

**GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.
HEAD START AND EARLY HEAD START
SCHOOL READINESS ACADEMY**



2024-2025 Self-Assessment

Summary of Findings and Recommendations

Program CEO: Mrs. Catriva Webbs



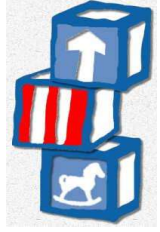
During the week of February 24th - February 28th, 2025, Greater Opportunities of The Permian Basin, Inc. Head Start School Readiness Academy conducted the annual Self-Assessment with teams analyzing data across all service areas to create final recommendations for program improvements. The attached report reflects the results of the assessment, including program strengths, areas for improvements, and program improvement plans.



Greater Opportunities of The Permian Basin Inc.

Head Start & Early Head Start School Readiness Academy

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SELF-ASSESSMENT REPORT 2025

PROGRAM DESCRIPTION

Greater Opportunities of The Permian Basin, Inc., Head Start School Readiness Academy has been in operation since 1967 as a non-profit organization providing Head Start services to families and children living in Ward, Reeves, Ector, and Howard counties in the West Texas region. Since 2018, the program has been providing services to expectant families and children ages birth-three through Early Head Start. GOPB is funded to serve a total of 742 children; 650 Head Start children and 92 Early Head Start families. All services are provided in center-based, full day classrooms; 36 Head Start classrooms and 12 Early Head Start classrooms.

The underlying philosophy of GOPB, Inc. is a belief that children can benefit most from a comprehensive disciplinary program that fosters development and remedies problems as expressed in a broad range of services. The child's entire family, as well as the community must be involved. The Head Start program is a family-focused program focusing on childhood education, giving children the opportunity to reach their maximum potential.

The program mission is to provide a positive learning experience in a safe and healthy environment that will improve the quality of life for the children and families served, and empower them to become self-sufficient, contributing members of the community.

GOPB 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 goals. The annual self-assessment is an essential element of the GOPB Head Start and Early Head Start program. During this time, the management team leads a thorough examination of ongoing monitoring results and multi-year data to review progress towards meeting our program goals and objectives, and discover our strengths and successes that can potentially be built upon to support continuous quality improvement. The assessment serves as a tool by which we hold ourselves accountable and determine if our program is doing what we proposed in our application for funding. We also use it to determine if we are using resources effectively to achieve our goal of providing high-quality services to children and families. Most importantly, the results of the annual self-assessment

serve as a foundation for future planning and goal setting that will drive innovations to improve outcomes for children and families in the Permian Basin.

We are currently in the 5th year of our five-year grant cycle. GOPB has five general goals for our five-year (2020-2025) project period:

- Goal 1: Bring a deeper community awareness to the services provided by GOPB.
- Goal 2: Ensure safe, secure and healthy environments for students, staff, and other stakeholders.
- Goal 3: Develop and implement a comprehensive training program for parents and staff.
- Goal 4: Ensure services meet the identified needs of the community.
- Goal 5: Improve quality of services provided by staff to enhance school readiness.

With the new application for our next project period (2026-2030), we will be submitting new program goals developed in our agency strategic plan.

CONTEXT FOR SELF-ASSESSMENT AND METHODOLOGY

This year's Self-Assessment design began on February 5th, 2024 with lead members of the management team meeting to review materials regarding best practices in conducting self-assessment. During this meeting, the leadership team decided upon the design and timeline for the self-assessment process, and other people who could be included in to participate. The plans were presented to the governing body and Policy Council during meetings in February for approval. The Self-Assessment data review was conducted from February 24th-February 28th when the team leaders met with their team members to review data and identify key strengths, insights from the past year, and areas of concern or need for improvement. Team leaders utilized 'CATscan' (Western Kentucky University © 2018) which is a comprehensive approach to self-assessment and a tool designed to guide the review of all program performance standard requirements. Data was collected to demonstrate how the program is meeting, exceeding, and/or falling short of reaching goals and requirements throughout the year. Self-assessment team monitoring summaries were prepared by teams after reviewing a variety of evidence including: data and documentation recorded in ChildPlus; monthly on-going monitoring reports presented to Board and Policy Council; progress towards program goals and objectives; Teaching Strategies GOLD child assessment data; CLASS assessment data; school readiness reports; PIR; community and self-assessment reports from previous years; and financial audit reports.

On April 9th, 2025 the self-assessment team met to review the discoveries found during the assessment. In addition to the Executive Director and managers, the team was comprised of Policy Council members, governing body representatives, internal staff,

and parents of enrolled children. Data summaries were shared by team leaders to encompass integration of services, identify trends, discover strengths, and establish priorities for program improvement. Discussion was focused on expanding recommendations for improvement plans to include in the annual Self-Assessment report including key insights, areas identified for improvements, and improvement plans. Team leaders gave summaries of self-assessment discoveries for each of the component areas:

PROGRAM GOVERNANCE (45 CFR §1301)

Team Leaders – Mrs. Catriva Webbs, Executive Director
Mrs. LeeAnn Unruh, Fiscal Manager
Ms. Lisa Torres, PFCE Manager

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE (ERSEA) (45 CFR §1302 – Subpart A)

Team Leader – Ms. LaQuavia Bowie, ERSEA Manager

PROGRAM STRUCTURE (45 CFR §1302 – Subpart B)

Team Leader – Mrs. Catriva Webbs, Executive Director

EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES (45 CFR §1302 – Subpart C)

Team Leaders – Mrs. Amanda Ramirez, Assistant Director of Program Operations
Mrs. Alma Fuentes, Education Manager

HEALTH PROGRAM SERVICES (45 CFR §1302 – Subpart D)

Team Leader - Mrs. Debbie Cernoch, Health & Nutrition Manager

FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES (45 CFR §1302 – Subpart E)

Team Leader – Ms. Lisa Torres, PFCE Manager

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES (45 CFR §1302 – Subpart F)

Team Leader – Mrs. Melba Dominguez, Disabilities/MH Manager

TRANSITION SERVICES (45 CFR §1302 – Subpart G)

Team Leaders – Mrs. Amanda Ramirez, Assistant Director of Program Operations
Mrs. Alma Fuentes, Education Manager

SERVICES TO ENROLLED PREGNANT WOMEN (45 CFR §1302 – Subpart H)

Team Leader – Mrs. Amanda Ramirez, Assistant Director of Program Operations
Mrs. Alma Fuentes, Education Manager

HUMAN RESOURCES MANAGEMENT (45 CFR §1302 – Subpart I)

Team Leader – Mrs. Delma Lozano, HR Manager
Mrs. Amanda Ramirez, Assistant Director of Program Operations

PROGRAM MANAGEMENT & QUALITY IMPROVEMENT (45 CFR §1302 – Subpart J)

Team Leaders – Mrs. LeeAnn Unruh, Fiscal Manager
Mrs. Catriva Webbs, Executive Director

FINANCIAL AND ADMINISTRATIVE REQUIREMENTS (45 CFR §1303 Subpart A-F)

Team Leader – Mrs. LeeAnn Unruh, Fiscal Manager

KEY INSIGHTS

Report of progress in meeting goals and objectives; Updates from previous self-assessment; Strengths of the program

PROGRAM GOVERNANCE

- ✓ One additional BOD member was seated on the Board this year.
- ✓ PC has representation from every center and consistent monthly quorums.

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)

- ✓ Recruitment events have doubled this year.
- ✓ Enrollment for Head Start has increased by 14% since last year.

PROGRAM STRUCTURE

- ✓ Numbers of classrooms were restructured to meet the demands of the communities and serve more children in locations with increased waitlists.
- ✓ Bauer Head Start has started providing extended day services

EDUCATION AND CHILD DEVELOPMENT SERVICES

- ✓ Scores in child assessment data reflect growth in Social/Emotional, Physical, and Language developmental goals.
- ✓ CLASS scores in all domains are above the competitive threshold set by OHS.
- ✓ In 8 of the 12 EHS classrooms, ITERS scores show improvements in curriculum implementation.
- ✓ This year's professional development focus has produced improved scores in CLASS domains and curriculum implementation in EHS classrooms

HEALTH PROGRAM SERVICES

- ✓ 45 and 90-day health requirements for all children were met on time.
- ✓ Environmental Health & Safety team monitoring and daily checklists have improved the safety and maintenance of the centers.
- ✓ The work order system in ChildPlus allows for immediate reporting and timely responses to resolve facility issues and track completion.
- ✓ Our program provides financial assistance for families' access to mental health services not covered by insurance.
- ✓ Mental wellness activities and materials are provided for staff, children, and families.

FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES

- ✓ Family Partnership Agreements are established earlier in the program year and followed up four times a year to track progress.
- ✓ Family advocates received salary increases.
- ✓ Consistent monthly meetings take place with all family advocates.
- ✓ Community partnership agreements were updated in April 2025.

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

- ✓ Additional materials are provided as needed for children needing more individualized support
- ✓ Individualized plans for children awaiting evaluation from the LEA/mental health consultant are developed by teachers with parents and reviewed every 30 days to provide intervention while referral process is pending.
- ✓ LEAs are utilizing additional resources to respond to referrals for a timelier process and receipt of therapy services.
- ✓ The requirement for serving 10% of enrollment to children with disabilities has been reached.

TRANSITION SERVICES

- ✓ Transition field trips are arranged for Head Start children transitioning to LEAs.
- ✓ Re-verification for transitions to HS have improved and 23 EHS children have transitioned to Head Start.

SERVICES TO ENROLLED PREGNANT WOMEN

- ✓ Improvements in consistency of home visits with pregnant mothers
- ✓ Enrollment of babies at 6 weeks after birth.

HUMAN RESOURCES MANAGEMENT

- ✓ Background checks for staff are monitored through Texas Health and Human Services (HHS) to ensure background checks are updated annually.
- ✓ Staff turnover after summer break went from over 30% in previous years down to 7%.
- ✓ EHS teachers are placed on Professional Development plans upon hire and complete 2-week training prior to being placed in classrooms.
- ✓ The coaching program is designed to support less experienced teachers and shows continuous improvement in the skillset of new employees.

PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

- ✓ Consistent, ongoing communication between the program and Regional office specialists.

- ✓ Data-driven professional development program is focused on continuous improvement.
- ✓ Monthly data reports provided to board and PC are aligned to program goals to assess growth.

FINANCIAL / ADMINISTRATIVE / FACILITIES REQUIREMENTS

- ✓ Recent 2024 fiscal audit reflected no new findings, and no instance of repeated findings from prior audits.
- ✓ Booth renovation project was completed and we began serving children in October 2024.

AREAS FOR IMPROVEMENT; CONCERNS; SYSTEMIC ISSUES

PROGRAM GOVERNANCE

- ✓ Recruitment for additional board members in expectation of retiring members.

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)

- ✓ Meeting full enrollment for Head Start earlier in the program year.
- ✓ Monthly average daily attendance falling below 85%.
- ✓ EHS waitlists numbers remain high and EHS enrollment stays full indicating the need for additional enrollment slots.

PROGRAM STRUCTURE

- ✓ Opportunities to expand the extended day/summer offering to additional centers
- ✓ Increased demand for birth-3 services.
- ✓ Locating and recruiting children ages 3-5 who are not being served by Head Start or public school programs. (community assessment data)

EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES

- ✓ TS GOLD child developmental assessment reports indicate areas for improvement to be: Cognitive, Literacy, and Mathematics development.
- ✓ CLASS scores for Instructional Support-specifically Concept Development and Quality of Feedback, are low and indicate needed improvement.
- ✓ 4 EHS classrooms have had high turnover and ITERS scores show no improvements.

HEALTH PROGRAM SERVICES & SAFE ENVIRONMENTS

- ✓ Documentation on health records/reports and meal production records (more training needed)
- ✓ Increase in numbers of referrals for children/families needing Mental Health Services.

- ✓ Need for more community participation on the Health/Mental Health Advisory Committee (meet 2 times per year)

FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES

- ✓ Data shows parent attendance for parent meetings, parent engagement events, and parent trainings are low in relation to number of enrolled families.
- ✓ Not meeting non-federal share match.

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

- ✓ Need more consistency in follow-up for individualized plans on children awaiting evaluation. And documenting IEP goals on lesson plans
- ✓ Visual aid tools are not being consistently used in classrooms (more training needed)
- ✓ Requests for more training specific to children with special needs and challenging behaviors.

TRANSITION SERVICES

- ✓ Need transition activity documentation in ChildPlus to pull data for numbers of children and families actually receiving transition services.
- ✓ Low availability of Head Start enrollment slots for EHS children transitioning in Pecos.

SERVICES TO ENROLLED PREGNANT WOMEN

- ✓ Documentation for services to pregnant mothers needs to be updated to align with new guidance and PIR requirements

HUMAN RESOURCES MANAGEMENT & PROFESSIONAL DEVELOPMENT

- ✓ Staff retention and recruitment of new qualified staff in Pecos and Monahans.
- ✓ Some staff participating in coaching program progress slowly in developing professionally and progressing toward goal achievement.

PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

- ✓ Ensuring all centers have adequate play space and equipment to meet requirements for daily outdoor time
- ✓ Agency annual report needs to be updated and posted (2024)

FINANCIAL / ADMINISTRATIVE / FACILITIES REQUIREMENTS

- ✓ Implementation of electronic bill approval process for Board members to be able to remotely review and approve AP bills assigning electronic signatures while also allowing for in-person review and approval process.

- ✓ Age of buses and useful life / disposal of buses that are no longer used, don't meet transportation regulations. Additional funding opportunities (one-time funding) to purchase new buses.
- ✓ Pursuit of contributions/donations to apply to non-federal share requirements

RECOMMENDATIONS

The following table includes recommendations from the team that encompass GOPB action plans for making progress towards program goals and objectives, resolving systemic issues, and implementing innovative ideas for program improvement.

AREA FOR IMPROVEMENT IDENTIFIED	PROGRAM COMPONENT	ACTION PLAN	TARGET DATE	RESPONSIBLE STAFF
Board Membership	Program Governance	Board members will continue recruitment efforts to recruit/refer one potential person for membership.	Ongoing	Governing Body Members
Head Start enrollment: meeting funded enrollment number (650) early in program year	ERSEA Program Structure	- Boost recruitment efforts to identify and make contact with eligible families. - Continue participation in collaborating agency events that reach the demographic eligible for HS enrollment. - Utilize social media and other marketing outlets to increase recruitment - Review Eligibility Criteria and adjust "point system" for homeless & children of staff	April 1, 2025 and ongoing	ERSEA Manager Site Managers Family Advocates
Monthly average daily attendance falling below 85%	ERSEA	- Continue to promote the importance of consistent attendance with parents through training, incentives, rewards, acknowledgements. - Expand wrap around hours to additional centers	Ongoing	ERSEA Manager PFCE Manager Site Managers Family Advocates

AREA FOR IMPROVEMENT IDENTIFIED	PROGRAM COMPONENT	ACTION PLAN	TARGET DATE	RESPONSIBLE STAFF
EHS waitlists-need for increased enrollment slots	Program Structure	Apply for EHS expansion funding opportunities to increase funded enrollment	As announced by Office of Head Start	Executive Director Fiscal Officer
TS Gold child assessment data- Cognitive, Literacy, Mathematics development	Education and Child Development Services	- Continue to implement ways to enhance cognitive, literacy, mathematics development in ongoing staff professional development and coaching program - Monitor weekly lesson plans to ensure consistent activities are planned to promote development	Aug. 1, 2025 and ongoing throughout the year	Ed. Manager Ed. Specialist Asst. Director of Program Operations Training Consultants Site Managers
CLASS scores-Instructional Support	Education and Child Development Services	- Continue to provide staff training -ways to increase Concept Development & Quality of Feedback - Site Managers will provide ongoing center level training for teaching staff. - All CLASS observers will achieve certification for 2nd edition of CLASS (new)	Aug. 1, 2025 and ongoing	Ed. Manager Ed. Specialist Asst. Director of Program Operations Training Consultants Site Managers
EHS-ITERS scores in classrooms with high staff turnover	Education and Child Development Services	Provide EHS staff training and ongoing observations and regularly scheduled support for new staff	Aug. 1, 2025 and ongoing	Ed. Manager Ed. Specialist Asst. Director of Program Operations Training Consultants Site Managers
Documentation-Health Records & Meal Production Records	Health & Nutrition Services	Provide staff training and ongoing monitoring/support for correct documentation requirements	Aug. 1, 2025 and ongoing	Health/Nutrition Mgr. Nurses/Health Aides Nutrition Staff Site Managers
Improve attendance at parent/family engagement events, parent meetings, and Parent Power trainings	Family and Community Engagement Program Services	- Continue offering days/times that best meet the needs of the majority at each center. - Provide additional parent engagement-focused trainings to staff.	Aug. 31, 2025	PFCE Manager Site Managers Family Advocates

AREA FOR IMPROVEMENT IDENTIFIED	PROGRAM COMPONENT	ACTION PLAN	TARGET DATE	RESPONSIBLE STAFF
Inconsistency in documenting IEP goals and using visual aids in classroom	Additional services for Children and Disabilities	Provide additional training to staff for supporting children with special needs.	Aug. 31, 2025 and ongoing	Dis/MH Manager
Documentation of Transition services	Transition Services (Head Start & EHS)	Provide staff training during Pre-Service specific to documentation of transition process, beginning to end.	Aug. 31, 2025	Asst. Director Ed. Manager Site Managers Family Advocates Teachers
Pregnant mother-Home Visits and documentation of health status	Services to enrolled pregnant women/ Early Head Start	- Update process for pregnant mother visits to align to new guidance and PIR requirements. - Provide training for staff who will be conducting pregnant mother visits (Teachers/Advocates)	Aug. 15, 2025	Asst. Director Ed. Manager EHS Site Managers Family Advocates EHS Teachers
Recruitment and retention of qualified staff in Pecos and Monahans	Human Resources Management	- Continue recruitment efforts to expand reach for Pecos and Monahans - Develop additional staff incentives to promote retention (i.e., monthly employee spotlights; staff recognition on social media)	April. 1, 2025 and ongoing	HR Manager Executive Director
Annual Reports posted for the public (2024)	Program Management & Quality Improvement	Update the annual report to include all of the elements required by regulations.	June 30, 2025	Asst. Director of Program Operations Fiscal Manager
Electronic capabilities for Board approval for accounts payable	Fiscal & Administrative Requirements	- Work with Sage to enable both real signatures or electronic signatures - Train the Board approved signers to electronic approval process	June 30, 2025	Fiscal Manager Board Members
Age of existing buses-useful life and need for new buses	Fiscal & Administrative Requirements (45 CFR §1303 Subpart F- Transportation)	- Request approval for disposition of existing buses - Apply for “one-time funding” to purchase new buses if allowable.	June 30, 2025	Fiscal Manager Executive Director

AREA FOR IMPROVEMENT IDENTIFIED	PROGRAM COMPONENT	ACTION PLAN	TARGET DATE	RESPONSIBLE STAFF
Donation/Charitable contribution prospects to meet non-federal share requirements	Fiscal & Administrative Requirements	• Seek out opportunities to apply for donations/charitable contributions • Complete required applications and/or requests	August 1, 2025	Fiscal Manager Executive Director