

2023-2024
City of San Antonio, Department of Human Services, Head Start Program
Self-Assessment Report

The City of San Antonio, Department of Human Services, Head Start Program (hereinafter, DHS Head Start Program) operates a Head Start Prekindergarten Program (HS), an Early Head Start, and an Early Head Start-Child Care Partnership Program (hereinafter, DHS EHS).

For the 2023-2024 school year, the DHS Head Start Program conducted a data-driven self-assessment process that included a variety of methods for self-examination and reflection.

Quarterly Data Review Meetings allowed DHS Head Start to use data from Head Start service areas including, quality assurance monitoring, program benchmarks, the Program Information Reports (PIR), Five-Year Strategic Plan, monthly reports, and education assessments. Prior to each meeting, data was collected and analyzed. The data was presented at the Quarterly Data Review Meetings and shared with program staff, partners, and stakeholders. Throughout the self-assessment process, participants included a diverse representation of parents/guardians of children enrolled in the program, community members, and staff from organizations that partner with the DHS Head Start Program, and/or work with similar populations. At each Quarterly Data Review Meeting, data and objectives were presented and discussed with attendees. Staff reported program progress, concerns, and areas of success, program risks, as well as actions taken to ensure Head Start compliance and status of program goals, objectives, and benchmarks.

The Head Start Program has instituted a bi-weekly series of data review meetings attended by program managers. The purpose of these meetings is to focus exclusively on a small number of data topics for each meeting. This enables a more thorough review of specific topics or content area data than during reviews with more extensive agendas.

To further review and share data, the Head Start Program has initiated a series of deep data review for staff members at all staff meetings. These sessions allow staff across content areas to focus on a specific subset of data for investigation. Staff are encouraged to look for items and trends that stand out, that raise questions, and could be areas for improvement and celebration.

The program uses a variety of reporting systems to summarize and share data with all staff and partners. Meetings are held on a regular basis with teams (both internal and external) to review data relevant to specific content areas. These meetings are attended by staff from across content areas teams with the intended impact of the removal of data silos. The program generates a monthly Management by Information (MBI) report that provides a snapshot of child and family measures, enrollment statistics, and compliance figures for all staff and partners to review and track over the course of the year. The MBI includes information that spans Education, Recruitment, Selection, Enrollment and Attendance (ERSEA), Health, Education, Family Services, and Parenting Education in a single report. Historical information for the year is also included.

The program, in conjunction with partners and stakeholders, develops goals for the overall program. These goals cover the Five-Year Strategic Plan as well as School Readiness.

Program staff and stakeholders review the data and progress made towards the goals during regular periodic meetings that allows for adjustment of the goals and associated measures if needed.

Progress is tracked and evaluated to ensure that the objectives measured are the most meaningful and on track.

All Head Start programs are required to submit a Program Information Report (PIR) annually to the Office of Head Start. This report provides comprehensive data on the services, staff, children, and families served. As part of ongoing quality improvement efforts, the DHS Head Start Program begins review of the PIRs mid-way through the year to ensure that all data is accurate and consistent. Year over year comparisons are made as a means of tracking changes seen in the program.

Early Head Start – Childcare Partnership (EHS-CCP) in collaboration with the EHS-CCP childcare providers, worked to create a list of program performance deliverables related to the Head Start Program Performance Standards (HSPPS), DHS EHS policies and procedures, school readiness, and best practices in program implementation. Performance deliverables are defined for each five-year grant project. Quarterly individualized performance deliverables outcomes meetings are held with each childcare provider to review the status of each deliverable during the quarter along with relevant supporting data reports. Projected data for the upcoming quarter is reviewed during each meeting so the childcare provider knows the areas they are on target to meet and those that may need more work. All performance deliverables are directly related to the implementation of a quality EHS program.

This report includes results for the following Head Start Program service areas: Program Governance; Quality Assurance (QA); Child Health Services; Education & Disability Services; Environmental Health & Safety; ERSEA; Family & Community Services; Transportation Services; and Wellness Services.

Program Governance

Strengths Identified:

- DHS Head Start promotes parent engagement within the program by hosting parent focus groups to gain feedback on recruitment for the program and having parent leaders become Head Start Recruitment Ambassadors.
- DHS Head Start program meets bi-monthly with all staff to provide program updates, employee engagement, and professional development training.
- DHS Head Start program maintained 95% retention rate for Family Support Workers in 2023-2024

Areas of Opportunity/Needs Identified

- The DHS Head Start Program identified that a provider's staff did not follow the established system to ensure educational requirements are met for Head Start paraprofessionals and not documented appropriately. The Program will implement a procedure and audit system to ensure information is documented in a timely manner.
- Due to lack of quorum, the Community Action Advisory Board meetings had to be rescheduled on three occasions. DHS is exploring strategies to increase attendance such as allowing attendance via Webex when appropriate.

- Created a procedure to reference what needs to be shared with the Head Start Governing body and Policy Council monthly in July 2024.

Quality Assurance

Strengths Identified:

- High rate of follow-up for completion of corrective action plans and project closures.
- Strong professional relationships with the education service providers.
- Staff has extensive experience and expertise in monitoring and vast working knowledge of Head Start requirements.
- Conduct ongoing research of monitoring project data to assess program effectiveness.
- Two-level monitoring system.
- Continuous and effective communication across QA Team as well as with the education providers.
- Conduct a Coordinator Interview for every content area to ensure the education providers are implementing and abiding by their own internal procedures and have an overall effective system in place.

Areas of Opportunity/Needs Identified

- ChildPlus Ongoing Monitoring system changed from Desk Top App to web base Online data system. Team had the opportunity to learn new reporting systems and how to navigate in order to complete QA projects and support the childcare providers and internal EHS staff members.
- Child Plus PowerPoint (PPT) Training developed to support the childcare directors in their use and understanding of the changes with the Online Ongoing Monitoring module in ChildPlus.
- Individualized trainings were provided to each of the 7 EHS directors to review the Child Plus training PPT.
- Individualized technical assistance meetings with EHS Content Leads/staff.
- QA team members provided hands on direct technical assistance to the 7 EHS directors to support their understanding of process.
- HS Administrator developed routine programmatic data meetings to review various program data based on the DHS Head Start Program's Data Entry & Benchmark Due Date Guide.
- Provide additional opportunities for cross DHS Head Start staff to discuss program data and processes with Leadership Team.

- Direct involvement in routine cross HS Program data meetings for the purpose of reviewing various content areas, HS systems, Head Start Program Performance Standards (HSPPS), QA monitoring projects.
- Opportunity to discuss process between HS and EHS such as closing out QA monitoring projects.
- Hearing about the challenges that directly impacted the outcome of specific QA monitoring projects.
- Missing steps to the Wellness referrals and follow-ups process identified through the QA ongoing monitoring project.
- Validation of QA findings when QA team met with Wellness team for the internal discussion of finding outcomes before finalizing QA project.
- Additional Wellness indicators added to QA checklist.
- Added a Wellness site visit checklist.
- Added new Wellness site visit to interview EHS center staff.
- Added specific question related to process of child's daily health check.
- Child's daily health check question added to:
 - Beginning of Year and Mid-Year Health & Safety QA Screeners
 - Education site visit staff interview
 - Created a process for identifying/distinguishing between Area of Non-Compliance vs. Area of Concern.
 - Identified trends by running CP report 8010 to determine highest % of findings and worked with education providers to correct/prevent future occurrences.
 - Administered CAP Plans to education providers when a non-compliance was identified. This process required the providers to implement a plan on how they would prevent future re-occurrences.
 - Provided ongoing training/technical assistance to education provider compliance team staff.
 - QA identified that sharing data with education providers is an area of improvement.
 - Created a power point presentation for FSW's (as well as one for education provider compliance staff) on the new process for the Online (Both)Ongoing Monitoring module in ChildPlus.
 - Updated the HS Quality Assurance Summary report template which included more details on the overall findings and data results.
 - The program changed the method of reporting monitoring data to the Policy Council by revising the HSPC Quality Assurance report.
 - After each review, QA Team will be conducting meetings in order to interpret the data: strengths, weaknesses, patterns, and identify potential issues.
- Will be conducting unannounced visits as well as announced.

Health Services

Strengths Identified

- The program has strong partnerships with the University of the Incarnate Word and the City of San Antonio Metropolitan Health District (Metro Health) to provide ongoing health services, support, and follow up. The ongoing communication with these organizations has resulted in quality health services for children and families, ensuring they are healthy and ready to learn
- In collaboration with the University of Incarnate Word Ila Faye Miller School of Nursing and Health Professions, more than 600 children and families across the program received a free flu vaccine. Additionally, through the partnership the program hosted two Onsite Health Roundup Clinics. Thirty-one Head Start children received a well child exam, over 50 children and adults received a flu or COVID vaccines and 38 children received back to school vaccines.
- Through the partnership with Metro Health, dental case managers follow up with parents/guardians with children enrolled in the Head Start PreK Program with an oral health concern. During the 2023-2024 program year, 84% of children identified with oral health concerns received dental treatment. This is an increase from the start of the case management model in 2019-2020, where only 64% of children identified with oral health concerns received treatment.
- All children (100%) in the Early Head Start Program received a hearing and vision screening within 45 days of entry into the program. For the Head Star PreK Program, 96% of the children received a hearing and vision screening within 45 days of entry.
- The Head Start Program works with families to ensure children are up to date on Early and Periodic Screening, Diagnosis, and Treatment schedule. At the end of the program year, 73% of the children enrolled were up to date with EPSDT requirements. This is an increase of 3% from the previous year.
- The Head Start Program added three Child Passenger Safety Technicians to the Head Start Car Seat Technician Team and provided 18 parent education classes, assisted 53 families, and provided 97 car seats free of charge to families through a partnership with SafeRiders.

Areas of Opportunity/Needs Identified

- Through the Early Head Start Quality Assurance Review, it was found that data related to immunizations was not entered into the ChildPlus Database system by the established date. Upon further review and investigation, the program identified the need to update policies, procedures, and the data management software. The Early Head Start Health Service Policy 1 was updated to reflect usage of the Texas State Requirements for Immunizations. Metro Health provided a training on State Immunizations Requirements, Texas State Immunization requirements were added to the current Health Services Handbook.
- Through an additional Early Head Start Quality Assurance Review, it was found that the teachers at several childcare centers needed additional support related to guiding young children with toothbrushing in the classroom. Staff provided training to all education staff and scheduled individualized campus support on toothbrushing prior to the start of the school year. The program updated toothbrushing procedures to clarify when toothbrushing should begin.
- While the DHS Head Start program has many strong community partnerships in place, the program identified the need to expand collaboration and partnership with medical and dental practices in the San Antonio area, including the Health Services Advisory Committee, with the focus of them understanding the connection between Head Start and Head Start requirements. The team developed a plan for implementation in 2025 to connect with medical home and dental homes in the community.

- Both the Early Head Start and Head Start PreK Programs identified the need to improve efforts to obtain hemoglobin and blood lead test results a child may have received from their medical home. Program procedures were updated and clarification on steps to obtain test results was provided. The Health Services Data Entry Guides were updated, and the Family and Community Teams were provided training on the new processes.
- In addition to working to improve obtaining blood lead tests, through data dive meetings and health services budget reviews, the Head Start PreK Program identified the need to improve follow up on elevated blood lead levels (EBL) of children. New processes and documentation clarification was developed. The COSA DHS Head Start On-Site Child Finger-Stick Blood Lead Screening and Results procedure was updated to reflect these changes, and training was provided to staff. EBL follow up reports were added to the health report data plan and will be address during Health Coordinator and Data One on One meetings.
- During monthly data review, the Head Start PreK Program identified concerns related to follow up for children missing a medical/dental home and/or health insurance. If a child does not have a source of ongoing care and health insurance coverage and access the program must assist families, as quickly as possible. In response to this concern, a 30-Day Medical/Dental Home and Health Insurance monthly report was added to the health report data plan and clarification regarding documentation for missing medical/dental home and/or health insurance was included in the 2024-2025 Health Services ChildPlus Data Entry Guide. The documentation process was also provided at the annual Family Community and Support (FCS) summer training. A one-page resource guide listing Federally Qualified Health Centers (FQHC) and low-cost health clinics for families who are uninsured or underinsured was created and provided to the FCS teams to. In addition, during health round up clinics and application events, community navigator programs were available to provide on-site direct services connecting families to health coverage. The program continues to review documentation requirements related to children that receive services from FQHC.

Early Education & Disability Services

Strengths Identified

- The Office of Head Start requires programs to ensure 10% of enrollment is filled with children who are eligible for services through the Individuals with Disabilities Act. The DHS Head Start Program met the 10% requirement prior to the middle of the school year. The program served 690 children across the Early Head Start and Head Start PreK program.
- During the 2023-2024 school year, the Head Start team worked with parents, staff, and community members to develop a new set of school readiness goals. The Office of Head Start requires programs to establish school readiness goals that are appropriate for the ages and development of enrolled children. A new set of school readiness goals were developed and approved by the Education Advisory Committee, Policy Council, and CAAB.
- The program continued conducting annual CLASS Observations. The EHS Program observed 55% of its classrooms. Program scores across all domains for the Infant and Toddler CLASS Tools increased. The Head Start PreK Program observed 60% of its classrooms. Scores across all domains for the PreK CLASS tool increased and exceed the quality thresholds for Emotional Support and Instructional Support. Additionally, the Head Start PreK program implemented use of the CLASS Environment Tool.

- The Early Head Start Program continued its collaboration with the University of Texas at San Antonio (UTSA) Project Early. Through this program, scholars are assigned to Early Head Start classrooms and work with classroom teachers. Through this program, scholars provide training and technical assistance and offer support to teachers as they implement strategies to meet the needs of children with disabilities.
- In addition to the support provided through the UTSA Project Early, the Early Head Start successfully implemented a Tiered Coaching Approach that included ongoing support through an intensive coaching model. The EHS Team also collaborated with the childcare centers to provide six half-day professional development days focused on the Pyramid Model.
- All newly enrolled children (100%) in the Early Head Start Program received a social/emotional and development screening. Ninety four percent of children enrolled in the Head Start PreK Program received a social emotional and development screening. This is an improvement from the 2022-2023 school year, during which 93% of the children enrolled in the program received the screenings.
- The Head Start PreK Program utilizes the CIRCLE Progress Monitoring System Pre-K (CIRCLE), a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in skills over time for children ages 3-5 years old. The percentage of children identified as PROFICIENT met or exceeded the previous year's percentage in 12 out of the 15 assessment areas.

Areas of Opportunity/Needs Identified

- Through the EHS Quality Assurance Curriculum to Fidelity Project, Monthly Education Site Visits, Peer Coach One-on-Ones, Parent Concern and Center Staff Concerns, the EHS program identified that Peer Coaches did not consistently complete required monthly coaching sessions or provide ongoing support to prevent behaviors/concerns from escalating and ensuring the needs of all children were met. To address these concerns, the EHS completed the following:
 - Revised the Education 17 Coaching Procedure to include additional guidance.
 - Revised the 24-25 Peer Coach Guide to include Pyramid Model resources on coaching.
 - Modified agendas for monthly Peer Coach One-on-Ones and Peer Coach Meetings to include a review of resources and procedures.
 - Restructured the approach for monthly site visits to provide additional guidance on documentation requirements.
 - Created New Teacher Checklist.
 - Revised Teacher Support Plan and Classroom Support Plan.
 - Revised 24-25 Peer Coach Guide to include Peer Coach Planner that provides tools to support planning strategies.
- Head Start Service Providers revised their procedures to align with Policy Education 1. Finally, the 2024-2025 Benchmarks were revised to align with district expectations related to Parent Conferences.
- Based on feedback from the Head Start Education Service Providers, the Head Start PreK team identified that the data entry guide needed to be updated. The Head Start PreK team worked to ensure that the information aligned to the online version of the ChildPlus Database system. Additionally, after reviewing data reports, it was noted that the information related to the Education Service Providers Request for Support was inaccurate and inconsistently entered. This limited the ability to effectively represent the range of services provided in response to a teacher's request for additional support. ChildPlus modules and the data entry guides were individualized for each school districts specific procedures and data entry needs. Additionally, the data entry guides included QR codes linking to instructional videos for data entry.

- After reviewing data and through coordinator meeting interviews, the Head Start PreK Program identified inconsistencies with implementation of the ReadyRosie Parenting Curriculum. The Head Start PreK program developed the ReadyRosie Recognition program to foster enthusiasm and engagement, delivered presentations at PLC and team meetings, provided continuous training and support to district coordinators, and implemented the ReadyRosie Tech Lab for COSA staff. Additionally, the program Developed and implemented training with the FCS team in Summer 2024, designated the responsible party for ISD, and updated procedures to clearly outline responsibilities.

ENVIRONMENTAL HEALTH AND SAFETY

Strengths Identified

- Both the Early Head Start and Head Start PreK programs have strong professional relationships with Education Service Providers.
- The Early Head Start Team has access to reports from the State of Texas Health and Human Services Childcare Regulations and analyzes the data monthly. Additionally, the Early Head Start team developed a Health & Safety Resource Booklet that is available in all EHS classrooms and includes topics such as evacuation information, shelter in place procedures, diaper changing guideline, and hand washing protocols.
- The DHS Head Start Program provided training on the reporting process, including the Note of Concern and Critical Incident Reporting. This resulted in increased communication across the program, allowing for timely follow-up. Additionally, the program has an established system to review Critical Incident Reports data, follow up, and on-going concerns. This ensures that support is provided, and concerns are addressed in a timely manner.

Areas of Opportunity/Needs Identified

- While training and technical assistance has been provided, there was an increase in childcare regulations violations during the 2023-2024 program year from previous years. Additional training and support has been provided for EHS teachers. Additionally, the EHS Health and Safety Booklet was updated for the 2024-2025 program year, and the Health and Safety screeners were shared with center directors to ensure transparency. Individual meetings/trainings have been set with each center onsite to review health and safety items.
- EHS established a system to review and analyze critical incident data and develop training and technical assistance to resolve concerns and prevent future incidents.
- While the DHS Head Start program provided training on reporting concerns and the Note of Concern process that resulted in improved communication and timely follow-up on concerns, data indicated some confusion about types of concerns that should be reported and the forms were often not correctly filled out. The program provided training to supervisors and is in the process of revising form.
- Critical Incident Reports were not consistently reported to the City of San Antonio within the 24-hour required timeframe. The DHS Head Start Pre-K Program developed training related to Critical Incident Reporting for principals for the 2024-2025 school year.

- During the annual review of the DHS Head Start Pre-K Program Policies, it was noted that Environmental Health & Safety Policy 2 had information related to classroom designation, staffing, ratio, supervision, and class size and needed clarification. The Policy caused confusion and did not align with ERSEA Policies related to classroom age designation. The Environmental Health & Safety Policy 2- Staffing & Class Size Requirements was revised to include information related to group size and classroom designation, ensuring that the language aligned with ERSEA policies and guidance, as well as information related to outdoor space available.
- A new ERSEA Policy outlining Classroom Age Designation that aligned with Environmental Health & Safety Policy 2 was developed and the program revised Environmental Health & Safety Policy 8 – Supervision to include information related to staffing and ratio requirements that was removed from Environmental Health & Safety Policy 2. With the revisions to Env. Health & Safety Policy 2, in order to provide additional clarification, the program developed a new PDM Policy (Policy 22) related to staffing requirements, program hours, and operations.

ERSEA

Strengths Identified:

- Recruitment Team continues conducting ongoing and regular outreach to a variety of community organizations and events.
- Application Events at Head Start main office are well attended.
- A joint community event held by the San Antonio Public Library and Head Start attracted a number of community partner vendors and entertainment options for a large number of families.
- The recruiter team now conducts recruitment at Women, Infants, Children (WIC) offices and Texas Workforce centers on a regular/weekly basis.
- For the program year, enrollment was at 100 % for EHS-CCP and 97% for Head Start PreK.
- The ERSEA team worked with Policy Council members and created the Parent Ambassadors Program. Ambassadors are current and former parents of Head Start children who are active in the community and at events to spread the word about Head Start.

Areas of Opportunity/Needs Identified

- The EHS program was underenrolled. A portion of the issue was related to a lack of teachers for the Infant and Toddler classrooms that lead to no available space for children to enroll. Efforts have been directed to ensure adequate staffing.
- Illness exclusion policies continue to affect the percentage of children with chronic absenteeism concerns particularly among infants and toddlers. Head Start staff continues to promote the benefits of regular attendance to enrolled families and to assist in removing barriers. The program continues to focus on improving internal procedures related to reviewing and documenting attendance.

- Early Head Start and Head Start Staff, including a team of Community Recruiters, conducted community outreach, and attended various community events which significantly increased program referrals and applications.
- Community partnerships with the San Antonio Public Library, Texas Workforce, Women, Infants, and Children program (WIC) were strengthened, resulting in increased recruitment efforts for both Early Head Start and Head Start.
- Additional efforts were made to expand outreach through postcard mailing and outreach.
- Procedures related to HS Enrollment related to Class Age, Attendance, and community event participation for staff were updated and training was provided.
- The ERSEA team coordinated with a number of community organizations to conduct targeted outreach to recent immigrants from Pakistan and Afghanistan. Involvement included participating in a community information fair and translating the primary recruitment flyer translated to Pashtu.

Family and Community Services

Strengths Identified:

- The Early Head Start program had no findings for the Parent Connection Committee QA review – indicating a strength in parent engagement opportunities offered at the centers.
- DHS Head Start implemented a new family assessment in the 23-24 program year which was received favorably by families. 93% of all EHS families (cumulative), 95% of all EHS-CCP families (cumulative) and 91% of all Head Start families (cumulative) participated in a Beginning of Year (BOY) family assessment.
- Head Start lost three Family Support Supervisors, four FSW positions were inactivated and three FSWs resignations during this time frame but filled the vacancies within weeks to maintain personnel. Three FSWs were promoted to Family Support Supervisor positions.

Areas of Opportunity/Needs Identified

- 72% of families in the EHS program and 93% in the PreK program opted to set a family goal. This is a lower percentage than in previous years and is an opportunity for growth. Additional training will be planned for the 24-25 Program Year on Goal Setting with families.
- The DHS Head Start program offers a variety of parent engagement activities, however, attendance is low and can be improved. Activities are planned from information gathered on the parent interest survey. Additional training on parent engagement will be provided to Family and Community Services staff. Additionally, parent engagement logs from the 23-24 Program Year will be analyzed for trends such as which events parents attend the most or the least.
- The Early Head Start program continues to work towards improving case notes to the highest of standards. Through supervisor/managers reviews in all content across the board there was a recognized need to improve documentation. FSWs had completed the work or had conversations with parents but often the notes were not as detailed as they could be. This has been recognized as an area in need of improvement.

Training & Technical Assistance

Strengths Identified:

- All DHS Head Start staff were in compliance with the 2023-2024 annual training requirements.
- Our program continues to implement a centralized Head Start Onboarding Program that ensures consistency. The Team provided training and individual support to new supervisors to ensure they understand the onboarding process and expectations.
- The City of San Antonio Family Support Workers are subject to the Fair, Labor, and Standards Act. The T&TA Team added a training to the onboarding process to ensure that new non-exempt staff received training related to the Fair, Labor, and Standards Act as well as the time and attendance process with the City of San Antonio.

Areas of Opportunity/Needs Identified

- Staff identified that the program was not aware that when an employee resigns from their position, that any tools or resources created with Microsoft 365, specifically Microsoft FORMS, are no longer accessible once the employee leaves the program. This created an issue related to feedback surveys for onboarding and training sessions. The program no longer had access to vital feedback. In order to address this concern, the Team recreated feedback surveys and added Microsoft FORMS on the Exit Interview checklist for staff separating from the organization.
- With the continuation of a centralized onboarding program and staff changes/absences, roles, responsibilities, and activities shifted. The program realized that these changes were not reflected in the onboarding procedures and caused confusion. Staff collaborated across teams to update the onboarding procedures to ensure the formal written procedure reflected the assigned roles and responsibilities of staff.
- When staff join the City of San Antonio Department of Human Services Head Start Program, they complete several required forms and documents during the onboarding process. One required form, the ChildPlus Access Request Form, provides information to create an account within the database system, and ensures the program collects required information from the employee. The fields on the form do not align with the fields in the database system, causing confusion, inaccurate data, and rework. The program has received training and clarification on the required fields on the form and in the database system. Additionally, staff are in the process of updating the ChildPlus Access Request Form used during onboarding to ensure information collected is accurate and aligns with the fields in the database system. Additional training and updates to the form are forthcoming.

Transportation Services

Strengths Identified:

- Transportation safety training is provided to all families during the Family Meeting with the Parent Handbook is reviewed.

- If transportation is identified as a barrier, parents may be provided with a bus pass to ensure they have access to transportation so that they may bring their children to the program. Goals may also be set with the family to assist them with seeking ongoing transportation support.
- Two years in a row, there were no findings related to Pedestrian and Bus Safety Training Review conducted by the DHS Head Start PreK Quality Assurance Team for EISD, and only one concern related to Pedestrian and Bus Safety Training Review. Additionally, there were no concerns related to bus driver and bus monitor requirements or credentials during the 2023-2024 school year.

Areas of Opportunity/Needs Identified

- While the program has an established system to document age-appropriate pedestrian and school bus safety for children in lessons, three EHS classrooms did not turn in their lesson plans by the established benchmark due date. To address this concern, a communication system has been established to provide reminders during the beginning of the school year and information was shared during the EHS Pre-Service.
- Head Start Education Service Providers shared concerns related to staff following established district procedures. All San Antonio ISD staff attended training related to active supervision and procedures. Updates to the procedures included reminding parents/guardians that Pk and Kinder students must have a parent/guardian present at drop off and pick up and all PreK and Kinder students should sit at the front of the bus. The SAISD Transportation Department continue to review the process to update and distribute the transportation roster to bus drivers and bus monitors. The DHS Head Start Parent Handbook will be updated to include additional guidance regarding appropriate behavior while riding the bus.
- Head Start PreK Education Service Provider, San Antonio ISD, went through a process of rightsizing resulting in campus closures and a shift in the location of several Head Start classrooms. Edgewood ISD also added several new classrooms at an elementary school. These changes created uncertainty related to transportation services provided to Head Start children and ensuring all buses met the Head Start Requirements related to age-appropriate safety restraints and bus monitors. Both San Antonio ISD and Edgewood ISD updated their procedures to ensure transportation services that meet the Head Start requirements were available to children enrolled in the Head Start Program for the 2024-2025 program year.
- While reviewing the transportation procedure for transporting families, a concern was shared by the Family Support Team that while it is clear that the Certified Safety Passenger Technicians install car seats, it was not clear about whose responsibility it was to buckle a child into the car seat. The program updated the COSA DHS Procedure outlining that it is the responsibility of the parent traveling with the child to buckle the child into the car seat. The COSA DHS Staff member can check to ensure the child is properly buckled in and make suggestions. Additionally, the CPST team provided training to all staff on what to look for when a child is in car seat. The program updated the Transportation Waiver to include responsibilities of the parent/guardian traveling with the child enrolled in the program. In addition, it was noted that the overall language in the waiver was difficult to understand. COSA DHS worked with the City Attorney's Office to update the language to make it more user friendly.

Wellness Services

Strengths Identified:

- EHS Training and Professional Development – 6 half day training sessions offered for EHS staff, Contract with Pyramid Model and First 3 Years to provide PD specific to supporting infant and toddler mental health.
- EHS Tiered Referral System – identifies response timeline to ensure children, families and staff with intensive wellness needs are receiving support within an appropriate timeframe.
- Staff and Parent Support– Parent Education, Intensive Parenting Support, and EHS Consultations/Wellness Support Services for staff were provided to promote, prevent and intervene.
- Participation in the Triple P Parenting program surpassed the Strategic Plan Goal by a considerable factor.
- The Head Strat PreK Program Wellness team received and consulted on an increased number of Requests for Assistance from ISD partners and the Family and Community Team.

Areas of Opportunity/Needs Identified

- EHS Centers have different systems for ensuring Child Health Checks are completed & reports are made to DFPS for concerns. These various systems include: Early Education Services (EES) conducts monthly site visits, Critical Incident Reports (CIRs [DFPS Reports]), and reports of parent and staff Concerns. In order to address these different systems, the program revised PDM 7 DFPS Reporting Procedure to add clarification for reporting requirements and Education 15 Child Arrival and Departure to clarify required documentation for daily health checks. Further, the program provided individualized wellness training during Pre-Service to review Education 15, PDM 7 and Mandated Reporter Requirements, and revised the 1st Education Home Visit form to provide opportunity for teachers to discuss daily child health check requirement.
- Incomplete data entry for referrals, progress, observations, and consultations. Were found by the the QA team during Wellness Support Services Review, Supervisor One-on-One Meetings, and ongoing monitoring of data entry by service area manager. The program revised Wellness Procedure Tier 3 Individualized Intervention, Revised Data Entry Guide for Wellness Services, Revised Request for Observation Referral form to include additional information needed to update Child Plus, Developed Recommendation for Ongoing Support Referral form to document parent consent, Restructured Supervisor One on One to include review of CP data reports and Created Wellness Support Schedule for Service Area Manager.
- The program saw an increase in referrals to support staff wellness. Due to need for staff wellness requests, contractor was unable to meet referrals within identified timelines and EES Management had to provide direct support services. EHS CCP Childcare Center Staff do not have access to staff wellness support programs such as an Employee Assistance Program (EAP). Funds reallocated from budget to create a specific wellness support program for CCP Childcare Center Staff, create a system to route referrals to CCP Wellness Support Program, revise Staff Wellness Procedure to include CCP Wellness Support Program, provide training to staff for submitting wellness referrals, and promote these services to CCP Center Staff.
- While the number of families participating in Triple P exceeded prior expectations, implementation of classes on ISD partner campuses has been slowed. The program is working to increase buy-in from campus admiration and to increase participation.