Head Start Self Assessment Report

2023-2024

The Head Start Self Assessment Report conducted annually provides an in-depth analysis of program performance and areas for improvement. It serves as a foundational document for strategic enhancements and is multifaceted, aiming to ensure accountability, quality improvement, and alignment with program goals.

CONCHO VALLEY
COUNCIL OF GOVERNMENTS

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Program Overview

1   Administrative Team

Each Administrative team member played part in the planning and evaluation of all materials. We have had no changes to administrative staff in the 2023-2024 school year and currently carry seven administrative positions which are as follows:

Carolina Raymond	Program Director
Stephanie Hernandez	Program Assistant Director Early Head Start Education Manager
Mary Husted	Compliance/Nutrition Manager
Ofelia Barron	ERESA Manager
Stacy Walker	Family Education/Community Engagement Manager
Melissa Miranda	Health/Mental Health Manager
Cheryl Mayberry	Education/Disability Manager

2   Program Description

CVCOG Head Start/Early Head Start is a program of the Concho Valley Council of Governments. It is a long-standing program, operating since July 2004. Our funder program serves 411 Head Start students, 112 Early Head Start students, and 8 Pregnant Moms. Demographics are as followed.

Head Start Early Head Start	City/County	Location	Duration -5 Day 1020 Annual Hours HS 1380 Annual Hours EHS	Enrollment
Day HS/EHS	San Angelo Tom Green County	Center Based	7:45-1:45 HS 7:45-2:15 EHS	Head Start 153 Early Head Start 72 Pregnant Moms 0
Rio Vista HS/EHS	San Angelo Tom Green County	Center Based	7:45-1:45 HS 7:45-2:15 EHS	Head Start 170 Early Head Start 40 Pregnant Moms 8
Christoval HS	Christoval Tom Green County	School Based	7:45-1:45 HS	Head Start 20 Early Head Start 0 Pregnant Moms 0
Eden HS	Eden Concho County	Center Based	7:45-1:45 HS	Head Start 17 Early Head Start 0 Pregnant Moms 0
Eldorado HS	Eldorado Schleicher County	Center Based	7:45-1:45 HS	Head Start 17 Early Head Start 0 Pregnant Moms 0
Menard HS/EHS	Menard Menard County	Center Based	7:45-1:45 HS 7:45-2:15 EHS	Head Start 17 Early Head Start 8 Pregnant Moms 0
Ozona HS	Ozona Crocket County	Center Based	7:45-1:45 HS	Head Start 17 Early Head Start 0 Pregnant Moms 0

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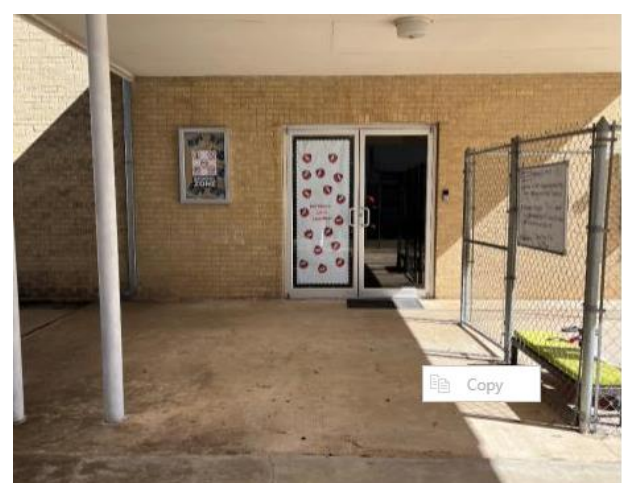
Context for the Self-Assessment

CVCOG Head Start/Early Head Start is in the 5th year of a 5-year grant cycle beginning June 2023 and ending May 2024. The Self-Assessment is conducted in the same timeline as the Fiscal Year and the Grant Year. Prior to this year's self-assessment, the CVCOG Head Start Admin Team began by reviewing last year's self-assessment report. We determined three key recommendations for this year's process:

Allow more time at the end of the process for the CVCOG Admin team to consolidate and compare data. Examine insights from all content areas that can lead to common themes across the program.

Combine and use data from all program monitoring, evaluations, and audits conducted to develop, explore, and expose strengths weakness throughout the program.

Use insight of the Policy Council and Executive Committee for Self-Assessment implementation and data collection methods.

We have completed the following process in preparation of our programs self assessment:

1	2	3	4
Updated our community assessment for the 2023-2024 program year. Results were approved by both the Policy Council and Executive Board.	Discussed Data collection, implementation, and time lines with the Policy Council and Executive Board in the Fall of 2023.	Review and updated content area evaluations per content area manager.	Administration meetings to setup schedule and implementation as well as Site Supervisor training on Self-Assessment application

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TimeLine

1 — November 2023

Self-Assessment Implementation, Data Collection, Timeline review with Executive Committee and Policy Council.

2 — December 2023

Planning Meeting for Administrative Staff.

3 — December 2023

Present self-assessment plan and schedule submitted for approval to Policy Council and Executive Committee.

4 — January 2024

Present self-assessment plan, presentation and Training of implementation process to staff and community helpers.

5 — January-February 2024

Completion of all booklets, surveys, questionnaires.

6 — March 2024

Administration Development of preliminary goals

7 — April 2024

Preliminary goals presented to Policy Council and Executive Committee for approval.

8 — March 2024

Completion of final self-assessment report.

9 — May 2024

Submit final report to Policy Council and Executive Committee for approval.

10 — 24-25 Calendar Year

Triannual Goal Review

11 — March 2025

Submit Report with Grant Application.

Methodology

1 **Design Process**

    A. Designed and discussed among our Administration Staff and Policy Council.

    B. The team included: Program Director, Head Start Administrative team, Policy Council, Executive Committee Members, Community Partners, and Staff Members.

2 **Engage the Team**

    A. Training took place in-person, zoom, and by email among the team that outlined our new   self-assessment procedures led by Stacy Walker, FAMCO Manager. Training included a definition of the self-assessment, a review of the Head Start Performance Standards and Acts, Google survey entry, and Self-Assessment schedule.

    B. Self-Assessment data was gathered by paper documents, google forms, and CATScan booklets.

3 **Analyze/Dialogue**

    A. Data was compiled and prepared for review. The administrative team verified the completion of all documents and tools provided for authenticity.

    B. The self-assessment team met to analyze, discuss, and prioritize information provided from the collection tools.

4 **Recommendations**

    A. Administrative team determined priorities for strengthening the program based on recommendations provided by the tools listed below.

    B. Goals will be identified and action steps and timelines developed. Program goals will be monitored quarterly and recorded

Methodology refers to the systematic, theoretical analysis of the methods applied within to our Self-Assessment process. It encompasses the principles, procedures, and techniques utilized to conduct research or to solve problems within our process. Methodology is essential for ensuring that research is conducted in a rigorous and systematic manner, and it helps to ensure that findings are reliable, valid, and replicable.

Data Collect Tools

1

Community Assessment
Describes the context in which Head Start and Early Head Start programs operate and is useful for ensuring correct services are provided to the appropriate population.

2

Catscan Comprehensive Approach/Tool
It is designed to help programs with the process of building and implementing a compliant self-assessment.

3

Google Content Survey/Paper Surveys
Content area-based questions received by google survey (or in paper) that reflect compliance and comprehension of Head Start Standards and Implementations.

4

Teaching Strategies
An authentic, ongoing observational system for assessing children from birth through kindergarten. It observes children in the context of every day experiences.

5

Federal File Audits
Content area audits conducted on Federal files and Family Service Files to make sure the program is in compliance with program standards.

6

CLASS
It is a tool for observing and assessing the effectiveness of interactions among teachers and students in the classrooms. Measuring the following: emotional, organizational, and instructional support that contribute to a child's development.

7

CLI Engage
Comprehensive professional development, assessment, and quality improvement platform for early care and education programs in Texas

8

CACFP Monitoring Review
Nutritional report that evaluates record-keeping, training, meal analysis, civil rights, and meal service.

9

ChildPlus
A data collecting software program that allows data entry, applications, and reports across all content areas.

10

Family Partnerships
Meetings with families that analyzes family outcomes, needs, referrals, and goal development strategies.

Strengths of the Program

Administration

1. Construct classrooms at the beginning of the year with site supervisors and FSW to provide correct ratios of student age and classroom size.
2. In program compliance with our program FA2 report from the office of HS.
3. Created an HS employee handbook and updated Performance Reviews and Job Descriptions.
4. Strong landlord relationships.

ERSEA

1. Staff receive training to ensure consistent, appropriate, and equitable enrollment process.
2. A site-wide and program-wide waiting list, representative of the needs at all sites, is maintained and updated regularly.
3. Enrollment is completed in family-friendly, safe and confidential environment.

Education Disability

1. 100% of teachers/teacher assistants plan kindergarten transition activities. – HS
2. 97.9% of teachers/teacher assistants indicate they have materials and supplies to effectively complete daily lessons.- HS
3. Implementation of curriculum and lesson plan development with available materials– EHS
4. Individualization for children. - EHS

Family Engagement Community Governance

1. Family Partnership goal achievement surge across the program.
2. Increase participation in parental/caregiver engagement activities.
3. The program offers a positive diverse & inclusive learning environment.
4. Strong Policy Council training that provides enough support to vote and speak confidently in meetings.

Health Nutrition Pregnant Moms

1. Kitchen staff understand what is needed for children with food allergies and food intolerance.
2. Kitchen staff are aware of temperature danger zone and the importance of keeping food fresh.
3. FSWs have good communication with families enrolled in the program regarding health/mental health.
4. Classrooms are provided with the proper materials to provided a safe environment.
5. Pregnant Moms engages with all family members and encourages them to participate and now offers Child/Infant CPR.

Areas of Program Improvement

Administration

1. Encourage program Volunteer time across content area.
2. Construct/Modify the Admin Yearly Calendar and WWWW.
3. Maintain ratios in the classroom due to staff shortages and teacher illness.
4. Develop a skillful Employee orientation process/follow-up.
5. Non-compliance in safety practices regarding lead.
6. Distress with heating and cooling units.
7. Transform implementation plans for clarity.
8. Tracking of incident data and completion on monitoring protocol.

ERSEA

1. Provide families a better understanding of program transitions for a successful experience.
2. Make our MOU partners aware the importance of promoting and supporting our outreach and recruitment process.
3. Review the points awarded to each parent during the enrollment process.

Education Disability

1. 68.1% of teacher/teacher assistants are confident in developing lesson plans. – HS
2. 52.6% of teachers/teacher assistants are familiar with the agency responsible for implementing IDEA services for Head Start children with disabilities. –HS/EHS
3. Train staff to be knowledgeable in transitions from Early Head Start to Head Start. - EHS

Family Engagement Community Governance

1. Pursue program Memorandums of Understanding for needed content areas.
2. Update forms to include fields for collecting PIR (Program Information Report) information.
3. Encourage the participation and promote parental education within the program.
4. Policy Council Members speak of meeting content at their parent meetings.

Health Nutrition Pregnant Moms

1. Staff need more training on recipe measurements and production record calculations.
2. Training on the types of table food infants under 12 months can and cannot have in order for meals to be claimed.
3. Offer more health/mental health trainings to staff and families.
4. Provide staff trainings on children with behaviors and what causes them.
5. Expand education to pregnant moms on nutrition, alcohol and drugs, and importance of health care.

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New Self-Assessment 2023-2024

Focusing on specific identified areas are critical for success. We have identified the following areas for improvement: training, data collection, volunteer encouragement, and community partner recruitment. Our goals are the following:

1 Promote active engagement of volunteers and foster community and partner participation across all program content areas.

2 Systematically gather, analyze, and utilize comprehensive data to assess and enhance program effectiveness.

3 To equip Head Start staff with the knowledge, skills, and resources necessary to deliver high-quality early childhood education and support services across all program content areas.

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