

***Approval of
2023-2024
Annual Report
with minor edits***





NURTURING LIVES BUILDING FUTURES

2023-2024
HEAD START
ANNUAL REPORT



**HUMAN
SERVICES**



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This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C 0839 (a)(2)].

View this report at **SAHeadStart.org**

Photography Credits: Juan G. Huerta, Roland Martinez, and Communications and Engagement Team





HUMAN SERVICES

MISSION

We promote life-long success for families and individuals by providing human services and connections to community resources.

excellence in all **we** do

CORE *Values*

Teamwork • Integrity • Innovation • Professionalism



MISSION

Preparing children and engaging families for school readiness and life-long success.

VISION

For every child and every family the best Head Start services every day.



CITY COUNCIL & CITY MANAGER 2023-2025

GOVERNING BODY

The City of San Antonio Department of Human Services Head Start Program operates under a formal structure of program governance that enables parents to participate in the oversight of quality services, decision-making, and planning. The City of San Antonio City Council, the Community Action Advisory Board (CAAB), and the Head Start Policy Council (HSPC) govern the Department of Human Services (DHS) Head Start programs.

Mayor

District 1

District 2

District 3

District 4

District 5

District 6

District 7

District 8

District 9

District 10

City Manager

Ron Nirenberg

Dr. Sukh Kaur

Jalen McKee-Rodriguez

Phyllis Viagran

Dr. Adriana Rocha Garcia

Teri Castillo

Melissa Cabello Havrda

Marina Alderete Gavito

Manny Peláez

John Courage

Marc K. Whyte

Erik Walsh



COMMUNITY ACTION ADVISORY BOARD

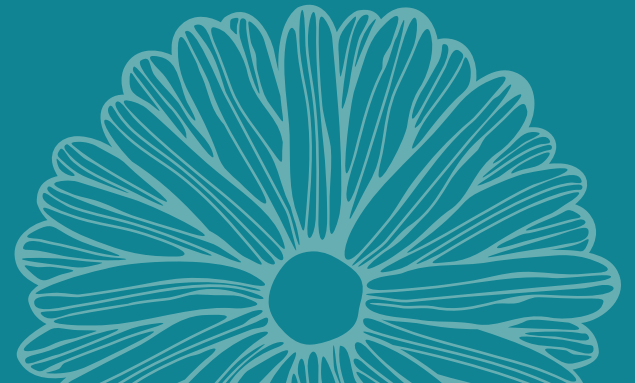
The City of San Antonio Department of Human Services (DHS) Community Action Advisory Board (CAAB) acts in an advisory capacity to the City Council on the operation of the Community Action Program and Head Start Program and oversees the implementation and quality of services for individuals and families from low-income neighborhoods. While City Council maintains its legal and fiduciary oversight of the Head Start Program, it has authorized CAAB to oversee programmatic decisions for the Head Start Program.

Pictured Left to Right:

Demetric Byrd, Abdon Garza, Christine Gutierrez, Antonio Martinez Jr., Ruben Lizalde, Dorian Keller, Juan Moreno, Ryn Salts, Teresa Villegas, Monique Robinson

Not Pictured:

Victor Martinez and Kelly Trevino





POLICY COUNCIL

The City of San Antonio DHS Head Start Pre-K Program serves Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD). DHS Head Start also partners with six licensed childcare centers to provide Early Head Start-Child Care Partnership Program (EHS-CCP) services and EISD for Early Head Start (EHS) services. The Head Start Policy Council (HSPC) provides current Head Start Pre-K, Early Head Start, and EHS-CCP families the opportunity to volunteer with the program, participate in leadership and training opportunities, expand their knowledge, build skills, and partner with staff to recruit families for the program.

Pictured Left to Right:

Back row: Back row: Yenter Tu, Kanisha Thomas, Keyonna Hughes, Krizia Franklin, John Bonila., Ramiro Lopez, Lisa Rosales

Front row: Jacqueline Munoz, Ashley Trevino, Anna Rios, Jessica Garcia, Erika Lara, Jasmine Gomez

Not Pictured:

Erika Fuentes, Magaly Olguin, Monica Duran, Alyssa Medina, Claudia Zuniga, Christina Gonzalez, Elena Blanco



Continuum of Services

The City of San Antonio's Department of Human Services (DHS) is the grant recipient for the Head Start Prekindergarten (HS-PK) and Early Head Start (EHS) programs in the Edgewood and San Antonio Independent School Districts.

The program is funded to provide full day high quality early education, health and wellness support, disability, nutrition, and family and community support services for children and their families.

Head Start Model: 6 Weeks – 5 Years

CITY OF SAN ANTONIO

- Program Governance
- Promotion of Health Services
- Family & Community Engagement
- Wellness Support Services
- Training & Technical Assistance
- Quality Assurance



EDUCATION SERVICE PROVIDERS

Early Head Start

- Blessed Sacrament
- Ella Austin
- Healy Murphy
- Inman Christian Center
- Seton Home
- YWCA Olga Madrid
- Edgewood ISD – Stafford ECC

Head Start Pre-K

- Edgewood ISD
- San Antonio ISD



HEALTH SERVICE PROVIDERS

Metro Health

- Dental Services

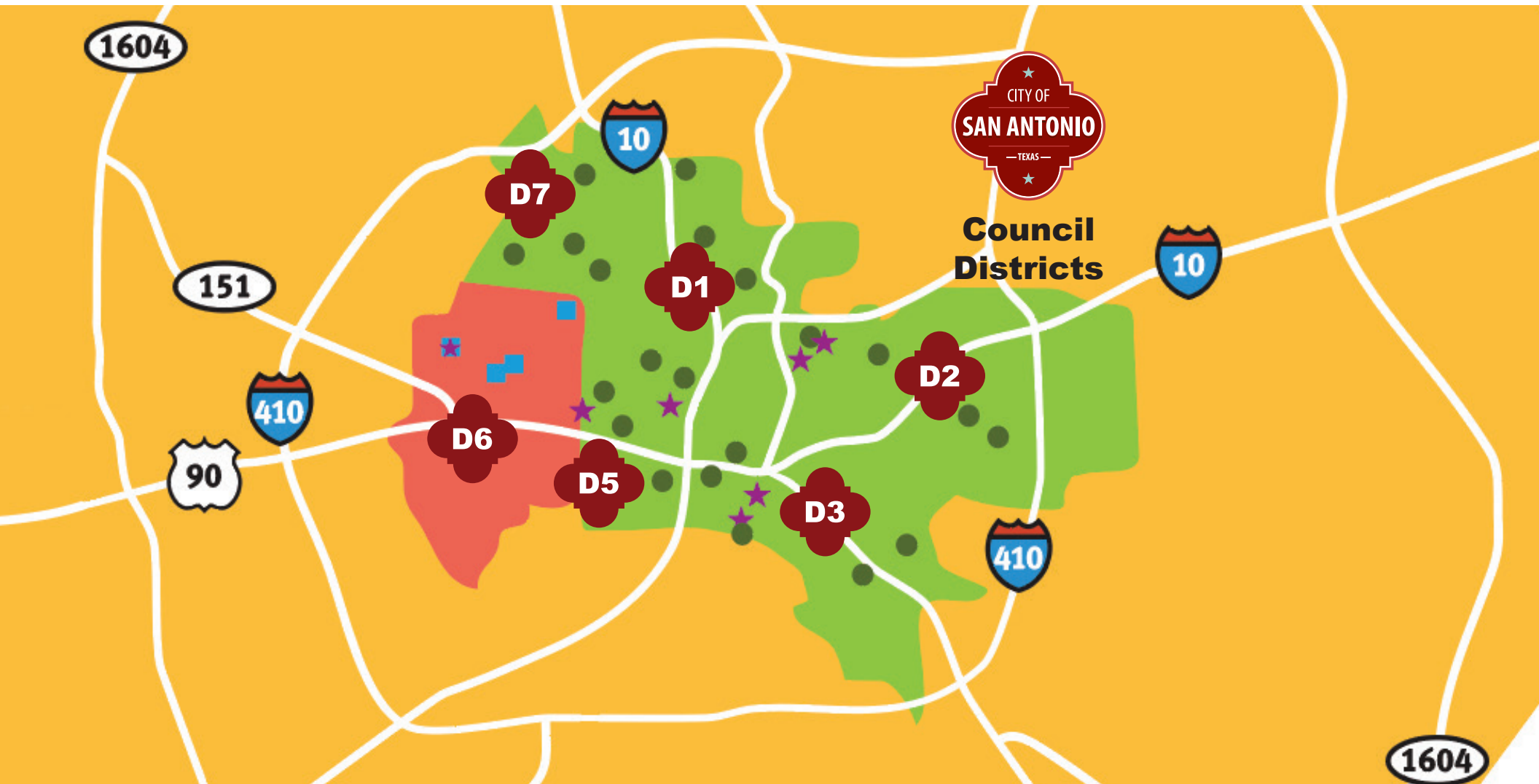
University of the Incarnate Word

- Medical Services

2023-2024 Program Service Area and Sites

3,314 Children
34 Sites

| EHS-CCP | EARLY HEAD START |
|--------------|------------------|
| ★ 216 | ★ 128 |
| EDGEWOOD ISD | SAN ANTONIO ISD |
| ■ 777 | ● 2,193 |



Approach to School Readiness

The City of San Antonio Department of Human Services (DHS) Head Start Program defines school readiness as follows: Children are ready for kindergarten, families are ready to support their child's learning, and schools are ready to receive children.

This is achieved through an ongoing holistic approach that integrates all aspects of a child and family's well-being and educational, social, and emotional strengths and needs. DHS recognizes the importance of all Head Start service areas in promoting school readiness and values the unique role parents/guardians and families play in this process. Parent engagement, educational opportunities, ongoing training and technical assistance, community collaboration, and high-quality early childhood education are central to the approach to school readiness.

The Office of Head Start requires all programs to establish school readiness goals, which are defined as the expectations of children's progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten.

During the spring semester, DHS worked with parents, staff, and community stakeholders to review the program's school readiness goals. This included a community wide survey and School Readiness Summit. The revised school readiness goals were approved by the Education Advisory Committee and Head Start Policy Council in May 2024 and the CAAB in June 2024. The new school readiness goals were distributed beginning July 2024.



2024 - 2029 School Readiness Goals

Approaches to Learning

- Children will recognize and manage their feelings, emotions, and behaviors.
- Children will demonstrate interest, curiosity, focus, and persistence while exploring and investigating the world around them.



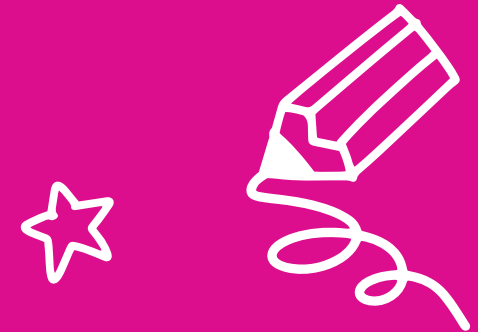
Social and Emotional Development

- Children will develop emotional awareness, self-regulation, and conflict resolution skills.
- Children will build positive relationships with peers and adults, engage in cooperative play and positive interactions, and show care and concern for others.
- Children will develop a sense of connection and inclusion within their school, family, and community.



Language and Literacy

- Children will demonstrate an understanding of spoken language and how sounds, letters, and words relate to one another.
- Children will communicate with others and initiate learning through language.
- Children will demonstrate an understanding of how print, gestures, signs, drawings, and pictures are used.
- Children will demonstrate an understanding of books and stories and the ways they are organized and presented.



Cognition

- Children will show curiosity, engage in hands-on investigations and experiments, ask questions, and make predictions to understand and organize their world.
- Children will demonstrate reasoning, memory, and problem-solving skills.



Perceptual, Motor, and Physical Development

- Children will use their senses to understand, organize, and explore their world.
- Children will demonstrate increased independence in motor skills, self-care, and safety.



Child Assessment Information

Student assessments provide valuable information about each child's interests, strengths, and needs. Head Start implements a program of systematic, ongoing child assessment that provides information on each child's development and learning. Child outcome data informs curriculum planning, professional development, and individualized and differentiated instruction.

The Office of Head Start requires programs to conduct standardized and structured assessments that provide ongoing information to evaluate each child's developmental level and progress across outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework (HSELOF): Ages Birth to Five. Such assessments must result in usable information for teachers, program staff, and parents and must be conducted with sufficient frequency to allow for individualization throughout the program year.

Early Head Start Assessment Tool

The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start Program for infants and toddlers. The Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the primary assessment tool used by the Early Head Start Program for children who will transition to Pre-K programs in the 2024-2025 program year. The E-LAP and the LAP-3 are both criterion referenced assessments that measure a child's developmental progress throughout the program year.

The LAP System is research-based and aligned to the Head Start Early Learning Outcomes Framework. Children are assessed three times a year with the LAP System, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

The LAP System provides a comparison of a child's developmental age to their chronological age. For the E-LAP assessment, a child who scores AT or ABOVE their chronological age is ON TARGET. For the LAP-3 assessment, ON TARGET is defined as a developmental age that is +/- six months of a child's chronological age.



Early Head Start Child Outcome Data

The tables provide program level data for the beginning of year (BOY), Middle of Year (MOY), and End of Year (EOY) for the Early Head Start -Child Care Partnership and Early Head Start Program for the 2023-2024 program year.

The tables show the percentage of children who scored ON TARGET at BOY, MOY and EOY. The percentage of children who scored ON TARGET increased from BOY to EOY in two domains for EHS-CCP and in four domains for EHS children assessed with E-LAP. The largest increase from BOY to EOY was in Personal/Social for EHS-CCP and in Language for EHS.

The percentage of children who scored ON TARGET increased from BOY to EOY in six domains for EHS-CCP EHS children assessed with LAP-3. The largest increase from BOY to EOY was in Fine Motor for EHS-CCP and in Self-help for EHS.



Early Head Start - CCP

E-Lap (Birth - 36 months)

Percentage of children identified as ON TARGET

| Assessment Areas | BOY | MOY | EOY |
|------------------|-----|-----|-----|
| Gross Motor | 82 | 81 | 80 |
| Fine Motor | 73 | 77 | 75 |
| Cognitive | 70 | 65 | 64 |
| Language | 63 | 57 | 55 |
| Self-help | 77 | 65 | 69 |
| Personal/Social | 66 | 75 | 84 |

Early Head Start - CCP

Lap-3 (3-year olds)

Percentage of children identified as ON TARGET

| Assessment Areas | BOY | MOY | EOY |
|------------------|-----|-----|-----|
| Gross Motor | 89 | 60 | 93 |
| Fine Motor | 62 | 95 | 88 |
| Pre-writing | 67 | 74 | 82 |
| Cognitive | 80 | 86 | 84 |
| Language | 629 | 76 | 78 |
| Self-help | 74 | 89 | 89 |
| Personal/Social | 84 | 88 | 89 |

Beginning of year (BOY)

Middle of Year (MOY)

End of Year (EOY)

Early Head Start

E-Lap (Birth - 36 months)

| Assessment Areas | BOY | MOY | EOY |
|------------------|-----|-----|-----|
| Gross Motor | 67 | 81 | 77 |
| Fine Motor | 42 | 66 | 77 |
| Cognitive | 38 | 31 | 57 |
| Language | 34 | 50 | 45 |
| Self-help | 63 | 63 | 77 |
| Personal/Social | 56 | 66 | 87 |

Early Head Start

Lap-3 (3-year olds)

| Assessment Areas | BOY | MOY | EOY |
|------------------|-----|-----|-----|
| Gross Motor | 93 | 97 | 96 |
| Fine Motor | 89 | 88 | 97 |
| Pre-writing | 58 | 71 | 81 |
| Cognitive | 80 | 92 | 91 |
| Language | 72 | 76 | 73 |
| Self-help | 74 | 90 | 91 |
| Personal/Social | 76 | 89 | 88 |



Head Start Prekindergarten Assessment Tool

The CIRCLE Progress Monitoring System Pre-K (CIRCLE) is the primary assessment tool used by the Head Start Prekindergarten Program.

CIRCLE is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time for children ages 3-5 years. The results of CIRCLE are used to generate a detailed picture of each child's growth and development across 15 areas so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

CIRCLE provides a score for each area assessed. Children are described as PROFICIENT if they score at or above the cut point, or threshold, listed in accordance with their age. This indicates if the child is on track and has a developed understanding of the measure. Children are described as NOT PROFICIENT if they score below the cut point, or threshold, listed in accordance with their age and indicates an underdeveloped understanding of the measure. This indicates a need for more skill development or intensive intervention. The threshold, or cut point, increases at each assessment. Children may be described as OUT OF RANGE if they are not within the specified age range for the measure, or if there are no established cut points or thresholds for the area assessed.



Head Start Pre-k Child Outcome Data

This table provides program level data for the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) for the 2023-2024 school year for all children assessed in the Head Start Prek Program. The table shows the percentage of children identified as PROFICIENT at BOY, MOY, and EOY. The largest increase in the percentage of children identified as PROFICIENT from BOY to EOY occurred in Rapid Letter Naming (RLN) and Story Retell and Comprehension. There is not an established BOY cut-point, or threshold, for Letter-Sound Correspondence for BOY.

Rapid Vocabulary, Phonological Awareness, and Math areas of focus across the program. Additionally, fidelity to the assessment, training, and assessment protocols to ensure all children receive an assessment continue to be areas of focus for the program.

Percentage of children identified as PROFICIENT

| CIRCLE Assessment Areas | BOY | MOY | EOY |
|-------------------------------------|-----|-----|-----|
| RLN | 43% | 62% | 77% |
| Rapid Vocabulary | 52% | 68% | 71% |
| PA | 65% | 76% | 77% |
| Math | 76% | 80% | 83% |
| Letter-Sound Correspondence | N/A | 86% | 89% |
| Story Retell & Comp. | 51% | 75% | 87% |
| Book & Print Knowledge | 79% | 80% | 74% |
| Science | 83% | 83% | 81% |
| Social Studies | 80% | 79% | 83% |
| Social & Emotional Dev. | 92% | 88% | 84% |
| Early Writing | 94% | 84% | 84% |
| Approaches To Learning | 92% | 85% | 86% |
| Physical Health & Dev. | 90% | 85% | 86% |
| Speech Production & Sentence Skills | 91% | 83% | 81% |
| Motivation to Read | 89% | 85% | 85% |

Beginning of year (BOY)

Middle of Year (MOY)

End of Year (EOY)

CLASS



The Classroom Assessment Scoring System (CLASS) is a research-based tool used to measure the interactions between educators and children. CLASS uses a standardized method to collect information on the quality of teacher/child interactions.

The CLASS tool is based on developmental theory and research suggesting that interactions between children and teachers are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

CLASS is scored by trained and certified observers using a specific protocol. Following their observations of educator-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high. These scores are averaged across the program.

Both the Early Head Start and Head Start Prek Programs use the research-based tool to guide professional development to improve interactions that support children's learning and child outcomes.

Early Head Start

The following tables provide the results for the Infant CLASS Tool and Toddler CLASS Tool from the 2019-2020 program year to the 2023-2024 program year. Due to restrictions related to COVID-19 CLASS observations were not conducted during 2020-2021 school year.

Infant CLASS Comparisons

| Dimensions | | | | | Domain |
|--------------|--------------------|---------------------|-------------------------|------------------------|-----------------------|
| Program Year | Relational Climate | Teacher Sensitivity | Facilitated Exploration | Early Language Support | Responsive Caregiving |
| 2019-2020 | 5.08 | 4.96 | 3.92 | 3.67 | 4.41 |
| 2020-2021 | - | - | - | - | - |
| 2021-2022 | 5.19 | 5.19 | 5 | 5.19 | 5.14 |
| 2022-2023 | 5.79 | 5.88 | 5.25 | 5.13 | 5.51 |
| 2023-2024 | 5.93 | 5.86 | 5.21 | 5.79 | 5.7 |

Toddler CLASS Comparisons

| Dimensions | | | | | | Domain | Dimension | | | Domain |
|--------------|------------------|------------------|---------------------|------------------------------|-------------------|----------------------------------|--|---------------------|-------------------|------------------------------|
| Program Year | Positive Climate | Negative Climate | Teacher Sensitivity | Regard for Child Perspective | Behavior Guidance | Emotional and Behavioral Support | Facilitation of Learning and Development | Quality of Feedback | Language Modeling | Engaged Support for Learning |
| 2019-2020 | 5.88 | 1.52 | 5.29 | 4.6 | 4.67 | 5.38 | 2.93 | 2.45 | 3.07 | 2.82 |
| 2020-2021 | - | - | - | - | - | - | - | - | - | - |
| 2021-2022 | 5.73 | 1.27 | 5.34 | 4.82 | 5 | 5.52 | 3.93 | 3.11 | 3.75 | 3.6 |
| 2022-2023 | 5.88 | 1.08 | 5.55 | 5.13 | 5.12 | 5.72 | 3.97 | 3.28 | 3.78 | 3.68 |
| 2023-2024 | 6.03 | 1.06 | 5.59 | 5.29 | 5.12 | 5.79 | 4.15 | 3.32 | 4.03 | 3.83 |



Head Start Pre-k Program

The tables below provide the results for the Pre-K CLASS Tool from the 2019-2020 school year to 2023-2024 school year.

Due to restrictions related to COVID -19 CLASS observations were not conducted during the 2019-2020 and 2020-2021 school years.

In 2022, Pre-k CLASS – 3rd 2nd Edition (CLASS 2.0) was released and included enhancements with a focus on improving equity, access, and impact. CLASS 2.0 includes more diverse and inclusive definitions and representation, considerations for scoring across diverse settings, and guidance for reducing bias. The Head Start Pre-k Program implemented the use of CLASS 2nd Edition during the 2022-2023 program year.

City of San Antonio Head Start Program Internal Monitoring CLASS Results

CLASS 2008

| Program Year | % Classrooms Observed | Emotional Support | Classroom Organization | Instructional Support |
|--------------|-----------------------|-------------------|------------------------|-----------------------|
| 2019-2020* | N/A | - | - | - |
| 2020-2021* | N/A | - | - | - |
| 2021-2022 | 100% | 5.88 | 5.32 | 3.25 |

CLASS 2.0

| Program Year | % Classrooms Observed | Emotional Support | Classroom Organization | Instructional Support |
|--------------|-----------------------|-------------------|------------------------|-----------------------|
| 2022-2023 | 60% | 5.92 | 5.39 | 3.09 |
| 2023-2024 | 60% | 6.14 | 5.69 | 3.36 |

Early Childhood Education

Curriculum

Each curriculum utilized is research based and aligns with the Head Start Early Learning Outcomes Framework, and the respective state guidelines, Texas Infant/Toddler and Three-Year Old Guidelines and the Texas Prekindergarten Guidelines.

Teachers and staff across our program take into consideration each child's individual abilities, interests, learning style, cultural and linguistic background, and patterns of development and learning to provide high-quality early childhood education. Both programs use research-based curricula, input from parents/guardians, and information from screenings and assessments to plan individualized instruction for each child.

Program Curriculum

Early Head Start

Center - based - Early Head Start Creative Curriculum

Home - based - Partners for a Healthy Baby

Head Start Pre-K Program

EISD - Three Cheers for Pre-k Preschool Curriculum by SAVVAS Learning Company

SAISD - Pre-k On My Way by Scholastic

Texas Rising Star

EHS-CCP childcare centers participate in the Texas Rising Star (TRS) Program. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas. The information below includes quality rating as of July 1, 2024.

Blessed Sacrament: ★ ★ ★ ★

Ella Austin: ★ ★ ★ ★

Healy Murphy: ★ ★ ★ ★

Inman Christian: ★ ★ ★ ★

Seton Home: ★ ★ ★ ★

YWCA: ★ ★ ★ ★



221


Early Head Start

Children transitioned to Head Start Preschool or another Pre-k program.

1,458

Head Start

Children transitioned to kindergarten.



Parent Survey

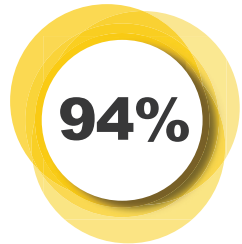
The City of San Antonio Department of Human Services Head Start Program is committed to providing high quality services. Annually the, DHS Head Start Program distributes a survey for parents/guardians to provide feedback. The information gathered in this survey is used to determine strengths of our program and strengths and needs of our families. The survey is anonymous, and the results are used to improve services. The full results from the 2023 – 2024 Parent Survey can be found at www.SaHeadStart.org. Highlights from the survey are provided below.

413 Surveys Returned | 12% Return Rate



Program Satisfaction

Enjoy participating in the DHS Head Start Program.



Program Satisfaction

Received helpful information from the DHS Head Start Program.



Program Quality

Feel the program provides high quality education.



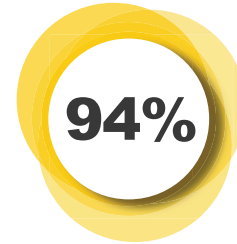
Staff

Enjoy participating in the DHS Head Start Program.



Family Support

Find it easy to communicate with their Family Support Worker.



Teacher

Find it easy to talk to their child's Teacher.



Information

Shared information with teachers about what they can and can not do.



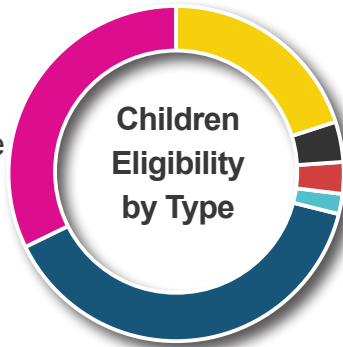
School Readiness

Feel their child will be ready to start kindergarten.

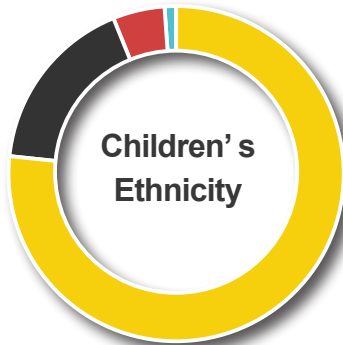
EHS-CCP Family Program Report

The program served 266 unduplicated children during the 2023 - 2024 program year.

- 20% ■ Below 100% Poverty
- 4% ■ Over income 100%-130%
- 3% ■ Over 130% Income Allowable
- 2% ■ Foster Child
- 39% ■ Public Assistance
- 32% ■ Facing Homelessness

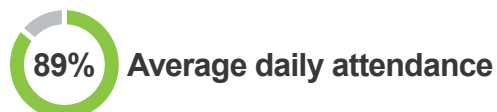


- 76% ■ White
- 17% ■ Black or African American
- 5% ■ Multi/Bi-Racial
- <1% ■ American Indian or
Alaskan Native Asian <1%
Native Hawaiian or other
Pacific Islander



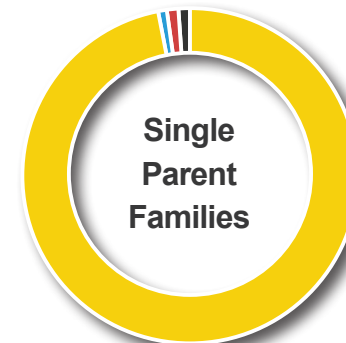
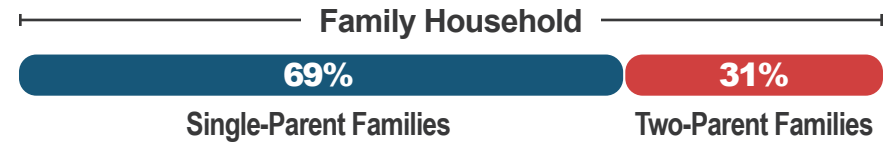
91% of children served are Hispanic

- 80% ■ English
- 19% ■ Spanish

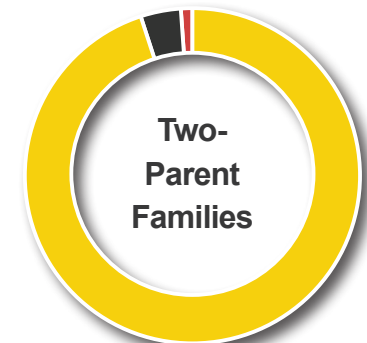


44

Total number of children enrolled in the Early Head Start-CCP Program with an Individualized Family Service Plan (IFSP). The program exceeded the Office of Head Start's 10% disability enrollment requirement.

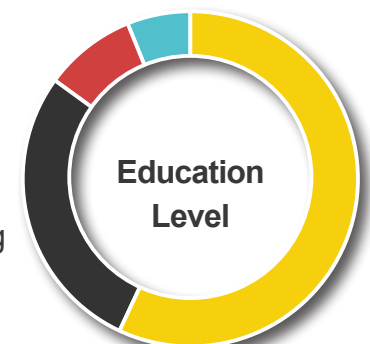


- 97% ■ Mother
- 1% ■ Father
- 1% ■ Grandparents
- 1% ■ Foster parents



- 95% ■ Parents (biological, adoptive, etc.)
- 4% ■ Grandparents
- 1% ■ Foster parents

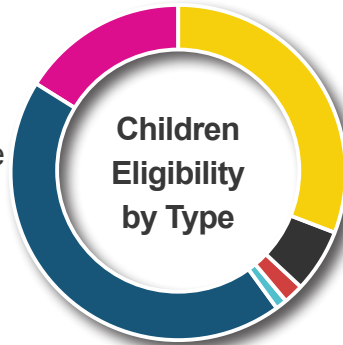
- 57% ■ High School Graduate or GED
- 28% ■ Less than high school graduate
- 9% ■ Some College/Job Training
- 6% ■ Baccalaureate Degree or Above



EHS Family Program Report

The program served 140 unduplicated children during the 2023 - 2024 program year.

- 31% ■ Below 100% Poverty
- 6% ■ Over income 100%-130%
- 2% ■ Over 130% Income Allowable
- 1% ■ Foster Child
- 44% ■ Public Assistance
- 16% ■ Facing Homelessness

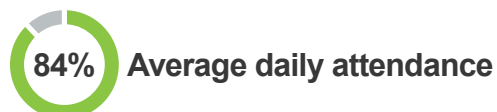


- 96% ■ White
- 3% ■ Black or African American
- 1% ■ Multi/Bi-Racial
- 0% ■ American Indian or Alaskan Native



97% of children served are Hispanic

- 72% ■ English
- 28% ■ Spanish



27

Total number of children enrolled in the Early Head Start Program with an Individualized Family Service Plan (IFSP). The program exceeded the Office of Head Start's 10% disability enrollment requirement.



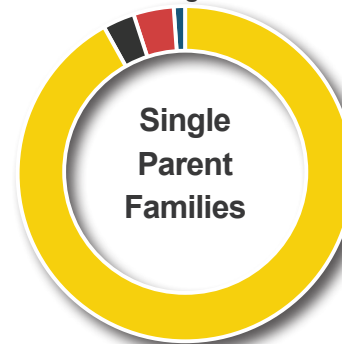
Family Household

62%

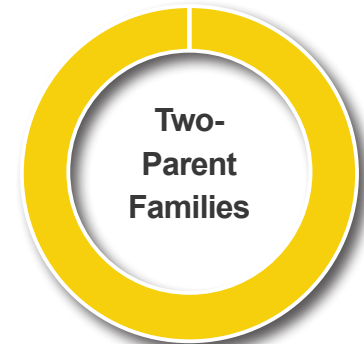
38%

Single-Parent Families

Two-Parent Families

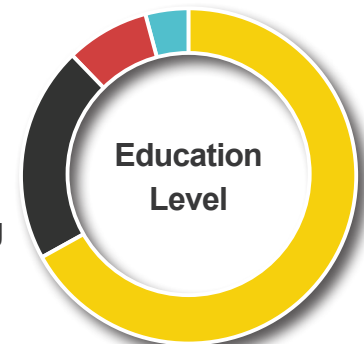


- 92% ■ Mother
- 3% ■ Father
- 4% ■ Grandparents
- 0% ■ Foster parents
- 1% ■ Relative other than grandparent



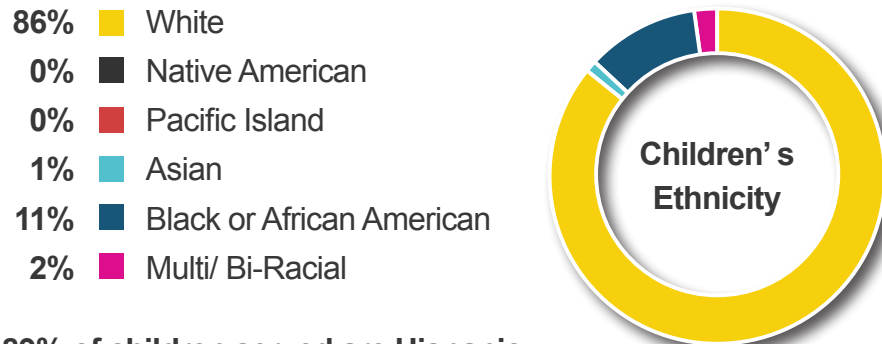
- 100% ■ Parents (biological, adoptive, etc.)
- 0% ■ Grandparents
- 0% ■ Foster parents

- 67% ■ High School Graduate or GED
- 21% ■ Less than high school graduate
- 8% ■ Some College/Job Training
- 4% ■ Baccalaureate Degree or Above

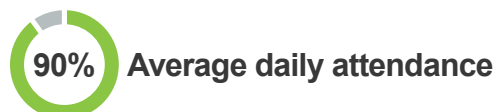
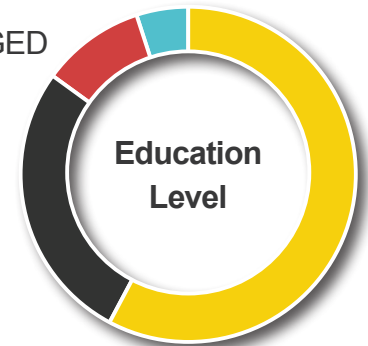
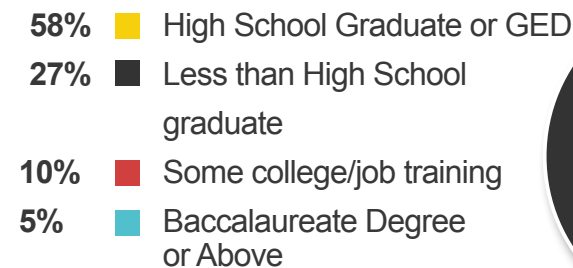
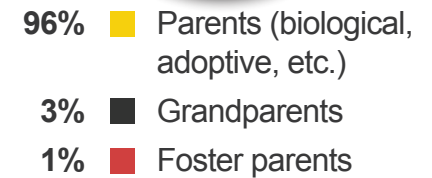
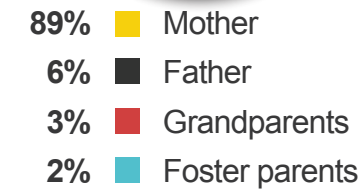
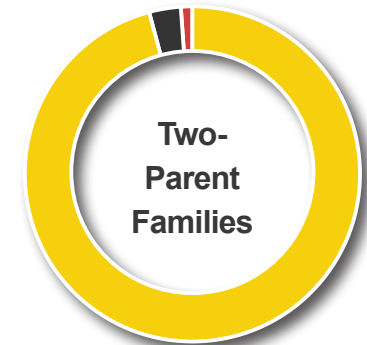
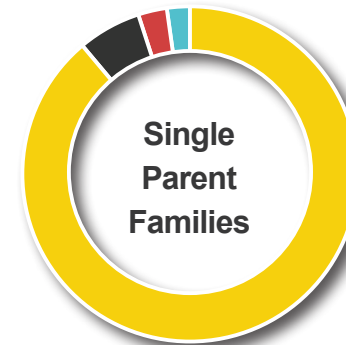
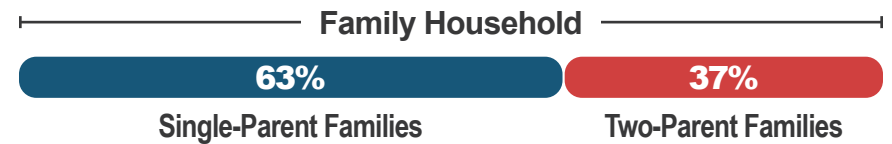


Head Start Pre-K Family Program Report

The program served 3,265 unduplicated children during the 2023 - 2024 program year.



89% of children served are Hispanic



619

Total number of children enrolled in the Head Start Prek Program with an Individualized Education Plan (IEP). The program exceeded the Office of Head Start's 10% disability enrollment requirement.

Health & Wellness Activities

Children are better able to learn when they are healthy and safe.

Head Start promotes the physical and social emotional well-being of all children and families as the foundation of school readiness.

- Children receive a nutritious breakfast, lunch and snack
- Promotion of Health Services provided to children
- Ensure children are up-to-date on a schedule of age appropriate preventive health services
- Ensure children have a medical and dental home
- Lead Testing
- Hemoglobin Testing (infants and toddlers only)
- Hearing and Vision Screenings
- On site flu and COVID-19 vaccines
- Health round up clinics
- Qualified mental health professionals collaborate with parents/guardians to provide support in the home or the classroom
- Promotion of social emotional learning and development
- Person-centered approach to mental health and wellness support to children, families and staff by qualified mental health professionals

Services Provided

| | |
|--------------|--|
| 2,900 | Dental Evaluations and Fluoride Varnishes provided to children |
| 1,386 | Lead Screenings provided to children |
| 85 | Hemoglobin screenings provided to children |
| 684 | Flu vaccines provided to children, parents, and staff |
| 30 | Nutrition education sessions provided to parents and staff |
| 204 | Triple P Parenting Program participants |
| 991 | Mental health consultations provided to parents and staff by a licensed mental health professional |
| 2,000 | Wellness support services provided to parents and staff |



Supporting Families

The goal for Family and Community Support Team is to promote the well-being of families to enable them to support their children's learning and development.

Approaches used by programs to support the well-being of Head Start families to impact positive child outcomes include:

- Encouraging parental engagement in their children's education.
- Promoting strong nurturing relationships between parents and their children through wellness support services.
- Providing ongoing learning and development opportunities for both parents and children.

Empowering Parents

Recognizing the critical role of parents as their child's first teacher, the DHS Head Start Program provides a variety of opportunities for parent engagement and leadership. These activities promote parent engagement in their child's education through advocacy and the development of relationships among peers and the community.

Families participated in the following activities:

- Parent Connection Committee Meetings
- Fatherhood Initiatives
- Car Seat Safety Class & Inspections
- Emergency Preparedness Classes
- Triple P-Positive Parenting Program
- National Head Start Parent Family Engagement Conference
- Parent Recruitment Ambassador Focus Groups
- ReadyRosie Parent Tools & Workshops
- Women Empowered Conference

Head Start Family Support Services

| | |
|--------------|---|
| 3,622 | Families Served |
| 3,240 | Received a supportive service during program year |
| 4,852 | Goals set by Head Start families |
| 3,579 | Goals achieved or made progress towards achieving |

Parents/Guardians Educational Attainment

| | |
|------------|--------------------------|
| 173 | A grade in school |
| 199 | High School/GED |
| 71 | Bachelors and Associates |
| 137 | Job training |



Early Head Start - Head Start Pre-K

| FEB. 1, 2023 - JAN.31.2024 | Budget | Actual | VARIANCE TO BUDGET |
|----------------------------|---------------|---------------|--------------------|
| TOTAL FEDERAL | 30,743,236.00 | 30,244,643.00 | 498,593.00 |
| NON-FEDERAL | 7,067,383.00 | 7,067,383.00 | - |
| TOTAL BUDGET | 37,810,619.00 | 37,312,026.00 | 498,593.00 |

*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.

| | |
|--------|-------------|
| 70.07% | Personnel |
| 19.99% | Fringe |
| 4.01% | Supplies |
| 3.29% | Other |
| 2.60% | Contractual |
| 0.04% | Travel |
| 0% | Equipment |

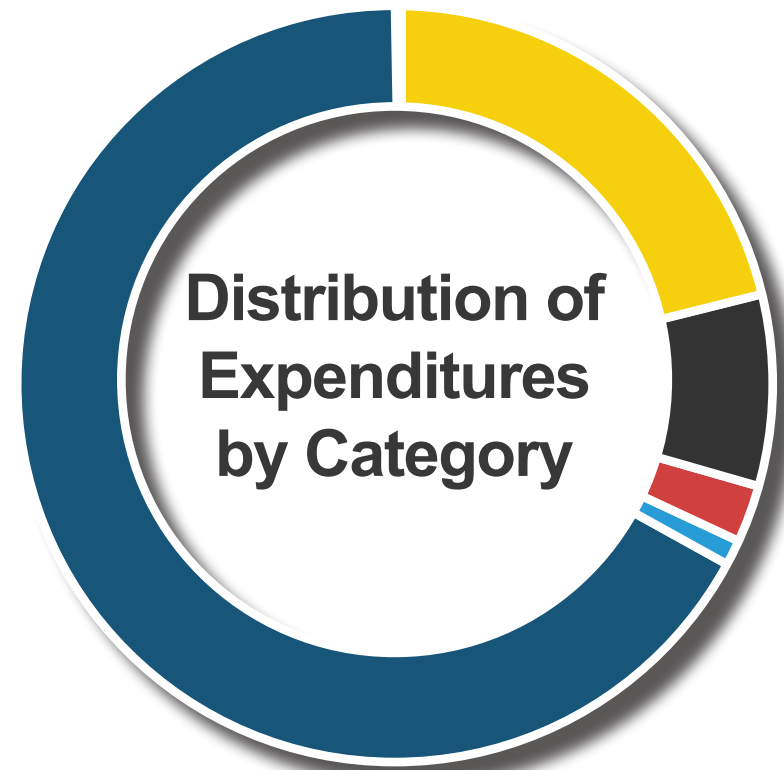
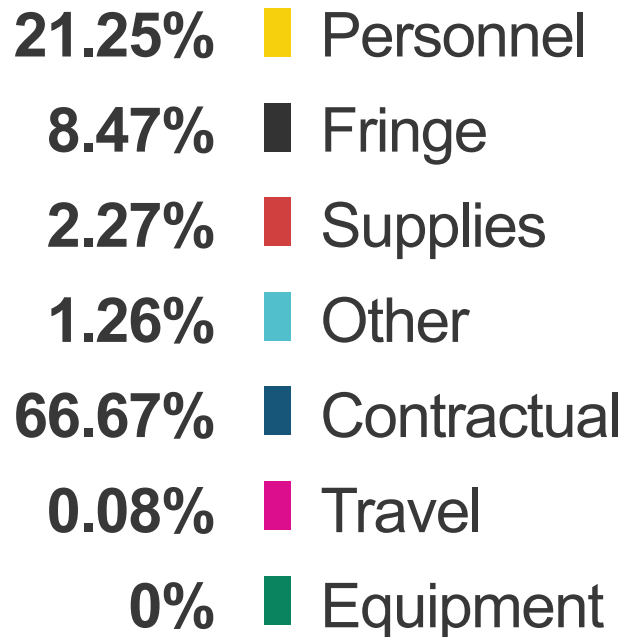


Grant Thornton is conducting an audit of the City of San Antonio for the period ending September 30, 2023. Once the audit is completed, a copy of the most recent audit can be found at SanAntonio.gov/Finance/bfi/cafr.

Early Head Start Child Care Partnership

| AUG. 1, 2023 - JUL.31.2024 | Budget | Actual | VARIANCE TO BUDGET |
|----------------------------|--------------|--------------|--------------------|
| TOTAL FEDERAL | 3,363,521.00 | 3,350,825.00 | 12,696.00 |
| NON-FEDERAL | 775,585.00 | 775,585.00 | - |
| TOTAL BUDGET | 4,139,106.00 | 4,126,410.00 | 12,696.00 |

*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.



Early Head Start – Child Care Partnership (EHS/CCP) grants maximize program resources across Early Head Start and Child Care and Development Fund in order to support effective partnerships that expand high-quality early learning opportunities for working families so that low-income children have the healthy and enriching experiences they need to realize their full potential. The City of San Antonio as a Bexar County EHS-CCP grant recipient, contracts with six local non-profit child care centers for high quality child care services.

Grant Thornton is conducting an audit of the City of San Antonio for the period ending September 30, 2023. Once the audit is completed, a copy of the most recent audit can be found at SanAntonio.gov/Finance/bfi/cafr.

Quality Assurance

The Head Start Prek, Early Head Start, and Early Head Start-Child Care Partnership (EHS-CCP) Programs use a multi-level Quality Assurance system to ensure high quality services and compliance with Head Start regulations, at the grant recipient and the service provider level. This Quality Assurance system allows for multiple levels of review and continuous program improvement. Methods include site visits, both announced and unannounced, child file reviews, interviews, and surveys.

At the service provider level, an internal monitoring system is also established for continuous review of services by the provider as well as by DHS staff. Also, services provided at local EHS childcare centers are not only monitored by the DHS program staff, but also by the Texas Department of Health and Human Services-Texas Child Care Regulation to ensure compliance with minimum standards. The State of Texas, Texas Rising Star (TRS) system, provides a third level of monitoring. Texas Rising Star (TRS) is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors all six EHS-CCP child care providers.

The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. The Office of Head Start (OHS) assesses recipients' compliance with the Head Start Performance Standards, and the Head Start Act. The Head Start Monitoring System gives OHS a multi-year perspective on recipient operations with a focus on performance, progress, and compliance. It also provides recipient with opportunities for continuous improvement. This system includes on-site and off-site reviews and disseminates its findings through formal monitoring reports. The City of San Antonio Department of Human Services Head Start Program did not receive an OHS Monitoring Review during the 2023-2024 program year.

| SOURCE | DATE | STATUS |
|--|------------------|-----------------|
| Focus Area One: Understanding the Approach to Program Services | Dec. 9-13, 2019 | Fully Compliant |
| Classroom Assessment Scoring System (CLASS) | Feb. 24-23, 2020 | Fully Compliant |
| Focus Area Two: Understanding Performance for Continuous Program Improvement | Feb. 14-18, 2022 | Fully Compliant |









HUMAN SERVICES

1227 Brady Blvd San Antonio, TX 78207
(210) 206-5500 | SAHeadStart.org

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We aim to make our 2023-2024 Head Start Annual Report accessible to everyone.
If you have specific concerns or need assistance, call us at (210) 206-5500. We will respond within 48 hours.