CSNT Head Start Program

2019 Self-Assessment Report - <mark>Draft</mark>

Date: 4-3-19

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 PY01-04 was 516 and enrollment is 516 at this point in PY05. Actual enrollment for PY04 was an average of 529; and PY05 is 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 (8) broad goals for Grant #06CH7174 five-year grant project period.**

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

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 (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 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 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 the Community Assessment is provided to the Self-Assessment Teams, as needed. They analyze the data from the Community Assessment along with other program data reports. The needs found within the Community Assessment include providing support for parents, hiring bi-lingual staff, quality health care for children and families, implementing school readiness, and providing teachers with the skills to teach diverse classrooms. These needs are compared to the program goals/objectives/outcomes.

4. After the Teams 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.

SA Teams	Questions to Consider
Team One: Program Management/ Quality Improvement/ Fiscal – ERESEA/ Human Resources	1. Do Staff receive training on a regular basis that will help them perform their job duties? 2. Does the program have a system in place to monitor compliance with HSPPS in the area of Human Resources? 3. Has the program had any Audit findings? 4. Does the program have a system in place to update financial policies and procedures when regulations or requirements change? 5. Is the program using reliable data systems to create reports that are user friendly? 6. Does improved technology within the program correlate with improved communication within the program?
Team Two: Comprehensive Health Services/ Safety/ Transportation	1. Has the implementation of dental clinics affected the number of children within the program that are up-to-date on dentals? 2. Are there procedures in place at the ISD locations for Head Start children to be served by the school district nurses?
Team Three: Early Childhood Education/ Child Development/ CLASS/ School Readiness	1. Has the program improved literacy and math skills for children within the program 2. Has the program improved the nutritional intake of children within the program? 3. Does the program provide adequate New Hire Training for new teachers? 4. Have CLASS scores for the Program improved?
Team Four: Family & Community Engagement – ERSEA/ Disability	1. Is the program continuing to actively recruit children in the Daingerfield and Linden areas? 2. Is the program continuing to seek community partners? 3. Did the program reach 10% of its funded enrollment as children with disabilities by the end of the program year? 4. Has the program made progress toward meeting 10% of its funded enrollment as children with disabilities during the Program year? 5. Are parents able to participate in meetings and activities when they are held at different times throughout the school year? 6. Would different training formats help Governing Board and Policy Council Members retain their knowledge of the HS Program?

Section 2. Methodology

Date	Action	Purpose
11/26/2018	*Detailed OGM Leadership Meeting*	• *Update 2019 Detailed Monitoring Process* • *Create 2019 Self-Assessment Implementation Plan*
12/10-12/2018	*Detailed Monitoring Training Sessions*	• *Training – Detailed Monitoring Orientation and Team Training* • *Each Team Member is trained on confidentiality*
2/12/19	*Self-Assessment Committee Meeting*	• *Training on SA Process* • *Discuss Proposed 2019 Self-Assessment Implementation Plan* • *Approve 2019 Self-Assessment Implementation Plan*
2/25/19	*Detailed OGM Meeting*	• *Discuss Detailed OGM Results* • *Approve Detailed OGM Summary*
4/3/19	*Self-Assessment Team Meeting*	• *Self-Assessment A to Z Team Training (including roles and responsibilities)* • *SA Team Break-out Sessions*
4/9/19	*Self-Assessment Committee Meeting*	• *Approve 2019 SA Program Report*
Before 5/31/19	*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 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. At these locations, school nurses provide guidance for health issues for Head Start children. Four of the (9) locations provide services from Head Start Campuses. In these four locations, the CSNT Health Coordinator provides guidance for health issues. At each location, a team teaching model is implemented with instruction being provided by a Head Start Teacher and School District Teacher throughout the school day.

- ✓ All CSNT staff receive systematic, on-going training on a regular basis. This training supports the staff in acquiring the knowledge and skills needed to provide high quality, comprehensive services within the scope of their job responsibilities. A database system enables management to align professional development training with the needs of the program as well as the staff.

- ✓ 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.

- ✓ CSNT Head Start uses different forms of media to recruit children into the Head Start Program. One method of recruitment is Community Billboards. These billboards alert the community of Head Start enrollment opportunities. This helps maintain waiting list. School District media sites are also used to alert parents and the community of enrollment opportunities.

- ✓ CSNT Head Start partners with community resources in the Head Start service area. Formal and Informal MOUs designate the service and/or resource that will be provided by each partner. With the use of MOUs, CSNT establishes an on-going collaborative relationship with public and private entities such as state and federal government agencies, banks, grocery stores, real estate agencies, etc.

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 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 will schedule two dental clinics beginning with the 2019-2020 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 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 by 44% when using the spot screener than in the previous year.

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.		The public's awareness of the program throughout the service area has improved over the past five years through the staff's involvement in community meetings and collaborating with the local school districts. The program has met funded enrollment all five years and has maintained an average enrollment of 525 children. The program is able to serve an estimated (9) additional students through partnerships with the local public schools.
Completion Rate	90%	
CSNT Head Start will create innovative ways for each Campus to maintain 10% disability.		• The program has met the 10% disability enrollment requirement for the past two years, but did not achieve the 10% requirement until the end of the program year • The program has met with Local Education Agencies that are serving children with disabilities located in the service area • The Disability/Mental Health Specialist will meet with Campus level Special Education staff at the beginning of the school year • The State of Texas has a Corrective Action Plan in place with the Special Education Department that may help this situation
Completion Rate	90%	
CSNT Head Start will aligned with the Head Start Program Performance Standard 1302.92, thereby ensure high quality, comprehensive services.		• Most custodians have received or maintained bus certifications. However, there is one open CDL position. • 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% is not reached until March to April.

		• The Program Manager tracks professional development goals through the database system. The program has started also tracking completion rates as well. • Family Service Staff have received training on goal setting and how to track goals in the database system. They will continue to receive more training in this area.
Completion Rate	80%	
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.		• Children have made improvements in all areas. Three-year-old children have struggled in letter recognition. However, in year five, three-year-olds that are proficient in letter recognition is 15% at the mid-point of the school year. • Children were able to name numbers and sequence count. 54% of three-year-olds and 80% of four-year-olds were proficient by mid-year. • The implementation of the Practice-Based Coach has helped teaching staff implement best practices in their classrooms. This has also had an impact on the increase in the CLASS scores of .21 in Emotional Support/.42 in Classroom Organization and .23 in Instructional Support
Completion Rate	70%	
CSNT Head Start will create and strengthen new and existing partnerships that increase the quality and the cost effectiveness of the Head Start Program.		• Texas Department of Health is communicating with the Head Start Program and will assist providers in understanding the requirements of a State Health Exam for children • 93% of families maintained Health Insurance • 33% of parents attended parent meetings and parent activities • Partnership meetings were held twice per year with School Districts to ensure communication between the programs
Completion Rate	75%	
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.		• CSNT Head Start Program Manager updates Campus budgets monthly • The Head Start Director, the Chief Finance Officer, and the Executive Director meet at least once per month to analyze the Head Start Budget as well as any finance issues that may arise. • 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. • The update to the Finance Manual was completed. • The Agency has received clean audits for the past five years
Completion Rate	95%	

CSNT Head Start will improve management systems with the full utilization of state-of-the art technology for the Head Start Program.	• CSNT utilizes several database systems to collect data across the Head Start Program. Circle and Frog Street Assessments are used for child development data and Child Plus is used for child and family data. • Data reports are discussed with parents during parent-teacher conferences and during home visits. Teaching staff discuss the child's progress. • Technology (i.e., computers, printers, telephones, copiers, etc.) replacement schedule is discussed at least twice per year during the Support Services Meeting. • 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.
Completion Rate 80%	
CSNT will serve as partners of change by embracing the aspirations of the CSNT Head Start Governing Board, Policy Council, and local community.	• Eighty percent of parents volunteer in some capacity at the CSNT Head Start Campuses. CSNT Head Start has increased parent participation due to planning parent activities with the School Districts. • Governing Board and Policy Council receive training on a regular basis. New members attend an orientation that includes a segment on their roles and responsibilities. • The Board and the Policy Council complete a self-assessment at least once per year.
Completion Rate 85%	

Recommendations

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

- Create a Risk Assessment Report to present to Policy Council and Governing Board at least twice per year
- Meet with Campus Special Education staff at the beginning of the school year to ensure that new staff are aware of the partnership between the School District and Head Start
- Teachers will discuss returning three-year-old Child Development Progress Report data at the first home visit. If implemented, this process will be added to education policies and procedures
- Combine School District and Head Start parent activities, whenever possible, and include more opportunities for Campus Directors and Family Service Workers to communicate concerning events/activities for parents

Governing Board Approval: (4-9-19 Draft)

Policy Council Approval: (4-9-19 Draft)