Meeting*	• *Training on SA Process* • *Discuss Proposed 2020 Self-Assessment Implementation Plan* • *Approve 2020 Self-Assessment Implementation Plan*
1/29/2020	*Self-Assessment Team Meeting*	• *Self-Assessment A to Z Team Training (including roles and responsibilities)* • *SA Team Break-out Sessions*
2/18/2020	*Self-Assessment Committee Meeting*	• *Approve 2020 SA Program Report*
Before 5/31/2020	*Final Step in Self-Assessment Process*	• *Policy Council and Governing Board approval of SA Report* • *Submit To Regional Office with Grant*

Section 3. Key In-Sights

Strengths

- ✓ CSNT Head Start Governing Board and Policy Council members serve on Head Start Committees throughout the Program Year. This helps members of each entity gain a deeper understanding of all aspects of the Head Start Program. Training provided at each meeting also helps members comprehend their roles and responsibilities.

- ✓ CSNT Head Start utilizes technology to gather and analyze large amounts of data from the program. Database systems are implemented to assist with this effort. Program data is tracked and monitored for accuracy on a regular, on-going basis. On-going Monitoring is a key element in CSNT Head Start's effort to provide high-quality services to children and families. Management Systems are implemented that track and create reports that assist staff in making informed and knowledgeable decisions based on accurate information.

- ✓ Health and dental services are key to children's health and well-being. CSNT Head Start has partnered with local dentists to provide dental clinics at local Campuses to assist children in receiving needed dental check-ups and follow-ups. CSNT Head Start promotes wellness throughout the program including adding health supplies as part of transition bags that children receive as they transition into and out of the Head Start Program.

- ✓ CSNT Head Start implements a state-adopted, research-based early childhood curriculum that meets or exceeds the Head Start Early Learning Outcomes Framework and the Texas Pre-K Guidelines. Head Start services are provided in partnership with local public school districts in all (9) of the Head Start locations throughout the four county service area. In each classroom, Head Start and State Guidelines are followed creating high quality services for each child and family.

- ✓ All CSNT staff receive systematic, on-going training on a regular basis. Staff are encouraged and assisted in gaining the required education and/or certifications needed to perform their jobs. Management staff are instrumental in providing college-level, classroom-based training to Head Start staff. The Family Development Credentialing Course is one of these trainings. After completing this course, staff obtain their Family Service Credential.

- ✓ All CSNT children receive standardized and structured assessments three times per year. These assessments provide ongoing, individualized data that aligns with the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines. Teachers are able to create

reports from these assessments that indicate a child's progress in each of the areas designated by Head Start. The teachers as wells as parents and other Head Start staff utilize these reports.

Systemic Issues

- ✓ Search for methods to reach 10% disability funded enrollment by the end of December (45 CFR §1302.14(b))
- ✓ Create a defined process for identifying risks and maintaining cost-effective insurance for those identified risks (45 CFR §1303.12)
- ✓ Complete child dentals and physicals within the required timeframe (45 CFR §1302.42(b((1-2))

Innovations

- ✓ CSNT Head Start implements a Family Service Credentialing program. The Family Service Administrator is a certified Family Service Credential Trainer. CSNT Family Service Workers can attend classes that lead to a Family Service Credential.
- ✓ CSNT Head Start holds dental clinics at the Campuses during the school year. This supports families in completing their child's six-month dental. Children stay compliant with their dentals and dental problems are resolved before they become serious.
- ✓ CSNT Head Start uses spot screeners for children's vision acuity. These devices detect additional vision issues that cannot be detected using distance visual acuity. Vision referrals increased when using the spot screener than in the previous year.

Progress in Meeting our goals and objectives

Goals		Objective(s)
GOAL ONE: Strengthen comprehensive health services for Head Start children and their families.		78% of parents will obtain health requirements.
Completion Rate	78%	
GOAL TWO: Provide comprehensive school readiness.		60% of children will name upper and lowercase letter
Completion Rate	40%	
GOAL TWO: Provide comprehensive school readiness.		75% of children will sequence count to 50
Completion Rate	46%	

GOAL TWO: Provide comprehensive school readiness.		.5% Increase in CLASS Emotional Support .5% Increase in CLASS Classroom Organization .2% Increase in CLASS Instructional Support
Completion Rate	ES .14% Increase CO .2% Decrease IS .75% Decrease	
GOAL THREE: Increase parent involvement in the Head Start Program.		35% of parents will be involved in their child's education.
Completion Rate	44%	

Recommendations

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

- Add a statement in the Governing Board By-laws stating that Governing Board composition will adhere to the requirements and regulations set forth by each program.
- Provide staff with a better understanding of Special Education protocols and proper communication in ARD Meetings
- Provide FSWs with a schedule that focuses more time on parent engagement (motivating parents to attend Campus activities and return proper documents)
- All documents need to be completed properly, no areas left blank, and information uploaded into the Child Plus System
- Create a shared file on the P-Drive for Human Resources and Program Management to share copies of documents
- Discuss a child's transition with parents at the last parent meeting before the end of the school year
- Create a more detailed partnership with the Early Head Start Program in Texarkana

Governing Board Approval: (_____)

Policy Council Approval: (_____)