

Approval of Head Start Program 2020-2021 Annual Report





NEXT CHAPTER 2021 HEAD START ANNUAL REPORT



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This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C 0839 (a)(2)].

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



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MISSION & VISION



MISSION

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

CORE Values

Teamwork • Integrity • Innovation • Professionalism

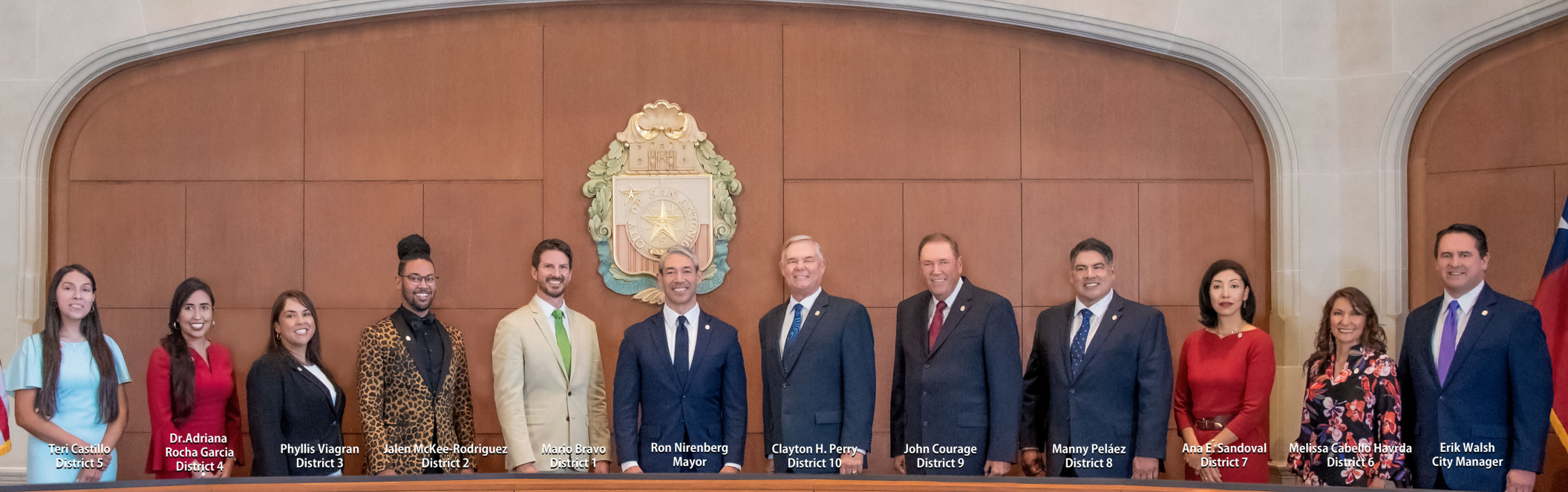


MISSION

Preparing children and engaging families for school readiness and life-long success.

VISION

For every child and every family the best Head Start services every day.



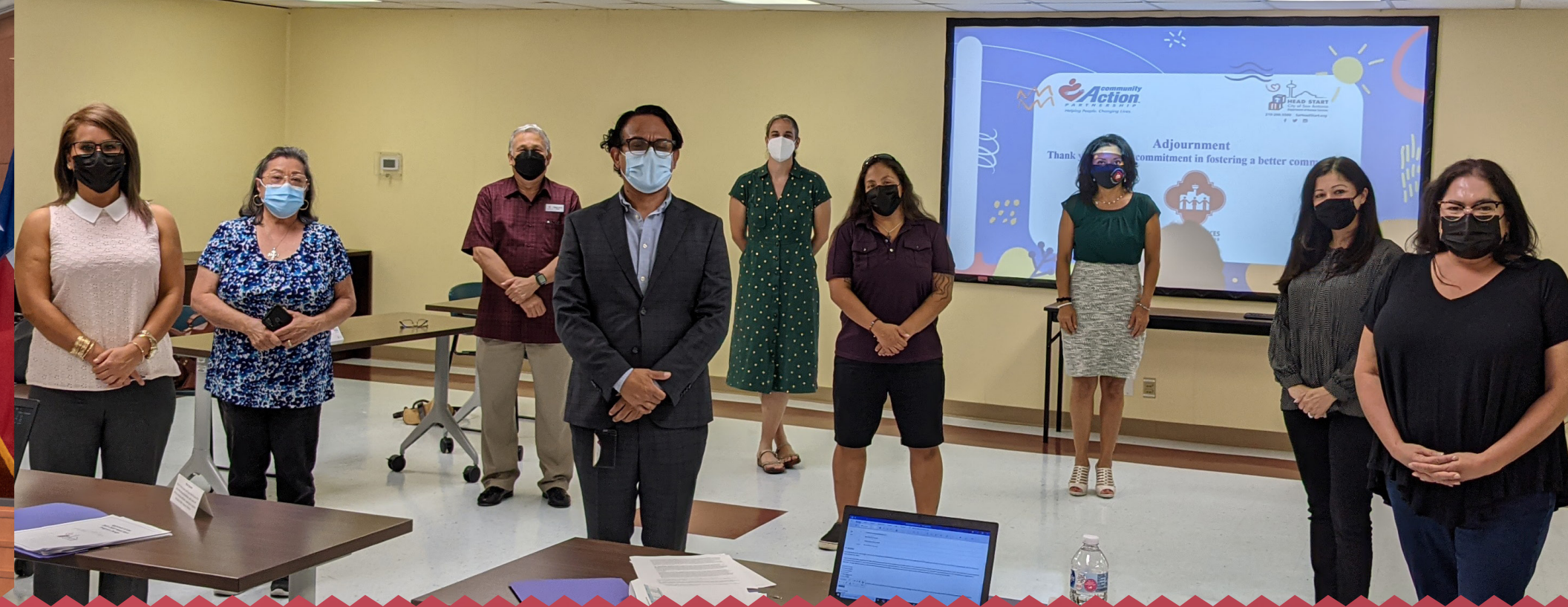
CITY COUNCIL & STAFF 2021-2023

GOVERNING BODY

The City of San Antonio Head Start Program operates under a formal structure of program governance that enables parents to participate in the oversight of quality services, decision-making, and planning. The City of San Antonio City Council, Economic and Workforce Development Committee (EWDC), Community Action Advisory Board (CAAB), and the Head Start Policy Council (HSPC) govern the Department of Human Services (DHS) Head Start programs.

Left to Right:

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



COMMUNITY ACTION ADVISORY BOARD

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

Left to Right:

UIW School of Osteopathic Medicine	Emma Santa Maria, Ph.D.
Area II	Delia Martinez
Northern Hills United Methodist	Pastor Abdon Garza
Council District 3	Ruben Lizalde
Area I	Holly Frindell
Area III	Cynthia Garcia
DHS COSA	Minerva Hernandez
Council District 7	Vanessa Chavez
Council District 5	Christine Gutierrez

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



POLICY COUNCIL

The City of San Antonio DHS Head Start Program serves Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD). The City also partners with six licensed childcare centers to provide Early Head Start-Child Care Partnership Program (EHS-CCP) services. The Head Start Policy Council (HSPC) provides current Head Start, Early Head Start, and EHS-CCP families the opportunity to volunteer with the program, participate in leadership and training opportunities, expand their knowledge, and build skills, and partner with staff to recruit families for the program.

Pictured Bottom Row: Barbara Pircher, Naomi Castellanos (Chair), Joe Betty Garcia
Top Row: Melinda Pina, Isabel Martinez, Janie Garcia Ramirez, Gabriel Trevino, Noel Cortez, Abel Garcia, Janice Garcia

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

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

3,364 Children

EHS 128 Children

EHS-CCP 216 Children

EISD 777 Children

SAISD 2,243 Children

HEAD START POLICY COUNCIL EVENTS



5 YEAR CONTINUUM OF HEAD START SERVICES



3,020

Pre-Kindergarten

216

Infants & Toddlers

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

128

Infants & Toddlers

48

Home Based

80

Center Based

HEALTH SERVICES

FAMILY SUPPORT & WELLNESS

NUTRITION SERVICES

EDUCATION & DISABILITY SERVICES

HEAD START PROGRAM MODEL 6 WEEKS-5 YEARS OLD

City of San Antonio

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



Education Service Providers

Early Head Start

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

Head Start

- Edgewood ISD
- San Antonio ISD



Metro Health
Dental Services

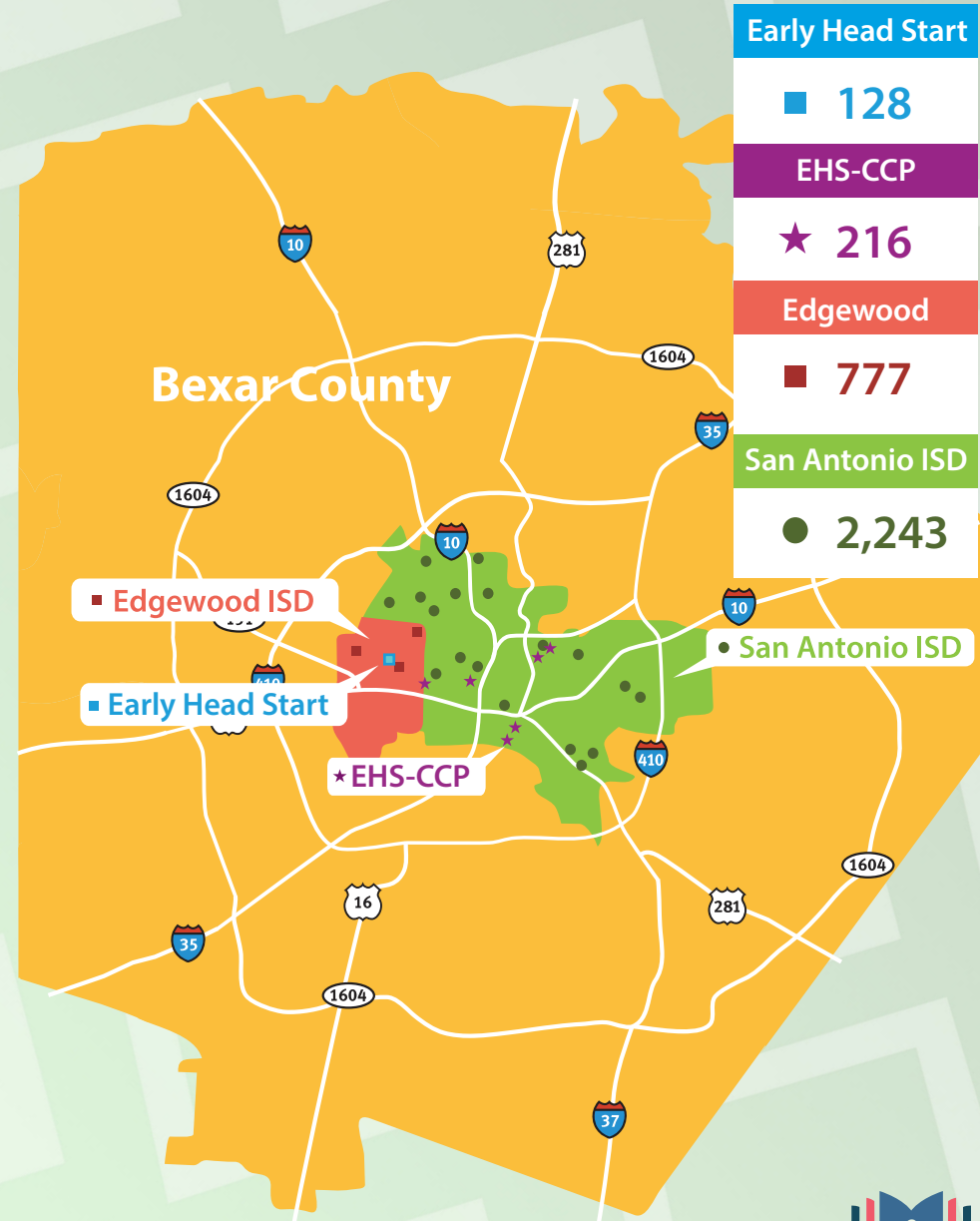


University of the
Incarnate Word
Medical Services



2020-2021 Program Service Area and Sites

3,364 FUNDED ENROLLMENT



APPROACH TO SCHOOL READINESS

The City of San Antonio Department of Human Services (DHS) Head Start Program defines school readiness as children are ready for kindergarten, families are ready to support their learning, and schools are ready to receive them. This is achieved through an ongoing holistic approach that integrates all aspects of a child and family's well-being, educational, social, and emotional strengths and needs. Recognizing the importance of all Head Start service areas in promoting school readiness, DHS values the unique role parents/guardians and families play in this process. Parent engagement, educational opportunities, ongoing training and technical assistance, community collaboration, and high-quality early childhood education are central to our approach to school readiness. The Office of Head Start requires programs to establish program school readiness goals. In June 2016, DHS held its first annual School Readiness Summit. The focus of the School Readiness Summit was to continue to build a birth to five continuum and develop a set of school readiness goals for the program. The School Readiness Summit team included grantee staff, teachers, site administrators, childcare staff, community members, and parents/ guardians. In July 2017, the team revised the school readiness goals for each of the five central domains and created a set of School Readiness Goals for the program, birth – five years old. In the Spring of 2019, the Education Advisory Committee and Head Start Policy Council approved the program school readiness goals for the duration of the grant period.



SCHOOL READINESS GOALS

Approaches to Learning

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

Language & Literacy

- Child will develop skills in listening and understanding and using words/actions to respond to others.

- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

Social & Emotional Development

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

Cognition

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

Perceptual, Motor, & Physical Development

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

2020 - 2021

Child Outcomes & Assessment Summary

Student Assessments provide valuable information about children's interests, strengths, and needs. Head Start implements a program of systematic, ongoing child assessment that provides information on each child's development and learning. Child outcome data informs curriculum planning, professional development, and individualized instruction.

The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start Program, for infants and toddlers, and the Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the assessment tool used for children 36 months old in EHS. The E-LAP and the LAP-3 are both criterion referenced assessments that measure a child's developmental progress throughout the program year.

The LAP System is research-based and aligned to the Head Start Early Learning Outcomes Framework. Students are assessed three times a year with the LAP System, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Due to COVID-19, children enrolled in remote learning only received a BOY and EOY assessment.

The LAP System provides a comparison of a child's developmental age to their chronological age. For the E-LAP assessment, a child that scores AT or ABOVE their chronological age is ON TARGET. For the LAP-3 assessment ON TARGET is defined as a developmental age that is +/- six months of a child's chronological age.



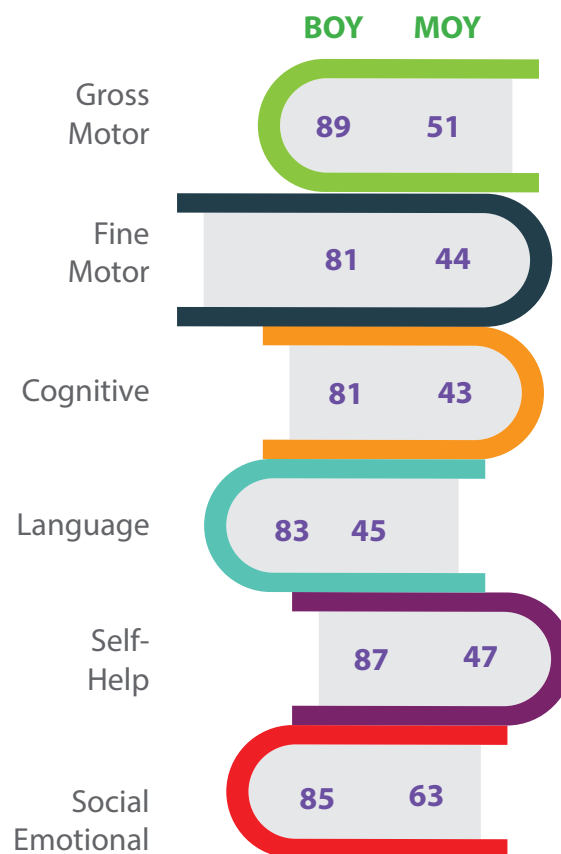
Child Outcomes

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

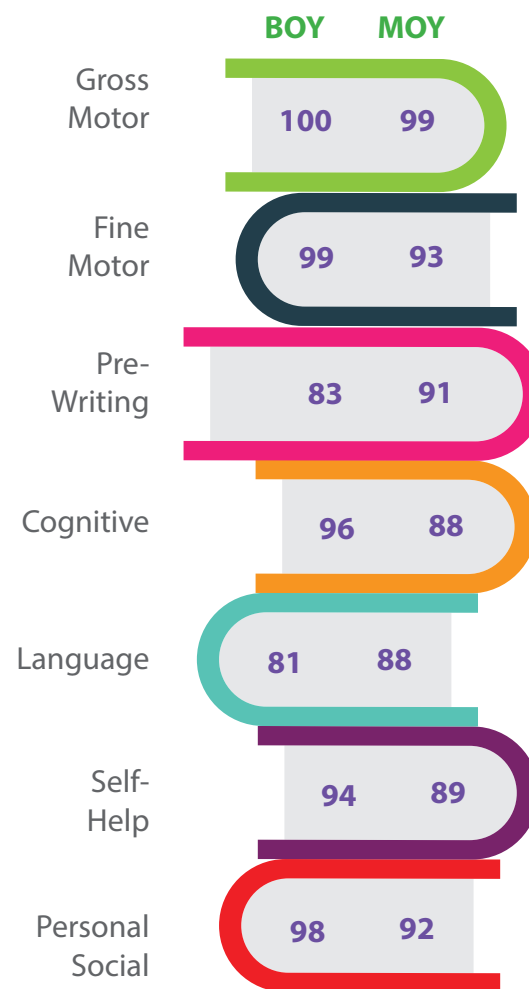
The tables show the percentage of children that scored ON TARGET at BOY and the percentage of children that scored ON TARGET at MOY. The percentage of children that scored ON TARGET fluctuated from BOY to MOY for children birth to 36 months old and children 36 months old enrolled in the Early Head Start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



E-LAP (Birth - 36 months)



LAP - 3 (3 year olds)



Average % of items correct

2020 - 2021

CIRCLE Progress Monitoring System

In 2020-2021, the DHS Head Start Program began using the CIRCLE Progress Monitoring System Pre-K (CIRCLE), a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time for children ages 3-5 years old enrolled in the Head Start Prekindergarten Program. The results of CIRCLE are used to generate a detailed picture of each child's growth and development across 15 areas so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Due to restrictions related to COVID-19 and to meet the needs of remote learners, the assessment was administered virtually.

The CIRCLE Progress Monitoring System provides a score for each area assessed. Children are described as PROFICIENT if they score at or above the cut point, or threshold, listed in accordance with their age and indicates if the child is on track and has a developed understanding of the measure. Children are described as NOT PROFICIENT if they score below the cut point, or threshold, listed in accordance with their age and indicates an underdeveloped understanding of the measure and a need for more skill development or intensive intervention. The threshold, or cut point, increases at each assessment. Children may be described as OUT OF RANGE if they are not within the specified age range for the measure, or if there are no established cut points or thresholds for the area assessed.



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

The tables below provide program level data for the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) for the 2020-2021 school year for children transitioning into kindergarten (enrolled as four year old students) and non-transitioning children (enrolled as three year old students). The tables show the percentage of children identified as PROFICIENT at BOY, MOY, and EOY. The largest increase in the percentage of children identified as PROFICIENT from BOY to EOY occurred in Rapid Vocabulary and Story Retell and Comprehension.

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

Circle Assessment Areas 2020-2021

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

Circle Assessment Areas 2020-2021

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

CLASS

The Classroom Assessment Scoring System™

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

Early Head Start

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

Infant CLASS™ Observation Scores

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

Toddler CLASS™ Observation Scores

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

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





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



*60% of classrooms observed

**Canceled due to COVID-19

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

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

EARLY CHILDHOOD EDUCATION



Teachers and staff across our EHS and Head Start programs take into consideration each child's individual ability, interests, learning style, cultural and linguistic background, and pattern of development and learning to provide high-quality early childhood education. Both programs use research-based curricula, input from parents/guardians, and information from screenings and assessments to plan individualized instruction for each child.

Curriculum

Each curriculum utilized is research based and aligns with the Head Start Early Learning Outcomes Framework, and the respective state guidelines; Texas Infant/Toddler and Three-Year Old Guidelines and the Texas Prekindergarten Guidelines.

Primary Curriculum

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

Supplemental Curriculum

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

Texas Rising Star

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

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

PARENT SURVEY



The City of San Antonio Department of Human Services Head Start Program is committed to providing high quality services. Annually, DHS Head Start distributes a survey for parents/guardians to provide feedback. The information gathered in this survey is used to determine strengths of our program and strengths and needs of our families. The survey is anonymous, and the results are used to improve services. The full results from the Parent Survey can be found on our website SaHeadStart.org. Highlights from the survey are provided below.

720 Surveys Returned | 28% Return Rate

93%



Program Satisfaction

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

91%



Program Satisfaction

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

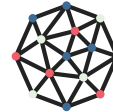
94%



Program Quality

Feel the program provides high quality education

91%



Family Support

Find it easy to communicate with their Family Support Worker

91%



Health

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

93%



Staff

Feel that staff are responsive to questions and concerns

92%



Teacher

Find it easy to talk to their child's Teacher

91%



Information

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

90%

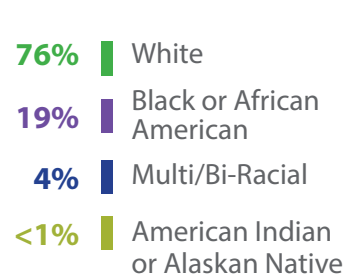
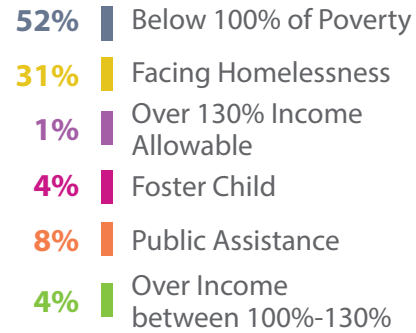


School Readiness

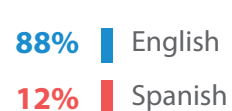
Feel their child will be ready to start kindergarten

Infants, Toddlers & Family Program Report

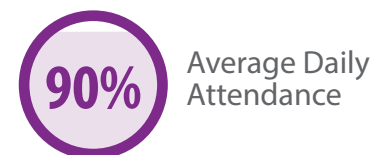
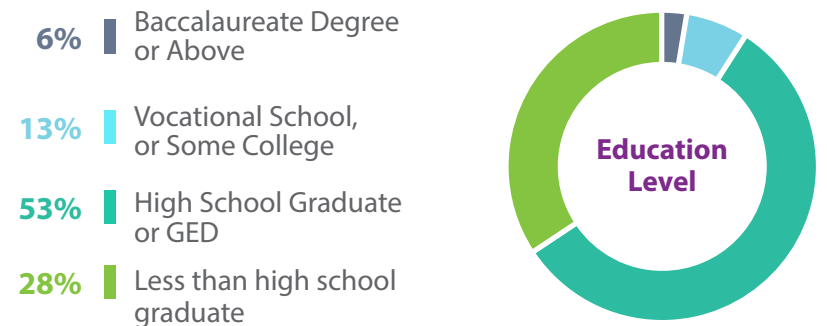
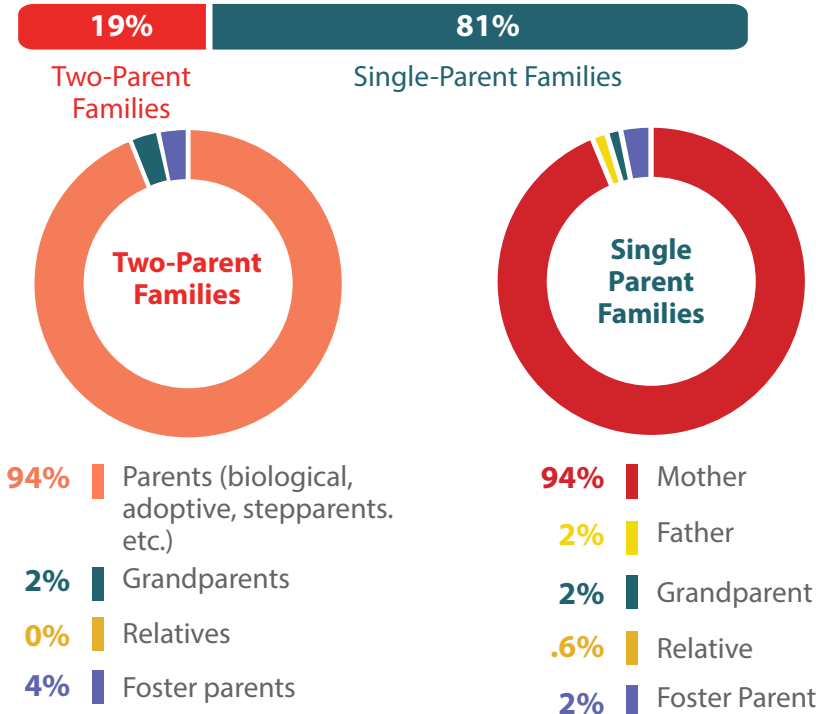
Early Head Start-Child Care Partnership Program served 268 unduplicated children during the 2020-2021 Program Year



84% of children served are Hispanic



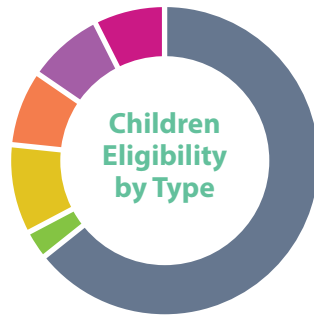
Family Household



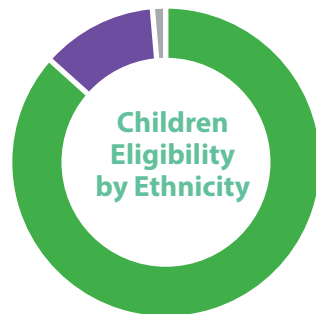
Pre k Children & Family Program Report

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

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



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

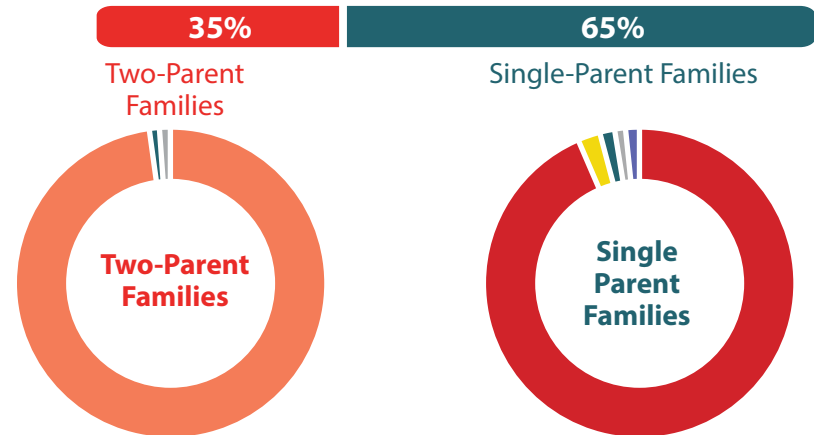


89% of children served are Hispanic

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



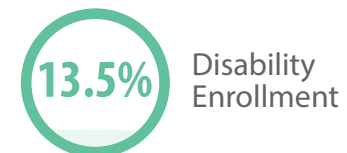
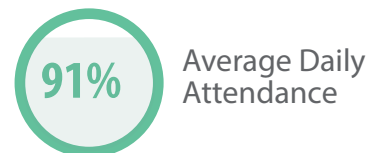
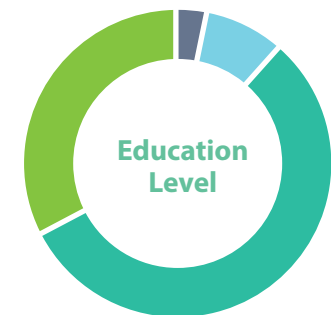
Family Household



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

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

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



HEAD START HEALTH, NUTRITION & WELLNESS SERVICES

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

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

178

Referrals for Wellness Support Services



42

Nutrition Education Classes



- Children receive a nutritious breakfast, lunch and snack
- Health case management
- Ensure children are up-to-date on a schedule of age-appropriate preventive health services
- Ensure children have a medical and dental home
- Lead Testing
- Hemoglobin Testing*
- Hearing and Vision Screenings
- On site flu vaccines
- Health round up clinics
- Wellness services for children, families, and staff

*EHS and EHS-CCP services

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

32

Children received Wellness Support Services



26

Health Services Drive-Thru Clinics

FAMILY & COMMUNITY SUPPORT

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

- Encouraging parental involvement in their children's education
- Promoting strong relationships between parents and their children through mental wellness education and support
- Providing ongoing learning and development opportunities for both parents and children

Empowering Parents

Recognizing the critical role of parents as their child's first teacher, the DHS Head Start Program provides a variety of opportunities for parent engagement and leadership. These activities promote parent engagement in their child's education through advocacy and the development of relationships among peers and the community.

However, due to COVID-19, we implemented alternative ideas to foster the development of relationships with peers and community through virtual meetings and activities for this year since all face-to-face activities, trainings, conferences, and meetings were canceled for the 2020-2021 school year. Even though virtual meetings and activities revealed to be challenging, parents embraced the virtual experience and showed resiliency and a willingness to learn to navigate all platforms used to engage in the program.

Head Start families participated in the following activities:

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



FAMILY & COMMUNITY SUPPORT

2,616

Families served

2,104

Families that received at least one supportive service during the program year

2,493

Goals set by Head Start Families

83%

Goals that families achieved or made progress towards achieving

Parent/Guardian educational attainment

111

A grade in school (lower than High School)

144

High School Diploma/GED

69

Bachelors & Associates

93

Job training program, professional certificate, or license

Job Training - A Pathway to Success Partnership

During the 2020-2021 program year, the DHS Head Start Division continued its partnership with Pre-K 4 SA to implement a Child Development Associate (CDA) Credential Class for parents/guardians.

The CDA Credential Class was expanded to two sites, and 16 parents completed this seven-month course and are on their way to earning CDA Credential.



Transitions

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

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

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

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



TRANSITIONS

82

EHS - CCP

children transitioned
to Head Start or
another Pre-K program

1,243

Head Start

children transitioned
to Kindergarten

Transition Activities & Strategies

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



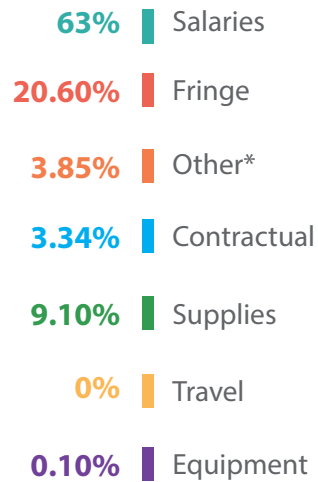
FINANCIAL REPORT

Head Start

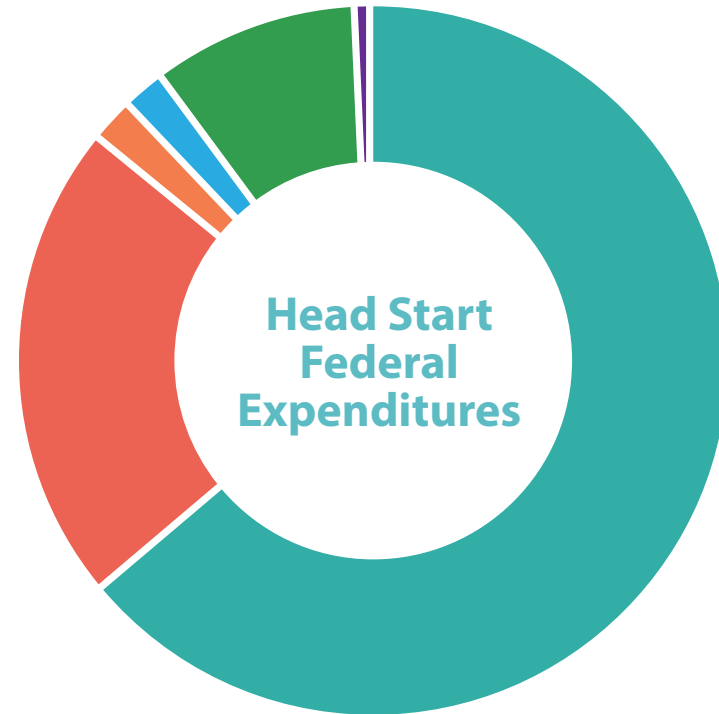
FEB. 1, 2021 - JAN. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$27,691,681	\$24,669,039.62	\$3,022,641
Non-Federal	\$5,367,052	\$5,367,052	\$ 0
Total Budget	\$33,058,733	\$33,036,091.62	\$3,022,641

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

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



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



BKD is conducting an audit of the City of San Antonio for the period ending September 30, 2021. Once the audit is completed, a copy of the most recent audit can be found at

sanantonio.gov/Finance/bfi/cafr

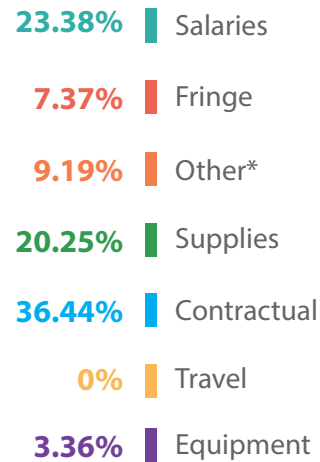


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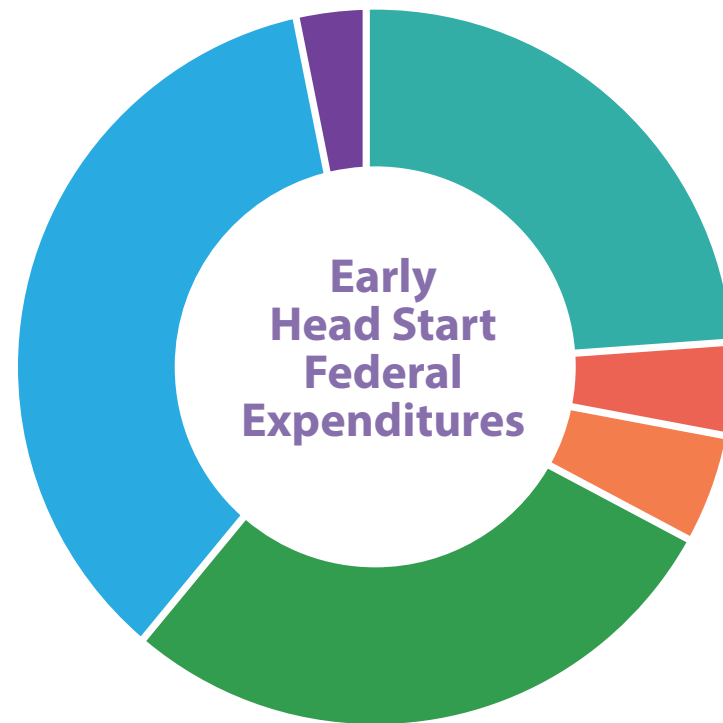
Early Head Start

AUG. 1, 2020 - JUL. 31, 2021	Budget	Actual	Variance to Budget
Total Federal	\$1,479,336	\$983,264.78	\$475,236
Non-Federal	\$344,738	\$220,264	\$102,474
Total Budget	\$1,685,420	\$1,107,710	\$577,710

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



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



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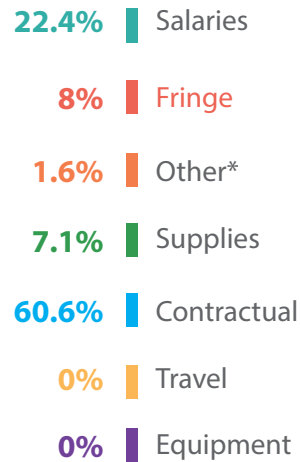


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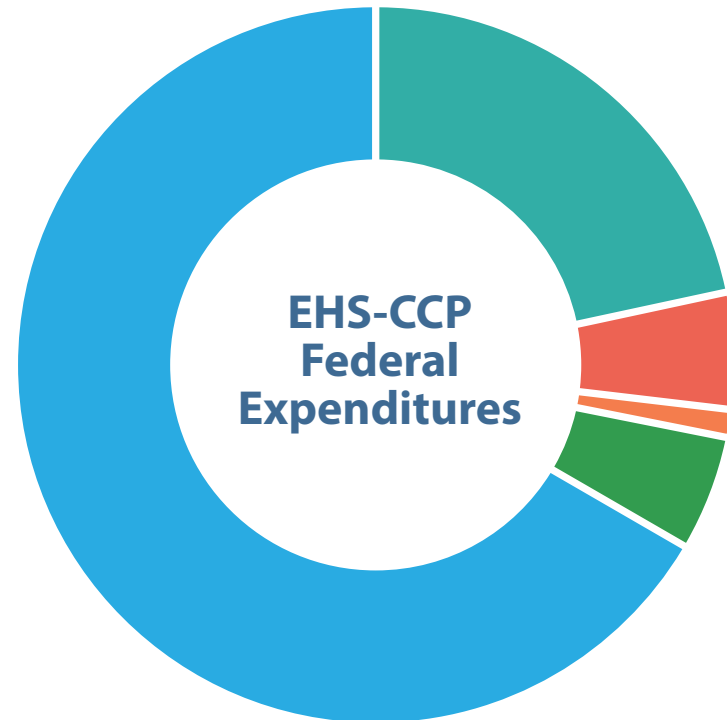
Early Head Start- Child Care Partnership

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

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



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Early Head Start - Child Care Partnership (EHS-CCP) grants maximize program resources across Early Head Start and Child Care and Development Fund in order to support effective partnerships that expand high-quality early learning opportunities for working families so that low-income children have the healthy and enriching experiences they need to realize their full potential. The City of San Antonio as a Bexar County EHS-CCP grantee contracts with six local non-profit child care centers for high quality child care services.

PROGRAM MONITORING

The DHS Head Start, Early Head Start, and Early Head Start Child Care Partnership (EHS-CCP) Programs use a multi-level monitoring system to ensure compliance at the grantee and the service provider level. This monitoring system allows for multiple levels of review and continuous program improvement. Monitoring methods include site visits, both announced and unannounced, child file reviews, interviews, and surveys. At the service provider level, an internal monitoring system is also established for continuous review of services by the provider as well as by DHS staff. Also, services provided at local EHS-CCP childcare centers are not only monitored by the DHS program staff but also by the Texas Department of Health and Human Services-Texas Child Care Regulation to ensure compliance with minimum standards. The State of Texas Rising Star (TRS) system provides a third level of monitoring. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors all six EHS-CCP childcare providers.

Due to COVID-19 and restrictions related to campus visits, our program conducted fewer monitoring projects during the 2020-2021 school year.

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

The program did not receive a federal review during the 2021-2021 program year.

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





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