CASEWV Head Start & Early Head Start

Journey TO *success*

Community Action of South Eastern West Virginia, Inc. (CASEWV) Head Start & Early Head Start
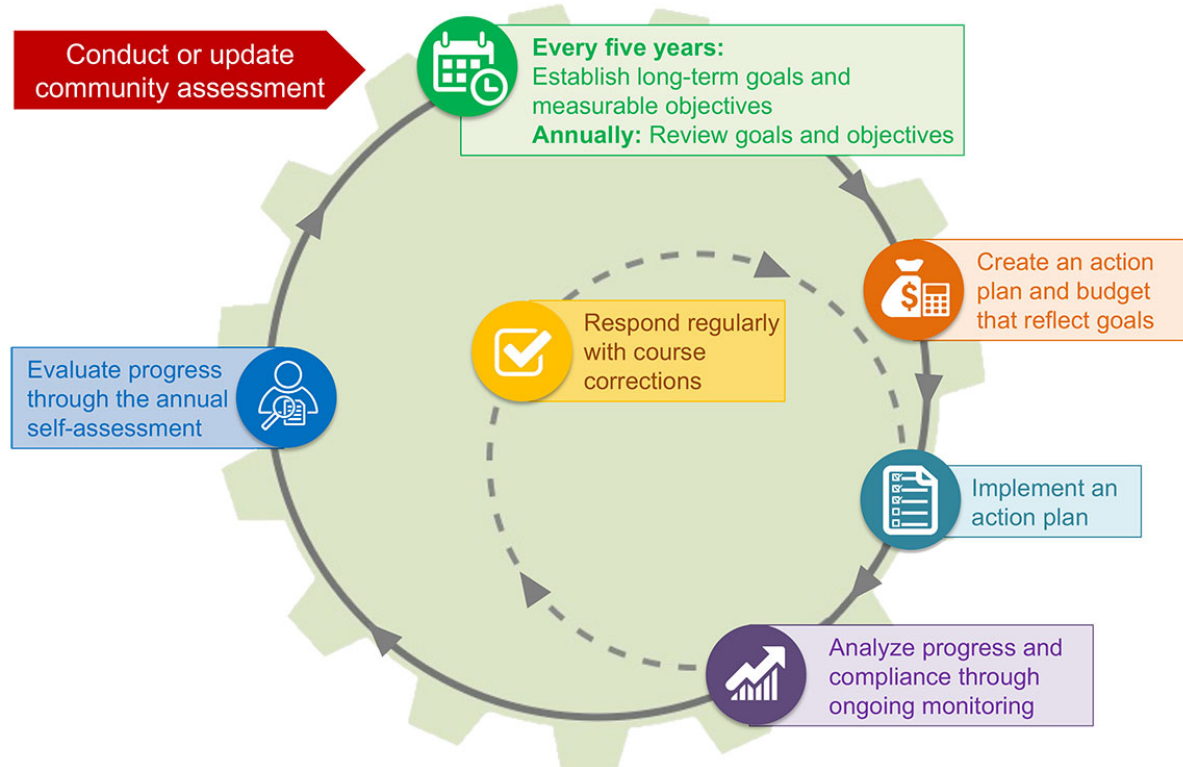
Program Self-Assessment

October 2023

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The foundation of high-quality Head Start and Early Head Start programs is its commitment to continuous quality improvement (CQI), strategically improving processes, systems, and practices. The Self-Assessment, as dictated by the Head Start Program Performance Standards (45 CFR Chapter XIII), is a means by which coordinated approaches are utilized to ensure adequate and improving quantity and quality of services to children and families. The self-assessment "uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals…" (1302.202(b)(2)). The CASEWV Board of Directors and the program's Policy Council are highly involved in the regular CQI process – including being provided with comprehensive monthly program updates including six-month trend data that supports the Self-Assessment process. In addition, staff at all levels are involved to ensure a well-rounded, true testament of current statuses regarding both quantitative and qualitative data.

The Self-Assessment ensures the proper alignment and functionality of the twelve Program Management, Planning, and Oversight Systems to ensure quality child and family outcomes:

• Program Planning and Service System Design • Data and Evaluation

• Fiscal Management • Community and Self-Assessment

• Facilities and Learning Environments • Transportation

• Technology and Information Systems • Training and Professional Development

• Communication • Recordkeeping and Reporting

• Ongoing Monitoring and Continuous Improvement • Human Resources

The Self-Assessment process was collaboratively designed by the program's management team to ensure all content areas were clearly involved and to increase the efficacy of the evaluation – both the process and the final report. The Self-Assessment is a useful report produced annually to ensure the program's goals, objectives, strategies, and activities meet the needs of children and families, are aligned with the Head Start Program Performance Standards and other regulatory requirements, are achieving quality outcomes, and meet the associated needs noted in the Community Assessment. The process included the following five phases:
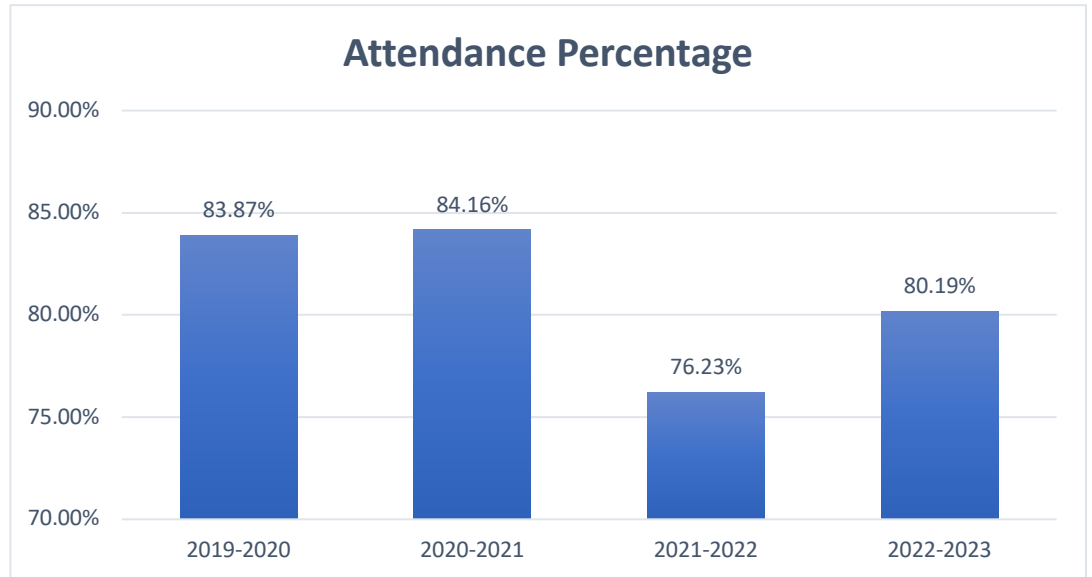
Design the Process

Engage the Team
- Parents & Families
- Staff at All Levels
- Child Care Partners
- Community Partners
- CASEWV Board of Directors
- CASEWV Policy Council

Analyze & Dialogue
- Four Teams: Administration, Education, Health & Nutrition, ERSEA & Family Service
- Content Area discussions regarding available data, analyzation of data
- Explore quantitative & qualitative data
- Identify needs and areas for growth

Make Recommendations
- Make recommendations to the Program Diector regarding:
  - Additional data collection needs;
  - Needed revisions to services;
  - Systems and processes; and
  - Areas for continuous quality improvement

Prepare Report
- The Program Director will compile all information and prepare a report:
- Present to team members on October 27, 2023.
- Present to the CASEWV Policy Council on November 7, 2023;
- Present to the CASEWV Board of Directors on November 8, 2023; and
- Provide to the DHHS, ACF, Office of Head Start as part of the grant application.

All Content Area teams reviewed the program's current program goals, data associated with each, and discussed findings. The following data showcases the progress made toward each. This Self-Assessment reflects the status of goals and objectives for years one through four (of the five-year project cycle).

1

Empowered Families

Strong Workforce

2

3

School-Ready Children

Health and Safety

4

5

Leader in the Field

Program Goal 1
CASEWV Head Start and Early Head Start will empower families in understanding their role as their child's first and most important educator and in promoting a stable, nurturing environment to promote their child's resilience and school-readiness.

MEASURABLE OBJECTIVES	STATUS/PROGRESS
1A: Increase attendance at parent engagement and socialization events by no less than 20% annually.	From the baseline 2018–2019 program year, Policy Council meeting attendance has increased from an average of 5.2 to 7.0 (2022-2023), a 34.62% increase. Utilizing virtual and face-to-face options has supported increased attendance.
1B: Increase the percentage of families who have knowledge of available community resources to aid in school readiness by 20%.	Over the project period (2019 through 2023), the percent change of the school-readiness domain is 3.4%; the percent change for community involvement is 31.62%.
1C: Annually, increase Family Outcomes Tool scores by 15% from the first checkpoint to the third checkpoint.	Family Outcomes scores increased (from the first checkpoint to the third checkpoint) by 10.86% in 2019-2020, 5.24% in 2020-2021, 7.34% in 2021-2022, and 7.5% in 2022-2023.

Table within cell 1B:

		2019-2020	2020-2021	2021-2022	2022-2023
Assessment 1	School-Readiness	3.5	3.5	3.4	3.3
	Community Involvement	2.2	2.4	2.3	2.6
Assessment 2	School-Readiness	3.8	3.8	3.7	3.6
	Community Involvement	2.9	2.6	2.7	2.8
Assessment 3	School-Readiness	3.9	3.8	3.9	3.8
	Community Involvement	2.9	2.6	2.8	3.0
Growth % per Year	School-Readiness	14.7%	8.5%	11.4%	15.2%
	Community Involvement	11.7%	8.3%	31.8%	15.4%

1D: Average program-wide attendance for children in center-based programs will increase by no less than 2% annually, to reach a minimum of 90% by 2024.	Average annual attendance increased by 0.34% from 2019-2020 to 2020-2021, decreased by 9.42% from 2020-2021 to 2021-2022 (due to fears related to COVID-19), and then increased in 2022-2023 by 5.19%.
	Attendance Percentage

90.00%
85.00%   83.87%   84.16%
80.00%   80.19%
75.00%   76.23%
70.00%
2019-2020   2020-2021   2021-2022   2022-2023 |

Program Goal 2	
CASEWV Head Start and Early Head Start will maintain a well, strong, and empowered workforce with increasing capacity to provide high-quality services to children and families.	
MEASURABLE OBJECTIVES	STATUS/PROGRESS
2A: Host a minimum of four training opportunities per year to support staff in their professional development.	The program has prioritized staff training and professional development in its program calendar. The following are the number of days per program calendar allotted to staff professional development: - 2019-2020, 15 days - 2020-2021, 9 days - 2021-2022, 12 days - 2022-2023, 25 days - 2023-2024, 17 days All staff are registered with WVSTARS registry system to track professional development.
2B: Staff turnover rate will reduce by 10% annually.	The staff turnover rate in 2019-2020 was 16.19%, 12.38% in 2020-2021, 19.08% in 2021-2022, and 30.23% in 2022-2023. Though 2020-2021 yielded a decreased percentage of 23.53%, the following two years saw increases in staff turnover.
2C: No less than 10 education staff will annually receive coaching/mentoring services to enhance skills and foster positive child and family outcomes toward school readiness.	16 education staff received coaching in 2018-2019, 13 in 2019-2020, 15 in 2020-2021, 10 in 2021-2022, and 12 in 2022-2023. All staff receive mentoring through regular management support and scheduled staff training.
2D: Staff employment satisfaction will increase by 15% annually.	January 2022 data shows that 71.4% of staff are very satisfied or satisfied with their current job. An additional 25.3% say they're somewhat satisfied; 3.3% are not satisfied. January 2023 data shows that 77% of staff are very satisfied or satisfied with their current job. An additional 20% say they are somewhat satisfied; 3% are not satisfied. The total

	number of staff who are satisfied or very satisfied did not change year over year, but 6% more staff are very satisfied with their job.

Program Goal 3	
CASEWV will ensure children are well-equipped and prepared for school and for later learning in life and demonstrate the skills for success in kindergarten	
MEASURABLE OBJECTIVES	STATUS/PROGRESS
3A: Children exemplifying multiple ways to solve problems and use their senses to investigate their environment will increase 5% annually.	<u>Head Start</u> • Scientific Inquiry increased from the first to last checkpoint in the 2020-2021 year by 86.76%. Particularly, Observation and Reporting increased by 94.66%; Investigation increased by 85.05%. • Scientific Inquiry increased from the first to last checkpoint in the 2021-2022 year by 47%. Growth from the first checkpoint to the last checkpoint in 2020-2021 was 40% higher. • Classification & Algebraic Thinking and Geometry & Measurement saw the largest increase from the first to last checkpoint in the 2022-2023 year by 58%. Our children had an overall increase in their math and science skills of at least 53% from the first checkpoint to the third checkpoint. <u>Early Head Start</u> • 96.77% of children met or exceeded Mathematics expectations in 2020-2021. • 91% of children met or exceeded Mathematics expectations in 2021-2022. 6% more Early Head Start children met or exceeded Mathematics expectations in the 2020-2021. • 68.35% of children met or exceeded Mathematics expectations in 2022-2023, 23% less than the Early Head Start children that met or exceeded Mathematics expectations in 2021-2022.
3B: Children learning and demonstrating how print works through engagement with stories and books will increase 5% annually.	<u>Head Start</u> • Print Awareness increased from the first to last checkpoint in the 2020-2021 year by 74.51%. Alphabetic Awareness increased by 85.38%; Print Knowledge increased by 64.82%. • Print Awareness increased from the first to last checkpoint in the 2021-2022 year by 47%. Growth from the first checkpoint to the last checkpoint in 2020-2021 was 28% higher.

	• Oral language had the largest increase from the first to last checkpoint in the 2022-2023 year (63%). Our children had an overall increase in their Language Arts/Literacy of at least 58% from the first checkpoint to the last checkpoint. Early Head Start • 100% of children met or exceeded Language expectations in 2020-2021;. 87.1% of children met or exceeded Literacy expectations. • 89% of children met or exceeded Language expectations in 2020-2021. 11% more children met or exceeded Language expectations in the 2020-2021. • 91.14% of children met or exceeded Language expectations in 2022-2023. 2.14% more children met or exceeded Language expectations in the 2021-2022 program year.
3C: Children showing a positive approach to learning through engagement, attentiveness, persistence, and curiosity will increase 5% annually.	Head Start • Engagement and Exploration increased from the first to last checkpoint in the 2020-2021 year by 34.58%. Cooperative Play increased by 44.21%. • Engagement and Exploration increased from the first to last checkpoint in the 2020-2021 year by 58%. Growth from the first checkpoint to the last checkpoint in 2020-2021 was 23% lower. • Engagement and Exploration increased from the first to last checkpoint in the 2022-2023 year by 69.5%. Growth from the first checkpoint to the last checkpoint in 2020-2021 saw a 58% growth. Early Head Start • 90.32% of children met or exceeded Social-Emotional expectations in 2020-2021. 90.32% of children met or exceeded Cognitive expectations. • 87% of children met or exceeded Social-Emotional expectations in 2020-2021. 90.32% of children met or exceeded cognitive expectations. 3% more children met or exceeded Social-Emotional expectations in the 2020-2021, while the percent of children meeting or exceeding cognitive

	expectations stayed unchanged from 2020-2021 to 2021-2022. • 81.02% of children met or exceeded Social-Emotional expectations in 2022-2023. 87.34% of children met or exceeded cognitive expectations.
3D: Children showing control of small muscles for manipulation and exploration will increase 5% annually.	Head Start • Small Muscle Coordination increased in classrooms from the first to last checkpoint in the 2020-2021 year by 61.86%. • Object control and manipulation increased in classrooms from the first to last checkpoint in the 2020-2021 year by 56%. Growth from the first checkpoint to the last checkpoint in 2020-2021 was 6% lower. (Note: ELRS changed the terminology of their evaluation system for this subject in the summer of 2021.) • Safety Practices had the biggest increase in classrooms from the first to last checkpoint in the 2022-2023 year by 71%. Children had an overall increase in the 2022-2023 year in Object Control and Manipulation of almost 65%. ELRS changed the terminology of their evaluation system for this subject in the summer of 2021. Early Head Start • 88.71% of children met or exceeded Physical expectations in 2020-2021. • 89% of Early Head Start children met or exceeded Physical expectations in 2021-2022. This has remained the same from 2020-2021. • 91.14% of Early Head Start children met or exceeded Physical expectations in 2022-2023. This has increased by 2.14% from 2021-2022.

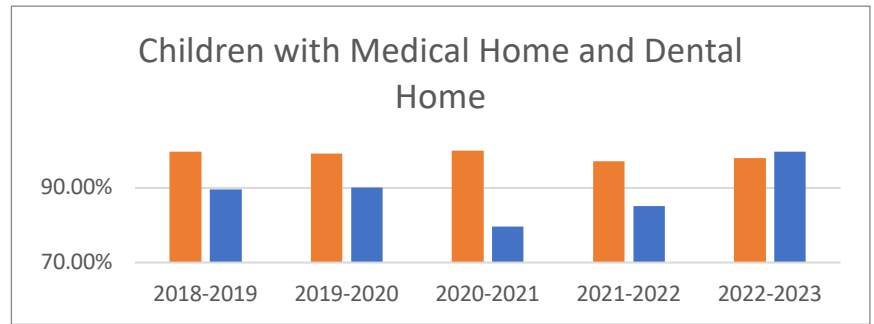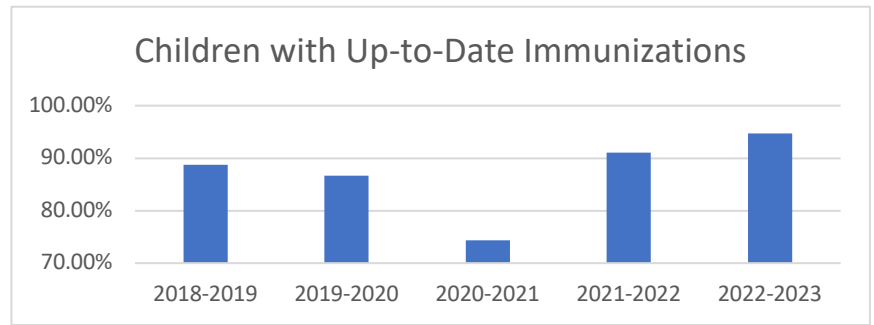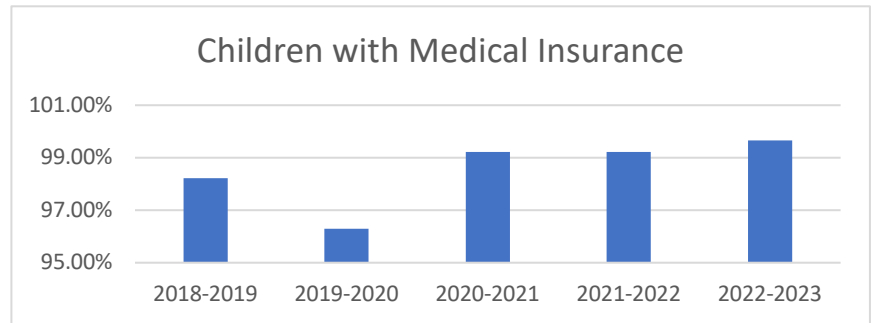| Program Goal 4	
CASEWV Head Start and Early Head Start will facilitate all programs with child health and safety as a top priority – including safe environments, positive relationships with peers and adults, and standards to support comprehensive health and well-being	
MEASURABLE OBJECTIVES	STATUS/PROGRESS
4A: 100% of facilities in which center-base services are offered will be safe and compliant as dictated by the annual Health and Safety Checklist.	Health and Safety Checklists are conducted annually within the first 45 days of the school year. 100% of classrooms were reviewed with no findings each year.
4B: By 2024, 100% of classrooms will provide safe, high-quality, culturally responsive learning environments as measured by CLASS, ITERS, and incident reports.	• CLASS observations are conducted in Head Start classrooms three times per year. Comparing the 2019-2020 and 2020-2021 CLASS results, the Emotional Support domain increased by 9.92%; the Classroom Organization domain increased by 4.55%; and the Instructional Support domain increased by 15.51%. Comparing the 2020-2021 and 2021-2022 CLASS results, the Emotional Support domain decreased by 0.07%; the Classroom Organization domain increased by 0.2%; and the Instructional Support domain remained steady at a 3.36 score. Looking at the 2021-2022 CLASS results, the Emotional Support domain had an average score of 5.5; the Classroom Organization domain had an average score of 4.8; and the Instructional Support domain had an average score of 3.3. CLASS observation results for 2022-2023 had average scores for Emotional Support domain at 5.7; Classroom Organization domain at 4.9 and Instructional Support domain at 3.5. • ITERS is conducted three times per year in Early Head Start classrooms. (Though, Spring ITERS was not conducted in 2020-2021 due to COVID-19.) Program-wide, ITERS scores increased by 4.36% from the fall to winter checkpoints in the 2020-2021 school year. ITERS scores for Program Year 2022-2023 indicated program-wide growth from 4.36% to 5.72%. ITERS scores over 5 are indicative of a highly-qualified program.

	• 259 incident reports were completed in 2018-2019; 303 incident reports were completed in 2019-2020; 72 were completed in 2020-2021; 515 were completed in 2021-2022; and 578 incident reports were completed in 2022-2023. Beginning in September 2021, Behavior Incident Reports and child-related accidents were separated with the introduction of new approaches to PBIS data.
4C: No less than 95% of children will receive behavior management services to support positive peer interactions, increased ability to manage their own emotions and behaviors, and increased ability to form positive relationships with adults.	100% of children receive behavior management services: - CASEWV Head Start has hired a Trauma Support Specialist to provide behavior management training and support to staff. - CASEWV Head Start utilizes TPOT/TPITOS as an assessment tool. This has allowed us to identify strengths and weaknesses as it relates to PBIS. This has helped us plan for training and coaching opportunities, to help ensure that all children receive quality social emotional learning. - All classrooms received TPOT/TPITOS Fall and Spring observations and reports. All showed an increase from fall to spring. - CASEWV Head Start utilizes the Behavior Incident Report tracking system to identify children with behavioral support needs. - The program uses DECA social / emotional tool three times per year (once by the parent, twice by the teacher). 100% of enrolled children receive this evaluation, and individualized strategies are available to support the results. Our average mean score for DECA's in the program year 2019-2020 was 54.17. The average score decreased to 52.95 in the program year 2020-2021. Another small decrease in the score, 52.14, was

	seen in the program year 2021-2022. Finally, the average mean score was 51.37 in the program year 2022-2023. This results in an overall decrease of 5.17%. Children and families were isolated and away from peer interactions, which we know without these interactions, decrease social and emotional skills.
4D: The total number of children who are up to date with the WV EPSDT schedule will increase by 5% annually.	Comparing all three of the Head Start programs since 2018-2019 school year demonstrates that children who are up to date with the WV EPSDT has generally increased except due to pandemic-related delays:

Children with Medical Insurance

(Bar chart showing percentages from 95.00% to 101.00% for years 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023)

Children with Up-to-Date Immunizations

(Bar chart showing percentages from 70.00% to 100.00% for years 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023)

Children with Medical Home and Dental Home

(Bar chart showing percentages from 70.00% to 90.00% for years 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023) |

Program Goal 5	
CASEWV Head Start and Early Head Start will be recognized as a leader in the community for high-quality early childhood programs.	
MEASURABLE OBJECTIVES	**STATUS/PROGRESS**
5A: Educate the community on the value and importance of program services so that the number of enrollment applications submitted will increase by 5% annually.	The number of Head Start applications in 2019-2020 was 642, 479 in 2020-2021, 578 in 2021-2022, 427 in 2022-203. The number of Early Head Start enrollment applications was 196 in 2019-2020, 210 in 2020-2021, 267 in 2021-2022, and 181 in 2022-2023. The steady decreases are due to more stringent recruitment practices.
5B: Develop a marketing campaign to increase the waitlist by 5% in all program options annually.	During the 2019-2020 program year, the average monthly waitlist number was 192.75. This increased during the 2020-2021 program year to 227.92. The average monthly waitlist number increased again to 263.91 in the 2021-2022 program year. Finally, in the 2022-2023 program year, the average monthly waitlist number increased again to 282.33. This resulted in a 46.47% increase throughout the project period.
5C: Increase the number of formal community partnerships by 10% annually.	• In the 2019-2020 program year, the program had 23 formal agreements; this increased to 32 formal agreements in during the 2022-2023 school year, a 39.13% increase.
5D: The number of staff who believe the program is effective will increase by 10% annually.	• On a scale of 1 (not effective) to 10 (very effective), staff reported an average of 8.09 in 2020, 7.69 in 2022. • 96.51% of staff believe the program provides high-quality school-readiness services. • On a scale of 1 (not effective) to 10 (very effective), staff reported an average of 7.69 in 2022, 7.81 in 2023.

Self-Assessment / Content Area Discoveries

Each content area – Administration, Education (including Head Start and Early Head Start), ERSEA and Family Service, and Health and Nutrition – gathered data to review and answer questions relating to Continuous Quality Improvement. Teams were formed and included staff representative at all levels, parents, community partners, and representatives from governing bodies.

The following is a summary of the top identified strengths and weaknesses in each content area:

CONTENT AREA: ADMINISTRATION	
Strengths	• The program operates great facilities for children that are safe and conducive to learning. • The program maintains a strong fleet of buses for Head Start transportation. • The agency collaborates closely with our community partners to obtain the best service for our families. The agency values input from all stakeholders and works to implement suggestions from all parties to ensure positive changes for those served by the program. • The agency provides an exceptional benefits package for staff. • Staff work diligently to establish positive relationships with families and children. They work to gain their trust; educate them on school readiness and connect them to needed resources. • Every employee has an updated iPad for individualize systems management and communication.
Weaknesses	• Staff retention and lack of viable candidates applying for open positions continue to be increased concerns. • Regular, concise communication is needed between all service areas to alleviate confusion. • Periodic staff negativity due to poor job satisfaction, compassion fatigue, and/or burn-out effects quality services to children and families. • Staff need additional wellness resources. • Staff need more training in the use of technology using methodologies in which they will not feel overwhelmed, rushed, or inadequate. • Policies can be more adaptable to location while still maintaining quality control and safety.

	CONTENT AREA: EDUCATION
Strengths	• The program's updated Curriculum Plan continues to provide a clear, consistent direction for all program staff related to classroom expectations. In August 2023, the Curriculum Plan was approved by the Policy Council and Board of Directors to include guidance for partnering with the families of children who have exhibited ongoing challenging behaviors. • The program has implemented two scheduled breaks for all classroom staff daily. Classroom staff also have a doorknob sign they can change to request additional breaks if needed. • Data (child outcomes, environmental scores, etc.) continues to be used to plan for professional development and coaching opportunities. Additionally, this information is used to order materials program wide for the classroom. All classrooms began 2023-2024 Program Year with STEAM (science, technology, engineering, art, and math) materials that support Creative Curriculum. • The program opened two additional classrooms without increasing enrollment to improve the child/staff ratio within the classroom in response to the increases in identified disabilities and documented behavior reports. • The program retained all education staff that ended Program Year 2022-2023 to begin 2023-2024. This allowed for more enhanced professional development. • The program maintained all classrooms opened and staffed with qualified staff for program year 2022-2023; we did not have any classroom closures.
Weaknesses	• Teaching staff wages continue to be less than the LEAs, but are competitive with childcare centers. • The substitute pool needs to be expanded. There are times when other staff are pulled to cover classrooms which decreases their time to work with their complete their job specific duties. • Teachers have expressed concerns with overall child health and how the child's health can affect child behaviors. Implementing healthy living choices within child nutrition activities and parent education is planned. • Classroom enrollments are still high with consideration of current identified disabilities and escalated behaviors.

CONTENT AREA: ERSEA AND FAMILY SERVICE	
Strengths	• The program has maintained full enrollment and a stable waitlist. Family Service staff are constantly recruiting children and families. They participate in many community events, sponsor community events, and go into the community recruiting door to door. • Family Service staff work with families to develop positive goal-oriented relationships. This process begins when the application is received. Staff assist families in gathering and organizing necessary school entry documents, establishing Medical and Dental homes to include up-to-date child check-ups, up to date immunizations, and dental care. • The family service staff utilizes the Family Outcomes Tool to identify a family's goal needs and access the progress towards the goals. They utilize this data to plan parent training and professional development. • The program has increased Policy Council attendance by utilizing in person and virtual options. • The program has an established employee wellness initiative. • Supervisors are becoming more cognizant of the staff's overall health and well-being.
Weaknesses	• Transportation for some children is a challenge due to limited bus routes and on-going staffing issues program wide. Children in outlying areas at times struggle with attending school. • Parent Meeting attendance during Program Year 2022-2023 has been lower than previous years. Families have communicated that they would enjoy parent meetings that would have some involved activity that will include their child's classroom. Program Year 2023-2024 we have implemented four more engaging events for families to attend. • FSAs need more training regarding PFCE Framework. T/TA will be providing this training and support. • Concerns regarding menus that are not always culturally-appropriate have been brought to the attention of Family Service staff during home visits and parent communication. These concerns have been communicated to CAS: Health and Nutrition who has communicated the need for more culturally-appropriate meals to the dietician. CACFP menus are used by the program, a review of the menus will be conducted to look for more culturally-appropriate meal options.

CONTENT AREA: HEALTH AND NUTRITION	
Strengths	• The program's nutritional program is strong and well-coordinated, providing two healthy meals (breakfast and lunch) each day that meet USDA and CACFP standards. • The program has instituted a strong pyramid model approach, including the collection of data, and utilizing the data to make decisions to provide support to staff, children, and families. Children and families are referred to community resources when needs are identified through screenings and/or behavior reports. • The program's PBIS program and Trauma Support Specialist are providing strategies, supports, and interventions to better support children, families, and staff. Multiple observation tools and training are improving staff's understanding of how supporting children's social and emotional development directly affects their behaviors and learning. • The program has partnered with Beautiful Minds and Pathways Psychiatric centers to provide both counties with therapeutic services for staff and families. • Staff wellness has become a focus and priority for the program over the past year. A Wellness Committee has formed and meets monthly. Wellness corners are now at all sites. The program has provided break cards on classroom doorknobs and AHA! moments to recognize staff. Wellness Wednesdays for all staff have been established for staff to be able to take a longer break that day to reflect and recharge. • Understanding the substantial workload and recognizing observer biases, the program has retained mental health consultants to complete TPOT/TPITOS observations to gain more reliable data in a more efficient method.

Weaknesses	- Staff turnover and retention is a nationwide concern; CASEWV has challenges recruiting, hiring, and retaining qualified staff. Our program strives to post jobs as positions become vacant, as well as hire floaters and substitutes to support the program at varying sites. Retention bonuses have been implemented beginning in Fall of 2022 and staff receive them twice each program year in October and March. - Center supplies and food availability have been challenging. Menu specific items are at times difficult to obtain due to supply shortages. - The substitute pool across all service areas needs to be larger. Staff are pulled from their duties often to cover in the classroom, kitchen, and/or monitor the bus. - Wages need to be adjusted to support the rising costs of living across all service areas. - The program needs to complete kitchen upgrades at our Thorn Center.

Recommended Course Corrections & CQI

The following are five program-wide recommended courses of correction and areas noted for continuous quality improvement. Many of the activities noted are already in the process and will continue to provide ongoing support to the noted areas of course corrections:

1. The program will explore additional avenues to recruit staff and encourage applications submissions. The program will continue to provide an annual retention incentive which will be paid in two payments, one in October and the second in March. The wage scale is in the process of being updated. Salary adjustments will be made as funding allows.

2. The program will continue to identify and implement staff wellness initiatives to support staff well-being, moral, and overall effectivity. Site level support would allow for more site specific needs to be addressed. A plan is in place to implement this support.

3. The program recognizes the need for additional trauma support staff to support the continued expansion of the program's implementation of PBIS in all service areas. The program will explore options to utilize community partners to support children and families.

4. The program will add a Nutrition Coordinator to support the ongoing implementation of USDA and CACFP guidelines and develop menus that are culturally-appropriate.

5. The program will explore opportunities to decrease classroom size to better support students with disabilities and elevated behaviors as well as the program's ongoing staff wellness.