

# ***Approval of 2021-2022 Annual Report***





**COLOSSAL START**  
2022 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)].  
This report can be viewed on-line at [www.saheadstart.org](http://www.saheadstart.org).



Photography Credits: Jesus Fonseca



# MISSION & VISION

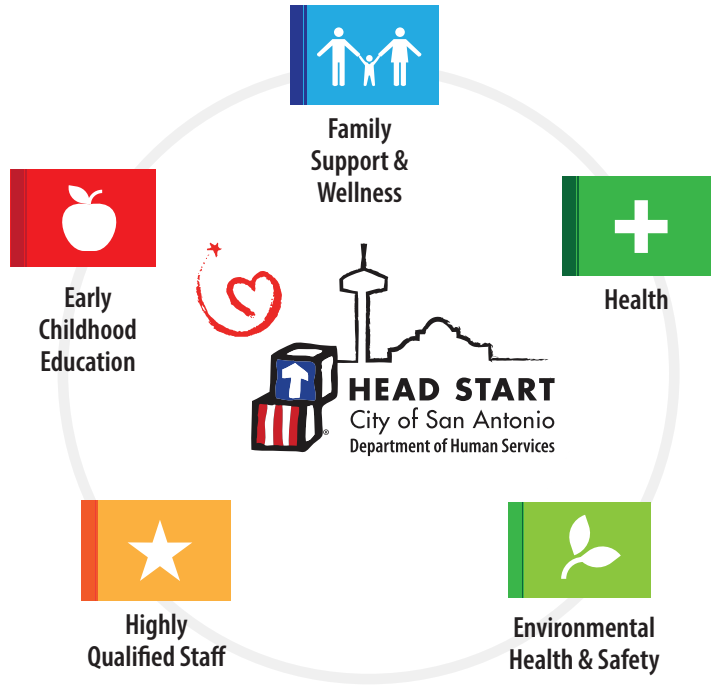


## MISSION

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

# COREValues

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 & STAFF 2021-2023**

## GOVERNING BODY

The City of San Antonio 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, Economic and Workforce Development Committee (EWDC), Community Action Advisory Board (CAAB), and the Head Start Policy Council (HSPC) govern the Department of Human Services (DHS) Head Start programs.

### Left to Right:

<b>District 5</b>	Teri Castillo
<b>District 4</b>	Dr. Adriana Rocha Garcia
<b>District 3</b>	Phyllis Viagran
<b>District 2</b>	Jalen McKee-Rodriguez
<b>District 1</b>	Mario Bravo
<b>Mayor</b>	Ron Nirenberg
<b>District 10</b>	Clayton H. Perry
<b>District 9</b>	John Courage
<b>District 8</b>	Manny Peláez
<b>District 7</b>	Ana E. Sandoval
<b>District 6</b>	Melissa Cabello Havrda
<b>City Manager</b>	Erik Walsh

## COMMUNITY ACTION ADVISORY BOARD

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

### Top Row Left to Right:

<b>Redeemer Presbyterian Church 300 Seconds, Inc</b>	Pastor Victor Martinez
<b>Council District 1</b>	Demetric Byrd
<b>UIW School of Osteopathic Medicine</b>	Dorian Keller
	Emma Santa Maria, Ph. D.

### Bottom Row Left to Right:

<b>Council District 7</b>	Erick De La Luna
<b>Council District 3</b>	Ruben Lizalde
<b>Area 1</b>	Holly Frindell

\*Missing from the picture is Delia Martinez, Cynthia Garcia, Christine Gutierrez, Pastor Abdon Garcia.







# POLICY COUNCIL

The City of San Antonio DHS Head Start 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. The Head Start Policy Council (HSPC) provides current Head Start, Early Head Start, and EHS-CCP families the opportunity to volunteer with the program, participate in leadership and training opportunities, expand their knowledge, and build skills, and partner with staff to recruit families for the program.

**Pictured Bottom Row:** Maritza Mendoza, Melinda Pina, Edith Palao, Ariana Patino, Alexis Alfaro  
**Top Row:** Christy Caez Claudio, Ruby Arizola, Lashonika Simpson, Krizia Franklin, Howard"David"King, Naomi Castellanos (Chair), Sherise Campbell, Isabel Martinez, Candice Stafford, Maria C Martinez

**Not Pictured:** Angelica Hernandez, Jessica Gomez, Sabrina Garcia, Mercedes Brinkley

Working in partnership with DHS Head Start staff to govern the Head Start programs, the HSPC authorized services in 2021 -2022for a funded enrollment of **3,364** children:

**3,364 Children**

**EHS 128 Children**

**EHS-CCP 216 Children**

**EISD 777 Children**

**SAISD 2,243 Children**

# HEAD START POLICY COUNCIL EVENTS





# 5 YEAR CONTINUUM OF HEAD START SERVICES



**HEAD START**  
City of San Antonio  
Department of Human Services

**216**  
Infants & Toddlers

**3,020**  
Pre-Kindergarten

The City of San Antonio's Department of Human Services (DHS) serves as the grant recipient for the Head Start (HS) and Early Head Start (EHS) programs in the Edgewood and San Antonio Independent School Districts. Serving 128 infants and toddlers from six weeks to 35 months at the Edgewood Stafford location to include both center-based and home-based services, the Early Head Start – Childcare Partnership Program serving 216 infants and toddlers at six childcare centers, and 3,020 three- and four-year old's in Head Start. The program is federally funded and provides high quality early education, health, wellness support, disability, nutrition, and family and community support services for enrolled children and their families.

**128**  
Infants & Toddlers

**80**  
Center Based

**48**  
Home Based

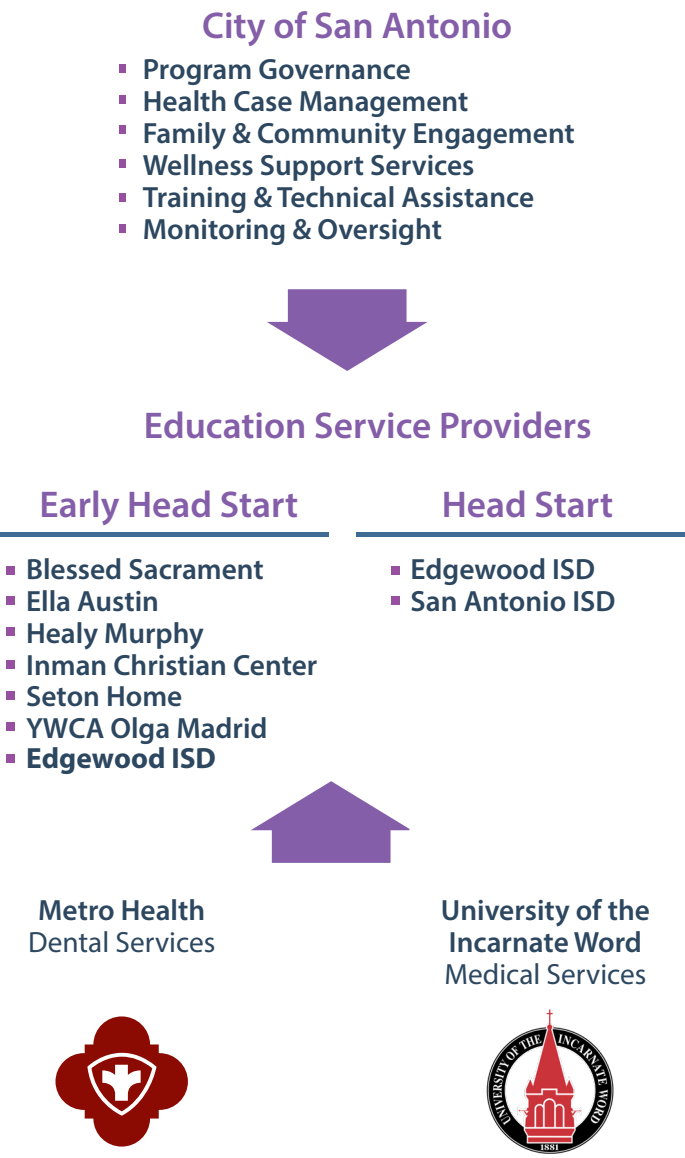
**NUTRITION SERVICES**

**HEALTH SERVICES**

**FAMILY SUPPORT & WELLNESS**

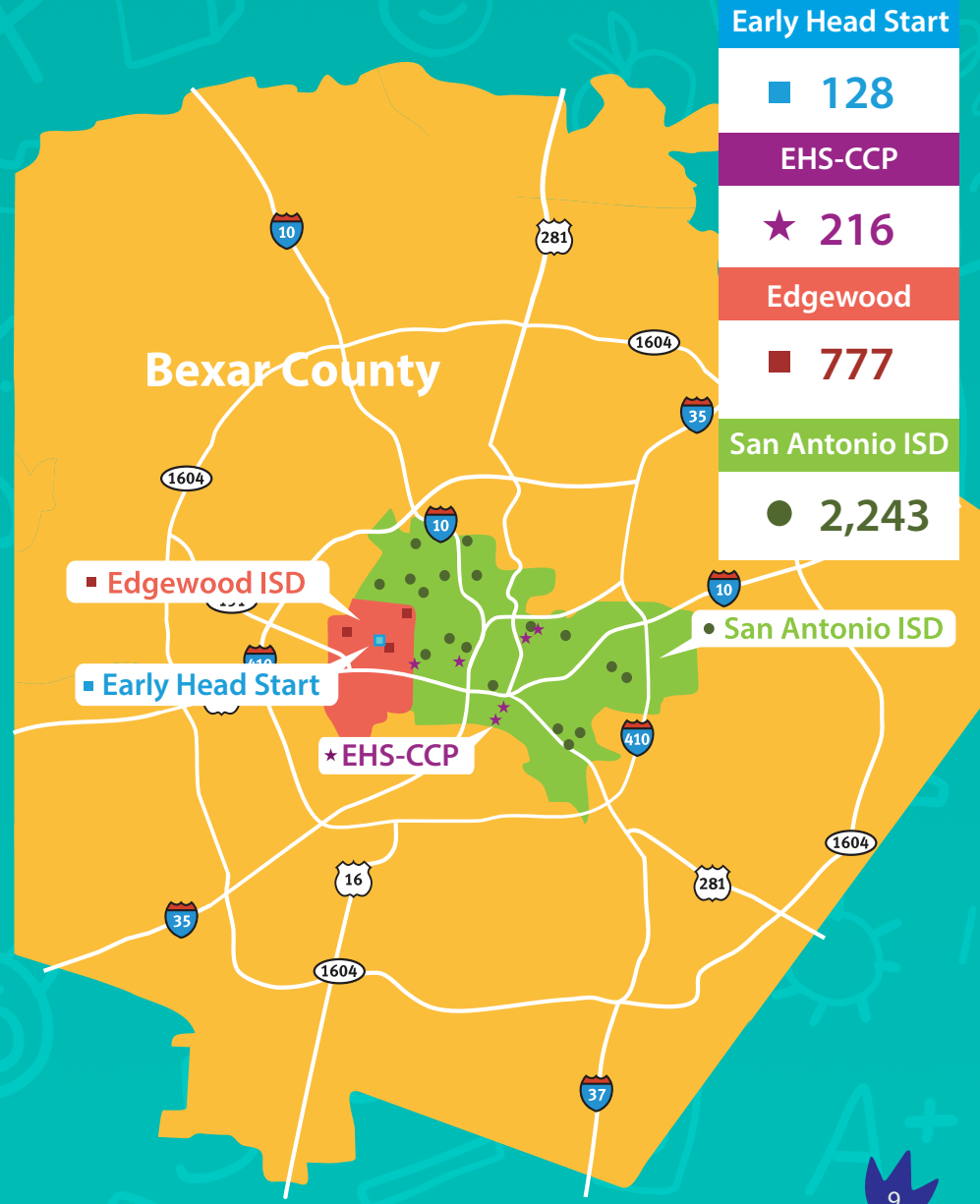
**EDUCATION & DISABILITY SERVICES**

# HEAD START PROGRAM MODEL 6 WEEKS-5 YEARS OLD



# 2021-2022 Program Service Area and Sites

**3,364 FUNDED ENROLLMENT**





## APPROACH TO SCHOOL READINESS

The City of San Antonio Department of Human Services (DHS) Head Start Program defines school readiness as children are ready for kindergarten, families are ready to support their learning, and schools are ready to receive them. This is achieved through an ongoing holistic approach that integrates all aspects of a child and family's well-being, educational, social, and emotional strengths and needs. Recognizing the importance of all Head Start service areas in promoting school readiness, DHS 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 our approach to school readiness.

The Office of Head Start requires programs to establish program school readiness goals. In June 2016, DHS held its first annual School Readiness Summit. The focus of the School Readiness Summit was to continue to build a birth to five continuum and develop a set of school readiness goals for the program. The School Readiness Summit team included grantee staff, teachers, site administrators, childcare staff, community members, and parents/guardians. In July 2017, the team revised the school readiness goals for each of the five central domains and created a set of School Readiness Goals for the program, birth – five years old. In the Spring of 2019, the Education Advisory Committee and Head Start Policy Council approved the program school readiness goals for the duration of the grant period. The School Readiness Goals are presented annually for review to the Head Start Policy Council.



## SCHOOL READINESS GOALS

### Approaches to Learning

- Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.

### Language & Literacy

- Child will develop skills in listening and understanding and using words/actions to respond to others.
- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

### Social & Emotional Development

- Child will develop social and emotional skills that support on-going positive relationships with self and others.

### Cognition

- Child will develop skills for reasoning, memory, and problem solving.
- Child will use critical thinking to understand and organize their world.

### Perceptual, Motor, & Physical Development

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



# 2020 - 2021

## Child Outcomes & Assessment Summary

Student Assessments provide valuable information about children'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 instruction.

The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start Program, for infants and toddlers, and the Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the assessment tool used for children 36 months old in EHS. 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. Students 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). Due to COVID-19, children enrolled in remote learning only received a BOY and EOY assessment.

The LAP System provides a comparison of a child's developmental age to their chronological age. For the E-LAP assessment, a child that 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.

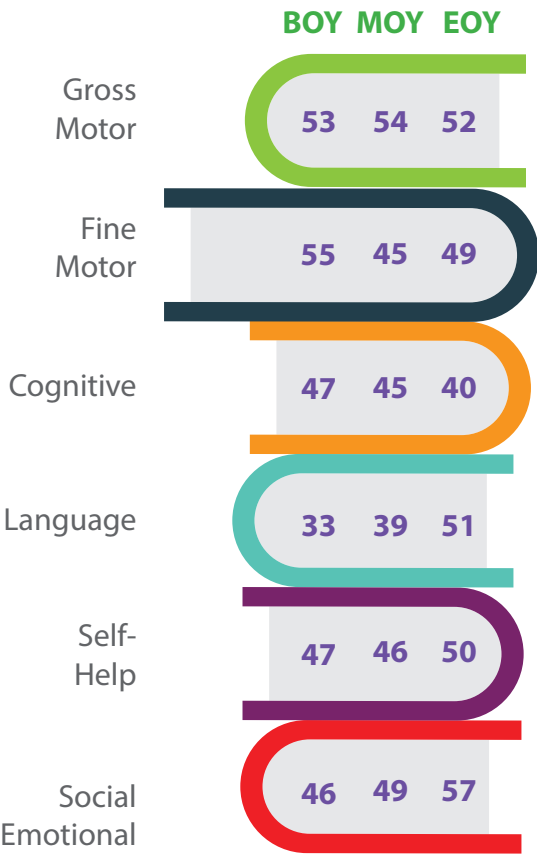


# STUDENT OUTCOME DATA

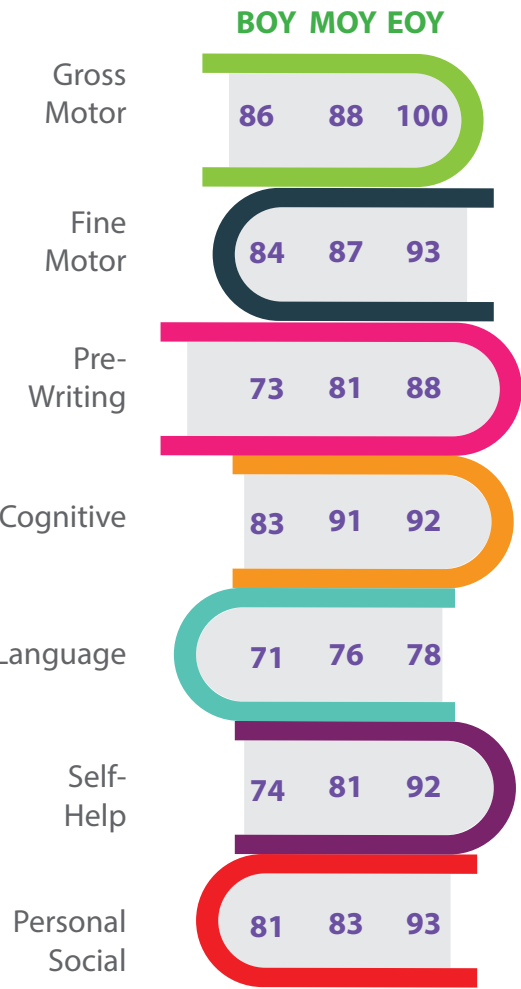
## Child Outcomes

The tables below 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 Program and Early Head Start Program for the 2021-2022 program year. The tables show the percentage of children that scored ON TARGET at BOY, MOY and EOY. The percentage of children that scored ON TARGET increased from BOY to EOY in four domains for EHS-CCP children and in all six domains for EHS children assessed with E-LAP. The largest increase from BOY to EOY was in Gross Motor for EHS and Language for EHS-CCP. The percentage of children who scored ON TARGET increased from BOY to EOY in all seven domains for both EHS-CCP and EHS children assessed with LAP-3. The largest increase from BOY to EOY was in Cognitive for EHS and Self Help for EHS-CCP.

 **E-LAP**  
(Birth - 36 months)



 **LAP - 3**  
(3 year olds)



Average % of items correct



# 2021 - 2022

## CIRCLE Progress Monitoring System

In 2020-2021, the DHS Head Start Program began using 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 children's skills over time for children ages 3-5 years old enrolled in the Head Start Prekindergarten Program. 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).

The CIRCLE Progress Monitoring System 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 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.



## Program Total - Non-transitioning and Transitioning children Percentage of children PROFICIENT

The tables below provide program level data for the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) for the 2021-2022 school year for all children assessed. The tables show 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 Letter Naming, Rapid Vocabulary, Phonological Awareness, and Math areas of focus across the program. Additionally, fidelity to the assessment and assessment protocols to ensure all children received an assessment continue to be areas of focus for the program.

Circle Assessment Areas 2021-2022

	BOY	MOY	EOY
RLN	32%	53%	68%
Rapid Vocabulary	53%	68%	69%
PA	60%	65%	70%
Math	74%	77%	73%
Letter-Sound Correspondence	---	81%	82%
Story Retell & Comp.	51%	75%	83%
Book & Print Knowledge	79%	77%	71%
Science	83%	84%	79%

Circle Assessment Areas 2021-2022

	BOY	MOY	EOY
Social Studies	85%	80%	77%
Social & Emotional Dev.	98%	90%	85%
Early Writing	93%	85%	85%
Approaches To Learning	92%	88%	85%
Physical Health & Dev.	88%	87%	85%
Speech Production & Sentence Skills.	89%	86%	85%
Motivation to Read	93%	87%	90%



CLASS

**The Classroom Assessment Scoring System™**

The Classroom Assessment Scoring System™ (CLASS) is a research-based tool used to measure the interactions between teachers and children. CLASSTM uses a standardized method to collect information on the quality of teacher/child interactions. Observers are trained and certified each year on their ability to use the tool. Both the EHS and Head Start programs use the research-based tool to guide professional development to improve interactions that support children’s learning and child outcomes.

**Early Head Start**

Due to restrictions related to COVID-19, CLASSTM observations were not conducted during the 2021-2022 school year. The program will resume CLASSTM observations during the 2022-2023 program year. The table provides the results from the previous year’s CLASS Observations.

Infant CLASS™ Observation Scores							
DIMENSIONS					DOMAIN		
	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Care giving		
2017-2018	5.55	5.15	4.6	4.05	4.84		
2018-2019	5.92	5.46	4.63	4	5		
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		
Toddler CLASS™ Observation Scores							
DIMENSIONS					DOMAIN		
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Emotional & Behavioral Support	
2017-2018	5.69	1.36	5.14	4.83	4.56	5.37	
2018-2019	5.54	1.64	5.11	4.71	4.89	5.32	
2019-2020	5.88	1.52	5.29	4.6	4.67	5.38	
2020-2021	---	---	---	---	---	---	
2021-2022	5.73	1.27	5.34	4.6	4.67	5.38	
DIMENSIONS					DOMAIN		
	Facilitation of Learning & Dev		Quality of Feedback	Language Modeling		Engaged Support for Learning	
2017-2018	3.67		3.11	3.22		3.33	
2018-2019	3.89		3.25	3.36		3.5	
2019-2020	2.93		2.45	3.07		2.82	
2020-2021	---		---	---		---	
2021-2022	3.93		3.11	3.75		3.6	
EHS PreK CLASS™ Observation Scores							
DIMENSIONS					DOMAIN		
	Positve Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Emotional Support	Behavior Management	
2021	6	1.21	5.21	4.93	5.73	5.29	
	Productivity	Instructional Learning Format	Classroom Organization	Concept Development	Quality of Feedback	Language Modeling	Instructional Support
2021	4.79	4.5	4.86	3.07	3.14	3.43	3.21



Due to restrictions related to COVID -19 CLASS observations were not conducted during the 2020-2021 school year. The program will resume CLASS observations during the 2021-2022 program year. The table provides the results from the previous year’s CLASS observations.



\*60% of classrooms observed  
\*\*Canceled due to COVID-19

Pre-K CLASS Results  
City of San Antonio Head Start Program  
2014 – 2015 through 2020 – 2021 Internal Monitoring

	Emotional Support	Classroom Organization	Instructional Support
2014 - 2015*	5.57	4.84	2.91
2015 - 2016*	5.82	5.18	2.86
2016 - 2017*	5.65	5.02	2.99
2017 - 2018*	5.78	5.16	2.98
2018 - 2019	5.75	5.19	3.12
2019 - 2020**	-----	-----	-----
2020 - 2021**	-----	-----	-----
2021 - 2022	5.88	5.32	3.25



EARLY CHILDHOOD  
EDUCATION



Teachers and staff across our EHS and Head Start programs take into consideration each child’s individual ability, interests, learning style, cultural and linguistic background, and pattern 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.

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.

Primary Curriculum

EHS - Creative Curriculum  
EISD – Big Day for Pre-K, Estrellitas  
SAISD – Frog Street Pre-K & High Scope, & Estrellitas

Supplemental Curriculum

Be Choosy - I am Moving I am Learning  
Head Start - Cavity Free Kids

Texas Rising Star

EHS-CCP child care centers participated in the Texas Rising Star (TRS) Program. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas.

Blessed Sacrament	★ ★ ★ ★
Healy Murphy	★ ★ ★ ★
Ella Austin	★ ★ ★ ★
YWCA	★ ★ ★ ★
Seton Home	★ ★ ★ ★
Inman	★ ★ ★ ★

PARENT SURVEY



The City of San Antonio Department of Human Services Head Start Program is committed to providing high quality services. Annually, DHS Head Start 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 Parent Survey can be found on our website SaHeadStart.org. Highlights from the survey are provided below.

322 Surveys Returned | 13% Return Rate

94%



**Program Satisfaction**  
Enjoy participating in the EHS-CCP/ Head Start program.

93%



**Program Satisfaction**  
Received helpful information from the EHS-CCP/ Head Start program

92%



**Program Quality**  
Feel the program provides high quality education

90%



**Family Support**  
Find it easy to communicate with their Family Support Worker

81%



**Health**  
Received helpful information on how to deal with COVID-19 pandemic

93%



**Staff**  
Feel that staff are responsive to questions and concerns

95%



**Teacher**  
Find it easy to talk to their child’s Teacher

96%



**Information**  
Share information with teachers about what they can and can not do

85%

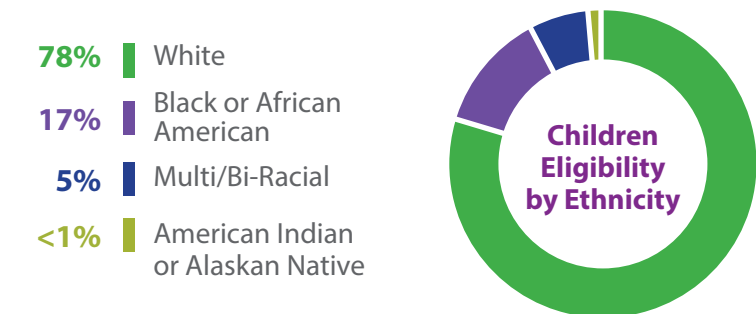


**School Readiness**  
Feel their child will be ready to start kindergarten

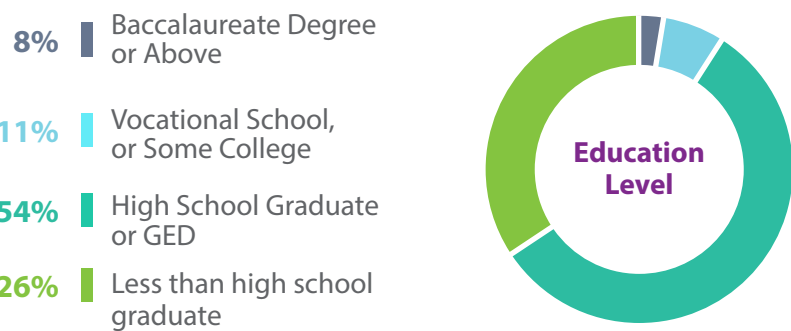
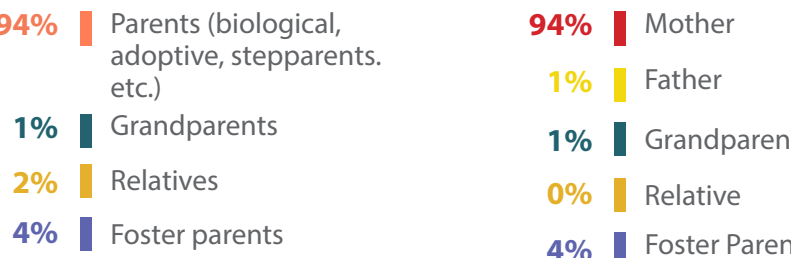
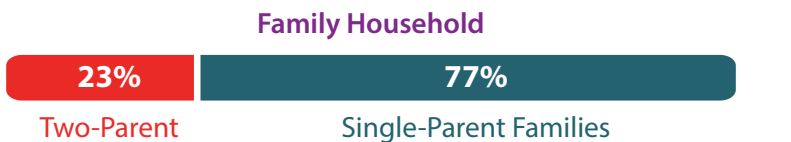
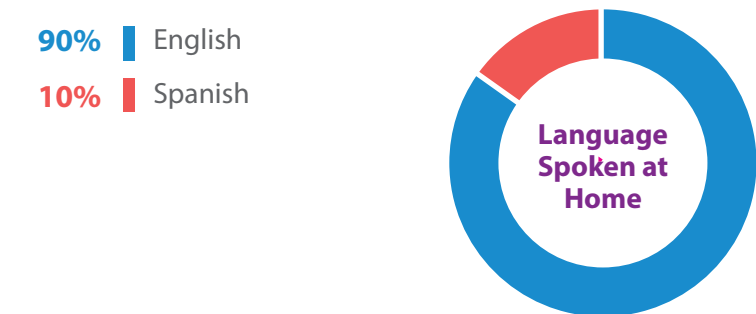


Infants, Toddlers & Family Program Report

Early Head Start-Child Care Partnership Program served 242 unduplicated children during the 2021-2022 Program Year

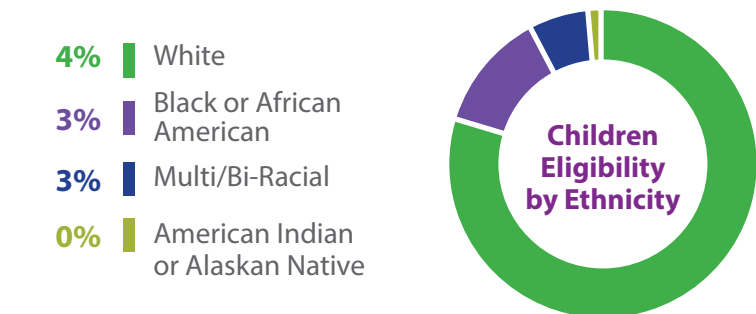


86% of children served are Hispanic

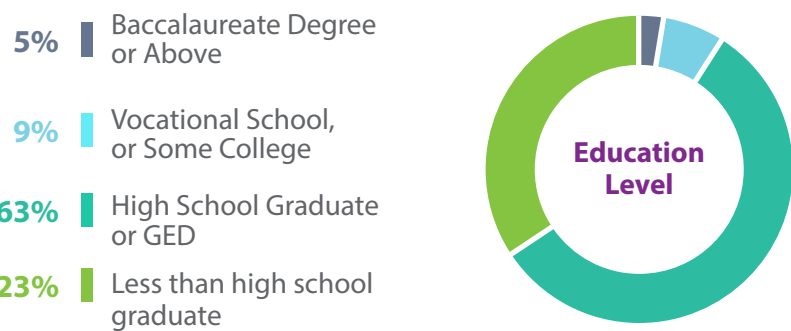
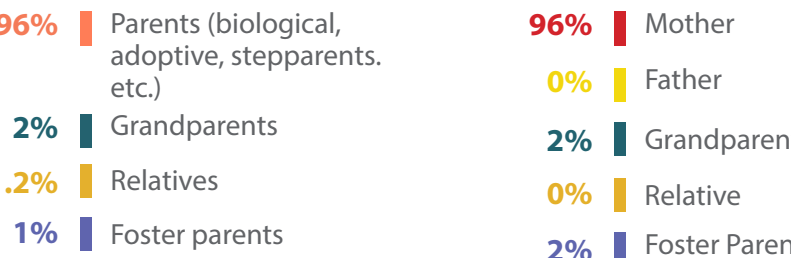
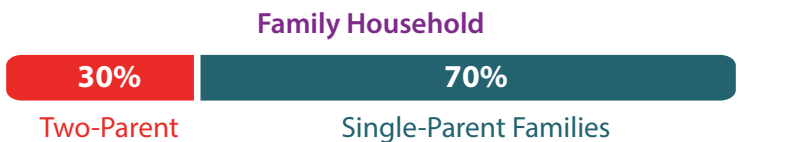
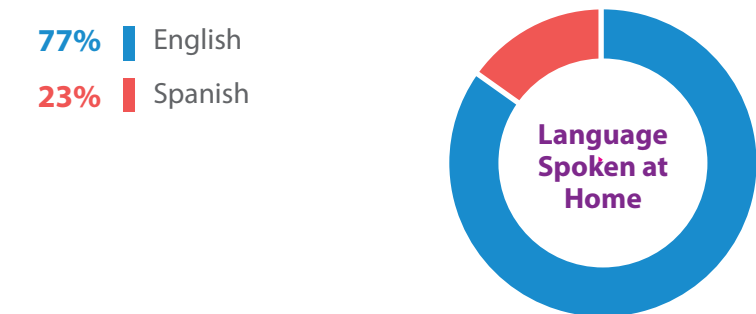


Infants, Toddlers & Family Program Report

Early Head Start Program served 99 unduplicated children during the 2021-2022 Program Year



90% of children served are Hispanic

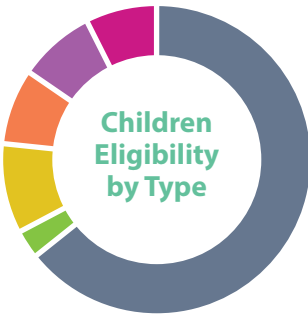




Pre k Children & Family Program Report

Head Start served **2,515** unduplicated children during the 2021-2022 Program Year

- 60% Below 100% of Poverty
- 2% Foster Child
- 9% Over 130% Income Allowable
- 11% Facing Homelessness
- 6% Public Assistance
- 9% Over Income between 100%-130%



- 86% White
- 11% Black or African American
- .2% Native American
- .01% Pacific Island
- .03% Asian
- 1.8% Multi/ Bi-Racial

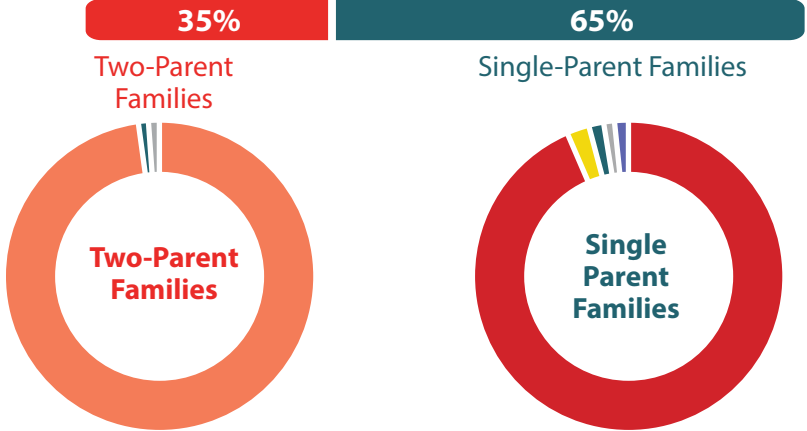


89% of children served are Hispanic

- 78.1% English
- 21.5% Spanish
- .3% Middle Eastern & South Asian
- .04% European & Slavic Languages
- 0.1% African Languages



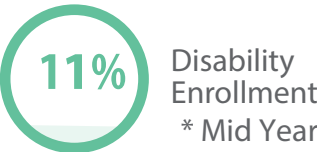
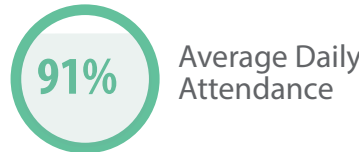
Family Household



- 96.9% Parents (biological, adoptive, stepparents, etc.)
- .6% Grandparents
- .5% Relatives
- .3% Foster parents

- 90.1% Mother
- 2% Father
- 2.6% Grandparent
- .6% Relative
- 1.1% Foster Parent

- 4% Baccalaureate Degree or Above
- 12% Vocational School, or Some College
- 58% High School Graduate or GED
- 27% Less than high school graduate



HEAD START HEALTH, NUTRITION & WELLNESS SERVICES

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

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

219 Referrals for Wellness Support Services

6 Nutrition Parent Education Classes w/ Food demonstrations & food kits

- Children receive a nutritious breakfast, lunch and snack
- Health case management
- 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\*
- Hearing and Vision Screenings
- On site flu vaccines
- Health round up clinics
- Wellness services for children, families, and staff

\*EHS and EHS-CCP services

While the program resumed on site health services during the 2021-2022 school year, the program offered several health service events, including flu vaccines, health screenings, and COVID-19 vaccines. Staff continued to work with parents/guardians to connect families to resources

86

Referrals for Communities in Schools

81

Children served by Communities in Schools



# FAMILY & COMMUNITY SUPPORT

The goal for Family and Community Support is to promote the well-being of families to enable them to support their children’s learning and development. Approaches used by our programs to support the well-being of Head Start families to impact positive child outcomes include:

- Encouraging parental involvement in their children’s education
- Promoting strong relationships between parents and their children through mental wellness education and support
- 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.

During the 2020-2021 program year in person meetings, trainings and activities were suspended due to COVID-19. Alternative strategies were introduced at that time to foster the development of relationships with peers and community through virtual meetings and activities .. Even though virtual meetings and activities revealed to be challenging, parents embraced the virtual experience and showed resiliency and a willingness to learn to navigate all platforms used to engage in the program. Moving into the 2021-2022 program year a hybrid model for parent engagement was introduced with a mixture of virtual and in person meetings and activities.

## Head Start families participated in the following activities:

- |   |   |
|---|---|
| ■ Car Seat Safety Inspections                       | ■ Nutrition Education Workshops & Food Demonstrations |
| ■ Community Resource Support Services               | ■ On-Site Flu Clinics                                 |
| ■ Diversity Conference                              | ■ Parent Training Sessions                            |
| ■ Emergency Preparedness Class                      | ■ Ready Rosie Parent Workshops                        |
| ■ Food Distribution Events                          | ■ SA Kids Breathe                                     |
| ■ Fatherhood Initiatives                            | ■ San Antonio Green and Healthy Homes                 |
| ■ Governance & Leadership                           | ■ Triple P Positive Parenting Program                 |
| ■ National Head Start Association Parent Conference |   |



# FAMILY & COMMUNITY SUPPORT

- |       |  |
|-------|--|
| 2,621 | Families served  |
| 2,552 | Families that received at least one supportive service during the program year |
| 2,025 | Goals set by Head Start Families   |
| 93%   | Goals that families achieved or made progress towards achieving                |

## Parent/Guardian educational attainment

- |     |  |
|-----|--|
| 108 | A grade in school (lower than High School)                 |
| 219 | High School Diploma/GED                                    |
| 103 | Bachelors & Associates                                     |
| 136 | Job training program, professional certificate, or license |

## Job Training - A Pathway to Success Partnership

During the 2021-2022 program year, the DHS Head Start Division continued its partnership with Pre-K 4 SA to implement a Child Development Associate (CDA) Credential Class for parents/guardians. The CDA Credential Class was expanded to two sites, and 16 parents completed this seven-month course and are on their way to earning CDA Credential.







# Transitions

Transitions bring change to children and families. Head Start programs are required to implement activities to support successful transitions for children and their families.

In addition to transitioning from Early Head Start to a pre-kindergarten program or transitioning into kindergarten or another Early Childhood Development program, Head Start considers the changes that occur when children enter the program, moves from class to class, move from campus to campus, or when children move to another program as important transitions.

Families play a key role in the success of any transition in a child's life. Our program supports families during transitions and reminds parents that all transitions are a process and not just a one-time event.





# TRANSITIONS

141  
EHS - CCP  
children transitioned  
to Head Start or  
another Pre-K program

1,063  
Head Start  
children transitioned  
to Kindergarten

## Transition Activities & Strategies

- Meet the Teacher for new EHS and Head Start children and families
- Individualized meetings to prepare families for transition
- Coordination between Family Support Workers and Disability Coordinators to assist transition of children receiving disability services
- Transition letters/reminders sent to families throughout a transition period
- Invitation to transitioning families to Parent Connection Committee Meetings
- Shared Recruitment events for Head Start enrollment with EHS families
- Provide local school district information with EHS-CCP families living outside of Edgewood and San Antonio Independent School Districts
- Head Start administrators, education specialists, family support workers and disability coordinators attend EHS transition meetings
- Teachers discuss transitions during the end-of-year Parent/Teacher Conferences & Home Visits
- Family Support staff provide resources for families to assist with transitioning to new program (expectations, educational materials, registration dates, etc.)
- Program staff participate in Early Childhood Intervention Transition meetings
- Head Start registration events
- Elementary school registration events



# FINANCIAL REPORT

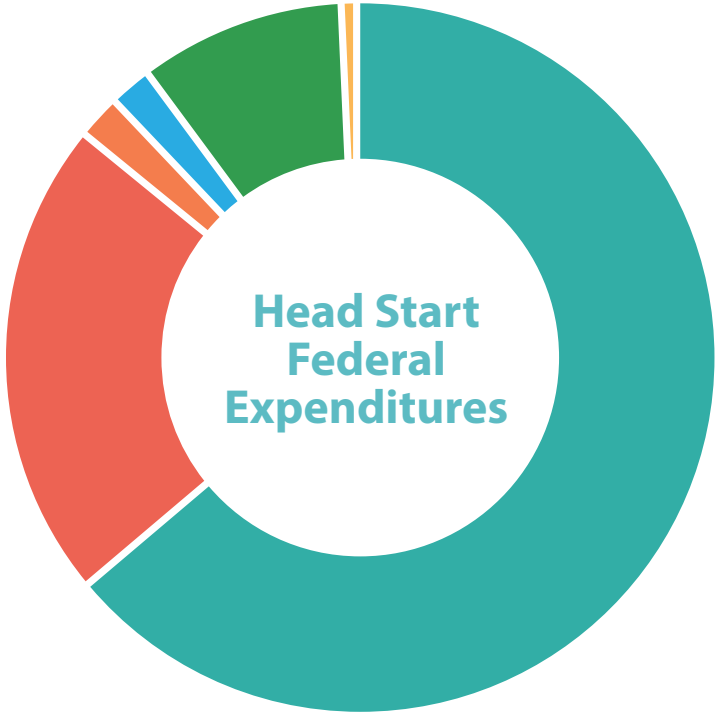
## Head Start

FEB. 1, 2021 - JAN. 31, 2022	Budget	Actual	Variance to Budget
Total Federal	\$25,339,758	\$24,910,656	\$429,102
Non-Federal	\$6,259,420	\$6,157,474	\$101,946 *
Total Budget	\$33,058,733	\$31,068,130	\$3,022,641

\*\*Actual includes \$2,050,787.81 in COVID expenditures the City of San Antonio and it’s Education Service partners.  
 \*\*Actual includes \$2,050,787.81 in COVID expenditures.

- 69.61% Salaries
- 20.52% Fringe
- 4.79% Other\*
- 2.33% Contractual
- 2.75% Supplies
- 0.01% Travel
- 0.00% Equipment

\*Building Maintenance, Utilities, Rent, Printing, and etc.



BKD is conducting an audit of the City of San Antonio for the period ending September 30, 2021. Once the audit is completed, a copy of the most recent audit can be found at [sanantonio.gov/Finance/bfi/cafr](https://sanantonio.gov/Finance/bfi/cafr)

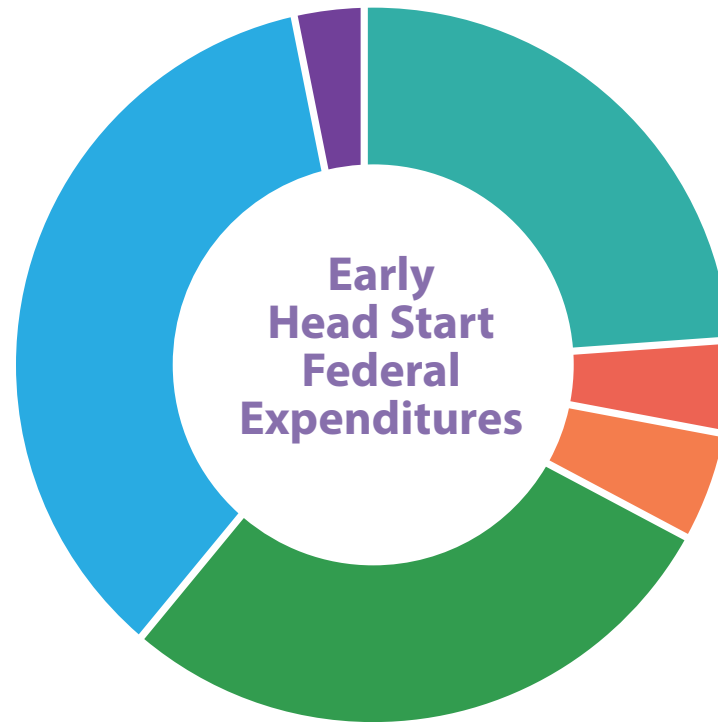
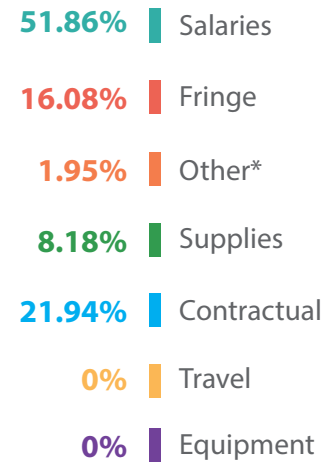




## Early Head Start

AUG. 1, 2020 - JUL. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$2,143,177	\$1,680,421	\$462,756
Non-Federal	\$529,474	\$415,150	\$114,324 *
Total Budget	\$2,672,651	\$2,095,571	\$577,080

\* NonFederal based on % of expenditures, nonfederal was met for amount expensed in budget period.

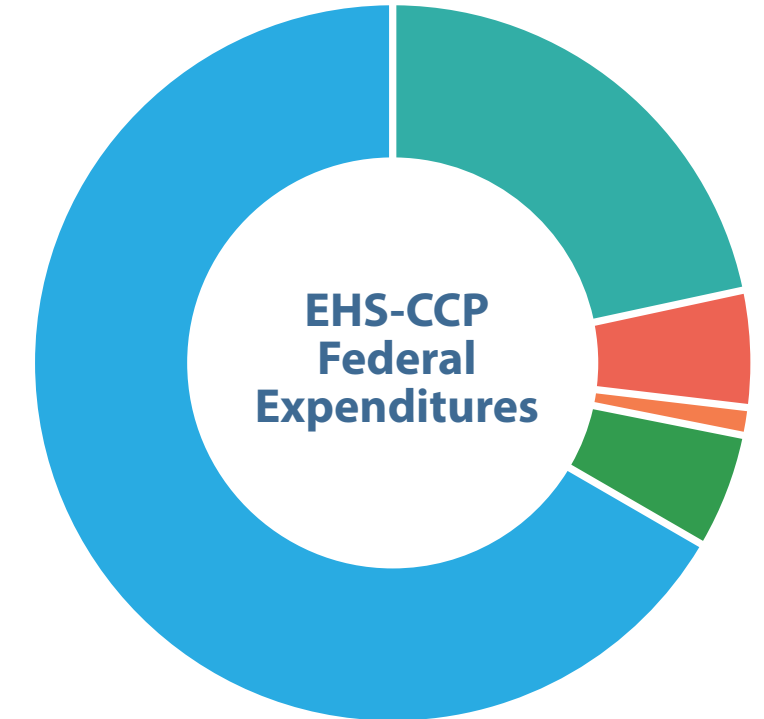
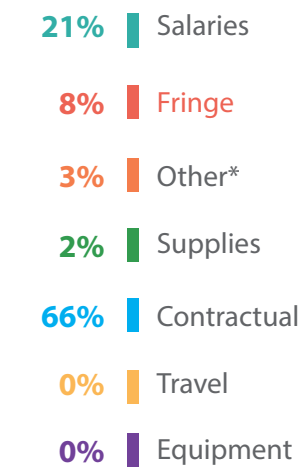


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## Early Head Start- Child Care Partnership

AUG. 1, 2020 - JUL. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$3,057,234	\$3,057,234	\$0
Non-Federal	\$745,561	\$745,561	\$0
Total Budget	\$3,802,795	\$3,802,795	\$0



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# PROGRAM MONITORING

The DHS Head Start, Early Head Start, and Early Head Start Child Care Partnership (EHS-CCP) Programs use a multi-level monitoring system to ensure compliance at the grantee and the service provider level. This monitoring system allows for multiple levels of review and continuous program improvement. Monitoring 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-CCP 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 Rising Star (TRS) system provides a third level of monitoring. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors all six EHS- CCP childcare providers.

Due to COVID-19 and restrictions related to campus visits, our program conducted fewer monitoring projects during the 2021-2022 school year.

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. OHS assesses grantee compliance with the Head Start Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System gives OHS a multi-year perspective on grantee operations with a focus on performance, progress, and compliance. It also provides grantees with opportunities for continuous improvement. This system includes on-site and off-site reviews and disseminates its findings through formal monitoring reports.

The program did not receive a federal review during the 2022-2023 program year.

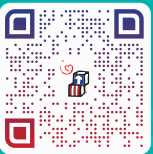
SOURCE	DATE	TYPE OF REVIEW	FINDINGS
Focus Area One: Understanding the Approach to Program Services	Dec. 9-13, 2019	Off-Site Review	N/A
Classroom Assessment Scoring System (CLASS)	Feb. 24-23, 2019	Off-Site Review	N/A
Focus Area Two: Understanding Performance for Continuous Program Improvement	Feb. 24-23, 2019	Off-Site Review	N/A



HUMAN SERVICES

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