

Call to Order

Meeting Minutes

1. Approval of the minutes from the Head Start Policy Council meeting on December 6, 2022.

Public Comments

Briefing and Possible Action on the following items

2. Correspondence – ACF-PI-HS-23-01 Supplementary Information on Establishing an Evidence-based COVID-19 Mitigation Policy
3. Presentation from Parent Academy for Student Education Opportunity (PASEO)
4. Approval of the 2023-2024 Head Start, Early Head Start (EHS), and Early Head Start-Child Care Partnership (EHS-CCP) Program Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Matrices
5. Approval of 2021-2022 Annual Report
6. Review and Discuss Jule Sugarman Process
7. Review of EHS and EHS-CCP Beginning of the Year (BOY) Student Outcome Data
8. Review of Head Start Beginning of the Year (BOY) Student Outcome Data
9. Review of Head Start, EHS, and EHS-CCP Fiscal Report
10. Review of Head Start, EHS, and EHS-CCP Monthly Program Report
11. Review of Head Start Program Monitoring
12. Review of EHS and EHS-CCP Program Monitoring

Adjournment

***Approval of
Head Start Policy Council
December 6, 2022
Meeting Minutes***



MEETING MINUTES



HEAD START POLICY COUNCIL MEETING

December 6, 2022

6:15 P.M.

Members Present	Edgewood Independent School District (EISD): Yoletzi Velazquez, Brenda Salazar-Morales San Antonio Independent School District (SAISD): Ruby Marie Ortiz, Melissa Carrillo Cox, Alexis Alfaro EHS-EISD: Krystal Rocha EHS-EISD HB: none EHS-CCP: Naomi Castellanos, Krizia Franklin Community Representative: Jorge Borrego, Maria Quezada
Members Absent	Edgewood Independent School District (EISD): none San Antonio Independent School District (SAISD): Josefina Macias EHS EISD: none EHS-CCP: none EHS-EISD: none EHS-EISD HB: Samantha Villarreal Community Representative: None
Alternate Members Present	Edgewood Independent School District (EISD): None San Antonio Independent School District (SAISD): April Barrera, Paulette Hall, Keyonna Hughes, Katherine Garcia EHS-EISD: none EHS-CCP: none
Alternate Members Absent	Edgewood Independent School District (EISD): Erika Flores, Annie Sandoval San Antonio Independent School District (SAISD): none EHS-EISD: Luis M. Ramirez EHS-CCP: Maritza Mendoza, Samantha Hurd Ogilvie

I. CALL TO ORDER

2021-2022 San Antonio Independent School District (SAISD) HSPC Chair, Naomi Castellanos called the meeting to order at 6:27 p.m.

II. MEETING MINUTES

Motion: Ms. Krizia Franklin moved to approve the November 15, 2022, meeting minutes.

Seconded (2nd): Ms. Melissa Carrillo Cox

Vote: All in favor (unanimous)- The motion carried.

III. PUBLIC COMMENTS

None to report

IV. BRIEFING AND POSSIBLE ACTION (a-k)

a. Election of Officers

HSPC Chair, Naomi Castellanos, provided information on the available positions of Head Start Policy Council Chair, Vice Chair, and Secretary and explained the nomination, voting, and election process, prior to the open voting process.

Head Start Policy Council Chair

Ms. Krizia Franklin and Ms. Naomi Castellanos were the nominees for the position of Chairperson. An open vote took place and Ms. Franklin was selected for the position of Policy Council Chair.

Motion: Ms. Melissa Carrillo Cox moved to approve Ms. Franklin for the position of Chairperson on the 2022-2023 Head Start Policy Council.

Seconded (2nd): Ms. Alexis Alfaro

Vote: All in favor (unanimous) – The motion carried.

Head Start Policy Council Vice Chair

Ms. Melissa Carrillo Cox, Ms. Brenda Salazar-Morales and Ms. Naomi Castellanos were the nominees for the position of Vice Chairperson. An open vote took place and Ms. Carrillo Cox was selected for the position of Vice Chairperson.

Motion: Ms. Krizia Franklin moved to approve Ms. Melissa Carrillo Cox for the position of Vice Chairperson on the 2022-2023 Head Start Policy Council.

Seconded (2nd): Ms. Brenda Salazar-Morales

Vote: All in favor (unanimous)

Head Start Policy Council Secretary

Ms. Brenda Salazar-Morales and Ms. Ruby Marie Ortiz were the nominees for the position of Secretary. An open vote took place and Ms. Ortiz was selected for the position of Secretary.

Motion: Ms. Alexis Alfaro moved to approve Ms. Ruby Marie Ortiz for the position of Secretary on the 2022-2023 Head Start Policy Council.

Seconded (2nd): Ms. Krystal Rocha

Vote: All in favor (unanimous)

Ms. Krizia Franklin, newly elected for Policy Council Chairperson, continued with her duties to the 2022-2023 Policy Council.

b. Election of Community Representatives

HSPC Chair, Krizia Franklin, reviewed the HSPC Community Representative voting process. Two candidates were present, Mr. Jorge Borrego and Ms. Maria Quezada, and both spoke to the Policy Council for three minutes each about their qualifications and why they wanted to be elected for the Community Representative position. One e-mail message was read by Mr. Roger Foster, Senior Management Coordinator that contained information from Mr. Richard Ramey, Jr. about his

qualifications and why he wanted to be elected for the Community Representative position. Ms. Andrea Martinez, Senior Management Analyst, encouraged the Policy Council parents to review their binder on their table containing all the resumes of the ten applicants for Community Representative. An open vote was held, and Ms. Martinez recorded the votes for the four Community Representative positions. After reviewing the voting data, Ms. Martinez announced the two primary representatives elected were Mr. Jorge Borrego and Mr. Richard Ramey, Jr. Also, elected were three alternate Community Representatives: Breanna Hernandez, David King, and Maria Quezada. The Community Representatives, Mr. Borrego and Ms. Quezada, were invited to join the Policy Council meeting.

Motion: Ms. Naomi Castellanos moved to approve the 2022-2023 Head Start Policy Council Community Representatives.

Seconded (2nd): Ms. Brenda Salazar-Morales

Vote: All in favor (unanimous)

c. Election of Committee Members

HSPC Chair, Krizia Franklin, reviewed the Policy Council Standing Committees and provided information on the Special Committees. Head Start Policy Council parents were informed that the size of each committee can have no less than three (3) and no more than five (5) Head Start Policy Council members. All members, including alternates and community representatives, can sit on a committee. A question was asked if members can sit on more than one committee. Members were informed that they could sit on more than one committee. Ms. Franklin asked for volunteers after reading the responsibilities for each committee.

Volunteers for the Assessment and Planning Committee were Jorge Borrego, Melissa Carrillo Cox, Krystal Rocha, Keyonna Hughes, and Ruby Marie Ortiz.

Volunteers for the Parent Engagement Committee were Krizia Franklin, Maria Quezada, Yoletzi Velazquez, April Barrera, and Krystal Rocha.

Volunteers for Special Committee were Melissa Carrillo Cox, Krizia Franklin, Katherine Garcia, Ruby Marie Ortiz, and Brenda Salazar-Morales.

d. Approval of the Policy Council Meeting Days and Time

HSPC Chair, Krizia Franklin, asked Ms. Andrea Martinez, Senior Management Analyst, to present the Approval of the Policy Council Meeting Days and Time. Ms. Martinez reviewed the current HSPC Meeting days and time. Currently the HSPC meets monthly, every fourth Tuesday of the month at 6:15pm. Ms. Martinez asked if the current meeting days and time worked for the group. There were no opposing votes to change the days and time.

Motion: Mr. Jorge Borrego moved to approve the fourth Tuesday of each month at 6:15pm as this Policy Council's meeting days and time.

Seconded (2nd): Ms. Krystal Rocha

Vote: All in favor (unanimous)

e. Approval of Head Start Program Five-Year Strategic Plan

HSPC Chair, Krizia Franklin, introduced Mr. Roger Foster, Senior Management Coordinator, to present the Approval of Head Start Program Five-Year Strategic Plan. Mr. Foster reported that a meeting was held on October 28, 2022, with staff, community partners, and Policy Council parents to discuss and make revisions to the most recent Five-Year Strategic Plan. He further discussed that this was part of an on-going process where we look at our Self-Assessment, continuous improvement, numbers, goals, and objectives. The changes, revisions, and updates were discussed for the following goals: Education, Family Support, Health, Environmental Health & Safety, and Highly Qualified Staff.

HSPC member, Krizia Franklin, inquired about the goals of decreasing chronic absenteeism. Mr. Foster explained that we have had this goal for several years and stated that chronic absenteeism has been an on-going targeted area because children cannot learn if they are not in school. Mr. Foster discussed the contributing factors and stated that our goal is to have a lower number of children that are chronically absent. Lastly, Mr. Foster explained the role of the Family Support Worker in assisting the families with this issue.

HSPC member, Melissa Carrillo Cox, asked Mr. Foster to expand on Goal #5 Highly Qualified Staff, and the manageable stress level component. Mr. Foster explained that this past year was the first time we specifically addressed management stress levels of the staff. In prior years, some of the stress level questions were related to the transition of a remote or a hybrid workspace. This year, as we move to a hybrid workspace, the questions were related to identifying stress levels and doing things to address stress. Mr. Foster provided examples of opportunities that have been established to assist staff with mental wellness. The wellness referral process for our Head Start families was explained by Mr. Foster, and Ms. Rachel Pearce, Senior Management Analyst, explained the wellness referral process for the Early Head Start Program.

Ms. Cox also inquired if it would be a possibility for Head Start to implement a counseling program in the classroom for children so that they could gain an understanding of their emotions. Ms. Jessica Manyseng, Head Start Wellness Coordinator, explained that we have a partnership with San Antonio Independent School District (SAISD) Communities in Schools (CIS) and they are able to provide counseling services to children, their siblings and their parents at the schools. Edgewood currently does not provide those services but Head Start provides linkages to referrals for counseling services. Furthermore, the services are provided on a referral basis and those referrals can come from a parent, teachers, Family Support Workers, and Family Wellness Specialists. Ms. Manyseng also informed that teacher assistants in SAISD have received training to provide some support in the absence of the behavioral specialists. No further questions were asked.

Motion: Ms. Naomi Castellanos moved to approve the Head Start Program Five-Year Strategic Plan with minor edits.

Seconded (2nd): Ms. Keyonna Hughes

Vote: All in favor (unanimous)

f. Approval of the 2023-2024 Head Start and Early Head Start (EHS) Program Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy Updates

HSPC Chair, Krizia Franklin introduced Ms. Monica Mojica, Management Analyst and Ms. Rachel Pearce, Senior Management Analyst, to present the approval of the 2023-2024 Head Start and Early Head Start (EHS) Program Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy Updates with minor edits. Ms. Mojica provided one edit for Head Start policy which included ERSEA 2 Eligibility. Information regarding this policy edit included removing the term “CCP” and adding some verbiage under the “Additional Allowances” section of the policy.

Ms. Rachel Pearce reported on the policy edits for the Early Head Start Program and stated that minor edits were completed on the following policies: ERSEA 2 Eligibility, ERSEA 3 Training, ERSEA 5 Selection, and ERSEA 8 Enrollment.

HSPC member, Melissa Carrillo Cox, inquired about the difference between grantee and administrator. Ms. Pearce stated that our administrator is Ms. Audrey Jackson and the ERSEA 2 Eligibility policy edit included changing the grantee’s grant recipient to Department of Human Services (DHS) Head Start Administrator. No further questions were asked.

Motion: Ms. Krystal Rocha moved to approve the 2023-2024 Head Start and Early Head Start (EHS) Program Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Policy Updates with minor edits.

Seconded (2nd): Ms. Melissa Carrillo Cox

Vote: All in favor (unanimous)

g. Approval of 2023-2024 Head Start and EHS Program ERSEA Recruitment Plan

HSPC Chair, Krizia Franklin introduced Ms. Monica Mojica, Management Analyst and Ms. Rachel Pearce, Senior Management Analyst, to present the approval of the 2023-2024 Head Start and EHS Program ERSEA Recruitment Plan with minor edits. Ms. Mojica reviewed the Recruitment Plan’s purpose, recruitment area, methods of recruitment, recruitment period, and recruitment personnel.

Motion: Ms. Ruby Marie Ortiz moved to approve the 2023-2024 Head Start and EHS Program ERSEA Recruitment Plan with minor edits.

Seconded (2nd): Ms. Yoletzi Velazquez

Vote: All in favor (unanimous)

h. Review of Head Start, EHS, and EHS-CCP Fiscal Reports

HSPC Chair, Krizia Franklin introduced Mr. Terric Foong, Fiscal Analyst, to present the Review of the Head Start, EHS, and EHS-CCP Fiscal Reports. Mr. Foong reported on the 2022-2023 Head Start grant as of November 30, 2022 and stated that the budget total is \$32,403,293.00. The Year-to-date budget amount is listed at \$22,558,001.00 and the Year-to-date Actual is \$19,418,316.00. The Variance, which is the difference between the year-to-date amount and the year to date actual, is \$3,139,685.00 and the last column is expressed in percentages. Mr. Foong provided detailed information on the variance amounts for travel, Contractual and Non-Federal/In Kind categories.

Mr. Foong presented on the Early Head Start Grant and reported that the budget total for this grant is \$2,736,974.00. The Year-to-date budget amount is listed as \$1,498,344.00 and the Year-to-date Actual is \$1,375,047.00 which is the difference or a Variance of \$123,297.00. The last column is the Variance in percentages. Mr. Foong provided further details on the variance amount for the Contractual category.

Mr. Foong presented on the Early Head Start-Child Care Partnership Grant. The following information was provided from the 2022-2023 Fiscal Report as of November 30, 2022. Mr. Foong reported the total budget for this grant is \$3,772,295.00. The Year-to-date budget is \$1,142,010.00 and the Year-to-date Actual amount is \$1,012,822.00 with a Variance amount of \$129,188.00. Mr. Foong also provided details on the variance amounts for Travel, Supplies, Contractual, Other and Non-Federal/In Kind categories.

Lastly, Mr. Foong reported that the Department of Human Services received two grants which are called Coronavirus Response and Relief Supplemental Appropriations (CRRSA) and the American Rescue Plan Act (ARPA). The budget period for this grant is from April 1, 2021 through March 31, 2023 with a ninety (90) day close out period. Both grants have a combined total budget of \$5,037,486.00. The year-to-date budget is \$2,164,182.00 and what was actually spent was \$2,032,032.00 for a positive variance of \$132,150.00. Mr. Foong provided detailed information on the Variances, Supplies, Contractual and Other categories.

HSPC member, Jorge Borrego inquired about the difference between supplies and equipment on the Head Start Fiscal report. Mr. Foong explained that the supplies category refers to items such as office supplies and book orders. The equipment category refers to items that have a value of more than \$5,000.00 such as air purifiers.

Mr. Borrego also inquired about the CRRSA and ARPA grants and asked if these funds had to be returned to the government at the end of the grant year. Mr. Foong confirmed that remaining funds had to be returned and that they are one-time funds. Furthermore, Mr. Foong reported, our goal is to utilize all of the funding from these grants.

HSPC member, Melissa Carrillo Cox, inquired about the purchase of classroom supplies from the Early Head Start fiscal report. Mr. Foong reported that the purchase of classroom supplies is coordinated by Early Head Start and a purchase request is then completed for approval by the fiscal team. Ms. Audrey Jackson, Head Start Administrator, explained that the Head Start funds are assigned to every campus and that there is a collaboration between the Head Start staff and school districts' staff regarding the purchase of classroom supplies.

Ms. Carrillo Cox inquired about the possibility of having after-school care for schools/centers that release the children at 2:30pm. Ms. Audrey Jackson, Head Start Administrator, reported that Head Start does allow the provision for an extended day but it must follow Head Start guidelines, for example, providing two teachers and the ratios must be the same. Another stipulation is that it could be for a subset of parents and a survey would need to be conducted regarding the need if they are working parents. Currently, Edgewood Independent School District has extended this to forty (40) children. However, San Antonio Independent School District has not used their Head Start funds in

that way and it may be because of the number of children, and not having the Head Start monies in the budget for it. Also, Head Start is really funded for half a day and the full school day is provided along with the funding from the State Pre-K.

HSPC member, Krizia Franklin, suggested if there are funds left-over at the end of the grant year for the Early Head Start program, they could perhaps be used to buy air purifiers and placed in the infant rooms at the childcare centers. Furthermore, if there is chronic absenteeism, having these air purifiers could help in improving attendance. Ms. Audrey Jackson, Head Start Administrator, reported that the grant year for the EHS-CCP program ends in July and stated that placing air purifiers at the childcare centers was a good idea.

Ms. Franklin also inquired about the disbursement of personal protective equipment (PPE) equipment from the CRRSA and ARPA grant. She reported that sometimes, her child's center runs out of PPE and asked if there is a plan to continue providing financial assistance to the centers for these supplies. Mr. Foong confirmed that there will be continued funding and stated that the Early Head Start program is good at providing the childcare centers with the needed supplies. Mr. Foong also provided a description of the PPE items that are provided to the centers. No further questions were asked.

i. Review of Head Start, EHS, and EHS-CCP Monthly Reports

HSPC Chair, Krizia Franklin, introduced Ms. Audrey Jackson, Head Start Administrator, to present the Review of Head Start, EHS, and EHS-CCP Monthly Reports. Ms. Jackson informed the Policy Council members that they would find three different monthly reports in their packets and reviewed their components. Regarding the Head Start Monthly Report, Ms. Jackson reviewed the sections on Enrollment, Disability Enrollment, Food Reports, Education Services, Family Engagement Services, Mental Health Services, Education Screenings and Health Screenings and stated that the two remaining monthly reports for the Early Head Start and Early Head Start-Child Care Partnership Program had similar formats. In reference to the Head Start Program, Ms. Jackson reported on the data from each individual section on the monthly report beginning with the enrollment data. The program total percentage for disability enrollment was reported at 10.63%. Ms. Jackson also discussed the education and health screening percentages.

HSPC member, Krizia Franklin, inquired if there was anyone else from the Head Start program that could help complete the home visits. Ms. Jackson reported Head Start regulations state that the home visits must be completed by the teacher. Ms. Jackson added that conversations have been completed with the school districts and it was decided to push back the benchmarks so that teachers would have an opportunity to complete them in the first week of January, 2023.

Ms. Franklin asked about the lead testing percentage and asked if there was a push for parents to complete this type of testing due to concerns with lead issues in clothing and environmental factors. Ms. Jackson stated that we look at the children's physical medical reports and if the data is there, we accept those results. We also target the children that do not have lead results and that is what the lead test percentages represent.

Ms. Franklin also asked if there was a center policy on the reporting of illnesses, that occur in the classrooms, to the parents. Ms. Audrey Jackson stated that we follow Child Care Licensing guidelines and share information about communicable diseases and it is up to the centers to share information about other illnesses. Ms. Dianne Mendez, Management Analyst, informed that centers follow the Health Insurance Portability and Accountability Act (HIPPA) policy, and if the center's policy states that they will put a notice at the front door informing that they have a certain number of children with a particular illness, the center will then follow their policy.

HSPC member, Maria Quezada, inquired about the number of home visits and parent conferences that are conducted. Ms. Jackson reported that two home visits are made at the home unless the parent prefers for it to be at another location. One of the visits is conducted in the Fall and the other, in the Spring. The other two parent teacher conferences are conducted at the school and we are also allowing them to be virtual, as well. Ms. Jackson confirmed that there is a total of four (4) meetings per student.

Ms. Quezada also inquired if parents, who are overqualified with income, be eligible to pay tuition for their children. Ms. Audrey Jackson reported that the Head Start program does not offer that feature but the San Antonio Independent School District (SAISD) accepts all children. Furthermore, there are other school districts that offer a tuition based paying program.

HSPC member, Jorge Borrego, inquired about the number of children on the Waitlist. Ms. Audrey Jackson explained that location and over-income are factors and explained that there is a cap of 10% with children who are over-income with a disability. Ms. Jackson stated that even though a child is on the Head Start waitlist, it does not mean they are not in Pre-K classes because they qualify to attend. No further questions were asked.

j. Review of Head Start Program Monitoring

HSPC Chair, Krizia Franklin introduced Ms. Melissa Benavidez, Management Analyst, to present the Review of Head Start Program Monitoring. Ms. Benavidez introduced herself and explained that she would be presenting the November 2022 monthly monitoring report. It was reported that the monitoring projects that were conducted included an education review, human resources review and safe environments review #1. The monitoring project completed was the pedestrian bus safety training review of which no areas of non-compliance were noted and the providers were 100% in compliance. No questions were asked.

k. Review of EHS and EHS-CCP Program Monitoring

HSPC Chair, Krizia Franklin, introduced Ms. Dianne Mendez, Management Analyst, to present the Review of EHS and EHS-CCP Program Monitoring. Ms. Mendez introduced herself and Ms. Cynthia Garcia as co-monitors for the Early Head Start Program and stated that Ms. Garcia and herself would be alternating in presenting to the Policy Council and CAAB committee every other month. Ms. Mendez reported that the monitoring project conducted for the month of November 2022 was the unannounced safe environment visit made to Ella Austin, Inman Christian Center and Seton Home. It was stated that we not only monitor our childcare facilities, but we also do internal monitoring. A critical health concern child file review was completed and it was up for review with our Supervisor, Rhonda Roach. Ms. Mendez reported that Ms. Roach reviews all monitoring summaries. A nutrition

child file review and site visits were also conducted, as well as a health manager interview. These have also been completed and are up for review. Two non-compliances were noted because documentation was not provided for fire drills. A corrective action plan was issued and was returned to Early Head Start. Furthermore, Ms. Mendez stated, we are completing our follow-up activities for the month of November 2022. When we submit our monitoring projects to the providers, we give them fifteen (15) days to correct the findings that were noted, then we go back to follow-up and ensure that they were completed. We are pending their responses at this time. When we receive them, we will follow-up and then close the project.

HSPC member, Melissa Carrillo Cox, inquired about the length of time the providers are given with the corrective action plans. Ms. Mendez explained that there is a fifteen (15) day turnaround for the centers to return them to the Early Head Start Program then a follow-up is conducted to ensure the finding was corrected and completed. Afterwards, the corrective action plan is closed. Ms. Carrillo Cox also inquired if gun safety drills are conducted. Ms. Mendez reported that the centers have a lockdown procedure that is required quarterly according to Child Care Regulation. No further questions were asked.

V. GOVERNING BODY

HSPC Chair, Krizia Franklin asked Ms. Andrea Martinez, Senior Management Analyst, to present items for the Governing Body and Advisory Committee. Ms. Martinez highlighted a photo of the City of San Antonio City Council as the program's Governing Board. Ms. Martinez reported that governance training would be provided to the new Community Representatives, Jorge Borrego, Richard Ramy, Jr., Howard David King, Maria Quezada and Breanna Hernandez.

A picture of the Community Action Advisory Board was presented, our current advisory committee that meets monthly. A meeting will be held on Thursday, December 15, 2022. Items that were presented for review and approval at this Policy Council meeting will be presented to the Community Action Advisory Board as well as the list of names of the Policy Council officers and community representatives. Ms. Martinez also provided some announcements that included the introduction of the Mental Wellness Team, Dental Health Calendar Contest and an update on the Yoga Mats Parent Engagement Activity. No questions were asked.

VI. ADJOURNMENT

Motion: Ms. Melissa Carrillo Cox moved to adjourn the meeting.

Seconded (2nd): Ms. Krystal Rocha

Vote: All in favor (unanimous) – The motion carried.

HSPC member for Chair, Krizia Franklin, adjourned the meeting at 8:44 pm.

Chair

Date

Correspondence



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-23-01	2. Issuance Date: 01/05/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: COVID-19; Health Services Management; Safety Practices; Head Start Program Performance Standards; Safe Environments; Program Planning	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grant Recipients and Delegate Agencies

SUBJECT: Supplementary Information on Establishing an Evidence-based COVID-19 Mitigation Policy

INSTRUCTION:

In January 2023, the Administration for Children and Families (ACF) published its Final Rule, [Mitigating the Spread of COVID-19 in Head Start Programs](#). This Final Rule removes the universal masking requirement for individuals 2 years and older. It does not address the vaccination requirement from the [Interim Final Rule with Comment Period \(IFC\)](#), so the Head Start Program Performance Standards (HSPPS) at 45 CFR §§[1302.93](#) and [1302.94](#) remain in effect. The Final Rule requires Head Start programs to have an evidence-based COVID-19 mitigation policy, developed in consultation with their Health Services Advisory Committee (HSAC).

This Program Instruction (PI) provides supplementary information to support grant recipients in developing the required evidence-based COVID-19 mitigation policy.

HSPPS Requirements

To protect children, families, and staff from infection and illness, [45 CFR §1302.47\(b\)\(9\)](#) requires Head Start programs to have an evidence-based COVID-19 mitigation policy developed in consultation with their HSAC that can be scaled up or down based on the impacts or risks of COVID-19 in the community.

All Head Start and Early Head Start programs are required to establish and maintain an HSAC ([45 CFR §1302.40\(b\)](#)). The [HSAC](#) is an advisory group usually composed of local health providers, like pediatricians, nurses, nurse practitioners, dentists, nutritionists, and mental health providers. Head Start staff and parents also serve on the HSAC.

This Final Rule requires programs to have established an evidence-based COVID-19 mitigation policy in consultation with their HSAC by March 7, 2023.

Evidence-based Policy

As stated in the Final Rule, *evidence-based* is an umbrella term that refers to using the best research evidence (e.g., found in health sciences literature) and clinical expertise (e.g., what health care providers know) in content development.¹ Integrating the best available science with the knowledge and considered judgements from stakeholders and experts benefits Head Start children, families, and staff.²

The COVID-19 mitigation policy should be informed by objective evidence and findings from research and expert recommendations from public health authorities such as the U.S. Centers for Disease Control and Prevention (CDC) and state, tribal, local, and territorial health departments. Head Start programs have various sources to consider, including but not limited to:

- CDC guidance, including [general COVID-19 information](#) and early care and education (ECE) program-specific guidance, such as [Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](#).
- State, tribal, local, and territorial health departments, universities, and professional health organizations
- Caring for Our Children health and safety standards
 - [9.2.3.2: Policy Development for Care of Children and Staff Who Are Ill](#)
 - [9.2.4.4: Written Plan for Seasonal and Pandemic Influenza](#)

The Early Childhood Learning and Knowledge Center features an interactive module to support Head Start programs in learning how to find and use up-to-date, trustworthy, and consistent health information. Programs may access [How to Find Science-informed and Evidence-based Health Information](#) to explore five steps to help determine if information is current and accurate when developing an evidence-based policy.

Grant recipients are not limited to the considerations outlined below when developing their evidence-based policy.

Considerations for an Evidence-based COVID-19 Mitigation Policy

Mitigation Strategies

As stated in the Final Rule, in the context of COVID-19, *mitigation* refers to measures taken to reduce or lower SARS-CoV-2 transmission, infection, or disease severity. Other terms used for this same concept are “risk reduction strategies” or “prevention strategies.”

An evidence-based COVID-19 mitigation policy should use multiple strategies at the same time, such as masking, ventilation, and staying at home when sick. Current evidence suggests the

¹ Adapted from Office of Disease Prevention. Evidence-based practices and programs. National Institutes of Health <https://prevention.nih.gov/research-priorities/dissemination-implementation/evidence-based-practices-programs>

² Adapted from European Centre for Disease Control and Prevention. European Centre for Disease Prevention and Control. Evidence-based methodologies for public health – How to assess the best available evidence when time is limited and there is lack of sound evidence. Stockholm: ECDC; 2011. https://www.ecdc.europa.eu/sites/default/files/media/en/publications/Publications/1109_TER_evidence_based_methods_for_public_health.pdf

importance of a layered approach whereby one strategy is “layered” upon another because they are more effective in minimizing the impact of SARS-CoV-2 than when using one strategy alone.³ When developing their policy, Head Start programs should consider the [risk factors](#) for their staff and the families served, strategies to be used when the impact of COVID-19 changes in the community, and how the risk of exposure could change depending on the Head Start services provided.

COVID-19 Community Levels

CDC developed the [COVID-19 Community Levels](#) to help individuals, agencies, and organizations make choices on what precautions to take based on the level of disease burden in their community. It provides county-level data for each U.S. state and territory, determined by a combination of three metrics that are updated weekly — new COVID-19 hospital admissions per 100,000 population in the past seven days, the percent of staffed inpatient beds occupied by COVID-19 patients (seven-day average), and new COVID-19 cases per 100,000 population in the past seven days. Using these data, the COVID-19 Community Level is classified as low, medium, or high. Grant recipients should consider using this data and guidance to inform their evidence-based COVID-19 mitigation policy. Layered prevention strategies should also be able to be increased when community risk is higher (e.g., when COVID-19 Community Level has increased).

COVID-19 Vaccination

At this time, the national vaccination requirements at 45 CFR §§[1302.93](#) and [1302.94](#) remain in effect for staff, certain contractors, and volunteers in Head Start programs in states that are not subject to permanent⁴ or preliminary⁵ court injunctions. There is no federal requirement to go further. However, all programs still have the discretion to require, promote, and encourage COVID-19 vaccines for staff, subject to tribal, state, and local laws. ACF strongly encourages that all staff, contractors, and volunteers be up-to-date on their [COVID-19 vaccinations](#) given the proven benefits for individual and community safety, including reduced incidences of severe illness, hospitalization, and death.

OHS also wants to make sure all families can obtain accurate information about the [COVID-19 vaccine](#) and encourages programs to address in their mitigation policy how they can help families and children access the vaccines. Programs may still consider COVID-19 vaccination in

³ Center for Disease Control and Prevention. “*Science Brief: Indicators for Monitoring COVID-19 Community Levels and Making Public Health Recommendations.*” August, 2022. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/indicators-monitoring-community-levels.html>

⁴ The U.S. Department of Health and Human Services (HHS) received notice that as of Sept. 21, 2022, following a decision by the United States District Court for the Western District of Louisiana, implementation and enforcement of [Vaccine and Mask Requirements to Mitigate the Spread of COVID-19 in Head Start Programs](#), 86 Fed. Reg. 68052 (Nov. 30, 2021) (the “Interim Final Rule” or “IFC”), is permanently enjoined in the following 24 states: Alabama, Alaska, Arizona, Arkansas, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, West Virginia, and Wyoming. Head Start, Early Head Start, and Early Head Start-Child Care Partnership grant recipients in those 24 states are not required to comply with the IFC.

⁵ As of Dec. 31, 2021, following a decision by the United States District Court for the Northern District of Texas, implementation and enforcement of the IFC is preliminarily enjoined in Texas.

their evidence-based policy, including ways to provide access and increase uptake of vaccines among Head Start staff, contractors, volunteers, and children and families.

Prioritizing Strategies

Per CDC, Head Start programs should consider local context when developing and implementing a response to COVID-19 conditions. Factors to consider include:

- Age of population served
- People with disabilities
- People at risk of getting very sick
- Equity
- Availability of resources
- Communities served
- Pediatric-specific considerations

A fuller discussion of each of these factors can be found in CDC's [Operational Guidance for K-12 Schools and Early Childhood Programs to Support Safe In-person Learning](#).

Responsive to Changing Conditions

The intent of this policy is to make sure programs can adapt to changing circumstances and conditions of COVID-19 while still protecting the health of children, families, and staff. The requirement for having an evidence-based COVID-19 mitigation policy specifies that it needs to allow for programs' response to be scaled up or down based on the impact of COVID-19 in the community. It gives Head Start programs more flexibility to adapt to the changing circumstances and conditions of the virus and be responsive to the unique challenges and needs of their communities.

Given the unpredictable and evolving nature of COVID-19, Head Start programs may go through periods where the impact of COVID-19 is low, medium, or high. Programs' COVID-19 mitigation policy should specify what prevention strategies or combination of strategies will be used when the impacts or risks of COVID-19 increases or decreases, and how the policy is communicated to children, families, and staff. Programs can also decide to place requirements related to COVID-19 mitigation policies as needed. For example, a program may choose to require universal masking when there are higher levels of transmission or burden in the community, consistent with CDC guidance. We include additional considerations for the communication of the policy below.

Additional Precautions

While local context is critical, Head Start programs may also want to consider additional precautions regardless of the level of impact from COVID-19 at that time and in consideration of the needs of the communities that programs serve. As noted in CDC's guidance to K-12 schools and ECE settings, program administrators should work with health departments in their jurisdiction to consider other local conditions and factors when deciding to implement prevention

measures. Pediatric-specific indicators, such as vaccination rates among children, pediatric-specific health care capacity, pediatric hospitalizations, and pediatric emergency visits, can help with deciding on which mitigation strategies to use. Head Start programs may consider the extent to which children or staff are at increased risk for severe disease from COVID-19 or have family members at increased risk for severe disease. ECE programs may choose to implement universal indoor mask use, for example, to meet the needs of the families they serve, which could include people at risk for getting very sick with COVID-19.

Programs should also consider how their COVID-19 mitigation policy protects children with disabilities, children who are immunocompromised, and children at higher risk of severe complications, as well as layered mitigation strategies to make sure children can safely continue to attend the program in person. For example, programs may consider additional mitigation measures, such as more extensive mask use or increasing ventilation, if there are children who cannot safely wear a mask because of their disability, as defined by Section 504 of the Rehabilitation Act of 1973. The U.S. Department of Education's [Disability Rights](#) webpage provides guidance and resources for schools and ECE programs to make sure students with disabilities continue to receive the services and supports they are entitled to so they have successful in-person educational experiences.

Communication Plan

COVID-19 mitigation policies should include a strong communication plan consistent with [45 CFR §1302.41\(b\)\(2\)](#) to make sure staff and families are prepared to navigate the ongoing conditions of COVID-19. Programs should consider:

- Who communicates to staff and families?
- What should be communicated?
- When are communications shared and with what frequency? How does the timing for communications relate to changing COVID-19 conditions in the community?
- How will it be communicated? For example, programs may have signs outside classrooms and the building if masks are required or recommended.
- Is the communication accessible to individuals with disabilities?

Evolving guidance comes from various federal, state, tribal, local, and territorial authorities, in addition to CDC. Employers should be prepared to communicate changes in protocols as far in advance as possible to staff and families.

Please direct any questions regarding this PI or the requirement that Head Start programs have an evidence-based COVID-19 mitigation policy to your regional office.

Thank you for your work on behalf of children and families.

/ Katie Hamm /

Katie Hamm
Acting Director

Office of Head Start

Parent Academy for Student Education Opportunity (PASEO) Presentation





PASEO aims to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.

Topics covered

- Class 1** *Establishing the Collaboration Between Home, School & Community*
- Class 2** *Relating Positive Discipline with Academic Achievement*
- Class 3** *Fostering Self-esteem and Academic Achievement*
- Class 4** *Reviewing the Texas Essential Knowledge and Skills & Preparing for the Teacher Conference*
- Class 5** *Gaining a Better Understanding of the School System*
- Class 6** *Becoming familiar with College Requirements*

60 minute sessions

Parent Experience

Throughout the program sessions we aim to create a space of knowledge sharing and community. Our hope is that the school site will continue to engage with parents and build upon the knowledge and relationships built.

To Learn More

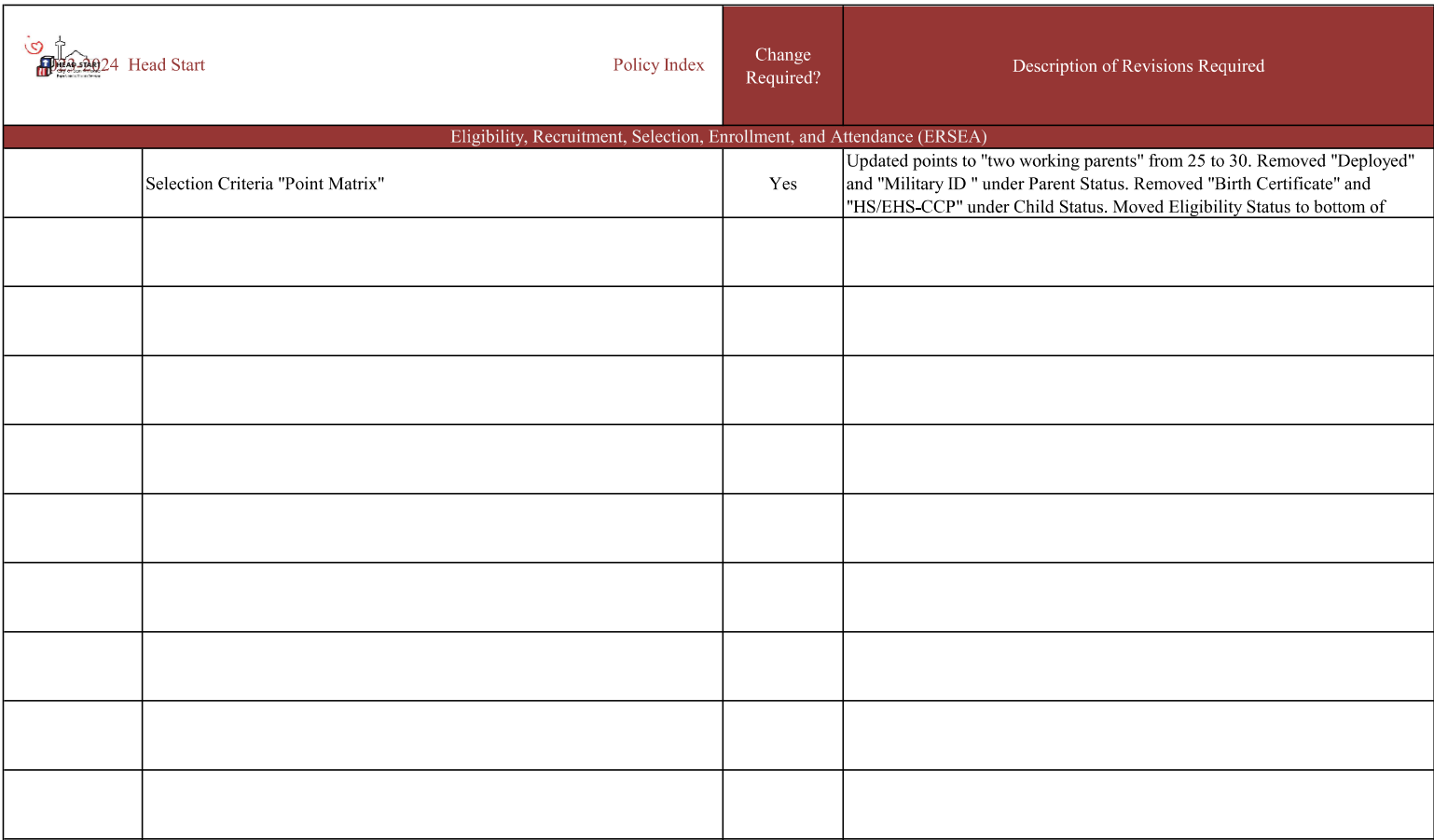
Dalia Contreras Flores, CEO
dalia@cityeducationpartners.org
312-912-1559

Adriana Pecina-Rios
adriana@cityeducationpartners.org
956-878-8875

***Approval of the 2023-2024 Head
Start, Early Head Start (EHS) and
Early Head Start-Child Care
Partnership (EHS-CCP) Program
Eligibility, Recruitment,
Selection, Enrollment &
Attendance (ERSEA) Matrices***



HEAD START



2023-2024 Selection Criteria Point Matrix

Description		Support Document(s)	Points	Total
Parent Status				
Working Parent: two parents		Application	30	
Working Parent: one parent		Application	15	
Non-Working Parent/s		Application	10	
Grandparent/Guardian		Application	25	
In School/Training: two parents		Application	25	
In School/Training: one parent		Application	20	
Teen Parent (<19 at time of application)		Application	20	
Single Parent		Application	20	
Military: One Parent		Application	25	
Military: Two Parents		Application	35	
Child Status				
Returning Child for 3 rd program year		ChildPlus	75	
English Language Learner		Home Language Survey	35	
Transition from Early Head Start		Application & 3 years old	300	
Sibling Currently Enrolled in Head Start		Application	30	
Sibling Currently Enrolled in Early Head Start		Application	30	
3 years old (On Sept 1)		Application & Birth Certificate	10	
Family Status				
Child Protective Services (CPS) Safety Plan		CPS Safety Plan Documentation	55	
Immigrant/Refugee		Immigration Documents/ID	25	
Child Disability				
Individual Education Program (IEP) from ISD		Current IEP Verified by Disability Coordinator or ISD Designee	250	
Individualized Family Service Plan/Early Childhood Intervention		IFSP/ECI Referral Verified by Disability Coordinator or ISD Designee	100	
Suspected disability documentation from Licensed Professional		Dr. Letter Verified Disability Coordinator or ISD Designee	45	
HS Additional Criteria				
Living in District		Proof of Address	50	
McKinney Vento		Verified SRQ	400	
Foster Child/Kinship		Foster / Kinship placement Letter	200	
Public Assistance (TANF, SSI, & SNAP)		TANF/SSI/SNAP Documentation Current	200	
Income – Percentage of Poverty				
0% - 20% of Poverty	Child Plus Percentage of Poverty		200	
21% - 40% of Poverty	Child Plus Percentage of Poverty		180	
41% - 60% of Poverty	Child Plus Percentage of Poverty		160	
61% - 80% of Poverty	Child Plus Percentage of Poverty		140	
81% - 100% of Poverty	Child Plus Percentage of Poverty		120	
101% - 130% of Poverty	Child Plus Percentage of Poverty		60	



2023-2024 Selection Criteria Point Matrix

131% - Above 131% of Poverty	Child Plus Percentage of Poverty	0	
		TOTAL POINTS AWARDED	



2022-2023 -2024 Selection Criteria Point Matrix



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	2530	
Working Parent: one parent	Application	15	
Non-Working Parent/s	Application	10	
Grandparent/Guardian	Application	25	
In School/Training: two parents	Application	25	
In School/Training: one parent	Application	20	
Teen Parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Military-Deployed: One Parent	Application & Military ID	25	
Military-Deployed: Two Parents	Application & Military ID	35	
Child Status			
Returning Child for 3 rd program year	ChildPlus	75	
English Language Learner	Home Language Survey	35	
Transition from Early Head Start	Application & 3 years old	300	
Sibling Currently Enrolled in Head Start	Application & Birth Certificate	30	
Sibling Currently Enrolled in Early Head Start HS/EHS-CCP	Application	30	
3 years old (On Sept 1)	Application & Birth Certificate	10	
Family Status			
Child Protective Services (CPS) Safety Plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Eligibility Status			
McKinney Vento	Verified SRQ	400	
Foster Child/Kinship	Foster / Kinship Placement letter	200	
Public Assistance (TANF, SSI, & SNAP)	TANF/SSI/SNAP Documentation (Current award letter)	200	
Child Disability			
Individual Education Program (IEP) from ISD	Current IEP Verified by Disability Coordinator or ISD Designee	250	
Individualized Family Service Plan/Early Childhood Intervention	IFSP/ECI Referral Verified by Disability Coordinator or ISD Designee	100	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator or ISD Designee	45	
HS Additional Criteria			
Living in District	Proof of Address	50	
Income—Percentage of Poverty Eligibility Status			
McKinney Vento	Verified SRQ	400	
Foster Child/Kinship	Foster / Kinship Placement Letter	200	
Public Assistance (TANF, SSI, & SNAP)	TANF/SSI/SNAP Documentation Current	200	

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2022-2023 -2024 Selection Criteria Point Matrix

0% - 20% Percentage of Poverty	Child Plus Percentage of Poverty	200	←
21% - 40% Percentage of Poverty	Child Plus Percentage of Poverty	180	←
41% - 60% Percentage of Poverty	Child Plus Percentage of Poverty	160	←
61% - 80% Percentage of Poverty	Child Plus Percentage of Poverty	140	←
81% - 100% Percentage of Poverty	Child Plus Percentage of Poverty	120	←
101% - 130% Percentage of Poverty	Child Plus Percentage of Poverty	60	←
131% - Above 131% Percentage of Poverty	Child Plus Percentage of Poverty	0	←
TOTAL POINTS AWARDED			

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EARLY HEAD START

 <div>2023-2024 Early Head Start Policy Index</div>		Change Required?	Description of Revisions Required
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)			
	2023-2024 Selection Criteria Point Matrix - EHS	Yes	Working Parent: two parents - increase points from 25 to 30; Military Deployed - take out Deployed as to include all military and take out Military ID; Separate sibling currently enrolled in Early Head Start and Head Start; Add IFSP; Public Assistance - update wording.

2023-2024 Selection Criteria Point Matrix Early Head Start



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	30	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Military: One Parent	Application	25	
Military: Two Parents	Application	35	
Child Status			
Sibling Currently Enrolled in Early Head Start	Application	30	
Sibling Currently Enrolled in Head Start	Application	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan (IFSP)	Current IFSP Verified by Disability Coordinator	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator	45	
EHS Additional Criteria			
Living within Zip Codes: 78228, 78237	Proof of Address	25	
Living within EISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF/SSI/SNAP Documentation Current	200	
0%- 20% Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			




2022-2023-20243 Selection Criteria Point MatrixEarly Head Start



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	2530	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School/ Training: two parents	Application	25	
In School/ Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Military-Deployed: One Parent	Application & Military ID	25	
Military-Deployed: Two Parents	Application & Military ID	35	
Child Status			
Sibling Currently Enrolled in Early Head Start-or Head Start	Application-& Proof of Age	30	
Sibling Currently Enrolled in Head Start	Application	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan (IFSP)	Current IFSP Verified by Disability Coordinator	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator	45	
EHS Additional Criteria			
Living within Zip Codes: 78228, 78237	Proof of Address	25	
Living within EISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF/SSI/SNAP- Documentation Current -(current)SSI- Documentation -(current) SNAP-Documentation -(current)	200	
0%- 20% Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			

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***EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)***

 <div>2023-2024 Early Head Start Policy Index</div>		Change Required?	Description of Revisions Required
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)			
	2023-2024 Selection Criteria Point Matrix - EHS	Yes	Working Parent: two parents - increase points from 25 to 30; Military Deployed - take out Deployed as to include all military and take out Military ID; Separate sibling currently enrolled in Early Head Start and Head Start; Add IFSP; Public Assistance - update wording.



2023-2024 Selection Criteria Point Matrix Early Head Start – Child Care Partnership



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	30	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Parent Enrolled with Partner Agency: two parents	Partner Documents	50	
Parent Enrolled with Partner Agency: one parent	Partner Documents	45	
Family enrolled in CCS	Partner Documents	75	
Military: One Parent	Application	25	
Military: Two Parent	Application	35	
Child Status			
Enrolled in Child Care Services (CCS)	Agency Documents	250	
Enrolled in Dual Generation	Agency Documents	30	
Child Enrolled with Child Care Partner Agency	Partner Documents	50	
Sibling Currently Enrolled in Early Head Start	Application	30	
Sibling Currently Enrolled in Head Start	Application	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan (IFSP)	Current IFSP Verified by Disability Coord.	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coord.	45	
EHS Additional Criteria			
Living within Zip Codes: 78202, 78203, 78207, 78208, 78210, 78219, 78223, 78237	Proof of Address	25	
Living within EISD or SAISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF/SSI/SNAP Documentation - Current	200	
0% - 20 % Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			



2022-2023-2024 Selection Criteria Point Matrix Early Head Start – Child Care Partnership



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	2530	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Parent Enrolled with Partner Agency: two parents	Partner Documents	50	
Parent Enrolled with Partner Agency: one parent	Partner Documents	45	
Family enrolled in CCS	Partner Documents	75	
Military-Deployed: One Parent	Application & Military ID	25	
Military-Deployed: Two Parent	Application & Military ID	35	
Child Status			
Enrolled in Child Care Services (CCS)	Agency Documents	250	
Enrolled in Dual Generation	Agency Documents	30	
Child Enrolled with Child Care Partner Agency	Partner Documents	50	
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Sibling Currently Enrolled in Head Start	Application	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan (IFSP)	Current IFSP Verified by Disability Coord.	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coord.	45	
EHS Additional Criteria			
Living within Zip Codes: 78202, 78203, 78207, 78208, 78210, 78219, 78223, 78237	Proof of Address	25	
Living within EISD or SAISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF/SSI/SNAP - Documentation - Current (current)SSI- Documentation (current) SNAP-Documentation (current)	200	
0% - 20 % Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			

Revised May 2022/November 2022

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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.



Photography Credits: Jesus Fonseca



MISSION & VISION

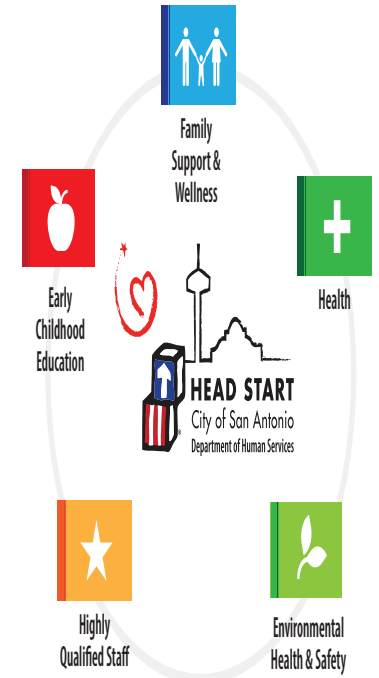


MISSION

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:

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

Redeemer Presbyterian Church 300
 Seconds, Inc Demetric Byrd
 Council District 1 Dorian Keller
 UIW School of Osteopathic Medicine Emma Santa Maria, Ph. D.

Bottom Row Left to Right:

Council District 7 Erick De La Luna
 Council District 3 Ruben Lizalde
 Area 1 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

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

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

HEAD START POLICY COUNCIL EVENTS



5 YEAR CONTINUUM OF HEAD START SERVICES

3,020

Pre-Kindergarten

216

Infants & Toddlers



128

Infants & Toddlers

80

Center Based

48

Home Based

NUTRITION SERVICES

HEALTH SERVICES

FAMILY SUPPORT & WELLNESS

EDUCATION & DISABILITY SERVICES

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.

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
- Edgewood ISD

Head Start

- Edgewood ISD
- San Antonio ISD



Metro Health
Dental Services

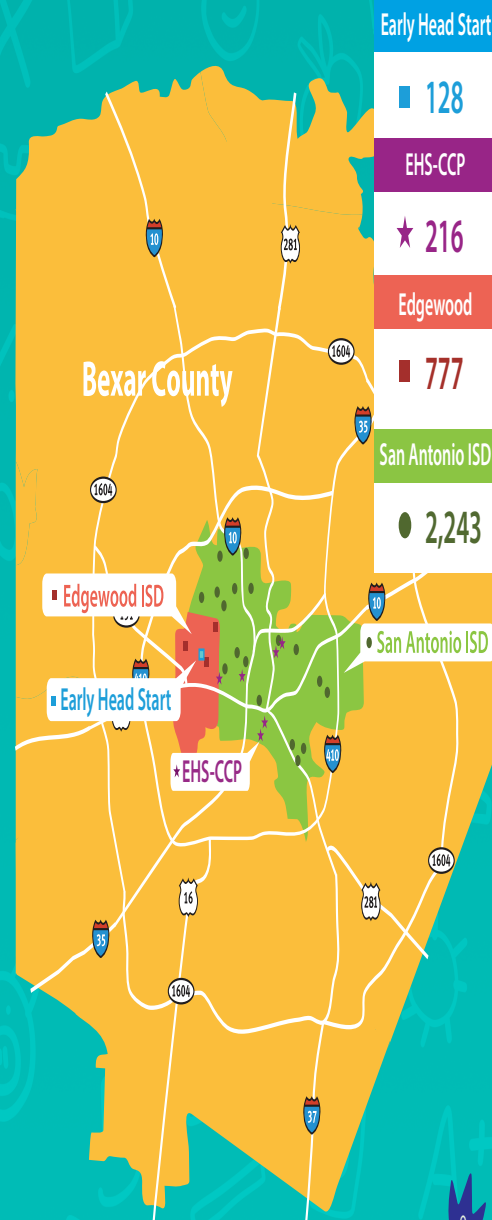


University of the
Incarnate Word
Medical Services



2021-2022 Program Service Area and Sites

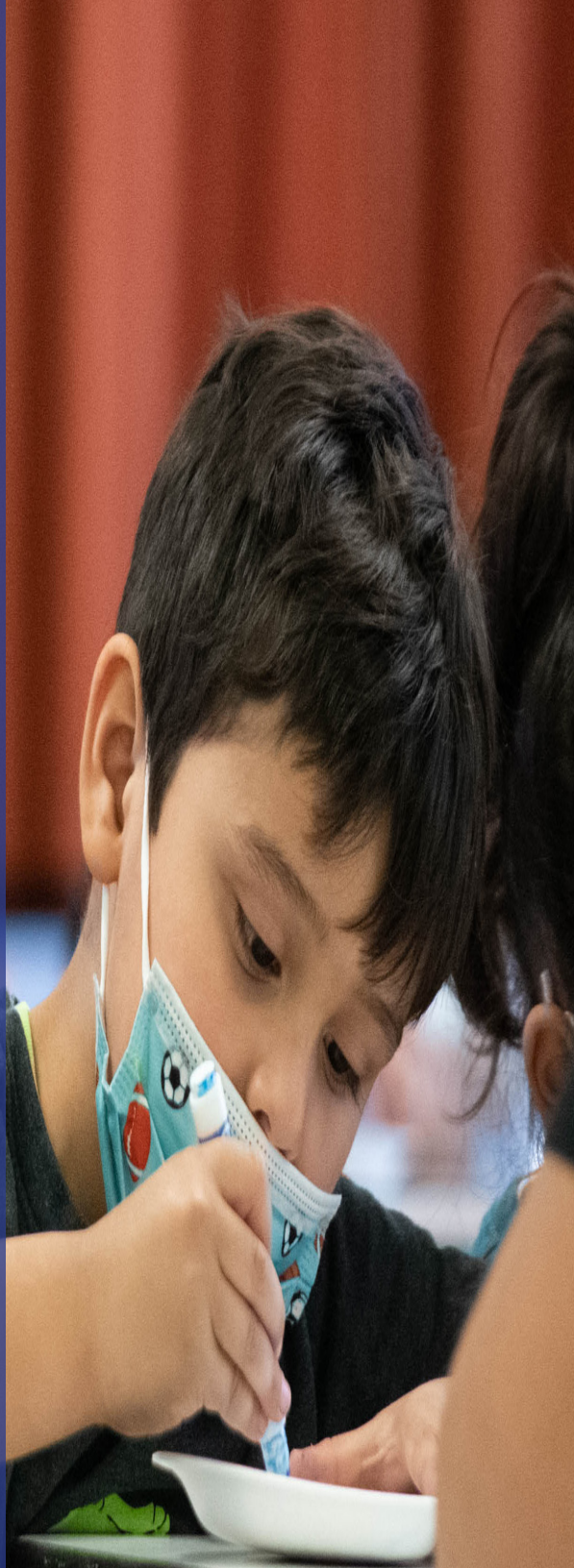
3,364 FUNDED ENROLLMENT



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. 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 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, CLASS™ observations were not conducted during the 2021-2022 school year. The program will resume CLASS™ 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		
	Positive 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



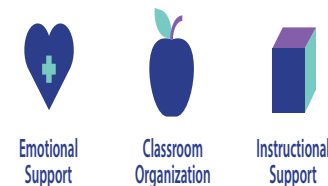
Due to restrictions related to COVID-19 CLASS observations were not conducted during the 2020-2021 school year. The program will resume CLASS observations during the 2021-2022 program year. The table provides the results from the previous year's CLASS observations.



*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

- 53% Below 100% of Poverty
- 30% Facing Homelessness
- 3% Over 130% Income Allowable
- 2% Foster Child
- 9% Public Assistance
- .033% Over Income between 100%-130%



- 78% White
- 17% Black or African American
- 5% Multi/Bi-Racial
- <1% American Indian or Alaskan Native



86% of children served are Hispanic

- 90% English
- 10% Spanish



Family Household

23% 77%

Two-Parent Families

Single-Parent Families



- 94% Parents (biological, adoptive, stepparents, etc.)
- 1% Grandparents
- 2% Relatives
- 4% Foster parents

- 94% Mother
- 1% Father
- 1% Grandparent
- 0% Relative
- 4% Foster Parent

- 8% Baccalaureate Degree or Above

- 11% Vocational School, or Some College

- 54% High School Graduate or GED

- 26% Less than high school graduate



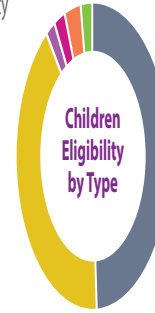
84% Average Daily Attendance

8% Disability Enrollment * Mid Year

Infants, Toddlers & Family Program Report

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

- 68% Below 100% of Poverty
- 25% Facing Homelessness
- 1% Over 130% Income Allowable
- 4% Foster Child
- 1% Public Assistance
- 1% Over Income between 100%-130%



- 4% White
- 3% Black or African American
- 3% Multi/Bi-Racial
- 0% American Indian or Alaskan Native



90% of children served are Hispanic

- 77% English
- 23% Spanish



Family Household

30% 70%

Two-Parent Families

Single-Parent Families



- 96% Parents (biological, adoptive, stepparents, etc.)
- 2% Grandparents
- 1.2% Relatives
- 1% Foster parents

- 96% Mother
- 0% Father
- 2% Grandparent
- 0% Relative
- 2% Foster Parent

- 5% Baccalaureate Degree or Above

- 9% Vocational School, or Some College

- 63% High School Graduate or GED

- 23% Less than high school graduate



83% Average Daily Attendance

6% Disability Enrollment * Mid Year

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

35%

65%

Two-Parent Families

Single-Parent Families



- 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



91% Average Daily Attendance

11% Disability Enrollment * Mid Year

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

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

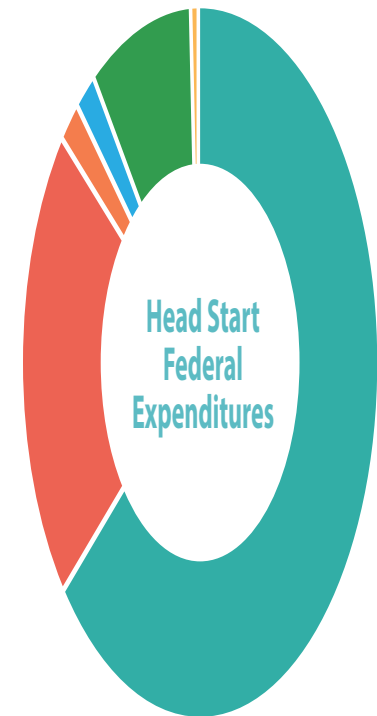
FEB. 1, 2021 - JAN. 31, 2022	Budget	Actual	Variance to Budget
Total Federal	\$25,339,758	\$24,910,656	\$429,102
Non-Federal	\$6,259,420	\$6,157,474	\$101,946 *
Total Budget	\$33,058,733	\$31,068,130	\$3,022,641

**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

141

EHS - CCP

children transitioned to Head Start or another Pre-K program

1,063

Head Start

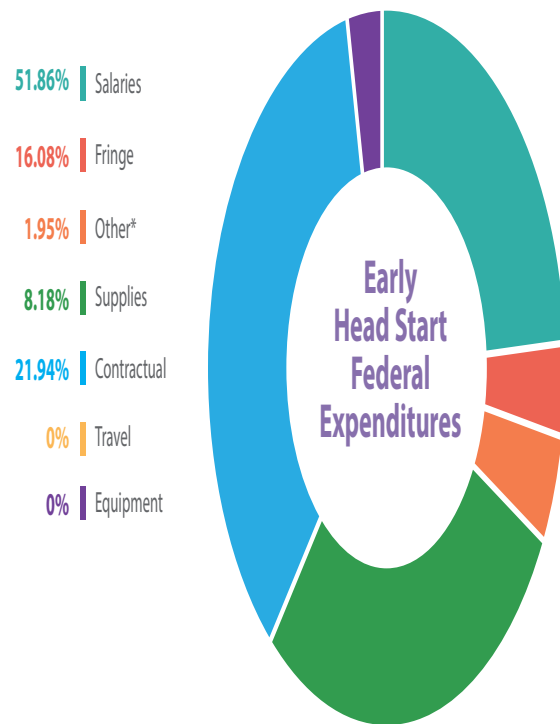
children transitioned to Kindergarten



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.

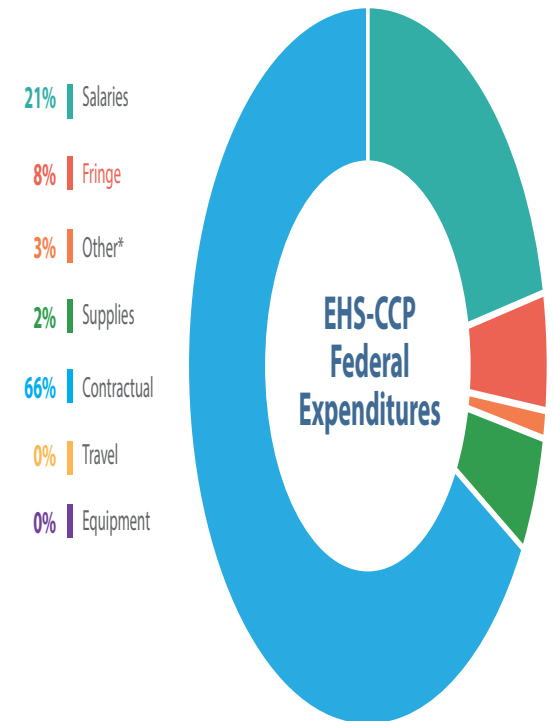


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Early Head Start- Child Care Partnership

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



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

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



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Review and Discuss Jule Sugarman Process



Jule Sugarman Distinguished Staff Award

Jule Sugarman was one of the founders of the Head Start Program. Mr. Sugarman led the program for its first five years and served as the Executive Secretary of the 13-member planning panel that was commissioned by President Lyndon B. Johnson to create Head Start as part of the *War on Poverty*. Following the advice of Sgt. Shriver of the Office of Economic Opportunity "to write Head Start across this land so that no Congress or president will ever destroy it." Mr. Sugarman oversaw the increase of enrollment in the program to more than double the projected number of participants, starting with 560,000 children in the first year versus a target of only 250,000.

This award is named for Mr. Jule Sugarman, in order for parents/guardians to honor direct service staff who exceed expectations and contribute to the success and growth of the City of San Antonio Department of Human Services Head Start program every day.

Criteria

- Must be an employee of the City of San Antonio Head Start Program, partner childcare center or school district for at least one year
- Interacts with Head Start families and staff in a positive manner
- Promotes and upholds the Head Start Program Mission and Vision
- Positively contributes to the school/site and reflects the values of Head Start

Award Distribution/Actions

- Jule Sugarman Distinguished Award for staff to include: 1 EISD/ 1 SAISD/ 1 EHS / 1 FSW
- Certificate of recognition, framed student artwork, bouquet of flowers
- Introduced at Head Start Policy Council meeting and Head Start staff meeting
- Recognition display at the Head Start Brady Office with headshots of selected staff for one year

Jule Sugarman Distinguished Staff Award

Timeline:

February 1	Nomination forms available, posted on parent boards, Facebook, etc.
February 1-28	Nomination forms accepted by the campus administrator/site directors
February 28	Last day to return nomination forms to campus administrator/site directors
March 1-3	Nomination forms collected from all Head Start sites
March 6	City of San Antonio Award Committee will review all nomination forms for completion and to ensure nominated staff meet qualifications
March 6-10	Head Start Policy Council Committee reviews nominations & selects final nominees
March 13-24	Leadership Team and Directors review and approve final nominees
March 28	Policy Council review and approve award recipients
April 25	Awards Presented at Policy Council
May	Introduction at full staff meeting

- Site Directors, Teachers, and FSWs should promote the Jule Sugarman Award, including on parent boards, posters, newsletters, marquees, etc.
- Ballot boxes and nomination forms should be displayed at the front office at early childhood centers or the most appropriate location at elementary school sites. All completed nomination forms should be placed in the ballot boxes. Staff should ensure that the ballot boxes are locked and secured each night.

Jule Sugarman Distinguished Staff Award

In commemoration of Mr. David Chavarria

Jule Sugarman was one of the founders of the Head Start Program. Mr. Sugarman led the program for its first five years and served as the Executive Secretary of the 13-member planning panel that was commissioned by President Lyndon B. Johnson to create Head Start as part of the *War on Poverty*. Following the advice of Sgt. Shriver of the Office of Economic Opportunity "to write Head Start across this land so that no Congress or president will ever destroy it," Mr. Sugarman oversaw the increase of enrollment in the program to more than double the projected number of participants, starting with 560,000 children in the first year versus a target of only 250,000.

In addition, The David Chavarria Award is a commemoration of great leaders in the Head Start Program. The Head Start Principals and Child Care Directors are the first line of leadership in a school, including such responsibilities as teacher evaluation, discipline, and parent & community relations. Mr. Chavarria was a Principal at Knox Early Childhood Campus of the San Antonio Independent School District and retired from SAISD after 34 years of joyful service specializing in Early Childhood Education.

This award is to honor the hard work the Administration, Principals, and Directors do on a daily for our children and families in the Head Start Program. These leaders exceed expectations and contribute to the success and growth of the City of San Antonio Department of Human Services Head Start and Early Head Start Child-Care Partnership program every day.

Criteria

- ❖ Must be an employee of the City of San Antonio Head Start Program, partner childcare center or school district for at least one year
- ❖ Interacts with Head Start families and staff in a positive manner
- ❖ Promotes and upholds the Head Start Program Mission and Vision
- ❖ Positively contributes to the school/site and reflects the City of San Antonio CORE Values of *Teamwork, Innovation, Integrity, Professionalism*

Award Distribution/Actions

- ❖ David Chavarria Annual Award for 1 staff include: Administration, Principals, and or Directors from EISD, SAISD, and or Child Care Center
- ❖ Certificate of recognition, framed child artwork, and bouquet of flowers
- ❖ Introduced at Policy Council meeting and staff meeting
- ❖ Winner Board at Brady Office with headshots of selected employees

Jule Sugarman Distinguished Staff Award

Timeline:

February 1	Nomination forms available, posted on parent boards, Facebook, etc.
February 1-28	Nomination forms accepted by the campus administrator/site directors
February 28	Last day to return nomination forms to campus administrator/site directors
March 1-3	Nomination forms collected from all Head Start sites
March 7	City of San Antonio Award Committee will review all nomination forms for completion and to ensure nominated staff meet qualifications
March 7-14	Head Start Policy Council Committee reviews nominations & selects final nominees
March 15-22	Leadership Team and Directors review and approve final nominees
March 28	Policy Council review and approve award recipients
April 25	Awards Presented at Policy Council
May	Introduction at full staff meeting



Jule Sugarman Distinguished Staff Award 2022-2023 Nomination Form



Do you know an outstanding EHS-CCP or Head Start staff member? If so, nominate a teacher, instructional assistant/paraprofessional, family support worker, or other staff member for the **Jule Sugarman Distinguished Staff Award**. On the same form, you can nominate a Principal and/or Center/ Site Director for the **David Chavarria Award**. The Individuals nominated have exceeded expectations and contributed to the success and growth of the Head Start children and families.

Criteria: <ul style="list-style-type: none">• Staff member must have been an employee for at least one year• Interacts with Head Start families and staff in a positive manner• Promotes and upholds the Head Start Program Mission and Vision• Positively contributes to the school/site	Jule Sugarman Award: (Circle One) <ul style="list-style-type: none">• Teacher• Instructional Assistant/Paraprofessional• Family Support Worker• Other Staff David Chavarria Award: (Circle One) <ul style="list-style-type: none">• Principal• Center/ Site Director
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Your Name: _____ Your Child's Name: _____

Your child's **school/site**: _____

Name of nominee for the Jule Sugarman Award? (Staff) _____

Name of nominee for the David Chavarria Award? (Administrator or Center Director) _____

Why are you nominating this person?

Jule Sugarman Award:	David Chavarria Award:

Please list specific examples of how this person has helped you or your child meet your goals and/or needs

Jule Sugarman Award:	David Chavarria Award:

What positive contributions has this person made to the City of San Antonio Head Program, center, school, district, or community?

Jule Sugarman Award:	David Chavarria Award:

Overall, how has this person made a positive impact on the Head Start Program? Please provide an example.

Jule Sugarman Award:	David Chavarria Award:

Please return completed form by COB February 28, 2020. Forms submitted after this date will not be considered.

Premio Jule Sugarman para Empleados Distinguidos Forma de Nominación 2022-2023



¿Conoces a un miembro sobresaliente del personal de EHS-CCP o Head Start? De ser así, nomine a un maestro, asistente de maestro/paraprofesional, trabajador de apoyo familiar u otro miembro del personal para el **Premio al Personal Distinguido Jule Sugarman**. En el mismo formulario, puede nominar a un Director y / o Director de Centro / Sitio para el **Premio David Chavarria**. Las personas nominadas han excedido las expectativas y contribuido al éxito y crecimiento de los niños y las familias de Head Start.

Criterios: <ul style="list-style-type: none"> El miembro del personal debe haber sido empleado por mas de un año Interactúa con las familias y el personal de Head Start de manera positiva Promueve y defiende la Misión y Visión del Programa Head Start Contribuye positivamente a la escuela / sitio 	Premio Jule Sugarman: <ul style="list-style-type: none"> Profesor Asistente de Instrucción/ Paraprofesional Trabajador de apoyo familiar Otro personal Premio David Chavarria: <ul style="list-style-type: none"> Administrador Director del centro / sitio
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Su Nombre: _____ El Nombre de su Hijo: _____

Escuela/Centro de su Hijo: _____

¿ Nombre del candidato para el Premio Jule Sugarman? (Personal) _____

¿ Nombre del candidato para el Premio David Chavarria ? (Administrador o Director del Centro) _____

¿Por qué está nominando a esta persona?

Premio Jule Sugarman:	Premio David Chavarria:
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Por favor enumere ejemplos específicos de cómo esta persona le ha ayudado a usted o a su hijo a cumplir sus metas y/o necesidades.

Premio Jule Sugarman:	Premio David Chavarria:
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¿Cuáles contribuciones positivas ha hecho esta persona al programa, centro, escuela, distrito o comunidad de la Ciudad de San Antonio?

Premio Jule Sugarman:	Premio David Chavarria:
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En general, ¿cómo ha tenido esta persona un impacto positivo en el programa Head Start? Por favor, proporcione un ejemplo.

Premio Jule Sugarman:	Premio David Chavarria:
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***Review of EHS & EHS-CCP
Beginning of the Year
(BOY) Student Outcome
Data***





The Office of Head Start requires programs to conduct standardized and structured assessments for each child that provide ongoing information to evaluate the child's developmental level and progress in 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 be conducted with sufficient frequency to allow for individualization within the program year.

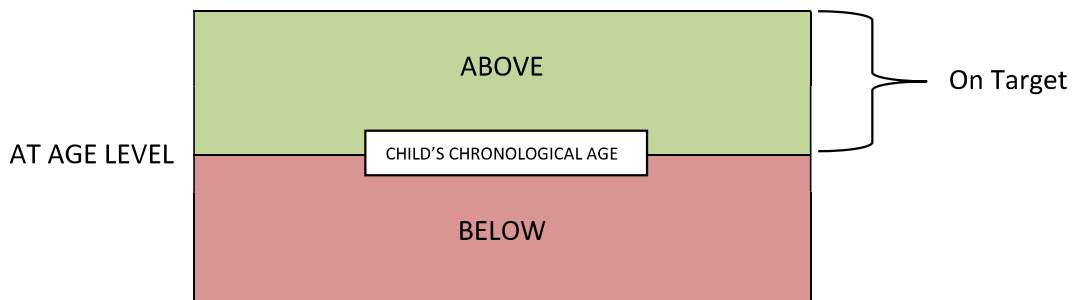
The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old and the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old. Both the E-LAP and LAP-3 are criterion referenced assessments and provide a systematic method for observing the skill development of children. The results of the E-LAP and LAP-3 are used to generate a detailed picture of a child's developmental progress across various domains 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 E-LAP contains a hierarchy of 414 developmental skills arranged in chronological order within six domains of development: Gross Motor, Fine Motor, Cognition, Language, Self-help, and Social-emotional. The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in seven domains of development including Gross Motor, Fine Motor, Pre-Writing, Cognitive, Language, Self-Help, and Personal/Social.

Chronological Age and Developmental Age

The E-LAP assessment provides a comparison between a child's chronological age and their developmental age. *Figure 1* provides the descriptions for this comparison. Children are described as scoring *AT or ABOVE* their chronological age or *BELOW* their chronological age. ON TARGET is defined as *AT or ABOVE* the chronological age.

Figure 1: E-LAP Age Level Comparison



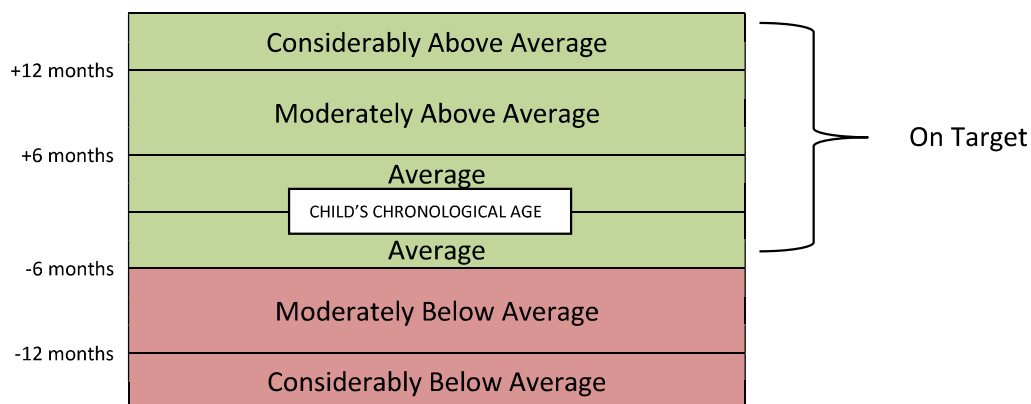
The LAP-3 assessment also provides a comparison between a child's chronological age and their developmental age. *Figure 2* provides the age range descriptions for this comparison. Children are described as scoring ON TARGET. ON TARGET is defined as a developmental age that is +/- six months of a child's chronological age. The DHS Head Start Program defines school readiness as children transitioning to kindergarten that score ON TARGET in all seven domains of development.



Student Outcome Data



Figure 2: LAP-3 Age Level Comparison



EHS-CCP Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2020-2021, 2021-2022, and 2022-2023 program years for the EHS-CCP Program. *Table 1* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all six domains for the E-LAP assessment. *Table 2* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all seven domains for the LAP-3 assessment.

Please note, the MOY data from one EHS-CCP Center was excluded for the 2021-2022 program year. The EHS-CCP Center reverted to remote services during the MOY window due to facility renovations and maintenance.

Table 1: Percentage of EHS-CCP children scoring ON TARGET – E-LAP

E-LAP % of children ON TARGET									
E-LAP Domains	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	98	97	95	52	54	52	90	-	-
Fine Motor	94	93	92	55	45	49	83	-	-
Cognitive	94	91	88	47	45	40	74	-	-
Language	92	86	82	33	39	51	73	-	-
Self-Help	98	93	93	47	46	50	86	-	-
Personal/Social	96	95	100	46	49	57	71	-	-
% ON TARGET in all 6 domains	84	76	75	10	10	10	51	-	-



Student Outcome Data



Table 2: Percentage of EHS-CCP children scoring ON TARGET – LAP-3

LAP-3 % of children ON TARGET									
LAP-3 Domains	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	100	100	96	86	88	100	79	-	-
Fine Motor	90	94	87	84	87	93	76	-	-
Pre Writing	71	83	85	73	81	88	73	-	-
Cognitive	88	85	94	83	91	92	75	-	-
Language	86	87	87	71	76	78	71	-	-
Self-Help	90	96	95	74	81	92	78	-	-
Personal/Social	85	96	96	81	88	93	78	-	-
% ON TARGET in all 7 domains	60	72	76	49	61	72	50	-	-

EHS-CCP Data Analysis

The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is significantly higher than the previous year across all six domains; and the percentage who are ON TARGET in all six domains of the E-LAP is also higher compared to the previous year.

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2023-2024 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is below the previous year across all seven domains. In addition, the percentage who are ON TARGET in all seven domains of the LAP-3 is comparable to the previous year.

Fidelity to the assessment continues to be an area of concern for our EHS-CCP program. Technical assistance and coaching are being provided to all child care centers to support assessment administration and ensure the assessment tool is used to fidelity. Additional analyses of results are being conducted and will be reviewed with teachers and center staff to strengthen understanding of the assessment and student outcomes. Student outcome data will be used to guide coaching and plan individualized instruction and activities to meet children's needs.



Student Outcome Data



EHS Student Outcome Data

The tables below provide student outcome data for the E-LAP and LAP-3 Assessment for the 2021-2022 and 2022-2023 program year for the EHS-Stafford Program. *Table 3* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all six domains for the E-LAP assessment. *Table 4* shows the percentage of children that scored ON TARGET in each domain and the percentage of children that scored ON TARGET in all seven domains for the LAP-3 assessment.

Table 3: Percentage of EHS-Stafford children scoring ON TARGET – E-LAP

E-LAP % of children ON TARGET						
E-LAP Domains	2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	48	64	76	92		
Fine Motor	59	53	61	100		
Cognitive	48	45	49	73		
Language	33	36	46	62		
Self-Help	43	47	54	82		
Personal/Social	37	51	61	79		
% ON TARGET in all 6 domains	7	10	20	44		



Student Outcome Data



Table 4: *Percentage of EHS-Stafford children scoring ON TARGET – LAP-3*

LAP-3 % of children ON TARGET						
LAP-3 Domains	2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY
Gross Motor	91	94	100	92	-	-
Fine Motor	78	85	97	90	-	-
Pre Writing	66	82	86	73	-	-
Cognitive	66	84	95	79	-	-
Language	63	67	73	62	-	-
Self-Help	69	83	95	93	-	-
Personal/Social	69	83	89	79	-	-
% ON TARGET in all 7 domains	28	50	68	44	-	-

EHS-Stafford Data Analysis

The percentage of non-transitioning children, infants, and toddlers, who are ON TARGET in individual domains is higher than the previous year across all six domains; and the percentage who are ON TARGET in all six domains of the E-LAP is also significantly higher compared to the previous year.

All children assessed with the LAP-3 assessment are children who will transition to Pre-K programs in the 2023-2024 program year. The percentage of transitioning 3-year-olds who are ON TARGET in individual domains is showing increases in six domains.

Technical assistance and coaching are being provided to all the EHS center to support assessment administration and ensure the assessment tool is used to fidelity. Additional analyses of results are being conducted and will be reviewed with teachers to strengthen understanding of the assessment and student outcomes. Student outcome data will be used to guide coaching and plan individualized instruction and activities to meet children's needs.

Review of Head Start Beginning of the Year (BOY) Student Outcome Data





Student Outcome Data



The Office of Head Start requires programs to conduct standardized and structured assessments for each child that provide ongoing information to evaluate the 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 conducted with sufficient frequency to allow for individualization within the program year.

The City of San Antonio Department of Human Services (DHS) Head Start Program utilizes the CIRCLE Progress Monitoring System Pre-K (CIRCLE), a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time for children ages 3-5 years old. 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. The 15 areas are listed below in *Table 1*. Students are assessed three times during the program year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

Table 1: *CIRCLE Dimensions*

Assessment Areas		
Rapid Letter Naming (RLN)	Book & Print Knowledge	Speech Production & Sentence Skills
Rapid Vocabulary Naming	Story Retell & Comprehension	Motivation to Read
Phonological Awareness (PA)	Science	Early Writing
Mathematics (Math)	Social Studies	Approaches to Learning
Letter-Sound Correspondence	Social & Emotional Development	Physical Health & Development

Proficiency

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.

Student Outcome Results

The tables below provide student outcome data for CIRCLE for the 2022-2023 school year. The three tables show the percentage of children identified as *PROFICIENT* in each assessment area. *Table 2* provides data for all children enrolled in the program. *Table 3* provides data for non-transitioning three-year-olds. *Table 4* provides data for four-year-old children transitioning into kindergarten. The percentage of students identified as *OUT OF RANGE* are not included in percentage.



Student Outcome Data



Table 2: All Children enrolled in the program - Percentage identified as PROFICIENT

Program Total - Non-transitioning and Transitioning children									
Percentage of children PROFICIENT									
CIRCLE Assessment Areas	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	25%	41%	55%	32%	53%	68%	35%		
Rapid Vocabulary	32%	56%	67%	53%	68%	69%	48%		
PA	55%	56%	64%	60%	65%	70%	59%		
Math	70%	71%	88%	74%	77%	73%	69%		
Letter-Sound Correspondence	-	68%	76%	NA	81%	82%	NA		
Story Retell & Comp.	47%	71%	84%	51%	75%	83%	47%		
Book & Print Knowledge	6%	69%	69%	79%	77%	71%	74%		
Science	75%	79%	78%	83%	84%	79%	57%		
Social Studies	77%	73%	77%	85%	80%	77%	79%		
Social & Emotional Dev.	97%	89%	86%	98%	90%	85%	95%		
Early Writing	94%	81%	81%	93%	85%	85%	87%		
Approaches To Learning	89%	85%	85%	92%	88%	85%	88%		
Physical Health & Dev.	86%	84%	83%	88%	87%	85%	84%		
Speech Production & Sentence Skills	92%	87%	86%	89%	86%	85%	86%		
Motivation to Read	92%	86%	89%	93%	87%	90%	91%		

Table 3: Non-Transitioning three-year olds - Percentage identified as PROFICIENT

Non-Transitioning three year old children									
Percentage of children PROFICIENT									
CIRCLE Assessment Areas	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	15%	42%	58%	20%	53%	70%	20%		
Rapid Vocabulary	48%	72%	77%	60%	76%	77%	55%		
PA	47%	56%	64%	53%	65%	69%	56%		
Math	64%	68%	72%	69%	74%	71%	65%		
Letter-Sound Correspondence	-	100%	100%	NA	96%	100%	NA		
Story Retell & Comp.	38%	67%	82%	47%	74%	83%	42%		
Book & Print Knowledge	68%	70%	69%	77%	78%	71%	73%		
Science	73%	79%	76%	81%	81%	79%	74%		
Social Studies	70%	76%	75%	86%	78%	76%	80%		
Social & Emotional Dev.	95%	88%	88%	98%	89%	86%	95%		
Early Writing	90%	83%	83%	92%	87%	87%	89%		
Approaches To Learning	85%	81%	85%	90%	88%	84%	88%		
Physical Health & Dev.	81%	85%	86%	84%	87%	84%	89%		
Speech Production & Sentence Skills	93%	88%	85%	91%	86%	82%	89%		
Motivation to Read	93%	85%	90%	93%	90%	91%	92%		



Student Outcome Data



Table 4: Transitioning four-year olds - Percentage identified as *PROFICIENT*

Transitioning four year old children Percentage of children <i>PROFICIENT</i>									
CIRCLE Assessment Areas	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
RLN	29%	41%	53%	38%	53%	66%	43%		
Rapid Vocabulary	22%	46%	59%	49%	50%	61%	43%		
PA	60%	58%	63%	66%	65%	72%	66%		
Math	74%	73%	74%	79%	80%	76%	76%		
Letter-Sound Correspondence	-	60%	66%	NA	52%	72%	NA		
Story Retell & Comp.	53%	73%	85%	54%	76%	83%	53%		
Book & Print Knowledge	65%	68%	68%	81%	77%	71%	76%		
Science	76%	78%	80%	85%	86%	79%	80%		
Social Studies	80%	71%	78%	84%	81%	78%	81%		
Social & Emotional Dev.	98%	90%	84%	98%	91%	84%	97%		
Early Writing	95%	79%	80%	94%	83%	83%	92%		
Approaches To Learning	92%	88%	85%	93%	88%	86%	92%		
Physical Health & Dev.	89%	82%	81%	92%	87%	87%	90%		
Speech Production & Sentence Skills	91%	86%	86%	87%	86%	88%	87%		
Motivation to Read	91%	87%	88%	93%	88%	88%	91%		

Data Analysis

The DHS Head Start Program began using the CIRCLE Progress Monitoring System Pre-K during the 2020-2021 school year. The information provided below includes program outcomes BOY for the 2022-2023 program year.

At the Beginning of the Year (BOY), the percentage of children identified as *PROFICIENT* is lowest for Rapid Letter Naming (RLN) for non-transitioning three-year olds and transitioning four-year-olds and Rapid Letter Naming (RLN) and Rapid Vocabulary for transitioning four-year-olds. The percentage of children identified as *PROFICIENT* is highest for Social & Emotional Development for both non-transitioning three-year olds and transitioning four-year-olds. There is not an established BOY cut-point, or threshold, for Letter-Sound Correspondence for BOY. Additionally, fidelity to the assessment and assessment protocols to ensure all children receive an assessment are areas of focus for the program.

	Average N BOY	Average N MOY	Average N EOY		Average N BOY	Average N MOY	Average N EOY
	2020-2021				2021-2022		
	BOY	MOY	EOY		BOY	MOY	EOY
CARDENAS	163	179	175		211	216	210
LOMA PARK	53	59	52		107	108	102
STAFFORD	205	205	207		268	264	271
EISD	420	443	434		586	588	581
ARNOLD	24	22	21		70	67	61
BOWDEN	11	18	16		14	24	27
CARROLL ECEC	144	159	156		154	150	174
CARVAJAL	67	62	67		78	80	86
DE ZAVALA	31	24	20		71	51	70
FOSTER	48	49	39		57	53	54
GATES	-	-	-		-	-	-
GONZALES ECEC	8	9	92		20	18	19
GRAEBNER	29	24	23		39	29	35
HIRSCH	54	50	43		70	56	67
HUPPERTZ	34	39	46		36	32	34
J T BRACKENRIDGE	68	59	61		48	46	45
KELLY	-	-	-		-	-	-
KNOX ECEC	125	115	115		117	112	121
MADISON	50	50	51		43	47	49
MAVERICK	36	26	27		59	58	64
NEAL	44	40	41		74	74	78
NELSON ECEC	107	98	98		151	135	150
SARAH KING	51	44	60		72	66	65
SCHENCK	56	55	54		62	56	76
TYNAN ECEC	120	115	114		110	103	109
SAISD	1105	1058	1143		1345	1257	1394
CoSA	1525	1500	1577		1931	1845	1975

Average N BOY	Average N MOY	Average N EOY	Rapid Letter Naming (RLN)								
2022-2023			2020-2021			2021-2022			2022-2023		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
240			27%	40%	55%	33%	44%	69%	36%		
143			20%	41%	58%	30%	44%	65%	31%		
250			27%	43%	63%	28%	45%	68%	32%		
633			26%	42%	51%	31%	45%	68%	33%		
84			26%	56%	61%	40%	51%	76%	44%		
50			33%	44%	53%	42%	55%	58%	47%		
212			18%	27%	30%	28%	39%	56%	33%		
76			24%	42%	55%	23%	58%	64%	36%		
80			18%	45%	50%	33%	55%	73%	48%		
58			28%	59%	63%	28%	65%	83%	33%		
3			-	-	-	-	-	-	0%		
18			14%	57%	73%	40%	71%	83%	53%		
54			46%	64%	77%	47%	30%	84%	45%		
89			38%	60%	66%	29%	44%	60%	36%		
51			34%	51%	64%	40%	69%	80%	41%		
79			13%	39%	53%	26%	67%	65%	25%		
33			-	-	-	-	-	-	17%		
128			21%	38%	56%	38%	62%	77%	32%		
50			27%	55%	67%	38%	55%	70%	42%		
87			55%	83%	77%	33%	50%	82%	44%		
92			40%	52%	67%	35%	71%	87%	37%		
189			19%	29%	49%	34%	52%	56%	32%		
85			6%	17%	17%	19%	57%	66%	28%		
81			33%	48%	59%	33%	55%	63%	52%		
139			23%	31%	43%	32%	48%	54%	30%		
1738			25%	41%	45%	21%	56%	68%	36%		
2371			25%	41%	48%	32%	53%	68%	35%		

Rapid Vocabulary

2020-2021			2021-2022			2022-2023		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
25%	53%	70%	54%	72%	79%	48%		
27%	62%	66%	53%	72%	82%	54%		
31%	50%	69%	55%	71%	75%	58%		
28%	52%	68%	54%	72%	77%	53%		
58%	73%	86%	68%	74%	83%	71%		
45%	56%	73%	50%	52%	50%	52%		
37%	56%	55%	51%	64%	60%	40%		
22%	50%	67%	35%	53%	56%	28%		
27%	48%	50%	54%	66%	58%	41%		
35%	69%	62%	54%	74%	76%	53%		
-	-	-				0%		
25%	56%	84%	55%	94%	74%	67%		
59%	54%	57%	51%	60%	50%	50%		
34%	54%	71%	46%	69%	76%	46%		
21%	90%	77%	61%	85%	86%	46%		
24%	63%	63%	51%	79%	74%	55%		
-	-	-				31%		
32%	60%	75%	54%	60%	74%	34%		
29%	58%	68%	54%	62%	72%	27%		
61%	77%	83%	64%	83%	86%	70%		
53%	63%	64%	62%	67%	65%	47%		
33%	53%	70%	55%	68%	63%	50%		
15%	34%	38%	33%	61%	48%	47%		
34%	55%	53%	49%	51%	48%	44%		
32%	59%	64%	53%	67%	65%	38%		
34%	58%	67%	41%	66%	66%	46%		
32%	56%	33%	53%	68%	69%	48%		

Phonological Awareness (PA)								
2020-2021			2021-2022			2022-2023		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
58%	56%	71%	54%	64%	74%	47%		
67%	67%	77%	78%	70%	84%	77%		
45%	53%	66%	41%	50%	69%	50%		
53%	57%	67%	52%	58%	73%	55%		
92%	95%	81%	83%	94%	74%	58%		
45%	32%	67%	86%	69%	64%	84%		
56%	53%	57%	63%	68%	67%	61%		
53%	52%	64%	51%	49%	54%	55%		
67%	68%	52%	69%	74%	80%	72%		
33%	69%	79%	40%	74%	83%	29%		
-	-	-	-	-	-	0%		
13%	44%	80%	50%	81%	95%	89%		
86%	54%	65%	69%	0%	44%	71%		
57%	42%	60%	43%	49%	49%	64%		
59%	51%	57%	69%	74%	60%	54%		
28%	35%	32%	38%	73%	80%	41%		
-	-	-	-	-	-	26%		
60%	55%	68%	62%	61%	76%	65%		
22%	49%	53%	62%	67%	69%	12%		
75%	68%	70%	68%	65%	86%	80%		
89%	93%	79%	92%	90%	85%	88%		
61%	51%	61%	69%	70%	80%	63%		
50%	53%	38%	54%	74%	74%	76%		
83%	65%	73%	65%	48%	38%	59%		
46%	56%	55%	59%	72%	58%	48%		
56%	56%	61%	63%	69%	69%	61%		
55%	56%	63%	60%	77%	70%	59%		

MATH									Letter-Sound			
2020-2021			2021-2022			2022-2023			2020-2021			
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY
75%	71%	74%	74%	66%	87%	47%			-	71%	76%	-
64%	72%	73%	70%	72%	76%	77%			-	67%	81%	-
71%	70%	74%	69%	76%	80%	50%			-	76%	84%	-
71%	71%	72%	71%	74%	81%	70%			-	71%	79%	-
96%	86%	81%	85%	85%	72%	58%			-	83%	76%	-
64%	78%	81%	93%	92%	74%	84%			-	81%	62%	-
60%	56%	56%	70%	67%	57%	61%			-	41%	41%	-
71%	67%	81%	69%	85%	64%	55%			-	63%	82%	-
80%	78%	75%	89%	81%	72%	72%			-	65%	57%	-
71%	82%	90%	84%	91%	95%	29%			-	78%	84%	-
-	-	-	-	-	-	0%			-	-	-	-
50%	89%	89%	85%	100%	89%	89%			-	67%	96%	-
79%	92%	87%	90%	79%	79%	71%			-	83%	81%	-
75%	75%	68%	77%	69%	71%	64%			-	86%	91%	-
87%	74%	74%	72%	75%	74%	54%			-	63%	77%	-
54%	67%	67%	54%	79%	74%	41%			-	63%	66%	-
-	-	-	-	-	-	26%			-	-	-	-
69%	70%	70%	74%	75%	75%	65%			-	71%	77%	-
62%	76%	70%	74%	82%	72%	12%			-	69%	85%	-
86%	96%	89%	85%	87%	73%	80%			-	85%	88%	-
69%	73%	76%	74%	81%	75%	88%			-	93%	90%	-
63%	70%	75%	78%	82%	73%	63%			-	64%	76%	-
71%	60%	68%	76%	79%	75%	76%			-	52%	42%	-
88%	76%	71%	59%	56%	55%	59%			-	81%	82%	-
66%	70%	73%	76%	74%	60%	48%			-	60%	65%	-
69%	71%	73%	75%	78%	70%	68%			-	66%	71%	-
70%	71%	72%	74%	81%	73%	69%			-	68%	58%	-

und Correspondence

2021-2022 2022-2023

MOY	EOY	BOY	MOY	EOY
71%	83%	-		
74%	80%	-		
77%	84%	-		
75%	83%	-		
90%	85%	-		
78%	83%	-		
73%	66%	-		
89%	71%	-		
78%	86%	-		
80%	2%	-		
-	-	-		
100%	89%	-		
100%	100%	-		
69%	77%	-		
85%	90%	-		
88%	89%	-		
-	-	-		
80%	89%	-		
90%	85%	-		
88%	91%	-		
90%	88%	-		
79%	79%	-		
94%	84%	-		
88%	86%	-		
71%	64%	-		
84%	82%	-		
75%	82%	-		

Story Retell Comp

2020-2021 2021-2022 2022-2023

BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY
54%	63%	84%	59%	75%	86%	39%	
35%	63%	83%	51%	82%	88%	76%	
43%	61%	79%	45%	64%	78%	48%	
46%	63%	80%	51%	71%	82%	51%	
75%	82%	100%	64%	83%	86%	59%	
55%	78%	100%	93%	52%	82%	90%	
44%	79%	86%	41%	78%	93%	41%	
50%	78%	87%	44%	77%	80%	55%	
47%	62%	65%	58%	81%	83%	47%	
47%	71%	82%	63%	81%	89%	54%	
-	-	-	-	-	-	0%	
63%	78%	90%	85%	83%	95%	61%	
48%	79%	78%	45%	59%	58%	63%	
63%	75%	94%	67%	84%	85%	57%	
50%	77%	85%	44%	59%	86%	57%	
29%	60%	76%	49%	87%	87%	48%	
-	-	-	-	-	-	34%	
52%	73%	81%	47%	71%	79%	29%	
39%	78%	94%	47%	74%	94%	17%	
58%	76%	88%	46%	74%	80%	54%	
38%	83%	93%	46%	73%	86%	41%	
44%	74%	85%	55%	79%	88%	41%	
63%	67%	74%	38%	79%	91%	55%	
42%	82%	78%	40%	54%	56%	33%	
45%	65%	84%	47%	73%	83%	42%	
48%	74%	84%	51%	77%	84%	46%	
47%	71%	83%	51%	77%	83%	47%	

	Book Print								
	2020-2021			2021-2022			2022-2023		
EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	78%	64%	75%	76%	77%	76%	60%		
	71%	65%	81%	85%	80%	76%	79%		
	64%	67%	65%	70%	74%	70%	74%		
	70%	66%	69%	75%	77%	73%	70%		
	92%	82%	76%	96%	86%	83%	89%		
	55%	72%	73%	93%	60%	54%	70%		
	76%	74%	73%	91%	86%	75%	81%		
	51%	60%	65%	60%	63%	55%	73%		
	68%	52%	50%	77%	79%	68%	84%		
	55%	73%	74%	84%	85%	80%	88%		
	-	-	-	-	-	-	0%		
	50%	56%	73%	75%	83%	63%	83%		
	76%	67%	65%	75%	62%	61%	85%		
	46%	72%	71%	71%	49%	57%	74%		
	89%	79%	80%	75%	84%	91%	96%		
	39%	62%	53%	88%	89%	80%	59%		
	-	-	-	-	-	-	66%		
	70%	64%	68%	72%	63%	57%	61%		
	56%	80%	58%	72%	81%	84%	80%		
	53%	76%	48%	86%	84%	83%	83%		
	82%	88%	69%	85%	86%	87%	68%		
	55%	64%	74%	80%	80%	78%	77%		
	57%	58%	48%	82%	84%	76%	78%		
	88%	83%	64%	71%	69%	40%	70%		
	64%	73%	74%	82%	77%	61%	70%		
	64%	70%	68%	80%	78%	70%	75%		
	66%	69%	68%	79%	84%	71%	74%		

Science								
2020-2021			2021-2022			2022-2023		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
81%	78%	81%	83%	87%	83%	18%		
72%	72%	74%	87%	88%	87%	10%		
73%	75%	81%	77%	83%	81%	23%		
76%	76%	79%	91%	85%	83%	19%		
92%	86%	86%	87%	81%	79%	58%		
80%	78%	75%	93%	76%	75%	80%		
74%	74%	64%	81%	77%	80%	71%		
82%	79%	89%	81%	84%	82%	76%		
67%	81%	70%	89%	85%	80%	80%		
76%	88%	95%	89%	81%	80%	78%		
-	-	-	-	-	-	0%		
75%	89%	89%	90%	89%	84%	78%		
90%	92%	78%	93%	65%	67%	87%		
89%	80%	78%	80%	76%	75%	78%		
92%	67%	77%	83%	78%	71%	90%		
63%	82%	63%	73%	80%	80%	67%		
-	-	-	-	-	-	74%		
68%	84%	82%	88%	74%	84%	67%		
67%	82%	75%	88%	92%	78%	63%		
81%	93%	96%	85%	93%	88%	85%		
82%	73%	83%	82%	85%	70%	74%		
75%	83%	91%	91%	95%	89%	81%		
61%	76%	48%	85%	86%	75%	78%		
83%	89%	80%	86%	86%	63%	78%		
68%	74%	72%	78%	75%	64%	58%		
75%	80%	77%	84%	83%	78%	73%		
75%	79%	78%	83%	80%	79%	57%		

S			
2020-2021			
BOY	MOY	EOY	BOY
75%	69%	81%	84%
72%	65%	72%	92%
75%	74%	82%	79%
75%	72%	79%	93%
88%	82%	76%	93%
80%	63%	94%	93%
79%	69%	64%	84%
78%	68%	91%	78%
70%	75%	65%	83%
94%	84%	87%	88%
-	-	-	-
100%	44%	85%	85%
76%	71%	83%	90%
89%	92%	78%	83%
97%	69%	68%	92%
63%	63%	66%	79%
-	-	-	-
73%	73%	79%	85%
69%	73%	83%	85%
94%	93%	96%	90%
89%	68%	81%	82%
76%	82%	82%	92%
61%	64%	48%	87%
84%	78%	73%	87%
77%	74%	73%	86%
78%	74%	75%	86%
77%	73%	76%	85%

Social Studies					Social-Emotional							
2021-2022		2022-2023			2020-2021			2021-2022			2022-2023	
MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY
80%	77%	73%			89%	87%	84%	99%	89%	84%	95%	
80%	76%	78%			100%	88%	62%	96%	83%	83%	99%	
76%	80%	82%			98%	84%	85%	97%	94%	90%	98%	
78%	78%	78%			95%	86%	81%	98%	90%	86%	97%	
74%	73%	89%			92%	100%	81%	97%	92%	86%	100%	
80%	75%	87%			100%	100%	89%	100%	88%	89%	94%	
84%	76%	77%			99%	98%	87%	99%	92%	84%	94%	
84%	80%	77%			97%	90%	92%	99%	91%	78%	96%	
87%	76%	84%			100%	92%	80%	100%	91%	83%	90%	
87%	81%	85%			98%	92%	100%	100%	98%	95%	95%	
-	-	0%			-	-	-	-	-	-	0%	
83%	63%	89%			100%	89%	98%	95%	94%	79%	100%	
69%	69%	91%			100%	92%	78%	100%	91%	83%	98%	
67%	79%	82%			100%	92%	89%	99%	89%	88%	98%	
53%	57%	82%			100%	92%	92%	89%	85%	89%	100%	
72%	74%	68%			88%	73%	73%	94%	85%	87%	95%	
-	-	86%			-	-	-	-	-	-	100%	
72%	77%	73%			98%	85%	86%	97%	83%	86%	96%	
80%	71%	72%			100%	96%	88%	97%	88%	88%	96%	
92%	88%	90%			94%	93%	81%	100%	94%	94%	92%	
76%	71%	74%			100%	88%	88%	99%	85%	73%	79%	
88%	89%	85%			95%	95%	92%	97%	85%	87%	95%	
83%	82%	82%			100%	96%	81%	100%	93%	81%	94%	
79%	62%	84%			100%	98%	4%	98%	88%	86%	96%	
81%	75%	63%			99%	79%	78%	98%	91%	83%	98%	
81%	77%	79%			98%	91%	87%	98%	90%	85%	95%	
80%	77%	79%			97%	89%	85%	98%	90%	85%	95%	

	Early Writing								
	2020-2021			2021-2022			2022-2023		
EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	91%	77%	81%	95%	85%	91%	86%		
	92%	80%	81%	98%	85%	86%	99%		
	94%	81%	84%	92%	87%	88%	86%		
	93%	79%	80%	94%	86%	89%	89%		
	13%	86%	86%	94%	89%	87%	99%		
	17%	89%	100%	100%	68%	79%	87%		
	94%	85%	78%	94%	86%	85%	83%		
	93%	84%	89%	97%	86%	81%	89%		
	94%	92%	75%	99%	90%	79%	87%		
	91%	84%	97%	98%	98%	93%	93%		
	-	-	-	-	-	-	0%		
	100%	89%	88%	89%	72%	84%	100%		
	100%	88%	78%	94%	94%	89%	96%		
	95%	92%	67%	91%	89%	79%	94%		
	100%	72%	73%	88%	82%	94%	100%		
	89%	63%	60%	89%	87%	80%	65%		
	-	-	-	-	-	-	0%		
	93%	78%	81%	94%	83%	91%	86%		
	82%	76%	58%	94%	63%	76%	80%		
	97%	93%	78%	91%	73%	91%	94%		
	98%	93%	86%	96%	81%	75%	92%		
	91%	83%	87%	94%	83%	87%	92%		
	98%	84%	86%	96%	93%	93%	91%		
	100%	84%	84%	79%	73%	66%	84%		
	94%	74%	79%	86%	81%	79%	85%		
	94%	82%	81%	87%	84%	84%	87%		
	94%	81%	81%	93%	85%	85%	87%		

Approaches To Learning								
2020-2021			2021-2022			2022-2023		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
83%	77%	83%	90%	88%	84%	87%		
93%	85%	70%	90%	85%	84%	94%		
95%	79%	87%	91%	91%	88%	92%		
90%	80%	83%	90%	89%	86%	90%		
92%	91%	81%	94%	92%	93%	98%		
91%	100%	95%	100%	84%	86%	81%		
88%	96%	89%	96%	94%	91%	87%		
87%	84%	86%	90%	83%	76%	90%		
94%	88%	85%	97%	89%	82%	84%		
94%	92%	100%	98%	98%	95%	88%		
-	-	-	-	-	-	0%		
88%	100%	91%	95%	89%	79%	100%		
97%	96%	83%	89%	89%	83%	95%		
98%	96%	89%	90%	91%	91%	91%		
100%	92%	85%	94%	85%	86%	100%		
67%	64%	67%	85%	81%	76%	70%		
-	-	-	-	-	-	0%		
87%	82%	81%	85%	79%	88%	77%		
92%	96%	85%	85%	88%	80%	91%		
94%	85%	70%	97%	91%	88%	89%		
93%	70%	90%	88%	80%	67%	95%		
86%	94%	92%	91%	83%	89%	91%		
98%	84%	81%	96%	90%	79%	86%		
96%	96%	93%	89%	91%	82%	95%		
82%	76%	76%	89%	57%	80%	90%		
89%	87%	85%	92%	88%	85%	86%		
89%	85%	84%	92%	88%	85%	88%		

Physical Education			
2020-2021			
BOY	MOY	EOY	BOY
84%	79%	79%	80%
93%	92%	72%	92%
89%	84%	79%	82%
88%	83%	79%	83%
92%	91%	81%	93%
92%	58%	95%	100%
92%	96%	91%	98%
87%	80%	85%	90%
91%	35%	70%	99%
92%	98%	100%	98%
-	-	-	-
100%	78%	95%	70%
100%	60%	74%	100%
98%	83%	88%	91%
100%	97%	94%	64%
68%	85%	67%	79%
-	-	-	-
83%	76%	79%	78%
81%	82%	83%	78%
86%	81%	74%	100%
89%	83%	86%	89%
85%	89%	90%	91%
90%	89%	80%	97%
84%	98%	96%	84%
65%	75%	71%	85%
85%	84%	84%	90%
86%	84%	83%	88%

Physical Dev Health

2021-2022		2022-2023		
MOY	EOY	BOY	MOY	EOY
81%	88%	85%		
77%	88%	91%		
87%	82%	85%		
83%	85%	86%		
87%	7%	100%		
96%	93%	87%		
94%	94%	84%		
84%	75%	83%		
79%	80%	83%		
98%	95%	95%		
-	-	0%		
78%	74%	72%		
97%	64%	98%		
96%	87%	97%		
88%	94%	98%		
87%	74%	56%		
-	-	0%		
74%	83%	70%		
88%	92%	91%		
97%	95%	86%		
82%	71%	81%		
89%	90%	86%		
91%	94%	75%		
97%	92%	94%		
84%	80%	77%		
89%	86%	82%		
87%	85%	84%		

Language Communication

2020-2021			2021-2022			2022-2023	
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY
94%	83%	82%	90%	83%	82%	83%	
98%	95%	87%	93%	84%	88%	94%	
90%	84%	81%	83%	86%	88%	85%	
93%	86%	80%	88%	85%	86%	86%	
8%	91%	90%	90%	73%	7%	95%	
82%	95%	95%	77%	76%	75%	88%	
93%	89%	89%	95%	80%	89%	89%	
95%	87%	84%	87%	72%	80%	83%	
97%	100%	90%	94%	95%	86%	85%	
94%	86%	97%	95%	93%	93%	95%	
-	-	-	-	-	-	0%	
100%	78%	94%	88%	89%	89%	94%	
86%	88%	83%	91%	38%	83%	94%	
100%	96%	89%	91%	93%	90%	92%	
83%	79%	81%	82%	82%	86%	98%	
82%	73%	73%	89%	85%	83%	84%	
-	-	-	-	-	-	75%	
89%	85%	88%	87%	74%	85%	80%	
91%	88%	77%	87%	92%	82%	89%	
94%	93%	96%	84%	83%	88%	70%	
98%	83%	83%	85%	80%	70%	95%	
91%	91%	89%	88%	86%	87%	89%	
90%	96%	90%	92%	87%	81%	86%	
96%	98%	96%	90%	84%	84%	86%	
84%	81%	82%	91%	85%	88%	77%	
91%	87%	87%	86%	87%	85%	86%	
92%	87%	85%	89%	86%	85%	86%	

	Motivation to Read								
	2020-2021			2021-2022			2022-2023		
EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	90%	80%	90%	96%	82%	96%	88%		
	90%	83%	74%	91%	77%	90%	97%		
	96%	83%	90%	89%	89%	93%	90%		
	93%	81%	85%	92%	85%	94%	91%		
	4%	91%	86%	94%	77%	86%	98%		
	92%	84%	89%	93%	80%	68%	88%		
	96%	91%	88%	92%	76%	88%	86%		
	90%	87%	88%	91%	72%	73%	91%		
	100%	96%	95%	97%	95%	90%	88%		
	93%	98%	100%	98%	93%	96%	90%		
	-	-	-	-	-	-	0%		
	88%	78%	94%	95%	83%	84%	100%		
	96%	100%	96%	68%	41%	89%	91%		
	96%	98%	100%	94%	89%	97%	96%		
	92%	59%	71%	85%	74%	86%	100%		
	75%	81%	82%	93%	87%	89%	89%		
	-	-	-	-	-	-	100%		
	89%	85%	91%	97%	84%	96%	84%		
	91%	84%	79%	97%	71%	80%	96%		
	86%	96%	89%	93%	88%	94%	96%		
	89%	90%	100%	100%	85%	76%	96%		
	91%	88%	91%	90%	92%	89%	93%		
	96%	93%	50%	96%	89%	88%	87%		
	93%	91%	96%	95%	95%	86%	91%		
	90%	86%	89%	94%	70%	93%	91%		
	91%	88%	90%	90%	89%	88%	91%		
	92%	86%	88%	93%	87%	90%	91%		

Review of Head Start, EHS and EHS-CCP Fiscal Report



HEAD START

Head Start Fiscal Reports GY 22-23 as of December 31, 2022

BUDGET BY CATEGORY

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Variance	Var %
PERSONNEL	\$4,302,156	\$3,694,824	\$3,672,475	\$22,349	0.6%
FRINGE	\$1,754,069	\$1,536,218	\$1,534,392	\$1,826	0.1%
TRAVEL	\$26,830	\$19,070	\$15,051	\$4,019	21.1%
SUPPLIES	\$411,842	\$65,582	\$65,422	\$160	0.2%
EQUIPMENT	\$0	\$0	\$0	\$0	0.0%
CONTRACTUAL	\$18,951,239	\$14,599,888	\$12,633,542	\$1,966,346	13.5%
COSA	\$347,451	\$406,461	\$121,163	\$285,297	70.2%
Edgewood	\$4,696,108	\$3,582,317	\$3,336,621	\$245,696	6.9%
San Antonio ISD	\$13,556,460	\$10,339,387	\$8,952,308	\$1,387,079	13.4%
SAMH/UIW	\$351,220	\$271,723	\$223,449	\$48,274	17.8%
FACILITIES/CONSTRUCTION	\$0	\$0	\$0	\$0	0.0%
OTHER	\$622,217	\$408,972	\$430,968	(\$21,996)	-5.4%
TOTAL FEDERAL BUDGET	\$26,068,353	\$20,324,554	\$18,351,850	\$1,972,704	9.7%
Non Federal/In Kind	\$6,334,940	\$ 5,262,493.17	\$3,975,646	\$1,286,847	24.5%
TOTAL BUDGET*	\$32,403,293	\$25,587,047	\$22,327,496	\$3,259,551	12.7%

Variance Explanations:

Personnel Salaries	
Fringe Benefits	
Travel	\$4K Travel pending
Supplies	
Contractual	
- COSA	\$285K Pending TXAEC, Travis Wright, ESD and Translation Services invoices. Less expenses than originally budgeted.
- SAISD/EISD	\$245K EISD 45 days to process invoice, pending Nov. invoice; \$1.3m SAISD, 45 days to process invoice, Nov. Invoice for \$1.1m processed in January; as of this report, actual less than budgeted, but both ISD anticipate spending all funds
- SAMH/UIW	\$48K Less expensed than expected for UIW;
Other	
Non Federal/In Kind	\$1.2m InKind JE's for SAISD Oct-Nov (\$800K) posted in Jan; InKind JE for EISD Sep-Oct (\$230K) will post in Jan.

TRACKED COSTS	TOTAL BUDGET	YTD ALLOWED	YTD ACTUAL		
Administrative Cost	\$4,860,494	\$3,349,124	\$1,755,237		
(may not exceed 15% of Actual Expenditure)					
TRACKED COSTS	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	VARIANCE	%
Training and Technical Assistance**	\$277,322	\$206,298	\$182,058	\$24,240	11.8%
**Earmarked Costs - \$11,193 T&TA allocated to Edgewood ISD and \$32,311 T&TA allocated to San Antonio ISD.					

Head Start GY 2022-2023

GRANT SUMMARY		TOTAL BUDGET	YEAR TO DATE			
			Budget	Actual	Variance \$	Variance %
Description	GL	\$	\$	\$	\$	
Regular Salaries	5101010	\$ 4,302,156	\$ 3,689,993	\$ 3,664,180	\$ 25,813	0.70%
Overtime Salaries	5101020	\$ 2,209.88	\$ 2,209.88	\$ 2,208.02	\$ 1.86	0.08%
Personnel Services		\$ 4,302,156	\$ 3,694,824	\$ 3,672,475	\$ 22,349	0.60%
Language Skill Pay	5101050	\$ 33,000	\$ 18,700	\$ 19,050	\$ (350)	-1.87%
FICA & Medicare Exp	5103005	\$ 324,268	\$ 282,630	\$ 283,554	\$ (924)	-0.33%
Life Insurance	5103010	\$ 4,120	\$ 2,950	\$ 2,637	\$ 313	10.60%
Pers Leave Buy Back	5103035	\$ 70,241	\$ 95,230	\$ 71,222	\$ 24,008	25.21%
Transportation Allow	5103056	\$ 3,900	\$ 3,770	\$ 3,050	\$ 720	19.10%
Cell Phone Reimburse	5103105	\$ 1,200	\$ 700	\$ 700	\$ -	0.00%
Retirement Exp	5105010	\$ 523,598	\$ 464,345	\$ 478,411	\$ (14,066)	-3.03%
Civiln Actv Healthcr	5170040	\$ 793,742	\$ 667,893	\$ 675,768	\$ (7,875)	-1.18%
Fringe Benefits		\$ 1,754,069	\$ 1,536,218	\$ 1,534,392	\$ 1,826	0.12%
Travel-Official	5207010	\$ 26,830	\$ 19,070	\$ 15,051	\$ 4,019	21.07%
Travel-Official		\$ 26,830	\$ 19,070	\$ 15,051	\$ 4,019	21.07%
Fees to Prof Contr.	5201040	\$ 139,289	\$ 47,829	\$ 26,603	\$ 21,227	44.38%
Contractual Services	5202020	\$ 285,642	\$ 401,176	\$ 111,605	\$ 289,571	72.18%
Contractual - Subrecipients	5202040	\$ 18,252,568	\$ 13,921,704	\$ 12,288,930	\$ 1,632,775	11.73%
EISD	5202020	\$ 4,696,108	\$ 3,582,317	\$ 3,336,621	\$ 245,696	6.86%
SAISD	5202020	\$ 13,556,460	\$ 10,339,387	\$ 8,952,308	\$ 1,387,079	13.42%
UIW	5202020	\$ 77,480	\$ 42,545	\$ 17,045	\$ 25,500	59.94%
SAMH	6102100	\$ 273,740	\$ 229,178	\$ 206,404	\$ 22,774	9.94%
Direct	5202020	\$ 119,114	\$ 273,859	\$ 29,754	\$ 244,105	89.14%
TTA	5202020	\$ 89,048	\$ 84,753	\$ 64,788	\$ 19,966	23.56%
Contractual		\$ 18,951,239	\$ 14,599,888	\$ 12,633,542	\$ 1,966,346	13.47%
Office Supplies	5302010	\$ 52,916	\$ 40,551	\$ 30,530	\$ 10,022	24.71%
Other Commodities	5304080	\$ 277,725	\$ 13,025	\$ 23,883	\$ (10,858)	-83.36%
Cap<5000 - Comp Equ.	5501000	\$ 16,961	\$ 300	\$ -	\$ 300	100.00%
Cap<5000 - M&E Other	5501055	\$ 26,740	\$ 11,087	\$ 10,331	\$ 756	6.82%
Cap<5000 - Furn &Fix	5501065	\$ 37,500	\$ 619	\$ 679	\$ (60)	-9.70%
Supplies		\$ 411,842	\$ 65,582	\$ 65,422	\$ 160	0.24%
Education - Classes	5201025	\$ 79,825	\$ 88,442	\$ 97,178	\$ (8,735)	-9.88%
Adv and Publications	5203040	\$ 7,000	\$ 2,800	\$ 2,827	\$ (27)	-0.97%
Binding & Printing	5203060	\$ 80,000	\$ 67,658	\$ 81,691	\$ (14,033)	-20.74%
Subs to Publications	5203070	\$ 1,000	\$ 964	\$ 964	\$ -	0.00%
Transportation Fees	5203090	\$ 9,000	\$ 8,401	\$ 8,270	\$ 131	1.56%
Maint & Rep - Cmrcl	5204020	\$ 1,000	\$ 123	\$ 206	\$ (82)	-66.80%
Maint - Buildings	5204050	\$ 150,001	\$ 10,274	\$ 6,203	\$ 4,072	39.63%
Cleaning Services	5204060	\$ 68,260	\$ 65,215	\$ 62,471	\$ 2,743	4.21%
Rental of Equipment	5204070	\$ 1,333	\$ -	\$ -	\$ -	0.00%
Maint.- Repair Auto	5204090	\$ 3,000	\$ 1,254	\$ 1,315	\$ (61)	-4.85%
Mail and Parcel Post	5205010	\$ 2,500	\$ 508	\$ 392	\$ 116	22.87%
Rental Office Equip.	5205020	\$ 9,027	\$ 10,479	\$ 11,320	\$ (841)	-8.02%
Alarm and Sec. Serv.	5208530	\$ 33,650	\$ 24,277	\$ 32,671	\$ (8,394)	-34.58%
M&R Parts Automotive	5301020	\$ 2,000	\$ 1,229	\$ 389	\$ 840	68.34%
Food	5304010	\$ 15,000	\$ 16,989	\$ 14,345	\$ 2,644	15.56%
Cell Phone Services	5403040	\$ 32,000	\$ 24,348	\$ 24,412	\$ (64)	-0.26%
Wireless Data Comm.	5403510	\$ 14,800	\$ 11,514	\$ 7,975	\$ 3,538	30.73%
Motor Fuel and Lub.	5403545	\$ 1,000	\$ 1,545	\$ 1,426	\$ 119	7.69%
Gas and Electricity	5404530	\$ 34,156	\$ 29,201	\$ 25,234	\$ 3,967	13.59%
Water and Sewer	5404540	\$ 3,214	\$ 2,535	\$ 2,316	\$ 219	8.62%
DW Other	5407032	\$ 2,433	\$ 2,097	\$ 1,671	\$ 426	20.30%
Subs - Comp. Serv	5203080	\$ 59,458	\$ 37,393	\$ 44,342	\$ (6,949)	-18.58%
Relocation Expenses	5407060	\$ 12,500	\$ -	\$ -	\$ -	0.00%
Cap<5000 - M&E Auto	5501050	\$ 260	\$ 30	\$ -	\$ 30	100.00%
Other		\$ 622,217	\$ 408,972	\$ 430,968	\$ (21,996)	-5.38%
In Kind Salaries	6501010	\$ 81,895	\$ 20,400	\$ -	\$ 20,400	100.00%
In Kind Social Security	6503005	\$ 6,265	\$ 1,560	\$ -	\$ 1,560	100.00%
In Kind Life Insurance	6503010	\$ 82	\$ 18	\$ -	\$ 18	100.00%
In Kind - Flex Benefit	6504030	\$ 8,100	\$ 2,025	\$ -	\$ 2,025	100.00%
In Kind TMRS	6505010	\$ 10,114	\$ 2,526	\$ -	\$ 2,526	100.00%
In Kind Other Contrc	6602025	\$ 6,228,484	\$ 5,235,964	\$ 3,975,646	\$ 1,260,318	24.07%
In Kind		\$ 6,334,940	\$ 5,262,493	\$ 3,975,646	\$ 1,286,847	24.45%
Total		\$ 32,403,293	\$ 25,587,047	\$ 22,327,496	\$ 3,259,551	12.74%

Procurement Card Transaction Log

For the Period Ending: December 31, 2022

Date	IO	GL	Vendor	Purpose	Amount
11/16/2022	138000003193	5201025	NCTE	NCTE conference registration for HS staff member.	\$353.00
12/16/2022	138000003193	5201040	FBI.gov	Fingerprint background check for HS FSW	\$36.00
12/31/2022	138000003195	5207010	Hilton	NHSA conference hotel reservation for Head Start staff	\$2,161.26
Monthly Total:					\$2,550.26

IO	GL	Account Name	Amount
138000003193	5302010	Office Supplies	\$412.93
138000003195	5201025	Education - Classes	\$655.00
138000003195	5304080	Other Commodities	\$280.00
138000003193	5201040	Fees to Prof Contr.	\$363.00
Year to Date Total:			\$4,261.19

Edgewood Independent School District GY22-23	Federal Totals			Non-Federal Totals		
Description	BUDGET	YTD EXPENSES	BALANCE	Total w/ Revisions	YTD Expenses	YTD Balance
Personnel Salaries & Wages	\$ 3,685,406.00	\$ 2,734,962.86	\$ 950,443.14	\$ 1,300,992.00	\$ 696,739.66	\$ 604,252.34
FICA	\$ 53,402.00	\$ 35,277.68	\$ 18,124.32	\$ 18,864.00	\$ 9,170.23	\$ 9,693.77
Health Insurance	\$ 375,928.00	\$ 196,155.91	\$ 179,772.09	\$ 92,664.00	\$ 46,322.80	\$ 46,341.20
Retirement	\$ 405,142.00	\$ 245,029.09	\$ 160,112.91	\$ 144,685.00	\$ 23,086.14	\$ 121,598.86
Worker's Compensation	\$ 60,890.00	\$ 47,325.29	\$ 13,564.71	\$ 14,441.00	\$ 6,357.14	\$ 8,083.86
Official Travel (out of town)	\$ 2,000.00	\$ 4,280.04	\$ (2,280.04)	\$ -	\$ -	\$ -
Classroom Supplies	\$ 14,563.00	\$ 12,153.98	\$ 2,409.02	\$ -	\$ -	\$ -
Office Supplies	\$ 2,000.00	\$ 1,098.30	\$ 901.70	\$ -	\$ -	\$ -
Medical and Dental Supplies	\$ 3,050.00	\$ 2,277.75	\$ 772.25	\$ -	\$ -	\$ -
Janitorial Supplies	\$ 1,300.00	\$ 1,229.68	\$ 70.32	\$ -	\$ -	\$ -
Cap <5000 - Computers	\$ 3,550.00	\$ 2,168.97	\$ 1,381.03	\$ -	\$ -	\$ -
Cap <5000 - Furniture & Fixtures Comp tables	\$ 10,000.00	\$ 3,023.85	\$ 6,976.15	\$ -	\$ -	\$ -
Training Supplies (T & TA)	\$ 200.00	\$ -	\$ 200.00	\$ -	\$ -	\$ -
CPR Training (T&TA)	\$ 6,724.00	\$ 4,500.00	\$ 2,224.00	\$ -	\$ -	\$ -
CDA Renewal, Class Training (T&TA)	\$ 2,500.00	\$ 1,164.91	\$ 1,335.09	\$ -	\$ -	\$ -
Food (Refreshments-water/cofee for meetings)	\$ 650.00	\$ 869.29	\$ (219.29)	\$ -	\$ -	\$ -
Advertising and Publications	\$ 1,950.00	\$ 875.45	\$ 1,074.55	\$ -	\$ -	\$ -
Binding Printing and Reproduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Fees-Staff Mileage	\$ 300.00	\$ 288.09	\$ 11.91	\$ -	\$ -	\$ -
Mail and Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food for children (NOT reimbursed by USDA)	\$ 33,875.00	\$ 15,374.94	\$ 18,500.06	\$ -	\$ -	\$ -
Gas and Electricity	\$ 25,000.00	\$ 25,000.27	\$ (0.27)	\$ -	\$ -	\$ -
Water and Sewer	\$ 3,565.00	\$ 3,565.00	\$ -	\$ -	\$ -	\$ -
Conference and Training (T & TA)	\$ 3,293.00	\$ -	\$ 3,293.00	\$ -	\$ -	\$ -
Total:	\$ 4,696,108.00	\$ 3,336,621.35	\$ 1,356,193.65	\$ 1,571,646.00	\$ 781,675.97	\$ 789,970.03

San Antonio Independent School District GY22-23	Federal Totals			Non-Federal Totals		
Description	BUDGET	YTD EXPENSES	BALANCE	Total w/ Revisions	YTD Expenses	YTD Balance
One Time Stipend	\$ 191,000.00	\$ -	\$ 191,000.00	\$ -	\$ -	\$ -
Personnel Salaries & Wages	\$ 8,947,708.00	\$ 6,617,640.52	\$ 2,330,067.48	\$ 3,898,976.00	\$ 3,036,949.64	\$ 862,026.36
FICA	\$ 715,211.53	\$ 485,416.88	\$ 229,794.65	\$ 292,117.34	\$ 221,273.03	\$ 70,844.31
Health Insurance	\$ 1,084,826.79	\$ 816,562.05	\$ 268,264.74	\$ 653,823.11	\$ 418,038.35	\$ 235,784.76
Retirement	\$ 874,479.44	\$ 709,674.54	\$ 164,804.90	\$ 35,292.23	\$ 72,526.56	\$ (37,234.33)
Worker's Compensation	\$ 128,874.00	\$ 51,080.60	\$ 77,793.40	\$ 41,545.56	\$ 23,179.87	\$ 18,365.69
1.Equipment >\$5,000 per unit cost, enter specific data	\$ 40,950.00	\$ -	\$ 40,950.00	\$ -	\$ -	\$ -
2.Equipment >\$5,000 per unit cost, enter specific data	\$ -	\$ 40,333.02	\$ (40,333.02)	\$ -	\$ -	\$ -
Classroom Supplies	\$ 248,002.00	\$ 10,316.03	\$ 237,685.97	\$ -	\$ -	\$ -
Office Supplies	\$ 40,679.00	\$ 10,278.11	\$ 30,400.89	\$ -	\$ -	\$ -
Medical and Dental Supplies	\$ 70,000.00	\$ 26,818.00	\$ 43,182.00	\$ -	\$ -	\$ -
AED Devices, case and inspection for ECF	\$ 26,818.00	\$ 3,509.57	\$ 23,308.43	\$ -	\$ -	\$ -
Janitorial Supplies	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ -
Cap <5000 - Computers	\$ 36,500.00	\$ -	\$ 36,500.00	\$ -	\$ -	\$ -
Contractual - First Aid Kits	\$ 11,126.00	\$ 3,509.14	\$ 7,616.86	\$ -	\$ -	\$ -
Cap <5000 - Furniture & Fixtures	\$ 85,000.00	\$ 9,525.00	\$ 75,475.00	\$ -	\$ -	\$ -
Training & Technical Assistance (T & TA)	\$ 32,321.00	\$ 167,644.77	\$ (135,323.77)	\$ -	\$ -	\$ -
Consulting Services -CIS	\$ 300,000.00	\$ -	\$ 300,000.00	\$ -	\$ -	\$ -
Professional Services Architect	\$ 8,400.00	\$ -	\$ 8,400.00	\$ -	\$ -	\$ -
Lead Testing & Inspection	\$ 62,006.00	\$ -	\$ 62,006.00	\$ -	\$ -	\$ -
Maintenance - Buildings & Improvement (Enhanced Safe	\$ 25,822.00	\$ -	\$ 25,822.00	\$ -	\$ -	\$ -
Transportation	\$ 220,371.00	\$ -	\$ 220,371.00	\$ -	\$ -	\$ -
CDA License Renewal & First Aid Training	\$ 2,586.00	\$ -	\$ 2,586.00	\$ -	\$ -	\$ -
Utilities	\$ 388,780.00	\$ -	\$ 388,780.00	\$ -	\$ -	\$ -
Total:	\$ 13,365,460.76	\$ 8,952,308.23	\$ 4,413,152.53	\$ 4,921,754.24	\$ 3,771,967.45	\$ 1,149,786.79

EARLY HEAD START

Early Head Start Fiscal Reports GY 22-23 as of December 31, 2022

BUDGET BY CATEGORY

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Variance	Var %
PERSONNEL	\$ 383,621	\$ 359,326	\$ 363,558	\$ (4,231)	-1.2%
FRINGE	\$ 137,003	\$ 127,206	\$ 131,873	\$ (4,667)	-3.7%
TRAVEL	\$ 7,000	\$ -	\$ -	\$ -	0.0%
SUPPLIES	\$ 18,676	\$ 3,433	\$ 3,785	\$ (351)	-10.2%
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	0.0%
CONTRACTUAL	\$ 1,615,372	\$ 969,893	\$ 837,788	\$ 132,105	13.6%
COSA	\$ 32,483	\$ 17,384	\$ 17,572	\$ (189)	-1.1%
Edgewood	\$ 1,582,889	\$ 952,510	\$ 820,216	\$ 132,294	13.9%
SAMH/UIW	\$ -	\$ -	\$ -	\$ -	0.0%
FACILITIES/CONSTRUCTION	\$ -	\$ -	\$ -	\$ -	0.0%
OTHER	\$ 39,508	\$ 25,056	\$ 30,512	\$ (5,456)	-21.8%
TOTAL FEDERAL BUDGET	\$ 2,201,180	\$ 1,484,914	\$ 1,367,514	\$ 117,400	7.9%
Non Federal/In Kind	\$ 535,794	\$ 310,436	\$ 214,266	\$ 96,170	31.0%
TOTAL BUDGET	\$ 2,736,974	\$ 1,795,349	\$ 1,581,780	\$ 213,569	11.9%

Variance Explanations:

Personnel Salaries	
Fringe Benefits	
Travel	
Supplies	(\$351) Brady building room schedulers expense allocated to EHS
Contractual	
- COSA	
- EISD	\$132K EISD invoices 45 days after period close; Pending November invoice.
Other	(\$5.4K) Binding & Printing and Cleaning expenses, greater than expected; Accrual reversal pending for wireless data.
Non Federal/In Kind	\$96K EISD In-Kind and timesheet JE pending

TRACKED COSTS		YTD ALLOWED	YTD ACTUAL		
Administrative Cost*		\$237,267	\$ 236,174.43		
*may not exceed 15% of Actual Expenditure; If all Federal and Nonfederal spent the maximum allowable is \$ 397,105					
TRACKED COSTS	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	VARIANCE	%
Training and Technical Assistance	\$45,632	\$14,593	\$16,226	(\$1,633)	-11.2%
(Earmarked costs)					

GRANT SUMMARY		TOTAL	YEAR TO DATE				YEAR TO DATE
Grant Summary		BUDGET	Budget	Actual	Variance \$	Variance %	Encumbrance
Description	GL	\$ 2,736,974	\$ 1,795,349	\$ 1,581,780	\$ 213,569	11.90%	\$ 739,896
Regular Salaries	5101010	\$ 383,621	\$ 359,326	\$ 363,558	\$ (4,231)	-1.18%	\$ -
Personnel Services		\$ 383,621	\$ 359,326	\$ 363,558	\$ (4,231)	-1.18%	\$ -
Language Skill Pay	5101050	\$ 1,200	\$ 700	\$ 1,000	\$ (300)	-42.86%	\$ -
FICA & Medicare Exp	5103005	\$ 30,578	\$ 27,757	\$ 28,013	\$ (256)	-0.92%	\$ -
Life Insurance	5103010	\$ 477	\$ 303	\$ 284	\$ 19	6.18%	\$ -
Pers Leave Buy Back	5103035	\$ 3,427	\$ -	\$ 201	\$ (201)	0.00%	\$ -
Retirement Exp	5105010	\$ 45,814	\$ 44,839	\$ 46,170	\$ (1,331)	-2.97%	\$ -
Civiln Actv Healthcr	5170040	\$ 55,507	\$ 53,607	\$ 56,205	\$ (2,598)	-4.85%	\$ -
Fringe Benefits		\$ 137,003	\$ 127,206	\$ 131,873	\$ (4,667)	-3.67%	\$ -
Travel-Official	5207010	\$ 7,000	\$ -	\$ -	\$ -	0.00%	\$ -
Travel-Official		\$ 7,000	\$ -	\$ -	\$ -	0.00%	\$ -
Fees to Prof Contr.	5201040	\$ 25,183	\$ 5,307	\$ 4,980	\$ 326	6.15%	\$ 3,672
Temporary Services	5202010	\$ -	\$ -	\$ -	\$ -	0.00%	\$ -
Contractual Services	5202020	\$ 7,300	\$ 12,077	\$ 12,592	\$ (515)	-4.26%	\$ 7,544
EISD	5202040	\$ 1,582,889	\$ 952,510	\$ 820,216	\$ 132,294	13.89%	\$ 719,141
Direct	5202020	\$ 7,300	\$ 6,788	\$ 6,299	\$ 489	7.21%	\$ 1,555
Admin	5202020	\$ -	\$ -	\$ 2	\$ (2)	0.00%	\$ -
TTA	5202020	\$ -	\$ 5,289	\$ 6,291	\$ (1,003)	-18.96%	\$ 5,989
Other Contract Srvc	5202025	\$ -	\$ -	\$ -	\$ -	0.00%	\$ -
Contractual		\$ 1,615,372	\$ 969,893	\$ 837,788	\$ 132,105	15.77%	\$ 730,358
Office Supplies	5302010	\$ 7,935	\$ 1,911	\$ 1,869	\$ 43	2.24%	\$ 181
Tools & Apparatus	5304050	\$ -	\$ -	\$ -	\$ -	0.00%	\$ 21
Other Commodities	5304080	\$ 6,741	\$ 537	\$ 570	\$ (34)	-6.27%	\$ 7,313
Cap<5000 - Comp Equ.	5501000	\$ 4,000	\$ 685	\$ 686	\$ (1)	-0.14%	\$ -
Cap<5000 - M&E Other	5501055	\$ -	\$ 20	\$ 349	\$ (329)	-1631.38%	\$ -
Cap<5000 - Furn & Fix	5501065	\$ -	\$ 280	\$ 311	\$ (31)	-11.10%	\$ 18
Supplies		\$ 18,676	\$ 3,433	\$ 3,785	\$ (351)	-10.23%	\$ 7,533
Education - Classes	5201025	\$ 10,800	\$ 8,479	\$ 8,379	\$ 100	1.18%	\$ -
Adv and Publications	5203040	\$ 500	\$ -	\$ 120	\$ (120)	0.00%	\$ 42
Binding & Printing	5203060	\$ 3,500	\$ 5,691	\$ 7,093	\$ (1,402)	-24.64%	\$ -
Subs to Publications	5203070	\$ -	\$ 5	\$ 5	\$ -	0.00%	\$ -
Transportation Fees	5203090	\$ 4,500	\$ 96	\$ 207	\$ (111)	-116.16%	\$ -
Maint & Rep - Cmrcl	5204020	\$ 403	\$ 9	\$ 15	\$ (6)	-66.67%	\$ -
Maint - Buildings	5204050	\$ 122	\$ 196	\$ 325	\$ (129)	-66.05%	\$ 1,601
Cleaning Services	5204060	\$ 4,285.00	\$ 2,438.41	\$ 3,935.77	\$ (1,497.36)	-61.41%	\$ -
Maint. - M&E	5204080	\$ -	\$ 19.39	\$ 36.01	\$ (16.62)	-85.71%	\$ -
Maint.- Repair Auto	5204090	\$ 403	\$ 91	\$ 146	\$ (55)	-60.62%	\$ -
Mail and Parcel Post	5205010	\$ 30	\$ -	\$ -	\$ -	0.00%	\$ -
Rental Office Equip.	5205020	\$ 494	\$ 164	\$ 164	\$ -	0.00%	\$ -
Rental Other Equip.	5205030	\$ -	\$ -	\$ -	\$ -	0.00%	\$ -
Rental of Facilities	5206010	\$ -	\$ -	\$ 120	\$ (120)	0.00%	\$ -
Alarm and Sec. Serv.	5208530	\$ 372	\$ 1,861	\$ 1,861	\$ -	0.00%	\$ -
M&R Parts Automotive	5301020	\$ 403	\$ 3	\$ 3	\$ -	0.00%	\$ -
Food	5304010	\$ 2,779	\$ 121	\$ 180	\$ (59)	-48.44%	\$ 295
Chems Meds & Drugs	5304040	\$ -	\$ 2.12	\$ 17.28	\$ (15.16)	-715.09%	\$ 67.34
Cell Phone Services	5403040	\$ 828	\$ 770	\$ 448	\$ 322	41.82%	\$ -
Wireless Data Comm.	5403510	\$ 1,056	\$ 1,409	\$ 3,817	\$ (2,408)	-170.89%	\$ -
Motor Fuel and Lub.	5403545	\$ 403	\$ 140	\$ 203	\$ (62)	-44.50%	\$ -
Software Licenses	5404520	\$ 2,800	\$ -	\$ -	\$ -	0.00%	\$ -
Gas and Electricity	5404530	\$ 1,250	\$ 1,757	\$ 1,600	\$ 157	8.94%	\$ -
Water and Sewer	5404540	\$ 160	\$ 156	\$ 147	\$ 9	5.92%	\$ -
DW Other	5407032	\$ 1,000	\$ 69	\$ 111	\$ (42)	-61.58%	\$ -
Subs - Comp. Serv	5203080	\$ 3,335	\$ 1,579	\$ 1,579	\$ -	0.00%	\$ -
Other		\$ 39,508	\$ 25,056	\$ 30,512	\$ (5,456)	-21.78%	\$ 2,005
In Kind Salaries	6501010	\$ 53,384	\$ -	\$ -	\$ -	0.00%	\$ -
In Kind Social Security	6503005	\$ 4,084	\$ -	\$ -	\$ -	0.00%	\$ -
In Kind Life Insurance	6503010	\$ 54	\$ -	\$ -	\$ -	0.00%	\$ -
In Kind - Flex Benefit	6504030	\$ 4,906	\$ -	\$ -	\$ -	0.00%	\$ -
In Kind TMRS	6505010	\$ 6,375	\$ -	\$ -	\$ -	0.00%	\$ -
In Kind Other Contrc	6602025	\$ 466,991	\$ 310,436	\$ 214,266	\$ 96,170	30.98%	\$ -
In Kind		\$ 535,794	\$ 310,436	\$ 214,266	\$ 96,170	30.98%	\$ -
Total		\$ 2,736,974	\$ 1,795,349	\$ 1,581,780	\$ 213,569	11.90%	\$ 739,896

Procurement Card Transaction Log

For the Period Ending: December 31, 2022

Date	IO	GL	Vendor	Purpose	Amount
			No P-Card Transactions		
Monthly Total:					\$0.00

IO	GL	Account Name	Amount
138000003203	5201025	Texas Association for the Education of Young Children (TXAEYC)	\$ 15,000.00
Year to Date Total:			\$15,000.00

Edgewood Independent School District GY22-23	Federal Totals			Non-Federal Totals		
Description	Total w/ Revisions	YTD Expenses	YTD Balance	BUDGET	YTD EXPENSES	BALANCE
Senior Director-Educational Operations	\$ -	\$ -	\$ -	\$ 11,903.00	\$ 9,318.16	\$ 2,584.84
Secretary Education Operations	\$ -	\$ -	\$ -	\$ 3,326.00	\$ 2,452.30	\$ 873.70
Secretary Education Operations	\$ -	\$ -	\$ -	\$ 3,326.00	\$ 2,452.30	\$ 873.70
Assistant Principal-Head Start	\$ -	\$ -	\$ -	\$ 7,453.00	\$ 4,568.61	\$ 2,884.39
Clerical Assistant-Stafford	\$ -	\$ -	\$ -	\$ 3,703.00	\$ (343.99)	\$ 4,046.99
Contracted Nurse Services	\$ -	\$ -	\$ -	\$ 9,298.00	\$ 2,840.70	\$ 6,457.30
Total Salaries	\$ 906,969.00	\$ 618,934.71	\$ 288,034.29	\$ 35,683.00	\$ 19,537.40	\$ 16,145.60
FICA	\$ 15,571.00	\$ 7,769.45	\$ 7,801.55	\$ 445.00	\$ 271.63	\$ 173.37
Health Insurance	\$ 128,208.00	\$ 34,160.09	\$ 94,047.91	\$ 3,444.00	\$ 1,074.57	\$ 2,369.43
Retirement	\$ 117,855.00	\$ 60,077.75	\$ 57,777.25	\$ 2,562.00	\$ 1,188.29	\$ 1,373.71
Worker's Compensation	\$ 26,931.00	\$ 15,340.27	\$ 11,590.73	\$ 920.00	\$ 196.06	\$ 723.94
Unemployment	\$ -	\$ 30.83	\$ (30.83)	\$ -	\$ -	\$ -
Official Travel (out of town)	\$ 5,000.00	\$ 1,097.40	\$ 3,902.60	\$ -	\$ -	\$ -
Classroom Supplies/Program Supplies	\$ 66,724.00	\$ 40,002.48	\$ 26,721.52	\$ -	\$ -	\$ -
Office Supplies	\$ 5,726.00	\$ 5,429.07	\$ 296.93	\$ -	\$ -	\$ -
Medical and Dental Supplies	\$ 7,000.00	\$ 1,212.74	\$ 5,787.26	\$ -	\$ -	\$ -
Janitorial Supplies	\$ 9,770.00	\$ 3,647.77	\$ 6,122.23	\$ -	\$ -	\$ -
Cap <5000 - Computers	\$ 5,000.00	\$ 3,205.41	\$ 1,794.59	\$ -	\$ -	\$ -
Cap <5000 - Furniture & Fixtures	\$ 34,948.00	\$ 12,018.55	\$ 22,929.45	\$ -	\$ -	\$ -
CPR	\$ 2,500.00	\$ -	\$ 2,500.00	\$ -	\$ -	\$ -
Contracted Services Building Improvement	\$ 10,000.00	\$ 1,350.00	\$ 8,650.00	\$ -	\$ -	\$ -
Advertising & Publications	\$ 3,500.00	\$ 2,091.66	\$ 1,408.34	\$ -	\$ -	\$ -
Binding Printing and Reproduction	\$ -	\$ 20.00	\$ (20.00)	\$ -	\$ -	\$ -
Mail and Postage	\$ 80.00	\$ -	\$ 80.00	\$ -	\$ -	\$ -
Food for Staff Training	\$ 1,000.00	\$ 2,703.61	\$ (1,703.61)	\$ -	\$ -	\$ -
Transportation Fees-Staff Mileage	\$ 1,000.00	\$ 27.14	\$ 972.86	\$ -	\$ -	\$ -
Equipment Rental	\$ 6,500.00	\$ -	\$ 6,500.00	\$ -	\$ -	\$ -
Staff Development Training	\$ 1,000.00	\$ 2,335.04	\$ (1,335.04)	\$ -	\$ -	\$ -
Food for Adults (Not reimbursed by USDA)	\$ 16,000.00	\$ 6,379.25	\$ 9,620.75	\$ -	\$ -	\$ -
Parent Activities	\$ 12,963.00	\$ 2,372.34	\$ 10,590.66	\$ -	\$ -	\$ -
License Fees	\$ 4,000.00	\$ 10.00	\$ 3,990.00	\$ -	\$ -	\$ -
Class and CDA Fees	\$ 18,010.00	\$ -	\$ 18,010.00	\$ -	\$ -	\$ -
IN KIND facility use including maintenance and repairs	\$ -	\$ -	\$ -	\$ 335,629.50	\$ -	\$ 335,629.50
Total:	\$ 1,406,255.00	\$ 820,215.56	\$ 586,039.44	\$ 378,683.50	\$ 22,267.95	\$ 356,415.55

***EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)***

Early Head Start - CCP Fiscal Reports GY 22-23 as of December 31, 2022

BUDGET BY CATEGORY

	TOTAL BUDGET		YTD BUDGET		YTD ACTUAL		Var (\$)	Var (%)
PERSONNEL	\$	825,935	\$	352,918	\$	360,167	\$ (7,249)	-2.1%
FRINGE	\$	326,027	\$	126,028	\$	147,172	\$ (21,144)	-16.8%
TRAVEL	\$	4,160	\$	3,935	\$	3,963	\$ (28)	-0.7%
EQUIPMENT	\$	-	\$	-	\$	-	\$ -	0.0%
SUPPLIES	\$	33,989	\$	8,689	\$	9,019	\$ (330)	-3.8%
CONTRACTUAL	\$	1,854,922	\$	760,571	\$	755,424	\$ 5,147	0.7%
COSA	\$	68,819	\$	16,433	\$	11,286	\$ 5,147	31.3%
Blessed Sacrament	\$	363,835	\$	151,600	\$	151,600	\$ -	0.0%
Ella Austin	\$	396,912	\$	165,380	\$	165,380	\$ -	0.0%
Healy Murphy	\$	529,215	\$	220,505	\$	220,505	\$ -	0.0%
Inman Christian	\$	231,532	\$	96,398	\$	96,398	\$ -	0.0%
Seton Home	\$	99,229	\$	41,345	\$	41,345	\$ -	0.0%
YWCA	\$	165,380	\$	68,910	\$	68,910	\$ -	0.0%
Support Services	\$	-	\$	-	\$	-	\$ -	0.0%
OTHER	\$	57,307	\$	32,805	\$	40,347	\$ (7,542)	-23.0%
TOTAL FED BUDGET	\$	3,102,340	\$	1,284,946	\$	1,316,092	\$ (31,146)	-2.4%
NON FED SHARE/IN KIND	\$	754,459	\$	150,000	\$	146,133	\$ 3,867	2.6%
TOTAL BUDGET	\$	3,856,799	\$	1,434,946	\$	1,462,225	\$ (27,279)	-1.9%

Variance Explanations:

Personnel Services and Fringe Benefits	(\$28.3K) due to EHS employees working in CCP.
Travel	
Supplies	
Contractual	\$5.1K due to pending Dec'22 invoices (FSA, NTA, Children Flow) submitted to Fiscal.
-COSA	
Other	(\$7.5K) due to TXAEYC Conference fee not budget and projected for.
Non Federal Share/In Kind	

TRACKED COSTS		YTD ALLOWED	YTD ACTUAL		
Administrative Cost		\$219,334	\$54,907		
<small>*may not exceed 15% of Actual Expenditure; If all Federal and Nonfederal spent the maximum allowable is \$ 564,510</small>					
TRACKED COSTS	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Var	%
Training and Technical Assistance	\$64,856	\$32,314	\$29,178	\$3,136	9.7%
<small>(Earmarked costs)</small>					

Procurement Card Transaction Log
YTD For the Period Ending: December 31, 2022

Date	IO	GL	Vendor	Purpose	Amount
12/16/2023	138000003456	5207010	Hilton	HS Parent Conference- NHSA Hotel Rm Rsvp	\$ 1,440.84
Monthly Total:					\$1,440.84

IO	GL	GL Name	Amount
138000003456	5207010	Travel-Official - NHSA Hotel Room Reservation for Priscilla G.	\$ 1,440.84
Year to Date Total:			\$1,440.84

EHS-CCP 2022-2023 Grant Summary		TOTAL BUDGET	YEAR TO DATE				
Description	GL		Budget	Actual	Variance \$	Variance %	Encumbrance
		\$ 3,856,799.00	\$ 1,434,945.59	\$ 1,462,224.80	\$ (27,279.21)	-1.90%	\$ 1,008,453.08
Regular Salaries	5101010	\$ 825,935.00	\$ 352,918.31	\$ 359,490.91	\$ (6,572.60)	-1.86%	\$ -
Temporary Salaries	5101015	\$ -	\$ -	\$ 576.27	\$ (576.27)	0.00%	\$ -
Overtime Salaries	5101020	\$ -	\$ -	\$ 1.76	\$ (1.76)	0.00%	\$ -
Retiree Payout Sal	5101070	\$ -	\$ -	\$ 98.32	\$ (98.32)	0.00%	\$ -
Personnel Services		\$ 825,935.00	\$ 352,918.31	\$ 360,167.26	\$ (7,248.95)	-2.05%	\$ -
Language Skill Pay	5101050	\$ 3,000.00	\$ 1,000.00	\$ 700.00	\$ 300.00	30.00%	\$ -
FICA & Medicare Exp	5103005	\$ 63,185.00	\$ 25,650.38	\$ 27,248.00	\$ (1,597.62)	-6.23%	\$ -
Temp FICA & Medicare	5103007	\$ -	\$ -	\$ 49.35	\$ (49.35)	0.00%	\$ -
Life Insurance	5103010	\$ 827.00	\$ 334.30	\$ 262.79	\$ 71.51	21.39%	\$ -
Pers Leave Buy Back	5103035	\$ 10,300.00	\$ 4,166.20	\$ 12,762.05	\$ (8,595.85)	-206.32%	\$ -
Retirement Exp	5105010	\$ 102,417.00	\$ 40,277.27	\$ 46,363.45	\$ (6,086.18)	-15.11%	\$ -
Civln Actv Healthcr	5170040	\$ 146,298.00	\$ 54,599.65	\$ 59,786.04	\$ (5,186.39)	-9.50%	\$ -
Fringe Benefits		\$ 326,027.00	\$ 126,027.81	\$ 147,171.68	\$ (21,143.87)	-16.78%	\$ -
Travel-Official	5207010	\$ 4,160.00	\$ 3,935.00	\$ 3,962.92	\$ (27.92)	-0.71%	\$ -
Travel-Official		\$ 4,160.00	\$ 3,935.00	\$ 3,962.92	\$ (27.92)	-0.71%	\$ -
Fees to Prof Contr.	5201040	\$ 60,819.00	\$ 13,433.00	\$ 8,783.16	\$ 4,649.84	34.62%	\$ 17,632.29
Contractual Services	5202020	\$ 1,794,103.00	\$ 747,137.65	\$ 746,640.70	\$ 496.95	0.07%	\$ 979,256.30
<div>BSA</div> <div>Ella Austin</div> <div>Healy</div> <div>Inman</div> <div>Seton Home</div> <div>YWCA</div> <div>Direct</div> <div>TTA</div>	5202020	\$ 363,835.00	\$ 151,600.00	\$ 151,600.00	\$ -	0.00%	\$ 181,915.00
	5202020	\$ 396,912.00	\$ 165,380.00	\$ 165,380.00	\$ -	0.00%	\$ 231,532.00
	5202020	\$ 529,215.00	\$ 220,505.00	\$ 220,505.00	\$ -	0.00%	\$ 264,609.00
	5202020	\$ 231,532.00	\$ 96,397.65	\$ 96,397.65	\$ -	0.00%	\$ 135,134.35
	5202020	\$ 99,229.00	\$ 41,345.00	\$ 41,345.00	\$ -	0.00%	\$ 57,884.00
	5202020	\$ 165,380.00	\$ 68,910.00	\$ 68,910.00	\$ -	0.00%	\$ 96,470.00
	5202020	\$ 8,000.00	\$ 3,000.00	\$ 1,278.05	\$ 1,721.95	0.00%	\$ 6,721.95
	5202020	\$ -	\$ -	\$ 1,225.00	\$ (1,225.00)	0.00%	\$ 4,990.00
Contractual		\$ 1,854,922.00	\$ 760,570.65	\$ 755,423.86	\$ 5,146.79	0.68%	\$ 996,888.59
Office Supplies	5302010	\$ 17,297.00	\$ 7,398.00	\$ 533.07	\$ 6,864.93	92.79%	\$ 437.82
Cap<5000 - Furn &Fix	5501065	\$ 3,291.00	\$ 1,291.00	\$ 82.63	\$ 1,208.37	93.60%	\$ 48.35
Supplies		\$ 33,989.00	\$ 8,689.00	\$ 9,018.53	\$ (329.53)	-3.79%	\$ 6,871.32
Education - Classes	5201025	\$ 13,917.00	\$ 12,519.00	\$ 20,946.84	\$ (8,427.84)	-67.32%	\$ -
Binding & Printing	5203060	\$ 8,000.00	\$ 4,209.00	\$ 3,871.11	\$ 337.89	8.03%	\$ -
Subs to Publications	5203070	\$ -	\$ -	\$ 3,069.00	\$ (3,069.00)	0.00%	\$ -
Transportation Fees	5203090	\$ 2,800.00	\$ 1,157.80	\$ 508.02	\$ 649.78	56.12%	\$ -
Maint - Buildings	5204050	\$ 4,052.00	\$ 1,396.62	\$ 361.59	\$ 1,035.03	74.11%	\$ 4,250.45
Cleaning Services	5204060	\$ 5,520.00	\$ 2,300.00	\$ 3,965.22	\$ (1,665.22)	-72.40%	\$ -
Rental of Equipment	5204070	\$ 228.00	\$ 95.00	\$ -	\$ 95.00	100.00%	\$ -
Rental Office Equip.	5205020	\$ 1,200.00	\$ 499.30	\$ -	\$ 499.30	100.00%	\$ -
Rental of Facilities	5206010	\$ -	\$ -	\$ 247.96	\$ (247.96)	0.00%	\$ -
Alarm and Sec. Serv.	5208530	\$ 3,900.00	\$ 1,625.00	\$ 2,753.80	\$ (1,128.80)	-69.46%	\$ -
Food	5304010	\$ 3,000.00	\$ 800.00	\$ 230.79	\$ 569.21	71.15%	\$ 193.08
Cell Phone Services	5403040	\$ 4,000.00	\$ 1,667.60	\$ 1,406.80	\$ 260.80	15.64%	\$ -
Wireless Data Comm.	5403510	\$ 2,000.00	\$ 822.60	\$ 488.50	\$ 334.10	40.62%	\$ -
Gas and Electricity	5404530	\$ 4,500.00	\$ 1,873.60	\$ 1,799.51	\$ 74.09	3.95%	\$ -
Water and Sewer	5404540	\$ 600.00	\$ 249.30	\$ 127.67	\$ 121.63	48.79%	\$ -
DW Other	5407032	\$ 1,000.00	\$ 1,000.00	\$ 323.90	\$ 676.10	67.61%	\$ -
Subs - Comp. Serv	5203080	\$ 2,590.00	\$ 2,590.00	\$ -	\$ 2,590.00	100.00%	\$ -
Other		\$ 57,307.00	\$ 32,804.82	\$ 40,347.27	\$ (7,542.45)	-22.99%	\$ 4,693.17
In Kind Other Contrc	6602025	\$ 754,459.00	\$ 150,000.00	\$ 146,133.28	\$ 3,866.72	2.58%	\$ -
In Kind		\$ 754,459.00	\$ 150,000.00	\$ 146,133.28	\$ 3,866.72	2.58%	\$ -
Total		\$ 3,856,799.00	\$ 1,434,945.59	\$ 1,462,224.80	\$ (27,279.21)	-1.90%	\$ 1,008,453.08

CRRSA/ARPA

CRRSA.ARPA Fiscal Reports GY 21-23 as of DECEMBER 31, 2022

BUDGET BY CATEGORY

	TOTAL BUDGET		YTD BUDGET		YTD ACTUAL		Var (\$)	Var (%)
PERSONNEL	\$	125,592	\$	103,019	\$	104,303	\$ (1,284)	-1.2%
FRINGE	\$	34,074	\$	41,232	\$	46,551	\$ (5,320)	-12.9%
TRAVEL	\$	-	\$	-	\$	-	-	0.0%
EQUIPMENT	\$	-	\$	-	\$	-	-	0.0%
SUPPLIES	\$	267,050	\$	181,367	\$	191,038	\$ (9,671)	-5.3%
CONTRACTUAL	\$	4,474,172	\$	2,026,585	\$	1,985,719	\$ 40,867	2.0%
COSA	\$	63,909	\$	-	\$	25,610	\$ (25,610)	0.0%
Fees to Prof Contr.	\$	14,709	\$	27,676	\$	29,399	\$ (1,723)	-6.2%
EISD	\$	1,194,999	\$	173,900	\$	165,924	\$ 35,901	20.6%
SAISD	\$	1,000,000	\$	465,184	\$	458,950	\$ 6,234	1.3%
BRADY	\$	775,000	\$	466,022	\$	457,832	\$ 8,191	1.8%
BSA	\$	249,999	\$	224,405	\$	217,355	\$ 7,050	3.1%
Healy Murphy	\$	186,090	\$	134,405	\$	125,291	\$ 9,114	6.8%
Inman Christian	\$	249,999	\$	178,405	\$	159,095	\$ 19,310	10.8%
Seton Home	\$	249,999	\$	74,405	\$	70,906	\$ 3,499	4.7%
YWCA	\$	249,999	\$	104,405	\$	97,578	\$ 6,826	6.5%
COSA on behalf of Ella Austin	\$	239,469	\$	177,779	\$	177,779	-	0.0%
OTHER	\$	136,599	\$	140,835	\$	157,424	\$ (16,589)	-11.8%
TOTAL FED BUDGET	\$	5,037,486	\$	2,493,037	\$	2,484,495	\$ 8,542	0.3%
TOTAL BUDGET	\$	5,037,486	\$	2,493,037	\$	2,484,495	\$ 8,542	0.3%

Variance Explanations:

Personnel Services and Fringe Benefits	(\$6.6k) Budget adjusted for pending JE, overage will be eliminated Jan. 2023.
Travel	
Supplies	(\$9.6k) PPE, Dental Supplies and Other commodities received and invoiced.
Contractual -COSA	\$40.8k Variance EISD/SAISD/childcare centers invoices pending; ISD and childcare centers have stated will be spending all funds.
Other	(\$16.5k) partial completion of door replacement and Gateway invoices for relocation pending.

TRACKED COSTS	YTD ALLOWED	YTD ACTUAL
Administrative Cost	\$372,674	\$374
*may not exceed 15% of Actual Expenditure; If all Federal and Nonfederal spent the maximum allowable is \$ 755,623		

Procurement Card Transaction Log
YTD For the Period Ending: DECEMBER 31, 2022

Date	IO	GL	Vendor	Purpose	Amount
		No Additional P-Card Purchases in December 2022			
Monthly Total:					\$0.00

IO	GL	GL Name	Amount
138000003182	5201040	Fees to Professional Contractors	\$ 72.00
138000003182	5304010	Food	\$ 355.00
Year to Date Total:			\$427.00

CRRSA.ARP 2021-2023 Grant Summary		TOTAL BUDGET	YEAR TO DATE				
Description	GL		Budget	Actual	Variance \$	Variance %	Encumbrance
		5,037,486	2,493,037	2,484,495	8,542	0.3%	2,055,787
Regular Salaries	5101010	125,592	103,019	104,277	(1,259)	(0.0)	0
Overtime Salaries	5101020	0	0	11	(11)	0.0	0
Shift Differential	5101040	0	0	14	(14)	0.0	0
Personnel Services		125,592	103,019	104,303	(1,284)	(0.01)	0
Language Skill Pay	5101050	800	500	0	500	1.00	0
FICA & Medicare Exp	5103005	6,733	6,800	7,861	(1,061)	(0.16)	0
Life Insurance	5103010	23	47	69	(22)	(0.47)	0
Retirement Exp	5105010	10,760	11,495	13,448	(1,953)	(0.17)	0
Civln Actv Healthcr	5170040	15,758	22,390	25,173	(2,783)	(0.12)	0
Fringe Benefits		34,074	41,232	46,551	(5,320)	(0.13)	0
Fees to Prof Contr.	5201040	14,709	27,676	29,399	(1,723)	(0.06)	0
Contractual-Subrecip	5202040	2,194,999	639,084	624,875	42,135	0.06	1,426,947
EISD	5202040	1,194,999	173,900	165,924	35,901	0.18	884,075
SAISD	5202040	1,000,000	465,184	458,950	6,234	0.01	542,873
Contractual Services	5202020	2,264,464	1,359,824	1,331,445	179,703	0.14	569,864
COSA	5202020	63,909	0	25,610	38,299	0.46	9,400
Brady Building	5202020	775,000	466,022	457,832	8,191	0.02	31,888
BSA	5202020	249,999	224,405	217,355	7,050	0.03	0
Healy Murphy	5202020	186,090	134,405	125,291	9,114	0.07	0
Inman	5202020	249,999	178,405	159,095	49,310	0.24	0
Seton Home	5202020	249,999	74,405	70,906	3,499	0.05	0
YWCA	5202020	249,999	104,405	97,578	6,826	0.07	0
COSA on behalf of Ella Austin	5202020	239,469	177,779	177,779	0	0.00	61,690
Contractual		4,474,172	2,026,584	1,985,179	41,405	0.02	1,996,811
Office Supplies	5302010	\$15,000.00	\$4,076.52	576.52	\$3,500.00	85.86%	0
Tools & Apparatus	5304050	0	0	19,580	(19,580)	0.00	0
Other Commodities	5304080	238,719	79,161	71,865	7,295	0.09	2,940
Cap<5000 - Comp Equ.	5501000	1,672	20,150	21,036	(887)	(0.04)	0
Cap<5000 - M&E Other	5501055	6,616	39,666	39,666	0	0.00	650
Cap<5000 - Furn &Fix	5501065	5,044	38,315	38,315	0	0.00	37,994
Supplies		267,050	181,367	191,038	(9,671)	(0.05)	41,584
Education - Classes	5201025	0	0	1,300	(1,300)	0.00	0
Legal Expenses	5201050	0	0	38	(38)	0.00	0
Adv and Publications	5203040	26,100	26,349	21,851	4,498	0.17	6,429
Binding & Printing	5203060	39,849	34,849	35,743	(894)	(0.03)	0
Transportation Fees	5203090	201	201	185	16	0.08	0
Maint - Buildings	5204050	0	0	15,005	(15,005)	0.00	0
Mail and Parcel Post	5205010	0	0	170	(170)	0.00	0
Rental of Facilities	5206010	0	0	455	(455)	0.00	0
Food	5304010	355	3,342	3,342	0	0.00	0
Cell Phone Services	5403040	1,233	1,233	253	980	0.79	133
Wireless Data Comm.	5403510	\$1,170.00	\$1,170.00	0	\$1,170.00	1.00	0
Software Licenses	5404520	51,428	51,428	51,428	0	0.00	0
Cap Admin Costs - Direct	5402030	0	0	301	(301)	0.00	0
Cap Admin Costs - Indirect	5402050	0	0	73	(73)	0.00	0
Relocation Expenses	5407060	16,263	22,263	27,281	6,200	0.28	10,830
Other		136,599	140,835	157,424	(16,589)	(0.12)	17,392
Total		5,037,486	2,493,037	2,484,495	8,542	0.3%	2,055,787

Review of Head Start, EHS, and EHS-CCP Monthly Program Report



HEAD START



Head Start Monthly Report to Policy Council December 2022

Indicators	EISD	SAISD	Program Total
Enrollment			
Funded Enrollment	777	2,243	3,020
End of Month as reported to the Office of Head Start	684	1,920	2,604
YTD Enrollment	730	2,112	2,842
Enrollment Turnover	1.2%	1.0%	1.1%
Number of Days to Fill a Vacancy	22	24	24
Waiting List	55	27	82
Income Eligible <100%	49%	40%	42%
Over Income 101-130%	12%	8%	9%
Over Income 131% +	8%	7%	7%
Foster	2%	1%	1%
Homeless	6%	12%	10%
Public Assistance (TANF, SSI, SNAP)	23%	31%	29%
Average Daily Attendance	90%	91%	91%
Disability Enrollment			
Percent (#) of enrolled children with a disability	10.04%	11.86%	11.39%
Food Reports			
Meals Served	14,014	38,584	52,598
Snacks Served	7,105	19,262	26,367
Special Diets	43	106	149
Education Services - Complete			
1st Home Visit (Benchmark Due Date: EISD-10/7/22; SAISD-10/14/22)	98%	89%	91%
2nd Home Visit (Benchmark Due Date: 3/28/2023)	0%	0%	0%
1st Parent Conference (Benchmark Due Date: 12/16/2022)	97%	88%	90%
2nd Parent Conference (Benchmark Due Date: 5/31/2023)	0%	0%	0%
Family Engagement Services - Complete			
Family Assessments BOY (Benchmark Due Date: 12/23/2022)	62%	54%	56%
Family Assessments EOY (Benchmark Due Date: EISD-6/14/23; SAISD-6/8/23)	0%	0%	0%
Family Meeting Home Visits (Benchmark Due Date: EISD-10/7/22; SAISD-10/14/22)	99%	98%	98%
Mental Health Services - Complete			
Mental health consultation was provided (by a mental health professional)	7	17	24
Mental health consultation was provided (by a licensed mental health professional)	1	3	4
Education Screenings - Complete			
ASQ - 3 Developmental (Benchmark Due Date: EISD-9/21/22; SAISD-9/29/22)	98%	89%	91%
ASQ - SE Behavioral (Benchmark Due Date: EISD-9/21/22; SAISD-9/29/22)	98%	88%	90%
Health Screenings - Complete			
Nutrition Assessment	100%	99%	99%
TB Questionnaire	100%	99%	99%
Hearing Screening	97%	94%	95%
Vision Screening	97%	94%	95%
Blood Pressure	96%	93%	94%
Growth Assessment	97%	94%	95%
Lead Test	32%	66%	57%
Well Child/Physical Exams	95%	89%	91%
Dental Exams	94%	85%	87%

EARLY HEAD START



Early Head Start Monthly Report December 2022

Indicators	Center Based	Home Based	TOTAL
Enrollment			
Funded Enrollment	104	24	128
End of Month as reported to the Office of Head Start	78	10	88
YTD Enrollment	87	13	100
Enrollment Turnover	10%	23%	12%
Number of Days to fill a vacancy	0	0	0
Waiting List	59	0	59
Income Eligible <100%	53%	0%	46%
Over Income 101-130%	3%	31%	7%
Over Income 131% +	1%	0%	1%
Foster	0%	0%	0%
Homeless	26%	26%	24%
Public Assistance (TANF, SSI, SNAP)	16%	16%	22%
Average Daily Attendance	92%	N/A	92%
Disability Enrollment			
Percent (#) of enrolled children with a disability	11%	8%	10%
Food Reports			
Meals Served	1,504	0	1,504
Snacks Served	741	0	741
Special Diets	11	0	11
Education Services- Complete			
1st Home Visit (Benchmark Due Date: 09/28/2022)	100%	0%	100%
2nd Home Visit (Benchmark Due Date: 03/21/2023)	0%	0%	0%
1st Parent Conference (Benchmark Due Date: 12/16/2022)	91%	0%	91%
2nd Parent Conference (Benchmark Due Date: 06/01/2023)	0%	0%	0%
Family Engagement Services- Complete			
Family Assessments BOY (Benchmark Due Date: Center-based 11/30/22; Home-based 11/11/22)	99%	100%	99%
Family Assessments EOY (Benchmark Due Date: Center-based 5/31/23; Home-based 6/7/23)	0%	0%	0%
Family Meeting Home Visit	100%	100%	100%
Mental Health Services- Complete			
Mental health Consultation (provided by licensed mental health professional)	30	0	30
Wellness Services Support (Referral/ Resource)	6	2	8
Education Screenings- Complete			
ASQ - 3 Developmental (Benchmark Due Date: Center-based 9/21/22; Home-based 8/10/22)	100%	40%	70%
ASQ - SE2 Behavioral (Benchmark Due Date: Center-based 9/21/22; Home-based 8/10/22)	99%	40%	70%
Health Screenings- Complete			
Health History	100%	100%	100%
Nutrition Assessment	100%	100%	100%
TB Questionnaire	100%	100%	100%
Hearing Screening	94%	50%	72%
Vision Screening	94%	60%	77%
Hemoglobin Test	20%	20%	20%
Lead Test	60%	30%	45%
Well-Child Exams (90-day requirement)	92%	20%	56%
Well-Child Exams	49%	10%	30%
Dental Exams	92%	0%	46%

***EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)***



**Early Head Start-Child Care Partnership
Monthly Report to Policy Council
December 2022**

Indicators	BSA	Ella Austin	Healy Murphy	Inman	Seton Home	YWCA	TOTAL
Enrollment							
Funded Enrollment	44	48	64	28	12	20	216
End of Month as reported to the Office of Head Start	44	48	64	27	11	20	214
YTD Enrollment	46	56	67	33	16	23	239
Enrollment Turnover	4%	14%	4%	15%	25%	12%	10%
Number of Days to fill a vacancy	0	0	0	16	1	0	2
Waiting List	54	62	87	76	0	68	347
Income Eligible <100%	46%	34%	39%	36%	19%	26%	36%
Over Income 101-130%	9%	5%	4%	9%	0%	0%	5%
Over Income 131% +	2%	2%	4%	0%	0%	17%	4%
Foster	2%	0%	7%	0%	0%	4%	3%
Homeless	17%	25%	16%	30%	75%	39%	26%
Public Assistance (TANF, SSI, SNAP)	24%	34%	28%	24%	6%	13%	26%
Average Daily Attendance	95%	81%	87%	92%	88%	89%	88%
Disability Enrollment							
Percent (#) of enrolled children with a disability	7%	2%	6%	7%	0%	15%	6%
Food Reports							
Meals Served	934	1,042	1,246	567	171	504	4,464
Snacks Served	467	535	620	277	86	252	2,237
Special Diets	10	9	17	6	8	6	56
Education Services- Complete							
1st Home Visit (Benchmark Due Date: 9/28/2022)	100%	100%	100%	96%	100%	97%	98%
2nd Home Visit (Benchmark Due Date: 4/5/2023)	0%	0%	0%	0%	0%	0%	0%
1st Parent Conference (Benchmark Due Date: 1/6/2023)	100%	90%	0%	96%	91%	90%	66%
2nd Parent Conference (Benchmark Due Date: 6/27/2023)	0%	0%	0%	0%	0%	0%	0%
Family Engagement Services- Complete							
Family Assessments BOY (Benchmark Due Date: 11/30/2022)	100%	98%	96%	96%	100%	100%	98%
Family Assessments EOY (Benchmark Due Date: 5/31/2023)	0%	0%	0%	0%	0%	0%	0%
Family Meeting Home Visit	100%	100%	100%	100%	100%	100%	100%
Mental Health Services- Complete							
Mental health Consultation (provided by licensed mental health professional)	26	22	26	21	3	15	113
Wellness Services Support (Referral/ Resource)	1	3	4	7	4	1	20
Education Screenings- Complete							
ASQ - 3 Developmental	100%	100%	100%	100%	100%	95%	99%
ASQ - SE2 Behavioral	100%	100%	100%	100%	100%	95%	99%
Health Screenings- Complete							
Health History	100%	100%	100%	100%	100%	100%	100%
Nutrition Assessment	100%	100%	100%	100%	100%	100%	100%
TB Questionnaire	100%	100%	100%	100%	100%	100%	100%
Hearing Screening	97%	93%	95%	92%	90%	90%	93%
Vision Screening	97%	93%	96%	92%	90%	90%	93%
Hemoglobin Test	40%	20%	35%	37%	27%	10%	28%
Lead Test	45%	50%	60%	59%	18%	45%	46%
Well-Child Exams (90-day requirement)	100%	96%	100%	100%	100%	100%	99%
Well-Child Exams	80%	31%	64%	70%	90%	70%	68%
Dental Exams	95%	88%	89%	100%	91%	95%	93%

Review of Head Start Program Monitoring





City of San Antonio Head Start Program Monitoring Report – December 2022

The City of San Antonio Head Start Program has developed a comprehensive and thorough approach to monitoring our programs for non-compliances and areas of concern. Once identified, a timeline is developed, training and technical assistance is given, and corrective action plans are implemented to correct systemic issues so that areas of weaknesses are strengthened. Follow-up monitoring events are conducted to ensure that the program has been successful in implementing corrections.

The following is a summary of findings during the time period indicated above:

Monitoring Projects Conducted *(Project is either still in progress OR has ended, but report has not yet been officially submitted to providers):*

Education Review

Safe Environments Review #1 (50%)

HR Review

Health Review

Areas of Non-Compliance *(Systemic or substantial issue or concern in meeting performance standards or policies):*

There were no Areas of Non-Compliance noted during this review period.

Areas of Concern *(Individual incident(s) that fail to meet performance standard or policy):*

There were no Areas of Concern noted during this review period.

For more detailed information:

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Review of EHS and EHS-CCP Program Monitoring





City of San Antonio Head Start Program

Monitoring Report – December 2022

The Early Head Start (EHS) Program has developed a comprehensive and thorough approach to monitoring for non-compliances and areas of concern. Once identified, a timeline is developed, training and technical assistance is given, and corrective action plans are implemented to correct systemic issues, so areas of weakness are not continued in the future. Follow-up monitoring events are conducted to ensure that the program has been successful in implementing corrections.

The following is a summary of findings for the during the time indicated above:

Monitoring Projects Conducted: December 2022

Unannounced Safe Environment Visits

- Blessed Sacrament Academy
- Healy Murphy
- Stafford
- YWCA

ERSEA Attendance File Review

Non-Compliances –

There were no non-compliances observed that showed a systemic or substantial material issue or concern in meeting performance standards or policy relating to the education services.

Areas of Concern (Individual incident(s) that fail to meet performance standard or policy):

Unannounced Safe Environment Visit

- Daily classroom checklist not completed accurately
- Cleaning supplies not in a locked cabinet
- Electrical utility closet door was not locked
- Kitchen Knife observed in an unlocked drawer
- Pillows need to be cleaned
- Evacuation Route not posted
- Diaper changing procedure not posted
- First Aid kit missing cotton balls
- Electrical cords not secured
- Ceiling tile needs to be replaced
- Diaper procedure and handwashing procedure not followed
- Classroom roster not current
- Classroom did not have a working flashlight

ERSEA Attendance File Review

- 101 child files were reviewed with noted findings regarding data entry

**Follow-up Activities:**

EHS Child Care Director's will provide corrective action responses and evidence supporting the actions taken in the ChildPlus Data System. Follow up verification will be completed once CAP responses are entered to close the monitoring projects.

Monitors will follow up on CAP responses for ERSEA Attendance File Review

For more detailed information:

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