



Upbring

**Head Start
Preschool**

**Upbring
Self-Assessment
Report &
Improvement Plan
2023**

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Introduction

Program Description

Throughout our 138-year history, Upbring has developed a responsive model for creating programming that addresses the changing needs associated with breaking the cycle of child abuse and ensuring children, adults, and families receive the services and resources necessary to achieve positive outcomes. In 1881, a group of Lutherans founded the first social ministry to care for children orphaned by a yellow fever epidemic. The agency has evolved and expanded to provide significant social services, including foster care, domestic and international adoption, and residential treatment programs for children with emotional and behavioral disorders stemming from abuse and neglect.

We have greatly expanded the range of resources offered to the community, now providing Head Start services across the state of Texas in thirteen counties. All the services that we provide are developed in response to our ongoing assessment of the specific needs of our communities, with deep involvement by community members. We strive to enhance the educational excellence of both child and family development programs.

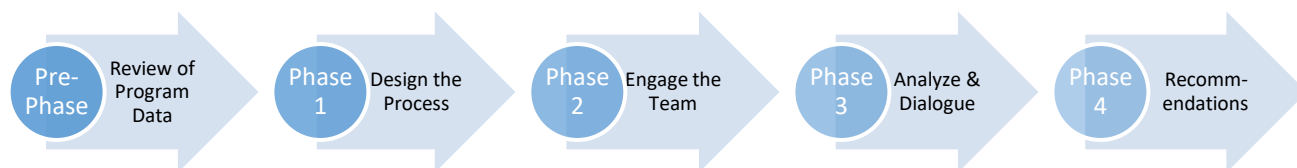
Context for Self-Assessment

Upbring Head Start conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement.

A self-assessment team was established at the start of the Spring 2023 program year to conduct the annual self-assessment. As a result of this review, several areas were identified as requiring further analysis by the self-assessment team.

The self-assessment team presented these areas of focus to the Senior Leadership team to provide context in which to conduct additional analysis. Data sources reviewed by the self-assessment team included child and family outcomes data, professional development records, on-going monitoring reviews, interviews with program staff, along with other applicable program data. Discoveries and recommendations from the Self-Assessment team will be used to direct program planning and continuous improvement.

Methodology



Self-Assessment Results

Focus Area: Monitoring and Implementing Quality Education and Child Development Services

School Readiness: Head Start CLASS Scores and Fidelity

Data Collection

To ensure quality teacher-child interactions that will improve our children’s outcomes our Education Coaches and Coordinators conduct two CLASS observations annually. These observations are input into our Child Plus software to generate individual reports for coaching and overall reports for continuous improvement.

Currently, this program year we have begun implementing the Data Analysis Worksheet to assist education staff and coaches to analyze child assessment data three times a year. The data analysis worksheet allows staff to see and to provide strategies for the areas of need.

Below are CLASS scores reflecting results across *all grant areas, individualized per grant location* and including the previous year's scores:

CLASS PreK Scores

	BGLR	SFW	W/M	BR	GALV	Overall 2022-2023	Previous Year Overall
Dimension Total							
PC (Positive Climate)	6.1	3.1	6.06	5.5	6.32	5.83	5.82
NC (Negative Climate)	1.04	1.2	1.11	1.13	1.07	1.1	1.17
TS (Teacher Sensitivity)	5.64	4.68	5.75	5.09	5.75	5.39	5.57
RSP (Regard for Student Perspective)	5.44	3.9	5.31	4.31	4.54	4.8	5.18
BM (Behavior Management)	5.81	4.62	5.92	6.13	5.64	5.52	5.75
PD (Productivity)	5.76	4.58	5.47	5.25	5.29	5.3	5.53
ILF (Instructional Learning Formats)	5.16	4.04	4.72	4.59	4.39	4.65	4.71
CD (Concept Development)	3.57	2.2	2.39	2.5	2.43	2.78	2.84
QF (Quality of Feedback)	3.57	2.18	3.06	2.31	2.71	2.91	3.41
LM (Language Modeling)	3.57	2.16	3.17	2.19	2.71	2.93	3.27
Domain Total							
ES (Emotional Support)	6.04	5.12	6	5.45	5.89	5.73	*5.85
CO (Classroom Organization)	5.57	4.41	5.37	5.32	5.11	5.16	*5.33
IS (Instructional Support)	3.57	2.18	2.87	2.33	2.62	2.87	*3.17

*Last year totals changed slightly after reporting period with later entries (5.85, 5.33, 3.17)

CLASS Toddler Scores

	BGLR	Bexar (SA)	SFW	W/M	BR	GALV	Overall 2022 - 2023	Previous Year Overall
Dimension Total								
PC (Positive Climate)	7	6.25	6.3	6	6.75	5.75	6.19	5.9
NC (Negative Climate)	1	1	1	1	1.25	1.25	1.1	1.03
TS (Teacher Sensitivity)	6.5	5.42	5.7	5.67	6.25	5.25	5.64	5.58
RSP (Regard for Student Perspective)	6.5	5.42	5.4	4.83	6	5.38	5.41	5.04
BM (Behavior Management)	7	5.5	5.3	5	6.25	5.13	5.45	5.63
FLD (Facilitation of Learning Development)	5	3.17	3	4	5	3.25	3.63	4.06
QF (Quality of Feedback)	3.5	3	2.9	4	4.75	1.88	3.15	2.96
LM (Language Modeling)	3.5	3.17	3	3.83	4.75	2.75	3.38	3.43
Domain Total								
EBS (Emotional and Behavioral Support)	6.8	5.92	5.94	5.7	6.4	5.65	5.92	5.82
ESL (Engaged Support for Learning)	4	3.11	2.97	3.94	4.84	2.62	3.38	3.48

CLASS Infant Scores

	BGLR	Bexar (SA)	SFW	W/M	BR	GALV	Overall 2022 - 2023	Previous Year Overall
Dimension Total								
RC (Relation Climate)	7	4.69	6.25	6.75	6.5	7	6.05	6.13
TS (Teacher Sensitivity)	7	4.81	5.5	6.5	6.5	5.5	5.84	6.21
FE (Facilitated Exploration)	6.25	3.63	4.75	6	5.25	4.5	4.96	5.42
ELS (Early Language Support)	6	3.69	4	5.5	4.75	5	4.7	5.25
Domain Total								
RCG (Responsive Caregiving)	6.57	4.21	5.13	6.19	5.75	5.5	5.39	5.75

*Note: Not all locations were consistently open from the previous year to this year

Individual grant location CLASS scores – previous year and this year

PreK

	Bexar	BGLR	BGLR Previous Year	SFW	SFW Previous Year	W/M	W/M Previous Year	BR	BR Previous Year	GALV	GALV Previous Year
Dimension	N/A										
PC		6.1	5.78	5.1	5.92	6.06	5.9	5.2	5.75	6.32	5.91
NC		1.04	1.06	1.2	1	1.11	1.48	1.2	1.17	1.07	1.23
TS		5.64	6.09	4.68	5.33	5.75	4.2	4.7	4.92	5.75	5.36
RSP		5.44	5.81	3.9	5.13	5.31	4.7	3.5	4.58	4.54	4.59
BM		5.81	6.11	4.62	5.83	5.92	5.03	6.1	5.83	5.64	5.68
PD		5.76	6.07	4.58	4.96	5.47	5.5	5	5.33	5.29	5.32
ILF		5.16	5.41	4.04	4.04	4.72	4.63	4	3.75	4.39	4.68
CD		3.57	3.61	2.2	2	2.39	2.8	2.1	2	2.43	2.41
QF		3.57	3.61	2.18	2.83	3.06	3.48	1.8	3.17	2.71	2.91
LM		3.57	3.93	2.16	2.33	3.17	3.8	1.9	3.42	2.71	2.91
Domain											
ES		6.04	6.16	5.12	5.84	6	5.58	5.05	5.52	5.89	5.66
CO		5.57	5.86	4.41	4.95	5.37	5.05	5.03	4.97	5.11	5.23
IS		3.57	3.72	2.18	2.39	2.87	3.36	1.93	2.86	2.62	2.74

Toddler

	BGLR	BGLR Previous Year	Bexar	Bexar Previous Year	SFW	SFW Previous Year	W/M	W/M Previous Year	BR	BR Previous Year	GALV	GALV Previous Year
Dimension												
PC	7	6.33	6.25	5	6.21	5.6	6	6.67	6.75	6.5	5.75	5.5
NC	1	1	1	1	1.07	1	1	1	1.25	1	1.25	1.17
TS	6.5	6.17	5.42	4.5	5.64	5	5.67	6.5	6.25	6.17	5.25	5.5
RCP	6.5	5.75	5.42	4.5	5.36	5.3	4.83	4.5	6	4.83	5.38	5.17
BG	7	5.67	5.5	4.67	5.36	5.8	5	5.83	6	5.83	5.13	5.83
FLD	5	3.58	3.17	2.5	3.24	3.1	4	5.5	6.25	5.33	3.25	5
QF	3.5	2.58	3	2.33	3.07	2.8	4	4	5	3.33	1.88	2.83
LM	3.5	3.17	3.17		3.21	2.9	3.83	4.5	4.75	4.67	2.75	3.17
Domain												
EBS	6.18	6.8	5.92	5.13	5.9	5.74	5.7	6.1	6.4	6.07	5.65	5.77
ESL	3.11	4	3.11	2.44	3.19	2.93	5.7	4.67	4.84	4.44	2.62	3.67

Infant

	BGLR	BGLR Previous Year	Bexar	Bexar Previous Year	SFW	SFW Previous Year	W/M	W/M Previous Year	BR	BR Previous Year	GALV	GALV Previous Year
Dimension										No Data		
RC	7	7	4.69	4.88	6.25	6.5	6.75	7	6.5		6.5	6
TS	7	7	4.81	5.13	5.5	6.5	6.5	7	6.5		5.75	6
FE	6.25	6	3.63	4	4.75	6	6	6.5	5.25		5.25	6
ELS	6	5.5	3.69	4.25	4	5.75	5.5	6	5.25		4.75	5.5
Domain												
RC	6.57	6.38	4.21	4.57	5.13	6.19	6.19	6.63	5.69		5.69	5.88

Bexar EHS Findings

Infant

- Findings demonstrate that scores had a slight decrease from 2021-2022 to the 2022-2023 program year.
- Scoring in the dimensions resulted in the mid-range in the 2022-2023.

Toddler

- Findings demonstrate that scores were slightly increased from 2021-2022 to the 2022-2023 program year.
- Scoring in the dimensions resulted in the mid to mid-high range in the 2022-2023.

BGLR EHS Findings

Infant

- Findings demonstrate that scores were slightly increased from 2021-2022 to the 2022-2023 program year.
- Scoring in the dimensions resulted in the high range in the 2022-2023.

Toddler

- Findings demonstrate that scores were slightly higher from the 2021-2022 to the 2022-2023 program year.
- Scoring in the dimensions resulted in the mid to high range in the 2022-2023.

BGLR HS Findings

- Findings demonstrate that scores slightly decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the dimensions resulted in the mid to high-mid range in the 2022-2023.

Brazoria EHS Findings

Toddler:

- Findings demonstrate scores increased from the 2021-2022 to 2022-2023 program year.
- Scoring in the dimensions and domains resulted in the mid to high range in the 2022-2023 program year.

Brazoria HS Findings

- Findings demonstrate scores slightly increased and/or decreased in some areas from the 2021-2022 to 2022-2023 program year.
- Scoring in the Dimensions and Domains resulted in a low to mid-high range in the 2022-2023 program year.

Galveston EHS Findings

Infant:

- Findings demonstrate that scores slightly decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions and Domains resulted in the mid to high range in the 2022-2023 program year.

Toddler:

- Findings demonstrate that scores slightly increased and/or decreased in some areas from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions and Domains resulted in the low to mid-high range in the 2022-2023 program year.

Galveston HS Findings

- Findings demonstrate that the Dimension scores overall decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Domains range from low to high in the 2022-2023 program year.

South Fort Worth EHS Findings

Infant:

- Findings demonstrate that scores slightly decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions resulted in the mid to high range in the 2022-2023 program year.

Toddler:

- Findings demonstrate that the Dimension scores overall slightly increased 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions and Domains results low-mid to high from 2021-2022 through the 2022-2023 program year.

South Fort Worth HS Findings

- Findings demonstrate that the scores overall decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions and Domains resulted in low to mid-high range 2021-2022 through 2022-2023 program year.

Wharton/Matagorda EHS Findings

Infant:

- Findings demonstrate that scores slightly decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions resulted in the mid-high to high range in the 2022-2023 program year.

Toddler:

- Findings demonstrate that scores overall slightly decreased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions resulted in the mid to high range in the 2022-2023 program year.

Wharton/Matagorda HS Findings

- Findings demonstrate that scores overall increased from 2021-2022 to the 2022-2023 program year.
- Scoring in the Dimensions and Domains resulted in mid to high 2021-2022 through 2022-2023 program year.

Strength Identified

- Dimension scores: mid-high to high range results
 - Pre-K - *Positive Climate (PC)*, *Teacher Sensitivity (TS)*, Behavior Management (BM) and Productivity (PD)
 - Toddler - *Positive Climate (PC)*, *Teacher Sensitivity (TS)* and Regard for Student Prospective.
 - Infant - *Relational Climate (RC)* and *Teacher Sensitivity (TS)*
- Domain scores: mid-high to high range results
 - Pre-K – *Emotional Support (ES)* and Classroom Organization (CO)
 - Toddler – *Emotional and Behavioral Support (EBS)*
 - Infant – *Responsive Caregiving (RC)*
- Leadership identified struggling areas and increased their presence and support on sites and in classrooms which improved active supervision in select locations.
- Observed improvement with Conscious Discipline understanding and implementation in many classroom settings.
- Education ICS team revised the monitoring reporting tool (desk reviews/on-site visits) to ensure improved communication with the leadership team.
- Education ICS and Education Coordinators conducted CLASS observations with existing and new Education Coaches for the understanding of the tool and commitment to CLASS fidelity across grant areas to ensure implementation and tiering teachers moving forward
- Education Coaches/Coordinators, along with ICIS attended and participated in a comprehensive continuing Practice-Based Coaching implementation series with an assigned Early Childhood Specialist.
- Due to identified concerns, the Education ICS team individualized training, including topics related to roles/responsibilities and policies/procedures, to ensure the understanding of the workflow for consistent support for education coaches.
- Education staff provided Individualized training topics, including all policies and procedures on scheduled professional development calendar days for clarity and understanding of roles and responsibilities.

Areas of Improvement

- Increase understanding and response time when requesting internal and external data to guide instruction to improve student outcomes.
- Ensure coaches understand that modeling is a coaching strategy that is needed to support the classroom environment.
- Additional support for new hires to include that supervisory staff complete the on-boarding checklist, have new hires complete any additional training related to their position and provide shadowing opportunities.

- Develop strategies for improving communication between ISDs/Stand-alone centers (Satellites) to increase coaches' on-site support.
- Consistence of implementation of Head Start Performance Standards and Upbring Policies and Procedures across all grant areas.
- Increase understanding of the cyclical approach of Practice-Based Coaching implementation and tiering teachers in order to provide more individualized coaching to teachers.

Action Plan

- Ongoing staff development, and technical support will be continued to close identified gaps in communication and implementation of policies and procedures and Head Start Performance Standards across all Upbring grant locations.
- Continue Practice-Based Coaching training to Education coaches and coordinators to promote teaching strategies that will increase Instructional Support in the classrooms.
- Continue to provide training for the Education team on collecting, aggregating, analyzing and delivering data results (CLASS, Coaching documentation, Child Assessments) to ensure program implementation and improvement.
- Continue to implement and evaluate CLASS double-coding for consistency and fidelity with CLASS scoring across all grant locations.
- *Continuing Recommendations:*
 - Conducting CLASS observations twice a year to ensure School Readiness is being promoted on a continuing spectrum across all ages.
 - Observations administered in the Fall/ Spring for all ages by the Education coaches and in addition, double coding; to ensure accuracy with reliability for all CLASS observations through the 2022-2023 school year for fidelity of data to ensure a solid understanding with the CLASS tool for all age groups.
 - Education ICS will assist with double coding some CLASS observations with coaches and/or coordinators to ensure CLASS reliability and fidelity.
 - Provide ongoing professional development to HS and EHS teaching staff and Educational Coaches/Coordinators in CLASS to ensure all grants are promoting quality education in our childcare centers to support school readiness.

Focus Area: Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Data Collection

The data was collected during the 2022-2023 program year from August 2022 through the end of March 2023. The data was obtained from the following sources:

- ERSEA Child File Checklist Reviews (completed in DataSay monitoring system)
- Data Management System (ChildPlus) reports: Average Daily Attendance Report 2301; Enrollment Priority Listing Report 2025; and the Participant Summary Report 2131, which includes snapshots of attendance, disabilities, family outcomes, health, and immunizations
- Head Start Family Services Enrollment Reports, located on the Teams drive
- Site visits, which included physical and electronic file reviews, and interviews with staff (Family Advocates, ERSEA Specialists, Family Service Coordinators, and Regional Director)

Strengths Identified

- The program utilizes online applications for enrollment in conjunction with in-person interviews. This process allows parents to submit information online and communicate with staff about additional required information prior to the in-person interview.
- Although funded enrollments were not met, with the exception of BGLR EHS (Bee, Goliad, Live Oak, and Refugio Counties), the following grant areas increased their actual enrollment from the 2021-22 program year: Wharton/Matagorda Head Start (by 20%); Galveston County Head Start (by 21%); Brazoria County Early Head Start (by 37%); and Bexar County Early Head Start (by 18%).
- As a result of previous internal and external monitoring reviews and training, the number of errors on the Eligibility Determination Records has been reduced since the last program year.
- Parent interviews were done this school term, face-to-face, by phone, and by Zoom, depending on the campus rules. Some campuses collaborate with Pawnee ISD; therefore, the campuses would follow the ISD protocol. The staff made accommodations for parents depending on if the parents were still not comfortable with face-to-face interactions.
- Overall, the errors found through desk review monitoring and campus site reviews have decreased tremendously.

Areas of Improvement

- Five grant areas are under-enrolled in both Early Head Start and Head Start options.
- CACFP (Child and Adult Care Food Program) Enrollment form was not completed correctly in approximately 35% of files reviewed in Brazoria and Wharton/Matagorda Counties.
- Emergency Contact forms at several locations did not include the required verification following the initial completion of the document.
- There is a lack of follow-up from Family Services staff on the ChildPlus Enrollment Priority Listing 2025, resulting in a large number of applicants remaining in the New status weeks after the pre-application has been submitted online.
- Attendance percentages across all grant areas were under 85% for the program year.
- Mock files which were to be distributed during the 2022-23 program year were put on hold due to discrepancies in documents in folders created by the ERSEA Specialist and Family Services Implementation & Compliance Specialist.
- Teachers in the Independent School Districts in Brazoria, Galveston, and Wharton/Matagorda did not take daily attendance, as outlined in the Memorandum of Understanding and the Upbring-ISD Handbook, until January 2023. Upbring staff then made sure that attendance devices and training were provided to all ISD teachers in the specified grant areas.
- Follow-ups in grant areas aren't being done when children are absent. All follow-ups should be documented. Family Advocates and teachers need to communicate better when a child is absent to ensure the accuracy of the data placed in the Data Management System (ChildPlus).

Action Plan

- Continue to implement year-round recruitment activity plans to improve waitlists and make efforts to canvas the community to build relationships with prospective families and community partners. These efforts will begin each March for the following program year. 1302.13; 1302.11 (a,b)
- Training was given to all Family Services staff on the CACFP Enrollment and Emergency Contact forms in August 2022. Supervisors will reiterate this information during monthly Professional Development, beginning in September 2023. 1302.12 (m)

- ERSEA Specialists will review Priority Listings in the data management system and follow up with Family Advocates weekly to ensure new online applications are being moved to a waiting list status. 1302.12
- Family Service Coordinators and ERSEA Specialists will review attendance on a bi-weekly/monthly basis and work together to ensure the quarterly completion of the ERSEA Coordinator Checklist for attendance in the DataSay Monitoring System. Attendance may be reviewed using a variety of data management system reports.1302.16
- Family Service Implementation & Compliance Specialist will work with ERSEA Specialist and Family Service Coordinators to review forms and supply Family Advocates with a mock hard file folder. This project will be completed in July 2023 to distribute at the pre-service training in August 2023.
- Work on revisiting and emphasizing Memorandums of Understanding to improve the collaboration between external partners, parents, and staff. 1302.53
- Continue having ChildPlus help sessions during the professional development days, staff meetings, and one-on-one, depending on the need. 1302
- The Family Service Implementation & Compliance Specialists team will continue working with Regionals, Family Service Coordinators, and Superintendents to bring staff training to ensure ChildPlus is used to capacity for the program’s needs. 1302

Enrollment - March 2023				
Grant Area	Early Head Start (actual)	Early Head Start (funded)	Head Start (actual)	Head Start (funded)
Bexar County	43	88	N/A	N/A
BGLR (Bee, Goliad, Live Oak, Refugio Counties)	32	32	291	362
Brazoria County	44	56	45	213
Galveston County	32	48	258	355
South Fort Worth	56	88	175	350
Wharton/Matagorda Counties	24	32	184	227

Average Daily Attendance Percentage 2022 - 2023 (August 2022- March 2023)		
Grant Area	Early Head Start	Head Start
Bexar County	67.53%	N/A
BGLR (Bee, Goliad, Live Oak, Refugio Counties)	84.64%	65.07%
Brazoria County	**74.47%	**37.7%
Galveston County	52.26%	61.83%
South Fort Worth	36.11%	48.74%
Wharton/Matagorda Counties	83.32%	57.20%

**Only EHS and HS Center-based locations are used, as two locations in Brazoria County are home-based only and would skew the average.

Focus Area: Monitoring Quality Family and Community Engagement Services

Data Collection

The data was collected during the 2022-23 program year from August 2022 through the end of March 2023. The data was obtained from the following sources:

- Family Engagement Checklist Reviews (completed in DataSay monitoring system)
- Data Management System (ChildPlus) reports: Family Outcomes Assessment Completion Status Report 4220; and the Participant Summary Report 2131, which includes snapshots of attendance, disabilities, family outcomes, health, and immunizations
- Site visits, which included physical and electronic file reviews, Family Engagement Binder reviews, and interviews with staff (Family Advocates, ERSEA Specialists, Family Service Coordinators, and Regional Director)

Strengths

- Video (Zoom/TEAMS) meetings were held to better accommodate parent schedules.
- There was over 85% completion rate of the first Family Assessment in the sample of files reviewed in the Brazoria, Galveston, and Wharton/Matagorda grant areas. Family Assessments were completed 100% in BGLR and San Antonio College.
- Parent Boards with relevant information were posted and available at all locations in the Brazoria, Galveston, Wharton/Matagorda, BGLR, Bexar and SFW grant areas.
- ChildPlus (Data Management System) 3010 was used to check for missing health requirements to ensure campuses complied.
- Paperwork needed for the child's enrollment was collected, uploaded, in ChildPlus, and placed in the child's folder before the 45-day deadline in BGLR, Bexar County, and SFW.

Areas of Improvement

- There was a discrepancy between the Family Services calendar/timeline (February 6-17, 2023) and the Data Management System date (January 28, 2023) for the second Family Assessment/Outcome.
- Family Goals often did not align with the interests or needs indicated by parents on the Family Assessment forms.
- Parents did not receive copies of the Family Goals worksheet they completed with the Family Advocates during enrollment. Family Advocates indicated they were unaware of the need to distribute copies but were informed of the need to do so by the Implementation Compliance Specialist during the Family Engagement Checklist review (as this is a question on the checklist).
- Staff shortages and turnover of Family Advocates and teaching staff have impacted services, resulting in Family Advocates providing extended assistance in classrooms and having less time for Family Service activities.
- Develop a list of essential items that Family Advocates should place on the parent engagement board. This is part of the ICS campus compliance check. Family Engagement Advocates have inquired about what needs to be on the parent board since it's part of the campus compliance check.
- Ensure that family services staff communicates with parents and teachers regarding attendance and follow up with parents on a child being absent.

Action Plan

- Implement more discussion/planning time between staff before submitting the Family Services calendar/timeline and the data management system dates for Family Assessment Outcomes. 1302.50
- Continue to train staff on reviewing parents' interests and needs documented on the Family Assessment to facilitate goals that are more closely aligned with each family's situation. 1302.12 (m); 1302.52
- Train staff on all expectations for the upcoming year. Relevant information should be reiterated monthly by supervisors during professional development training.1302.12(m)
- Early Head Start/Head Start staff will work with Upbring's People Operations and external community partners to improve visibility in the communities served and obtain viable applicants for employment. 1302.91
- Continue using the ongoing monthly monitoring report summaries from ChildPlus, highlighting the importance of timely data entry. 1302.12(m)
- Assessing the changes in the grant areas will help determine which areas need recruitment. 1302

Focus Area: Monitoring and Implementing Quality Health Services

Data Collection

The data was collected during the 2022-2023 program year from August 2022 through the end of March 2023. The data was obtained from the following sources:

- ERSEA Health Checklist Reviews (completed in DataSay monitoring system)
- Data Management System (ChildPlus) reports: Latest Occurrence of Health Events Report 3036 and the Participant Summary Report 2131, which includes snapshots of attendance, disabilities, family outcomes, health, and immunizations
- Site visits, which included physical and electronic file reviews, and interviews with staff (Family Advocates, ERSEA Specialists, Family Service Coordinators, and Regional Director)
- Family Engagement Checklist Reviews collected in DataSay, are used to capture campus activities and events that were geared specifically towards health education.

Strengths Identified

- During the initial health monitoring reviews, over 90% of reviewed files included immunization records in the physical and electronic child files. This improvement was a result of training and previous internal and external monitoring.
- Reviews of physical and electronic files showed more students entering the program with health insurance and medical/dental homes than in the previous program year.
- The amount of Health documents uploaded to the Data Management System at the start of the current year increased from the same time last year.
- Training was conducted for all Family Services staff on the correct manner to complete required and as-needed enrollment documents.
- Training on immunizations and the EPSDT (Early and Periodic Screening, Diagnostic, and Treatment) Schedule was conducted for all Family Services staff by San Antonio Metropolitan Health District personnel.
- Family Advocates helped families establish medical and dental homes if parents didn't already have health providers chosen.

- FAs proactively used the ChildPlus report, 3010, to check for missing health requirements before the 45-day deadline. FAs follow up with parents to ensure children get their medical and dental exams due before the 45-day deadline.
- There was documentation of the communication between parents and FA about the outcome of the medical and dental exams. Ensure parents establish medical and dental homes during the parent interview and before the 45-day deadline.
- Family Service Coordinators and ERSEA were able to complete screenings needed for the 45-day deadline to ensure campuses complied. In SFW, campus community resources are used to assist with meeting dental health needs. Star Dental was used the week of 2/13/2023. FSC utilized ChildPlus reports more efficiently this school term by checking reports weekly, ensuring FAs were documenting, uploading paperwork, and doing follow-ups when necessary.
- Training has been continuous throughout the program year; this has helped with lowering the errors that have been at the time of compliance checks by Implementation and Compliance Specialists (ICS).

Areas of Improvement

- Health Statements were not included in a majority of the reviewed files. The Texas Health Step physical exam, which replaced the previous Universal Physical Examination, did not include an embedded Health Statement. For the upcoming year, the physical exam form will include an embedded health statement in addition to the individual form.
- Staff signatures were missing on several Individual Health/Nutrition Plan forms. The forms for Early Head Start were not updated quarterly.
- Emergency Contact forms at several locations did not include the required updates following the initial completion of the form.
- At a number of locations, hearing and vision screenings were completed after the 45-day deadline.
- After the initial entry of information and health monitoring reviews in which required documents were submitted on time, many required health events due later in the year were not submitted or completed on time.
- Immunizations and data entry have improved but continue to be a challenge in some areas.
- The 7-day requirements completed before school starts: Nutrition History, Health History, and TB Questionnaire. These forms are showing up in ChildPus as late.
- Follow-ups with families are not being done when a child is out sick.

Action Plan

- Return to the use of the Universal Physical Exam form which includes a statement signed by the doctor and emphasize the use of individual Health Statement forms if the physical exam is not available at the start of the program year. As of March 2023, the newly utilized physical exam forms were replaced by revised Universal Physical forms with health statements embedded within the form. In addition, the stand-alone Health Statement document will be emphasized staff trainings. 1302.42
- Continue to train staff on the appropriate completion of required and as-needed documents. Training will be conducted for all Family Services staff in August 2023. 1302.12 (m)
- Establish a timeline for the completion of Emergency Contact form updates and include the timeline in the procedures that refer to the Emergency Contact form. This information should also be reiterated by supervisor staff during monthly professional development trainings.1302.12(m)

- Review and revise Policies and Procedures and train staff to ensure understanding of relevant processes. IHNP forms and Health/Emergency Contact procedures will be revised for clarity by Family Services leadership in May 2023. 1302.12
- Ensure that all Family Advocates, ERSEA Specialists, and Family Service Coordinators are fully certified to conduct hearing and vision screenings. 1302.42
- Establish and expand community partnerships with colleges and/or medical entities to aid in completing hearing, vision, dental, and other health screenings. 1302.53
- Ensure that Family Service Coordinators and Family Advocates consistently run reports and check files to ensure that deadlines are being tracked in all areas of health. 1302.42

Focus Area: Monitoring Disabilities

*Disability numbers and/or percentages are presented here. I spoke with the Director of Special Programs and was informed that ChildPlus reports would be more accurate. I used ChildPlus report 3501 and only counted open or closed IEPs/IFSPs (or IEPs/IFSPs in place, not concerns), so the numbers below may differ from those compiled by Special Programs staff. Additional information may need to be added by the Special Programs staff if necessary.

Data Collection

The data was collected during the 2022-23 program year from August 2022 through the end of March 2023. The data was obtained from the following sources:

- Data Management System (ChildPlus) reports: Disability Management Report 3501 and the Participant Summary Report 2131, which includes individual snapshots of attendance, disabilities, family outcomes, health, and immunizations
- Site visits

Strengths

- The Director of Special Programs position was included at the start of the 2022-23 program year.
- The Wharton/Matagorda EHS grant has a disability percentage of 18.75%, well over the required 10%.

Areas of Improvement

- Reports for the Brazoria, Galveston, and Wharton/Matagorda grant areas listed concerns, but very few identified disabilities (as evidenced by Individual Education Plans and Individualized Family Service Plans).
- Disability Management Reports show a large number of parents refused consent for staff to move forward with the evaluation and disability process.
- According to Disability Management Reports, none of the Head Start options for Brazoria, Galveston, and Wharton/Matagorda grant areas met the 10% requirement.

Action Plan

- Train staff to work with parents and Special Programs staff on the processes of evaluating and identifying suspected and identified disabilities. If a parent refuses to consent to the observation or evaluation of their child, staff should continue to work with the parent and stress the importance of the services offered. Staff must also document attempts at contact to show their due diligence in offering and providing needed services.
- Work with the Special Programs Director to build/strengthen partnerships with Early Childhood Intervention agencies, Independent School Districts, and other health and community service providers to obtain access to a larger number of eligible children with disabilities. 1302.14(b)

Focus Area: Monitoring Program Governance

Data Collection

The data was collected during the 2022-2023 program year from August 2022 through the end of March 2023. The data was obtained from the following sources:

- Family Engagement Checklist Reviews (completed in DataSay monitoring system)
- Site visits, which included physical and electronic file reviews, Family Engagement Binder reviews, and interviews with staff (Family Advocates, ERSEA Specialists, Family Service Coordinators, and Regional Director)

Strengths

- Video (Zoom/TEAMS) meetings were held to better accommodate parent schedules.
- All Family services staff received training on Shared Program Governance in August 2023.
- Prior to the start of the program year, the Family Advocate for Wharton ISD - Sivells Elementary created a calendar of topics for parent committee and engagement meetings. In the Family Engagement binder, she has pre-selected topics for the year and activities that may be used with each month's topic.
- Due to the lack of parent participation in the regularly scheduled parent committee meetings, the Family Advocate at Galveston ISD- Rosenberg coordinated parent meetings with the evening PTO (Parent-Teacher Organization) meetings held by the school. This led to consistent and above-average parent attendance in the Rosenberg parent committee meetings.
- Alvin Center (Brazoria), Karam Center (Galveston), and Rosenberg (Galveston) had consistent attendance that was above average for their respective enrollment numbers.
- In Galveston County, the Karam Center invited speakers to discuss Fatherhood activities at the start of the program year. This was well before all other locations added Fatherhood information to their meetings.
- A Family Advocate in Alvarado Main has provided face-to-face parent engagement meetings at the start of the program year. Providing face-to-face parent meetings allowed the FA to build strong relationships with parents.
- In Azle there has been a consistency of having a reader from the Kindermusik group. The group reads and makes interactive music with the EHS/HS classrooms.
- Campuses in SFW utilized community resources to complete their dental health requirements to ensure the campus complied.
- In Granbury, the Upbring Head Start program is promoted in the county newspaper for free throughout the program year. The FA was approached with the opportunity, which helps build community relationships.
- The Pawnee Partnership in BGLR and Bexar County is strong. The campuses function better due to the collaboration and Pawnee's understanding of the MOU.

Areas of Improvement

- Sweeny Elementary School (Brazoria), Van Vleck Elementary (Wharton/Matagorda), and Matagorda Elementary School (Wharton/Matagorda) did not have any parent committee meetings or parent activities for the current program year.
- In most locations in the Brazoria, Galveston, and Wharton/Matagorda areas, parent participation in parent committee meetings was extremely low (averaging less than 5 attendees per meeting).
- During initial Family Engagement monitoring reviews, center and ISD locations did not have Policy Council meeting minutes posted on their parent boards.

- None of the monitored locations knew (or had a list) of all Policy Council members. None of the staff could answer whether Community Representatives were included in their Policy Council membership, as asked in the Family Engagement Checklist.
- South Ft. Worth, BGLR, and Bexar County all had parent committee meetings. Parent participation was low. Parent involvement needs to increase through all three grant areas.
- SFW ISD campuses struggled with getting participation. Parents didn't understand the need to be a part of the meetings. ISD's parents told FA they're involved in PTO/PTA with the school district.
- Better communication among the policy council members and training for policy council members.

Action Plan

- Work with ISD partners to review existing Memorandums of Understanding regarding expectations. Upbring staff should also work with ISD partners to plan meetings and develop activities for parents as required in the Head Start Program Performance Standards. 1302.53
- Use the strengths identified at specific locations to replicate these ideas in struggling sites. Those in ISD sites with low participation in parent committee meetings should work with their respective PTO to coordinate meetings. 1301.4(b)
- Ensure that Policy Council and Parent Committee meetings are posted on each location's parent board. The strengths identified at specific locations to replicate at locations that are struggling in these areas. After the Regional Director was notified of the lack of Policy Council minutes being posted, each location in Brazoria, Galveston, and Wharton/Matagorda was sent copies of Policy Council minutes. 1301.3; 1301.4
- Train staff on the importance of the Policy Council. Along with copies of Policy Council/Parent Committee meeting minutes, each location should have a list of Policy Council members on hand. Because the Family Engagement Checklist asks if community members are represented, it follows that staff members are able to answer this question. 1301.12(m); 1301.3

Focus Area: Safety Practices

Data Collection

- DataSay: a Head Start aligned monitoring system that allows standard by standard implementation tracking of compliance trends and findings by populating various reports through the consolidation of data received in consideration of formal Office of Head Start (OHS) monitoring protocols and selective Caring for Our Children Basics (CFOC) National Health and Safety Performance Standards.
- Ongoing document reviews and observations of identifiable global trends related to following all Head Start Program Performance Standards (HSPPS) in conjunction with the regulations required by Texas Education Agency (TEA) for Independent School District (ISD) partnerships. A thorough focus consisted of following OHS monitoring protocol area subsections Safety Practices 1302.47(a) and (b).

Strengths Identified

- During the 2022-23 program year visits to both stand alone and ISD collaborations, there was verified evidence that all guests needed to be granted approved access to enter the facility. In addition, most ISD collaborative locations required added clearance through the Raptor Visitors Management System which compares state issued ID information to a database that contains details from 50 states related to registered sex offenders. Once cleared through the system, a visitor badge is issued which includes the name, date, time, and ID photo of the person on the

premises. Upon departure, many campuses request the return to the visitor's badge in addition to signing out. *CFOC 9.2.4.7: Sign-In/Sign-Out System.*

Area of Improvement

- There was evidence that a two (2) part reverification procedure was not being followed regarding Emergency Contacts. Safety Practices 1302.47(b)(7)(v).
- It was identified that ISD collaborations follow a different process for conducting formal daily/monthly safety checklist verses inputting data in the approved ongoing monitoring data system (DataSay) in alignment with the stand- alone centers. Safety Practices 1302.47 and 1302.21 (d)(1).
- Within auditing samples, documents (i.e., applications, CACFP enrollment forms, health & nutrition care plans, food substitution forms, etc.) in children's files were missing various responses pertaining to parent/staff signatures, dates, and acknowledgements. Safety Practices 1302.47(a) and (b).
- The program has established emergency preparedness plans; however, staff were noted as being unaware of what "supplies" were required to be compliant with response plans outside of basic first aid practices. Safety Practices 1302.47(b)(4)(i)(G) and 1302.47(b)(8)
- The program has established incident and accident reporting procedures; however, within the ISD partnership, it has been found that all incidents or accidents were not reported to Upbring in a timely manner to be in compliance with reporting standards. Safety Practices 1302.102(d)(1)(ii)
- During the 2022-2023 auditing visits, it was evident that there was a lack of ongoing pest control visits. Some sites perform quarterly pest control visits, while others have monthly ones. HSPPS requires that all facilities are clean and free from pests. Center directors should revisit Upbring policy and protocol concerning pest safety practices to ensure the children's safety. Safety Practices 1302.47(b)(1)(ii)

Action Plan

- Establish timelines (i.e., quarterly months) for 1st and 2nd reverifications to be completed. Add to ongoing meeting agendas, sending reminder(s) to relevant Family Services staff.
- Add topic (quarterly) to established professional development days for Family Services Team.
- Continue ongoing monitoring by Family Service Coordinators and relevant Implementation and Compliance Specialist (ICS) for evidence of full compliance.
- Consider Operations Implementation and Compliance Specialists review of previously manually completed inspections/checklist during unannounced ISD on-site visits to ensure on-going compliance.
- If feasible, establish a fixed position (person) able to track and enter the data daily/monthly (ongoing) for appropriate verification from the internal auditors (as a controlled check and balance system).
- Develop separate ongoing monitoring procedures for ISD campuses to increase a successful outcome.
- Establish ongoing monitoring practices with program content areas staff, while continuing verification audits by the respective ICS.
- Review/revise all program forms for the alignment to current program needs (i.e., remove unneeded staff signatures, modify procedures based on present operational demands, etc.).
- Center Directors should review all individual preparedness plans during a staff meeting for site familiarity. Based on the global supply inventory list provided in the plan, an order should be placed for low stock or missing items.

- ISD Partnership should review Upbring handbook related to incident and accident reporting. All incidents should be reported to Upbring staff as soon as possible within the day of the incident or accident.
- Incidents or accidents that affect the health and safety of the program should be reported immediately or as soon as possible to remain in regulations with HSPPS.
- ICS recommends monthly playground pest control visits instead of quarterly in SFW.
- During the spring and summer months, pest control should be increased based on the increase of outside pests.