

Correspondence - OHS Monitoring Review Report





ADMINISTRATION FOR
CHILDREN & FAMILIES

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Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Ron Nirenberg

City of San Antonio

106 S. St. Mary's Street, 7th Floor

San Antonio, TX 78205

From: Responsible HHS Official

Date: 04/21/2022

Dr. Bernadine Futrell

Director, Office of Head Start

From February 14, 2022 to February 18, 2022, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of the City of San Antonio Head Start and Early Head Start programs. This report contains information about the recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, we have found your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Mr. Kenneth Gilbert, Regional Program Manager

Ms. Melody Woosley, Chief Executive Officer/Executive Director

Ms. Audrey Jackson, Head Start Director

Ms. Audrey Jackson, Early Head Start Director

Glossary of Terms

Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the recipient's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none">(i) a threat to the health, safety, or civil rights of children or staff;(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;(iv) the misuse of funds received under this subchapter;(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Performance Summary

Service Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Supporting Teachers in Promoting School Readiness	06HP000255 06CH011533	Area of Concern	1302.91(e)(1)	Follow up with Regional Office for support



Program Management and Quality Improvement

Program Management

The recipient establishes a management structure consisting of staff, consultants, or contractors who ensure high-quality service delivery; have sufficient knowledge, training, experience, and competencies to fulfill the roles and responsibilities of their positions; and provide regular supervision and support to staff.

Ongoing Monitoring and Continuous Improvement

The recipient uses data to identify program strengths, needs, and areas needing improvement; evaluate progress toward achieving program goals and compliance with program performance standards; and assess the effectiveness of professional development.

Program Governance

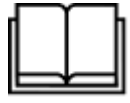
The recipient maintains a formal structure of program governance to oversee the quality of services for children and families and to make decisions related to program design and implementation.

The policy council is engaged in the direction of the program, including program design and planning of goals and objectives.

Program Management and Quality Improvement Summary

City of San Antonio receives funds to provide Head Start and Early Head Start center- and home-based services to over 3,300 children and families. There are high poverty rates in the service area. Located in southcentral Texas, San Antonio is the seventh most populous city in the United States.

The program relied on ongoing data collection and monitoring to guide improvement efforts. For example, a review of child outcomes data demonstrated inconsistencies in how staff administered developmental assessments. This discovery led the program to switch to an electronic assessment that helped staff gather data more accurately. In another example, when analyzing family outcomes data, the monitoring team found the information collected by staff was not sufficiently meaningful. As a result, the program provided training to staff on helping families write goals that included measurable action steps. Finally, when data indicated that many children did not receive follow-up dental care, the program created child oral health status cards and provided case management services to families. The program's regular collection and analysis of data guided improvement efforts.



Monitoring and Implementing Quality Education and Child Development Services

Alignment with School Readiness

The recipient's school readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and State early learning standards.

Effective and Intentional Teaching Practices

The recipient's teaching practices intentionally promote progress toward school readiness and provide high-quality learning experiences for children.

Supporting Teachers in Promoting School Readiness

The recipient prepares teachers to implement the curriculum and support children's progress toward school readiness, but improvement is needed.

AOC 1302.91(e)(1)

Timeframe for Correction: Follow up with Regional Office for support

1302.91 Staff qualifications and competency requirements. (e) Child and family services staff. (1) Early Head Start center-based teacher qualification requirements. As prescribed in section 645A(h) of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

A review of the Early Head Start Teacher Qualification Tracking Form found 16 Early Head Start teachers did not have a minimum of a Child Development Associate (CDA) credential or comparable credential.

For grant 06CH011533, 4 of 20 Early Head Start teachers did not have the required qualifications. All of the teachers had hire dates ranging from October 2020 to January 2022 and had a professional development plan (PDP) outlining a path to a CDA.

For grant 06HP000255, 12 out of 65 Early Head Start center-based teachers did not have the required qualifications. All of the teachers had hire dates ranging from January 2021 to February 2022 and had a PDP outlining a path to a CDA.

The senior management analyst and management analyst monitored the teachers' professional development plans and CDA progress.

Home-based Program Services

The recipient ensures home-based program services provide home visits, and group socialization activities provide high-quality learning experiences.



Monitoring and Implementing Quality Health Services

Child Health Status and Care

The recipient effectively monitors and maintains timely information on children's health status and care including ongoing sources of health care, preventive care, and follow-up.

Mental Health

The recipient supports a program-wide culture that promotes mental health and social and emotional well-being, and uses mental health consultation to support staff.

Oral Health and Nutrition

The recipient maintains and monitors for effective oral health practices and nutrition services that meet the nutritional needs and accommodate feeding requirements and allergies.

Safety Practices

The recipient implements a process for monitoring and maintaining healthy and safe environments.

Services to Expectant Families

Not Applicable.

Health Services Summary

City of San Antonio helped families navigate barriers to accessing health care that occurred as a result of the COVID-19 pandemic. These efforts were supported by Health Services Advisory Committee members who helped staff talk with parents about the coronavirus and the importance of regular health care. The program helped families find new providers when some offices stopped scheduling appointments. In addition, the program provided personal protective equipment to help families feel more comfortable visiting medical offices. The recipient also partnered with a mobile immunization clinic, which allowed children to receive recommended vaccines at Head Start and Early Head Start facilities. These actions helped children stay healthy and ready to learn, despite challenges presented by the pandemic.



Monitoring and Implementing Quality Family and Community Engagement Services

Family Well-being

The recipient collaborates with families to support family well-being, parents' aspirations, and parents' life goals.

Strengthening Parenting and Parent-Child Supports

The recipient provides services that strengthen parent-child relationships and support parents in strengthening parenting skills.

Family Engagement in Education and Child Development Services

The recipient provides education and child development services that recognize parents' roles as children's lifelong educators and encourage parents to engage in their child's education.

Family and Community Engagement Services Summary

City of San Antonio implemented a relationship-based approach that supported family well-being. Staff talked with parents and helped them identify areas of need, establish goals, and develop action steps. Families met with their designated family support team member at least monthly to discuss goal progress and address emerging challenges. In addition to establishing goals, the staff also helped parents support children's school readiness by sharing teacher suggestions and videos on child development. All goals were tracked using a data management system, allowing the program to address individual progress and program-wide trends. Together, these efforts helped families improve their well-being.



Monitoring and Implementing Fiscal Infrastructure

Budget Planning and Development

The recipient develops and implements its budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.

Ongoing Fiscal Capacity

The recipient plans and implements a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization.

Budget Execution

The recipient's financial management system provides for effective control over and accountability for all funds, property, and other assets.

Facilities and Equipment

The recipient complies with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

Fiscal Infrastructure Summary

In collaboration with the governing bodies, City of San Antonio developed a budget and allocated funds supportive of program needs and goals. During budget discussions, the Head Start management team and the policy council identified staffing issues, safety concerns, and technology upgrades as top priorities. In response, funds from the Head Start award and the Coronavirus Aid, Relief, and Economic Security Act were allocated to hire additional staff, upgrade the program's virtual capabilities, and improve the safety of facilities. By regularly reviewing needs and goals, the recipient developed a responsive budget.



Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance

Determining, Verifying, and Documenting Eligibility

The recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

At least 10 percent of the recipient's total funded enrollment is filled by children eligible for services under IDEA or the recipient has received a waiver.

Enrollment Verification

The recipient maintains and tracks enrollment for all participants including expectant mothers.

ERSEA Summary

City of San Antonio's procedures and systems supported the enrollment of eligible children. All staff received annual training to ensure ERSEA practices remained consistent across the program. In addition, the recipient used a data management system to upload, verify, and track all information and documentation related to eligibility and enrollment. The program implemented additional practices to maintain enrollment during the COVID-19 pandemic. For example, the program expanded the recruitment team and provided information to families about its COVID-19 safety measures. These efforts helped the program enroll eligible children despite the challenges presented by the pandemic.

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