

***Review of 2022-2023 Early  
Head Start-Child Care  
Partnership (EHS-CCP)  
Continuation Application***





**DRAFT**

**Table of Contents**

Project Description.....	3
Program Design and Approach to Service Delivery .....	4
Sub-Section A: Goals .....	4
Program Goals, Measurable Objectives, and Expected Outcomes. ....	4
Table 1- DHS Head Start Program Goals and Objectives.....	5
School Readiness Goals Alignment to Head Start Early Learning Outcomes Framework. ....	9
Governing Body, Head Start Policy Council, and Parents Involvement. ....	11
Sub-Section B: Service Delivery.....	12
Service and Recruitment Area.....	12
Needs of Children and Families .....	12
Proposed Program Option(s) and Funded Enrollment Slots .....	14
Centers and Facilities .....	15
Table 2- Slot and Contract Allocations per Child Care Service Providers .....	15
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA).....	15
Table 3- 2019-2020 Current enrollment by Child Care Service Provider.....	16
Education and Child Development.....	17
Health .....	20
Family and Community Engagement.....	23
Services for Children with Disabilities.....	25
Transition.....	26
Services to Enrolled Pregnant Women.....	27
Transportation .....	27
Sub-Section C: Governance, Organizational, and Management Structures.....	28
Governance.....	28

Human Resource Management.....	32
Program Management and Quality Improvement .....	33
Conclusion.....	34
Budget Justification... ..	See Attachment A
Results of Self-Assessment.....	See Attachment B
Governing Body and Policy Council Decisions.....	See Attachment C
Cost Allocation Plan... ..	See Attachment D
Training and Technical Assistance Plan... ..	See Attachment E
Planning for Training. ....	1
Professional Development and Training. ....	2
Parent Leadership Programs and Training. ....	6
Policy Council and Governing Body Training.....	7
Effectiveness of Training and Technical Assistance.....	8
National/State Conferences and Workshops. ....	8
Local Conferences and Workshops. ....	9
Onsite Trainings and Conferences.....	11
Online Trainings and Webinars.....	12
Annual Report to the Public.....	See Attachment F
Strategic Plan... ..	See Attachment G
Selection Criteria... ..	See Attachment H
Standard Form 424.....	See Attachment I Part I and Part II
Detailed EHS-CCP Program Budget .....	See Attachment J
Sample Contract.....	See Attachment K
Organizational Chart.....	See Attachment L

**Department of Human Services**  
**Early Head Start – Child Care Partnership Program**  
**Continuation Application**  
**Program Year 2022-2023**  
**Project Description**

The City of San Antonio, Department of Human Services, Early Head Start-Child Care Partnership Program (heretofore, DHS EHS-CCP or DHS EHS-CCP Program) submits the enclosed application for consideration of continued program operations and training and technical assistance funding for the period of August 1, 2022 through July 31, 2023. This application provides information on updates from 2020-2021 and 2021-2022 program year's operations and details 2022-2023 planned services and improvements. DHS EHS-CCP will continue program services in six non-profit agencies offering child care services located within two of the 19 school districts within Bexar County: Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD). Located in the central area of Bexar County and in the inner-city of San Antonio, the geographic areas of the two school districts collectively have the highest demonstrated need for program services based on the program's community assessment. Both school districts are noted with having some of the city's highest poverty rates, a multitude of risk factors exist, which limits the opportunities for families to achieve successful outcomes for themselves and their children.

In collaboration with the non-profit service providers, DHS EHS-CCP will operate an EHS-CCP Program that continues to raise the quality of early childhood care and education of children in the proposed service area. DHS EHS-CCP will provide full-day, full-year, comprehensive services that meet the needs of our most vulnerable children and families, enhance access to high-

quality child care, support the development of infants and toddlers through strong relationship-based experiences. DHS EHS-CCP, San Antonio Metropolitan Health District (Metro Health), and the University of the Incarnate Word (UIW), will prepare children and families for a successful transition to preschool. DHS EHS-CCP will continue to leverage child care subsidies investments to improve the quality and availability of quality infant and toddler care.

Through this grant application, DHS EHS-CCP is requesting funding in the amount of \$2,953,036.00 for program operations and \$64,800 for training and technical assistance for a total of \$3,017,836.00 to continue the EHS-CCP Program services to serve 216 children and their families.

The DHS EHS-CCP Program is strengthened by the robust commitment of local leaders to provide the highest quality Head Start services possible, including the City of San Antonio Mayor, City Council, and City Manager. DHS EHS-CCP and its child care service providers have both the capacity and the commitment to carry out the Program's mission: *Preparing children and engaging families for school readiness and life-long success*. While services may be adjusted during the 2022-2023 program year due to COVID-19, DHS Head Start services are centered on high-quality early childhood education, family engagement, and school readiness initiatives to improve outcomes for children, families, and the City of San Antonio's center city community.

### **Program Design and Approach to Service Delivery**

#### **Sub-Section A: Goals**

##### **1. What are your Program Goals, Measurable Objectives, and Expected Outcomes for the project period?**

At the time of the application, minor updates were completed to the goals and the objectives to better reflect the strengths and needs of the program as well as impacts due to the COVID – 19

pandemic. Table 1 below presents the specific outcome measures the DHS EHS-CCP Program accomplished within the 2020-2021 program year.

The DHS Head Start Program, including both the EHS-CCP and the prekindergarten Head Start, operates within a set of three carefully crafted program goals that directly address the well-being of both EHS-CCP and Head Start children and their families.

The objectives were updated during a strategic planning session in November 2020 that included DHS Head Start Program stakeholders, EHS-CCP site staff and administrators, Head Start Policy Council and Governing Body and Advisory Committee (more information is provided in Sub-Section C: Governance, Organizational, and Management Structures regarding the added Advisory Committee) members, parents, community leaders, and subject matter experts.

**Table 1- DHS Head Start Program Goals and Objectives**

Program Goals	Measurable Objectives	2020-2021 Progress
<b>Goal 1</b> Education: Prepare children to succeed in school and life	<ul style="list-style-type: none"> <li>▪ Increase the annual Infant Classroom Assessment Scoring System (CLASS) score by .5 from 4.84 in Responsive Caregiving in 2017-2018 to 5.34 2022-2023.</li> <li>▪ Increase the annual Toddler Classroom Assessment Scoring System (CLASS) scores by .5 in each domain, from 5.37 in Emotional and Behavioral Support and 3.33 in Engaged Support for Learning in 2017-2018 to 5.87 in Emotional and Behavioral Support and 3.83 in Engaged Support for Learning by 2022-2023.</li> </ul>	<p>Due to the COVID-19 Pandemic, Infant CLASS Observations were suspended for the 2020-2021 program year</p> <p>Due to the COVID-19 Pandemic, Toddler CLASS Observations were suspended for the 2020-2021 program year</p>

	<ul style="list-style-type: none"> <li>▪ Increase the percentage of children enrolled in the EHS-CCP Program that show six months or more of developmental growth in all six domains on the Early Learning Accomplishments Profile (E-LAP) from BOY to EOY by 5% from 31% in 2017-2018 to 36% in 2022-2023.</li>   <li>▪ Increase the percentage of children enrolled in the EHS-CCP Program that show six months or more of developmental growth in all seven domains on the Learning Accomplishments Profile-3rd Edition (LAP-3) from BOY to EOY by 5% from 41% in 2017-2018 to 46% in 2022-2023.</li>   <li>• Decrease the percentage of children enrolled in the EHS-CCP Program with chronic absenteeism by 18% from 46% in 2017-2018 to 28% in 2023-2024.</li> </ul>	<p>During the 2020-2021 program year, 10% of children enrolled in the EHS-CCP Program showed six months or more of developmental growth in all six domains of E-LAP from BOY to EOY. Due to restrictions related to COVID-19, E-LAP was given in collaboration with parents/guardians. Fidelity and reliability concerns are a factor for the percentage of children showing six months or more of growth.</p> <p>During the 2020-2021 program year, 50% of children enrolled in the EHS-CCP Program showed six months or more of developmental growth in all seven domains of LAP from BOY to EOY. Due to restrictions related to COVID-19, LAP was given in collaboration with parents/guardians. Fidelity and reliability concerns are a factor for the percentage of children showing six months or more of growth.</p> <p>Chronic attendance for 20-21 was 36% for EHS-CCP program. COVID-19 continues to have an impact on attendance due to parents keeping their children home when there is a rise in community numbers.</p>
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<p><b>Goal 2</b> Family Support: Promote the well-being of families to enable them to support their children's learning and development</p>	<ul style="list-style-type: none"> <li>▪ Increase the percentage of parents/guardian who make progress towards completion of an identified Family Self-Sufficiency goal by the end of the program year by 9% from 71% in 2019-2020 to 80% in 2023-2024</li> <li>▪ Maintain the percentage of parents/guardians who make progress towards completion of an identified Family Life Practice goal at 90% or higher through the year 2023-2024</li> <li>▪ Increase the percentage of families who receive at least one program service, such as emergency assistance, parenting education, asses building, or job training and education services, to promote family outcomes. The baseline will be established in 2020-2021 with a percentage increase determined in 2021-2022.</li> </ul>	<p>Family and Community Support staff engaged families in the goal setting process. During the 2020-2021 program year 50% of Family Self Sufficiency Goals were achieved by families. 10 families set Family Self Sufficiency goals and 5 of those families were able to meet those goals. Family Self Sufficiency goals may include obtaining a higher level of education, employment or housing. Due to the COVID -19 Pandemic opportunities were limited.</p> <p>During the 2020-2021 program year, 87% Family Life Practice Goal were achieved by families. Family Life Practice Goals may include setting family routines, positive language skills, attendance and child/parent activities</p> <p>Family and Community Support staff engaged families to identify needs and provide services to families. During the 2020-2021 program year 100% of families enrolled in the EHS- CCP program received at least one program service.</p>
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<p><b>Goal 3</b> Health: Children are healthy and ready to learn</p>	<ul style="list-style-type: none"> <li>● Increase the percentage of children who are up to date on TX EPSDT requirements at the end of the program year. The baseline will be established in 2020-2021 with a percentage increase determined in 2021-2022.</li> <li>■ Increase the percentage of children who receive services following a referral for hearing concerns at the end of the program year by 10% from 55% in 2018-2019 to 65% in 2023-2024.</li> <li>■ Increase the percentage of children who receive services following a referral for vision concerns at the end of the program year by 10% from 70% in 2018-2019 to 80% in 2023-2024.</li> <li>■ Increase the percentage of children identified as Class 2 that are designated treatment complete by the end of the program year by 13% from 32% in 2016-2017 to 45% in 2023-2024.</li> <li>■ Increase the average score on the Wellness Assessment. The baseline will be established in 2021-2022 with a percentage increase determined in 2022-2023.</li> </ul>	<p>The health and safety of all children continues to be a focus of the program. Before the first day of services, our Family and Community Support Team works with families to ensure their child is healthy and ready to learn.</p> <p>During the 2020-2021 school year the percentage of children who are up to date on TX EPSDT requirements at the end of the program year was 77% up from 50% at the end of the 2019-2020 program year during the height of the COVID-19 pandemic.</p> <p>Ensuring children receive services following a referral for a hearing or vision screening continues to be a focus of our program.</p> <p>During the 2020-2021 program year, 6% received services following a referral for a hearing concern and 22% received services following a referral for a vision concern. Parent concern regarding COVID 19 impacted follow up visits with medical homes for hearing and vision concerns.</p>
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		<p>During the 2020-2021 program year, 0% of the children identified as CLASS 2 were designated as treatment complete at the end of the year. This number includes 8 children who were identified as not receiving treatment. Some of these cases were seen at their dental homes and being monitored for any further decay and treatment. In other instances, parents were not ready to take their children into a dental office but have since taken their children in for treatment.</p> <p>Due to COVID-19 the program postponed the Health Wellness Assessment which gathers information on family's eating habits and consumption of items such as sugary drinks, fruits and vegetables. The program recognizes that families may have faced food insecurities that may have inadequately captured healthy or lack of healthy eating habits.</p>
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**2. Explain how your program's School Readiness Goals align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning guidelines, as appropriate, and requirements and expectations of the local schools where children will transition.**

At the time of this application, there have been no additions, deletions, or revisions to the DHS Head Start School Readiness Goals. In June 2016, DHS Head Start held its first annual School Readiness Summit. The focus of the School Readiness Summit was to develop a set of school readiness goals for children from birth to age five. The School Readiness Summit team included DHS

Head Start and EHS-CCP staff, teachers, site and non-profit service providers' administrators, community members, and parents/guardians. Learning outcomes aligned to the Head Start Early Learning Outcomes Framework (HSELOF) were prioritized, and the team developed a set of goals. In July 2017, the team revised the school readiness goals for each of the five central Head Start domains and created a single set of School Readiness Goals for all the children, 0-5 years of age and objectives based on the goals and indicators in the HSELOF. In 2019, the Education Advisory Committee and the Head Start Policy Council voted to continue to use the established School Readiness Goals for the five-year grant period.

Nine School Readiness goals within five central domains resulted from this collaborative and data-driven process. The five domains are: 1) Approaches to Learning, 2) Social and Emotional Development, 3) Language and Literacy, 4) Cognition and 5) Perceptual, Motor, and Physical Development.

School readiness information is presented at individual family meetings at the point of the child entering the EHS-CCP Program, Governing Body meetings, Policy Council meetings, Parent Connection Committee meetings, conferences, trainings, and handouts to ensure all families are informed of the focus on school readiness. DHS EHS-CCP Program provides engagement opportunities for parents/guardians to prepare their children to be ready to learn as they transition to kindergarten. DHS EHS-CCP will continue to use the monthly School Readiness Home Learning Activities tool. DHS EHS-CCP parents/guardians receive a sheet of 15 suggested activities that directly support positive child relationships, language and literacy and other domains of learning. Activities were developed by DHS EHS-CCP recipient staff based on the program's designated curriculum and parenting curriculum. Families log their completion on the monthly School Readiness Home Learning Activities chart and return to the child care service provider. A total of 14,309 16529 activities were completed during the 2020-2021 program year. DHS EHS-CCP parents/guardians

spent 8,264.50 hours in structured activities supporting positive parent child interactions.

Teachers, child care service providers participate in children's transitions: whether it is from home to EHS-CCP, from EHS-CCP to Head Start and/or from EHS-CCP to other parent choice pre-kindergarten programs. In typical program years, DHS Pre-K Head Start district site administrators participate at EHS-CCP parent meetings held at the child care service providers' locations. With the continued spread of COVID-19 in the community, transition activities involving campus tours were not able to be held. DHS EHS-CCP staff worked with the families to prepare them for transition into to pre-kindergarten supporting their interest and request.

### **3. Discuss how your program involved governing body, policy council, and parents in developing the Program Goals.**

DHS EHS-CCP develops its program goals through its Five-Year Strategic Planning process. The Five-Year Strategic Planning process is purposefully designed as a very inclusive process incorporating the feedback and input from diverse perspectives, including the San Antonio City Council's (the Governing Board), Bexar County Community Action Advisory Board (CAAB), Head Start Policy Council (HSPC), Head Start parents, and including other community stakeholders. Each of these groups is invited and encouraged to participate in the Quarterly Self-Assessment Data reviews and Annual Five-Year Strategic Plan events. During the events, the members actively participate by providing recommendations and asking questions regarding program data and goals. All participants assist in the development of the short-term and long-term goals during the 5-Year Strategic Plan event; and, the Governing Board and HSPC review and approve the final Self-Assessment report, School Readiness goals, and 5-year Strategic Plan. During the 2021-2022 program year, community stakeholders and parents were invited to participate in strategic planning virtually. The DHS Head Start Program has provided IPADs and hotspots to Policy Council members to participate in all governance activities.

## **Sub-Section B: Service Delivery**

### **1. Service and Recruitment Area (see 1302.11(a) and 1302.13):**

At the time of this application, there have been no additions, deletions, or revisions to this section. The service area for DHS EHS-CCP includes families living and working in EISD and SAISD district boundaries. The central and southern portions of the City of San Antonio have greater concentrations of poverty and age and income-eligible children than other areas of the city. The Community Assessment also indicates that many children in the two school districts are in families with limited resources which could benefit from being in the quality early childhood programs such as the EHS-CCP Program.

### **2. Needs of Children and Families:**

DHS Head Start, including both the EHS-CCP and Pre-K programs, actively recruits families most in need of EHS-CCP services in addition to families receiving child care subsidies. Recruitment efforts are ongoing throughout the year with a more concentrated effort beginning annually in the late winter or spring. The recruitment strategies include a multimedia campaign, participation in community events, canvassing neighborhoods, billboards, newspaper advertising, social media, referrals with other agencies, identifying younger siblings in the Head Start program, and participating in drive through health clinics offered to Head Start families. Recruitment plans are developed and approved annually by the Governing Body and HSPC. DHS EHS-CCP utilizes a selection criteria points matrix system which weighs vulnerability factors such as income, homelessness, foster care status, disability status, parental/guardian marital status, parental/guardian employment/training status, Child Care Services (CCS), deployed parents, immigrant/refugee families, and siblings enrolled in EHS-CCP, EHS, or Head Start. At a minimum, 10% of the program's annual enrollment is comprised of children with disabilities, though the program frequently exceeds this threshold. The program met the 10% disabilities enrollment in January 2022.

According to the DHS 2021 updated Community Assessment, there are an estimated 8,585 age and income eligible children under five years of age not being served by the programs (4,651 for Head Start and 3,933 for EHS-CCP). The service area also contains a higher concentration of Hispanic residents than most other Bexar County school districts, with SAISD comprised of approximately 79% Hispanic residents, and EISD comprised of approximately 95% Hispanic residents. Both SAISD and EISD have greater proportions of Hispanic residents than does Bexar County (60%) and the state of Texas (39%). Also, 52% of SAISD residents and 69% of EISD residents speak a language other than English, generally Spanish.

Additional needs and considerations of DHS Head Start children and families stem from many participants and families being homeless, experiencing foster care, and/or having a disability. The 2020-2021 Program Information Report (PIR) for the DHS EHS-CCP Program, showed that out of 249 families 77 families served by the DHS EHS-CCP program experienced homelessness with 10 children in the foster care system. In 2020-2021 program year, 30 children served by the DHS EHS-CCP Program were determined to have a disability.

The average educational attainment among adult residents of EISD and SAISD residents is less than that of the city, county, state, and nation. A little over 40% of the residents in EISD have not completed a high school diploma and approximately 30% for SAISD. Only 15% of SAISD residents and 5% of EISD residents had earned at least a bachelor's degree, compared to the city of San Antonio (26%), and Bexar County (28%). Households in EISD and SAISD rely on public assistance more than residents of the City of San Antonio. Almost one-third of EISD households and one-quarter of SAISD households use Supplemental Nutrition Assistance Program (SNAP) and 14% of EISD and 11% of SAISD households rely on Supplemental Security Income (SSI) as compared to 7% in San Antonio and 5% in the state. Temporary Assistance for Needy Families (TANF) and Women, Infants and Children (WIC) are other public assistance programs utilized in the Head Start service area. Local

government and non-profit organizations provide additional support services to the DHS Head Start families. Metro Health provides Immunizations and Dental Services to the SAISD and EISD service area, and the San Antonio Food Bank provides food and grocery products to children and families in the DHS Head Start Program.

As noted in the 2021 Community Assessment, there are 91 facilities that serve children birth to two years of age and 119 facilities that serve children three to four years of age in EISD and SAISD service areas. Additionally, a deficit exists between the available capacity of these centers and the number of age eligible children residing within both districts. The highest deficit exists with the 0-2-year age range with approximately 8,146 EHS-CCP age-eligible children substantiating the continual need for high quality infant and toddler care. All six of the child care centers in DHS' EHS-CCP Program are in the Texas Rising Star – Texas' Quality Rating and Improvement System (QRIS) as quality-certified centers.

### **3. Proposed Program Option(s) and Funded Enrollment Slots: Included with ERSEA**

DHS EHS-CCP Program will continue to utilize a 10-hour day, center-based program option as feasible during the 2022-2023 program year. DHS EHS-CCP child care service providers will offer operating hours that align with the needs of the parents who are working or in training. Limited remote services may be offered to children under quarantine due to COVID-19 exposure or illness.

Child care service providers operate at a minimum 48 weeks, 240 days, five days per week, 10 hours per day (average 7:30am to 5:30pm; times may vary by site). The current program model has an advanced system of program planning that incorporates members of the DHS Head Start and service provider staff, HSPC, Governing Body (Economic and Workforce Development Committee), Community Action Advisory Board and community stakeholders. These groups engage in the data review process, as well as ongoing program planning to ensure continuous improvement and high-quality services to meet the needs of children and families served within the community.

#### **4. Centers and Facilities: Included with ERSEA**

DHS continues to update and repair the Brady Administrative Building located at 1227 Brady Blvd., San Antonio, TX 78207, to include replacing the plumbing, parking lot improvements, and other structural repairs needed. DHS EHS-CCP Program continues to contract with six child care service providers to deliver direct education services. All six center-city child care service providers are located within EISD and SAISD area. For the 2022-2023, the program year maintains services with all six child care service providers. Table 2. provides the child care provider slots and contract allocations for the 2022-2023 program year.

**Table 2. Slot and Contract Allocations per Child Care Service Providers**

<b>Child Care Service Providers</b>	<b>2022-2023 Allocations</b>	<b>2022-2023 Contracts Allocation</b>
Blessed Sacrament Academy	44	\$351,506
Ella Austin	48	\$383,462
Healy Murphy	64	\$511,282
Inman Christian	28	\$223,686
Seton Home	12	\$95,866
YWCA –Olga Madrid	20	\$159,776
<b>Total</b>	<b>216</b>	<b>\$1,725,578</b>

#### **5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (see 1302.13, 1302.14, 1302.15, and 1302.16):**

At the time of this application, there have been no additions, deletions, or revisions to this section. To prioritize the families most in need, the DHS EHS-CCP Program utilizes data from the 2021 Community Assessment to update the selection criteria. The selection criteria are reviewed annually based on updates to the Community Assessment and then approved by the program's Policy Council and Governing Body. DHS EHS-CCP utilizes a two-stage verification process which



prioritizes children based on a selection criterion point ranking system. The selection committee prioritizes enrollment of children with disabilities as well as children receiving Child Care Services (CCS). DHS EHS-CCP staff works closely with the child care service providers' directors to place children in developmentally appropriate classrooms as applicable.

The Texas Workforce Commission local workforce board, Workforce Solutions Alamo (WSA), prioritized families working in the service industry during the fall of 2021. Qualified recipients received 12 months of child care with a zero co-payment. Service industry jobs included working at gas stations, supermarkets, clothing stores, hotels, restaurants, bars, gyms, movie theaters, bowling centers, etc. Many of the EHS-CCP families have been impacted by COVID-19 pandemic and have not been able to gain employment or return to school or training. The DHS EHS-CCP program continues to work with the families to assist in gaining employment or training to meet the requirements of CCS.

Table 3 presents the current enrollment, as of February 25, 2022, by child care service providers in addition to the co-enrolled CCS. Although now there are no other funding sources supporting children's enrollment, the DHS EHS-CCP staff continue to collaborate with community initiatives that support other community scholarship programs such as Dual Generation (DG) initiative, Women United Child Care scholarship, etc.

**Table 3. 2021-2022 Current enrollment by Child Care Service Provider (as of 2-25-22)**

<b>Child Care Service Provider</b>	<b>Funded</b>	<b>Current</b>	<b>25% CCS</b>
Blessed Sacrament Academy	44	37	1
Ella Austin	48	33	0
Healy Murphy	64	64	12
Inman Christian	28	24	4
Seton Home	12	7	3
YWCA –Olga Madrid	20	19	2
<b>Total</b>	<b>216</b>	<b>184</b>	<b>22</b>

To actively locate children with disabilities, children experiencing homelessness and

children in foster care, family support staff continually connects with others in the community. They network with other agencies to identify children with developmental delays and/or needing intervention services to work with their families to encourage them to apply to the DHS EHS-CCP sharing all the benefits of the program to the families. Recruitment materials continue to be available in English and Spanish, and can be translated into other languages, as needed identifying services available for all children. DHS EHS-CCP collaborates and has ongoing communication with local Early Childhood Intervention (ECI) agencies, other Early Head Start Programs, LEA Special Education staff and Homeless Liaison staff regarding the status of children's referrals and services.

Family support staff engages with families to promote regular attendance and assist families with referrals for services that support attendance. Special efforts for chronically absent children and other vulnerable children include a home visit or other direct contact with the family to determine the cause of chronic absenteeism and to assist in removing barriers by aiding with referrals and services. If transportation issues are identified as a cause of chronic absenteeism bus passes are offered to families as a temporary solution and the family support staff continues to work with the families on a more permanent resolution.

## **6. Education and Child Development (see 1302 Subpart C):**

At the time of this application, there have been some modifications to this section. DHS EHS-CCP grantee staff considers early education services to include early education, disabilities and wellness supports. Staff works closely with the child care service providers to build a program of responsive, respectful infant/toddler care while recognizing the value of the families and emphasizing relationship-based care based on the individualized needs of the child. The DHS EHS-CCP Program continues to focus on promoting the Program for Infant / Toddler Care (PITC) philosophy, increasing

quality teacher / child interactions using the Infant and Toddler Classroom Assessment Scoring System (CLASS), strengthening curriculum implementation, coaching and supporting families in understanding their role in their child's development. Families as partners-in-care are central to our program and to increasing the quality of the early childcare services in our community. DHS EHS-CCP program continues to use The *Creative Curriculum for Infants, Toddlers and Twos* and *The Creative Curriculum for Preschool* as researched, evidence-based curriculums designed to advance school readiness in vulnerable children. Both curricula are aligned with the Texas Infant, Toddler & 3-Year-Old Guidelines, the Head Start Early Learning Outcomes Framework (HSELOF), and ensure alignment and a continuum of instruction as children enter preschool. Ongoing curriculum support will continue to be a priority to address any questions and identify barriers to full curriculum implementation and fidelity.

In response to COVID 19 Pandemic virtual services were offered to families in the 2020-2021 program year. Support and training was also provided to teachers to offer Creative Curriculum activities virtually to children participating in remote learning. Parents were provided with supplemental activities to continue providing educational experiences to their children. In collaboration with the Education and Family Support Teams, parents were provided School Readiness Home Learning Activities which were comprised of activities taken from Creative Curriculum, Conscious Discipline and Ready Rosie. In addition, teachers maintained ongoing routine contact with families to provide added support regarding educational services for children. Moving into the 2021-2022 program year families whose children were out, due to COVID-19, were provided with "Wish You Well Packets" which provided quick and fun educational activities and resources for parents to continue their children's learning.

Teaching Strategies Fidelity tools are completed to assess every DHS EHS-CCP teacher and their level of curriculum understanding and implementation. Based on the results, identified peer

coaches utilize the Coaching to Fidelity Guide to provide strategies and support teachers in using curriculum. Training and technical assistance will continue to be offered to support peer coaches and teachers in using Creative Curriculum with fidelity and Coaching to Fidelity. Support is provided to peer coaches to strengthen coaching strategies to support curriculum implementation.

In addition, DHS EHS-CCP Program staff continues to implement the Together Learning and Collaborating (TLC), a group format practice-based coaching model promoted by The National Center on Quality Teaching and Learning (NCQTL), to support teachers for intensive coaching. Participants meet for twenty sessions and each session focuses on teaching practices using video recording, reflection, group and individual feedback.

DHS EHS-CCP continues to use the Early Learning Accomplishment Profile (E-LAP) and Learning Accomplishment Profile 3rd edition (LAP-3) as the program's child assessment tools. The tools provide a systematic method for observing the skill development of children functioning in the birth to thirty-six-month age range and are aligned to the Head Start Early Learning Outcomes Framework. The use of assessment data assists teachers in tailoring individualized instruction and activities to each child's level. Formal assessment training and support to address any questions and identify barriers to assessment fidelity continues to be a priority across the program.

DHS EHS-CCP staff continues to build capacity and offer strategies to peer coaches to improve classroom teachers' understanding and implementation of the E-LAP and Lap-3 assessments. Fidelity to the assessment is a continued priority to ensure the program has the most valid and reliable data for individualization, sharing with families and use for professional development decisions.

DHS EHS-CCP staff continues to recognize the importance of professional development that has a clear focus on infant and toddler quality care. To support learning and work towards continuous improvement the DHS EHS-CCP program will continue to collaborate with First 3

Years to provide ongoing training for teachers and support to managers in the implementation of Trauma Informed Care, Impacts of Trauma on Families and Child Behavior, Secondary Trauma and Professional Wellbeing, Ethic for Early Childhood Practitioners as well as Reflective Supervision to name a few. Training topics will help teachers to increase their awareness and understanding of impacts of trauma on our most vulnerable children.

Top priorities for the 2022-2023 program year include the continuation of strengthening the coaching system in building the Peer Coach support through the work with the DHS EHS-CCP early education services mentors as well as strengthening the work around Trauma Informed Care (TIC) with the child care staff. The EHS-CCP Program continues to work towards training and supporting teachers with the implementation of the Teaching Pyramid Model. Implementation of the Pyramid Model will promote the social and emotional development of infants and toddlers and ensure classroom strategies are trauma informed.

#### **7. Health (see 1302 Subpart D):**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS EHS-CCP services are structured around a health model grounded in parent engagement to ensure the health and well-being of each child and their family. The program's health systems not only meet Head Start Performance Standards but Texas Health and Human Services Commission, Child Care Licensing Regulations (Minimum Standards) and support families in establishing lifelong, healthy lifestyle habits.

DHS EHS-CCP staff has worked to develop a network of health, nutrition, and dental resources within the community to support each child's and family's individual needs. Policies and procedures are in place and are supported by effective program systems in the areas of recordkeeping, reporting, communication, monitoring, and planning. Ensuring service coordination and communication with

parents and families are structured and timely. The program has also seen an increase in staff, and parents/ guardians seeking health, nutrition, and dental information. As a result, program staff have provided referrals and lists of clinics that are income based for staff and families. Additionally, Health staff have implemented monthly awareness campaigns based on relevant, community health needs such as diabetes awareness, domestic violence, and National Children's Dental Health month, Staff have implemented these by providing resources, literature, and collateral items related to the particular month's awareness campaign.

Due to the COVID-19 pandemic and in an effort to mitigate the spread, Health staff spent minimal time out on sites at the beginning of the 2020-2021 and 2021-2022 program years. As the positivity rate reduced time spent on sites increased. Hearing and vision screenings as well as onsite dental clinics resumed. Health staff and contractors providing health services onsite utilize safety practices to include the use of N95 mask, disposable gloves, disposable gowns and maintaining social distancing to the best extent possible. In addition, the program hosted drive up clinics for dental exams, and immunizations. This allowed families to receive services in a safe way during the pandemic. Health staff continue to work to meet the 45 day hearing and vision screening requirements. Site visits, and other health, nutrition and dental related initiatives continue on site as long as the positivity rate remains low. Health staff continues to monitor the community spread and adjustments are made to ensure the health and safety of all children, families and staff when the positivity rate enters the "severe" category. Adjustments may include temporary suspension of health services.

DHS EHS-CCP contracts with the City of San Antonio's Metro Health Dental Division (Metro Health) to provide onsite dental services. With parental/ guardian consent, all children enrolled in the program receive two dental exams and two fluoride varnishes, as age-appropriate, during the program year. Due to the COVID-19 pandemic and the risk of exposure, and to ensure the health and safety of children and staff, DHS EHS-CCP may provide limited dental services. Additionally, tooth-brushing onsite has

been temporarily suspended until the program is able to reintroduce it safely.

In an effort to support good oral hygiene practices Metro Health provides a toothbrush, toothpaste and timer for children as age appropriate, referrals for dental care, parent education sessions, information regarding local dental providers, and dental case management for children with identified severe oral decay. Currently the program has resumed on-site clinics. Each child must have a signed parent/guardian consent form before dental exams are conducted. Staff continues to monitor the positivity rate and will make necessary adjustments as needed to ensure the health and safety of all children, families and staff.

Families living in SAISD and EISD are at high risk for lead exposure. In partnership with the University of the Incarnate Word Ila Faye Miller School of Nursing and Health Professionals (UIW), DHS EHS-CCP provides on-site screenings for children with a missing blood lead screening or a previously elevated blood level, or for any child that has been identified as high risk. Nursing staff also provide on-site hemoglobin screenings for children who are missing or in need of a follow up screening. Each child must have a signed parent/guardian consent form before the screening is conducted. At time of consent parents are informed and educated on lead and hemoglobin levels and why it is important to have these screenings completed. Unfortunately, clinics scheduled for fall 2021 were postponed due to a nationwide recall with the lead equipment. Continued efforts to work with UIW Nursing staff and schedule clinics spring 2022 are still taking place given lead kits availability. Hemoglobin screenings will also be conducted by UIW as well as DHS EHS-CCP staff, with proper parental consent. Additionally, DHS EHS-CCP staff continue to work with and educate parents on the importance of scheduling and keeping well child exams with their pediatrician and maintaining the recommended schedule for lead and hemoglobin screenings.

Although the COVID-19 Pandemic has created some challenges regarding access to health providers, DHS EHS-CCP staff continue to work with families to ensure they are aware of the

importance of staying up to date on well child exams, immunizations, and any other healthcare needs. While we had witnessed a decline of families attending regular well child exams for their children at the height of COVID-19, we are working with the parents to assist in bringing their children up to date on exams, immunizations, and other health related items. Families are encouraged to advocate for their child's health needs and ensure developmental milestones are reached as appropriate. DHS EHS-CCP Program also partners with the City of San Antonio Green and Healthy Homes Initiative (SAGHHI), Neighborhood and Housing Department. The SAGHHI is a U.S. Department of Housing and Urban Development (HUD) funded program that addresses health and safety hazards, such as lead-based paint, mold, asthma triggers, and fire hazards. The SAGHHI aids in creating healthy, safe, energy-efficient, and sustainable homes for families residing in homes built prior to 1978 and where children under 6 years of age live or spend more than 6 hours a week.

#### **8. Family and Community Engagement (see 1302 Subpart E):**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS EHS-CCP family support services promote family well-being, strong parent-child relationships and the ongoing learning and development of the children and their families. The program achieves these three outcomes by providing supports and services responsive to families' expressed needs and through collaboration with the parents. Family support services staff utilizes the Parent Family Community Engagement (PFCE) Framework to promote and plan activities to facilitate achievement of positive family outcomes.

DHS EHS-CCP family support staff continues to build rapport with families by conducting the family assessment, collaborating with families through the family goal setting process, assisting with resources and referrals, providing networking opportunities through parent engagement events/activities, gathering parent input through surveys, and engaging with parents in their preferred



language. During the 2020-2021 program year and into the 2021-2022 program year families experienced unexpected hardships because of the COVID 19 Pandemic. In response to increase needs of our families, family support staff worked to provide needed resources to families. Families were provided resources with items such as rental/mortgage assistance, food distributions and health insurance. Ongoing communication with families through these unprecedented times remains essential in maintaining trusting relationships with families. Staff has adapted to these changing times and has implemented innovated ways to maintain family engagement. In addition to drive by events and porch drop offs, staff have included the use of virtual modalities to include online WebEx and TEAMS meetings as well as text messaging and email blast to ensure the connection with families is maintained.

The DHS EHS-CCP Program offers parent education aimed at supporting parent-child relationships, child development, family literacy, and language development. Various opportunities are available for parents to participate in the research-based parenting curricula, Ready Rosie, while engaged in our program. In response to the COVID 19 Pandemic, staff provided Ready Rosie workshops virtually in both English and in Spanish. For the upcoming 2022-2023 program year four additional workshop focusing on social emotional support have been added to the series. In addition, to the workshops families receives weekly videos modeling of every day occurrences that can be turned into educational experiences.

Furthermore, DHS EHS-CCP offers a tool for families to support their children's learning by providing opportunities for parents to help their children through School Readiness Home Learning Activities that are quick and simple yet valuable to the child's learning. School Readiness Home Learning Activities are distributed monthly and filled with many simple activities that the parent and child can do at home to help nurture parent-child relationships while fostering a core value of DHS EHS- CCP Program that parents are their child's first and most important teacher.

DHS EHS-CCP recognizes that children miss out on learning opportunities when they are not attending school. As a result of the COVID 19 Pandemic families including children were under quarantine for periods of time. Through the creation and distribution of Wish You Well packets families under quarantine were provided with additional educational activities to complete with their children. In addition, information on hand washing and proper quarantining methods was also provided.

A key strength of the DHS EHS-CCP Program is that all providers and community partners are deeply rooted and committed to San Antonio's center city. They are known and trusted allies for DHS EHS-CCP families and have additional resources and expertise to offer meaningful support in the face of life's biggest challenges. Referrals may be for mental wellness services, parent education and learning opportunities which are provided through community offerings such as virtual workshops, meetings, and events. The DHS EHS-CCP program will continue to be a point of entry into the dual generation program, informing parents of workforce development training opportunities and scholarship funds for child care for those children whose parents are in training. In response to the COVID 19 Pandemic parent engagement activities are provided virtually. Community agencies have also adapted to this mode of engagement and they continue to be essential partners offering much needed resources to families.

## **9. Services for Children with Disabilities (1302 Subpart F)**

At the time of this application, there have been some modifications to this section. DHS EHS-CCP procedures prioritize the recruitment of children with disabilities and support the identification of undiagnosed disabilities and/or delays after enrollment. Disability enrollment hit 10% on January 3, 2022. The EHS-CCP Program continues to collaborate with local Part C agencies to recruit children with disabilities. The disability percentage has fluctuated throughout the

year as children transitioned out or are dropped from the Early Childhood Intervention (ECI) programs. DHS EHS-CCP staff continue to work with parents to discuss the benefits of early intervention services and provide resources and referrals for alternative options for intervention series. DHS EHS-CCP has strong relationships and collaborates with local Part C providers to inform parents of the availability of EHS-CCP and to streamline the referral process from Part C therapists. DHS EHS-CCP continues to work to increase the enrollment for children with disabilities.

The approach to serving children with unique needs is guided by the belief that inclusion is a value rather than a practice. Individualization of instruction and support is central to DHS EHS-CCP's philosophy. Individualization in instruction means child-based activities, and lessons and assessments that support learning and development based on each child's strengths, needs, and interests. Selections of activities and learning projects are made with input from the child, his/her parents and are informed by formal and informal assessment data.

Rigorous efforts were put in place to support child care service providers' teaching staff through professional development, technical assistance, and one-on-one mentoring to expand their knowledge base and offer strategies for providing meaningful learning opportunities for children with varying abilities. DHS EHS-CCP will continue to collaborate with local community agencies to offer the highest quality professional development for all staff. The approach to professional development in this area is moving to evidence-based practices with content focused on specific research-based teaching intervention practices with embedded inclusion strategies.

#### **10. Transition (see 1302 Subpart G):**

At the time of this application, there have been no additions, deletions, or revisions to this section. Transitions bring change into the lives of children and families. DHS EHS-CCP Program implements strategies and practices to support successful transitions for children and their families.

DHS EHS-CCP program values transition in, within and out of the program. Supporting these transitions is critical to not only the child's well-being, but also the families. EHS-CCP staff, teachers and child care directors collaborate with the family to prepare the child for a successful transition.

*Transition to Head Start and Preschool.* The depth of resources available directly from DHS will be sufficient to support access to an individualized birth to five continua for children enrolled in DHS EHS-CCP who reside in the EISD or SAISD. Transition planning begins six months before the child turns three, at which point parents receive information about DHS's Head Start Program (3,020 slots at 21 sites), other Head Start Programs, available Child Care Services (CCS), the locally-funded PreK4SA program (1,500 slots), the prekindergarten programs offered by local school districts (based upon family residency), and the dual generation program, based upon family residency. Parental choice is the prevailing factor in selecting the child's next educational program. Families in the dualgeneration program typically commit to their child's subsequent enrollment in DHS Head Start Program.

#### **11. Services to Enrolled Pregnant Women (see 1302 Subpart H):**

At the current time, this section is not applicable to the EHS-CCP Program design.

#### **12. Transportation (see 1303 Subpart F):**

At the time of this application, there have been no additions, deletions, or revisions to this section. Family Support staff continues to work with families to identify any transportation needs. Assistance is offered through community resources and the provision of bus passes for those families needing them. Most families within the EHS-CCP Program have transportation.

Child care service providers promote age-appropriate pedestrian and school bus safety for the children, their families and document bi-annual activities in their classroom lesson plans. I'm SAFE Car Safety Banners will continue to be used for displaying as parents/guardians drop off and pick up

children to increase awareness of “Never Leave a Child Alone” in vehicles to prevent vehicular fatalities.

## **Sub-Section C: Governance, Organizational, and Management Structures**

### **1. Governance (see 45 CFR Part 1301 and Section 642(c)-(d) in the Act):Structure**

At the time of this application, there have been minor changes in DHS Head Start’s Governance structure as described below. DHS EHS-CCP Program and the pre-kindergarten Head Start program share the same Governance structure. DHS Head Start Program Governing Body members oversee a public entity and are selected to their positions by public election. For this reason, the DHS Head Start Program’s Governing Body is exempt from composition requirements as stated in Section 642(c) of the Head Start Act.

DHS Head Start Policy Council (HSPC) is composed of twenty-two members, with DHS Head Start parents of currently enrolled children representing 91% of the Council. SAISD Head Start Program has six parent representatives (three primary and three alternates) and EISD Head Start Program has four parent representatives (two primary and two alternates). DHS EHS-CCP Program has four parent representatives (two primary and two alternates) and the newly awarded Early Head Start Program has four parent representatives (two primary and two alternates). Two Community Representatives are elected from the community at large by the HSPCparents to serve on the Council.

### **Governing Body Processes**

At the time of this application, there have been minor revisions to this section. The City of San Antonio, City Council as our governing body, has a legal and fiscal responsibility to administer and oversee the DHS EHS-CCP, DHS Early Head Start and DHS Head Start programs. The

Governing Body ensures objectivity in monitoring the program's progress in meeting Head Start Performance Standards and internal program mandates as well as ensuring that program goals and objectives tie into a larger community vision for early childhood education services. While the City of San Antonio's City Council must maintain its legal and fiscal responsibilities, it has authorized the CAAB to oversee other key responsibilities and may authorize an advisory committee to oversee these necessary duties.

The Governing Body and the HSPC partner with each other and key management staff to develop, review, and approve DHS Head Start program policies and planning items. The CAAB is charged with oversight of specific DHS Head Start program functions and receives monthly fiscal and program reports which are provided one week prior to the scheduled meeting. DHS, Head Start Administrator and Program Managers present reports to ensure the Governing Body and HSPC carry out their responsibilities as stated in Section 642(c) of the Head Start Act, to include review and approval of annual items. Training opportunities are provided to the Governing Body throughout the year and decision-making items are presented for program development, budget and policy and community advocacy. Governing body meetings have been held virtually since March 2020 and will continue to do so in a manner that respects Open Meetings Act of Texas protocols while ensuring members safety.

The Finance Department, City Attorney's Office, and Department of Human Services provide legal, fiscal, and management expertise. Grant applications amendments, service provider allocations and all contracts require City Council final approval prior to submission to the U. S. Department of Health and Human Services (HHS) or execution.

### **Policy Council**

At the time of this application, there have been no additions, deletions, or revisions to this section. The current governance structure allows for parent participation in policy making and other

programmatic decisions focused on planning, general procedures, and human resources management. In accordance with Section 642(c) (1) and Section 642(c) (2) of the Head Start Act mandating the HSPC is involved in these three focus areas, items are reviewed and approved at monthly scheduled meetings. The HSPC is responsible for the direction of the DHS Head Start Program. To ensure adequate program governance and informed decision making, the program provides regular ongoing communication to the HSPC. As a part of this system, the program provides monthly reporting that includes information on correspondence (from HHS and other), program operations, and fiscal expenditures. The DHS Head Start Program requires HSPC approval on program planning, policies, and grant applications and provides updates on the program's progress.

### **Parent Committees**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS EHS-CCP schedules bi-monthly Parent Connection Committee (PCC) meetings at each site. PCC officer elections were held in September 2021 to ensure a governing structure that ensures communication between parents and the Policy Council. Parents who participate in PCC meetings are also identified as Parent Leaders and may hold leadership roles when PCC officer positions remain vacant. The PCC meeting agendas have a standing item to obtain parent input on recommendations for the program during each meeting. Family support staff survey parents, usually at the beginning of the school year, to determine what topics parents are most interested in and then coordinate those presentations. DHS EHS-CCP holds PCC meetings at each child care center. At these meetings, parents have opportunity to discuss concerns, successes, ideas to improve the program and training on topics that are important to them and their families. When relevant input is obtained during PCC meetings, the information is forwarded to the Head Start Policy Council (HSPC) for their consideration. After the HSPC meets, each month, the agendas and minutes of each meeting are

posted on Parent Boards at each site. This process is the first step to promote two-way communication with parents in the program. In response to the COVID 19 Pandemic virtual parent boards were also made available online.

Additionally, parents of enrolled DHS EHS-CCP children are invited to participate in the Self-Assessment reporting and Strategic Planning events where they are encouraged to provide their thoughts on how the program is doing and suggest future goals for the program. Parent input impacts policies, activities, and services. PCC Meetings will continue to be held virtually during the 2021-2022 program year until we are able to bring groups of people together again safely. All community related COVID-19 information will be assessed as we move into the 2022-2023 program year on the continuation of virtual parent meetings or moving to in-person. Information from San Antonio Metro Health, the State of Texas and the CDC will be used guide the program's decision regarding in person activities.

### **Community Partnerships**

At the time of this application, there have been no additions, deletions, or revisions to this section. The Governing Body and the HSPC are provided a thorough DHS Head Start new member orientation and training on their responsibilities as stated in Section 642(c) of the Head Start Act, and the Head Start Program Performance Standards. Ongoing trainings and technical assistance are provided to the Governing Body and the HSPC to ensure that members understand the information presented and discussed and can effectively oversee and participate in the program. Governing Body members receive ongoing monitoring results, data on school readiness goals, and items to determine eligibility under applicable federal regulations and program policies and procedures.

DHS Head Start Program Governing Body members oversee a public entity and are selected to their positions by public election. For this reason, the DHS Head Start Programs Governing Body is exempt from Composition requirements as stated in Section 642(c) of the Head Start Act.



The Governing Body and HSPC are provided the same necessary program items to review and approve monthly. The Governing Body members are invited to attend the monthly HSPC meetings and the HSPC members are invited to attend monthly Governing Body meetings.

## **2. Human Resources Management (see 1302 Subpart I):**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start maintains an organizational chart to display the management and staffing structure including all of DHS Head Start staff, the Department of Human Services Director, and the DHS Fiscal staff.

DHS Head Start collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired DHS Head Start staff complies with and has completed the criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process. For its part, all six child care centers ensure new employees meet Child Care Licensing Minimum Standards upon hire and ongoing to stay in compliance with both Minimum Standards and Head Start Program Performance Standards (HSPPS). DHS EHS-CCP staff supports the child care service providers with orientation of the DHS EHS-CCP Program, HSPPS, Head Start Act, DHS Head Start Standards of Conduct, and a program overview.

All new city staff receives DHS Head Start Program orientation, training, and technical assistance to include a review of the Head Start Program Performance Standards, Head Start Act, City of San Antonio Administrative Directives, CORE Values, DHS Head Start Standards of Conduct, and a program overview.

DHS EHS-CCP provides a comprehensive approach to Professional Development for all DHS EHS-CCP staff and child care service providers' staff. This includes in-person trainings and webinars to build knowledge based on interest and assignments. In addition to trainings and webinars organized

and provided by DHS EHS-CCP, our approach to Professional Development also includes attendance at conferences and workshops offered at the local, state, and national level.

### **3. Program Management and Quality Improvement (see 1302 Subpart J):**

At the time of this application, additional information on the response to COVID-19 is provided in this section. DHS EHS-CCP staff is responsible for monitoring of the child care service providers (external monitoring) and reviewing and validating results of the comprehensive services activities of the DHS EHS-CCP program staff (internal monitoring). In addition, the DHS EHS-CCP Program uses a three-level monitoring system to ensure program compliance at all levels: 1) Texas Child Care Regulation inspections completed for all child care service providers, (2) DHS EHS-CCP staff conducts monitoring of both child care service providers and DHS EHS-CCP staff direct services and (3) Texas Rising Star (TRS), the state of Texas' QRIS, reviews for the six child care service providers.

During the past program year, DHS EHS-CCP staff worked closely with the child care centers to continue implementing added safety protocols, provide additional education, materials, and resources for staff and families on preventive measures to combat COVID-19. The Center for Disease Control (CDC), Office of Head Start, and local guidance was used to determine how to reopen and operate safely for in-person services. Not only were added safety protocols put in place, supplies and personal protection equipment were provided to support the needs of the centers and families. DHS EHS-CCP staff and Directors continually emphasize the importance of practicing safety protocols in the centers to keep children, families and staff safe. Many of the practices outlined in the Re-Opening Plans put forth during the 2020-2021 program year, remain in effect for the 2021-2022 program year.

Lastly, DHS EHS-CCP continues to incorporate key elements of the 2020-2021 Re-Opening Plan into the ongoing Safe Environment monitoring tools to ensure practices continue throughout the program year. The established ongoing monitoring system also allows for multiple levels of review

and continuous program improvement across the program. DHS EHS-CCP staff collects and uses data from the Self-Assessment, ongoing monitoring tools to make any recommended policy and procedures changes and informs the Policy Council and Governing Body. Ongoing monitoring provides data needed to evaluate compliance with the HSPPS and make recommendations to improve the level of program services. The monitoring methods include on-site announced and unannounced visits, Child Plus reports, questionnaires, and surveys.

Communication is central to the quality leadership and management of the grant: weekly, monthly, quarterly, and annual meetings are held with all staff, regularly scheduled with individual staff members, small groups, and the full staff. The training and technical assistance components of the grant assure the building of staff capacity and well-being. As a result of COVID 19 and the unpredictability of its effects on the community, staff continues to monitor the positivity rate as published by San Antonio Metro Health to make any modifications to safety practices to help mitigate the spread.

### **Conclusion**

DHS EHS-CCP is committed to ongoing development and continual improvement. Dedicated staff works side-by-side with the child care service providers to build understanding, expectations, and overall knowledge of the Early Head Start program. Strong and effective management systems are in place for the delivery of the highest quality infant toddler program. The focus for the 2022-2023 program year is building capacity for quality care and a solid foundation of understanding of Head Start Program Performance Standards and Trauma Informed Care.



Grant No: 06HP000255  
Attachment A

**City of San Antonio  
Department of Human Services  
Early Head Start Program – Child Care Partnership  
Continuation Application  
Program Year 2022-2023**

**Budget Narrative**

**1. Summary**

The City of San Antonio Department of Human Services Early Head Start-Child Care Partnership (DHS EHS-CCP) Program, submits the enclosed budget for the 2022-2023 refunding application for the period of August 1, 2022 through July 31, 2023 in the total amount of \$3,772,295.00. The total amount consists of \$2,953,036.00 in program operations and \$64,800.00 for training and technical assistance. DHS EHS-CCP's contribution of non-federal resources is \$754,459.00, which is (20%) of the grant.

DHS provides general program oversight, governance, program design, policies, and technical assistance to contracted service providers that carry out direct program services in the areas of Early Childhood Education, Health, Nutrition, Disabilities, and Safe Environments. Additionally, DHS EHS-CCP provides direct services in the areas of Family and Community Support, Health and Training and Technical Assistance. DHS's goals are to ensure program integrity and sound management principles as well as fiscal responsibility. All procurement follows City's processes.

The City defines and outlines policies with respect to the financial management of grants administered within the City. Grants management policies and procedures have been adopted for uniform application in all departments. DHS has policies and procedures that describe the process for initiation of master financial data, cash management, in-kind support, monitoring, and month and year end procedures in relation to grants. It is the policy of the City and DHS that grants are managed in accordance with federal, state and local guidelines. DHS promotes effective controls to ensure the protection of City assets, accurate financial reporting, and efficient use of City resources regardless of funding. Please visit the following link to access financial policies, administrative directives, ethics code and financial reports. <https://www.sanantonio.gov/finance>

**2. Early Head Start – Child Care Partnership Budget Justification – Federal Share**

**PERSONNEL** \_\_\_\_\_ **\$817,275.00**

The proposed staffing model represents the number of positions required to effectively and efficiently administer and monitor the program. Funding amounts represent costs reflected on the operations and training and technical assistance budgets.





Grant No: 06HP000255

Attachment A

**SUPPLIES** \_\_\_\_\_ **\$13,774**

Office Supplies \$5,797  
 Copier paper, pens, pencils, files folders, and other consumable office supplies

Computer Software 1,686

Cap <5000 - Computer Equipment 8,870

Cap <5000 - Furniture & Fix 3,291

**CONTRACTUAL** \_\_\_\_\_ **\$1,755,228.00**

Fees to Professional Contractors \$6,650

Service	Amount
Nutrition Services	\$3,000
Community Assessment	1,600
ESD	1,050
Translation Services	1,000

Contractual Services – Child Care Centers \$1,725,578

The EHS-CCP's budget for contractual costs includes funding allocations for the following services: education, disabilities, nutrition, health and dental services for 216 children enrolled in the EHS-CCP Program. Service providers are contractually obligated to provide non-federal share in proportion to their allocations. The City will disburse allocations to the service providers accordingly.

Service Providers	Number of Children	Amount
Blessed Sacrament Academy CDC	44	\$351,506
Ella Austin Community Center	48	383,462
Healy Murphy Center, Inc.	64	511,282
Inman Christian Center	28	223,686
Seton Home	12	95,866
YWCA – Olga Madrid CDC	20	159,776



Grant No: 06HP000255

Attachment A

Other Contractual Services

\$23,000

Service	Amount
UIW Health Services	8,000
Mental Health Services	15,000

**OTHER** **\$39190.00**

Food	\$2,000
Gas and Electricity	4,500
Water and Sewer	600
Building Maintenance & Repair/Alarm & Security	13,000
Transportation Fees-Staff Mileage	2,800
DW Other	1,000
Rental Office Equipment	1,200
Printing	5,500
Cellular Phone Service	4,000
Wireless Data Communications	2,000
Subs Comp Svc – Child Plus	2,590

### 3. Training and Technical Assistance

Category Description Job Title	# of FTEs	Program OPS Federal
Management Analyst	.05	\$2,934

**FRINGE BENEFITS**

**\$1,037.00**

Grant No: 06HP000255

## Attachment A

## Social Security (FICA)

\$225

## Health/Dental/Life Insurance

448

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

## Retirement

364

Employees participate in a retirement program after meeting employment criteria. The City will match 10.47%-10.76% of the employee's salary.

TRAVEL	\$4,160.00
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Conference	Location	Dates	Lodging	Airfare	Per Diem	# Staff	Total
Zero to Three National Annual Conference	TBD	Oct -22	900	600	390	1	\$1,890
NHSA Parent Conference	TBD	Dec- 22	450	450	300	1	1,200
Region VI Meeting	TBD	TBD	500	300	270	1	1,070

<b>SUPPLIES</b>	<b>\$6,500.00</b>
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## Training and Classroom Supplies

\$6,500

<b>CONTRACTUAL</b>	<b>\$39,169.00</b>
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### Fees to Professional Contractors and other Contractual Services

<b>Consultant/Service</b>	<b>Amount</b>
Kaplan – E-Lap, web access and archive	\$3,594
Teaching Strategies/Curriculum Support	3,500
Teachstone – CLASS Support	10,500
Dual Language and other support services	1,000
Social/Emotional Curriculum Support	15,000
Child Plus Training	850
Other support services as identified by EHS-CCP staff	4,725





Grant No: 06HP000255  
Attachment A

**OTHER** \_\_\_\_\_ **\$11,000**

Education Classes: High quality training is necessary for the professional development of staff. DHS is committed to increasing the level of expertise for all staff to better serve the children and families in the program. The budget presents estimated costs based on historical cost.

Conference	Total
Child Development Associate Credential Class	\$2000
Local Conference Registration fees	3,000
Additional Training Fees for Trainers, Trainings, Webinars	3,500

Binding & Printing \_\_\_\_\_ \$2,500

**TOTAL COST FOR T&TA** \_\_\_\_\_ **\$64,800.00**

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Grant No: 06HP000255

Attachment A

#### 4. Early Head Start - Child Care Partnership Budget Justification – Non-Federal Share

**PERSONNEL** \_\_\_\_\_ **\$49,537.00**

Category DescriptionJob Title	# of FTEs	Nonfederal Salary Match
Time and Attendance Specialist	.05	\$1,720
Human Services Director	.05	9,096
Education Program Director	.05	7,440
Special Projects Manager (Facilities)_	.05	5,036
Department Fiscal Administrator	.05	4,524
Asst to the Director	.05	4,268
Executive Secretary	.05	2,045
Administrative Assistant II	.05	1,989
Public Relations Manager	.05	4,320
Contracts Administrator	.05	3,770
Department Accounting Supervisor	.05	3,065
Senior Accountant	.05	2,264

#### **FRINGE BENEFITS**

**\$15,319**

Social Security (FICA) \$3,790

Health/Dental/Life Insurance 5,386

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

Retirement 6,143

Employees participate in a retirement program after meeting employment criteria. The City will match 10.47%-10.76% of the employee's salary.



Grant No: 06HP000255  
Attachment A

**OTHER**

**\$689,603.00**

Fair Market Value of Square Footage Utilized

\$674612

- CBRE Office Space MarketView will be used to determine the FMV for the area the CCP is located. CBRE is a real estate and investment firm that does market research all over the world. They generate a report for the San Antonio Area quarterly, so the data used up to date.
- Bexar County Appraisal District review is to ensure that the FMV being assessed for use of the program does not exceed the appraised value. Since this is done by Bexar County

Service Providers	Fair Market of Sq Ft Utilized	Amount
Blessed Sacrament Academy CDC	13087 - \$18.96	\$248,130
Healy Murphy Center, Inc.	5,827 - \$22.01	128,252
Inman Christian Center	8,352 - \$26.02	217,319
Seton Home	4,103 - \$19.72	80,911

Family and Community In-Kind

\$5,020

Home Learning Activities In-Kind

\$9,971

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**TOTAL COST FOR NON-FEDERAL SHARE\_\_\_\_\_ \$754,459.00**

Note: Minor discrepancies due to rounding.

Grant No: 06HP000255  
Attachment A



**Training and Technical Assistance Plan 2022-2023**

The City of San Antonio, Department of Human Services, Grantee of the Head Start Program's Early Head Start-Child Care Partnership (DHS EHS-CCP) contracts with eight direct service providers (six child care service providers and two health care service providers) and collectively employs approximately 95-100 (including substitutes, floaters and part-time staff) professionals to provide high-quality infant and toddler program services to 216 children and families.

DHS EHS-CCP retains primary responsibility for providing ongoing training and technical assistance. Staff collaborates with the child care service provider in the development of annual training plans to ensure needed trainings support the direct service staff in the delivery of high-quality services. This system ensures staff and families have access to ongoing training opportunities.

The 2022– 2023 Training and Technical Assistance Plan (T&TA) reflects activities provided during the 2021-2022 program period and planned training and development for the 2022-2023 program year. Through this application, DHS is applying for \$64,800 training and technical assistance funds, for the awarded project period from August 1, 2022 – July 31, 2023.

**Section 1: Planning for Training**

On an annual basis, DHS EHS-CCP and each child care service provider identify, prioritize, and develop a plan for the provision of training, based on the needs of staff, parents and children.

Child outcome data, family assessment information, monitoring data, Classroom Assessment Scoring System (CLASS) data, , , self-assessment data, staff and parent surveys, training evaluation forms and child care licensing compliance history are utilized to identify

program-wide training needs. The training plans developed yearly meet or exceed the requirements of the Head Start Performance Standards, Head Start Act, Texas Child Care Licensing, and other regulations.

## **Section 2: Professional Development & Training**

DHS EHS-CCP implements a comprehensive professional development plan that includes national and local conferences and workshops, orientation training, pre-service training, onsite training during the program year, and online trainings and webinars. Professional development opportunities continue to be presented in a virtual format to help prevent the spread of COVID-19. The professional development plan centers on the following five areas of focus and are presented in detail in the tables below: Quality Teaching and Learning, Family & Community Engagement, Health & Safety, Program Leadership, and Wellness Support.

DHS EHS-CCP and each child care service provider ensure that at the beginning of employment all new program staff receives orientation. Each agency currently provides an orientation to all new staff which meets their organizational expectations and Child Care Licensing Minimum Standards. Beginning with the 2022-2023 program year, child care service providers will implement an eight part series of recorded sessions as part of their New Employee Orientation (NEO) in onboarding new staff. The NEO series includes sessions focused on the goals and philosophy of Head Start, the mission and vision of DHS EHS-CCP Program, Standards of Conduct, Disabilities and Wellness Services, Approach to School Readiness, the School Readiness Plan of Action, Head Start Early Learning Outcome Framework, and Parent Family and Community Engagement Framework.

In addition to the new staff orientation, the DHS EHS-CCP program, in collaboration with the child care service providers, conducted an in-service event prior to the new program

year beginning. DHS EHS-CCP program staff hosted a three-day in-service event at the beginning of the 2021-2022 program year with over 90 child care service provider staff attending. Training topics included Baby Sign Language, Infant Massage, Federal Review Preparation and Head Start updates and expectations. In addition, a special session was presented in collaboration with the EHS Monitor and Early Education Services Team to take the teachers through a data walk of education monitoring from the 2020-2021 program year. The presentation included monitoring data, pictures and discussion on areas needed for improvement and areas to celebrate. Rounding out the event, First Three Year's provided an overview and introduction to Reflective Supervision. This was well received, and DHS has a contractual agreement to continue the collaboration of infant/toddler training as well as a robust training and technical assistance on Reflective Supervision across the Head Start Division.

DHS EHS-CCP staff and parents have opportunities throughout the program year to attend training events and conferences, including local, regional, and national conferences and workshops. The opportunity to attend additional conferences, workshops, and trainings arises throughout the program year based on identified program and/or individual needs.

DHS EHS-CCP and the child care service providers offer various training opportunities throughout the program year using a variety of training methods and consultants including: online modules, webinars, scheduled trainings, conferences, and events. Training delivery methods primarily were virtual the past program year and continue to be so. Transitioning to in-person trainings will be assessed in August for the 2022-2023 program year. All decisions will be based on the local guidance of Metro Health, City leaders and CDC. Topics and number of participants may vary based on identified program and/or individual needs and all topics fall within the five areas of focus.

The program has professional networks and services to assist staff in continuing their

education goals including completion of additional coursework, obtaining a degree, or becoming credentialed. These professional educational opportunities are designed to build staff capacity and to meet the requirements of the Head Start Act, the Head Start Performance Standards, DHSEHS-CCP policies and furthering staff's education.

The program builds capacity within both DHS EHS-CCP staff and child care service providers. The program values staff pursuits of various training certifications to grow trainers and leaders within specific service areas. DHS EHS-CCP management staff currently holds certifications and trainer status in the following:

- Playground Safety
- Car Seat Proxy Technician and Technicians
- Infant CLASS-Reliability and Trainer status
- Toddler CLASS-Reliability and Trainer status
- Pre-K CLASS Reliability and Trainer status
- Family Service Credential and Trainer status
- NAEYC – Developmentally Appropriate Practices
- Program for Infant/Toddler – (PITC)
- Period of PURPLE Crying
- Child Care Health Consultant
- Early Childhood Outdoor Learning Environments
- ASQ and ASQ-S/E Trainer
- Infant Mental Health Endorsement Category II

DHS EHS-CCP staff uses their knowledge, skills, and abilities to provide quality trainings and technical assistance to the child care service providers and families to ensure the program builds knowledge and best practices.

DHS EHS-CCP program continues to use the Infant and Toddler CLASS tools to measure teacher/child interaction to collect data for driving decisions for ongoing professional development.. In-person CLASS observations are being planned for the spring of 2022 with all considerations of COVID-19. Moving into the 2022-2023 program year DHS EHS-CCP will consider all aspects of COVID-19 and community levels prior to making a determination of



conducting classroom observations.

The program continues the approach of six designated half-day professional development days held over the course of the program year to deliver high quality professional development. Child care service providers close the centers at noon for all staff (those in EHS-CCP classrooms and those in non-EHS-CCP classrooms when applicable) to attend specified four-hour trainings. Due to COVID-19, all half-days have been delivered virtually. Parents have been strongly supportive of the idea and plans are to continue the approach in the 2022-2023 program year. Table 3 indicates the six half-day professional development days and topics presented and planned for the 2021-2022 program year.

**Table 3. 2021-2022 Half-Day Professional Development Days**

Date	Topics
September 17, 2021	<ul style="list-style-type: none"> <li>▪ Educational Assessments: Learning Accomplishment Profile 3<sup>rd</sup> Edition (LAP-3) and Early Learning Accomplishment Profile (E-LAP)</li> <li>▪ Self-Care</li> <li>▪ Home-Based: Support Parents to Promote Infant and Toddler Development</li> </ul>
October 8, 2021	<ul style="list-style-type: none"> <li>▪ Infant Autism</li> <li>▪ Every Bite Counts: Strategies to Support Mealtime and Importance of Nutrition During Early Formative Years</li> </ul>
November 12, 2021	<ul style="list-style-type: none"> <li>▪ Creating the Earliest Connections: Strategies for Supporting Developmental Differences</li> <li>▪ School Readiness</li> <li>▪ COVID-19 and Influenza Facts and Info</li> </ul>
January 28, 2022	<ul style="list-style-type: none"> <li>▪ Federal Review Preparation</li> <li>▪ Introduction to Early Childhood Intervention (ECI) Services</li> <li>▪ Strategies to Support Dual Language Learners</li> </ul>
March 25, 2022	<ul style="list-style-type: none"> <li>▪ Introduction to Infant Mental Health</li> <li>▪ Ethics for Early childhood Practitioners</li> </ul>
May 27, 2022	<ul style="list-style-type: none"> <li>▪ Brain Architecture Game &amp; Impact of Trauma and Brain Development</li> </ul>

DHS Head Start provides Family Service Credential (FCS) training for all family support service staff within eighteen months of hire. The Family Service Credential is a comprehensive,

competency and credit-based training designed to support direct service family support staff in their work with children and families.

Additionally, DHS EHS-CCP provides ongoing support for child care service providers' staff and program parents to obtain and renew their Child Development Associate Credential.

### **Section 3: Parent Leadership Programs and Training**

DHS EHS-CCP has implemented several parent programs and initiatives available throughout the program year to support parents and empower them to serve as not only leaders in their families but also in the community.

DHS EHS-CCP utilizes ReadyRosie as its research-based parenting curriculum. ReadyRosie builds on parents' knowledge and provides tools that are focused on equipping and engaging families and caregivers of children 0-6 years old. The curriculum includes a one-year subscription for the digital tool provided to all DHS EHS-CCP parents and staff through text, email, or smart phone app. Subscribers receive "Modeled Moments" of real families, rather than actors, engaging in learning activities within the context of their own homes, grocery stores, restaurants, and cars. In addition to the digital tool, DHS EHS-CCP implements the ReadyRosie Family Workshops. Initiated during the 2018-2019 school year, the six session workshop series for parents and caregivers addressed positive discipline strategies, healthy routines, language development, developmental milestones, fostering play and social emotional development. For the 2021-2022 program year, DHS EHS Early Education Services (EES) and Family and Community teams collaborated to facilitate the ReadyRosie Family Workshops. This collaboration provided parents with the opportunity to discuss their child's development and identify strategies that can be implemented in the home environment to support parent-child interactions. Workshops are based on various topics aligned to the Parent, Family and Community Engagement Framework such as All About Me – supporting positive parent-child

relationships, Keeping it Healthy and Family Literacy supporting family well-being as other well as other topics. Three additional sessions were introduced this program year bringing the total number of workshops from seven to ten. These additional sessions are focused on social emotional support and included: Fostering Listening Skills, Resiliency Raising Strong Children and Nurturing Resilient Children with Positive Expectations and Healthy Family Norms. All ReadyRosie activities including “Modeled Moments” and workshops are available in both English and Spanish.

To prevent and reduce child abuse and neglect, DHS EHS-CCP collaborates with the prekindergarten Head Start program on the implementation of Triple P, a parent training curriculum. A collaboration between DHS Head Start, Metro Health and community partners allows for the provision of multiple levels of the Triple P program to Head Start families.

Triple P is an evidence-based parenting curriculum that has been shown to reduce child maltreatment among families with a history of maltreatment or with risk factors for maltreatment. Plans are for the 2022-2023 program year are to roll out the Triple P program with the EHS-CCP families.

#### **Section 4: Policy Council and Governing Body Training**

In accordance with Head Start Performance Standards and the Head Start Act, all Policy Council and Governing Body members receive Head Start orientation and ongoing training throughout the program year. Training topics include: Effective Meetings, Council & Committee Structure, Parliamentary Procedures, Roles & Responsibilities, Refunding Application, Community Assessment, Strategic Planning, Self-Assessment, Governance Requirements, Budget Planning & Development, and Content Area Training. Additional training may be provided based on an identified need.

**Section 5: Effectiveness of Training and Technical Assistance**

Throughout the course of the program year, staff regularly evaluates the effectiveness of training and technical assistance provided and determines if additional follow-up or re-training is needed. Various evaluation tools, such as surveys, training evaluation forms and focus groups, review of the professional development plans, annual performance reviews, and results of ongoing monitoring are used to determine effectiveness of training and technical assistance. The program uses the DHS EHS-CCP Five-Year Strategic Plan outcomes and the quarterly data reviews to inform the effectiveness of program-wide training and technical assistance.

**DHS EHS-CCP is seeking a total of \$64,800 T&TA budget for the continuation of services from August 1, 2021 – July 31, 2022.**

**National/State Conferences & Workshops****Quality Teaching and Learning**

Date	Location	Conference/Meeting	Attendees
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)
October 2022	TBD	Zero to Three Annual Conference	Program Staff (4)
November 2022	Virtual	Partners for a Healthy Baby Home-Based Curriculum Training	Program Staff (3)
May 2023	Hybrid Virtual and Chapel Hill, NC	National Early Childhood Inclusion Institute	Program Staff (2)

**Family & Community Engagement**

Date	Location	Conference/Meeting	Attendees
December 2022	Orlando, FL	NHSA Parent Conference and Family Engagement Institute	Program Staff and Policy Council Members (1 from EHS-CCP)
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

**Health & Safety**

Date	Location	Conference/Meeting	Attendees
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

**Program Leadership**

Date	Location	Conference/Meeting	Attendees
April 2023	Columbus, OH	NHSA Annual Head Start Conference	Program Staff (4)
July 2023	TBD	Child Plus	Program Staff (7)
June 2023	TBD	THSA Summer Conference	Program Staff (4)
Various Dates	TBD	Financial Management/Contracts	Program Staff (2)
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

**Local Conferences & Workshops****Quality Teaching and Learning**

Date	Conference/Meeting	Attendees
September 2022	Texas AEYC Annual Conference	Program Staff (6)
March 2023	First 3 Years Annual Conference	Program Staff (14)

**Family & Community Engagement**

Date	Conference/Meeting	Attendees
November 2022	Family Engagement Symposium	Program Staff, Policy Council Members, and Parents (6)
March 2023	Social Work Conference	Family & Community Support Staff (10)
April 2023	IDRA La Semana del Nino Parent Institute	Program Staff, Policy Council Members, and Parents (6)

May 2023	CAM Messina Child Advocacy Training	Program Staff and Policy Council Members (2)
May 2023	Women's Empowerment Conference	Program Staff, Policy Council Members, and Parents (8)
May 2023	Men's Empowerment Conference	Program Staff, Policy Council Members, and Parents (8)

**Health & Safety**

Date	Conference/Meeting	Attendees
October 2022	Texas Health Literacy Conference	Program Staff (2)
October 2022	Healthier Texas Summit	Program Staff (1)
March 2023	Nutrition Summit	Program Staff, Policy Council Members, and Parents (10)

**Program Leadership**

Date	Conference/Meeting	Attendees
November 2023	Texans Care for Children Policy Conference	Program Staff (4)
February 2023	State of District	Program Staff and Policy Council Members, and Parents (6)
April 2023	Rivard Report Education Forum	Program Staff (4)
February 2023	Congress on Children	Program Staff and Policy Council Members, and Parents (4)

**Wellness Support**

Date	Conference/Meeting	Attendees
August 2022	Pathways to Hope	Program Staff and Policy Council Members, and Parents (2)
October 2022	Ecumenical Center Mental Health Conference	Program Staff (2)
May 2023	South Texas Trauma Informed Care Conference	Program Staff (5)
June 2023	CLARITYCON	Family & Community Support Staff and Mental Health Staff (6)

**Onsite Trainings & Conferences****Quality Teaching and Learning**

Titles	
<ul style="list-style-type: none"> <li>• Safe Sleep Practices for Infants</li> <li>• E-LAP and Lap-3</li> <li>• Infant / Toddler CLASS</li> <li>• Classroom Management</li> <li>• Conscious Discipline in the Classroom</li> <li>• Effectively Using Child Outcome Data</li> <li>• Disabilities/ECI – 101</li> <li>• School Readiness/HSELOF</li> <li>• PITC</li> <li>• New Teacher Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Individualization</li> <li>• Language &amp; Literacy</li> <li>• Practice Base Coaching &amp; Coaching Support</li> <li>• Creative Curriculum</li> <li>• Supporting Varying Abilities for Infant and Toddlers</li> <li>• Best Practices in the Early Childhood Classroom</li> <li>• Trauma Informed Care</li> </ul>

**Family & Community Engagement**

Titles	
<ul style="list-style-type: none"> <li>• Case Management Training</li> <li>• Community Resources</li> <li>• Effectively Using Family Outcome Data</li> <li>• Disability Resources &amp; Services</li> <li>• ReadyRosie and Parent Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• McKinney-Vento Training</li> <li>• Parent, Family, and Community Engagement</li> <li>• Poverty Training</li> <li>• Domestic Violence</li> </ul>

**Health & Safety**

Titles	
<ul style="list-style-type: none"> <li>• Active Supervision for Infants and Toddlers</li> <li>• Car Seat Safety</li> <li>• CPR/First Aid</li> <li>• Child Abuse: Neglect &amp; Prevention</li> <li>• Active Supervision and Playground Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively Using Health Outcome Data</li> <li>• Health Services in Early Head Start</li> <li>• Nutrition &amp; Early Childhood Education</li> <li>• Creating Safe Environments</li> <li>• Emergency Preparedness</li> </ul>

**Program Leadership**

Titles	
<ul style="list-style-type: none"> <li>• ChildPlus &amp; Data Entry</li> <li>• Effectively Using Child &amp; Family Outcome Data</li> </ul>	<ul style="list-style-type: none"> <li>• Governance in Head Start</li> <li>• Person First Leadership</li> <li>• Reflective Supervision</li> </ul>

**Wellness Support**

Titles	
<ul style="list-style-type: none"> <li>• Compassion Fatigue</li> <li>• Pyramid Model Parenting Strategies that Work</li> <li>• Behaviors that Challenge Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Care Trauma Informed Care</li> <li>• Wellness Support for Staff</li> </ul>

**Online Trainings & Webinars****Quality Teaching and Learning**

Providers	
<ul style="list-style-type: none"> <li>• Early Childhood Investigation</li> <li>• ELCKC</li> <li>• Office of Head Start</li> <li>• First 3 Years</li> </ul>	<ul style="list-style-type: none"> <li>• ChildrenFlow-Dual Language Learners</li> <li>• Texas A&amp;M Agri-Life Extension</li> <li>• Texas Rising Star</li> <li>• Zero to Three</li> </ul>

**Family & Community Engagement**

Providers	
<ul style="list-style-type: none"> <li>• Early Childhood Investigation</li> <li>• ECLKC</li> <li>• ESC Region XX</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Head Start</li> <li>• T&amp;TA Specialists</li> <li>• Annie E Casey Foundation</li> </ul>

**Health & Safety**

Providers	
<ul style="list-style-type: none"> <li>• Child Safe</li> <li>• ECLKC</li> <li>• Safe Schools</li> <li>• Office of Head Start</li> </ul>	<ul style="list-style-type: none"> <li>• T&amp;TA Specialists</li> <li>• Texas A&amp;M Agri Life Extension</li> <li>• Western Kentucky T/TAS</li> </ul>



**Program Leadership**

Providers	
<ul style="list-style-type: none"><li>• Early Childhood Investigation</li><li>• ECLKC</li></ul>	<ul style="list-style-type: none"><li>• Office of Head Start</li><li>• Annie E Casey Foundation</li></ul>

**Wellness Support**

Providers	
<ul style="list-style-type: none"><li>• Early Childhood Investigation</li><li>• ECLKC</li></ul> =	<ul style="list-style-type: none"><li>• ESC Region XX</li><li>• Office of Head Start</li></ul>