



CSNT Head Start Program

2022 Self-Assessment Report - DRAFT

Date: 2-23-2022

Section 1. Introduction

Program description

Head Start and Early Head Start are two of several programs offered through Community Services of Northeast Texas, Inc. (CSNT). CSNT, a community action agency, has been providing Head Start services to eligible children in Northeast Texas since the 1960s. CSNT started providing Early Head Start services to eligible children in January of 2021. Total program funded enrollment for FY22-PY03 is 465 three-to-four-year-old Head Start children and 16 twelve-to-thirty-six-month Early Head Start children. There are eight Head Start locations within the four county service area of Bowie, Camp, Cass, and Morris Counties and one early Head location in Cass County only. Actual enrollment for PY03 is an average of 437 Head Start children and 14 Early Head Start children. The Office of Head Start (OHS) is allowing Program flexibility with enrollment due to the COVID-19 Pandemic. During the PY01 grant year (before the pandemic and the conversion of some HS slots to EHS) Head Start served an average of 526 children. CSNT Head Start can serve more children than the funded enrollment due to partnerships with local education agencies. CSNT utilizes resources within the community to assist parents of enrolled children.

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. The Self-Assessment Team Leaders receive training on implementation of the Self-Assessment. They are trained on how to utilize the program data to check for systemic issues, document innovations and list any recommendations. The data used during the Self-Assessment is comprised of previous monitoring summaries, assessment data, and Program Information Reports. The Team Leaders are instructed on how to facilitate their teams through the data analyzation process for their assigned content areas.
2. The Self-Assessment Teams analyze data from the On-Going Monitoring System including Detailed Monitoring summaries.
 - 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 (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. They also provide recommendations as part of their reports. Each team completes an on-site visit, reviews documentation, and completes interviews. A summary of the Detailed Monitoring findings becomes a part of the Self-Assessment Team data packets.
3. Self-Assessment Teams analyze progress made on program goals/objectives as well as strengths and weaknesses of program 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. The Team documents systemic strengths along with any weaknesses. They also make recommendations concerning systemic issues and document any areas of innovation within the program.
4. Information from monitoring summaries is provided to the Self-Assessment Teams including Self-Assessment Summary Reports for each area of the program 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.
5. 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.
6. 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
<p>Team One: Program Governance/ Program Management & QI/ Financial and Administrative Requirements/ Human Resources</p>	<ol style="list-style-type: none"> 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?
<p>Team Two: Comprehensive Health Services/ Safety</p>	<ol style="list-style-type: none"> 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?
<p>Team Three: Early Childhood Education & Development/ CLASS/ Additional Disability Services</p>	<ol style="list-style-type: none"> 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?
<p>Team Four: Family & Community Engagement – ERSEA/ Transition/ Program Structure</p>	<ol style="list-style-type: none"> 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 criterion 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
10/18/2021	<i>Detailed OGM Leadership Meeting</i>	<ul style="list-style-type: none"> • <i>Update 2022 Detailed Monitoring Process</i> • <i>Create 2022 Self-Assessment Implementation Plan</i>
11/8/2021	<i>Detailed Monitoring Training Sessions</i>	<ul style="list-style-type: none"> • <i>Training – Detailed Monitoring Orientation and Team Training</i> • <i>Each Team Member is trained on confidentiality</i>
1/24/2022	<i>Detailed OGM Meeting</i>	<ul style="list-style-type: none"> • <i>Discuss Detailed OGM Results</i> • <i>Approve Detailed OGM Summary</i>
2/15/2022	<i>Self-Assessment Team Leader Meeting</i>	<ul style="list-style-type: none"> • <i>Training – Team Leaders are trained on the SA Process</i>
2/23/2022	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Training on SA Process</i> • <i>Each Team Analyzes Data from Their Area</i> • <i>Each Team Gives a Short Synopsis of Their Area</i>
3/3/2022	<i>Self-Assessment Committee Meeting</i>	<ul style="list-style-type: none"> • <i>Approve 2022 SA Program Report</i>
<i>Before 5/31/2022</i>	<i>Final Step in Self-Assessment Process</i>	<ul style="list-style-type: none"> • <i>Policy Council and Governing Board approval of SA Report</i> • <i>Submit to Regional Office with Grant</i>

Section 3. Key In-Sights

Strengths

- ✓ Technology plays an instrumental role in keeping CSNT Head Start and Early Head Start operating effectively and efficiently. CSNT utilizes technology to hold virtual Policy Council meetings and to provide educational instruction, when needed. Technology is used to gather and analyze large amounts of program data. Program data is tracked and monitored for accuracy on a regular, on-going basis. On-going Monitoring results are tracked and analyzed electronically. Electronic management systems track and create reports that assist staff and governing bodies in making informed and knowledgeable decisions based on accurate information.
- ✓ CSNT Head Start/Early Head Start provided Protective Personal Equipment (PPE) to all sites along with sanitation devices to keep children and staff healthy. Health and safety are key to CSNT families and employees. Wellness is promoted throughout the program including adding health supplies as part of transition bags that children receive as they transition into and out of the Program. With CARES Act Funding, families were provided bags that contained PPE along with toothbrushes and other health and wellness supplies. The Agency also created a Mental Wellness Committee to address Mental Wellness implementation within the Program/Agency.
- ✓ CSNT Head Start/Early Head Start implements a research-based early childhood curriculum that meets or exceeds the Head Start Early Learning Outcomes Framework and the Texas Pre-K Guidelines. Head Start and Early Head Start services are provided in partnership with local public school districts throughout the four-county service area. In each partnership classroom, Head Start Standards and State Guidelines are followed creating high quality services for each child and family. The Teachstone Platform is also being implemented to assist classroom staff with CLASS implementation.
- ✓ 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 for their jobs. All staff receive professional development that enables them to carry out their job duties more efficiently. Currently, CSNT Lead Teachers meet or exceed the Head Start Performance Standards qualifications. Management staff are instrumental in providing college-level, certified, classroom-based training to CSNT 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 create reports from these assessments that indicate a child's progress in each of the areas designated by Head Start/Early Head Start. The teachers as well as parents and other staff utilize these reports.
- ✓ Currently, CSNT has 465 Head Start slots and 16 Early Head Start slots. The Early Head Start Program is being implemented at the Hughes Springs Head Start Campus. The CSNT Community Assessment indicated a need for Early Head Start services in the service area and CSNT is looking for opportunities to provide more Early Head Start slots. CSNT is also seeking ways to expand Head Start services within and outside the service area.

Systemic Issues

- ✓ Create procedures that expedite the hiring process. (45 CFR §1302.91(a))
- ✓ Implement methods to reach 10% disability funded enrollment by the middle to end of school year. (45 CFR §1302.14(b))
- ✓ Create an inventory system that provides accurate and up-to-date inventory records. (45 CFR 75 §75.320(d)(2))
- ✓ Implement a process to prompt Health related follow-ups. (45 CFR §1302.47(b)(i-ii))

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/Early Head Start utilizes technology to maintain quality throughout the Head Start/Early Head Start Program. The program implements Child Plus to track and monitor data, Ready Rosie to assist parents, Frog Street On-line Curriculum for students, web-based assessments and screeners, and ZOOM to keep staff, parents, and governing bodies connected on a regular basis.
- ✓ CSNT Head Start utilizes Mental Health Advocates within the service area to assist CSNT staff in obtaining disability services for eligible children. The Mental Health Advocates assist Campus staff with completing the necessary paperwork to obtain vital services for students. They provide communication and documentation between the HS/EHS Program and the service provider for each child and family that require disability or mental health services.

Progress in Meeting Program Goals and Objectives (Winter 2022)

Goals		Objective(s)/Outcome(s)
GOAL ONE: Strengthen comprehensive health services for Head Start children and their families.		85% of parents will obtain health requirements.
Completion Rate	71% HS 76% EHS	
GOAL TWO: Provide comprehensive school readiness.		66% of children will name upper and lowercase letter
Completion Rate	52%	
GOAL TWO: Provide comprehensive school readiness.		81% of children will sequence count to 50
Completion Rate	34%	
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 .90 Increase CO .55 Increase IS .75 Increase	
GOAL TWO (EHS): Provide comprehensive school readiness.		6 Emotional & Behavior Score 6 Engaged Learning Score 6 Responsive Caregiving Score
Completion Rate	5.25 Emotional & Behavior 2.92 Engaged Learning 4.38 Responsive Caregiving	
GOAL TWO (EHS): Provide comprehensive school readiness.		45% of EHS children will demonstrate interactions with their peers.
Completion Rate	89%	
GOAL THREE: Increase parent involvement in the Head Start Program.		45% of parents will be involved in their child's education.
Completion Rate	68%	

Recommendations

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

- Develop a classroom IT equipment training process for classroom staff that includes the process for reporting classroom IT issues
- Train classroom staff on the Dial-4 referral process including re-screening procedures
- Increase the utilization of Facebook including training Family Service Coordinator on the use of Social Media in the Head Start/Early Head Start Program
- Find ways to strengthen the Early Head Start Transition process

Governing Board Approval: (_____)

Policy Council Approval: (_____)