



Department of Human Services Head Start Program

Continuation Application for Year 5

Program Year 2023-2024

Project Description

The City of San Antonio, Department of Human Services, Head Start Program (heretofore, DHS Head Start) submits the enclosed amended application for consideration of continued program operations and training and technical assistance funding for the period of February 1, 2023 through January 31, 2024. This application provides information on 2022-2023 Program Year operations and details 2023-2024 planned services and improvements. DHS Head Start will continue program services in two of the 19 school districts located within Bexar County to include San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). Both SAISD and EISD are located in the central area of Bexar County and inner-city of San Antonio. Collectively, the districts have the highest demonstrated need for program services and a multitude of risk factors limiting the opportunities for families to achieve successful outcomes for themselves and their children.

DHS Head Start, in collaboration with SAISD and EISD, will operate a Head Start Program that continues to raise the quality of early childhood care and education of low-income children in the proposed service area. DHS Head Start, SAISD, and EISD, along with the other key service providers, San Antonio Metropolitan Health District (Metro Health), and the University of the Incarnate Word, in the areas of health, and dental services, will ensure children enter kindergarten socially, emotionally, cognitively, and physically ready to succeed

in school.

Through this grant application, DHS Head Start is requesting funding in the amount of \$26,068,353.00 (\$25,791,031.00 for program operations and \$277,322.00 for training and technical assistance) to continue its Head Start Program services to 3,020 children (2,243 in the SAISD and 777 children in the EISD service areas).

The DHS Head Start Program is strengthened by the 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 Head Start and its 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.*

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 this 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. DHS Head Start continues to review data for the 2021-2022 school year. The DHS Head Start Program operates within a set of three carefully crafted program goals that directly address the well-being of Head Start children and their families. Updates to the goals, objectives, and progress on completion of measures have been included below.

Table 1 below presents the specific outcome measures the DHS Head Start Program plans to accomplish within the project period. The objectives were updated during a strategic planning session in November 2021 that included DHS Head Start Program stakeholders, Head Start site

faculty and administrators, Head Start Policy Council members, parents, community leaders, and subject matter experts. While progress towards achieving our goals continues to be impacted by COVID-19, DHS Head Start remains committed to providing quality services and examining the progress of our program towards achieving our goals.

Table 1: DHS Head Start Program Goals and Objectives

Program Goals	Measurable Objectives	2020-2021
<p>Goal 1 Education: Prepare children to succeed in school and life</p>	<p>Decrease the percentage of children enrolled in the Head Start Program with chronic absenteeism by 5% from 24% in 2017-2018 to 19% in 2023-2024.</p> <p>Increase the annual Prekindergarten Classroom Assessment Scoring System (CLASS) scores by .5 points in each domain, from 5.65 in <i>Emotional Support</i>, 5.02 in <i>Classroom Organization</i>, and 2.99 in <i>Instructional Support</i> in 2016-2017 to 6.15 in <i>Emotional Support</i>, 5.52 in <i>Classroom Organization</i>, and 3.49 in <i>Instructional Support</i> by 2023-2024.</p> <p>Increase the percentage of children enrolled in the Head Start Program identified as PROFICIENT at EOY in <i>Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, Letter/Sound Correspondence, Story Retell & Comprehension, and Book & Print Awareness</i> on the CIRCLE Progress Monitoring System. The baseline will be established in 2021-2022 with a percentage increase determined in 2022-2023.</p> <p>Increase the percentage of children transitioning to kindergarten enrolled in the Head Start Program identified</p>	<p>The COVID-19 pandemic continues to affect progress towards achieving our goals and objectives related to attendance.</p> <p>At the end of the program year, over 45% of the children enrolled in the Head Start Program were identified as chronically absent. This is a directly related to COVID-19 and recommendations related to exposure, quarantine, and isolation. DHS Head Start continues to assist parents to address the barriers related to attendance and refine procedures related to attendance, to ensure attendance data is reliable.</p> <p>Following a two year hiatus due to COVID-19, DHS Head Start conducted CLASS Observations during the 2021-2022 school year. The program scored a 5.88 in <i>Emotional Support</i>, 5.32 in <i>Classroom Organization</i>, and 3.25 in <i>Instructional Support</i>. DHS Head Start utilizes CLASS data to make decisions related to</p>

	<p>as PROFICIENT at EOY in <i>Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, and Mathematics</i> on the CIRCLE Progress Monitoring System to 73% in 2023-2024.</p>	<p>professional development, including intensive coaching. During the 2020-2021 school year, the program implemented the use of the CIRCLE Progress Monitoring System (CIRCLE). For the 2021-2022 school year, at the End of the Year 68% of children in the program were identified as PROFICIENT in <i>Rapid Letter Naming</i>, 69% in <i>Rapid Vocabulary</i>, 70% in <i>Phonological Awareness</i>, 82% in <i>Letter/Sound Correspondence</i>, 83% in <i>Story Retell & Comprehension</i>, and 71% in <i>Book & Print Awareness</i>. For the 2021-2022 school year, 66% of the children transitioning to kindergarten were identified as PROFICIENT at EOY in <i>Rapid Letter Naming</i>, 61% in <i>Rapid Vocabulary</i>, 72% in <i>Phonological Awareness</i>, and 76% <i>Mathematics</i>. The program will continue to provide training and assistance to address language and literacy development and concerns related to fidelity to the assessment.</p>
<p>Goal 2 Family Support: Promote the well-being of families to enable them to support their children's learning and development</p>	<p>Increase the percentage of parents/guardians who make progress towards completion of an identified <i>Family Self-Sufficiency</i> goal by the end of the program year by 9% from 71% in 2019-2020 to 80% in 2023-2024.</p> <p>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.</p>	<p>By the end of the program year, 93% of the families had made progress towards completion of an identified Family Life-Practice goal.</p> <p>By the end of the program year, 67% of families enrolled in the Head Start Program had received at least one support services, such as emergency assistance.</p>

	<p>Increase the percentage of families who receive at least one program service, such as emergency assistance, parenting education, asset 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 2022-2023.</p> <p>Increase the number of participants in the identified tiered parenting program. The baseline will be established in 2020-2021 with a percentage increase determined in 2022-2023.</p>	<p>The program has engaged in a plan with the local health authority and tiered parenting program partner to train and certify members of the COSA HS staff in the 2022-2023 school year. Staff have completed training for implementation of two tiers of the parenting curriculum and in addition to community partners, will offer sessions to COSA HS parents in the 2022-2023 school year. The baseline will be established in 2022-2023 with a percentage increase determined in 2023-2024.</p>
<p>Goal 3 Health: Children who are healthy and ready to learn</p>	<p>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 2022-2023.</p> <p>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.</p> <p>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.</p> <p>Increase the percentage of children identified as Class 2 that are designated as Treatment Complete by the end of the program year by 13% from 32% in 2016-2017 to 45% in 2023-2024.</p>	<p>The health and safety of our children continues to be a focus for our program. Before the first day of school, our Family and Community Support Team works with families to ensure their child is healthy and ready to learn.</p> <p>During the 2021-2022 school year the percentage of children that who are up to date on TX EPSDT requirements at the end of the program year was 76% and increase of 3% from the year prior. Program staff continue to work with families to connect them with health insurance and their medical home.</p> <p>Ensuring children receive services following a referral for a hearing or vision</p>

	<p>Increase the average score on the Health Wellness Assessment. The baseline will be established in 2021-2022 with a percentage increase determined in 2022-2023.</p> <p>Increase parent/guardian knowledge and understanding of wellness resources available to Early Head Start and Head Start families. The baseline will be established in 2021-2022 with a percentage increase determined in 2022-2023.</p>	<p>screening continues to be a focus of our program. During the 2021-2022 school year, 38% received services following a referral for a hearing concern, an increase of 6% from last program year and 40% received services following a referral for a vision concern.</p> <p>With parental consent, and in partnership with City of San Antonio Metro Health, DHS Head Start provides a dental screening and fluoride varnish to all children enrolled in the program. Metro Health provided on-site dental consultations and parent education. The dental case management team continued to follow up with parents/guardians to ensure children visited the dentist. During this school year, 65% of the children identified with a dental concern were designated as treatment complete at the end of the year, an increase of 47% from the prior school year.</p> <p>The Wellness Assessment was implemented with families at the Beginning of the Year and the End of the Year. Staff are analyzing the data to determine the best steps forward, including education sessions for families.</p> <p>Wellness support continues to be an area of focus for our program. As a part of the</p>
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		DHS Head Start Parent Survey, the program developed questions related to wellness and parent/guardian understanding of health and wellness. Staff continue to analyze the data to determine the best path forward.
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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 staff, teachers, site administrators, child care staff, 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 of 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 the Head Start Parent Orientation, 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 Head Start, SAISD and EISD provide engagement opportunities for parents/guardians to prepare their children for transition to kindergarten ready to learn.

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

DHS Head Start develops its program goals through its Five-Year Strategic Planning processes. This process is purposefully designed as an inclusive method incorporating the feedback and input from diverse perspectives, to include the Head Start Program's Governing Body, The City of San Antonio's City Council's as the Governing Board, Economic and Workforce Development Committee (EWDC) as one of two Adviosry Committies, Community Action Advisory Board (CAAB) as the second Advisory Committee, and Head Start Policy Council (HSPC), in addition to the Governing Boards participation, Head Start parents and other community stakeholders are also included in this process. To ensure a wide range of involvement is achieved, these groups are invited and encouraged to participate in the Head Start Program's Quarterly Self-Assessment Data reviews and Annual Five-Year Strategic Plan events. During these events, the members actively participate by providing recommendations, asking questions in open discussion and provide feedback regarding program data and goals. All participants assist in

the development of the short-term and long-term goals during the Five-Year Strategic Plan event; the Governing Board to include the Advisory Committee, and HSPC members review and approve the final Self-Assessment report, School Readiness goals, and Five-Year Strategic Plan. During the 2022-2023 program year, community stakeholders and parents will be invited to participate in annual strategic planning sessions.

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 Head Start is defined by the SAISD and EISD district boundaries located in Bexar County, Texas. Recruitment is focused within these boundaries and, unless the children are homeless, students must reside or be eligible to attend either district. 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 and with a limited ability to ensure the best for their children's development.

2. Needs of Children and Families:

DHS Head Start actively recruits families most in need of Head Start services. Recruitment efforts begin annually in the late winter or spring and continue throughout the year in the two school districts. The recruitment strategies include a multimedia campaign, participation in community events, billboards, newspaper advertising, social media, and referrals with other agencies. Recruitment plans are developed and approved annually by the Governing Body and HSPC. Our recruitment plan for the 2022-2023 and 2023-2024 school years will incorporate methods to reach families remotely, for example virtual town halls to answer parents' questions,

as well as events in which parents may drop off signed paperwork. DHS Head Start utilizes a selection criteria points matrix system which weighs vulnerability factors such as income, homelessness, foster care status, disability status, English proficiency, parental/guardian marital status, parental/guardian employment/training status and child age status. At a minimum, 10% of the program's annual enrollment is comprised of children with disabilities, though the program frequently exceeds this threshold.

According to the current 2021 Community Assessment, there are an estimated total of 26,087 eligible children under five years of age within the DHS Head Start service area, including 21,951 within SAISD and 4,136 within EISD. 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 in EISD (69%) and SAISD (51%). SAISD and EISD are among the Bexar County school districts with the greatest proportion of students participating in bilingual education. San Antonio ISD with 21% and EISD with 19% which are greater percentages of bilingual and ESL students enrolled than in Bexar County (14%).

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 available data showed 273 families served by the DHS Head Start program experienced homelessness in 2021. Overall in 2021, there were an estimated 41 children in the foster care. In 20121 approximately 500 children served by the DHS Head Start Program were

determined to have a disability (15% of enrollment). Among these children, speech and language impairments were the most common disabilities (252 children, 9% of total enrollment).

The next most common disabilities among enrolled children were non-categorical developmental delays (105 children, 3.5%) and Autism (65 children, 2.2%). All enrolled children determined to have a primary disability receive special education services through Edgewood ISD and San Antonio ISD.

The average educational attainment among adult residents of SAISD and EISD is less than that of the city, county, state, and nation. Almost one-third of the population of SAISD residents and nearly half of the population of EISD have not completed a high school diploma. 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 SAISD and EISD rely on public assistance. Over one-third of EISD households and more than one-quarter of SAISD households use Supplemental Nutrition Assistance Program (SNAP) and 12% of SAISD and 17% of EISD households rely on Supplemental Security Income (SSI). 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.

In SAISD and EISD there are 119 facilities that serve children three to four years of age. The childcare capacity of children three to four years of age in SAISD is 9,125 in 100 facilities and the number of children aged three to four years of age is 8,862. The childcare capacity of

children three to four years of age in EISD is 2,075 in 19 facilities and the number of children aged three to four years of age is 1,690.

3. Proposed Program Option(s) and Funded Enrollment Slots:

DHS Head Start will continue to utilize a full-day center-based Head Start program option during the 2022 – 2023 school year. DHS Head Start and SAISD and EISD are committed to ensuring a safe learning environment Through the model, Head Start services align with the normal school day, allowing Head Start children and their older siblings to maintain the same schedule to increase convenience for parents.

Aligned with the regular public school day and year, DHS Head Start will operate at least seven hours per day, five days a week, 36 weeks per year, and 1,275 hours per year for a total of 178 days a year. The DHS Head Start and support staff connect families to Child Care Services (CCS) and other resources to ensure extended care and wraparound services are available to accommodate working families. During the 2022 Fall Semester , the program will utilize ARPA funds to provide extended day services to a subset of children in need of a longer day. These services will be offered to families in which parents work full-time and all services will maintain Head Start compliance. The leveraging of state Pre-K funds and school district facilities allow for full-day, center-based services. SAISD and EISD have the capacity and infrastructure in place to provide a stable, structured center-based program model. SAISD currently serves 2,243 children in 20 campuses. EISD currently serves 777 children in three campuses.

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 Board Advisory Committee members (Community Action Advisory Board), and community stakeholders. These groups engage in the data review process, as well as, focused annual and 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:

There will be a total of 23 center locations for the 2022-2023 school year.

Service Provider	Site	Funded Enrollment	Address
EISD	Cardenas	346	3300 Ruiz Street, 78228
	Loma Park	131	400 Aurora, 78228
	Stafford	300	611 SW 36th Street, 78237
	Total Enrollment	777	
Service Provider	Site	Funded Enrollment	Address
SAISD	Arnold	97	467 Freiling, 78213
	Bowden	57	515 Willow Street, 78202
	Carroll ECE	269	463 Holmgreen, 78220
	Carvajal ECE	114	225 Arizona Street, 78207
	De Zavala	91	2311 San Luis Street, 78207
	Foster	74	6718 Pecan Valley Drive, 78223
	Gonzales	18	518 E. Magnolia Ave 78212
	Graebner	40	530 Hoover Ave., 78225
	Hirsch	95	4826 Sea Breeze Drive, 78220
	Huppertz	53	247 Bangor Street 78228
	J.T. Brackenridge	93	1214 Guadalupe, 78207
	Kelly	36	1026 Thompson Pl
	Knox ECE	182	302 Tipton Ave., 78204
	Madison	74	2900 W. Woodlawn Ave., 78228
	Maverick	97	107 Raleigh Street, 78201
	Neal	97	3407 Capitol Ave., 78201
	Nelson	224	1014 Waverly Ave., 78201
	Sarah King	97	1001 Ceralvo Street, 78207
	Schenck	94	101 Kate Schenck Ave., 78223
	Tynan ECE	192	925 Gulf Street, 78202
	Total Enrollment	2,243	

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

At the time of this application, there was one change to Eligibility and Selection. In order to prioritize the neediest families, the DHS Head Start Program utilizes selection criteria generated

from the annual Community Assessment. For the 2022-2023 program year, the selection criteria point ranking system will incorporate impacts of the CoVID-19 pandemic into the selection process. DHS Head Start utilizes a verification process which prioritizes children based on a selection criteria point ranking system. This process is used for all children including children with disabilities and Spanish language dominant children. The selection committee process ensures enrollment of the highest number of children with disabilities and that all children are placed in a linguistically and developmentally appropriate classroom.

On March 21, OHS made revisions to the categorical eligibility for families eligible for the Supplemental Nutrition Assistance (SNAP) Program to be included as part of Public Assistance definition. As directed, this update was to take effect immediately once program procedures were updated. This revision changed eligibility for families identified and waitlisted as over income who received SNAP benefits to become eligible for our program. This update also impacted the program selection criteria and family was awarded points to reflect this revision.

In order to actively locate children with disabilities, children experiencing homelessness, and children in foster care, recruitment materials are developed indicating that all children with one or more of these characteristics are encouraged to apply to the DHS Head Start Program. DHS Head Start collaborates and has ongoing communications with local Early Childhood Intervention agencies, Early Head Start-Child Partnership Care Program, and districts' Special Education Directors and Homeless Liaison staff regarding the status of children's referrals and services.

In order to promote regular attendance, DHS Head Start emphasizes and provides information to parents about the benefits of regular attendance and family support staff engages with families to promote regular attendance and assist families with referrals for services that enhance 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 providing assistance with referrals and services.

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

At the time of this application, there have been revisions to this section. DHS Head Start, SAISD, and EISD share the same program philosophy and approach to the achievement of school readiness with a clear understanding that, in order for children to be successful, curricula must be aligned with the school districts where children will be transitioning. As a result, curricula previously adopted by SAISD and EISD, utilizing the Texas Education Association (TEA) approved system, will continue to be used. These curricula have been identified as research-based and developmentally appropriate and are adopted by the State of Texas. All curricula are aligned with the Texas Prekindergarten Guidelines, the HSELOF, and ensure alignment and a continuum of instruction as children enter kindergarten. In addition, parents were and will continue to be, a part of the process for choosing the curricula. Parents in both districts were provided several opportunities through public forums to view the state adopted curriculums, ask questions, discuss, and provide feedback. Edgewood ISD uses Three Cheers for Pre-K Texas and San Antonio ISD continues to use Frog Street. Select campuses in San Antonio ISD use the High Scope Curriculum and Estrellitas.

7. Health (see 1302 Subpart D):

At the time of this application, there have been revisions to this section. DHS Head Start 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 support families in establishing life-long healthy lifestyle habits.

DHS Head Start, SAISD, and EISD have strong policies, procedures, and partnerships in

place to ensure that the health, nutrition, and mental health needs of children and families are met. These policies, procedures, and partnerships are supported by effective program systems in the areas of recordkeeping, reporting, communication, monitoring, and planning to ensure service coordination and that the communications with parents and families are structured and timely.

DHS Head Start contracts with the Metro Health Dental Division to provide onsite dental services. With parental consent, children enrolled in the program receive one dental evaluation and two fluoride varnishes during the program year. In addition, Metro Health provides a toothbrush, toothpaste and timer for all children, referrals for dental care, parent education sessions, information regarding local dental providers, and dental case management for children with identified oral decay. Children participate in tooth-brushing and oral health education daily. DHS Head Start follows guidance from the Office of Head Start, the American Dental Association, and the local health authority regarding oral health services. Oral health and education will continue to be a priority for our program.

Families living in SAISD and EISD are at high risk for lead exposure. In partnership with the University of the Incarnate Word Miller School of Nursing, DHS Head Start provides on-site lead screenings for children with a missing blood lead screening or a previously elevated blood level result, or for any child that has been identified as high risk. Each child must have a signed parent/guardian consent form before the screening is conducted. Due to COVID-19 and the risk of exposure, and to ensure the health and safety of children and staff, the program will focus on children most at risk for lead exposure. Additionally, children with reported high lead levels are provided one on one case management by the school of nursing faculty. Families are also provided with a referral to the City of San Antonio Green and Health Homes Initiative program for possible home rehabilitation services.

DHS Head Start partners with the City of San Antonio Green and Health 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 provides assistance in creating healthy, safe, energy-efficient and sustainable homes for families with homes built prior to 1978 and where children under 6 years of age live and spend more than 6 hours a week. Since the partnership began in 2013, our program has assisted 72 families enrolled in Head Start to address health hazards and create a healthy lead safe environment for their children. As of June 2021, \$1.34 million federal HUD grant dollars have been spent on home rehabilitation services for families enrolled in the DHS Head Start Program.

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

At the time of this application, there have been no revisions to this section. DHS Head Start 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 various processes and activities to facilitate achievement of positive family outcomes.

DHS Head Start family support staff continues to build rapport with families by conducting home visits, utilizing the family assessment, the collaborative family goal setting process, and engaging with parents in their preferred language. During the 2022 – 2023 program year, parents may choose for these activities to be conducted virtually either via a phone call or video conference however our preference and focus is to conduct these activities face to face.

The DHS Head Start 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, ReadyRosie, while engaging in our program. Additionally, members of the DHS Head Start Mental Wellness Team and the Family and Community Support team attended training in the Triple P parent education curriculum as a part of a collaboration with the city's health authority and other community agencies in order to bring the multi-tiered parenting curriculum to Head Start families and to make Triple P one of the identified parenting curricula for the city along with Ready Rosie.

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

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start has procedures in place to prioritize the recruitment of children with disabilities and to identify undiagnosed disabilities after enrollment. The approach to serving children with unique needs is guided by the belief that inclusion is a value rather than a practice.

DHS Head Start, SAISD, and EISD view services to children with disabilities as an area where DHS Head Start partnerships within the public school setting offer a strategic advantage. School district experts in special education for children with unique needs are either on the premises where DHS Head Start children attend school or on a neighboring campus, which makes it easier for DHS Head Start staff, special education personnel, and parents of children with disabilities to build relationships and work as partners on the development, implementation, and revisions of Individual Education Plans (IEPs). Local school districts have early childhood special education classrooms for children with severe disabilities, such as autism and intellectual disability, who could benefit from co-enrollment in DHS Head Start. Together with parents, the Admission, Review, and Dismissal (ARD) Committee makes a determination as to the best

placement for each child with a disability and the most appropriate curriculum and assessment for each child. All children with an identified disability are enrolled in an inclusive classroom setting.

Concerted efforts were put in place to support 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 Head Start will continue to offer the highest quality professional development for all DHS Head Start staff as the program serves a higher population of children with varying abilities. 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 Head Start Program implements strategies and practices to support successful transitions for children and their families. In addition to transitioning children from Early Head Start into Head Start, other Pre-K programs, and children from Head Start into kindergarten or other Early Childhood Development programs, DHS Head Start considers the changes that occur when children enter the program, move from class to class, move from campus to campus, or when children move to any other program as important transitions. Teachers address transitions during the beginning of the year Home Visit, as well at the end of year Parent/Teacher Conference. Teachers incorporate various activities into their lesson plans, such as center activities, read-alouds about changes, and writing activities about new experiences.

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

Not Applicable

12. Transportation (see 1303 Subpart F):

At the time of this application, there have been no additions, deletions, or revisions to this section. SAISD and EISD follow their district and state guidelines to determine eligibility for transportation services and analyze the individual family need. Families that are designated homeless and children that have an Individualized Education Plan (IEP) are guaranteed transportation services. SAISD offers transportation to all children commuting from feeder schools to one of five DHS Head Start centers. The DHS Head Start program offers bus passes for families who do not have transportation services available through the school districts.

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

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

Structure

The City of San Antonio Mayor and City Council, DHS Head Start Program Governing Body, oversees 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-four members, with DHS Head Start parents of currently enrolled children representing 83% of the Council. SAISD Head Start has eight parent representatives (four primary and four alternates), EISD Head Start has four parent representatives (two primary and two alternates), newly awarded EISD Early Head Start has four parent representatives (two primary and two alternates) which include center base and home base representation, Early Head Start-Child Care Partnership has four parent representatives

(two primary and two alternates), and four Community Representatives (two primary and two alternates) which are elected from the community at large by the HSPC parents to serve on the Council.

Governing Body Processes

At the time of this application, there have been no additions, deletions, or 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 Head Start Program. 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, per Head Start standards, it has authorized the Community Action Advisory Board (CAAB) to oversee other key programmatic responsibilities.. The Governing Body, the Governing Body Advisory Committee (CAAB), and the HSPC members 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, the Governing Body Advisory Committee (CAAB), and Policy Council throughout the year and decision-making items are presented for program development, budget and policy, and community advocacy.

The Finance Department, City Attorney's Office, and Department of Human Services provide legal, fiscal, and management expertise. Grant applications , service provider allocations, and all contracts over \$50,000.00 require City Council final approval prior to submission to the U. S. Department of Health and Human Services (HHS) or execution.

The Governing Board 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 Board and the HSPC to ensure that members understand the information presented and discussed and can effectively oversee and participate in the program. Governing Board members receive ongoing monitoring results, data on school readiness goals, and items to determine eligibility under applicable federal regulations and program policies and procedures.

Policy Council

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 be 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. Policy Council meetings are held in-person and safety protocols are followed to ensure the safety of the members.

To ensure all Head Start Policy Council related duties were met, the DHS Head Start Program increased safety protocols for each meeting which included providing masks, screen protectors, and air purifiers to the meeting areas. In addition, DHS Head Start also provided the option to allow HSPC members to join virtually once a quorum was met in person. Allowing the members the option to continue their Head Start duties enables the group to successfully move forward with and the required governance activities.

Parent Committees

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start schedules bi-monthly Parent Connection Committee (PCC) meetings at each site. PCC officer elections will be held in September 2022, to maintain a governing structure that ensures two-way communication between parents and the Policy Council. In the event officers is not an option, parents have the opportunity to opt into becoming Parent Leaders. The Parent Leader option is to assist with building leadership skills, provide free workshops, trainings, and community events opportunities to families in the program. 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 Head Start holds PCC meetings at each campus and center and will ensure that COVID protocols are

followed in accordance with the local health department and the CDC. At these meetings, parents 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 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 promotes two-way communication with parents in the program.

Additionally, parents of enrolled DHS Head Start students 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 be held either in person or virtually, depending on the preference of campus leaders during the 2022 – 2023 school year as necessary to ensure members safety.

2. Human Resources Management (see1302 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. Our program continues to struggle with filling vacancies, at the time of writing this grant application 83% of all DHS Head Start staff positions have been filled.

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 of San Antonio conducts Criminal Background Checks (CBC) as

part of the initial employment process, employee placement into safety or security sensitive positions and positions of trust, and engagement of volunteers and interns. For its part, SAISD ensures new employees have criminal history checks conducted at the time of application and all current employees applying for promotions or new positions have additional criminal history checks conducted at that time. EISD ensures all employees and substitutes submit fingerprint identification information to the Texas Education Agency (TEA) and the Department of Public Safety (DPS) before beginning employment.

All new 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, Head Start Standards of Conduct, Head Start Program Governance, and a program overview.

DHS Head Start partners with both SAISD and EISD to provide a comprehensive approach to Professional Development for all DHS Head Start staff and teachers. 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 Head Start and each school district, our approach to Professional Development also includes attendance at conferences and workshops offered at the local, state, and national level. Finally, DHS Head Start, in partnership with SAISD and EISD, provides a coordinated coaching strategy for teachers. Our program utilizes the Practice Based Coaching Model with a focus on supporting individual teacher needs. District level coaching specialists, with a degree in early childhood education and training in adult learning and data analysis, follow a cyclical individualized model which includes observations of the teacher, setting goals and planning, modeling or co-teaching, and reflective conversations that provide specific and effective feedback about goals and implementation. When a need is determined,

intensive coaching is provided by frequent and consistent cycles of the coaching model as well as the development of an individualized coaching plan that supports the development of necessary skills for providing quality teaching interactions and promoting positive student outcomes.

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

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start uses a two-tiered monitoring system, direct and indirect, to ensure program compliance at all levels. DHS Head Start is responsible for monitoring of the districts (direct monitoring) and reviewing and validating results of the district monitoring activities (indirect monitoring). This monitoring system allows for multiple levels of review and continuous program improvement. The monitoring methods include on-site announced and unannounced visits, coordinator interviews, ChildPlus reports, questionnaires, and surveys. This year's direct monitoring projects conducted on-site emphasized environmental health and safe environments. This monitoring addressed any areas needing improvement including increased safety awareness. DHS Head Start remains committed to providing quality services and achieving our monitoring goals.

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. Staff are held accountable for their results and annually evaluated accordingly. The training and technical assistance components of the grant assure the building of staff capacity and well-being.