



# NEXT CHAPTER 2021 HEAD START ANNUAL REPORT





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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 (2)]. This report can be viewed on-line at

**[www.SaHeadStart.org](http://www.SaHeadStart.org)**



Photography Credits: Jesus Fonseca





# MISSION & VISION

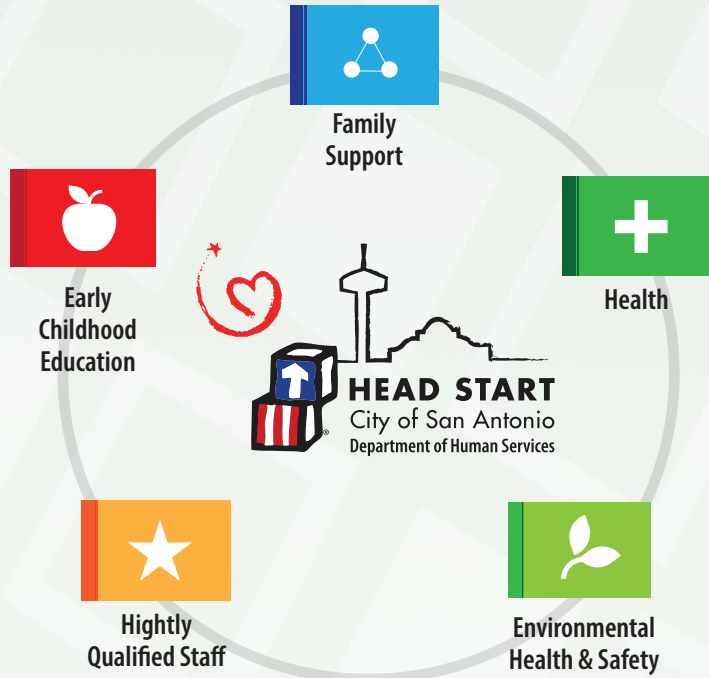


## MISSION

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

# CORE Values

Teamwork • Integrity • Innovation • Professionalism



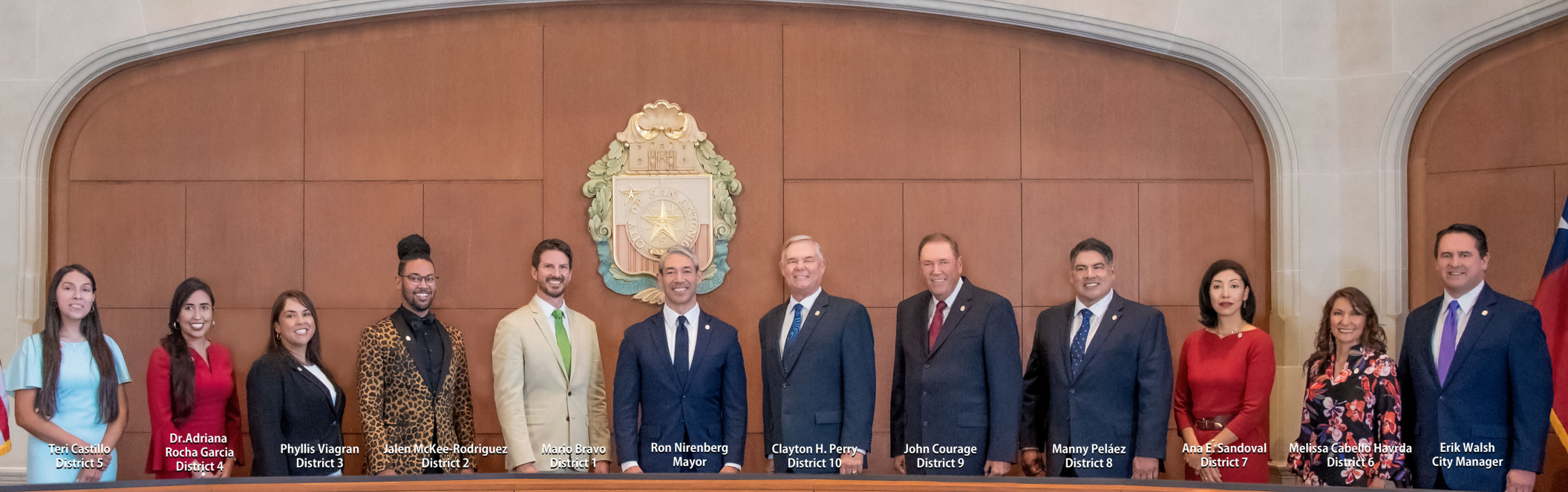
## MISSION

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 & STAFF 2021-2023

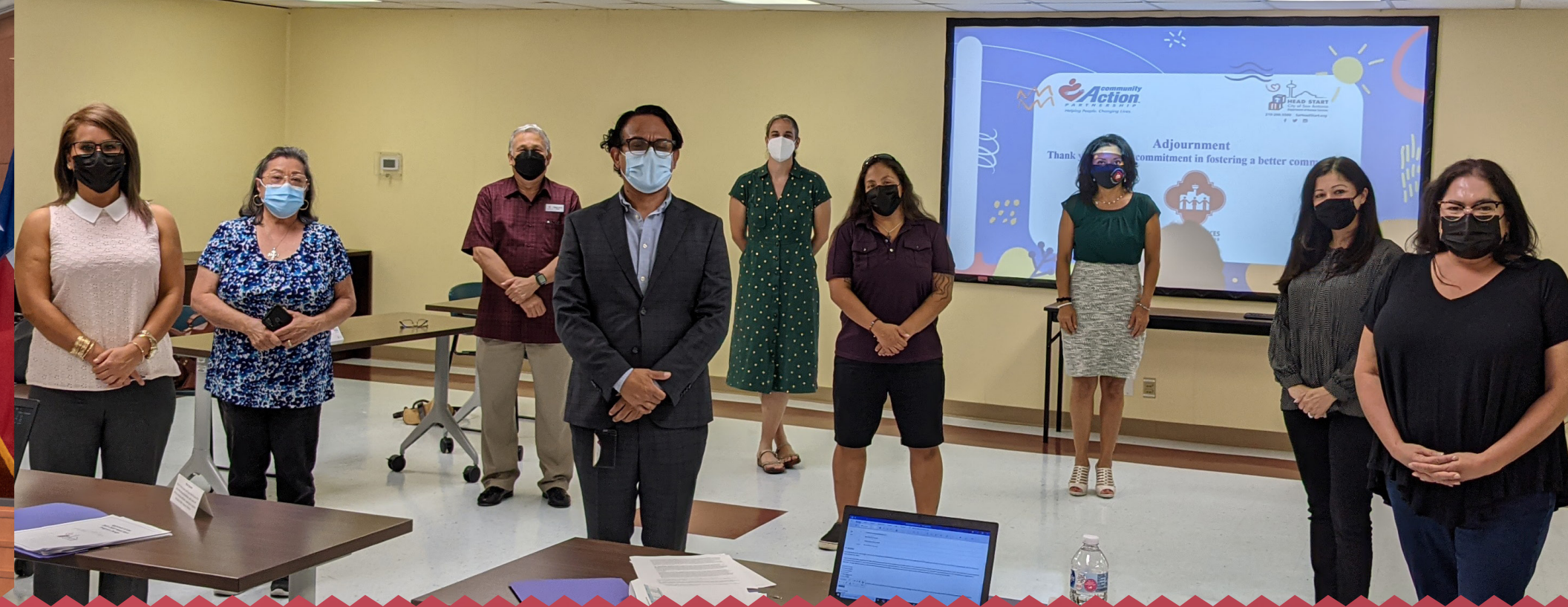
### GOVERNING BODY

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

#### Left to Right:

<b>Distirct 5</b>	Teri Castillo
<b>Distirct 4</b>	Dr. Adriana Rocha Garcia
<b>Distirct 3</b>	Phyllis Viagran
<b>Distirct 2</b>	Jalen McKee-Rodriguez
<b>Distirct 1</b>	Mario Bravo
<b>Mayor</b>	Ron Nirenberg
<b>Distirct 10</b>	Clayton H. Perry
<b>Distirct 9</b>	John Courage
<b>Distirct 8</b>	Manny Peláez
<b>Distirct 7</b>	Ana E. Sandoval
<b>Distirct 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 program, it has authorized CABB to oversee programmatic decisions for the Head Start Program.

**Left to Right:**

**UIW School of Osteopathic Medicine**

**Area II**

**Northern Hills United Methodist**

**Council District 3**

**Area I**

**Area III**

**DHS COSA**

**Council District 7**

**Council District 5**

Emma Santa Maria, Ph.D.

Delia Martinez

Pastor Abdon Garza

Ruben Lizalde

Holly Frindell

Cynthia Garcia

Minerva Hernandez

Vanessa Chavez

Christine Gutierrez

\*Missing from the picture is Victor Martinez, Demetric Byrd, Katherine Barfield, John Canales & Brandi Pena.





# POLICY COUNCIL

The City of San Antonio DHS Head Start Program serves Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD). The City 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.

3,364 Children

**Pictured Bottom Row:** Barbara Pircher, Naomi Castellanos (Chair), Joe Betty Garcia

**Top Row:** Melinda Pina, Isabel Martinez, Janie Garcia Ramirez, Gabriel Trevino, Noel Cortez, Abel Garcia, Janice Garcia

Working in partnership with DHS Head Start staff to govern the Head Start programs, the HSPC authorized services in 2020 -2021 for a funded enrollment of **3,364** children:

**Not Pictured:** Anna Macal, Linda Herrera, George Gilbert Ramos, Lynette De Vaughn-Baker, Heather Halton, Melissa Garza, Maricela Sanchez, and Tina Satpathy.

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



**3,020**

Pre-Kindergarten

**216**

Infants & Toddlers

The City of San Antonio's Department of Human Services (DHS) serves as the grantee 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 Parentship Program serving 216 infants and toddlers at six child care centers, and 3,020 three- and four-year old's in Head Start. The programs are federally funded and provide high quality early education, health, wellness support, disability, nutrition, and family and community support services for enrolled children and their families.

**128**

Infants & Toddlers

**48**

Home Based

**80**

Center Based

**HEALTH SERVICES**

**FAMILY SUPPORT**

**NUTRITION SERVICES**

**EDUCATION & DISABILITY SERVICES**



# HEAD START PROGRAM MODEL 6 WEEKS-5 YEARS OLD

## City of San Antonio

- Program Governance
- Health Case Management
- Family & Community Engagement
- Wellness Support Services
- Training & Technical Assistance
- Monitoring & Oversight



## Education Service Providers

### Early Head Start

- Blessed Sacrament
- Ella Austin
- Healy Murphy
- Inman Christian Center
- Seton Home
- YWCA Olga Madrid
- Stafford Early Childhood Center - EISD

### Head Start

- Edgewood ISD
- San Antonio ISD



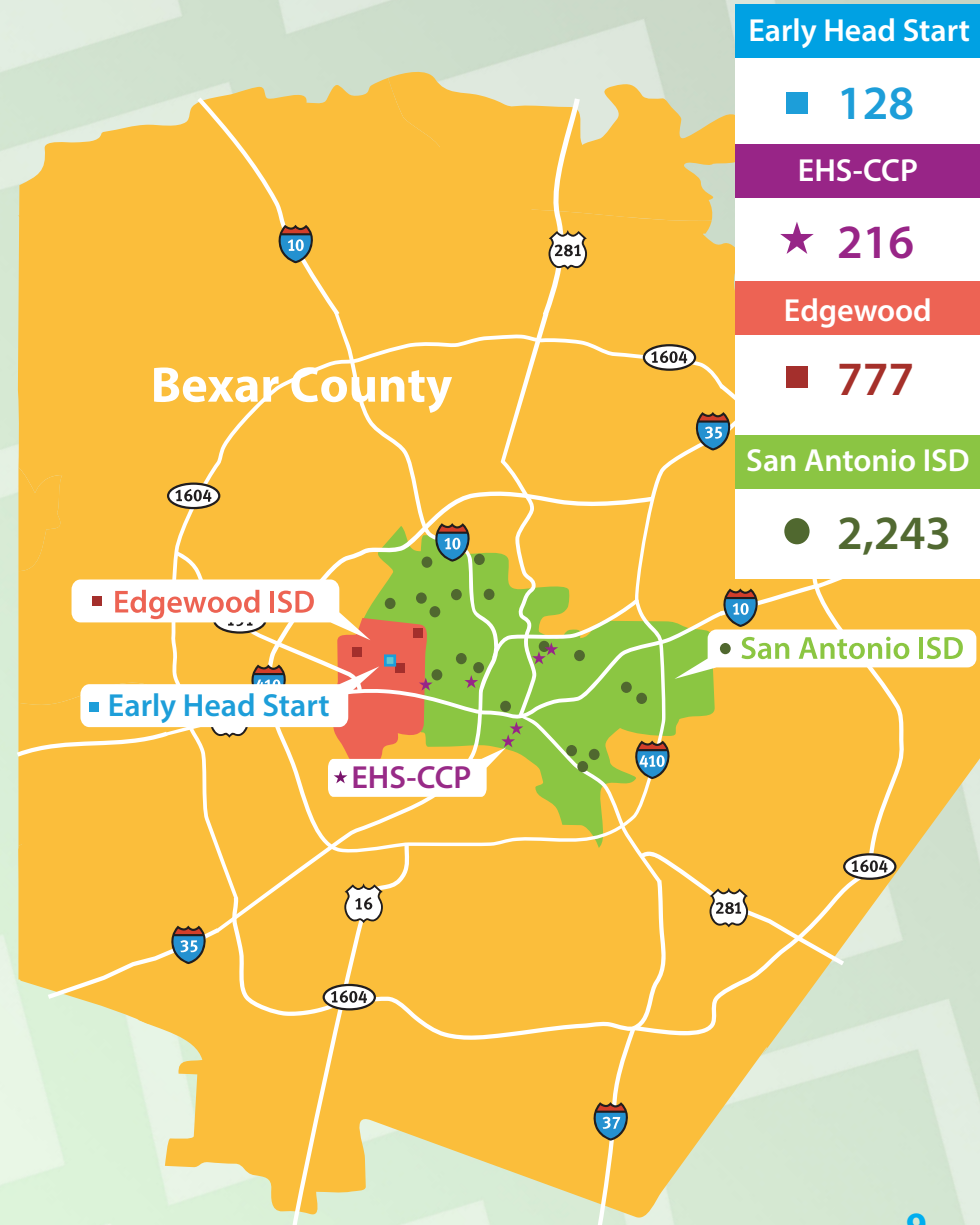
Metro Health  
Dental Services



University of the  
Incarnate Word  
Medical Services



2020-2021 Program Service Area and Sites  
**3,364 FUNDED ENROLLMENT**





# APPROACH TO SCHOOL READINESS & HEAD START ACTIVITIES

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.





# 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.





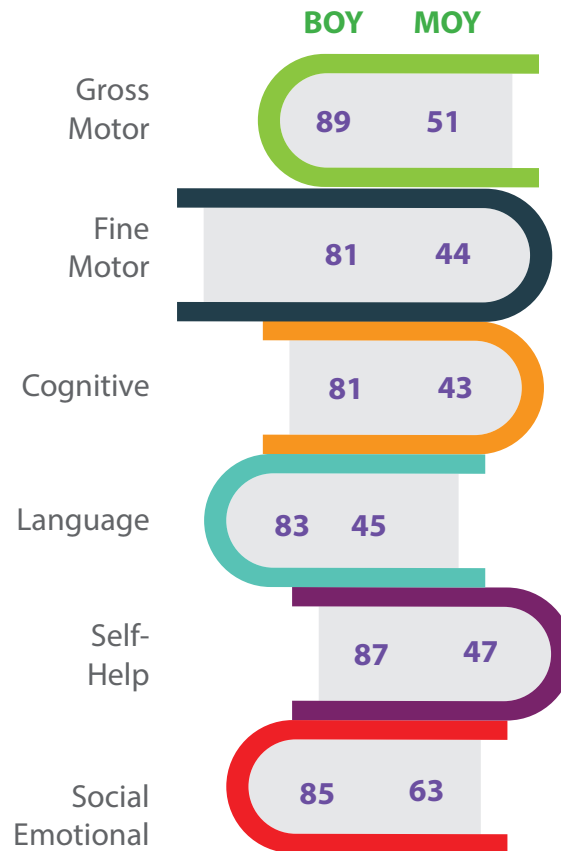
# STUDENT OUTCOME DATA

The tables provide program level data for the Beginning-of-Year (BOY) and Middle-of-Year (MOY) for the Early Head Start- Child Care Partnership Program for the 2020-2021 school year for children ages birth to 36 months old assessed with the E-LAP and children ages 36-72 months old assessed with the LAP-3. Data was not collected for the Early Head Start Program due to a late start-up and insufficient time to collect BOY and EOY data.

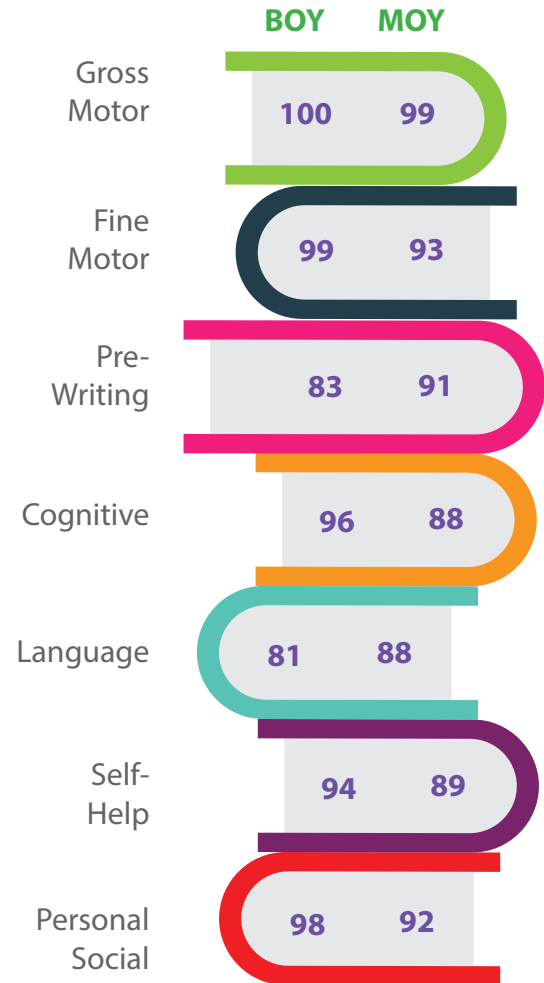
The tables show the percentage of children that scored ON TARGET at BOY and the percentage of children that scored ON TARGET at MOY. The percentage of children that scored ON TARGET fluctuated from BOY to MOY for children birth to 36 months old and children 36 months old enrolled in the Early Head Start Child Care Partnership Program. The percentage of children that scored ON TARGET increased across all domains for children 36 months old to 72 month old's enrolled in the Head Start Program. The largest increase from BOY to MOY was in Pre-Writing for both the Early Head Start and Head Start Program. Due to restrictions related to COVID-19 and to meet the needs of remote learners, the assessment was administered virtually. Fidelity to the assessment continues to be a priority for the Early Head Start Program.



## E-LAP (Birth - 36 months)



## LAP - 3 (3 year olds)



Average % of items correct



# 2020 - 2021

## 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). Due to restrictions related to COVID-19 and to meet the needs of remote learners, the assessment was administered virtually.

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 and 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 and 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 2020-2021 school year for children transitioning into kindergarten (enrolled as four year old students) and non-transitioning children (enrolled as three year old students). 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 Vocabulary and Story Retell and Comprehension.

Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, and Math areas of focus across the program. Additionally, fidelity to the assessment and assessment protocols for children enrolled in remote and in-person instruction are also areas of focus for the program.

**Circle Assessment Areas 2020-2021**

	BOY	MOY	EOY
RLN	25%	41%	48%
Rapid Vocabulary	32%	56%	66%
PA	55%	56%	63%
Math	70%	71%	72%
Letter-Sound Correspondence	---	68%	58%
Story Retell & Comp.	47%	71%	83%
Book & Print Knowledge	66%	69%	68%
Science	75%	79%	78%

**Circle Assessment Areas 2020-2021**

	BOY	MOY	EOY
Social Studies	77%	73%	76%
Social & Emotional Dev.	97%	89%	85%
Early Writing	94%	81%	81%
Approaches To Learning	89%	85%	84%
Physical Health & Dev.	86%	84%	83%
Speech Production & Sentence Skills.	92%	87%	85%
Motivation to Read	92%	86%	88%



## 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. CLASS™ 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. The data collected from the CLASS™ observations serve as a guide for professional development for teaching staff to improve interactions that support children's learning and child outcomes.

### Early Head Start

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.

## Infant CLASS™ Observation Scores

	DIMENSIONS				DOMAIN
	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Care giving
2017	5.55	5.15	4.6	4.05	4.84
2018	5.92	5.46	4.63	4	5
2019	5.08	4.96	3.92	3.67	4.41
2020	---	---	---	---	---
2021	---	---	---	---	---

## Toddler CLASS™ Observation Scores

	DIMENSIONS					DOMAIN
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Emotional & Behavioral Support
2017	5.69	1.36	5.14	4.83	4.56	5.37
2018	5.54	1.64	5.11	4.71	4.89	5.32
2019	5.88	1.52	5.29	4.6	4.67	5.38
2020	---	---	---	---	---	---
2021	---	---	---	---	---	---

	DIMENSIONS			DOMAIN
	Facilitation of Learning & Dev	Quality of Feedback	Language Modeling	Engaged Support for Learning
2017	3.67	3.11	3.22	3.33
2018	3.89	3.25	3.36	3.5
2019	2.93	2.45	3.07	2.82
2020	---	---	---	---
2021	---	---	---	---








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**	-----	-----	-----



# 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

Five of the six 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	★★★



# 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](http://SaHeadStart.org). Highlights from the survey are provided below.

**720 Surveys Returned | 28% Return Rate**

**93%**



## **Program Satisfaction**

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

**91%**



## **Program Satisfaction**

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

**94%**



## **Program Quality**

Feel the program provides high quality education

**91%**



## **Family Support**

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

**91%**



## **Health**

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

**93%**



## **Staff**

Feel that staff are responsive to questions and concerns

**92%**



## **Teacher**

Find it easy to talk to their child's Teacher

**91%**



## **Information**

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

**90%**



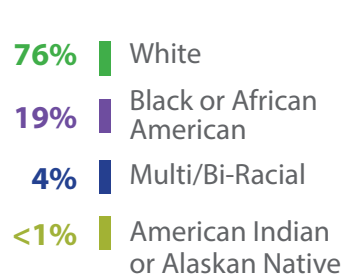
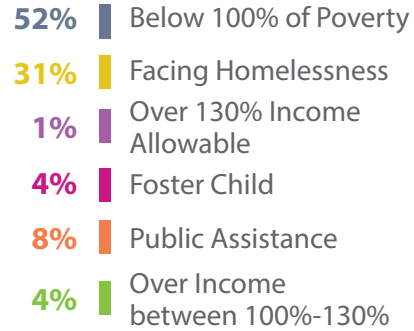
## **School Readiness**

Feel their child will be ready to start kindergarten

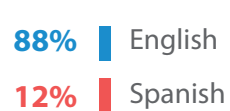


# Infants, Toddlers & Family Program Report

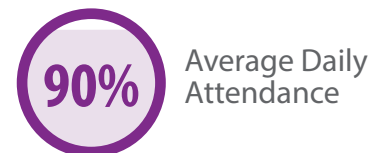
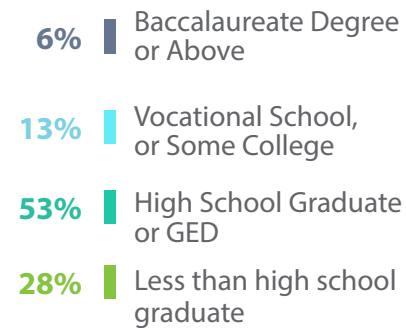
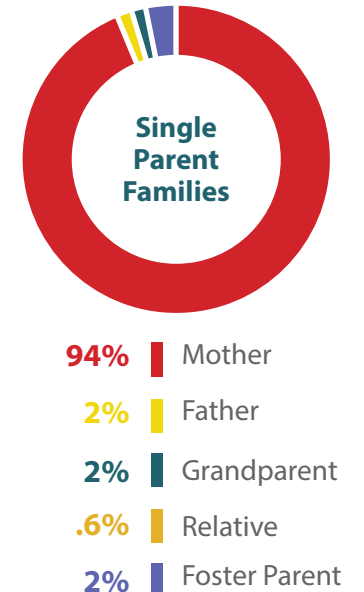
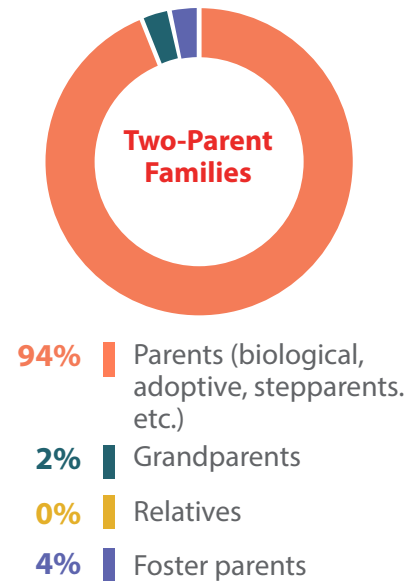
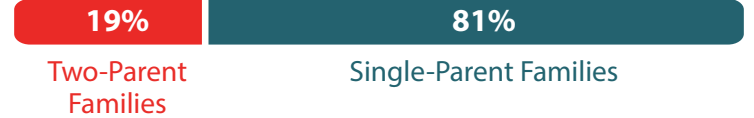
Early Head Start-Child Care Partnership Program served 268 unduplicated children during the 2020-2021 Program Year



84% of children served are Hispanic



## Family Household





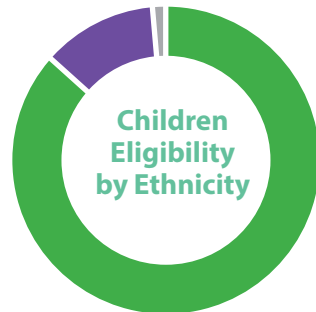
# Pre k Children & Family Program Report

Head Start served **3,344** unduplicated children during the 2020-2021 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%

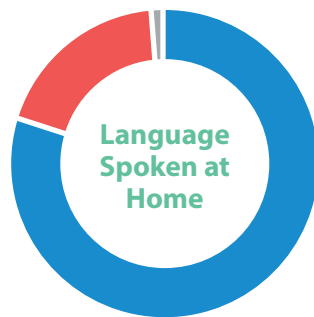


- 86%** White
- 11%** Black or African American
- .2%** Native American
- .01%** Pacific Island
- .03%** Asian
- 1.8%** Multi/ Bi-Racial

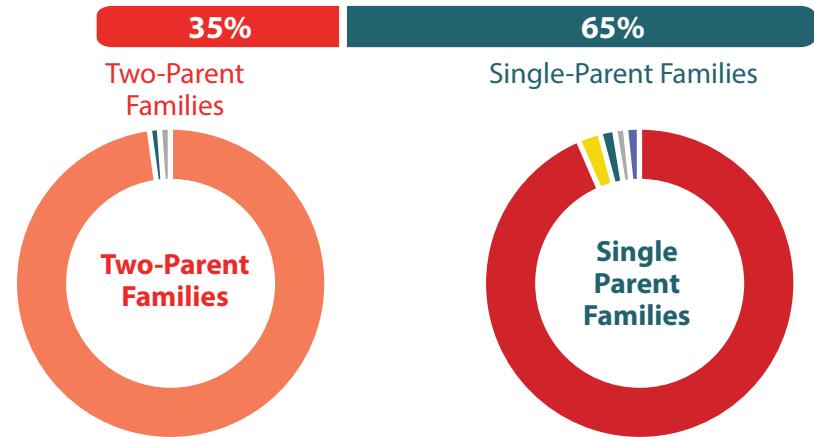


**89% of children served are Hispanic**

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



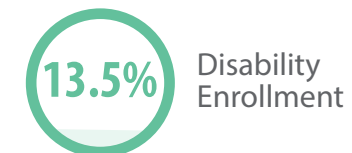
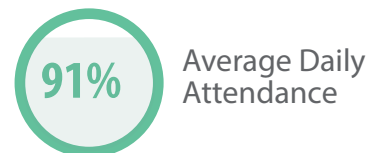
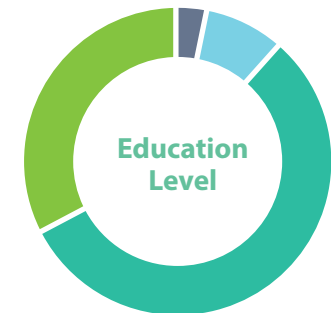
## Family Household



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

- 89.3%** Mother
- 2.2%** Father
- 2%** Grandparent
- .5%** Relative
- 1.1%** Foster Parent

- 4%** Baccalaureate Degree or Above
- 12%** Vocational School, or Some College
- 55%** High School Graduate or GED
- 29%** Less than high school graduate





# HEALTH & WELLNESS

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.

**178**  
Referrals for Wellness Support Services



**32**  
Children that received Wellness Support Services



## Head Start Program Children

- 20%** Received Dental Exams
- 73%** Up-to-date on EPSDT at EOY
- 75%** Current Lead Test
- 85%** Received Vision Screening
- 85%** Received Hearing Screening

## EHS Program Children

- 44%** Received Dental Exams
- 63%** Up-to-date on EPSDT at EOY
- 19%** Current Lead Test
- 30%** Current Hemoglobin Test
- 43%** Received Vision Screening
- 36%** Received Hearing Screening

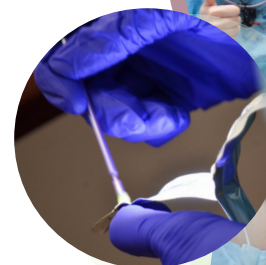
## EHS-CCP Program Children

- 56%** Received Dental Exams
- 77%** Up-to-date on EPSDT at EOY
- 69%** Current Lead Test
- 68%** Current Hemoglobin Test
- 62%** Received Vision Screening
- 56%** Received Hearing Screening

During the 2020-2021 school year, many health services were put on hold due to COVID-19. Staff worked with parents/guardians to connect families to resources. In addition, the program offered several drive-thru health events, including flu vaccines, dental screenings, and COVID-19 vaccines. The program will resume on site health services during the 2021-2022 school year, as safely as possible.

**26**

Health Services Drive-Thru Clinics



**42**

Nutrition Education Classes



# 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.

However, due to COVID-19, we implemented alternative ideas to foster the development of relationships with peers and community through virtual meetings and activities for this year since all face-to-face activities, trainings, conferences, and meetings were canceled for the 2020-2021 school year. 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.

## 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
- Texas Autism Conference
- National Head Start Association Parent Conference





# FAMILY & COMMUNITY SUPPORT

**2,616** Families served

**2,104** Families that received at least one supportive service during the program year

**2,493** Goals set by Head Start families

**83%** Goals that families achieved or made progress towards achieving

## Parent/Guardian educational attainment

**111** A grade in school (lower than High School)

**144** High School Diploma/GED

**69** Bachelors & Associates

**93** Job training program, professional certificate, or license

## Job Training - A Pathway to Success Partnership

During the 2020-2021 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-Child Care Partnership 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, move 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.

During the 2020-2021 program year, many transition activities and meetings were completed virtually.





# TRANSITIONS

82

EHS - CCP

children transitioned  
to Head Start or  
another Pre-K program

1,243

Head Start

children transitioned  
to Kindergarten

## Transition Activities & Strategies

- Meet the Teacher for new EHS-CCP and Head Start children and families
- Individualized meetings to prepare families for transition
- Transition letters/reminders sent to families throughout a transition period
- Parent Connection Committee Meetings
- Shared Recruitment events for Head Start enrollment with EHS-CCP families
- Provided local school district information with EHS-CCP families living outside of Edgewood and San Antonio Independent School Districts
- Head Start administrators, education specialists, and disability coordinators attend EHS-CCP transition meetings
- Teachers discuss transitions during the end-of-year Parent/Teacher Conferences & Home Visits
- Program staff participate in Early Childhood Intervention Transition meetings
- Head Start registration events
- Elementary school registration events



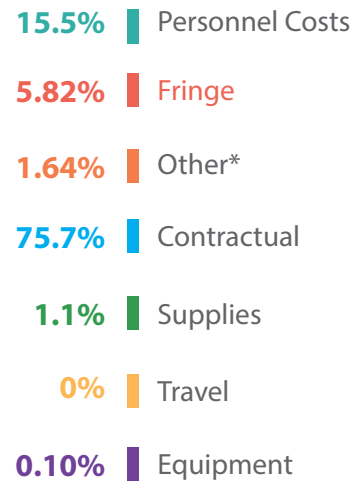
# FINANCIAL REPORT

## Head Start

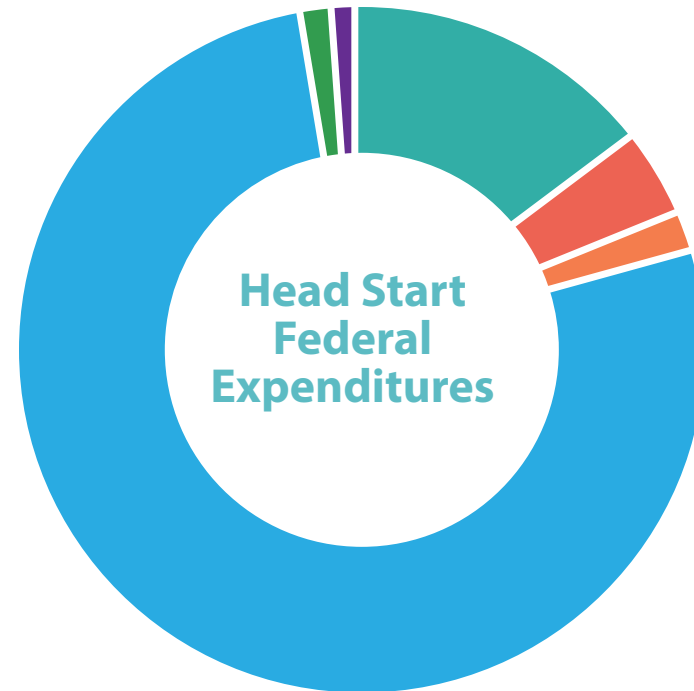
FEB. 1, 2021 - JAN. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$27,691,681	\$24,669,039.62	\$3,022,641
Non-Federal	\$5,367,052	\$5,367,052	\$ 0
Total Budget	\$33,058,733	\$33,036,091.62	\$3,022,641

\*Federal Budget includes \$2,653,999 COVID Funding.

\*\*Actual includes \$2,050,787.81 in COVID expenditures.



\*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)



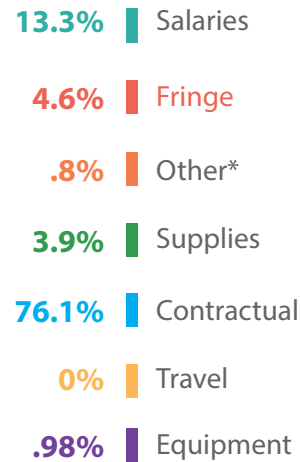


# FINANCIAL REPORT

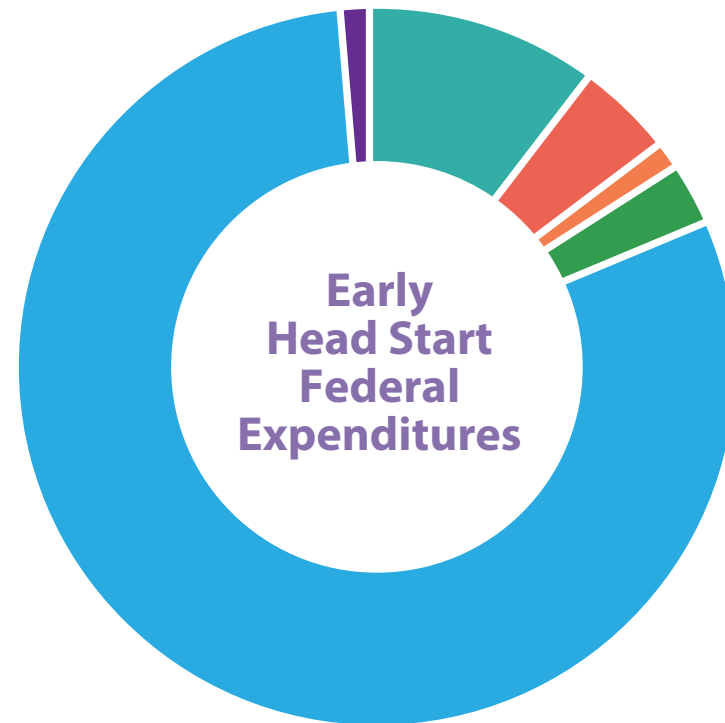
## Early Head Start

AUG. 1, 2020 - JUL. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$1,479,336	\$983,264.78	\$475,236
Non-Federal	\$322,738	\$220,264	\$102,474
Total Budget	\$1,685,420	\$1,107,710	\$577,710

\* \$ 116,654 was awarded through the CARES Act in order to Prevent, Prepare, and Respond to COVID-19. \$95,818.78 was spent in GY20-21.



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



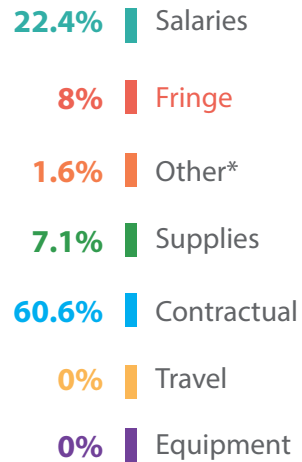
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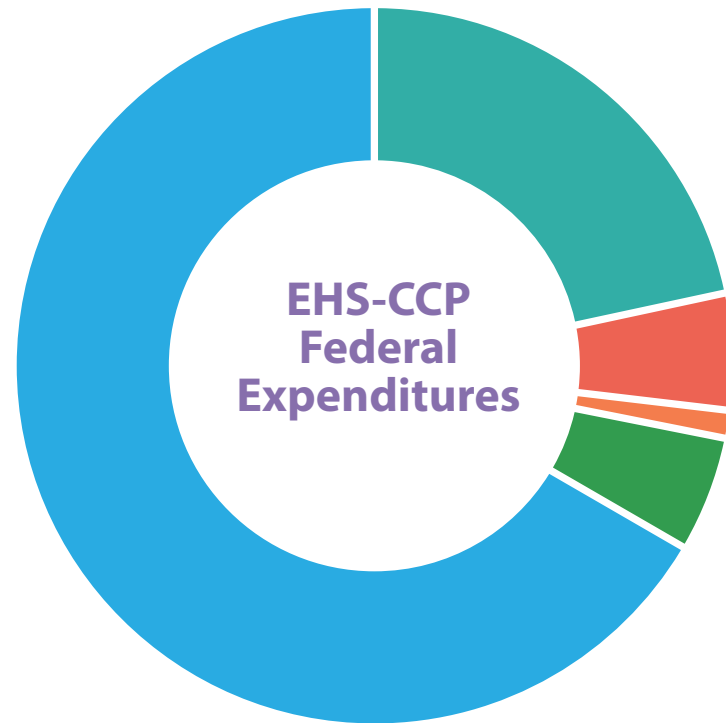
## Early Head Start- Child Care Partnership

AUG. 1, 2020 - JUL. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$3,172,065	\$2,940,439	\$231,626
Non-Federal	\$711,883	\$687,654	\$24,229
Total Budget	\$3,559,415	\$3,316,793	\$255,855

\* \$ 189,822 was awarded through the CARES Act in order to Prevent, Prepare, and Respond to COVID-19. 189,822 was spent in GY20-21.



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



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# Program Monitoring

The DHS Head Start Program uses a two-level monitoring system to ensure compliance at the grantee and school district levels. The school districts have an internal monitoring system established for ongoing review of services. This monitoring system allows for multiple levels of review and continuous program improvement. The monitoring methods include site visits, both announced and unannounced, child file reviews, interviews, and surveys. Due to COVID-19 and restrictions related to campus visits, our program conducted fewer monitoring projects during the 2020-2021 school year.

The EHS-CCP program uses a three-tiered monitoring system to ensure compliance at the grantee and childcare service provider levels. The First tier monitoring is completed by the Texas Department of Health and Human Services-Texas Child Care Licensing to ensure compliance with minimum standards. DHS is responsible for the second-tier monitoring of the childcare service providers (direct monitoring). The State of Texas Rising Star (TRS) system provides the third tier of monitoring support. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors five of the six childcare providers who participate in this system. The grantee completed over 75 (fewer monitoring projects for 2019-2020 due to COVID-19) EHS-CCP monitoring projects during the 2019-2020 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 2021-2021 program year.**

As a part of the Head Start Monitoring System, the Office of Head Start conducted an on-site CLASS Federal Review, February 24-28, 2020. Fifty-five classrooms received a CLASS Observation. Based on the results of the CLASS Federal Review, two circumstances may require a grantee to re-compete:

- Average scores fall below the established minimum threshold in any of the three domains
- Scores that fall below 10% of all grantees reviewed

The table below provides the results from the CLASS Federal Review.

**City of San Antonio Federal Review Results and Office of Head Start Thresholds**

Source	Emotional Support	Organization	Instructional Support
2019-2020 OHS Monitoring	<b>5.8500</b>	<b>5.6788</b>	<b>2.6818</b>
Standard of Excellence	<b>6</b>	<b>6</b>	<b>6</b>
Minimum Threshold	<b>4</b>	<b>3</b>	<b>2</b>





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