

City of San Antonio



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AGENDA Head Start Policy Council

Tuesday, January 23, 2018

6:15 PM

1227 Brady Blvd.

A MEETING OF THE DEPARTMENT OF HUMAN SERVICES HEAD START POLICY COUNCIL WILL BE HELD IN THE HEAD START OFFICE, 1227 BRADY BLVD., SAN ANTONIO, TEXAS 78207 ON TUESDAY, JANUARY 23, 2018 AT 6:15 P.M., TO CONSIDER THE FOLLOWING MATTERS:

Call to Order

Meeting Minutes

1. Approval of December 12, 2017, Meeting Minutes

Community Comments

Correspondence

2. Administration for Children and Families, Office of Child Care (OCC)
 - a. CCDF-ACF-IM-2017-01: Statewide Disaster Plan (or Disaster Plan for a Tribe's service area) for Child Care
 - b. CCDF-ACF-IM-2017-02: Flexibility in Spending Child Care and Development Fund (CCDF) Funds in Response to Federal or State Declared Emergency Situations

Information and Possible Action Items

3. Head Start 5-Year Grant Application for Approval
4. Early Head Start-Child Care Partnership Continuation Application for Approval
5. 5-Year Strategic Plan for Approval
6. Self- Assessment Report for Approval

- 7. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Training
- 8. ERSEA Matrix and Recruitment Plans for Approval
- 9. ERSEA Policy Updates for Approval
- 10. Monthly Program Report
- 11. Fiscal Report

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Governing Body

Announcements and Items for Consideration

Adjournment

EXECUTIVE SESSION

At any time during the Head Start Policy Council meeting, the Policy Council may meet in Executive Session under Chapter 551 of the Texas Government Code, including consultation with an attorney.

ACCESSIBILITY STATEMENT

This meeting site is accessible to persons with disabilities. Parking is available. Auxiliary aids and services, including Deaf interpreters, must be requested forty-eight [48] hours prior to the meeting. For assistance, call (210) 206-5500.

DECLARACIÓN DE ACCESIBILIDAD

Este lugar de la reunión es accesible a personas discapacitadas. Se hará disponible el estacionamiento. Ayudas y servicios auxiliares e interpretes para los sordos se deben pedir con cuarenta y ocho [48] horas de anticipación al la reunión. Para asistencia llamar a (210) 206-5500.

DEPARTMENT OF HUMAN SERVICES HEAD START MISSION STATEMENT

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

MEETING MINUTES



**HEAD START POLICY COUNCIL
MEETING MINUTES
DECEMBER 12, 2017, 6:15 P.M. – 8:15 P.M.
HEAD START OFFICE, 1227 BRADY BLVD., SAN ANTONIO, TX 78207**

Primary Council Members Present:	<i>Edgewood Independent School District- Ms. Dora Maldonado, Ms. Jessica Ruiz San Antonio Independent School District- Ms. Ashley Andrade, Ms. Kala Curtis, Ms. Jennifer Garcia Early Head Start-Child Care Partnership East- Ms. Lauren Murff Early Head Start-Child Care Partnership West- Ms. Amanda Rodriguez Community Representatives- Mr. Denholm Oldham, Dr. Glendelia Zavala</i>
Primary Council Members Absent:	None
Alternate Members Present:	<i>Edgewood Independent School District- Ms. Ana Sanchez San Antonio Independent School District- Ms. Laura Cobia Early Head Start-Child Care Partnership West- Ms. Janice Garcia</i>
Alternate Members Absent:	<i>Edgewood Independent School District- Ms. Ana Hernandez San Antonio Independent School District- Ms. Santa Teresa Gomez, Ms. Alyssa Reynoso Early Head Start-Child Care Partnership East- Ms. Tanya Bocanegra</i>

I. CALL TO ORDER

Ms. Dora Maldonado called the meeting to order at 6:15pm. Head Start Program Administrator, Ms. Mikel Brightman, welcomed all in attendance and reviewed the program mission and vision.

II. OATH OF OFFICE

Ms. Dora Maldonado led the Oath of Office as all members present read it aloud.

III. ELECTION OF OFFICERS

Ms. Dora Maldonado presented the Election of Officers for the 2017-2018 Head Start Policy Council term. She provided information on the available officer positions of Chairperson, Vice Chairperson, and Secretary and proceeded to request nominations for each position.

Ms. Kala Curtis and Ms. Dora Maldonado each nominated themselves for the position of Chairperson. An open vote took place after a brief presentation from the nominees. Ms. Dora Maldonado was selected as Chairperson with nine of nine votes, the majority needed for selection.

Motion: Ms. Lauren Murff moved to approve Ms. Dora Maldonado for the position of Chairperson on the Head Start Policy Council.

Seconded (2nd): Ms. Jessica Ruiz

Vote: All in favor (unanimous)

Ms. Kala Curtis nominated herself for the position of Vice Chairperson and there were no other nominees. An open vote took place after a brief presentation and Ms. Curtis was selected for the position of Vice Chairperson with nine of nine votes, the majority needed for selection.

Motion: Ms. Lauren Murff moved to approve Kala Curtis for the position of Vice Chairperson on the Head Start Policy Council.

Seconded (2nd): Jennifer Garcia

Vote: All in favor (unanimous)

For the position of Secretary, Ms. Lauren Murff nominated herself and Ms. Kala Curtis nominated Mr. Denholm Oldham. An open vote took place after a brief presentation from the nominees. Ms. Lauren Murff was selected for the position of Secretary with six of nine votes, the majority needed for selection.

Motion: Dr. Glendelia Zavala moved to approve Ms. Lauren Murff for the position of Secretary on the Head Start Policy Council.

Seconded (2nd): Ms. Jessica Ruiz

Vote: All in favor (unanimous)

IV. MEETING MINUTES

Motion: Ms. Lauren Murff moved to approve the November 28, 2017 meeting minutes.

Seconded (2nd): Ms. Jessica Ruiz

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

V. COMMUNITY COMMENTS

None to Report

VI. CORRESPONDENCE

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman, Head Start Administrator, to present Correspondence items. Ms. Brightman presented correspondence received from DANYA International informing our program was not scheduled to receive a Focus Area 1, Focus Area 2, or Classroom Assessment Scoring System (CLASS®) review in fiscal year 2018.

VII. INFORMATION AND POSSIBLE ACTION ITEMS (a-f)

a.) Approval of Policy Council Meeting Days and Time

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to present the Policy Council Meeting Days and Time. Ms. Brightman stated the previous Policy Council met on the fourth Tuesday of the month at 6:15pm to accommodate working Policy Council members and for reporting purposes. Ms. Brightman presented this schedule and members present agreed to continue monthly meetings on the same day and time. Chair, Ms. Maldonado, requested a motion to approve the 4th Tuesday of each month at 6:15pm as the Policy Council meeting day and time.

Motion: Dr. Glendelia Zavala moved to approve the fourth Tuesday of each month at 6:15pm as the meeting day and time for regularly scheduled Policy Council meetings.

Seconded (2nd): Ms. Lauren Murff

Vote: All in favor (unanimous)

b.) Election of Committee Members

Chair, Ms. Dora Maldonado, presented the Election of Committee Members. She first described committee size requirements and then presented on the functions for two standing committees and one special committee. Ms. Maldonado requested volunteers for each committee and approval from the Policy Council.

Ms. Kala Curtis, Ms. Amanda Rodriguez, Ms. Jennifer Garcia, Ms. Jessica Ruiz, and Ms. Lauren Murff volunteered for the Assessment and Planning standing committee.

Motion: Ms. Lauren Murff moved to approve Ms. Kala Curtis, Ms. Amanda Rodriguez, Ms. Jennifer Garcia, Ms. Jessica Ruiz, and Ms. Lauren Murff as members of the Assessment and Planning Committee.

Seconded (2nd): Ms. Kala Curtis

Vote: All in favor (unanimous)

Ms. Lauren Murff, Dr. Glendelia Zavala, Ms. Ana Sanchez, Ms. Laura Cobia, and Ms. Janice Garcia volunteered for the Personnel standing committee.

Motion: Ms. Jessica Ruiz moved to approve Ms. Lauren Murff, Dr. Glendelia Zavala, Ms. Ana Sanchez, Ms. Laura Cobia, and Ms. Janice Garcia as members of the Personnel Committee.

Seconded (2nd): Ms. Jennifer Garcia

Vote: All in favor (unanimous)

Ms. Lauren Murff, Ms. Janice Garcia, Ms. Ana Sanchez, Ms. Dora Maldonado, and Ms. Jessica Ruiz volunteered as members of the Jule Sugarman special committee.

Motion: Ms. Jennifer Garcia moved to approve Ms. Lauren Murff, Ms. Janice Garcia, Ms. Ana Sanchez, Ms. Dora Maldonado, and Ms. Jessica Ruiz for the Jule Sugarman Committee.

Seconded (2nd): Ms. Ashley Andrade

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

c.) Governing Body Roles and Responsibilities Training

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to present the Governing Body Roles and Responsibilities Training. Ms. Brightman reviewed Governing Body Roles and Responsibilities as described in the Head Start Act. Information presented included various activities and items for approval, along with a timeframe for the completion of responsibilities throughout the program year.

d.) Conversation with Mr. Huerta, Regional Program Specialist, Office of Head Start

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to introduce Mr. Alfredo Huerta, Regional Program Specialist from the Office of Head Start. Ms. Brightman introduced Mr. Huerta and welcomed him to converse with the Policy Council. Mr. Huerta greeted council members and congratulated them on their election to the 2017-2018 Head Start Policy Council. He then described his non-monitoring visit to the program and complimented staff at all levels for the outstanding services provided to the children and families served.

e.) Monthly Program Report

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to present the Monthly Program Report. Required program information such as monitoring reports, education, health, and Family and Community Services information for both Head Start and Early Head Start-Child Care Partnership were included in this report.

f.) Fiscal Training

Chair, Ms. Dora Maldonado, asked Ms. Mary Vazquez to present the Fiscal Training. Ms. Vazquez presented a Fiscal Training which included information about fiscal policy, regulations, and responsibilities for the Head Start and Early Head Start-Child Care Partnership (EHS-CCP) grants. She explained the Policy Council, Governing Body, and the City of San Antonio's financial management responsibilities with regards to grant applications and budget planning for program expenditures. Finally, Ms. Vazquez reviewed examples of the monthly fiscal reports to be presented to Policy Council members at regularly scheduled meetings beginning in January, 2018.

VIII. GOVERNING BODY

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to present items for the Governing Body. Ms. Brightman stated the Community Health and Equity Committee met earlier in the day, December 12, 2017. She stated an update on items reviewed would be presented at the next regularly scheduled Policy Council meeting. Finally, Ms. Brightman invited Policy Council members to attend governing body meetings and to coordinate with liaison if interested in attending.

IX. ANNOUNCEMENTS AND ITEMS FOR CONSIDERATION

Chair, Ms. Dora Maldonado, asked Ms. Mikel Brightman to present the Announcements and Items for Consideration. Ms. Brightman announced the holiday schedule for the City and service providers. Ms. Maldonado then presented a Ready Rosie video in English and Spanish.

X. ADJOURNMENT

Motion: Ms. Lauren Murff moved to adjourn the meeting.

Seconded (2nd): Ms. Jennifer Garcia

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

Chair, Ms. Dora Maldonado, adjourned the meeting at 7:36pm.

Dora Maldonado
Chair

1.23.18
Date

CORRESPONDENCE

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No: CCDF-ACF-IM-2017-01	2. Issuance Date: November 27, 2017
	3. Originating Office: Office of Child Care (OCC)	
	4. Key Words: Child Care and Development Fund (CCDF), Statewide Disaster Plan, Emergency Preparedness, Response and Recovery for Child Care	

INFORMATION MEMORANDUM

To: State, territorial, and tribal Lead Agencies administering child care programs under the Child Care and Development Block Grant (CCDBG) Act, as amended, and other interested parties.

Subject: Statewide Disaster Plan (or Disaster Plan for a Tribe’s service area) for child care.

References: The CCDBG Act, as amended (42 U.S.C §9857 *et seq.*); Section 418 of the Social Security Act (42 U.S.C. §618); 45 CFR Parts 98 and 99. This Information Memorandum supersedes CCDF-ACF-IM-2011-01.¹

Purpose: This Information Memorandum provides guidance to state, territorial, and tribal Lead Agencies to assist with development and implementation of the Statewide Disaster Plan (or Disaster Plan for a Tribe’s service area) for child care.

Background: The CCDF program serves 1.4 million children each month and provides funding to care for CCDF eligible children to nearly 340,000 child care providers annually. A primary goal of CCDF and child care programs nationwide is to help ensure early childhood and school-age care programs support children’s learning and development. This goal becomes especially important in the event of a major disaster, as children have unique needs in emergency situations and are among our most vulnerable populations. Maintaining the safety of children in child care programs necessitates planning in advance by child care providers. In addition, child care makes key contributions that support children, parents, and communities that are particularly relevant in the aftermath of a disaster. Child care services are essential in restoring the economic well-being of a community after a disaster because the ability for parents to go back to work depends on the availability of child care services. When the facilities of child care providers sustain significant damage and are unable to operate as a result of a disaster, communities can be substantially impacted. Furthermore, this can present significant challenges for states and localities struggling to support families impacted by a disaster and to rebuild critical infrastructure.

¹ Framework For Developing Child Care Emergency Preparedness And Response Plans, Sept. 11, 2012. Information Memorandum: CCDF-ACF-IM-2011-01. <https://www.acf.hhs.gov/occ/resource/information-memoradum-ccdf-acf-im-2011-01>.

CCDF Lead Agencies can play an important role in helping to better prepare child care providers and support programs after a disaster to help them quickly recover and be able to care for children in a safe and effective manner. This includes ensuring continuity of care and services for families receiving assistance through the CCDF program and for providers caring for children who receive subsidies. Lead Agencies may experience a surge in families applying for child care financial assistance as a result of the negative economic impacts of a disaster. More children may need child care to protect their safety, health, and emotional well-being while their parents make efforts to recover and rebuild their lives. In addition, Lead Agencies may be called upon to assist emergency management officials and voluntary organizations with the provision of emergency and temporary child care services after a disaster. Development of an emergency preparedness and response plan is essential to preparing Lead Agencies to be better able to manage these wide-ranging and critical roles.

The importance of the need to improve emergency preparedness and response in child care was highlighted in the *2010 Report to the President and Congress* issued by the National Commission on Children and Disasters. The Commission was an independent, bipartisan body established by Congress and the President to identify gaps in disaster preparedness, response, and recovery for children and make recommendations to close the gaps. The Commission's report included two primary recommendations for child care: (1) to improve disaster preparedness capabilities for child care services; and (2) to improve capacity to provide child care services in the immediate aftermath and recovery from a disaster.² A specific recommendation made by the Commission was the need for states to develop Statewide Disaster Plans in coordination with state and local emergency managers, public health officials, state child care regulatory agencies, and child care resource and referral agencies.

Guidance: The reauthorization of the CCDBG Act requires Lead Agencies to develop and maintain a comprehensive Statewide Disaster Plan to address emergency preparedness, response, and recovery efforts specific to child care. Under section 658E(c)(2)(U) of the Act³ and 45 CFR 98.16(aa) of the CCDF final rule, Lead Agencies are required to demonstrate how they will address the needs of children, including the need for safe child care, before, during and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act⁴) through a Statewide Disaster Plan (or Disaster Plan for a Tribe's service area). This Information Memorandum outlines the requirements in each area that a Lead Agency must address when developing and implementing its Statewide Disaster Plan (or Disaster Plan for a Tribe's service area) in accordance with the Act and the final rule at 45 CFR 98.16(aa) and 98.41(a)(1)(vii), including:

- Coordinating and collaborating with key partners;
- Guidelines for continuation of child care subsidies and services;
- Coordination of post-disaster recovery of child care services; and
- Requirements for CCDF providers and other child care providers.

² National Commission on Children and Disasters, "2010 Report to the President and Congress," October 2010. <https://archive.ahrq.gov/prep/nccdreport/>.

³ 42 U.S.C. § 9858c(c)(2)(U).

⁴ 42 U.S.C. § 5122.

In addition, the checklist in **Appendix A** provides a summary of the key elements for the Lead Agency to include in an emergency preparedness plan to facilitate coordination with emergency management agencies and other partners.

1. Coordinating and Collaborating with Key Partners

The final rule at 45 CFR 98.16(aa) requires Lead Agencies to coordinate and collaborate with key stakeholders, in order to establish an effective Statewide Disaster Plan (or Disaster Plan for a Tribe's service area). Lead Agencies must make formal connections with and actively engage representatives from the:

- State human services agency, if different from the Lead Agency;
- State emergency management agency;
- State child care licensing agency;
- State health department or public health department;
- State and local resource and referral agencies; and
- State Advisory Council on Early Childhood Education and Care (designated or established pursuant to the Head Start Act (42 U.S.C. 9831 *et seq.*)) or similar coordinating body.

In addition, fostering connections at the county or local levels can facilitate collaboration during an actual disaster by establishing “on the ground” relationships and contacts ahead of time, possibly through a task force model. Guidance on how to establish these links and relationships is available for use by state agencies. Children and Youth Task Forces are a great resource for collaboration and partnerships prior to the onset of a disaster or emergency. Tribes should consult with agencies and partners that are relevant to their service area.⁵

Federal agencies including U.S. Department of Health and Human Services (HHS) and the Federal Emergency Management Agency (FEMA), as well as non-governmental voluntary organizations can provide resources and assistance with planning and preparedness activities. **Appendix B** of this guidance provides links to many of these resources. Existing networks for child care, such as child care resource and referral agencies, family child care networks and child care health consultants can help establish a mechanism for strategic communications and exchange of information among the child care community to enhance response efforts. Coordination between Lead Agencies and emergency management agencies should take place in preparing for disasters and coordinating the provision of emergency and temporary child care services.

An important example of a coordinating activity can be found in partnerships between child care and emergency managers to establish Geographic Information System (GIS) mapping systems and data sharing agreements. GIS mapping is one tool that can help during the planning phase by identifying child care providers in areas with specific risks, providing a baseline to the Lead Agencies. During the recovery phase of a disaster, this information is critical to connect families with child care providers that are still operating, and to facilitate damage assessments and rebuilding needs. Mapping systems enable

⁵ Children and Youth Task Force in Disasters: Guidelines for Development available online <http://www.acf.hhs.gov/programs/ohsepr/resource/children-and-youth-task-force-in-disasters>.

Lead Agencies to provide specific information to local emergency managers including distance from any given location as well as the county, capacity, and contact information of child care providers. FEMA regional offices often engage with state emergency managers in developing this type of capability.

2. Guidelines for Continuation of Child Care Subsidies and Services

The final rule at 45 CFR 98.16(aa) requires the Statewide Disaster Plan (or Disaster Plan for a tribe's service area) to incorporate guidelines for continuation of child care subsidies and child care services, which may include the provision of emergency and temporary child care services during a disaster, and temporary operating standards for child care after a disaster. State, territory, and tribal Lead Agencies have broad flexibility to operate the CCDF program and have a number of options within federal statute and regulation to adapt policies in order to maintain continuity of services for families affected by a disaster. It is important that Lead Agencies have a plan in place to perform essential functions and achieve programmatic continuity during and after an emergency or disaster for families receiving CCDF benefits. These essential functions include: (i) continuing payments to child care providers serving children receiving subsidies; (ii) provisions for extending eligibility re-determination for families; (iii) communication with the licensing agency to ensure that licensed programs receiving CCDF funds are safe and operational; (iv) assisting new enrollees or preparing for an influx of families who may need assistance; (v) implementation of a waiting list if the Lead Agency does not have one, as appropriate; and (vi) tracking families receiving subsidies impacted by the disaster.

OCC has recently provided guidance to Lead Agencies regarding the flexibility to spend CCDF funds in response to federal or state declared emergency situations.⁶ When developing plans for continuation of services to CCDF families, it is important to consider such options as the flexibility to modify eligibility criteria to permit uninterrupted child care, prioritize services to impacted families, or use CCDF quality dollars to provide supply-building grants for minor repairs or remodeling necessary to assist child care facilities in re-opening or establishing compliance with health and safety regulatory requirements. Lead Agencies that subcontract operation of the child care program, such as eligibility determination and provider payment functions, should ensure that contractors or sub-grantees have policies in place that establish how services will be provided in case of emergency evacuations or other types of occurrences that may remove or prohibit the staff from providing services in their locations. Some Lead Agencies also require contractors to establish policies and procedures to ensure that case records are not destroyed or lost.

Provision of Emergency and Temporary Child Care Services During a Disaster

Not all disasters reach the level of requiring the provision of emergency or temporary child care services to help families recover. However, Lead Agencies should plan in advance by collaborating with emergency management agencies and voluntary organizations to accommodate this need, should it arise. This may include entering into pre-event agreements or memoranda of understanding which outline responsibilities and

⁶ CCDF-ACF-IM-2017-02.

roles across agencies and organizations. Emergency child care⁷ can be provided in a variety of settings including shelters, schools, and other non-permanent facilities and can be an important supportive service for families who need temporary relief in the immediate aftermath of a disaster. Child care can protect children from disaster-related hazards and ensure children are safe while parents visit damaged property, access benefits, and make efforts to rebuild their lives. States should consider having child care available in a variety of settings.

FEMA issued guidance that a State, local, or tribal government may be reimbursed through the Public Assistance (PA) grant program for costs associated with providing child care services to families as part of emergency sheltering efforts, including the operation of standalone child care centers.⁸ This includes reimbursement for the cost to provide child care services and for the facility and its operations (e.g., labor costs, supplies, and commodities). A State or local government may use its own resources directly or can contract with a private entity or voluntary organization to provide emergency or temporary child care services. FEMA may provide PA funding for the cost of child care beyond the period of emergency sheltering, with certification that temporary child care is necessary to meet immediate threats to life, public health and safety, or property. Child care services include care for children with disabilities and care provided before or after school to eligible children. The provider may provide these services within a shelter facility or in a separate facility, as appropriate.

Lead Agencies should consider incorporating the capability to provide emergency and temporary child care services into formal emergency planning and preparedness efforts. This may include pre-positioning supplies that can be mobilized to support provision of temporary child care after a disaster. Lead Agencies are encouraged to engage emergency management officials to discuss processes for implementing temporary child care services directly through government agencies or by establishing standing contracts or agreements with outside organizations that have expertise in provision of temporary child care, such as child care resource and referral agencies (CCR&Rs) or voluntary organizations active in disasters.

A Lead Agency should also consider identifying pre-approved qualified caregivers that can be brought into a disaster area to provide emergency child care services. This eliminates concern about staff not having appropriate background checks or clearances and would provide access to a cadre of certified, trained, pre-screened child care providers willing to help in the immediate aftermath of a disaster. Child care providers that are properly trained, including on Psychological First Aid⁹ and other mental health approaches, can play a unique role in helping children cope with trauma. Play therapy, a supportive environment, providing encouragement and ability to express feelings, and restoration of routine can help children recover and become resilient. Trained child care providers can also help identify those children that suffer significant psychological

⁷ Emergency child care is the provision of licensed/regulated care for children in non-traditional settings, using short-term emergency licensing requirements. Note, this is not regular licensed child care and all efforts should be made to work closely in partnership with state child care licensing and department of health authorities to ensure the safety and protection of the children participating in emergency child care. Parents **are not required** to stay onsite for this type of child care. This is not the same as *temporary respite care* where parents are required to stay onsite.

⁸ <https://www.fema.gov/media-library/assets/documents/111781>.

⁹ PFA is an evidence-informed approach for helping children of all ages and their families in the aftermath of an emergency or disaster situation. PFA training is available through a variety of organizations-- <http://www.nctsn.org/>. Training on Psychological First Aid--<https://learn.nctsn.org/>.

trauma and impairment and assist in their referral to outside resources. Consideration should also be given to arranging in advance the services of mental health consultants to provide support to providers and the families they serve.

Temporary Operating Standards for Child Care

The provision of temporary child care, which often occurs in non-traditional settings, may require modifying regulatory or licensing standards or developing regulatory standards specific to the operation of emergency or temporary child care so that regulations are not a barrier to providing needed services to families in a way that preserves the health and safety of children. This is also relevant for child care facilities and family child care homes that are seeking to re-open. Lead Agencies should work with child care licensing and regulatory agencies to establish acceptable minimum conditions for temporary child care or reopening of child care facilities following a disaster, including a process for expediting criminal background checks. Some Lead Agencies have developed policies and provisional license agreements as well as waiver authority to be used to continue the operation of licensed child care after a disaster. Examples of areas to be addressed in temporary operating standards are: access to electricity, such as allowing a portable generator to be used on a temporary basis; access to an approved water source, such as bottled water; availability of appropriate sewage disposal, such as a port-a-potty; adequate supplies for diapering infants and toddlers; and adequate supplies of age-appropriate foods, such as baby formula and baby food.

In conjunction with the American Red Cross, FEMA, the American Academy of Pediatrics, and other partners, the National Commission on Children and Disasters developed a guidance document for shelter managers and staff titled, *Standards and Indicators for Disaster Shelter Care for Children*. A link to this document can be found in **Appendix B**. The guidance provides a summary of appropriate supports and essential resources to ensure children are cared for in a safe and secure environment after a disaster. Lead Agencies should consider using this guidance in discussions with emergency management agencies and other partners when planning for provision of temporary respite or emergency child care after a disaster.

3. Coordination of Post-Disaster Recovery of Child Care Services

The final rule at 45 CFR 98.16(aa) requires a Statewide Disaster Plan (or Disaster Plan for a tribe's service area) to include coordination of post-disaster recovery of child care services. This may include planning for the restoring or rebuilding of child care facilities and infrastructure after a disaster. Child care services must be restored as quickly as possible following a disaster to provide children with a safe environment and sense of routine while parents make efforts to rebuild their lives. ACF recommends that the planning for restoring or rebuilding of child care facilities and infrastructure after a disaster should include the following approaches:

- A strategy to work with emergency management officials, licensing agencies, and public health officials to conduct timely assessments of the damage to and status of child care providers within the impacted area.
- Strategies for engagement and training of child care providers to ensure business continuity should a disaster occur, including adequate insurance coverage and protection of records and assets.

- Strategies for providing information and resources to child care providers about financial assistance that is available for the rebuilding process if they need to rebuild.
- A strategy for engaging business associations, community development, financial institutions, and other organizations that can potentially provide financial assistance or microloans to help child care providers re-establish services.
- Preparedness planning with FEMA regional officials to clarify child care services that are eligible for reimbursement under the Public Assistance grant program.

It is important that child care providers engage in business continuity planning by taking steps to protect vital records and resources and ensuring they have adequate insurance coverage to facilitate a faster recovery should a disaster occur. Records protection and awareness should include insurance policies, rental agreements, building plans, bank account records, service agreements, licensing and regulatory approvals, and other documents needed to operate the business. Potential funding sources for rebuilding purposes include:

- Small Business Administration (SBA) - The Disaster Assistance Loan program provides low-interest loans to homeowners, renters, businesses of all sizes, and most private non-profit organizations to repair or replace real estate, personal property, machinery and equipment, inventory, and business assets that have been damaged or destroyed in a declared disaster. Lead Agencies could assist child care providers in applying for and accessing these loans for rebuilding, for example by hosting a seminar for child care providers to be able to meet with representatives from SBA and other disaster relief organizations or by enhancing contracts with CCR&R agencies to assist child care providers with accessing such supports.
- (FEMA) - Temporary Relocation of Facilities: Under the Public Assistance Program, FEMA may reimburse the cost for re-establishing child care services provided by States, territories, local, tribal governments or private non-profit organizations prior to a disaster. FEMA may provide assistance for the lease, purchase, or construction of temporary facilities to re-establish child care services provided prior to a disaster. FEMA does not mandate that the applicant pursue a specific option for a temporary facility, but FEMA only provides PA funding for the most cost-effective option. Assistance is limited to child care facilities operated by a governmental or eligible private non-profit (PNP) entity prior to a disaster. FEMA determines the eligibility of relocating services to another facility based on the safety of the damaged facility.
- (FEMA) - Repair, Restoration, or Replacement of Public and Private Nonprofit Facilities. FEMA has established that governmental and eligible private nonprofit (PNP) organizations that operate child care centers may be eligible for assistance in repair, restoration, or replacement of facilities (permanent work). For PNPs that provide non-critical, essential governmental services, FEMA only provides PA funding for eligible permanent work costs that an SBA loan will not cover. Therefore, non-critical PNPs must also apply for a disaster loan from the SBA.
- (CCDF) - Lead Agencies may use CCDF quality dollars to provide supply-building grants to providers impacted by a disaster. These funds may be used for supplies and minor remodeling to bring the facility into compliance with health and safety requirements; however, CCDF funds may not be used for the purchase, construction, or permanent improvement of a building or facility. (Also see CCDF-ACF-IM-2017-02 Option E for further guidance on the definition of major renovations.) Note that tribal grantees may apply to use CCDF funds for construction or major renovation.

4. Requirements for CCDF Providers and Other Child Care Providers

The final rule at 45 CFR 98.16(aa) requires the Statewide Disaster Plan (or Disaster Plan for a tribe's service area) to include emergency planning and response requirements for child care providers. In addition, the final rule at 45 CFR 98.41(a)(1)(vii) requires child care providers to have in place certain procedures as part of their CCDF health and safety requirements and training. Lead Agencies must require providers to have procedures for evacuation, relocation, shelter-in-place and lock down, staff and volunteer emergency preparedness training and practice drills, communication and reunification with families, continuity of operations, and accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions. These requirements at a minimum must apply to all CCDF providers, including license-exempt CCDF providers (except relatives at the Lead Agency option) and at the State option may be extended to apply to non- CCDF providers.

Additionally, the provider training for accommodating infants and toddlers, children with disabilities, and children with chronic medical conditions should include plans that address multiple facets, including ensuring adequate supplies (*e.g.*, formula, food, diapers, and other essential items) in the event that sheltering-in-place is necessary. Communication and reunification with families should include procedures that identify entities with responsibility for temporary care of children in instances where the child care provider is unable to contact the parent or legal guardian in the aftermath of an emergency or disaster.

Providers should work in partnership with state child care regulatory agencies to evaluate the extent to which licensing and regulatory requirements for child care providers adequately address emergency preparedness and planning activities, including procedures for evacuation, relocation, shelter-in-place, and lockdown. Lead Agencies should provide sufficient resources in assisting child care providers to be better prepared for disasters.

In addition, Child Care Aware and Save the Children released a publication titled, *Protecting Children in Child Care During Emergencies: Recommended State and National Standards for Family Child Care Homes and Child Care Centers*,¹⁰ which includes recommended State regulatory and accreditation standards for family child care homes and child care centers. Child care providers should make a reasonable effort to plan and prepare for emergency or disaster circumstances that might compromise children's safety or disrupt the day-to-day operations of child care facilities. The continuity of child care services after a disaster is an essential part of recovery efforts because it ensures that children are safe while parents visit damaged property, access public benefits, return to work and make efforts to rebuild their communities.

¹⁰ <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/ep-response/protecting-children.pdf> .

Training and Technical Assistance for Child Care Providers

The final rule at 45 CFR 98.16(aa) and 98.41(a)(1) requires Lead Agencies to have certain procedures in place for staff and volunteer emergency preparedness training and practice drills as well as emergency preparedness response training requirements for CCDF providers at §98.41(a)(1)(vii). States and territories must demonstrate how they meet these requirements as part of their Statewide Disaster Plan (or Disaster Plan for a tribe's service area). Many States and territories partner with local CCR&Rs to provide training and resources to child care providers. CCR&Rs can provide technical assistance to child care staff and volunteers on emergency preparedness and reunification efforts and hold workshops and trainings for staff on plan development, emergency drills and implementation, as well as disseminate informational materials to parents. In addition, OCC will work with Lead Agencies to provide technical assistance where appropriate to support these requirements.

Questions: Inquiries should be directed to the appropriate [ACF Regional Office](#).

/s/

Shannon Christian
Director
Office of Child Care

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No: CCDF-ACF-IM-2017-02	2. Issuance Date: November 27, 2017
	3. Originating Office: Office of Child Care (OCC)	
	4. Key Words: Child Care and Development Fund (CCDF), Flexibility in Spending CCDF Funds in Response to Federal or State Declared Emergency Situations	

INFORMATION MEMORANDUM

To: State, territorial, and tribal Lead Agencies administering child care programs under the Child Care and Development Block Grant (CCDBG) as amended and other interested parties.

Subject: Flexibility in spending Child Care and Development Fund (CCDF) Funds in response to federal or state declared emergency situations. This Information Memorandum (IM) supersedes previously issued IM ACYF-IM-CC-05-03.¹

References: The CCDBG Act as amended (42 U.S.C. § 9857 *et seq.*); Section 418 of the Social Security Act (42 U.S.C. § 618); 45 CFR Parts 98 and 99.

Purpose: This IM provides guidance to state, territorial, and tribal Child Care and Development Fund (CCDF) Lead Agencies regarding the flexibility in spending CCDF funds in response to federal or state declared emergency situations.

Background: States, territories, and tribes have flexibility to operate the CCDF program within the parameters of federal requirements. Because funds are awarded to states, territories, and tribes on a formula basis, there are no additional CCDF funds available for distribution in the event of a federal or state declared emergency. However, the federal CCDF statute and rules enable states, territories, and tribes affected by such emergency situations with options to continue providing child care services despite disruptions to families and providers. Some of these options (described below) would require the CCDF Lead Agency to submit a CCDF State Plan amendment or waiver request to the Administration for Children and Families. Under 45 CFR 98.18(b), the Lead Agency has up to 60 days after the effective date of a change to submit a plan amendment. Therefore, Lead Agencies desiring to take advantage of options afforded by CCDF statute and regulations should act immediately. We note that these options for using CCDF funds are not limited to states, territories, and tribes directly affected by emergencies, but are also available to states, territories, and tribes coming to the aid of other jurisdictions affected by emergency situations.

¹ Flexibility in Spending CCDF Funds in Response to Federal or State Declared Emergency Situations, Sept. 6, 2005, Information Memorandum: ACYF-IM-CC-05-03. <https://www.acf.hhs.gov/occ/resource/im-cc-05-03>.

Guidance: The following is a list of options available to states, territories, and tribes for using CCDF funds in response to federal or state declared emergency situations. This list is not exhaustive. Lead Agencies are encouraged to consider their own emergency preparedness and response options, rather than waiting until an emergency situation unfolds. Lead Agencies are also encouraged to consult with their Regional Offices concerning other options that may be available in emergency situations.

Option A: Use quality dollars to provide immediate assistance to displaced families. Section 658G of the CCDBG Act² directs states to spend no less than seven percent in fiscal years 2016 and 2017, eight percent in fiscal years 2018 and 2019, and nine percent in fiscal year 2020 and each succeeding fiscal year for activities designed to improve the quality of child care services and increase parental options. In addition, the quality activities should enable families to access high-quality child care as described at 45 CFR 98.53. In the short-term, CCDF quality dollars may be used to provide emergency child care of the highest quality that is reasonably practicable given the particular circumstance of displaced families, particularly in areas where existing child care facilities are not operating or have been rendered unsafe.

Option B: Change the CCDF Lead Agency’s eligibility or priority criteria to permit uninterrupted child care.

- The Lead Agency can examine its eligibility conditions or priority rules and broaden them if necessary. Under 45 CFR 98.16(g) and 98.20(a), Lead Agencies have flexibility to define “working” to include families seeking employment, participating in community service, or a similar activity.
- Lead Agencies are free to add additional eligibility conditions or priority rules, as a method of targeting their programs, as long as the Federal eligibility criteria at 45 CFR 98.20 are met [e.g., family income is under the income limit, parent(s) are working (as defined by the Lead Agency) or are in a training or education program]. Furthermore, the additional conditions or rules may not discriminate, limit parental rights, or violate CCDF rules or the Lead Agency’s CCDF Plan. Lead Agencies must give priority for child care services to children experiencing homelessness, children with special needs, and families with very low incomes. In addition, Lead Agencies are required to have procedures for allowing children experiencing homelessness to be determined eligible and enroll prior to completion of all required documentation in accordance with section 658E(c)(3)(B)(i) of the Act and 45 CFR 98.51(a).
- Lead Agency discretion could result in different eligibility conditions or priority rules in effect in different parts of the State, Territory, or tribal service area (e.g., to target resources to areas most affected by a federal or state declared emergency). There is no “statewide” requirement for eligibility or priority criteria in the law.

Option C: Broaden the Lead Agency’s definition of protective services to permit emergency eligibility.

Lead Agencies have the option to waive the income eligibility requirements for children who receive or need to receive protective services, if determined to be necessary, on a case-by-case basis. Furthermore, a child in a family that is receiving, or needs to receive, protective intervention is eligible for child care subsidies even if the parent is not working or in education or training. In emergency situations, Lead Agencies have the option of

² 42 U.S.C. § 9858e.

deeming children affected by a federal or state declared emergency to be in need of protective services and therefore, the eligibility requirements (e.g., income threshold, work/training requirement) could be waived. These provisions, at Lead Agency option, could also apply to children in foster care.

Option D: Examine the Lead Agency’s income eligibility threshold and what the Lead Agency counts as income.

Lead Agencies have the flexibility to define income and to set the income threshold for purposes of CCDF eligibility. For example, the Lead Agency could exclude disaster relief or other forms of temporary assistance from counting as income.

Option E: Waive co-payments for displaced families.

Under 45 CFR 98.45(k)(4), Lead Agencies have the option to waive family co-payment requirements for families that meet criteria established by the Lead Agency—which may include, for example, families impacted by federal or state declared emergency situations. Lead Agencies could use this option to ensure equal access for certain populations such as homeless families or families impacted by disasters.

Option F: Use quality dollars to provide supply-building grants to providers.

Lead Agencies may use existing quality improvement dollars to provide supply-building grants or contracts to providers for equipment, supplies, professional development and staffing, or other costs. The state, territory, or tribe may use this flexibility to target providers that experience a disruption in subsidy receipt due to an emergency. This could provide ongoing financial assistance for child care providers while they are rebuilding. In addition, as noted below, CCDF funds may be used for minor repair or remodeling, particularly if necessary to meet applicable standards for healthy and safety.

Section 658F(b) of the CCDBG Act³ specifies that CCDF funds cannot be expended for the purchase or improvement of land, or for the purchase, construction, or permanent improvement (other than minor remodeling) of any building or facility (except for tribes, which may apply to use a portion of their CCDF funds for construction or major renovation). However, the implementing federal regulations (at 45 CFR 98.2 and 98.56) provide additional guidance regarding the use of CCDF funds for renovation. Specifically, CCDF funds cannot be used for major renovation, but can be used for minor remodeling, and for upgrading child care facilities to assure that providers meet state and local child care standards, including applicable health and safety standards. Major renovation is defined as: (1) structural changes to the foundation, roof, floor, exterior or load-bearing walls of a facility, or the extension of a facility to increase its floor area; or (2) extensive alteration of a facility such as to significantly change its function and purpose, even if such renovation does not include any structural change. Any improvement or upgrade to a facility that is not specified under the definition of major renovation, may be considered a minor renovation and may be allowable under applicable regulations and cost principles. For sectarian agencies and organizations, in addition to the requirements described above, funds may be expended for minor remodeling only if necessary to bring the facility into compliance with health and safety requirements.

³ 42 U.S.C. § 9858d(b).

Option G: Increase resources available to CCDF families (e.g., transferring Temporary Assistance for Needy Families (TANF) dollars).

States have the flexibility to transfer a portion of TANF dollars to CCDF, or to use TANF funds directly for child care services. States may also increase their use of state funds in response to an emergency or disaster. Some child care businesses may also be eligible for assistance made available through federal emergency relief.

Option H: Use the federal early childhood training and technical assistance system [<https://childcareta.acf.hhs.gov>].

Lead Agencies can tap into the resources of the training and technical assistance centers. These centers develop and disseminate high-quality, evidence-based resources and practices, and provide training and technical assistance on CCDF subsidy and emergency preparedness and can assist Lead Agencies in event of emergency situations.

Option I: Request Temporary Waivers for Extraordinary Circumstances

In addition to the options described above, states may apply for temporary waivers for extraordinary circumstances in response to emergency situations in accordance with 45 CFR 98.19. If approved, these waivers may temporarily exempt Lead Agencies from meeting specific requirements in the CCDBG Act and the final rule. In order to request temporary waivers for extraordinary circumstances in response to emergency situations, the Lead Agency must submit a written request to the Office of Child Care (OCC) Director (with a copy to the OCC Regional Program Manager), indicating the reason why the Lead Agency is requesting the waiver including a description of the extraordinary circumstances. The request must also provide sufficient detail on the provision(s) from which the Lead Agency is seeking temporary relief and how relief from the sanction or provision, by itself, will improve the delivery of child care services for children and families. The request must also certify and describe how the health, safety, and well-being of children served through CCDF will not be compromised as a result of the waiver.

The waiver request must include the preferred start date (which may be retroactive to the time the emergency occurred) and the duration of the waiver. The request is limited to an initial period of no more than two years from the date of approval, and at most, an additional one-year renewal from the date of approval of the extension. Upon approval of a waiver request, Lead Agencies have 60 days to submit a CCDF Plan amendment to correspond with the provision(s) in the waiver request.

Questions: Inquiries should be directed to the appropriate [ACF Regional Office](#).

/s/

Shannon Christian
Director
Office of Child Care

INFORMATION AND POSSIBLE ACTION ITEMS

HEAD START
5-YEAR GRANT APPLICATION
FOR APPROVAL



**Department of Human Services Head Start Program
Baseline Application
Program Year 2018-2019**

Project Description

The City of San Antonio, Department of Human Service, Head Start program (DHS Head Start) is proposing to continue Head Start program services in two of the 19 school districts located within Bexar County, San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). SAISD and EISD, located in the central area of Bexar County and inner-city of San Antonio, collectively have the highest demonstrated need for program services and a multitude of risk factors limiting opportunities for families to achieve successful outcomes for themselves and their children.

Under the proposed model, DHS Head Start, in collaboration with SAISD and EISD, proposes to 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 other key service providers in the areas of family and community support, health, dental, and mental wellness, will ensure children enter kindergarten socially, emotionally, cognitively, and physically ready to succeed in school.

Specifically through this grant application, DHS Head Start is requesting funding in the amount of \$28,383,321.00 (\$22,493,956.00 for program operations and \$212,701.00 for training and technical assistance) to provide Head Start Program services to 3,020 children (2,243 in SAISD and 777 children in the EISD service areas).

The strength of the DHS Head Start program model and application is founded on the Mayor, City Council, and City Manager's strong commitment to early childhood education and collaborative partnerships with SAISD, EISD and other key service providers. DHS Head Start and its service providers have both the capacity and the commitment to carry out the program's mission: help low income and other eligible children and families access high quality educational, nutritional, medical, dental, mental health, disability, and other services through strong partnerships that promote success through school readiness and family strengthening. These services, centered on high quality child development, family engagement, and school readiness initiatives, will result in improved outcomes for children, families and their communities.

DRAFT

Section 1 Program Design and Approach to Service Delivery

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

Program Goals	Measurable Objective Description
<p>Goal 1 Education- Prepare children for school and life</p>	<ul style="list-style-type: none"> ▪ Increase 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. ▪ Increase the percentage of children transitioning to kindergarten that score at or above the <i>Average</i> range in all seven LAP-3 Domains by 5%, from 74% in 2016-2017 to 79% in 2022- 2023. ▪ Reduce the percentage of children with chronic absenteeism. The baseline will be established in 2017-2018 with a percentage reduction determined in 2018-2019.
<p>Goal 2 Family Support- Promote well-being of families to enable them to support their children’s learning and development.</p>	<ul style="list-style-type: none"> ▪ Increase the number of families who complete high school/GED by 10%, from 409 in 2016-2017 to 449 in 2022- 2023. ▪ Increase the number of families who complete a job training program by 10% from 145 in 2016-2017 to 160 in 2022- 2023. ▪ Increase the percentage of families who receive at least one support service, such as emergency assistance, parenting education, or job training and higher education services, by 5% from 79% in 2016-2017 to 84% in 2022- 2023.
<p>Goal 3 Health- Children are healthy and ready to learn</p>	<ul style="list-style-type: none"> ▪ Increase the percentage of children with up-to-date TX EPSDT requirements at the end of the school year by 4% in the first year (18-19) and 2% in the following years, from 78% in 2016-2017 to 90% in 2023. ▪ 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 2022-2023. ▪ Increase the percentage of children who receive services following a community Mental Wellness referral by 10% from 50% in 2016-2017 to 60% in 2022-2023.

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.

DHS Head Start 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 Head Start values the unique role parents/guardians and families play in this process. Parent engagement, education opportunities, ongoing training and technical assistance, community collaboration and high quality early childhood education are central to the school readiness approach.

DHS Head Start uses multiple sources of information when establishing and updating the specific school readiness goals. In addition to school district plans and priorities, the program utilizes the Head Start annual Self-Assessment and Community Assessment reports, Strategic Planning goals, CLASS Data, surveys, family needs assessments, on-going monitoring reports, and child assessment outcome information to define and develop programmatic goals. School readiness is an ongoing process that evaluates needs, documents activities and supports assessment progress with the children attending the program and their families.

Parents/guardians are an integral part of the process providing teachers with valuable information pertaining to their children's development and behavior. Information is shared through Ages & Stages Questionnaires (ASQ-3; ASQ-S/E; ASQ-SE-2), home visits, parent conferences and day-to-day interactions. School readiness information is presented in various ways, including Head Start Parent Orientation, Policy Council meetings, Parent Connection

Committees, conferences, trainings and handouts to ensure all families are informed of the focus on school readiness. DHS Head Start and the Education Service Providers are committed to providing engagement opportunities for parents/guardians to help prepare their child to enter kindergarten ready to learn and offer activities and events to support parents/guardians' well-being and continual learning.

In June 2016, DHS Head Start 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 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 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 domains and created one set of School Readiness Goals for the program, birth – five years old.

Nine school readiness goals are identified within the five central domains: Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition and Perceptual, motor and physical development.

Approaches to Learning
<ul style="list-style-type: none"> ▪ Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.
Social and Emotional Development
<ul style="list-style-type: none"> ▪ Child will develop social and emotional skills that support on-going positive relationships with self and others.
Language and Literacy
<ul style="list-style-type: none"> ▪ 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.
Cognition
<ul style="list-style-type: none"> ▪ Child will develop skills for reasoning, memory, and problem solving. ▪ Child will use critical thinking to understand and organize their world.
Perceptual, Motor, and Physical Development
<ul style="list-style-type: none"> ▪ Child will demonstrate increasing independence in motor skills, self-care, and safety. ▪ Child will use their senses to understand, organize, and explore their world.

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

The Governing Body, Head Start Policy Council (HSPC), and parents are invited to participate in the Quarterly Self-Assessment Data reviews and Annual Strategic Planning events. During the planning sessions, data is presented from each content area for discussion and analysis by participants on the suggested improvements, identified strengths and weaknesses for DHS Head Start. Members actively participate by providing recommendations and asking questions regarding program data and goals. Participants assist in the development of the short-term and long-term goals during the strategic planning event, and then the Governing Body and HSPC

review and approve the final Self -Assessment report, School Readiness goals and 5-year Strategic Plan.

Sub-Section B: Service Delivery

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

The service area for DHS Head Start is the school district boundaries of EISD and SAISD located in Bexar County, Texas. Recruitment is maintained within these boundaries and, unless homeless, students must reside and/or be eligible to attend school in either district. Less than 48% of eligible children are being served by the Head Start Program. The central and southern portions of San Antonio located inside loop 410 have greater concentrations of poverty, and age and income eligible children than other areas. The most recently completed 2017 Community Assessment indicates many children in the service area are in families with limited resources and a limited ability to ensure the best for their children's development.

2. Needs of Children and Families (see 1302.11(b) and Special Instruction on Community Assessment):

DHS Head Start actively recruits families most in need of Head Start services. Recruitment efforts begin annually in the spring and continue throughout the year and include publicizing in the EISD and SAISD service areas to enhance the likelihood eligible families and children will apply for the programs. The strategies involve a multimedia campaign, canvassing neighborhoods, billboards, newspaper advertising, social media, and referrals with other agencies. Recruitment plans are developed and approved annually by the Governing Body and Head Start Policy Council. DHS Head Start utilizes a selection criteria point matrix system which weighs vulnerability factors such as income, homelessness, foster care, children with a disability, limited English proficiency, parental status, family status and child status. A minimum 10% of children with disabilities are among the programs' annual enrollment and the program

frequently exceeds this amount.

The estimated number of eligible children under five years of age within EISD (4,558) and SAISD (22,511) is a total of 27,069. EISD (94%) and SAISD (78%) also contained a larger proportion of Hispanic residents than most other districts. The population of both ISDs had greater shares of Hispanic residents than the county (38%) or state (59%). Although the share of Hispanics varied across Bexar County, EISD (94%) had the largest share. Approximately nine-tenths of EISD and SAISD populations were comprised of minorities. Only 4% and 12% of EISD and SAISD residents respectively were non-Hispanic white. About 72% of EISD residents and 56% of SAISD residents spoke a language other than English. Among foreign language speakers, this language was overwhelmingly Spanish for EISD (72%) and SAISD (54%) residents. According to the Community Assessment the available data show that 276 families served by the DHS Head Start program experienced homelessness in 2016. The estimated number of children living in San Antonio experiencing foster care was in EISD (188) and SAISD (698). These numbers, however, reflect all foster children 0-17 years. The density of students enrolled in bilingual education is highest in the county center, to include EISD and SAISD which were among the independent school districts with the greatest proportion of students participating in bilingual education. Edgewood with 18% and SAISD with 17 % have a greater percentage of bilingual and ESL students enrolled than the County (12%) or the State (18%). In 2016, approximately 447 children served by the DHS Head Start program were determined to have a disability. Among these children, speech and language impairments were the most common disabilities (239 children, 7%). The next most common disabilities among enrolled children were non-categorical developmental delays (80 children, 2%), and Autism (50 children, 2%). All enrolled children determined to have a primary disability received special education

services through the Head Start program.

The educational attainment of EISD and SAISD residents is less than the attainment of the city, county, state, and nation residents. EISD and SAISD reported double the percentage of residents with less than a high school diploma. Half of the population of EISD, and almost one-third of SAISD residents, have not completed a high school diploma. Additionally, a smaller proportion of EISD and SAISD residents have at least a Bachelor's degree when compared to residents of these other areas. Only 5% of EISD residents and 13% of SAISD residents had earned at least a Bachelor's degree, compared to the city of San Antonio (25%), and Bexar County (27%). Households in EISD and SAISD heavily rely on public assistance. About one-third of EISD households and more than a quarter of SAISD households use Supplemental Nutrition Assistance Program (SNAP) and 17% of EISD and 12% of SAISD households rely on Supplemental Security Income (SSI). Temporary Assistance for Needy Families (TANF) and Women, Infants and Children (WIC) are other cash public assistance programs utilized in the Head Start service area. San Antonio Metropolitan Health District provides Immunizations and Dental Services to the EISD and SAISD service area. The San Antonio Food Bank provides food and grocery products to children and families in the Head Start program. The 2017 Community Assessment also reflected no major changes in the social service needs of Head Start children and families in the City of San Antonio.

In EISD and SAISD districts there are 106 facilities that serve children three to four years of age. The childcare capacity of children three to four years of age in EISD is 1,622 in 17 facilities and the number of children aged three and four year olds is 2,030 with a total of 408 children not being served in these facilities. The childcare capacity of children three to four years of age in SAISD is 7,444 in 89 facilities and the number of children aged three and four year olds

is 9,540 with a total of 2,096 children not being served in these facilities.

3. Proposed Program Option(s) and Funded Enrollment Slots (see 1302 Subpart B and the HSPPS Compliance Table):

DHS Head Start will continue to utilize a full-day center-based Head Start program option. Surveys conducted by DHS Head Start program and results from the 2017 Head Start Community Assessment, reflect parents' need for full day services. Through the model, 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. EISD and SAISD have the capacity and infrastructure in place to provide a stable, structured center-based program model. EISD currently serves 777 children across two campuses and SAISD currently serves 2,243 children across 19 campuses. Center locations are attached. (Appendix)

The leveraging of state Pre-K funds and school district facilities allow for full-day, center-based services. Full-day services were identified as a need by parents through the last program survey. In alignment with regular school day and year services, services will operate seven hours per day, five days a week, and 38 weeks per year for a total of 177 days a year. A minimum of two home visits and two parent-teacher conferences per year will be conducted for every child in both districts. As mentioned previously, to accommodate working families, the program and support service providers will connect families to Child Care Services (CCS) and other resources to ensure extended care and wrap around services are available.

The current program model has an advanced system of program planning that incorporates members of grantee and service provider staff, Head Start Policy Council, Governing Board (Educational Excellence Committee), and community stakeholders. These groups engage in the data collection process, as well as, focused annual and ongoing program

planning to ensure high quality services are delivered to meet the needs of children and families served within the community.

4. Centers and Facilities:

Included in the first year budget of the 5 year application is \$122,000 to complete the repair of the federal interest facility that the program utilizes as its administrative offices and training/meeting facilities. The facility is in need of plumbing, grading, and foundation repairs. The total costs of these repairs will not exceed \$240,000.

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

In order to prioritize the neediest families, the program utilizes the selection criteria which is generated from the Community Assessment. DHS Head Start utilizes a two-stage verification process which identifies 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.

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 disabilities, including severe disabilities, families experiencing homelessness, and children in foster care are encouraged to apply. Development of Memorandum's of Understand (MOU) with Early Childhood Intervention (ECI) programs and Early Head Start Programs are

developed. DHS Head Start collaborates and has ongoing communication with local agencies and districts' Special Education Directors and Homeless Liaison staff regarding the status of children's referrals and services.

In order to promote regular attendance the program emphasizes and provides information to parents about the benefits of regular attendance, supports families to promote regular attendance, and assists families with referrals for services that will 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):

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 both 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. Both curricula are in alignment with the Texas Prekindergarten Guidelines, the Head Start Early Learning Outcomes Framework, and ensure alignment and a continuum of instruction as children enter into 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.

In 2010, SAISD chose to use the State adopted Frog Street Pre-K curriculum. Frog Street Pre-K is a developmentally appropriate, comprehensive bilingual program that integrates instruction across developmental domains and early learning disciplines. It emphasizes special attention to social and emotional development and is a strategic approach to learning. Frog Street Pre-K also offers an extensive integration of theme, disciplines, and domains; provides many levels of differentiated instruction; and features equity of English and Spanish materials and instruction. In addition, parents are provided with ideas and activities to continue their children's learning at home through PATT (Parents Are Teachers Too), which complements the themes in Frog Street Pre-K through the Family-Connection materials.

In the summer of 2011, EISD in collaboration with parents adopted the Scholastic Big Day for Pre-K curriculum as its Pre-K and Head Start curriculum to ensure alignment and a continuum of instruction for all enrolled children. Under the current program model, EISD would continue implementation of this curriculum. Big Day for Pre-K is a research and evidence-based effective comprehensive and developmentally appropriate early learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them, with five founding principles: Social-Emotional Development, Integrated Learning, Partnership with Families, Language Development and Responsive Instructions. It also features equity of English and Spanish instructional materials. The curriculum provides meaningful conversations with strategies that accelerate oral language development and vocabulary development. It further provides access to literature and nonfiction books in multiple media forms, has embedded innovative technology for children, teachers and families, providing a unique family experience through interactive resources and online communication.

Both Big Day for Pre-K and Frog Street Pre-K are aligned to the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

DHS Head Start will work with SAISD and EISD to ensure that teachers follow each curriculum's approach and guidance while using their knowledge of children's and families' strengths, needs, interests, and cultural and linguistic backgrounds to modify the curriculum's activities or teaching practices. Both SAISD and EISD have a system in place to support staff to implement curriculum with fidelity. This includes a team of highly qualified site directors, compliance staff, specialists, T&TA staff and instructional coaches that are knowledgeable of the curriculum and provide guidance and coaching related to each curriculum. A variety of professional development opportunities related to curriculum use are provided to teachers, including sessions at the annual pre-service, monthly faculty meetings, teacher team meetings, and group and one-on-one coaching.

DHS Head Start utilizes the Ages and Stages Questionnaire, Third Edition (ASQ-3) and the Ages and Stages: Social Emotional (ASQ-SE). The ASQ-3 is a screening tool used to identify development delays and celebrate milestones. The ASQ-SE is a screening tool that identifies young children whose social and emotional development requires further evaluation to determine if referral for intervention services is necessary. Both the ASQ-3 and the ASQ-SE rely on parents as experts and are easy to use, family-friendly questionnaires. The questionnaires are available in multiple languages, including English, Spanish, and Arabic and take 10-15 minutes to complete and two-three minutes for professionals to score. Both the ASQ-3 and the ASQ-SE capture parents' in-depth knowledge, and highlights a child's strengths, as well as concerns. In addition, the ASQ-3 and the ASQ-SE teach parents about child development and their own child's skills and can be completed at home or as part of a home visit. In 2018-2019,

the program will begin to phase in the updates, ASQ-SE 2nd Edition.

DHS Head Start utilizes the Learning Accomplishments Profiles – Third Edition (LAP-3) for formal assessment. The LAP-3 assessment provides a systematic method for observing the skill development of children functioning in the 36-72 month age-range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual development. The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in six domains of development. The LAP-3 is aligned to the Head Start Early Learning Outcomes Framework. Formal child assessment data is collected, aggregated, and analyzed three times per year, beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Formal assessment data is analyzed at the child, classroom, Education Service Provider, and program levels and used to adjust instruction, design professional development opportunities, share with parents/guardians, and/or make program adjustments for improvement and moving the children's progress forward. BOY assessment data provides the baseline of each child's strengths and needs and provides education staff with areas for additional support. MOY assessment data is compared with BOY data to determine gains and identify areas for continued support. EOY assessment data is used to identify student growth and program improvements. At the end of the program year, an analysis and comparison of BOY, MOY, and EOY is completed to identify patterns and trends that indicate student achievement, impact of service delivery, and school readiness goals for the upcoming program year.

Parents/guardians are an integral part of the process providing teachers with valuable information pertaining to their children's development and behavior. Information is shared through Ages & Stages Questionnaires (ASQ-3 and ASQ-SE), home visits, parent conferences and day-to-day interactions. DHS Head Start and the Education Service Providers provide

engagement opportunities for parents/guardians to help prepare their child to enter kindergarten ready to learn and offer activities and events to support parents/guardians' well-being and continual learning. As previously mentioned, both SAISD and EISD utilize a state adopted research-based curriculum. Parents were, and will continue to be, a part of the process for choosing the curriculums. Parents in both districts were provided several opportunities through public forums to view the state adopted curriculums, ask questions, discuss, and provide feedback.

7. Health (see 1302 Subpart D):

University of Incarnate Word is budgeted to receive \$77,480 to provide lead screenings to all children who do not have up-to-date screenings. All resources such as Medicaid, CHIP, and the local Carelink will be utilized before utilizing Head Start funds.

Metro Health is budgeted to receive \$181,740 to provide oral health screenings for all 3,020 Head Start children, individual case management services for children with urgent dental needs and children who are uninsured or underinsured for required dental services. Metro Health dentists perform an oral examination for each child to meet Head Start Performance Standards. Metro Health collaborates with Family Support Workers (FSWs) to establish a dental home and ensures all required follow-up services are completed for the children. Metro Health uses all available external sources of funding for children's oral health before utilizing Head Start funds.

DHS Head Start services are structured around a health model grounded on parent engagement to ensure the emotional, physical and mental well-being of each child and their family. The program model has developed systems and with the service providers will not only meet Head Start Performance Standards but work with parents and families to establish life-long

healthy lifestyle habits. A flow chart outlining the overall health services process is attached.
(Appendix)

DHS Head Start, through partnerships and/or contracts, has established a network that will enable the successful and seamless flow of each health component and requirement. This network will ensure coordination with contracted and community health providers to ensure health screenings, referrals/follow-ups, and education are timely and individualized to match the unique needs of each child. In continuation of current program practice, the program and service providers will utilize its data management system, ChildPlus, to enter data, track health statuses, and report and analyze progress to ensure compliance.

Flow of services begins at enrollment into the program and continues until the child transitions out of the program. Following notification of selection, parents/guardians will meet with FSWs to share information about the child's health history and health related needs. Pertinent health information is entered into the data management system (ChildPlus) and scanned into the system, as appropriate. This system of data collection and storage will allow health coordinators to work with FSWs to obtain a clear picture of both the overall health and health needs of each child in their caseload. Ongoing review of data will initiate the follow-up process for any noted concerns so that necessary accommodations are made.

FSWs will also work with families during the enrollment process to determine if children have a medical/dental home and insurance. If not, staff will connect families to community resources and social services to start the process for obtaining health insurance and identify a medical and dental home. Based on historical program information, it is anticipated that most of the children being served by the program will qualify for Medicaid and/or Children's Health

Insurance Program (CHIP). Families will be referred to local Medicaid offices for enrollment into the program. Every six months, health coordinators will verify and update the child's status. If a child has Medicaid and/or CHIP coverage that has lapsed, staff will work with families to regain active status.

Beginning at enrollment and completed before the 45th day from date of entry, the child will receive a vision and hearing screening. Both SAISD and EISD are staffed with registered nurses certified to complete vision and hearing screenings and data entry staff will enter screening results into ChildPlus. For compliance of completing developmental and behavioral screenings, as prescribed in the Head Start Performance Standards, the program utilizes the Ages and Stages Parent Questionnaire (ASQ-3) (developmental) and the Ages and Stages Parent Questionnaire - Social Emotional (ASQ-SE) (behavioral). Head Start staff use these screenings to individualize services for children and refer for follow-up as needed.

Also beginning at enrollment and completed before the 90th day from child's date of entry, the health coordinator, with the assistance of Family Support Workers, engage parents to make a determination of the child's overall health status. If the child is up to date with his or her Early and Periodic Screening and Diagnosis and Treatment (ESPDT) requirements as mandated by the State of Texas, and the Center for Disease Control (CDC) recommended immunizations, and there are no identified areas of concern, then staff will work in partnership with parents to ensure the child remains on a routine schedule. To ensure communication and collaboration among service provider staff, evidence of health events is entered and/or scanned into the ChildPlus system. Children not up to date with requirements or those with identified areas of concern will be referred to their medical homes for services. If the family has not established a medical home, then Head Start staff will refer the families to local medical

providers, contracted to provide health services to uninsured and underinsured children for the program.

The program model emphasizes staff's role in assisting parents in understanding the importance of selecting both medical and dental homes early in the their child's life and ensuring children stay up to date on a schedule of medical and dental services. In order to encourage use of medical/dental homes as the primary source of care, physical examinations are not conducted at program sites; however, staff will work with parents to ensure needed services are obtained, including providing transportation and financial assistance. To further assist parents in establishing and adhering to a regular, routine schedule of care, the Head Start program will adhere to the EPSDT requirements as mandated by the State of Texas in the delivery of health services. DHS Head Start and its service providers will engage parents to ensure the child is kept on an annual schedule by beginning the process of reminding the family, before the child's birthday, of any due health screenings and assisting them to ensure they are completed.

In order to augment services carried out by medical homes and to ensure children receive all services, the program has established a partnership with the University of Incarnate Word (UIW) to conduct onsite lead testing. These services, while included in the State's EPSDT requirements, are routinely not included on children's annual physical examinations by local medical providers. Through this arrangement, UIW is able to provide results of blood testing immediately, allowing staff to notify parents of concerns in a timely manner. This is a valuable and important resource as almost all zip codes in the service area have been labeled as high risk for lead poisoning due to the age of the city.

Oral health services are provided by Metro Health, which conducts onsite dental exams

for all enrolled children. Metro Health performs follow-up on all children with urgent dental care needs, and education providers (SAISD and EISD) perform follow-up with all low level concerns and on children without dental homes. An additional service performed by Metro Health is the administration, with parental consent, of one fluoride varnish per year to every enrolled child. The program also incorporates the Cavity Free Kids oral health curriculum into the classroom.

During the application process, FSWs and parents work together to complete a nutritional history form. Known nutrition and special diet concerns are noted and entered into Child Plus. After enrollment, health coordinators extract reports and review nutrition histories to ensure necessary diet accommodations are met. The health coordinators routinely follow up with families and program staff to ensure special diets are maintained and to determine whether further accommodations are needed.

In the 2016-2017 program year, more than 20 percent of Head Start children in SAISD and EISD were diagnosed as obese. Obesity is a significant risk factor in the overall City's population, but particularly a concern within the inner-city. FSWs and health/nutrition staff will work together with parents and the child's medical provider when weight concerns are noted to design effective plans and services. As a proactive approach to addressing obesity, teaching staff is trained to provide I Am Moving, I am Learning (IMIL) Curriculum within the classroom setting. Providers also ensure that sufficient time is dedicated to outdoor play and gross motor development. Both SAISD and EISD, as local education agencies, utilize the National School Lunch Program. Through this program children receive healthy breakfast, lunch and snacks that meet Head Start standards for foods high in nutrients and low in fat, sugar and salt. The model will also implement a health education curriculum designed for Head Start staff and enrolled

children's families. The curriculum focuses on a variety of health topics that will strengthen and enhance the knowledge of staff providing health related services and parents' ability to advocate for their child's health. Through a network of community health organizations and providers, the parents and staff will be given the tools necessary to strengthen professional and personal accountability. Enrolled families facing food insecurity will be connected to the local Woman, Infants and Children (WIC) and the San Antonio Food Bank network to routinely receive staple foods and fresh produce to enable enrolled children and families to have access to resources to make healthy food choices.

The mental wellness of children and families impacts school readiness and all areas of service. As a result, a strong system of mental health services and assistance is a priority. Mental wellness support services are offered to staff, parents and children is based on the Early Childhood Mental Health Consultation Pyramid Model which addresses the social-emotional development of young children within early childhood programs.

The first phase of wellness support begins with behavior management specialists, who assist teachers and parents in identifying children's behavior challenges and implementing strategies improve these behaviors. In instances of severe mental health issues in children and families, ranging from domestic violence and substance abuse to depression and anxiety disorders, the mental health coordinator will provide direct mental health support or make referrals to the appropriate community agency. The Head Start program partners with Center for Health Care Services (CHCS) in their most recent SAMHSA grant for Continuum of Care services for young children and their families. CHCS is the largest mental health provider in San Antonio and has both mental health expertise and a history of strong working relationships with substance abuse treatment providers, mental health and mental retardation, and related service

providers in the city.

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 will be supported by effective program systems in the areas of recordkeeping, reporting, communication, monitoring, and planning to ensure service coordination and communication with parents and families happens in a structured and timely fashion.

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

DHS Head Start employs various strategies to promote trusting and respectful relationships with families. DHS Head Start employs Family and Community Support staff that are degreed at the bachelor's level or higher. This reflects the program's commitment to providing families with highly qualified staff. Many staff members that join the Head Start program bring educational backgrounds in psychology, counseling or social work and often hardship experiences themselves that brought them to their educational paths and that naturally creates an understanding of the many struggles families face. Additionally, many of the staff come into the Head Start program with a great deal of experience in social services; many have worked in state benefits offices, Child Protective Services, and other community agencies that serve the low-income population served by Head Start. The Program also seeks to hire current or former Head Start participants.

DHS Head Start has adopted many processes/activities that promote respectful and collaborative relationships with families. Starting with the 2015-2016 program year, the program implemented Home Visits for its FSWs and families new to Head Start.

Home visits are an important and a good practice that contribute to better outcomes, when conducted successfully, for children and their families. Home visits are utilized as a tool to build rapport and positive relationships with the families joining Head Start. Family and Community Support staff offer a visit to the family's home as it is often more convenient for families with childcare or transportation issues, and it provides direct services staff with information on the family that may not be obtained except through a home visit. During the home visit, the FSWs review the Head Start Parent Handbook, obtain needed documents and connect families to needed programs/services.

The Head Start program has seen positive results from this process, including:

- More valuable information on a family's needs and situations gained through these visits, which assists staff in better meeting family needs,
- A higher rate of attendance on Day 1 of school, and
- Children and parents more at ease on the first day of class as the home visits create a bridge between the two environments.

Bilingual Family and Community Support staff are assigned to parents/guardians whose primary language in the home is Spanish, which typically comprises approximately 25% of the families served. The various materials provided to parents are printed in English and Spanish so as to be culturally and linguistically appropriate. The program uses the services of a formal interpreter, as well, at activities and events, when needed.

A language stipend is available to staff that speak Spanish or other languages spoken by program participants. Currently, the program employs many FSWs that speak Spanish and one that speaks Farsi and Turkish.

Additionally, parents are offered a free subscription to ReadyRosie's daily educational videos. ReadyRosie is a research-based parenting curriculum that builds on parents' knowledge. ReadyRosie harnesses the power of video and mobile technology to empower families and schools to work together to promote school readiness. This includes a combined approach of receiving rich parenting content at home and participating in interactive workshops. This enables families to practice parenting skills in the comfort of their homes and with peers. This two-fold approach deepens the learning experience, builds capacity, and inspires an ongoing commitment to family learning.

The six workshop series was initiated in the 2017-2018 program year. The Ready Rosie workshops address topics such as positive discipline strategies, healthy routines, language development, developmental milestones, fostering play and social emotional development. The list below includes the titles for each of the workshops. Workshops and materials are available in English and Spanish.

- A Bonded Family
- Developing the Whole Child
- Building a Literacy-Rich Home
- Routines and Challenging Behaviors
- Fun with Math and Critical Thinking
- Parents as Leaders

A new evidenced-based program that the Head Start program implemented with the 2017 – 2018 program year is the SafeCare program, offered through the National SafeCare Training and Research Center.

As noted in the 2016 SafeCare Initial Implementation Planning Guide:

SafeCare is an evidence-based program focused on helping parents improve their skills in the areas of parent-child interaction, home safety, and child health. SafeCare addresses basic parenting skills to help parents build a solid foundation for their children's health and wellbeing. SafeCare research has been conducted with parents of children ages 0-5 years old with a history of or risk for neglect and physical abuse.

As related through the National SafeCare Training and Research Center's website:

The SafeCare home visitation program has been shown to reduce child maltreatment among families with a history for maltreatment or with risk factors for maltreatment.

In terms of child maltreatment outcomes, Lutzker and colleagues (Gershater-Molko, Lutzker, & Wesch, 2002; Wesch & Lutzker, 1991) compared families receiving SafeCare services to families receiving standard family preservation services in California, and found that SafeCare families were significantly less likely to have a recurrence of child maltreatment (15% over three years) compared to services-as-usual families (44% over three years). Similar reductions in neglect were found in an evaluation of Project 12-ways, the predecessor of SafeCare (Wesch & Lutzker, 1991).

(Source: <http://safecare.publichealth.gsu.edu/>)

In addition to the workshops, all parents are provided access to weekly modeled moments and include videos that take place in real environments such as restaurants, grocery stores, and playgrounds to demonstrate how to find learning moments in everyday activities . These two-minute videos depict real families engaging with their children in everyday educational

opportunities that do not require special materials. The series promotes learning in various domains, including math, language literacy and social-emotional development.

Use of the ReadyRosie can result in significant gains by children in various domains. Research shows that 73% of families using ReadyRosie have learned to take advantage of learning opportunities in many environments. Also, an 85% increase was seen in literacy-focused language and an average of an 82% increase in numeracy-focused language among those studied.

DHS Head Start's family support services approach is centered on the promotion of family well-being, strong parent-child relationships, and ongoing learning and development of families. The program achieves this through the provision of family and community support services that are responsive to families' expressed needs, leading to a meaningful engagement of parents.

Family support services staff engages in a number of activities and processes designed to support families in increasing their self-sufficiency and well-being.

Soon after the school year begins, FSWs begin engaging families in the Family Assessment and Goal Setting processes by discussing parents' hopes and dreams for their children and family and identifying family needs and strengths through the assessment process.

After the completion of the initial assessment with a family, FSWs then respond to what they have learned about a family's needs and goals. Referrals are provided, as appropriate, to services such as the Mental Wellness or SafeCare programs and to parent educational and learning opportunities provided through campus and community workshops, meetings and events.

The knowledge gained about a family through assessment often creates a segue into the Goal Setting process. The Head Start program utilizes a Goal Setting system developed by Shine Early Learning. A very organized and comprehensive collection of Goal worksheets is used by staff. The Goal worksheets list sequential steps that families can take to realize identified goals and then prompt the establishment of timelines for the accomplishment of each step towards goal attainment. Resources that can assist a family in reaching goals are listed on the worksheet and include community resources, informational sheets, logs and FSWs actions to be taken, such as connecting families to relevant resources or providing related materials.

FSWs then track families progress towards the family's stated goals per the timelines established on the goal worksheets. The process is dynamic and continues, often requiring adjustments to resources, steps and timelines in response to life situations that occur with the families.

The processes and activities are aligned with Head Start's Parent, Family, and Community Engagement (PFCE) Framework.

Beginning five (5) years ago, the City developed and began implementing a PFCE Plan of Action that identified outcomes, timeframes, individual(s) responsible for achieving goals, associated indicators, action steps, resources and measures of success. Later, the plan was integrated into the School Readiness Plan which now aligns with the seven components of the PFCE framework: family well-being; positive parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders.

Staff uses this integrated plan to ensure families have both the necessary support and

opportunities to be actively engaged in their child’s education and the Head Start program and community.

Following are strategies the Head Start program has employed to increase Parent, Family, and Community Engagement.

Parent, Family, and Community Engagement – Ongoing Strategies	
PFCE Training	Training is provided to teachers, direct services and administrative staff in collaboration with the Education Program with an emphasis on building positive relationships with families.
Leadership Opportunities	<p>Leadership and decision-making opportunities are provided in program development, policy-making and community advocacy through the Head Start Policy Council.</p> <p>Parents serve on the Education and Health Advisory Committees and participate in all the federal monitoring visits. Parents also participate with the Self-Assessment and the 5-Year Strategic plan processes.</p> <p>Some of the additional Leadership opportunities provided:</p> <ul style="list-style-type: none"> • Parent Connection Committee Meetings • School Readiness Summits • Family and Community Engagement Symposiums • Parent Conference Planning Committees • Micronaut (STEM) Field Trips • Fatherhood Initiatives • Community-sponsored Parent Leadership Academies • Other conferences, symposiums, etc.
Parent Survey	A parent survey is conducted annually to measure parent satisfaction with the Head Start Program and determine parent training needs.
School Readiness	Ready Rosie is a mobile parent engagement tool aimed at encouraging parent/child interaction and increased knowledge of literacy, math, and oral language.

DHS Head Start has forged many partnerships with community agencies for the benefit of its enrolled children and families.

Following is a list of some of the current Head Start partnerships.

Metro Health	Oral health examinations and preventive care, including fluoride varnish treatments and dental case management services
University of Incarnate Word	Health services
Nutrition Therapy Associates	Nutritional Services for Head Start children, including one-on-one child counseling sessions and nutrition education sessions
San Antonio and Bexar County Head Start Consortium	<ul style="list-style-type: none"> ▪ City of San Antonio, a Texas Municipal Corporation ▪ AVANCE- San Antonio, Inc. (AVANCE) ▪ BCFS Education Services ▪ Center for New Communities ▪ Education Service Center, Region 20 (ESC) ▪ Family Service Association of San Antonio, Inc. (Family Service) ▪ Parent/Child Incorporated of San Antonio & Bexar County (PCI) ▪ South San Antonio Independent School District <p>The parties listed above intend to collaborate together</p>
Alamo Colleges – Micronauts Program	STEAM education opportunities for families and professional development for teachers and teaching assistants
Any Baby Can	Working with children with special needs
Pre-K 4 SA	Professional Development for teachers
Texas A&M	18 hour graduate Early Childhood Education course work for teacher cohorts and data analysis
Brighton Center	ECI/Disability referral services
Easter Seals	ECI/Disability referral services
CHCS – Bexar CARES	Mental health services for children

VOICES for Children of SA	SafeCare Program
UT Health Science Center	Health Literacy Project
Batz Foundation	Health Literacy Project
Safe Riders	Car Seat Safety Education for parents
Arc of San Antonio	Disability Services
Texas Department of State Health Services	Emergency Preparedness
ChildSafe	Child Abuse and Neglect Prevention and Professional Development

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

As stated in the needs section of this narrative, 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 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 Head Start children attend school or on a neighboring campus, which makes it easier for 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 Preschool Program for Children with Disabilities (PPCD) programs for children with more severe learning disabilities, such as autism and mental retardation, who could benefit from co-enrollment in 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.

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 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):

Transitions bring change into the lives of children and families. Head Start programs implement strategies and practices to support successful transitions for children and their families. In addition to transitioning children from Early Head Start into Head Start, or other Pre-K programs, and children from Head Start into kindergarten or other Early Childhood Development programs, 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.

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

Some of the activities that Head Start provides to parents to assist with transitions include:

- Transition letters sent to EHS-CCP families
- Joint recruitment events held for Head Start and EHS-CCP
- Program staff participate in Early Childhood Intervention Transition meetings
- Local school district information shared with EHS-CCP families living outside of Edgewood and San Antonio Independent School Districts
- Head Start registration events
- Mental Health program provides workshops to parents on transitions from an attachment perspective at the beginning of the school year (Boohoo Yahoo Breakfasts)
- Meet the Teacher sessions for new Head Start children and families
- Teachers discuss transitions during the end-of-year Parent/Teacher Conferences and Home Visits
- Head Start teachers provide kindergarten teachers information regarding individual children's strengths and needs
- Transitioning children into kindergarten sessions provided during end-of-the year Parent Connection Committee Meetings with principal presentations
- Elementary campus tours for parents of transitioning Pre-K children
- Meet your new FSW gatherings with the EHS and HS tours

While in the Head Start program parents are accustomed to having a designated FSW and Mental Health Coordinator to work with them on family needs and goals, when in public schools there supports are no longer readily available. Information packets are provided as parents are exiting Head Start that include information on community resources, such as mental health and disability resources, to assist families in accessing services previously coordinated by the Head Start direct services staff.

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

12. Transportation (see 1303 Subpart F):

A need for transportation services in both EISD and SAISD as there are several children living more than two miles from their assigned head start site and families that qualify as homeless or special needs.

The service providers follow district and state guidelines to determine eligibility for transportation services. The service providers analyze individual family need to assess transportation services. Families that are designated homeless and children that have an Individualized Education Plan (IEP) are guaranteed transportation services. Additionally, San Antonio Independent School District offers transportation to all children commuting from feeder schools to one of five head start centers. For families that do not have transportation services available through the school district, the program offers bus passes.

Sub-Section C: Governance, Organizational, and Management Structures
Baseline Application Instructions

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

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 Head Start Programs Governing Body is exempt from composition requirements as stated in Section 642(c) of the Head Start Act.

DHS Head Start Policy Council is composed of sixteen members and Head Start parents represent 88% of the composition. The Head Start Policy Council consists of parents of currently enrolled children. Edgewood ISD has four parent representatives, two primary and two alternates. San Antonio ISD has six parent representatives, three primary and three alternates. The Early Head Start-Child Care Partnership has four parent representatives, two primary and two alternates. The program has two Community Representatives elected from the community at large by the Head Start Policy Council parents.

Processes
Governing Body

The Governing Body and the Head Start Policy Council partners with each other and key management staff to develop, review, and approve Head Start program policies and planning items. The Governing Body is charged with oversight of specific Head Start program functions and receives monthly fiscal and program reports which are provided one week prior to the scheduled meeting. The Head Start Administrator presents reports to ensure the Governing Body and Head Start Policy Council 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. The Governing Body has a legal and fiscal responsibility to administer and oversee the 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 program goals and objectives tie into a larger community vision for early childhood education services.

The Community Health and Equity Committee, a subcommittee of City Council, is comprised of five elected City Council members and they review and approve monthly program items. 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 and Policy Committee

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 Head Start Policy Council to be involved in these three focus areas, items are reviewed and approved at monthly scheduled meetings. The Head Start Policy council is responsible for the direction of the Head Start Program. To ensure adequate program governance and informed decision making, the program provides regular ongoing communication to the Head Start Policy Council. As a part of this system, the program provides monthly reporting that includes information on correspondence (HHS and other), program operations, and fiscal expenditures. The Head Start Program requires approval on program planning, policies, and grant applications and provides updates on the program's progress.

Parent Committees

The Head Start program's Parent Connection Committee meeting agendas have a standing item to obtain parent input on recommendations for the program during each meeting. FSWs survey parents, usually at the beginning of the school year, to determine what topics parents are most interested in and then coordinate those presentations. When relevant input is obtained during PCC meetings relating to Head Start-wide policy or programming, the information is forwarded to the Head Start Policy Council for consideration.

Additionally, parents are invited to participate in Self-Assessment and Strategic Planning where they provide their thoughts on how the program is doing and suggest future goals for the program. Parent input impacts policies, activities, and services.

DHS Head Start holds Parent Connection Committee (PCC) meetings at each site. 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 Head Start Policy Council for their consideration. After the Head Start Policy Council 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.

Relationships

The Governing Body and the Head Start Policy Council are provided a thorough Head Start new member orientation and training on their responsibility as stated in Section 642(c) of the Head Start Act, and the Head Start Program Performance Standards. Ongoing trainings and technical assistance is provided to the Governing Body and the Head Start Policy Council to ensure the members understand the information presented and discussed, and can effectively oversee and participate in the programs. Governance members receive ongoing monitoring results, data on school readiness goals, and items to determine eligibility on applicable federal regulations and program policies and procedures.

The City of San Antonio Head Start Program Governing Body members oversee a public entity and are selected to their positions by public election. For this reason the 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 the Head Start Policy Council are provided the same necessary program items to review and approve on a monthly basis. The Governing Body members are invited to attend the monthly Head Start Policy Council meetings and the Head Start Policy Council members are invited to attend monthly Governing Body meetings.

2. Human Resources Management (see1302 Subpart I):

Please see attachment A

DHS Head Start collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired Head Start staff comply with and have completed the necessary 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, employee placement into safety or security sensitive positions and positions of trust, and engagement of volunteers and interns. The education service provider EISD ensures all non-certified employees and substitutes must submit fingerprint identification information to the Texas Education Agency (TEA) and the Department of Public Safety (DPS) before beginning employment. The education service provider SAISD ensures new employees have criminal history checks conducted at the time of application and all current employees applying for promotions or new positions will have additional criminal history checks at that time.

All new staff receive Head Start 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, and a program overview.

DHS Head Start partners with both San Antonio ISD and Edgewood ISD to provide a comprehensive approach to Professional Development for all 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 our two schools districts, Edgewood ISD and San Antonio ISD, provides a coordinated coaching strategy for teachers. Our program utilized the Jim Knight Instructional 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 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):

DHS Head Start uses a two-level monitoring system to ensure program compliance at the Grantee and school district levels. DHS Head Start is responsible for completing service level 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, ChildPlus reports, questionnaires, and surveys. This year's increased direct monitoring projects conducted on-site emphasized environmental health and safe environments. This additional monitoring addressed any areas needing improvement including increased safety awareness.

The program has developed a measurable data driven 5-year Strategic Plan to ensure continuous program improvement. These goals and objectives are reviewed quarterly by key staff and stakeholders to ensure progress is continuous and to troubleshoot areas that may need additional resources. Additionally, the 5-year Strategic Plan has been aligned to the program's data driven self-assessment. At quarterly data reviews, program data measures are reviewed to ensure program compliance thresholds. Data sources reviewed include monitoring data, PIR data, performance data, PDM data, CLASS data, educational assessment data, and other sources.

- Leadership team data review
- Data meetings for health and education related data
- Professional Learning Communities – Ongoing meetings with small groups of teachers at the campus level to address student outcomes, needs, and services
- Directors meetings

DHS Head Start Program uses an adapted version of the Head Start Management Systems Wheel in its everyday management of the grant. The Governing Body, the HSPC and the management level staff assure effective delivery systems of services to the 3020 children and their families HS served in the two inner-city public school systems. The program model, see Appendix XX, presents the basic structure of the DHS Head Start's relationship with providers.

The contributors to the evaluating the success of the program and making improvements, two fundamental responsibilities of leadership and management, are the Community Assessment, the Self-Assessment, the student outcomes, the family outcomes, the monitoring results, and the well-being of the staff, parents and children. The training and technical assistance system underlies the building of capacity to reach high quality outcomes for the children and their parents.

The DHS Head Start management systems charts detail how the components of the

comprehensive services of the grant are aligned and are centered on the children and their families.

DHS Head Start leadership and management are supported directly by the City of San Antonio CORE values: teamwork, integrity, innovation and professionalism. Staff is recognized at the grant level, department level and the city level monthly, quarterly and annually for displaying remarkable evidence of these four CORE values in their work.

Communications are central to the quality leadership and management of the grant: weekly, monthly, quarterly and annual meetings are held with all staff, regularly scheduled with individuals, small groups and the whole group. Staff are held accountable for their results and annually evaluated accordingly. Merit pay is available for those exceeding expectations. The training and technical assistance component of the grant assures the building of staff capacity and wellbeing.



Department of Human Services Head Start Program

Refunding Application Program Year 2018 - 2019

Budget Narrative

1. Summary

The City of San Antonio, Department of Human Services, as the grantee for the Head Start program (DHS Head Start) submits the enclosed budget for the 2018-2019 refunding application for the period of July 1, 2018 through June 30, 2019 in the total amount of \$28,383,321. The total amount consists of \$22,493,956 for program operations and \$212,701 training and technical assistance and DHS Head Start's contribution of non-federal resources (20%) for \$5,676,664.

DHS Head Start provides general program oversight, oversees governance, determines program design, sets policies, and provides technical assistance to contracted service providers that carry out direct program services in the areas of Early Childhood Education; Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA); Health; Nutrition; Disabilities; Transportation and Safe Environments. Additionally, the City provides direct services in the areas of Family and Community Support, Mental Health and Training and Technical Assistance. DHS Head Start's goal is to ensure program integrity, sound management principles as well as fiscal responsibility.

2. Head Start Budget Justification – Federal Share

PERSONNEL **\$3,932,084**

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

FRINGE BENEFITS **\$1,539,720**

Social Security (FICA) \$301,569

Health/Dental/Life Insurance \$690,822

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 \$451,369

Employees participate in a retirement program after meeting employment criteria. DHS Head Start will match 10.47%-11.35% of the employee's salary.

Other Fringe Benefits \$95,960

DHS Head Start provides employees incentives for language skills, unused personal leave, transportation, and cell phone reimbursements.

TRAVEL **\$15,000**

Date	Location	Conference/Meeting	Attendees	Total Lodging, Airfare, & Per Diem
Various Dates	Dallas, TX	Region VI Meeting	2	\$1,000
July 2018	TBD	ChildPlus Training	1	\$1,500
August 2018	Dallas, TX	Crimes Against Children	2	\$1,500
August 2018	TBD	Region VI Head Start Conference	1	\$1,500
Fall 2018	TBD	Contracts/Financial Management Conference	2	\$1,500
Fall 2018	TBD	Playground Safety Inspector Course	1	\$1,000
November 2018	Washington, DC	NAEYC Annual Conference	1	\$1,500
December 2018	Orlando, FL	NHSA Parent Conference and Family Engagement Institute	3	\$3,000
May 2019	Chapel Hill, NC	National Early Childhood Inclusion Institute	1	\$1,500
June 2019	TBD	THSA Summer Conference	2	\$1,000
			TOTAL	\$15,000

SUPPLIES **\$62,787**

Description	Amount
General office supplies:	\$24,787
Copier Paper, pens, pencils, file folders, and other consumable office supplies	
Other Supplies: ChildPlus Software	\$33,000
Cap<5000 – Computer Equipment	5,000
TOTAL	62,787

CONTRACTUAL **\$ 16,488,063**Fees to Professional Contractors \$58,000

Contractors/ Services	Amount
Mighty Group, website support, maintenance and other special projects	\$15,000
Nutrition Therapy	\$25,000
Translation Services	\$5,000
Community Assessment	\$13,000
TOTAL	\$58,000

Contractual Services \$157,000

Contractors	Amount
Brady Building Repairs and HVAC	\$142,000
Early Learning Summit	\$15,000
TOTAL	\$157,000

Contractual Services- Service Providers \$16,487,843

DHS Head Start's budget for contractual costs includes funding allocations for the following services: education, disabilities, nutrition, health and dental services to the 3,020 children enrolled in Head Start Program. Service partners are contractually obligated to provide non-federal share in proportion to their allocations. DHS Head Start will disburse allocations to the service partners accordingly:

Service Partners	Number of Children	Amount
Edgewood Independent School District (see attachment A)	777	\$4,175,378
San Antonio Independent School District (see attachment B)	2243	\$12,053,245
San Antonio Metro Health	3020	\$181,740
University of Incarnate Word	3020	\$77,480
TOTAL		\$16,487,843

CONTRACTUAL **\$5,360,281**

Fees to Pros	Amount
Nutrition Therapy Associates, Inc.	\$6,250
TOTAL	\$6,250

Service Providers	Amount
Edgewood Independent School District	\$1,356,691
San Antonio Independent School District	\$3,932,535
San Antonio Metropolitan Health	\$45,435
University of Incarnate Word	\$19,370
TOTAL	\$5,354,031

OTHER **\$144,741**

In-Kind Policy Council/ Volunteers \$73,100

Job Title	Salary/Wage per Hour	# of Volunteers	# of Hours	# of Events	Non-Federal Portion
In-Kind Policy Council	\$101.20	16	2.5	13	\$48,204
TOTAL					\$48,204

In-Kind Consultants/ Contractors \$52,410

The Program receives in-kind services from the professionals who serve on the Head Start Health Services Advisory Committee and the Education Services Advisory Committee. In addition, DHS Head Start is receiving research and analysis service from the University of Texas at San Antonio which is conducting research as to the efficacy of a parent engagement project and also includes Texas A&M San Antonio University for the Parent Survey.

In-Kind Facilities (BES) Building Maintenance & Repair \$32,799

Fair market value of rent for use of facilities/building services provided by other City departments (example - Phil Hardberger Park, Little Carver Center) to be used for the Head Start Program for trainings, retreats, etc., includes costs for minor maintenance and repair services performed by other City departments at 1227 Brady.

TOTAL COST FOR NON-FEDERAL SHARE **\$5,676,664**

Note: Minor discrepancies due to rounding.



**Head Start Program
Refunding Application
Program Year 2018-2019**

Training and Technical Assistance Plan

The City of San Antonio, Department of Human Services Head Start Program (DHS Head Start), contracts with four direct service providers and collectively employs over 600 professionals to provide high quality program services to children and families. DHS Head Start and each direct service provider develop annual training plans to ensure staff and families have access to ongoing training opportunities.

The 2018 Training and Technical Assistance Plan (T&TA) reflects activities planned training for the 2018-2019 school year. Through this grant application, DHS Head Start is applying for training and technical assistance funding for the period of July 31, 2018–June 1, 2019.

Section 1: Planning for Training

On an annual basis, DHS Head Start engages in a process to identify, prioritize, and develop a plan for the provision of training, based on the needs of staff, parents, and children.

Various data collection methods are utilized to identify program-wide training needs, including staff and parent surveys, training evaluation forms, focus groups, annual performance reviews and professional development plans, CLASS data, child outcome data, family assessment information, monitoring data, and self-assessment data. Information from the prior program year, as well as the current program year, is used for planning purposes. The training plans meet or exceed the requirements of the Head Start Performance Standards, Head Start Act, State of Texas Prekindergarten Guidelines, and other regulations.

Section 2: Training & Professional Development

DHS Head Start ensures that new Head Start program staff receives orientation at the start of their employment. This orientation includes the goals and philosophy of Head Start, the mission and vision of DHS Head Start, Approach to School Readiness and School Readiness Plan of Action, and service area implementation plans.

In addition to new staff orientation, each program year DHS Head Start collaborates with Education Service Providers, Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD), to organize annual pre-service training mandatory for all Head Start

program staff. The Pre-service Training events for the 2017-2018 program year were from June 2017-August 2017 and included Head Start 101, Health & Safety, Nutrition & Family Style Meals, Child Development & Best Practices in the Early Childhood Classroom, Texas Prekindergarten Guidelines, Cavity Free Kids, Screenings & Assessment, ReadyRosie, Communication & Collaboration, Child Abuse & Neglect Identification and Reporting, CPR/First Aid, School Readiness, Individualization, and Special Education Services.

In addition to orientation and pre-service training events, Head Start employees and parents have opportunities throughout the program year to attend training events and conferences, including local, regional, and national trainings and conferences (Table 1 & Table 2). The opportunity to attend other training events and conferences may arise throughout the program year based on identified program and/or individual needs.

DHS Head Start and service providers provide various training opportunities throughout the program year using a variety of training methods and consultants including: online modules, webinars, scheduled trainings, on-site training, conferences, and events (Table 3). Training delivery methods are designed to be flexible and training topics vary in order to meet requirements and program-wide training needs.

The program has professional networks and services to assist staff in continuing education goals, including: completion of additional coursework, obtaining a degree, or becoming credentialed. These professional services are designed to assist staff in meeting the requirements of the Head Start Act, the Head Start Performance Standards, DHS policies and furthering staff's education.

DHS Head Start has continued the Summer Institute Program for teachers. Initiated in 2012, the continuing education program provides funding for up to ten Head Start teachers to complete 18 hours of graduate level coursework in Early Childhood Education over a two year period at Texas A&M San Antonio. The program will continue with the fourth cohort beginning in June 2018.

DHS Head Start also provides Family Service Credentialing Training to all Family and Community Support staff through the Portage Project.

Additionally, DHS Head Start provides ongoing support for Head Start staff, community members, and parents to obtain and renew their Child Development Associate Credential.

Section 3: Parent Leadership Programs and Training

In an effort to support Head Start parents and empower them to serve as not only leaders in their families but also in the community, DHS Head Start has implemented several parent programs and initiatives available throughout the program year.

DHS Head Start utilizes ReadyRosie, a research-based parenting curriculum that 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 Head Start parents and staff available through text, email, or smart phone app. Subscribers receive "Modeled Moments" of real families engaging in learning activities within the context of their own homes, grocery stores, restaurants, and cars. In addition to the digital tool, DHS Head Start implements the ReadyRosie Family Workshops. This six session workshop series

for parents and caregivers addresses positive discipline strategies, healthy routines, language development, developmental milestones, fostering play and social emotional development.

In effort to prevent and reduce child abuse and neglect, DHS Head Start implements SafeCare, a parent training program. SafeCare is an evidence based home visitation program that has been shown to reduce child maltreatment among families with a history of maltreatment or with risk factors for maltreatment.

Additionally, DHS Head Start hosts an annual Head Start Parent Conference. The theme of our 2018 Parent Conference is *In the Name of Love*, and focused on emotional well-being of families and children.

Section 4: Policy Council and Governing Body Training

In accordance with Head Start requirements, all Policy Council and Governing Body members receive Head Start orientation and ongoing training throughout the program year. Training topics include the following: 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.

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 training is needed. Various evaluation tools and the professional development plans, annual performance reviews, and results of ongoing monitoring are also used to determine the effectiveness of training and technical assistance provided to program staff. Additionally, the program uses the Strategic Plan results and Self-Assessment to evaluate the effectiveness of program wide training and technical assistance.

DHS Head Start is seeking a total of \$212,701 T&TA budget for the continuation of services from July 1, 2018–June 30, 2019.

Table 1: 2018 - 2019 Local Trainings & Conferences

Date	Conference/Meeting	Attendees
August 2018	Pathways to Hope	Program Staff and Policy Council Members, and Parents
September 2018	Congress on Children	Program Staff and Policy Council Members, and Parents
October 2018	Texas Health Literacy Conference	Program Staff
October 2018	Healthier Texas Summit	Program Staff
October 2018	Ecumenical Center Mental Health Conference	Program Staff
November 2018	Texans Care for Children Policy Conference	Program Staff
November 2018	Family Engagement Symposium	Program Staff, Policy Council Members, and Parents
December 2018	Texans Care for Children Policy Conference	Program Staff
January 2019	Winston Learning Symposium	Program Staff
February 2019	Grief Education Institute Symposium	Program Staff
February 2019	San Antonio Chapter Texas AEYC Conference	Program Staff
February 2019	TAPPEstry Conference	Program Staff, Policy Council Members, and Parents
February 2019	Out in Space STEAM Conference	Program Staff
March 2019	Social Work Conference	Family & Community Support Staff
March 2019	Diversity Conference	Program Staff and Policy Council Members
March 2019	Nutrition Summit	Program Staff, Policy Council Members, and Parents
April 2019	IDRA La Semana del Nino Parent Institute	Program Staff, Policy Council Members, and Parents
April 2019	UTHSC Cultural Inclusion Institute	Program Staff
May 2018	South Texas Trauma Informed Care Conference	Program Staff
May 2019	CAM Messina Child Advocacy Training	Program Staff and Policy Council Members
May 2019	Women's Empowerment Conference	Program Staff, Policy Council Members, and Parents
June 2019	CLARITYCON	Family & Community Support Staff and Mental Health Staff
June 2019	Texas AEYC Conference	Program Staff

Table 2: 2018 - 2019 National Trainings & Conferences

Date	Location	Conference/Meeting	Attendees
Various Dates	Dallas, TX	Region VI Meeting	Program Staff
July 2018	TBD	ChildPlus Training	Program Staff
August 2018	Dallas, TX	Crimes Against Children	Program Staff
August 2018	TBD	Region VI Head Start Conference	Program Staff
Fall 2018	TBD	Contracts/Financial Management Conference	Program Staff
Fall 2018	TBD	Playground Safety Inspector Course	Program Staff
November 2018	Washington, DC	NAEYC Annual Conference	Program Staff
December 2018	Orlando, FL	NHSA Parent Conference and Family Engagement Institute	Program Staff and Policy Council Members
April 2019	San Antonio, TX	NHSA Annual Head Start Conference	Program Staff
May 2019	Chapel Hill, NC	National Early Childhood Inclusion Institute	Program Staff
June 2019	TBD	THSA Summer Conference	Program Staff

Table 3: 2018-2019 Training & Professional Development:

Online Training Modules	
<ul style="list-style-type: none"> • A Clean Defense (Hand washing) • Administration of Medication • Blood Borne Pathogens • Building & Physical Premise Safety • Identification of Child Abuse and Neglect and Prevention • Infections Disease Control & Prevention • Emergency Preparedness • Family Style Meals • Fire Safety for Schools: Sound the Alarm • Food Safety & Allergic Reactions 	<ul style="list-style-type: none"> • Handling & Storage of Hazardous Materials & Bio-Contaminants • Playground Safety • Transportation Safety • Transporting Preschoolers • Tooth brushing • Terrific Transitions • Students with Chronic Illnesses • SIDS & Safe Sleep Practices • Shaken Baby Syndrome & Abusive Head Trauma
Trainings	
<ul style="list-style-type: none"> • Best Practices in the Early Childhood Classroom • Car Seat Safety • Case Management Training • Cavity Free Kids • CDA Credentialing Class • Child Development • Child Abuse: Neglect & Prevention • Child Safety & Active Supervision • ChildPlus & Data Entry • CLASS Concepts Training • CLASS: An Introduction • CLASS Refresher & Inter-rater Reliability and Calibration Training • CLASS Reliability Training • Classroom Management • Creating Safe Environments • Compassion Fatigue • Emergency Preparedness • Effectively Using Child Outcome Data 	<ul style="list-style-type: none"> • Family Service Credentialing Class • Governance in Head Start • Health Services • Heart Saver/CPR/First Aid/AED • I am Moving I am Learning • Individualization • Language & Literacy • McKinney-Vento Training • Micronaut Program- STEAM for the Early Childhood Classroom • Nutrition & Early Childhood Education • Seven Habits of Highly Effective People • Parent Engagement • Playground Safety • Poverty Training • Practice Base Coaching & Coaching Support • Supporting Varying Abilities for Academic Progress • Trauma Informed Care • Wellness Support for Staff
Conferences/Events	
<ul style="list-style-type: none"> • Disability Walk • Early Childhood Early Learning Summit 	<ul style="list-style-type: none"> • Head Start Parent Conference • Head Start Speaker Series
Consultants	
<ul style="list-style-type: none"> • Nutrition Therapy Associates 	<ul style="list-style-type: none"> • SHINE Early Learning

EARLY HEAD START-CHILD CARE
PARTNERSHIP CONTINUATION
APPLICATION FOR APPROVAL

**City of San Antonio Early Head Start-Child Care Partnership (EHS-CCP)
Continuation for Funding Application Program Narrative**

Program Year 2018-2019

Project Summary

The City of San Antonio, Department of Human Services (DHS) serving as Grantee of the Head Start Program, submits the enclosed application for consideration of continued funding for the last twelve months of the awarded project period to ensure program operations and training and technical assistance for the period of August 1, 2018 through July 31, 2019. This application provides a status update on 2017-2018 program operations and details 2018 – 2019 planned services and continual improvements. DHS is submitting this application to request federal funding in the amount of \$2,729,844 (\$2,665,044 Program Operations and \$64,800 Training and Technical Assistance) for continued program operations.

Program Design and Approach to Service Delivery

Sub-Section A: Goals

On November 1, 2017 DHS's Head Start Division, including both Early Head Start-Child Care Partnership (EHS-CCP) birth to three, and Head Start pre-kindergarten, held its annual Strategic Planning session to outline goals and objectives for the next five year project period. Building on the birth-to-five continuum, participants reviewed results from the 2016-2017 Strategic Plan (5-year goals), 2015-2016 Annual Report, 2016 Community Assessment, Self-Assessment and Action Plans, Monitoring Reports, Parent Surveys, and the Approach to School Readiness – Early Childhood Education and Parent, Family and Community Engagement as well as other Head Start resources. Representatives from Head Start service providers, EHS-CCP child care service providers, community based agencies, DHS, Head Start

parents and the Head Start Policy Council members participated in the full day planning event.

Utilizing shared goals between Head Start and EHS-CCP (see Table 1), specific objectives and measures applicable to both infant/toddler and pre-kindergarten programming were established. Planned program improvements will continue to increase the quality of services provided to children and families, enhance recruitment and retention of highly qualified staff, and improve service delivery systems to increase effectiveness. Only those objectives specific to the EHS-CCP program and shared between both programs are listed in Table 1. Those objectives only applicable to the pre-kindergarten program are excluded from Table 1. .

Table 1. Five Year Plan

Goal 1 - Education
Prepare children for school and life.
<p>Objectives:</p> <ul style="list-style-type: none"> • Increase the annual Infant Classroom Assessment Scoring System (CLASS) scores. The baseline for <i>Responsive Caregiving</i> will be established in 2017-2018 with a point increase determined in 2018-2019. • Increase the annual Toddler Classroom Assessment Scoring System (CLASS) scores in each domain. The baselines for <i>Emotional and Behavioral Support</i> and <i>Engaged Support for Learning</i> will be established in 2017-2018 with a point increase determined in 2018-2019. • Increase the percentage of children that meet school readiness goals. The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019. • Increase the number of children that show growth from BOY to EOY across all domains on the Early Learning Accomplishments Profile (E-LAP) and the Learning Accomplishments Profile – 3rd Edition (LAP-3). The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019. • Reduce the percentage of children with chronic absenteeism. The baseline will be established in 2017-2018 with a percentage reduction determined in 2018-2019.

Goal 2 – Family Support
Promote well-being of families to enable them to support their children’s learning and development.
Objectives: <ul style="list-style-type: none">• Increase the number of families who complete high school/GED by 10%, from 409 in 2016-2017 to 449 in 2022- 2023. Increase the number of families who complete a job training program by 10% from 145 in 2016-2017 to 160 in 2022- 2023.• Increase the percentage of Family Life Practice goals achieved by 5points from 87% in 2016-2017 to 92% in 2022- 2023.• Increase the percentage of families who receive at least one support service, such as emergency assistance, parenting education, or job training and higher education services, by 5 points from 79% in 2016-2017 to 84% in 2022- 2023.• Research various family assessment instruments and determine whether or not to revise the current instrument or adopt a new instrument for implementation by August 2019.• Increase the number of families that complete the SafeCare Child Abuse Prevention Program. The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019.
Goal 3 - Health
Children are healthy and ready to learn.
Objectives: <ul style="list-style-type: none">• Increase the percentage of children with up-to-date TX EPSDT requirements at the end of the school year by 4 points in the first year (18-19) and 2 points in the following years, from 78% in 2016-2017 to 90% in 2023.• 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 2022-2023.• Increase the percentage of children who receive services following a community Mental Wellness referral by 10 points from 50% in 2016-2017 to 60% in 2022-2023.• Increase average score on the Wellness Survey. The baseline will be established in 2018-2019 with a percentage increase determined in 2019- 2020.

Goal 4 – Environmental Health & Safety
Support the care of children by creating safe environments.
Objectives: <ul style="list-style-type: none">• Reduce the percentage of non-compliances in EHS-CCP Environmental Health and Safety Monitoring Reviews. The baseline will be established in 2017-2018 with a percentage reduction determined in 2018-2019.• Decrease the number of findings in Health and Human Services Commission Childcare Center Inspections by 50% from 38 in 2016-2017 to 19 in 2023.• Develop an implementation plan for integrating the Texas Rising Star system (State of Texas QRIS) as a measure of quality for the EHS-CCP program by August 2019.
Goal 5 – Highly qualified staff
Recruit and retain highly qualified staff
Objectives: <ul style="list-style-type: none">• Reduce the average number of days to fill a vacancy with the City of San Antonio Head Start Program by 16 days from 62 days in 2016-2017 to 46 days in 2023.• Increase the retention rate for Family Support Workers. The baseline will be established in 2017-2018, with a percentage increase determined in 2018-2019• Develop a pathway to increase the number of EHS-CCP and Head Start teachers and instructional assistants with an Early Childhood Certificate, associate's, bachelor's or master's degree by August 2019.• Increase the number of teaching staff that complete the Head Start Summer Institute towards earning a master's degree by 2023. The baseline will be established in 2017-2018 with a number increase determined in 2018-2019.• Develop a system for continuous professional development aligned to the Classroom Assessment Scoring System (CLASS) for teachers and instructional assistants by August 2019.

Sub-Section B: Service Delivery

Program Need and Service Area

EHS-CCP program serves families living and working within the Edgewood and San Antonio Independent School Districts (EISD and SAISD respectively). The City and both districts are located in Bexar County, a community of 1.9M residents with San Antonio, the county's largest city, containing 1.5M citizens based on data from the 2017 City of San Antonio Head Start Program Community Assessment (2017 Community Assessment).

Data from the 2017 Community Assessment indicated the need for additional EHS-CCP

slots. Within the service area, data specified an approximate deficit of 4,276, an estimated 22% increase from the 2016 Community Assessment of age and income eligible children not being served in the birth-to-two year old age range. The current waitlist (waitlist begin defined as completed application, eligibility verified) of over three hundred unduplicated children from six weeks to thirty five months supports this deficit. The 2017 Community Assessment reflected no major changes in the social service needs of EHS-CCP children and families in the City of San Antonio. The prevalence of child abuse and neglect is a factor that affects the quality of life for San Antonio residents. The number and rate of confirmed, unduplicated child abuse cases can serve as an indicator of the need for social services. The number of child abuse and neglect cases has increased in Bexar County over the past decade.

Child Care Services (CCS) and Enrollment

The number of children receiving CCS subsidies has declined since the beginning of the 2016-2017 program year when the Texas Workforce Commission (TWC) placed a suspension of new in-take applications for at-risk children. The EHS-CCP Program continues to seek opportunities to inform the community, build relationships, and provide program information to those agencies serving the two priority groups designated by TWC: Child Protective Services and CHOICES - a workforce initiative. Data has shown waitlists are lengthy for families seeking CCS subsidies.

The decline in CCS enrollment is having an adverse impact on the child care service providers' budgets and bottom lines. The CCS suspension impacted not only the EHS-CCP program, but non-EHS-CCP children enrolled at the child care service providers as well. All child care service providers have seen their CCS enrollment decline along with their non-EHS-CCP children's enrollment. As all service providers are non-profit agencies located in the inner

city of San Antonio, they may not have the financial viability to sustain the program without the needed CCS income.

Table 2. Enrollment/CCS/Dual Generation (DG) Enrollment

Child Care Service Provider	Funded	Current	28% CCS	Actual CCS	DG Capacity	DG Enrolled
Blessed Sacrament Academy	28	28	8	4	NA	NA
Ella Austin	64	64	18	3	12	2
Healy Murphy	56	56	16	11	11	6
Inman Christian	28	28	8	5	NA	NA
Seton Home	20	20	6	2	NA	NA
YWCA –Olga Madrid	20	20	6	4	NA	NA
Total	216	216	62	29	23	8

As of 1.10.18

Service Operations

DHS plans to continue contracting with all six child care service providers to deliver direct education services. All six inner city child care service providers are located within Edgewood and San Antonio school districts. Child care service provider slots and contract allocations are presented in Table 3.

Table3. Slot and Contract Allocations per Child Care Partners

Child Care Partner	Funded Enrollment	2018-2019 Contract Allocations
Blessed Sacrament Academy	28	\$205,856
Ella Austin	64	\$470,528
Healy Murphy	56	\$411,712
Inman Christian	28	\$205,856
Seton Home	20	\$147,040
YWCA –Olga Madrid	20	\$147,040
Total	216	\$1,588,032

All child care service providers offer full year care, daily ten hours, five days a week for 240 days of annual service. Services adhere to the Head Start Performance Standards, Head Start Early Learning Outcomes Framework (HSELOF), State of Texas Infant/Toddler guidelines

(Little Texans, Big Futures) and the Texas Health and Human Services Commission Child Care Licensing.

ERSEA Process

The program utilized the 2017 Community Assessment to determine the selection criteria to prioritize the neediest families. Points were added to the 2018-2019 Selection Criteria Point Matrix for families receiving CCS subsidies. Justification was based on recent intake opportunities of CCS giving priority to siblings of families in the system rather than intake of new applications.

To increase efficiencies, the Head Start Program instituted an online application process for families for services. The EHS-CCP program has received over nine hundred online applications. In order to keep up with the high demand, the EHS-CCP program has held monthly application events at the Head Start Offices. Currently, the EHS-CCP program maintains a healthy waitlist, due to the online applications and monthly application events. EHS-CCP Family Support Workers (FSWs) contact families and provide updated information on possible enrollment.

The program uses a two-stage verification process (second verification) which identifies children based on a selection criteria point ranking system and ensures accuracy in the eligibility process. This practice is used for all children, including children with disabilities and non-English speaking children. The selection committee process ensures the program will enroll the highest number of children with disabilities and that all children are placed in a linguistically and developmentally appropriate classroom.

The Head Start Program, both infant/toddler and pre-kindergarten, fully implements the Child Plus data management system where all applications are recorded and rank-ordered

electronically according to the selection criteria point system. This process improves application processing time and efficiencies.

Transportation

Grantee FSW staff work with the families to identify any transportation needs. Assistance is offered through community resources and the provision of bus passes for those families needing them. Most have transportation.

During the 2017-2018 program year, "I'M SAFE Transportation Education" curriculum was added to supplement the classroom curriculum and will continue in the 2018-2019 program year. Child care service providers promote age-appropriate pedestrian and school bus safety for the children and families and document quarterly activities in classroom lesson plans. I'M SAFE Car Safety Banners were placed at every childcare center in the summer 2017 to increase awareness of "Never Leaving Children Alone" in vehicles and to prevent vehicular fatalities.

Education Services

Grantee staff work 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. For the 2018-2019 program year, the EHS-CCP program continues to focus on promoting the Program for Infant / Toddler Care (PITC) philosophy, increasing quality teacher / child interactions through the use of 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.

The EHS-CCP program utilizes the Ages and Stages Questionnaires (ASQ) as the program's behavioral and developmental screening tools. Training and technical assistance will continue during the 2018-2019 program year for teachers on the use of ASQ data in tailoring individualized instruction and activities to each child when they first enroll in the program.

The EHS-CCP program uses The Creative Curriculum for Infants, Toddlers and Twos as a researched, evidence-based curriculum designed to advance school readiness in at-risk children. An individualized Creative Curriculum training was offered to each of the six child care service providers and the 2017 Pre-service to address any questions and identify barriers to full curriculum implementation.

The EHS-CCP program developed a two-prong approach to meeting the coaching and curriculum fidelity performance standards. Creative Curriculum Coaching to Fidelity training was offered to all child care service providers' administrators and Grantee management staff on the use of the Fidelity Tools. Not only do the Fidelity Tools provide a system for ensuring curriculum fidelity but also provide a system of 100% coaching to all the EHS-CCP classrooms.

Fidelity Tools will be completed to assess every EHS-CCP teacher and their level of curriculum implementation. Based on the results, administrators will utilize the Coaching to Fidelity Guide to provide strategies and support teachers in using curriculum. Fidelity tools will be completed by administrators twice per program year to track progress of individual teacher curriculum implementation. Training and technical assistance will continued to be offered to support administrators and teachers in using Creative Curriculum with Fidelity and Coaching to Fidelity.

In addition, Grantee staff implemented the Teachers 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. For the 2017-2018 program year, the TLC consists of six child care teachers, one teacher from each of the child care service providers, and two Grantee staff facilitators. Participants meet for thirteen sessions and each session focuses on teaching practices using video recording, reflection, group and individual feedback. Participants learn about effective teaching practices using resources from NCQTL. EHS-CCP will continue the TLC model in the upcoming 2018-2019 program year.

Early Learning Accomplishment Profile (E-LAP) and Learning Accomplishment Profile 3rd edition (LAP-3), the selected researched-based, criterion-referenced formal assessment tools, are used to assess the children three times a year: beginning, middle and end-of-the-year. 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 continues during the 2018-2019 program year.

In 2017-2018, the Grantee introduced the Infant / Toddler Classroom Assessment Scoring System (CLASS) Plan to the child care service providers. The summer of 2017, the Infant and Toddler Classroom Assessment Scoring System (CLASS) observation training was offered to grantee and partner staff. The EHS-CCP program currently has thirteen staff members reliable in the Infant CLASS tool, thirteen staff members reliable in Toddler CLASS tool and four staff members reliable in Pre-K CLASS tool which is used for those classrooms with children within the applicable age range. In fall 2017, CLASS observations were completed on one hundred percent of the EHS-CCP classrooms. CLASS data is aggregated and will drive decision-making

regarding ongoing professional development designed to strengthen teacher-child relations and school readiness. Annually, one hundred percent of the classrooms will be observed. The program will have comparative data in the fall of 2018.

EHS-CCP continues its collaboration with the Texas Rising Star (TRS) program. TRS is the state of Texas's recognized Quality Rating and Improvement System (QRIS). Meeting on a regular basis with TRS mentors has enabled Grantee staff to align work in support of the child care service providers. Currently four of the EHS-CCP child care service providers have received stars, three-3 stars and one-2 stars, with one of the remaining two child care centers working towards certification and one completing a probation period before being eligible to re-apply. Grantee staff continues to work with the child care service provider staff to build quality environments for children and staff.

Grantee staff continue to provide ongoing technical support and professional development to the six child care service providers to maintain compliance with all Head Start Performance Standards and to continue building high levels of quality care.

Disabilities

The EHS-CCP program reached 10% disability enrollment in August 2017 with 22 children receiving Early Childhood Intervention (ECI) Services and having a current Individual Family Service Plan (IFSP) on file. Grantee staff participates in Early Childhood Intervention (ECI) Child Find meetings which focus on identification, location and evaluation of children within both districts who may have a disability requiring special education services. The EHS-CCP program assists families who are not age eligible for school district services but have IFSPs to enroll in EHS-CCP program. In addition, one Grantee staff member serves on the Easter Seals

Advisory Council, one of the three local ECI agencies.

Mental Health

The EHS-CCP program contracts with an outside agency to provide mental health services to EHS-CCP children, families and staff. Systems are in place to identify in a timely manner children in need of mental health services. Services include individual consultation, classroom observations, and behavioral supports for teachers and families. Services will be offered to child care provider staff to promote and educate staff regarding wellness issues that may affect their job performance. Training will be offered to child care provider staff on identifying wellness concerns and techniques to minimize classroom disruptions.

Conscious Discipline will be introduced in the 2017-2018 program year to promote social emotional well-being for children in the classrooms. Training and support will be provided to staff on the importance of secure adult-child relationships and its correlation to healthy child development. Grantee staff works to increase resources in this area for ongoing support to classroom teachers and child care service providers' staffs.

Health Services

The EHS-CCP program has collaborative relationships for the delivery of health services. Grantee staff strengthened relationships with area pediatric offices to streamline a system of obtaining needed health documentation. This has allowed the program to obtain health documents in a more timely and effective manner. The program instituted a new contract with University of Incarnate Word Ila Faye Miller School of Nursing and Health Professions (UIW) to provide needed medical services to uninsured EHS-CCP children, lead and hemoglobin testing and ongoing program support. Grantee FSWs work with uninsured families to provide health

insurance options such as Medicaid, CHIP, and the local Carelink program before utilizing Head Start funds.

UIW provides lead and hemoglobin testing for the children who have not had the screening completed at their medical home. If the child's results are abnormal then the child and family are referred to the City of San Antonio's Green and Healthy Homes and to their medical home. Through this partnership with Green and Healthy Homes, families may receive free lead testing of their homes which may result in remodeling the high lead areas to improve the home environment and to bring it up to standards. If the child's hemoglobin is abnormal then the child is referred to their medical home and the family is provided nutrition information. FSWs receive training on various health topics to assist the EHS-CCP families in obtaining and maintaining medical and dental homes for their children. FSWs work with parents to obtain at their medical home hearing and vision screenings, lead and hemoglobin test and all other EPSDT requirements. At the time of enrollment and each program year, FSWs work with the parents to complete a comprehensive child health history and nutrition assessment. The program works closely with the parent or guardian to ensure each child is seeing their doctor for their well child exams and other health requirements. This allows the program and the child care service providers to have a complete picture of the child's health history.

The Grantee contracts with San Antonio Metro Health (SAMH) for dental screenings for the EHS-CCP children. All dental screenings are provided by pediatric dentist. As of December 2017, twelve dental clinics have been completed. Six more dental clinics will be completed before June 1, 2018. Dental services continue into the 2018-2019 program year with two clinics scheduled at each of the six child care service providers, one in the fall and one in the spring. Any child who misses the clinic will be offered a makeup. During the 2017-2018 program year,

SAMH provided all EHS-CCP dental services as an in-kind contribution.

The EHS-CCP program contracts with Nutrition Therapy Associates, Inc. (NTA) to ensure nutritional services support for the child care service providers and families. The Nutritionist/ Dietitian works with Grantee staff to ensure the child care service providers are meeting the Head Start Standards, USDA and CACFP guidelines.

Environmental Health & Safety

Grantee staff conducts ongoing, onsite monitoring and training and technical assistance (T&TA) to all EHS-CCP child care service providers in the areas of environmental health and safety. T&TA visits result from various observations, outcomes from monitoring projects or as requested by the service providers.

Based on grantee program policies, child care service providers must report any Child Care Licensing visits and/or reports, whether self-reports, unannounced or announced. If a Child Care Licensing Incident/Illness Report or Child Care Licensing Monitoring Inspection is generated, then T&TA is provided. T&TA is provided in various modalities including onsite visit, telephone conference, training, providing additional resources such as pamphlets and brochures, online training and modeling. In addition, Grantee staff reviews and analyzes semi-monthly Child Care Licensing Reports for all child care service providers to maintain open communication about issues needing to be corrected immediately and to provide T&TA.

Family & Community

Family and Community Support Services are provided by the Grantee Family Support Workers (FSWs) connecting families to community resources to enhance their well-being. The first step is building a trusting relationship with the families. The work is grounded in a respect

for values, culture and home language. Family and Community Support Services enhance families well-being, leadership and advocacy skills and is driven by the Parent, Family and Community Engagement Framework (PFCE).

The program utilizes Ready Rosie as its research-based parenting curriculum. Ready Rosie is an early education tool that helps families support their children's learning through daily activities which can be implemented everyday settings such as the super market, driving in the car or even at home.

In 2018-2019 program year, the program is committed to enhancing and building on the importance of family engagement through implementing a supplemental curriculum, SHINE On Families, a research-based family curriculum where families receive structured guidance to engage in high quality parent/child interactions to support school readiness. SHINE On Families incorporates parent/child activity cards to practice at home. Activity cards provide guidance on how to engage in meaningful interactions with their children.

The EHS-CCP program works with multiple community partners to build a Dual Generation initiative within the two child care service providers located in the Eastside Promise Neighborhood. Key partners include United Way, San Antonio Housing Authority and Goodwill. This initiative implements a community-endorsed two-generation plan to provide programs for children that focus on healthy development, growth and education while the parents concentrate on parenting skills, job skills and financial security. Currently the program has eight families participating in the education classes/job training program within the Dual Generation Initiative. Grantee FSWs work with enrolled families to provide support resources and information regarding the initiative.

Transition

Grantee staff works with the six child care centers' staff, teachers and directors to ensure children and families are prepared to transition into their center and to their next education program.

During the spring of 2018, EHS-CCP parents will meet with the Head Start pre-kindergarten FSWs to assist in the application and transition process to Head Start. Grantee staff are working to create events at each of the EHS-CCP child care service providers' sites for the purpose of having the Head Start pre-kindergarten FSWs meet and greet parents, provide information regarding the Head Start campuses and to support an easier transition from the EHS-CCP program to the Head Start program. EHS-CCP parents are provided information about Head Start application events while families living outside the service area are provided with alternate Head Start contact information.

Sub-Section C: Approach to School Readiness

Moving forward the program remains committed to closing the achievement gap through guided curriculum and intentional teaching practices which focus on the established School Readiness goals. On July 14, 2017, both the infant/toddler and pre-kindergarten programs held its second School Readiness Summit to refine and improve the work that was completed in 2016-2017. School Readiness goals were edited for clarity and focus, and objectives were identified to support the goals. Work built on the previous Summit and offered an opportunity for staff, community partners and parents to collaborate on recommendations for School Readiness goals.

In addition to the School Readiness Goals, monthly home learning activities are developed to engage parents in their child's learning. Activities were developed using resources such as Ready Rosie, Creative Curriculum and Conscious Discipline. School Readiness Home

Learning Activities will continue in the 2018-2019 program year and will incorporate the SHINE On Families.

Sub-Section D: Parent, Family, and Community Engagement

Recognizing that parents play a fundamental role in preparing their children for life-long academic success, FSWs provide families targeted services towards achieving family outcomes outlined in the Parent, Family and Community Engagement (PFCE) Framework. The EHS-CCP program offers comprehensive and individualized services that support family well-being, nurture relationships between parents and children, recognize parents as the child's first teachers, provide learning opportunities not only for children but for parents, connect parents with the community, and offer advocacy and leadership opportunities. FSWs support the families in completing the School Readiness monthly home learning activities.

Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight

Governance

All six child care service providers offer Parent Connection Committee (PCC) meetings for families enrolled in the EHS-CCP program. FSWs facilitate the meetings by supporting the elected representatives' schedules and by conducting the meetings. To promote literacy at the PCC meetings, parents receive children books to aid in teaching and storytelling at home with their children.

Four EHS-CCP parent representatives serve on the Head Start Policy Council. Two serve as primary representatives (one from Healy Murphy and one from YWCA-Olga Madrid) and two serve as alternates (one from Ella Austin and one from YWCA Olga Madrid) members.

Ongoing Monitoring

The EHS-CCP program uses the three-tiered approach to ongoing monitoring: (1) Texas Child Care Licensing inspections completed for all child care service providers, (2) Grantee staff internal and external monitoring and (3) Texas Rising Star (TRS) reviews for four of the six child care service providers.

During the 2017-2018 program year, monitoring documents were added to the Child Plus data system for the EHS-CCP program. All six child care service providers' Directors were provided training and technical support to navigate the monitoring system and complete correspondence within Child Plus. Grantee staff continues to offer technical assistance to the Directors' in skill building with the Child Plus data system. Positive feedback continues to be received on the new process.

At the completion of the 2017-2018 program year, staff will have completed 12 announced 45-Day Environmental Health and Safety Screeners, 72 unannounced Safe Environments monitoring visits and 17 internal monitoring projects to review the comprehensive services. Ongoing monitoring provides recommendations to enhance the quality of care and services to children and assures safe and healthy environments.

Conclusion

DHS is committed to ongoing development and continual improvement in the EHS-CCP program. Dedicated Grantee staff work side-by-side with the child care service providers to build their 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 2018-2019 program year is building capacity for quality care and a solid foundation of understanding in Head Start Performance Standards. The funds

Grant No: 06HP0019
Attachment A

awarded will provide continuous EHS-CCP services for 216 infants and toddlers and allow for operational and training and technical assistance during the 2018-2019, the last twelve months of the awarded project period.

Budget and Budget Justification Narrative

Refer to:
Attachment B for Refunding Budget and Budget Justifications
Attachment C for T&TA Plan

DRAFT



Grant No: 06HP0019
Attachment B

**City of San Antonio
Department of Human Services
Early Head Start Program – Child Care Partnership
Grant Continuation Application
Program Year 2018-2019**

Budget Justification

1. Summary

The City of San Antonio (City), Department of Human Services (DHS), as the grantee for the Early Head Start-Child Care Partnership (EHS-CCP) Program, submits the enclosed budget for the 2018-2019 Continuation application for the last twelve months of the awarded project period for the period of August 1, 2018 through July 31, 2019 in the total amount of \$2,665,044 in program operations and \$64,800 for training and technical assistance activities. The City will contribute \$682,461 in non-federal resources (20%) for total funding of \$ 3,412,304.

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 provides direct services in the areas of Family and Community Support, 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.

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

PERSONNEL _____ **\$724,076**

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.

Category Description Job Title	# of Position s	Total Annual Salary	% Allocated EHS	PROGRAM OPS Federal
Special Project Manager	1	\$78,042	100%	\$78,042
Senior Management Analyst	1	63,385	100%	63,385
Management Analyst	5	251,573	100%	251,573
Family Support Supervisor	1	44,402	100%	44,402



Grant No: 06HP0019
Attachment B

Family Support Worker	7	257,312	100%	257,312
Fiscal Analyst	1	58,724	50%	29,362

FRINGE BENEFITS _____ **\$276,063**

Social Security (FICA) 55,392

Health/Dental/Life Insurance 126,274

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 82,907

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

Other Fringe Benefits 11,490

The City provides employees incentives for language skills, unused personal leave, transportation, and cell phone reimbursements.

SUPPLIES _____ **\$10,400**

Office Supplies 5,049

Copier paper, pens, pencils, file folders, and other consumable office supplies.

Food 3,000

Parent Meetings/Childcare

Computer Software/Child Plus 2,351

Fees to Professional Contractors and other Contractual Services _____ \$12,050

Service	Amount
Nutrition Services	\$8,000
Translation Services	3,000
Mighty Group (7%)	1,050

CONTRACTUAL _____ **\$1,623,082**



Grant No: 06HP0019
Attachment B

Contractual Services – Child Care Centers \$1,588,032

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	28	\$205,856
Ella Austin Community Center	64	470,528
Healy Murphy Center, Inc.	56	411,712
Inman Christian Center	28	205,856
Seton Home	20	147,040
YWCA – Olga Madrid CDC	20	147,040

Contractual Services \$23,000

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

OTHER **\$31,423**

Utilities

Gas and Electricity	4,583
Water and Sewer	474
Building Maintenance & Repair/Alarm & Security	8,043
Transportation Fees-Staff Mileage	4,980
Publications/Advertising/Printing	6,300
Other Costs	



Grant No: 06HP0019
Attachment B

Shine Early Learning	\$3,500
Kaplan – E-Lap, web access and archive	5,000
Assessment Support	5,000
Teaching Strategies – Creative Curriculum Support	6,000
Teachstone – CLASS Support	4,000
Bilingual Support and other support services as identified by EHS-CCP staff	5,000
Childplus Training	1,008

OTHER _____ **\$13,292**

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
CLASS certification and calibration – Infant/Toddler	\$3,000
NHSA Parent Conference	500
The Program for Infant/Toddler Care	800
ERSEA Training	600
National Early Childhood Inclusion Institute	600
TAEYC	600
Zero to Three National Training Institute	600
Other training opportunities as identified by EHS-CPP staff	6,592

TOTAL COST FOR T&TA _____ **\$64,800**

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

PERSONNEL _____ **\$127,998**

Category Description	# of	Total Annual	% Allocated	Non-
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Grant No: 06HP0019
Attachment B

Job Title	Positions	Salary	to EHS	Federal
Human Services Director	1	169,794	15%	25,469
Human Services Education Prgm Admin	1	134,835	20%	26,967
Administrative Assistance II	1	42,549	8%	3,404
Executive Secretary	1	36,338	8%	2,907
Department Fiscal Administrator	1	103,990	10%	10,399
Time and Attendance Specialist	1	31,366	10%	3,137
Department Accounting Supervisor	1	65,681	8%	5,255
Fiscal Analyst	1	55,338	8%	4,427
Contract Administrator	1	100,947	8%	8,076
Assistant to the Director	1	85,200	15%	12,780
Senior Management Analyst	1	58,681	20%	11,736
Senior Management Analyst	1	61,373	10%	6,137
Public Relations Manager	1	59,800	10%	5,980
Special Projects Manager	1	83,224	10%	8,322
Special Projects Manager	1	88,645	5%	4,432
Management Analyst	1	50,307	5%	2,515

FRINGE BENEFITS **\$34,866**

Social Security (FICA) 10,859

Health/Dental/Life Insurance 13,912

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 16,253

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

CONTRACTUAL **\$412,508**

Service Providers	Amount
Blessed Sacrament Academy CDC	\$51,464
Ella Austin Community Center	117,632
Healy Murphy Center, Inc.	102,928
Inman Christian Center	51,464



Grant No: 06HP0019
Attachment B

Seton Home	36,760
YWCA – Olga Madrid Child Development Center	36,760
UIW	2,000

OTHER _____ **\$86,986**

Service Providers	Amount
Ready Rosie	1,750

In the event that in-kind is needed, program will continue to track all other in-kind hours for Policy Council, volunteers, professional services, and other related in-kind events. The formula will be: # of volunteers X # of hours X \$101.20 per hour and per event.

Other Contractual – Facilities \$85,236

Annual for 1023 N Pine Street Location - \$15.29 per sqf X 23879 = 365,110 Boma Report is attached. Fair market value of rent for use of facilities/building services provided by other City departments to be used for the Early Head Start – Child Care Partnership Program

TOTAL COST FOR NON-FEDERAL SHARE _____ **\$682,461**

Note: Minor discrepancies due to rounding.

City of San Antonio
Early Head Start-Child Care Partnership Program
Training & Technical Assistance Plan

Training and Technical Assistance Plan 2018-2019

The City of San Antonio, Department of Human Services (DHS) Grantee of the Head Start Program’s Early Head Start-Child Care Partnership (EHS-CCP) contracts with eight direct service providers (six child care service providers and two health care service providers) and will collectively employ approximately 95-100 (including substitutes, floaters and part-time staff) professionals to provide high quality infant and toddler program and services to children and families. Grantee staff works collaboratively with the direct service providers to develop annual training plans to ensure staff have the needed skills to deliver high quality services.

The DHS’s implementation process is a specific sequence of training that will: 1) build a community of learners, 2) scaffold the learning process, 3) build capacity across the program and 4) build a culture of compliance. DHS, as the program Grantee, retains primary responsibility for providing ongoing training and technical assistance. Grantee staff collaborates with each 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 2018– 2019 Training and Technical Assistance Plan (T&TA) reflects activities provided during the 2017-2018 program period and planned training and development for the 2018-2019 program year. Through this application, the City is applying for \$64,800 training and technical assistance funds, for the last twelve months of the awarded project period from August 1, 2018 – July 31, 2019.

Section 1: Training Needs

On an annual basis, DHS and each child care service provider identify, prioritize, and develop a plan for the provision of needed training. Training plans are developed utilizing both staff and program-wide identified needs. Grantee staff works to build systems to capture both staff-requested training opportunities and identified training needs based on Head Start Performance Standards and early childhood best practices.

Overall training needs are assessed and prioritized so that training plans meet or exceed the requirements of the Head Start Performance Standards, Head Start Act, Texas Child Care Licensing, and other regulations. Throughout the program year, additional applicable and beneficial professional development opportunities are provided to staff. Table 1 presents the data collection methods used to identify program-wide training needs.

Table1. Data Identifying Program-wide Training Needs

Needs	Tools Used to Identify Needs
Staff Needs	<ul style="list-style-type: none"> ● Staff surveys ● Evaluation forms ● Specific requests from the child care centers ● Observations resulting from scheduled and unscheduled visits ● Ongoing monitoring ● Annual Performance Reviews
Program-wide Needs	<ul style="list-style-type: none"> ● Strategic Planning ● Approach to School Readiness ● Child Outcome Data ● Infant / Toddler CLASS data ● Child Care Licensing Compliance History ● Parent Surveys ● Technical Assistance Requests and Feedback ● Self-Assessment/Monitoring Reports ● Family Support Worker Credentialing Class Feedback

Section 2: Trainings during the Program Year

A. EHS-CCP Orientation and Pre-Service Training

DHS and each child care service provider ensure that at the beginning of employment all new Head Start 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. Grantee staff works with each of the child care service providers to include required training on the goals and philosophy of Head Start, the mission and vision of EHS, Approach to School Readiness and the School Readiness Plan of Action. Grantee staff provides training by request for all child care service providers.

In addition to new staff orientation, the EHS-CCP program, in collaboration with the child care service providers, will hold the annual pre-service event in late July 2018. At the conclusion of the 2016-2017 program year, Grantee staff hosted a three-day pre-service event with over 70 child care service provider staff attending. Table 2 provides a summary of the training topics from the July 2017 pre-service event.

Table 2. 2016-2017 Pre-Service Training Topics

Date and Audience	Training Topics
<p>July 21, 2017</p> <ul style="list-style-type: none"> • Teachers • Directors • Grantee Staff 	<ul style="list-style-type: none"> • Welcome and EHS-CCP Approach • Early Learning Accomplishment Profile (E-Lap) Kit • Texas Rising Star - Expectations • Home Visits / Parent –Teacher Conferences and Child Plus Data Entry
<p>July 24, 2017</p> <ul style="list-style-type: none"> • Teachers • Directors • Grantee Staff 	<ul style="list-style-type: none"> • Welcome and Focus for New Program Year • Infant/Toddler Classroom Assessment Scoring System (CLASS) • E-LAP and LAP-3 Assessments and Data

July 25, 2017 <ul style="list-style-type: none">• Teachers• Directors• Grantee Staff	<ul style="list-style-type: none">• Creative Curriculum – building strategies for developmentally appropriate activities and responsive care• School Readiness/PFCE SHINE Early Learning
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Grantee staff are working with the child care service providers to design the 2018-2019 Pre-Service events for July 2018. Topics include but are not limited to: Head Start Performance Standards, Creative Curriculum, Coaching to Fidelity, Early Learning Accomplishment Profile (E-Lap), Individualization and various topics to support concepts from the Infant/Toddler CLASS outcomes.

B. Additional Training Opportunities

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

- Red Cross CPR/First Aid Trainer
- Playground Safety
- Car Seat Proxy Technician and Technicians
- Infant CLASS-Reliability
- Toddler CLASS-Reliability
- Pre-K CLASS Reliability and Trainer status
- Family Service Credential
- NAEYC – Developmentally Appropriate Practices
- Program for Infant/Toddler – (PITC)
- Period of PURPLE Crying
- Child Care Health Consultant

Grantee staff uses their knowledge, skills and abilities to provide quality trainings and technical assistance to the child care partners and families to ensure the program builds knowledge and best practices

During the 2016-2017 program year, the EHS-CCP Program hosted a three-day intensive

Infant / Toddler Classroom Scoring System (CLASS) Observation training to build capacity within the program including one representative from each of the six child care service providers and Grantee management staff. To date, the overall EHS-CCP program has 13 Infant and 13 Toddler reliable CLASS observers.

The EHS-CCP program completed the first CLASS observation window in December 2017. One hundred percent of the EHS-CCP classrooms were observed. Plans are to aggregate the data and define opportunities to build positive teacher/child interactions in learning environments to encourage exploration and inquiry. Using data collected from CLASS observations, Grantee staff will review and analyze CLASS data to guide child care service providers' staff in evidenced-based practices and designed trainings.

In addition to scheduled trainings for the 2017-2018 program year, the EHS-CCP program instituted a new approach to ongoing professional development. Based on a decision between child care service providers and Grantee management staff, the program designated four half-day professional development days held one per quarter. Child care service providers closed the centers at noon in order for all staff to attend specified four-hour trainings. Parents have been strongly supportive of the idea and plans are to continue the approach in the 2018-2019 program year. Table 3 indicates the four half-day professional development days and topics presented.

Table 3. 2017-2018 Half-Day Professional Development Days

Date	Topics
October 16, 2017	<ul style="list-style-type: none">• Texas Child Care Licensing Updates• Coaching / Nutrition
January 8, 2018	<ul style="list-style-type: none">• SHINE On Families – Parent Engagement/Achievement Gap/ – Part 1 and Ready Rosie• Challenging Behaviors
March 19, 2018	<ul style="list-style-type: none">• SHINE On Families – Parent Engagement – Part 2• CLASS Concepts

May 31, 2018	<ul style="list-style-type: none"> • Conscious Discipline • CLASS Concepts
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In addition to orientation and pre-service training events, EHS-CCP program staff and parents have opportunities throughout the program year to attend training events and conferences. Opportunities include local, regional, and national trainings, workshops, and conferences. Local trainings and conferences are summarized in Table 4 and include webinars, contracted consultants, and conference events. Table 5 includes national training opportunities. Based on identified program and individual needs, other training opportunities for the 2018 – 2019 program year will be included.

Table 4. 2018 – 2019 Planned Training and Conference Opportunities

Local and State Trainings & Conferences

Event	Timeframe	Participants
Webinars Zero to Three ECLKC	Annually, Throughout the Program Year	Grantee Child Care Service Providers
Congress on Children	September 2018	Grantee Child Care Service Providers
TAEYC Annual Conference	October 2018	Grantee Staff Child Care Service Providers
Strengthening Families Leadership Summit	October 2018	Grantee Staff Child Care Service Providers, Policy Council Members, and Parents
Region VI Meeting	Various Dates	Grantee and Child Care Service Providers Staff
Family Engagement Symposium	February 2019	Grantee Staff Child Care Service Providers, Policy Council Members, and Parents

TAPPestry Conference	February 2019	Grantee Staff Child Care Service Providers, Policy Council Members, and Parents
Texans Care for Children Policy Conference	February 2019	Grantee Staff
Diversity Conference	March 2019	Grantee Staff Child Care Service Providers, Policy Council Members, and Parents
Social Worker Conference	March 2019	Grantee Staff
Intercultural Developmental Research Association (IDRA)	April 2019	Grantee Staff Child Care Service Providers, Policy Council Members, and Parents

Table 5. National Trainings/Conferences

Event	Timeframe	Participants
NAEYC	November 2018	Grantee Staff
NHSA Parent Training Conference	December 2018	Grantee Staff and EHS Policy Council Members
Zero to Three National Conference/Training Institute	December 2018	Grantee staff
The Program for Infant/Toddler Care	February 2019	Grantee Staff
NHSA Annual Conference	April 2019	Grantee and EHS Partner Staff
National Early Childhood Inclusion Institute	May 2019	Grantee Staff
South by Southwest Summer Conference	June 2019	Grantee Staff
National Family and Community Engagement Conference	June 2019	Grantee Staff

The Grantee provides additional training opportunities throughout the program year using a variety of training methods: online modules/webinars, scheduled trainings, on demand/on-site training, and mini-conferences.

Training delivery methods are designed to be flexible and training topics vary in order to meet the requirements and program-wide training needs. Ongoing training opportunities for 2018 and 2019 period associated with this application are detailed on Table 6.

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Table 6. 2018-2019 Ongoing Training Opportunities

Online Training Modules	
<ul style="list-style-type: none"> • A Clean Defense (Hand washing) • Blood Borne Pathogens • Child Abuse Prevention • Family Style Meals • Fire Safety for Schools: Sound the Alarm 	<ul style="list-style-type: none"> • Medication Administration • Playground Safety • Transporting Preschoolers • Tooth brushing • Terrific Transitions • Students with Chronic Illnesses
Online Training Modules – Child Care Licensing	
<ul style="list-style-type: none"> • Healthy Eaters: Infant-Toddler Nutrition • Brain Development • Diapering & Toilet Learning in Inclusive Infant-Toddler Care • Responding to Challenging Infant-Toddler Behavior 	<ul style="list-style-type: none"> • Strategies for Caring for Children with Sensory Integration Issues • Ensuring Health & Safety of Infants-Toddlers in Child Care • Medication Administration in Child Care: Ensuring Children’s Safety
Planned Trainings	
<ul style="list-style-type: none"> • Safe Sleep Practices for Infants • Active Supervision for Infants and Toddlers • Introduction to Infant / Toddler CLASS • Infant / Toddler CLASS concepts • ASQs • E-LAP and LAP-3 • Creative Curriculum • School Readiness/HSELOF • Parent Family Community Engagement • McKinney-Vento • Child Abuse: Neglect & Prevention • The Program for Infant / Toddler Care • Lesson Plans • SHINE On Families 	<ul style="list-style-type: none"> • Ready Rosie and Parent Engagement • Nutrition & Early Childhood Education • Challenging Behaviors • CPR/First Aid Training • Health and Safety • Disabilities/ECI – 101 • Mental Wellness • Conscious Discipline • Family Service Credential Training • ERSEA • Active Supervision and Playground Safety • Home Visits & Parent Teacher Conference • Multidiscipline Staffing Transitions • Governance in Head Start • Car Seat Safety

The program has professional networks and services to assist staff in continuing education goals: completion of additional coursework, obtaining a degree, or becoming credentialed. These professional services are designed to assist staff in meeting the requirements of the Head Start Act and furthering their professional education. In addition, opportunities are provided for Family Support Workers to receive the Family Service Credential which is aligned with Head Start Performance Standards. Lastly, the program also provides ongoing support for

the child care service providers' staff and parents to obtain and renew their Child Development Associate Credential.

C. Parent Leadership Programs and Training

The program will implement several parent training initiatives to support parents in strengthening skills to become leaders in their families as well as the community. These initiatives are offered throughout the program year.

To increase language, literacy and math skills, the EHS-CCP staff and families will continue to receive Ready Rosie. The 1-2 minute videos model research-and standards-based strategies for families to use when working and playing with their children.

The annual Head Start Parent Conference was held on April 12, 2017 at the San Antonio Food Bank. Planning is in the process for the 2018 Parent Conference being held at the Witte Museum. The results from the 2017 Parent Conference evaluations, parent surveys, and the 5-year Strategic Plan will guide conference planning. Planning Committee members include staff, provider staff, Policy Council members and parents.

D. Policy Council and Governing Body Training

In accordance with Head Start requirements, all incoming Head Start Policy Council and Governing Body members receive Head Start orientation. In addition to orientation, Staff also provide ongoing training throughout the program year to both the Head Start Policy Council and Governing Body at their regularly scheduled monthly meetings. Four parents from the EHS-CCP program serve on the Head Start Policy Council. Annual training topics provided to these bodies are outlined below in Table 7.

In addition to regularly scheduled trainings, Policy Council members are encouraged to attend local, regional, and national conferences, including the National Head Start Association Parent Conference.

Table 7. Head Start Policy Council and Governing Body Trainings

Training Focus	Timeframe	Participants
Refunding Application	September 2018	Policy Council and the Neighborhood & Livability Committees
Effective meetings, Council/ Committee structure, and parliamentary procedures	October 2018	Policy Council and Parent Connections Committee Officers
Governance requirements, parliamentary procedures, roles of officers and members	November 2018	Policy Council and the Neighborhood & Livability Committees
Head Start Content Areas	Presented throughout Program Year	Policy Council
Community Assessment	Fall 2018	Policy Council and the Neighborhood & Livability Committees
Budget Planning and Development	Spring 2019	Policy Council and the Neighborhood & Livability Committees
Strategic Planning and Self-Assessment	Spring 2019	Policy Council and the Neighborhood & Livability Committees

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 training is needed. The tools used to identify training needs, specifically professional development plans, annual performance reviews, and results of ongoing monitoring, are also used to determine the effectiveness of training and technical assistance provided to program staff. Additionally, the

program will use the strategic planning and program monitoring results to evaluate the effectiveness of program-wide training and technical assistance.

The City of San Antonio is seeking a total of \$64,800 T&TA budget for the continuation of services.

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5-YEAR STRATEGIC PLAN
FOR APPROVAL

City of San Antonio, Department of Human Services (DHS) Head Start Program 5-Year Strategic Plan

Goal 1 - Education

Prepare children for school and life

Objectives

Objectives	
1	Increase 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.
2	Increase the annual Infant Classroom Assessment Scoring System (CLASS) scores. The baseline for <i>Responsive Caregiving</i> will be established in 2017-2018 with a point increase determined in 2018-2019.
3	Increase the annual Toddler Classroom Assessment Scoring System (CLASS) scores in each domain. The baselines for <i>Emotional and Behavioral Support</i> and <i>Engaged Support for Learning</i> will be established in 2017-2018 with a point increase determined in 2018-2019.
4	Increase the percentage of children that meet school readiness goals. The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019.
5	Increase the percentage of children transitioning to kindergarten that score at or above the <i>Average</i> range in all seven LAP-3 Domains by 5%, from 74% in 2016-2017 to 79% in 2022- 2023.
6	Increase the number of children that show growth from BOY to EOY across all domains on the Early Learning Accomplishments Profile (E-LAP) and the Learning Accomplishments Profile – 3 rd Edition (LAP-3). The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019.
7	Reduce the percentage of children with chronic absenteeism. The baseline will be established in 2017-2018 with a percentage reduction determined in 2018-2019.

City of San Antonio, Department of Human Services (DHS) Head Start Program 5-Year Strategic Plan

Goal 2 - Family Support

Promote well-being of families to enable them to support their children's learning and development.

Objectives

Objectives	
1.	Increase the number of families who complete high school/GED by 10%, from 409 in 2016-2017 to 449 in 2022- 2023.
2.	Increase the number of families who complete a job training program by 10% from 145 in 2016-2017 to 160 in 2022- 2023.
3.	Increase the percentage of Family Life Practice goals achieved by 5% from 87% in 2016-2017 to 92% in 2022- 2023.
4.	Increase the percentage of families who receive at least one support service, such as emergency assistance, parenting education, or job training and higher education services, by 5% from 79% in 2016-2017 to 84% in 2022- 2023.
5	Research various family assessment instruments and determine whether or not to revise the current instrument or adopt a new instrument for implementation by August 2019.
6.	Increase the number of families that complete the SafeCare Child Abuse Prevention Program. The baseline will be established in 2017-2018 with a percentage increase determined in 2018-2019.

City of San Antonio, Department of Human Services (DHS) Head Start Program 5-Year Strategic Plan

Goal 3 – Health

Children are healthy and ready to learn

Objectives

Objectives	
1	Increase the percentage of children with up-to-date TX EPSDT requirements at the end of the school year by 4% in the first year (18-19) and 2% in the following years, from 78% in 2016-2017 to 90% in 2023.
2	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 2022-2023.
3	Increase the percentage of children who receive services following a community Mental Wellness referral by 10% from 50% in 2016-2017 to 60% in 2022-2023.
4	Increase average score on the Wellness Survey. The baseline will be established in 2018-2019 with a percentage increase determined in 2019-2020.

Goal 4 – Environmental Health and Safety

Support the care of children by creating safe environments

Objectives

Objectives	
1	Decrease the percentage of non-compliances in the Head Start Prekindergarten Environmental Health and Safety Monitoring Reviews by 1% from 5.8 % in 2016-2017 to 4.8% in 2023.
2	Reduce the percentage of non-compliances in EHS-CCP Environmental Health and Safety Monitoring Reviews. The baseline will be established in 2017-2018 with a percentage reduction determined in 2018-2019.
3	Decrease the number of findings in Health and Human Services Commission Childcare Center Inspections by 50% from 38 in 2016-2017 to 19 in 2023.
4	Develop an implementation plan for integrating the Texas Rising Star system (State of Texas QRIS) as a measure of quality for the EHS-CCP program by August 2019.
5	Develop an implementation plan for integrating components of the Early Childhood Environment Rating Scale (ECERS-R) as a measure of quality for the Head Start program by August 2019.

City of San Antonio, Department of Human Services (DHS) Head Start Program 5-Year Strategic Plan

Goal 5 –Highly qualified staff Recruit and retain highly qualified staff

Objectives	
1	Reduce the average number of days to fill a vacancy with the City of San Antonio Head Start Program by 16 days from 62 days in 2016-2017 to 46 days in 2023.
2	Increase the retention rate for Family Support Workers. The baseline will be established in 2017-2018, with a percentage increase determined in 2018-2019
3	Develop a pathway to increase the number of EHS-CCP and Head Start teachers and instructional assistants with an Early Childhood Certificate, associate’s, bachelors or master’s degree by August 2019.
4	Increase the number of teaching staff that complete the Head Start Summer Institute towards earning a master’s degree by 2023. The baseline will be established in 2017-2018 with a number increase determined in 2018-2019.
5	Develop a system for continuous professional development aligned to the Classroom Assessment Scoring System (CLASS) for teachers and instructional assistants by August 2019.

SELF-ASSESSMENT REPORT
FOR APPROVAL

City of San Antonio
Department of Human Services
Head Start Program

2016 - 2017
Self-Assessment Report



Executive Summary

The City of San Antonio, Department of Human Services (DHS), Head Start Program (grantee/program) annually engages in a process of self-assessment as mandated by Head Start Program Performance Standards. This process is used to ensure regular evaluation of program services and delivery systems for the purpose of implementing improvements and complying with the Head Start Program Performance Standards.

The self-assessment reviewed services provided to a funded enrollment of 3,236 children and their families in 26 Head Start and 6 Early Head Start-Child Care Partnership (EHS-CCP) sites located in San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). Self-assessment results, in conjunction with the Community Assessment Report and ongoing monitoring results, support quality program improvements for the children and their parents as related directly to the 5-Year Strategic Plan, grantee policies, procedures, and management systems for the upcoming program year.

A sample of program strengths and areas of improvement identified in the report is listed below.

Strengths

- Program-wide completion of Benchmark Requirements
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
 - Enrollment and Attendance rates
- Education and Disabilities
 - Disability enrollment
 - LAP-3 Domain scores for children transitioning to kindergarten
- Family Community Support and Mental Health
 - Number of 5-Star Ready Rosie users
 - Number of families that achieve one or more Family Life Practice Goals

Areas of Improvement

- Program Design and Management
 - Turnover rate for Family Support workers
- Family Community Support
 - Parent Connection Committee (PCC) meeting attendance
- Health, Nutrition, Transportation, and Safe Environments
 - Number of children with an up-to-date physical exam based on the TX EPSDT requirements

The key feature of this program year's self-assessment has been the inclusion of the quarterly data reviews and increased use of data. See Appendix A for self-assessment process map.

Process

For the 2016 – 2017 school year, the Grantee implemented **Quarterly Data Review Meetings**, a new data-driven self-assessment process in accordance with the new Head Start Program Performance Standards. This process used data from Head Start content areas such as

monitoring, program benchmarks, Program Information Report (PIR), 5-Year Strategic Plan, monthly reports and the education assessment.

The data were collected, analyzed and presented at **Quarterly Data Review Meetings** in December, 2016, and March, June and September, 2017. Program staff, community stakeholders, and members of the Head Start Policy Council and Governing Body were invited to participate in the quarterly reviews. See Appendix B for list of participants. Throughout the self- assessment process participants included a diverse representation of parents, community members, and staff from various organizations. At each **Quarterly Data Review Meeting**, data and objectives were presented and discussed with those stakeholders attending and the stakeholders were encouraged to ask questions about the data thereby assuring their understanding. Staff reported program successes, shortfalls, problems with the data and program risks, as well as actions taken to ensure Head Start compliance and status of program goals, objectives and benchmarks. The revised self-assessment process allowed the program and its stakeholders to assess status and trends earlier in the school year rather than only once at the end. It also allowed for an earlier focus of resources and corrective actions than previously experienced with the former process.

The report includes results for the following Head Start content areas: Program Design and Management (PDM), Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA), Education and Disabilities, Family Community Support and Mental Wellness, and Health, Nutrition, Transportation, and Safe Environments.

The four categories of findings are:

- Strength;
- Compliant- All requirements met;
- Non-compliant- Meeting less than 90% of the requirement or monitoring finding rates of 10% or higher; and
- Program improvement areas- An objective on the 5-Year Strategic Plan not met.

Self-Assessment Report

As a part of the program strengthening process, improvement plans or corrective actions taken in advance of the report are imbedded within the 2016-2017 Self-Assessment report. These program improvement actions relate to both short and long-term actions.

Program Design and Management (PDM)

PDM directly oversees systems and infrastructure which support the provision of direct program services through implementation of a strong shared governance system, effective management systems, and ongoing programmatic oversight. The PDM, Content, and Monitoring teams provide direction, guidance, training and technical assistance to service providers to ensure staff at all levels of the organization have the resources, knowledge, and support needed to deliver high quality program services.

PDM met all program benchmark requirements. Items monitored for compliance included professional development for all Early Head Start-Child Care Partnership (EHS-CCP) and Head

Start staff and ensuring all staff met criminal background requirements. Other information presented at each quarterly data review included numbers of Head Start Policy Council (HSPC) members in attendance for monthly meetings, HSPC member activities in the program, and number of items reviewed and approved by the Governing Body.

The four PDM objectives within the 5-Year Strategic Plan supported the goal of recruiting and retaining highly qualified staff. The data collected and analyzed was for both Head Start and EHS-CCP. Below are the results of each PDM objective at the end of the program year.

Objective 1: MET

Reduce the average number of days to fill a vacancy with the City of San Antonio Head Start Program.

Head Start staff worked with the City of San Antonio, Human Resources Department to reduce the number of days to fill Head Start vacancies. According to the data, the number of days to fill a vacancy decreased by 2 days to 62.41 days in program year 2016-2017, down from 64.82 days in 2015-2016. The program met the objective of reducing the number of days to fill a vacancy with the City of San Antonio Head Start program.

Objective 2: NOT MET

Reduce the turnover rate for Family Support Workers to 12%.

The turnover rate for Family Support Workers (FSW) is 21.43%. This rate increased by 6.34% from the 2015-2016 rate of 15.09%. The program is collecting exit interview surveys from all exiting FSWs to review reasons for departure. This objective has been identified as a program improvement area.

Objective 3: MET

Education Service Providers will reduce the turnover rate of Head Start teachers and teacher assistants.

Both Edgewood and San Antonio Independent School Districts successfully reduced the Head Start Teacher and Teacher Assistant turnover rate. Edgewood ISD reduced the turnover rate to 6.9%, a reduction of 2.5 from the 2015-2016 rate of 9.4%. San Antonio ISD reduced the turnover rate to 3.2%, a reduction of 9.3 from the 2015-2016 rate of 12.5%.

Objective 4: NOT MET

Increase the number of applicants with Head Start/Early Head Start-Child Care Partnership experience.

The data showed 27.53% of 2016-2017 applications received were documented as having Head Start experience, a 3.37 decrease from 30.90% in 2015-2016. As the program continues to post additional vacancies for Head Start and Early Head Start-Child Care Partnership positions, there will be a concentrated effort to increase Head Start language in postings and additional data will be collected to ensure the objective is met. This objective has been identified as an area for program improvement.

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) is overseen by the Grantee and the work in ERSEA is completed by both the Grantee and the Education Service Providers.

MET STRENGTH:

100% program benchmark requirements were met for ERSEA this program year. Both Head Start and EHS-CCP maintained enrollment throughout the year. The EHS-CCP program boasted a waitlist that exceeded the program's funded enrollment. The Head Start compliance rate for ERSEA monitoring was 7.9%, which met the threshold for compliance. The EHS-CCP program was refining the newly created monitoring systems with the results establishing the baseline data this year.

Objective 1: MET

In the 5-Year Strategic Plan for EHS-CCP was one objective. The objective was to maintain attendance at 85%. EHS-CCP met the goal and achieved an attendance rate of 88%. The program will continue to meet compliance and maintain enrollment.

Education and Disabilities

The program has continued its focus on school readiness and the important role that parents and families play in ensuring children are ready for school. The overall school readiness approach and education and early childhood services system values the integration of physical, educational, social, and emotional services as central to a child's ability to learn. The Head Start Program also oversees the content area of Disabilities and works closely with the education service providers to ensure the Head Start Program Performance standards are met and the programs maintain disability enrollment of at least 10%.

MET STRENGTH:

100% benchmark requirements were met in Education and Disabilities. Head Start achieved a disability enrollment percentage of 14.83%. The EHS-CCP program achieved a rate of 11%. The Head Start monitoring rate for education was 3.4% and the monitoring rate for disabilities was 5%. The EHS-CCP program was still in the process of building monitoring systems that result in analytical data this year.

Below are the results of the three Education objectives at the end of the program year. The EHS-CCP program objectives were considered a baseline year and were not included.

Objective 1: NOT MET

Increase annual Classroom Assessment Scoring System (CLASS) scores.

CLASS is a standardized, research based tool used to measure the quality of teacher and student interactions through classroom observations completed by a certified reliable observer. There are three Domains – Emotional Support, Classroom Organization, and Instructional Support. Each domain is scored on a scale of 1 to 7. The program observes 60% of classrooms.

The strategy for 2016-2017 was to increase each domain by .10. Although federal compliance was exceeded, the program did not fully meet the objective. The program will continue to use a coaching model to support teaching staff and increase CLASS scores.

Objective 2: MET STRENGTH

Increase the number of children transitioning to kindergarten that score at or above the *Average* range in all seven LAP-3 Domains.

Learning Accomplishments Profile -3 is a criterion referenced assessment that compares a child's developmental age with their chronological age across seven Domains. It is completed three times a year. This objective is to have children score in the average range or higher for their age. The program not only met the objective, but exceeded the goal by 2 with an end of year rate of 74%.

Objective 3: NOT MET

Increase the percentage of children that demonstrate proficiency in more than 75% of the LAP-3 items aligned to the program's School Readiness Goals.

This objective aligns the LAP-3 assessment with our School Readiness Goals. Each goal includes multiple LAP-3 items. Based on the data, it was determined that the objective was not met. The program has begun an analysis of the data and is determining how the objective can be met in the upcoming year.

Family Community Support and Mental Health

Family Community Support and Mental Health services focus on promoting family well-being, building strong collaborations with parents and families, and using community partnerships to maximize resources available to all Head Start children and families.

MET STRENGTH:

100% benchmark requirements were met for Family Community Support and Mental Health. Monitoring for both content areas was within the thresholds for compliance. The compliance rate for Family and Community Support was 3% and the compliance rate for Mental Health was 6.2%. The EHS-CCP program was still in the process of building monitoring systems that result in analytical data this year.

Based on the 5-Year Strategic Plan, seven objectives for Head Start and four objectives for EHS-CCP in the area of Family and Community Support are measured. All four EHS-CCP objectives and one Head Start objective are baseline data collection this year and will not be included. Below are the results of each Family and Community Support objective at the end of the program year.

Objective 1: Baseline Year

Increase the number of referrals of parents/guardians in English as Second Language (ESL), General Equivalency Diploma (GED) and higher education services.

Objective results are unavailable as it was a baseline data collection year.

Objective 2: MET

Increase the number of parents/guardians who complete a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade), complete high school or are awarded a GED, complete an associate degree, or complete a baccalaureate or advanced degree.

A goal of 921 was established at the beginning of the year. By the final quarterly data review, the final number of 922 was accomplished. The program met this objective.

Objective 3: MET STRENGTH

Increase the number of families that achieve one or more Family Life Practice Goals by 10% annually.

A goal of 1,692 was established at the beginning of the year. The final number of families who accomplished one or more goals was 2,009, an increase of 19%. This far exceeded the objective.

Objective 4: NOT MET

Increase the average attendance at Parent Connection Committee (PCC) meetings.

A goal of 12 parents present at each PCC meeting was established in this objective. By the end of the program year, the average attendance at the PCC meetings was 9.4 parents. The program is reevaluating the objective and is currently reviewing activities conducted at the PCC meetings, along with different types of presentations that may increase parent participation. This is an area for program improvement.

Objective 5: NOT MET

Increase parent/guardian participation in the Annual Parent Conference.

A goal of 141 parents in attendance for the annual Parent Conference was set at the beginning of the year. Only 72 parents were in attendance at the 2017 Parent Conference and staff has evaluated reasons why participation was so low. Although not able to pinpoint exact reasons, the 2018 Parent Conference will focus on a past venue and activities that have proven successful in the past.

Objective 6: MET STRENGTH

Increase the number of 5-Star Ready Rosie users.

A goal of 220 additional parents using Ready Rosie at the 5-star level was established for the year. By the end of the year, there were 440 5-star Ready Rosie users. This number far exceeded the objective.

Objective 7: MIXED

Increase the percentage of families who receive services after a referral has been generated for each of the following: Child abuse and neglect services, Emergency/crisis intervention (food, clothing or shelter), Housing assistance (utilities) and Mental Health services.

- **MET** Child abuse and neglect services target was at 58. The final number was 58 and the objective was met.
- **NOT MET** Emergency/crisis intervention target was established at 2,506. The final number was 1,710 and the objective was not met.
- **NOT MET** Housing assistance target was established at 142. The final number was 80 and the objective was not met.
- **MET** Mental health services target was established at 216. The final number was 239 and the objective was met.

Health, Nutrition, Transportation, and Safe Environments

Head Start Program services in the areas of health, nutrition, safe environments, and transportation are structured to ensure children are physically and mentally prepared to learn and are safe while in care, in addition to guaranteeing children and families receive educational supports to create life-long safety and healthy habits. Head Start staff and service providers implemented an array of targeted activities to help parents establish and model healthy lifestyle habits for their children and families.

MET STRENGTH:

This year all benchmarks in the four content areas were met. This means the program met several performance standard measures. Also, all four content areas met monitoring thresholds under ten percent:

- Health non-compliance rate: 1.2%
- Nutrition non-compliance rate: .9%
- Transportation non-compliance rate: 3.3%
- Safe Environments non-compliance rate: 5.8%

EHS-CCP was refining their monitoring systems and data this year are baseline.

Based on the 5-Year Strategic Plan, eight objectives in these content areas for Head Start and six for EHS-CCP were established. Below are the results of each objective at the end of the program year. The EHS-CCP objectives are considered a baseline year and are not included.

Objective 1: MET

Increase the attendance of Head Start staff at trainings that include strategies that promote good nutrition and an active life style.

There was an average of 17.55 staff in attendance at 9 trainings. The program was more strategic in scheduling trainings and worked directly with coordinators to ensure trainings were available to everyone. Only two trainings were cancelled due to low attendance. The Head Start program met the objective.

Objective 2: NOT MET

Increase the number of children with an up-to-date physical exam based on the TX EPSDT requirements at the end of the school year.

The program did not increase the number of children with an up-to-date physical exam based on the TX EPSDT requirements at the end of the school year. The end of the year result was 77%. Throughout the school year, physical exams expire and the program is working to ensure all children have a current physical exam. In previous years, the program brought in clinics and mobile units for this purpose. The program is working towards building capacity and connecting families to their medical home. This decreases the number of children with an up-to-date physical exam based on the TX EPSDT requirements at the end of the school year but the program believes in the long term goal of increasing the health literacy and self-advocacy of families.

Objective 3: NOT MET

Reduce the number of Class 2 dental referrals that become Class 1 by 50%.

The program did not reduce the number of Class 2 dental referrals that become Class 1 by 50%. Last year the program had 20 children that were Class 2 dental referrals who became Class 1. During the 2016-2017 school year, the program had 19 children that were classified as Class 2 that became Class 1. The program continues to make this objective a priority and has invested resources to decrease these numbers. In the fall of 2017, the program added contracted specialized dental staff to increase quality follow-up and referrals for children with dental needs.

Objective 4: NOT MET

Increase the number of children identified as CLASS 3.

There was not an increase in the number of children identified as CLASS 3. The program is researching ways to provide dental information to parents and assess the use of and fidelity to Cavity Free Kids.

Objective 5: MET

Increase the number of children who were referred by the program for mental health services outside of Head Start that received services.

The program increased the number of children, who were referred by the program for mental health services outside of Head Start that received services from .46% in 2015-2016 to 50% in 2016-2017. Communication and follow up directly from the mental health specialist may have contributed to the increase. There were also strategically provided interventions when a referral to an outside agency may not have been needed.

Objective 6: NOT MET

Decrease the number of findings in the Grantee Environmental Health and Safety Monitoring Reviews.

The objective was to decrease findings in safety monitoring reviews by 91. Staff increased safety monitoring to improve the quality of education provider facilities. As quality increases, a residual effect is increased findings. This objective was not met.

Objective 7: NOT MET Increase the knowledge of Head Start Staff in Environmental Health and Safety Protocol.

According to the staff survey, the program did not increase the knowledge of Head Start staff in Environmental Health and Safety Protocol. During the school year, the program increased staff survey responses with a focus on new staff and different levels of staff outside of the classroom. This accounted for the decrease in knowledge and those groups have received additional training.

Objective 8: MET

Increase the knowledge of Head Start and EHS-CCP parents/ guardians in Environmental Health and Safety practices.

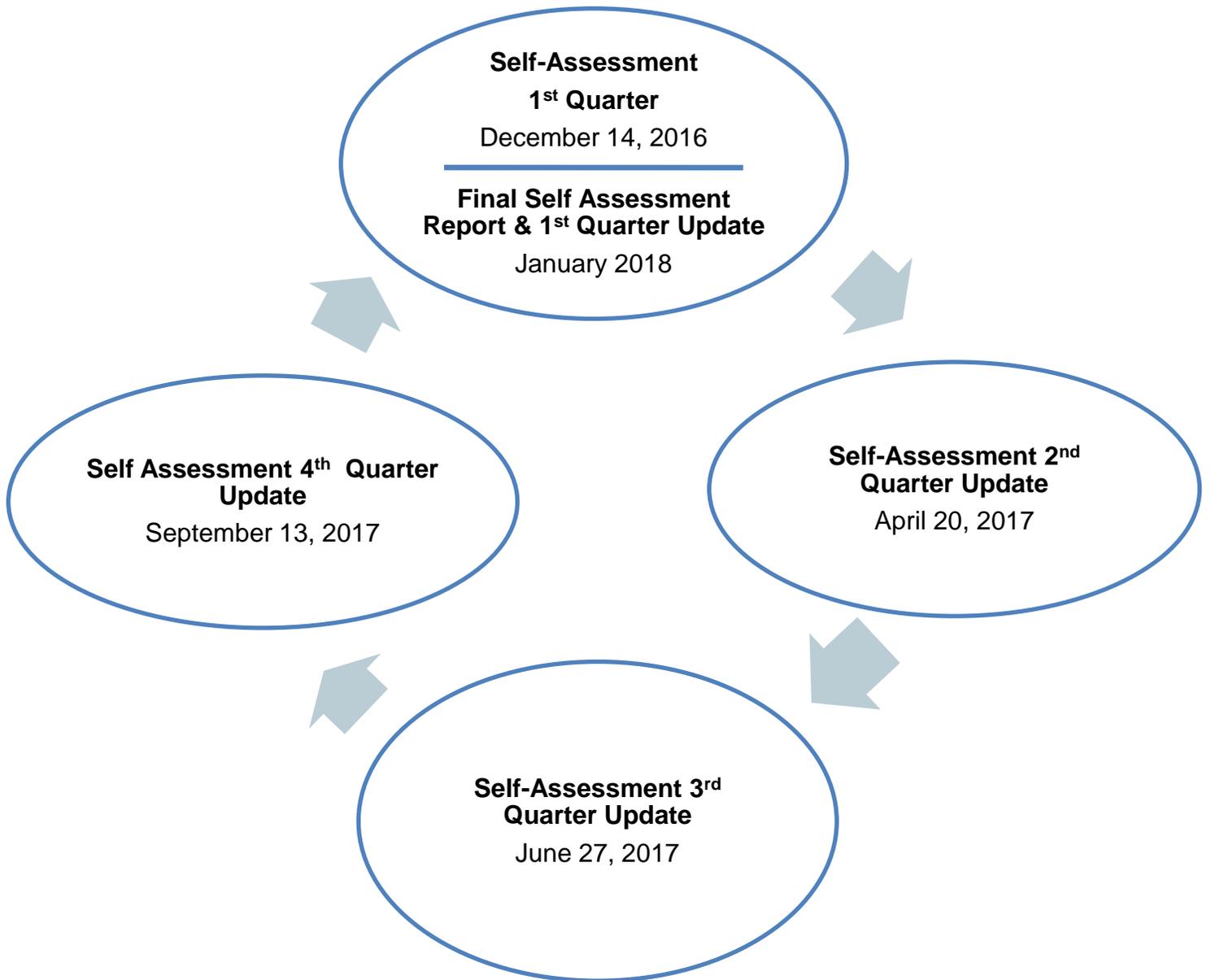
According to the program survey, there was increased knowledge of Head Start and EHS-CCP parents/guardians in Environmental Health and Safety practices. There was also an increased completion rate from the previous year. The program met the objective.

Summary of Report

Overall, the program is compliant with the Head Start Program Performance Standards. Benchmark requirements were met at the 100% levels in all content areas. No areas exceeded a non-compliance rate of more than 10%. Several content areas had a non-compliance rate of less than 5% which shows program strengths at many levels. Other program strengths identified in the areas of ERSEA, Education and Disabilities, and Family and Community Support and Mental Health demonstrate the program's dedication to providing the best Head Start services every day. While the program met most 5-Year Strategic Plan objectives, there is still room for improvement in areas such as Program Design and Management, Family and Community Support, and Health. The identified strengths and areas of improvement will assist the program in reevaluating goals and measures for the next 5-Year Strategic Plan. The Self-Assessment process will continue to be used for ongoing assessment of all program services to not only ensure compliance with Head Start Program Performance Standards, but to ensure the needs of all program children and families are met.

APPENDIX A

Self-Assessment Process



APPENDIX B

2016-2017 Quarterly Self-Assessment Data Review- List of Participants

NAME	ORGANIZATION	ROLE
Aldrich, Christa	HEB	Community Stakeholder
Alfaro, Leslie	City of San Antonio	Vista Volunteer
Barrett, Kathe	City of San Antonio	Head Start Policy Council
Bentley, Cassandra	City of San Antonio	Senior Management Analyst
Brightman, Mikel	City of San Antonio	Head Start Program Administrator
Burnett, Erin	Pre-K 4 San Antonio	Community Stakeholder
Callanen, Leticia	City of San Antonio	DHS Project Manager
Canales, Debra	City of San Antonio	Senior Management Analyst
Castillo, Saeni	University of Texas at San Antonio	Community Stakeholder
Castro, Yolanda	Office of Head Start	Training and Technical Assistance
Chavez, Amy	Easter Seals ECE	Community Stakeholder
Clark-Peterek, Mica	City of San Antonio	Special Projects Manager
Cortez, Dr. Mari	University of Texas at San Antonio	Community Stakeholder
El Khoury, Fatima	City of San Antonio	Management Analyst
Esparza, Elizabeth	City of San Antonio	Special Projects Manager
Farias-Ybarra, Cassandra	City of San Antonio	Senior Management Analyst
Fletcher, Dr. Kathy	Voices for Children	Community Stakeholder
Flores, Rebecca	City of San Antonio	Education Program Administrator
Galvan, Mercy	Ella Austin Community Center	EHS-CCP Education Service Provider
Goddard, Caroline	United Way	Community Stakeholder
Hargrove, Anthony	Ella Austin Community Center	EHS-CCP Education Service Provider
Hernandez, Crystal	YWCA Olga Madrid Center	EHS-CCP Education Service Provider
Hernandez, Laura	San Antonio Metropolitan Health District	Service Provider
Hodge, Martha	City of San Antonio	Family Support Worker
Huff, Cresencia	San Antonio Library	Community Stakeholder
Jordan, Kim	City of San Antonio	Management Analyst
Jozwiack, Dr. Melissa	Texas A&M San Antonio	Community Stakeholder
Kight, Rachelle	City of San Antonio	Management Analyst
Maldonado, Dora	City of San Antonio	Head Start Policy Council Parent
Mantooth, Sylvia	City of San Antonio	Management Analyst
Martinez, Andrea	City of San Antonio	Senior Management Analyst
Martinez, Albert	City of San Antonio	Head Start Policy Council Parent
Mendez, Dianne	City of San Antonio	Management Analyst
Miller-Baker, Dr. Mary	Edgewood Independent School District	Head Start Education Service Provider
Ortiz, Sophia	University of Texas at San Antonio	Community Stakeholder

Page, Rhiannon	City of San Antonio	Senior Management Analyst
Pastrana, Letycia	Ella Austin Community Center	EHS-CCP Education Service Provider
Pearce, Rachel	City of San Antonio	Management Analyst
Perez, Aleida	San Antonio Independent School District	Head Start Education Service Provider
Perez, Griselda	City of San Antonio	Management Analyst
Puente, Kendra	Seton Home	EHS-CCP Education Service Provider
Quinones, Christina	San Antonio Independent School District	Head Start Education Service Provider
Ramirez, Rica	University of Texas at San Antonio	Community Stakeholder
Ratlief, Judy	United Way	Community Stakeholder
Roach, Rhonda	City of San Antonio	Special Projects Manager
Rodriguez, Jeanette	Edgewood Independent School District	Head Start Education Service Provider
Rodriguez, Gilbert	Seton Home	EHS-CCP Education Service Provider
Serrano, Dina	City of San Antonio	Head Start Policy Council
Silva, Carol	Blessed Sacrament Academy	EHS-CCP Education Service Provider
Villela, Joshua	City of San Antonio	Special Projects Manager
White, Shirley	Healy Murphy Center	EHS-CCP Education Service Provider

ERSEA MATRIX AND
RECRUITMENT PLANS
FOR APPROVAL



2018-2019 Selection Criteria Point Matrix System



Child Name _____ Child Plus ID _____

Description	Support Document(s)	Points	Total
Parent Status			
Working Parent/s	Application	25	
Non-Working Parent	Application	10	
Grandparent/Guardian	Application	25	
In School / Training	Application	25	
Teen Parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Child Status			
Returning Child for 3 rd program year	ChildPlus	75	
Limited English Proficiency (LEP)	Home Language Survey	35	
Transition from Early Head Start	Application & 3 year old	75	
Sibling Currently Enrolled in Head Start	Application & Birth Certificate	30	
3 year old (On Sept 1)	Application & Birth Certificate	10	
Family Status			
Child Protective Services (CPS) Safety Plan	CPS Safety Plan Documentation	55	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster / Kinship Placement letter	300	
Temporary Assistance for Needy Families (TANF)	TANF Documentation (Current)	200	
Supplemental Security Income (SSI)	SSI Documentation (Current)	200	
Income: See Chart below (points range from -12 to 35)	Interview Worksheet for Family Size & Child Plus or IVT for Family Income	varies	
Child Disability			
Individual Education Program (IEP) from ISD	Current IEP Verified by Disability Coord.	250	
Individualized Family Service Plan/Early Childhood Intervention	IFSP/ECI Referral Verified by Disability Coordinator	100	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator	45	
		TOTAL POINTS AWARDED	

Family Income	Family Size								
	2	3	4	5	6	7	8	9	10+
000-2,500	15	17	20	22	25	27	30	32	35
2,501-5,000	This section will be modified in February 2018 when the U.S. Department of Health & Human Services releases the Federal Poverty Guidelines.								32
5,001-7,500									30
7,501-10,000									27
10,001-									25
16,241									22
20,421									20
24,601									17
28,781									15
32,961									12
37,141									10
41,321	7								
45,501									5
49,681 +	-12	-10	-7	-5	-2	-1	0	1	2
100% of Poverty	16,240	20,420	24,600	28,780	32,960	37,140	41,320	45,500	49,680
Highlighted to indicate 100% of Poverty Guideline for Family size adjusted annually per Federal Register.									
125% of Poverty	20,300	25,525	30,750	35,975	41,200	46,425	51,650	56,875	62,100



City of San Antonio

Head Start & Early Head Start-Child Care Partnership 2018-2019 Recruitment Events

Program	Point of Contact	Recruitment Events
Edgewood Independent School District	Jeanette Rodriguez 210-444-7734 jeanette.rodriguez@eisd.net Michelle Carranza 210-444-7900 ext. 2506 mcarranza@eisd.net District Website: www.eisd.net	Events begin January 2018 <ul style="list-style-type: none"> Eligible siblings will be identified and offered application opportunities at EISD sites. Commitment letters identify families that intend to return Application Events: <ul style="list-style-type: none"> February 10, 2018, Saturday 9:00 a.m. to 2:00 p.m. at Cardenas ECE Cafeteria April 4, 2018, Wednesday 4:00 p.m. to 8:00 p.m. at Stafford ECE July 31, 2018, Tuesday 9:00 a.m. to 3:00 p.m. at Cardenas and Stafford ECE Continuous recruitment efforts are ongoing at all three EISD Head Start Program sites and by appointment.
Early Head Start-Child Care Partnership	Rachel Pearce Rachel.Pearce@sanantonio.gov 210-206-1042 Cassandra Farias Cassandra.Farias@sanantonio.gov 210-206-5509 Program Website: www.saheadstart.org	Events begin January 2018 <ul style="list-style-type: none"> Eligible siblings will be identified and offered application opportunities at SAISD sites. Commitment letters identify families that intend to return Application Events: <ul style="list-style-type: none"> February 27, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Knox ECE Gym February 28, 2018, Wednesday 9:00 a.m. to 6:00 p.m. at Carvajal ECE Gym March 1, 2018, Thursday 9:00 a.m. to 6:00 p.m. at Nelson ECE Gym March 6, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Carroll ECE Gym March 7, 2018 Wednesday 9:00 a.m. to 4:00 p.m. at Tynan ECE Continuous recruitment efforts will be ongoing at all 23 SAISD Head Start Program sites and by appointment.
San Antonio Independent School District	Christina Quinones cquinones1@saisd.net 210-554-2410 Xochitl Rodriguez Xrodriguez1@saisd.net 210-554-2410 District Website: www.saisd.net/dept/headstart/	Events begin January 2018 <ul style="list-style-type: none"> Eligible siblings will be identified and offered application opportunities at SAISD sites. Commitment letters identify families that intend to return Application Events: <ul style="list-style-type: none"> February 27, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Knox ECE Gym February 28, 2018, Wednesday 9:00 a.m. to 6:00 p.m. at Carvajal ECE Gym March 1, 2018, Thursday 9:00 a.m. to 6:00 p.m. at Nelson ECE Gym March 6, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Carroll ECE Gym March 7, 2018 Wednesday 9:00 a.m. to 4:00 p.m. at Tynan ECE Continuous recruitment efforts will be ongoing at all 23 SAISD Head Start Program sites and by appointment.
Early Head Start-Child Care Partnership	Rachel Pearce Rachel.Pearce@sanantonio.gov 210-206-1042 Cassandra Farias Cassandra.Farias@sanantonio.gov 210-206-5509 Program Website: www.saheadstart.org	Events begin January 2018 <ul style="list-style-type: none"> Eligible siblings will be identified and offered application opportunities at SAISD sites. Commitment letters identify families that intend to return Application Events: <ul style="list-style-type: none"> February 27, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Knox ECE Gym February 28, 2018, Wednesday 9:00 a.m. to 6:00 p.m. at Carvajal ECE Gym March 1, 2018, Thursday 9:00 a.m. to 6:00 p.m. at Nelson ECE Gym March 6, 2018, Tuesday 9:00 a.m. to 6:00 p.m. at Carroll ECE Gym March 7, 2018 Wednesday 9:00 a.m. to 4:00 p.m. at Tynan ECE Continuous recruitment efforts will be ongoing at all 23 SAISD Head Start Program sites and by appointment.

**Complete an on-line application at
www.saheadstart.org**



2018-2019 Selection Criteria Point Matrix System Early Head Start – Child Care Partnership



Child Name _____

Child Plus ID _____

Description	Support Document(s)	Points	Total
Parent Status			
Working Parent(s):	Application	25	
Grandparent/Guardian	Application	25	
In School / Training	Application	25	
Non-Working Parent	Application	10	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Parent Enrolled with Partner Agency: two parents	Partner Documents	50	
Parent Enrolled with Partner Agency: one parents	Partner Documents	45	
Family enrolled in CCS	Partner Documents	75	
Child Status			
Enrolled in Child Care Services (CCS)	Agency Documents	350	
Enrolled in Dual Generation	Agency Documents	30	
Child Enrolled with Child Care Partner Agency	Partner Documents	50	
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Eligibility Status			
Categorically Eligible: McKinney Vento	Verified SRO	300	
Categorically Eligible: Foster Child/Kinship	Foster / Kinship Placement letter	300	
Temporary Assistance for Needy Families (TANF)	TANF Documentation (current)	200	
Supplemental Security Income (SSI)	SSI Documentation (current)	200	
Income: See Chart below (points range from -12 to 35)	Interview Worksheet for Family Size & Child Plus for Family Income	varies	
Child Disability			
Individualized Family Service Plan	Current IFSP Verified by Disability Coord.	250	
Suspected disability documentation from License Professional	Dr. Letter Verified Disability Coord.	45	
EHS Additional Criteria			
Living within Zip Codes: 78202, 78203, 78207, 78208, 78237	Proof of Address	25	
Living within EISD or SAISD boundaries	Proof of Address	20	
TOTAL POINTS AWARDED			

Family Income	Family Size									
	2	3	4	5	6	7	8	9	10+	
000-2,500	15	17	20	22	25	27	30	32	35	
2,501-5,000									32	
5,001-7,500									30	
7,501-10,000									27	
10,001-16,241	16								25	
16,241-20,421	20								22	
20,421-24,601	24								20	
24,601-28,781	28								17	
28,781-32,961	32								15	
32,961-37,141	37								12	
37,141-41,321	41								10	
41,321-45,501	45								7	
45,501-49,681	49,680	-10	-7	-5	-2	-1	0	1	2	5
49,681 +		-10	-7	-5	-2	-1	0	1	2	2
100% of Poverty	16,240	20,420	24,600	28,780	32,960	37,140	41,320	45,500	49,680	
Highlighted to indicate 100% of Poverty Guideline for Family size adjusted annually per Federal Register.										
125% of Poverty	20,300	25,525	30,750	35,975	41,200	46,425	51,650	56,875	62,100	



Early Head Start – Child Care Partnership Recruitment Plan and Timeline

2018-2019

Families with children ages 6 weeks to 3 years old living or working within the Edgewood and San Antonio Independent School Districts will be welcomed to apply for the Early Head Start Child Care Partnership (EHS-CCP) program and learn more about available services using a variety of activities outlined below.

The EHS-CCP Head Start Disability Coordinator has developed an active relationship with Early Childhood Intervention programs (ECI) which enhances our effort to attract and retain children with disabilities.

All EHS-CCP staff including Family Support Workers will receive training prior to taking applications for the 2018-2019 program year. Training and all other events will occur as noted below:

Activity	Begin Date	End Date
ERSEA Training – EHS-CCP FSW	January 24, 2018	9:00 – 4:30
Edgewood ISD Campus Recruitment Events	February 10, 2018 April 4, 2018	9:00am – 2:00pm 4:00pm – 8:00pm
SAISD Campus Recruitment Events	February 27, 2018 Knox February 28, 2018 Carvajal March 1, 2018 Nelson March 6, 2018 Carroll March 7, 2018 Tynan	9:00am – 6:00pm
EHS-CCP Recruitment Events	April 18, 2018 Healy Murphy May 9, 2018 YWCA June 4, 2018 Brady	8:30am – 5:30pm

Community Recruitment	April 2018	Recruitment flyers in English/Spanish will be distributed to local agencies such as but not limited to WIC clinics, public libraries, Healthy Start, SAISD and EISD Teen Parenting Program, etc.
Commitment Process: Training	April 2, 2018	April 30, 2018
Commitment Process FSW meet with parents	April 2018	April 30, 2018
Continuing Enrollment Processing/Meet with Parent Training	May 1, 2018	May 31, 2018
Continuing Enrollment Processing/Meet with Parent FSW Meet with families	May 1, 2018	May 31, 2018
Program Design	June 5, 2018	
Roll Over 18-19	June 12, 2018	
Selections for 2018-2019	June 19, 2018	
Fully Enrolled	August 1, 2018	

ERSEA POLICY UPDATES
FOR APPROVAL

HEAD START



2018-2019 Head Start Policy Index

**Change
Required?**

Description of Revisions Required

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

		Change Required?	Description of Revisions Required
1	Determining Community Strengths & Needs	No	
2	Recruitment of Children	No	
3	Eligibility	Yes	Minor edits; Adjusted the percentage of poverty guidelines from 125% to 130% to reflect Head Start Program Performance Standards (HSPPS); updated to reflect HSPPS regarding age; Clarified district residency requirements.
4	Selection	Yes	Minor edits; Adjusted time period allowed for selections; Adjusted the percentage of poverty guidelines from 125% to 130% to reflect HSPPS; Adjusted priority for younger children to reflect HSPSS.
5	Enrollment	Yes	Clarified verbiage for enrollment within 30 days of program start date; Addition: Verbiage to support 3% reserved slots in support of McKinney Vento to reflect HSPPS.
6	Attendance	Yes	Edits; To clarify HSPPS; Removed “contact within one hour of program start time” replaced with “must attempt to contact”. Addition: Verbiage to support special circumstance attendance
7	Policy on Fees	No	
8	Violation of Eligibility Determination Regulations	No	
9	Records	No	
10	Training	No	
11	Suspension and Expulsion	No	

		DHS, Head Start Program Policy			
ERSEA 3					
SUBJECT		Eligibility			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 2					

Policy:

The application process must be completed prior to determining a child’s eligibility into the Head Start Program. Selection is based solely on the following categories:

- **Age Requirements:**
 - Educational Service Providers must verify age. Children must be at least 3 years old or turn 3 years old on or before September 1st and be no older than the age required to attend school to be eligible for Head Start services. Exceptions may be made for children with disabilities. For Early Head Start-Child Care Partnership (EHS-CCP), a child must be an infant or toddler younger than three years old. Children who transition from Early Head Start to Head Start are exempt from age eligibility requirements.
 - A child may remain in EHS-CCP program, following his or her third birthday, until he or she can transition into the DHS Head Start Program or another program. Children not transitioning to a Head Start Program may remain in the program until the end of the program term.
 - If a child transitions from an EHS-CCP Program to a Head Start Program, the family’s income must be re-verified.

- **Eligibility Requirements:**
 - Family’s income is equal to or below the poverty guideline; or
 - Family is eligible for or in the absence of child care would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the Head Start Programs services regardless of income.

- **Additional Allowances:**
 - Families with an income at or below 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with income from 101%-130% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment. Families with an income above

130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs by meeting the Children with Disabilities selection criteria. The total number of families with an income above 130% of the *Federal Poverty Guidelines* must not to exceed 10% of total funded enrollment. Exceptions must be approved by the grantee's administrator;

- **Residency:**

- Children applying for the Head Start Programs must reside within the Edgewood or San Antonio Independent School District service area or qualify under the McKinney Vento Act.

Performance Standard:

1302.12; City Policy ERSEA 4

		DHS, Head Start Program Policy			
ERSEA 3					
SUBJECT	Eligibility				
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance				
EFFECTIVE	02/01/2017				
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17		
PAGE: 1 of 2					

Policy:

The ~~entire~~ application process must be completed prior to determining a child’s eligibility into the Head Start Program. ~~Selection is based , which shall be based~~ solely on the following categories:

- **Age Requirements:**

- Educational Service Providers must verify age. Children must be at least 3 years old or who turn 3 years old on or before September 1st and be no older than the age required to attend school to be are eligible for Head Start services. ~~in the Head Start Program.~~ Exceptions may be made for children with disabilities. For Early Head Start-Child Care Partnership (EHS-CCP), a child must be an infant or toddler younger than three years old. Children who transition from Early Head Start to Head Start are exempt from age eligibility requirements.
- A child may remain in ~~Early Head Start~~EHS-CCP program, following his or her third birthday, until he or she can transition into the DHS² Head Start Program or another program. Children not transitioning to a Head Start Program may remain in the program until the end of the program term.
- If a child ~~transitions moves~~ from an ~~Early Head Start~~EHS-CCP Program to a Head Start Program, the family’s income must be re-verified.

- **Eligibility Requirements~~Income~~:**

- ~~Family’s income is equal to or below the poverty guideline;~~
- ~~Families with an income at or below 125% of the Federal Poverty Guidelines may be eligible for enrollment in the Head Start Programs. The total number of families with income from 101% 125% of the Federal Poverty Guidelines must not exceed 35% of the total funded enrollment. Families with an income above 125% of the Federal Poverty Guidelines may be eligible for enrollment in the Head Start Programs by meeting the Children with Disabilities selection criteria. The total number of families with an income above 125% of the Federal Poverty Guidelines must not to exceed 10% of total funded enrollment. Exceptions must be approved by the grantee’s administrator or.~~

Comment [DS1]: The change is to open the age parameter to support children with disabilities whose age is beyond 4 years old. The verbiage in the standard states “Be no older than the age required to attend school”. 1302.12 (b)

Comment [DS2]: EHS has experienced a problem with children aging out of the day care centers and needed justification to term services one the child ages out of the center.

Comment [r3]: We specified DHS’ Head Start program as opposed to other Head Start programs here in the EHS-CCP policies

Eligibility Requirements:

- ~~Family's income is equal to or below the poverty guideline; or~~
- Family is eligible for or in the absence of child care would be potentially eligible for public assistance, including TANF child only payments; or
- Children who are in foster/kinship care or children who are homeless are eligible for the Head Start Programs services regardless of income.

• **Additional Allowances:**

- Families with an income at or below 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with income from 101%-130% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment. Families with an income above 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs by meeting the Children with Disabilities selection criteria. The total number of families with an income above 130% of the *Federal Poverty Guidelines* must not exceed 10% of total funded enrollment. Exceptions must be approved by the grantee's administrator;

Comment [DS4]: Aligned with Federal Standards

• **Residency:**

- Children applying for the Head Start Programs must reside within the Edgewood or San Antonio Independent School District service area or qualify under the McKinney Vento Act.

Performance Standard:

1302.12; City Policy ERSEA 4

		DHS, Head Start Program Policy			
ERSEA 4					
SUBJECT		Selection			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

Head Start Programs will select the neediest children without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the Head Start Programs ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and governing body. To ensure the neediest children are selected for the program, a minimum of two separate selection events must occur with selection of the final 10 percent of slots occurring no sooner than March of each year.

- **Income eligible** - Using the point system, Education Service Providers will first enroll only children whose family income is at or below 130% of the *Federal Poverty Guideline* or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care and/ or those with the following exceptions:
 - **Children with Disabilities**- To comply with Head Start’s requirement of having 10 percent of actual enrollment be children with diagnosed disabilities, Education Service Providers must give first priority to children with diagnosed disabilities during the selection process. This priority will stay in effect until 10 percent of enrolled children are children with disabilities and will be granted as follows:
 1. Income eligible children with diagnosed disabilities with a current Individualized Education Plan (IEP)
 2. Over-income children with diagnosed disabilities with a current Individualized Education Plan (IEP)
 3. Income eligible children with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/ or letter from a licensed professional

4. Over-income children with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/ or letter from a licensed professional

All IEPs, IFSPs and letters from a licensed professional must be reviewed and verified by the Education Service Providers Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Children identified as Limited English Proficient (LEP)** - To place children who speak a language other than English in the appropriate language classrooms, the Education Service Providers may create a bilingual classroom. At the point a classroom is designated as bilingual and, in order to fill all vacancies in that classroom, Education Service Providers may select the next child identified as LEP on their waiting list even if that child has fewer points or is over-income.
- **Over Income** – Education Service Providers must receive approval from the Head Start Program Administrator prior to enrolling an over income child unless the child has a diagnosed or suspected disability. Excluding this priority, Education Service Providers may select over-income children after demonstrating to the Head Start Program they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the younger child.
- **Bilingual Classrooms** – Children must be determined as English Language Learners to participate in a bilingual classroom.
- **Notification** – Education Service Providers will notify families that their child has been selected for the Head Start Program. Parents will be informed they must still complete the enrollment process before their child is enrolled in the program.

Performance Standard:

1302.14H.S Act Sec. 642 (c) (2)(d) (ii)

City Policy ERSEA 5

		DHS, Head Start Program Policy			
ERSEA 4					
SUBJECT		Selection			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

Head Start Programs will select the neediest children without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the Head Start Programs ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and governing body. To ensure the neediest children are selected for the program, a minimum of two separate selection events must occur with selection of the final 10 percent of slots occurring happening no sooner than March ~~June~~ of each year.

Comment [DS1]: EISD's 1st selection is scheduled for March.

- **Income eligible** - Using the point system, Education Service Providers will first enroll only children whose family income is at or below 130% ~~125%~~ of the *Federal Poverty Guideline* or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care and/ or those with the following exceptions:

Comment [DS2]: Updated to align with Federal Standards

- **Children with Disabilities-** To comply with Head Start's requirement of having 10 percent of actual enrollment be children with diagnosed disabilities, Education Service Providers must give first priority to children with diagnosed disabilities during the selection process. This priority will stay in effect until 10 percent of enrolled children are children with disabilities and will be granted as follows:
 1. Income eligible children with diagnosed disabilities with a current Individualized Education Plan (IEP)
 2. Over-income children with diagnosed disabilities with a current Individualized Education Plan (IEP)
 3. Income eligible children with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/ or letter from a licensed professional

4. Over-income children with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/ or letter from a licensed professional

All IEPs, IFSPs and letters from a licensed professional must be reviewed and verified by the Education Service Providers Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Children identified as Limited English Proficient (LEP)** - To place children who speak a language other than English in the appropriate language classrooms, the Education Service Providers may create a bilingual classroom. At the point a classroom is designated as bilingual and, in order to fill all vacancies in that classroom, Education Service Providers may select the next child identified as LEP on their waiting list even if that child has fewer points or is over-income.
- **Over Income** – Education Service Providers must receive approval from the Head Start Program Administrator prior to enrolling an over income child unless the child has a diagnosed or suspected disability. Excluding this priority, Education Service Providers may select over-income children after demonstrating to the Head Start Program they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the ~~younger~~ elder child.
- **Bilingual Classrooms** – Children must be determined as English Language Learners to participate in a bilingual classroom.
- **Notification** – Education Service Providers will ~~notify send written notification to all families that their child has been selected for the Head Start Program. who applied confirming whether or not their child has been selected for Head Start Services. If selected, p~~Parents will be informed ~~–they must still complete the enrollment process before their child is enrolled in the program. Children not selected will be given information on other programs for which they may qualify.~~–they must still complete the enrollment process before their child is enrolled in the program. ~~Children not selected will be given information on other programs for which they may qualify.~~

Comment [DS3]: Aligned to be in compliance with Federal Standards of prioritizing 3 year olds.

Performance Standard:

1302.14H.S Act Sec. 642 (c) (2)(d) (ii)
City Policy ERSEA 5

		DHS, Head Start Program Policy			
ERSEA 5					
SUBJECT		Enrollment			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

All forms must be completed and any necessary documents obtained prior to enrollment of a child in Head Start programs:

- **Each provider will be fully enrolled within 30 days of program start date and must fill any vacancies within 30 days.**
- If a child is determined eligible and is enrolled in the Head Start program, he or she remains eligible through that enrollment year and the immediate succeeding enrollment year; however, all children must go through the re-certification process prior to enrolling for a third year.
- Only kindergarten-eligible children with a documented disability and Individualized Education Plan (IEP) may maintain enrollment in Head Start for an additional year. The child's IEP must include placement in a Preschool Program for Child with Disabilities, or PPCD. Education Service Providers must implement a system to document the following statement in Child Plus in the Enrollment Module under the Eligibility Notes for any kindergarten-eligible child enrolling in Head Start for an additional year: *It has been determined that this child should be enrolled in a Head Start/ PPCD classroom. Placement in a PPCD classroom is documented on the child's IEP, and the parents/guardians agree to enroll the child in Head Start for an additional year.*
- Children with a documented disability and Individual Family Service Plan (IFSP) may be enrolled in the Early Head Start Program. The Disability Coordinator must implement a system to document receipt of IFSP and upload the IFSP documentation in Child Plus. The Disability Coordinator must annotate the following statement in Child Plus in the Enrollment Module under the Eligibility notes: *Received Individualized Family Service Plan (IFSP) from (agency).*
- Education Service Providers may request to reserve slots for children experiencing homelessness and children in foster care when a vacancy occurs. Educational Service

Providers must receive approval from the Head Start Administrator prior to reserving slots. No more than three percent (3%) of funded enrollment slots may be reserved.

- i. Educational Service Providers must fill all reserved slots within 30 days. If not filled the slots become vacant. From the time the reserved slots become vacant, the Education Service Provider must fill the slots as soon as possible, not to exceed 30 days.

Performance Standard:

1302.15

		DHS, Head Start Program Policy			
ERSEA 5					
SUBJECT		Enrollment			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

All forms must be completed and any necessary documents obtained prior to ~~official~~ enrollment of a child in Head Start programs:

- **Each provider will be fully enrolled within 30 days of program start date and must fill any vacancies within 30 days. ~~and have all children entered into ChildPlus prior to the first day of school or program year.~~**
- If a child is determined eligible and ~~the child~~ is enrolled in the Head Start program, he or she remains eligible through that enrollment year and the immediate succeeding enrollment year; however, all children must go through the re-certification process prior to enrolling for a -third year.
- Only kindergarten-eligible children with a documented disability and Individualized Education Plan (IEP) may maintain enrollment in Head Start for an additional year. The child's IEP must include placement in a Preschool Program for Child with Disabilities, or PPCD. Education Service Providers must implement a system to document the following statement in Child Plus in the Enrollment Module under the Eligibility Notes for any kindergarten-eligible child enrolling in Head Start for an additional year: *It has been determined that this child should be enrolled in a Head Start/ PPCD classroom. Placement in a PPCD classroom is documented on the child's IEP, and the parents/guardians agree to enroll the child in Head Start for an additional year.*
- Children with a documented disability and Individual Family Service Plan (IFSP) may be enrolled in the Early Head Start Program. The Disability Coordinator must implement a system to document receipt of IFSP and upload the IFSP documentation in Child Plus. The Disability Coordinator must annotate the following statement in Child Plus in the Enrollment Module under the Eligibility notes: *Received Individualized Family Service Plan (IFSP) from (agency).*

- Education Service Providers may request to reserve slots for children experiencing homelessness and children in foster care when a vacancy occurs. Educational Service Providers must receive approval from the Head Start Administrator prior to reserving slots. No more than three percent (3%) of funded enrollment slots may be reserved.

—Educational Service Providers must fill all reserved slots within 30 days. ~~I~~ if not filled, ~~then~~ the slots becomes vacant. From the time the reserved slots becomes vacant, the ~~delegate~~ Education Service Provider must fill the slots as soon as possible, ~~to~~ not to exceed 30 days.

- ~~If the vacancy is an empty slot, a slot the Educational Service Provider never filled, then the Education Service Provider delegate may reserve a slot for no more than 30 days from the class start date.~~

Comment [DS1]: This addition refers to the 3% reserved slots; This needs to be added to provide provisions should we not be fully enrolled.

Performance Standard:

1302.15

		DHS, Head Start Program Policy			
ERSEA 6					
SUBJECT		Attendance			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

Education Service Providers will insure daily attendance and absences are recorded in the Child Plus data tracking system. The Education Service Providers must implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child’s well-being. If the parent/guardian has informed the program of a child’s absence due to illness or other reasons, no special action is required. If the parent/guardian has not informed the program of a child’s absences within one hour of program start time, staff must attempt to contact the parent/guardian. If the child has been absent for two consecutive days and the absences are unexplained or the child has multiple unexplained absences, a home visit and/or other direct contact with the child’s parent/guardian must be conducted by the Family Support Worker to determine the cause of the absences. The Family Support Worker will assist the family in removing barriers to child’s attendance and promote the child’s regular attendance. All contact or attempted contact and home visits with parents/guardians must be documented in Child Plus.

When contact with families such as telephone or a home visit are not successful, program staff will reach out to families by other means, such as email, text messaging, postal mail, or other method.

Within the first 60 days of the program year and thereafter, Education Service Providers must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. Providers must then identify reasons for absenteeism and develop strategies to improve attendance of children at risk. Strategies may include direct contact with parents or intensive case management. All efforts and contact with parents must be documented in Child Plus.

When absences result from temporary family situations that affect a child’s regular attendance, Education Service Providers must initiate support procedures for the affected families. When absences result from special circumstances, the Education Service Provider must inform the City of San Antonio.

In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not resume, with the Head Start Administrator’s

authorization, the child's slot must be considered vacant.

When the monthly average daily attendance rate falls below 85%, the Education Service Provider must analyze the causes of absenteeism and determine the systemic issues contributing to the program's absentee rate. Education Service Providers must implement a process, utilizing absenteeism data to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards. The aggregated data must be analyzed a minimum of three times a year to either strengthen or adapt strategies to improve attendance and must be reported to the Head Start Program.

Education Service Providers must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

Education Service Providers must assist with coordinating transportation services for homeless children experiencing absenteeism due to transportation to and from their campuses.

Education Service Providers and Family Support Workers will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist families with referrals for services that will enhance attendance. All contact including home visits made by a Family Support Workers and/or the education staff must be well documented in Child Plus.

Performance Standard:

1302.16 (a) (1-3) (b); 1302.102 (b-c)

		DHS, Head Start Program Policy			
ERSEA 6					
SUBJECT		Attendance			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

~~The~~ Education Service Providers will ~~insure~~ ~~daily~~ insure daily attendance and ~~absences are~~ absences are recorded in the Child Plus data tracking system. ~~To ensure children are safe,~~ The Education Service ~~providers~~ Providers must implement a process to attempt to contact the parent/guardian ~~within one hour of program start time~~ for any unexpected absences to ensure the child's well-being. If the ~~parent/guardian has informed the program of a child's absence due to absences are a result of~~ illness or ~~if they are well documented absences for other reasons~~ reasons, or ~~the parent/guardian has informed the program,~~ no special action is required. ~~If the parent/guardian has not informed the program of a child's absences within one hour of program start time, staff must attempt to contact the parent/guardian.~~ If the child has been absent for ~~two consecutive~~ two consecutive days and the absences are unexplained ~~absences~~ or the child has multiple unexplained absences, ~~a home visit and/or other direct contact with the child's parent/guardian family must be conducted by~~ conducted by the Family Support Worker to determine the cause of the absences. ~~The Family Support Worker will and~~ assist the family in removing barriers to child's attendance and promote the child's regular attendance. ~~All contact or attempted contact and home visits with parents/guardians must be documented in Child Plus.~~

When ~~direct~~ contact with families such as ~~by~~ telephone or ~~a~~ home visit are not successful, the program staff ~~will~~ reaches out to families by other means, such as e-mail, text messaging, postal mail, ~~notes sent home~~ or other method.

Within the first 60 days of the program year and thereafter, Education Service Providers must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. Providers must then identify reasons for absenteeism and develop strategies to improve attendance of children at risk. Strategies may include direct contact with parents or intensive case management. All efforts and contact with parents must be ~~well~~ documented in Child Plus.

When absences result from temporary family situations that affect a child's regular attendance, Education Service Providers must initiate support procedures for the affected families. ~~When absences result from special circumstances~~ circumstances, the Education Service Provider must

Comment [DS1]: The intention of the standard is to make sure a child who is unexpectedly absent is safe. It is not to place a burden on program staff. The HSPPS requires that, "A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being."

It is expected that programs already encourage parents to notify them of planned or unexpected child absences, which reduces the need for follow-up. If it's an hour past start time and no parent has reached out about the absent child, programs have the discretion to determine when they attempt to contact the parent. While it makes sense that this happen soon to ensure the child's safety, the regulation does not specify a timeframe for when the call has to be made. Nor does it say the staff have to do more than leave a message for the parent, though of course verbal contact is best.

Comment [DS2]: This is in support mainly for children with disabilities requiring therapy on specific and designated days and who has a doctor's note; this will also support families who "vacation". These days are coded as a "no class day" and will not impact attendance in CP.

inform the City of San Antonio.

In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not resume, with the Head Start Administrator's authorization, the child's slot must be considered vacant. ~~with the Head Start Administrator's authorization.~~

When the monthly average daily attendance rate falls below 85%, the Education Service Provider must analyze the causes of absenteeism and determine ~~the systematic~~ systemic issues contributing to the program's absentee rate. Education Service ~~providers~~ Providers must implement a process, utilizing absenteeism data, to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards. The aggregated data must be analyzed a minimum of three times a year to either strengthen or adapt strategies to improve attendance and must be reported to the Head Start Program.

Education Service Providers must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

Education Service Providers must assist with coordinating ~~utilize community resources, where possible, to provide~~ transportation services for ~~to~~ homeless children experiencing absenteeism due to transportation to and from their classes ~~campuses~~.

Education Service Providers and Family Support Workers will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist ~~the families~~ y with referrals for services that will enhance attendance. All contact including home visits ~~made by a Family Support Workers~~ and/or the education staff must be well documented in Child Plus.

Performance Standard:

~~1302.06;~~ 1302.16 (a) (1-3) (b); 1302.102 (b-c)

EHS-CCP



**2018-2019 Early Head Start-Child Care Partnership
Policy Index**

**Change
Required?**

Description of Revisions Required

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

1	Determining Community Strengths & Needs	Yes	<p>Updated full Community Assessment process to be conducted every 5 years, with annual updates.</p> <p>Additions: Information related to children experiencing homelessness, foster care, types of disabilities and services, incarcerated adults/parents/guardians, other child care programs that serve eligible children, and strengths of the community to reflect the Head Start Program Performance Standards (HSPPS).</p>
2	Recruitment of Children	Yes	<p>Deletions: English Language Learners wording; Identifying children who are in Preschool Programs for children with disabilities (PPCD) classrooms that qualify for Head Start Programs as it does not pertain to the Early Head Start-Child Care Partnership (EHS-CCP) program.</p> <p>Additions: Children receiving Child Care Subsidies.</p>
3	Eligibility	Yes	<p>Deletions: Educational Service Providers must verify age; Children who turn 3 years old on or before September 1st are eligible for Head Start services in the Head Start Program; Exceptions may be made for children with disabilities, as it does not pertain to the EHS-CCP program.</p> <p>Additions: Children not transitioning into the DHS Head Start Program may remain in the program until the end of the term. Children must reside or the parents/guardians must work within the San Antonio or Edgewood Independent School Districts.</p> <p>Updated the Federal Poverty Guideline from 125% to 130%.</p>
4	Selection	Yes	<p>Additions: Language including working families and families eligible to receive Child Care Subsidy (CCS).</p> <p>Deletions: To ensure the neediest children are selected for the program, a minimum of two separate selection events must occur with selection of the final 10 percent of slots happening no sooner than June of each year. Income eligible children with diagnosed disabilities with a current Individualized Education Plan (IEP) and Over-income children with diagnosed disabilities with a current Individualized Education Plan (IEP) as it does not pertain to the EHS-CCP Program. Children identified as Limited English Proficient and Bilingual Classrooms. Education Service Providers will send written notification for all selected. EHS-CCP program makes direct contact to inform families. Children not selected will be given information on other programs for which they may qualify. For EHS-CCP children remain on the waitlist, as it does not pertain to the EHS-CCP Program.</p> <p>Updated Family income changed from 125% to 130% of the Federal Poverty Guidelines. Tiebreaker changed from older child to younger child.</p>
5	Enrollment	Yes	<p>Deletions: All children must go through the re-certification process prior to enrolling for a third year - children in the EHS-CCP remain eligible until they age out of the program. Language that pertains to the HS Pre-K program.</p>
6	Attendance	Yes	<p>Updated to align with Head Start Program Performance Standards;</p> <p>Deletions: Must contact parent within one hour of program start time to EHS-CCP must implement a process to attempt to contact parent/guardian. The aggregated data must be analyzed a minimum of three times a year to either strengthen or adapt strategies to improve attendance and must be reported to the Head Start Program. EHS-CCP reviews data monthly. Education Service Providers removed as it is the EHS-CCP program.</p>



**2018-2019 Early Head Start-Child Care Partnership
Policy Index**

		Change Required?	Description of Revisions Required
7	Policy on Fees	Yes	Additions: Service providers may charge parent fee if child is dually enrolled in the CCS program. Deletions: Education Service Providers may not charge fees for field trips or other activities and events. The Head Start EHS-CCP Programs provides adequate funding for all field trips to include parental participation and meals - EHS-CCP program does not do field trips.
8	Violation of Eligibility Determination Regulations	Yes	Additions: Consequences for parents providing false information or documentation.
9	Eligibility and Determination Records	Yes	Additions: Child Care Service Providers
10	Training	Yes	Deletions: Educational Service Providers. Methods on how to collect and complete eligibility (removed information , added documentation)
11	Suspension and Expulsion	Yes	Additions: In collaboration with the parents; other community resources should be considered if appropriate.

	DHS, Early Head Start-Child Care Partnership		
ERSEA 1			
SUBJECT	Determining Community Strengths & Needs		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 2			

Policy:

The Head Start Program, Pre-K and the Early Head Start-Child Care Partnership (EHS-CCP) programs, will perform a Community Assessment every five years, with updates conducted annually of the five year cycle. Results from the Community Assessment will be used to ensure community strengths and needs identified are adequately met by Head Start services

The Head Start Program will comply with Head Start Performance Standards regarding completion of a Community Assessment and associated updates. Results from the Community Assessment will be used annually to reassess long and short range objectives; program option and services provided; recruitment areas; center locations; and criteria that assign priority to children and families.

The Community Assessment will include information related to:

- Demographic data on Head Start eligible children and families
- Children experiencing homelessness
- Children in foster care
- Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies
- Education, health, nutrition and social service needs of Head Start eligible children and their families
- Incarcerated adults/parents/guardians
- Other child care programs that serve eligible children
- Community resources
- Strengths of the community

Community Assessments and all updates will be approved by the Head Start Policy Council and the Community Health and Equity Committee, Governing Body.

Results from the Community Assessment and updates will be analyzed, as required by Head Start Performance Standards to:

- Revise program philosophy, as needed, and develop short and long term goals and objectives
- Determine program option and services
- Establish recruitment areas for the EHS-CCP program and contracted Child Care Service Providers
- Determine appropriate center locations

- Set criteria for determining which children and families will receive priority for recruitment and selection

If resources are determined to be inadequate to meet the needs of the entire service area, the EHS-CCP program will request permission from the Federal Regional Office to revise the recruitment area to select the areas that have the greatest need for EHS-CCP program services, as determined by the Community Assessment.

Changes resulting from analysis of Community Assessment findings may impact long and short range goals and objectives; placement of EHS-CCP child care centers; program options and services provided; criteria for selection of children; recruitment areas; and allocation of enrollment slots by service area.

Performance Standard:

1302.11



DHS, DHS, Early Head Start-Child Care Partnership Head Start Program Policy



ERSEA 1

SUBJECT	Determining Community Strengths & Needs		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 2			

Policy:

The ~~City of San Antonio EHS-CCP~~ Head Start ~~Program~~Program, Pre-K and the Early Head Start-Child Care Partnership (EHS-CCP) programs, will perform a Community Assessment every ~~three-five~~ years, with updates conducted ~~annually the second and third years~~ of the ~~three-five~~ year cycle. Results from the Community Assessment will be used to ensure community strengths and needs identified are adequately ~~integrated met by Head Start services~~.

The ~~City of San Antonio EHS-CCP Head Start~~ Head Start Program will comply with Head Start Performance Standards regarding completion of a Community Assessment and associated updates. Results from the Community Assessment will be used annually to reassess long and short range objectives; program option and services provided; recruitment areas; center locations; and criteria that assign priority to children and families.

The Community Assessment will include information related to:

- Demographic data on Head Start eligible children and families
- Children experiencing homelessness
- Children in foster care
- Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies
- Education, health, nutrition and social service needs of ~~EHS-CCP~~ Head Start eligible children and their families
- Incarcerated adults/parents/guardians
- Other child care programs that serve eligible children
- Community resources
- Strengths of the community

Community Assessments and all updates will be approved by the Head Start Policy Council and the Community Health and Equity Committee, Governing Body.

Results from the Community Assessment and uUpdates will be analyzed, as required by Head Start Performance Standards to:

- Revise program philosophy, as needed, and develop short and long term goals and objectives

- Determine program option and services
- Establish recruitment areas for the ~~City of San Antonio~~ EHS-CCP ~~Head Start P~~rogram and contracted Child Care Service Providers
- Determine appropriate center locations
- Set criteria for determining which children and families will receive priority for recruitment and selection

If resources are determined to be inadequate to meet the needs of the entire service area, the ~~City of San Antonio~~-EHS-CCP ~~Head Start p~~rogram will request permission from the Federal Regional Office to revise the recruitment area to select the areas that have the greatest need for EHS-CCP ~~Head Start P~~rogram services, as determined by the Community Assessment.

Changes resulting from analysis of Community Assessment findings may impact long and short range goals and objectives; placement of EHS-CCP ~~Head Start-child care~~ centers; program options and services provided; criteria for selection of children; recruitment areas; and allocation of enrollment slots by service area.

Performance Standard:

~~1305.3(c,d,e)~~

1302.11

	DHS, Early Head Start-Child Care Partnership		
ERSEA 2			
SUBJECT	Recruitment of Children		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 2			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Child Care Service providers will actively search for and recruit families most in need of EHS-CCP services including children with disabilities, those who are homeless, in foster care, children receiving Child Care Subsidies, and other vulnerable children. A recruitment plan will be developed each year and approved by the Head Start Policy Council.

The EHS-CCP Program will publicize the recruitment areas to enhance the likelihood that eligible families and children will apply for the program.

Recruitment materials will be available in the applicant’s native language or where possible staff will be available to communicate with families in their native language.

All recruitment materials will indicate assistance is provided to arrange transportation services.

Recruitment efforts for the following program year begin in the spring and must continue throughout the year. Recruitment strategies may involve a multimedia campaign, canvassing neighborhoods, billboards, newspaper advertising, parents, volunteers, social media, and referrals with other agencies.

The EHS-CCP Program will recruit children with disabilities through a variety of activities:

- Develop recruitment materials which indicate that all children with disabilities, including severe disabilities, are welcome to apply.
- Recruitment fairs throughout the community, information will be made available to inform parents that children with disabilities are served in the EHS–CCP Head Start Programs.
- Develop MOUs with the ECI programs in the service area.
- Maintain ongoing communication with districts’ Head Start Special Education Coordinator and staff regarding the status of children’s referrals and services.

The EHS-CCP Program must actively recruit children as needed to meet and maintain a waiting list after the funded enrollment opportunities have been filled. Specific areas may be targeted for

recruitment, depending on the center enrollment needs, particularly children with disabilities. If a specific EHS-CCP center has a vacancy during the year, and the wait list for those classrooms has been exhausted, special recruitment may occur to increase the number of eligible children.

Head Start Programs, through recruitment events, open houses, appointments, and walk-in services will facilitate the application process for parents interested in EHS-CCP services. When taking applications, staff will complete all applications in Child Plus. Staff will collect all necessary documents to determine eligibility and will maintain the child file for applicants in Child Plus documents used to determine eligibility. Staff document all contacts made with the family during the application process in Child Plus. Additionally, staff will provide referrals to community resources and when necessary, other Head Start programs.

The Early Head Start Child Care Partnership must maintain a monitoring system for recruitment and report on all recruitment efforts.

Performance Standard:

1302.13; Head Start Act Sec. 642 (b) (11)

	<p>DHS, DHS, Early Head Start-Child Care Partnership Head Start Program Policy</p>		
<p>ERSEA 21</p>			
<p>SUBJECT</p>	<p>Determining Community Strengths & Needs <u>Recruitment of Children</u></p>		
<p>REFERENCE</p>	<p>Eligibility, Recruitment, Selection, Enrollment, and Attendance</p>		
<p>EFFECTIVE</p>	<p>02/17/2017</p>		
<p>Policy Council Approval: 1/24/17</p>	<p>Policy Council Revision: 1/24/17</p>	<p>Governing Body Approval: 2/20/17</p>	<p>Governing Body Revision: 2/20/17</p>
<p>PAGE: 1 of 2</p>			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and ~~Education-Child Care~~ Service providers will actively search for and recruit families most in need of ~~Head Start~~EHS-CCP services including children with disabilities, those who are homeless, in foster care, English Language Learners, children receiving Child Care Subsidies, and other vulnerable children. A recruitment plan will be developed each year and approved by the Head Start Policy Council.

~~Head Start~~The EHS-CCP Programs will publicize the recruitment areas to enhance the likelihood that eligible families and children will apply for the program.

Recruitment materials will be available in the applicant’s native language or where possible staff will be available to communicate with families in their native language.

All recruitment materials will ~~identify available indicated~~ assistance is provided to arrange transportation services.

Recruitment efforts for the following program year begin in the spring and must continue throughout the year. Recruitment strategies may involve a multimedia campaign, canvassing ~~the~~ neighborhoods, billboards, newspaper advertising, parents, volunteers, social media, and referrals with other agencies.

~~Head Start~~The EHS-CCP Programs will actively recruit children with disabilities through a variety of activities:

- ~~D~~Programs will develop recruitment materials which indicate that all children with disabilities, including severe disabilities, are welcome to apply.
- ~~R~~During the recruitment fairs throughout the community, information will be made available to inform which will inform parents that children with disabilities are served in the ~~EHS-CCP~~Head Start Programs.
- ~~D~~Identify children who are in Preschool Programs for Children with Disabilities (PPCD) classrooms that qualify for Head Start Programs.

- ~~Develop~~ MOUs with the ECI programs in the service area.
- ~~Develop MOUs with Early Head Start Programs in the service area.~~
- Maintain ongoing communication with districts' Head Start Special Education Directors Coordinator and staff regarding the status of children's referrals and services.
- ~~Provide elementary school campuses with Head Start information and recruitment materials.~~

The ~~Early Head Start Child Care Partnership EHS-CCP~~ Program ~~Education Service Providers~~ must actively recruit children as needed to meet and maintain a waiting list after the funded enrollment opportunities have been filled. Specific areas may be targeted for recruitment, depending on the centers' enrollment needs, particularly children with disabilities. If a specific ~~Head Start EHS-CCP~~ centers has a vacancy during the year, and the wait list for those classrooms has been exhausted, special recruitment may ~~be used~~ occur to to increase the number of eligible children.

Head Start Programs, through recruitment events, open houses, appointments, and walk-in services will facilitate the application process for parents interested in ~~EHS—CCP~~ Head Start services. When taking applications, staff will complete all applications in Child Plus. Staff will collect all necessary documents to determine eligibility, and will maintain ~~an electronic~~ the child file for applicants in Child Plus ~~to include~~ documents used to determine eligibility. Staff ~~will also~~ document all contacts made with the family during the application process in Child Plus. Additionally, staff will provide referrals to community resources and when necessary, other Head Start programs.

~~Each Education Service Provider~~ The Early Head Start Child Care Partnership must maintain a monitoring system for recruitment and report ~~to the Head Start Programs~~ on all recruitment efforts.

Performance Standard:

1302.13; Head Start Act Sec. 642 (b) (11) ~~(e) (1)~~;

		DHS, Early Head Start- Child Care Partnership Policy		 HEAD START City of San Antonio Department of Human Services	
ERSEA 3					
SUBJECT		Eligibility			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 2					

Policy:

The application process must be completed prior to determining a child’s eligibility into the Early Head Start – Childcare Partnership (EHS-CCP) program, Selection is based solely on the following categories:

- **Age:**
 - A child must be an infant or toddler younger than three years old. A child may remain in EHS-CCP, following his or her third birthday, until he or she can transition into the DHS’ Head Start Program. Children not transitioning in to the DHS’ Head Start Program Start may remain in the program until the end of the term.
 - If a child moves from an EHS-CCP to a Head Start Program, the family’s income must be re-verified.
- **Eligibility Requirements:**
 - Family’s income is equal to or below the poverty guideline; or
 - Family is eligible for, or in the absence of child care would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the EHS-CCP regardless of income.
- **Additional Allowances:**
 - Families with an income at or below 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with income from 101%-130% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment. Families with an income above 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs by meeting the Children with Disabilities selection criteria. The total number of families with an income above 130% of the *Federal*

Poverty Guidelines must not to exceed 10% of total funded enrollment. Exceptions must be approved by the grantee's administrator.

- **Residency:** Children applying for the EHS-CCP program must reside or the parents/guardians work within the San Antonio or Edgewood Independent School Districts or qualify under the McKinney Vento Act.

Performance Standard:

1302.12; City Policy ERSEA 4

		<p><u>DHS, Early Head Start- Child Care Partnership</u> <u>DHS, Head-Start Program</u> <u>Policy Policy</u></p>			
ERSEA 3					
SUBJECT		Eligibility			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 2					

Policy:

The ~~entire~~ application process must be completed prior to determining a child’s eligibility into the Early Head Start – Childcare Partnership (EHS-CCP) program, Selection is which shall be based solely on the following categories:

- **Age:**
 - ~~Educational Service Providers must verify age. Children who turn 3 years old on or before September 1st are eligible for Head Start services in the Head Start Program. Exceptions may be made for children with disabilities. For Early Head Start, a child must be an infant or toddler younger than three years old, unless transitioning into the City’s Head Start Program. Children who transition from Early Head Start/EHS-CCP to the City’s DHS’ Head Start Program Head Start are exempt from age eligibility requirements.~~
 - A child may remain in ~~Early Head Start/EHS-CCP~~, following his or her third birthday, until he or she can transition into the City’s DHS’ Head Start Program. Children not transitioning in to the City’s DHS’ Head Start Program Head Start or another program may remain in the program until the end of the term. program or till the end of term if not transitioning in the City’s Head Start Program.
 - If a child moves from an ~~Early Head Start Program/EHS-CCP~~ to a Head Start Program, the family’s income must be re-verified.
- **Eligibility Requirements:**
 - Family’s income is equal to or below the poverty guideline; or
 - Family is eligible for, or in the absence of child care would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the EHS-CCP regardless of income.
- **Additional Allowances/Income:**

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- Families with an income at or below 13025% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with income from 101%-13025% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment. Families with an income above 13025% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs by meeting the Children with Disabilities selection criteria. The total number of families with an income above 13025% of the *Federal Poverty Guidelines* must not exceed 10% of total funded enrollment. Exceptions must be approved by the grantee's administrator.

• **Eligibility Requirements:**

- Family's income is equal to or below the poverty guideline; or
 - Family is eligible for, or in the absence of child care would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the Head Start Programs EHS-CCP services regardless of income.
- **Residency:** Children applying for the EHS-CCP program ~~Head Start Programs~~ must reside or the parents/guardians work within the San Antonio or Edgewood Independent School Districts, within the service area or qualify under the McKinney Vento Act.

Performance Standard:
1302.12; City Policy ERSEA 4

		DHS, Early Head Start-Child Care Partnership Program Policy			
ERSEA 4					
SUBJECT		Selection			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program will select the neediest children, working families, and families eligible to receive Child Care Subsidies (CCS) without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the Head Start Programs ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and governing body.

- **Income eligible** - Using the point system, EHS-CCP will first enroll only children whose family income is at or below 130% of the *Federal Poverty Guideline* or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care and/ or those with the following exceptions:
 - **Children with Disabilities-** To comply with Head Start’s requirement of having 10 percent of actual enrollment be children with an identified disability or delay, the program must give priority to children with a suspected disability or delay as identified by Part C of IDEA program during the selection process. This priority stays in effect until 10 percent of enrolled children are children with disabilities or delays and will be granted as follows:
 1. Income eligible children with an identified or suspected disability or delays and a current Individualized Family Service Plan (IFSP) or letter from a licensed professional
 2. Over-income children with an identified or suspected disability and a current Individualized Family Service Plan (IFSP) and/or letter from a licensed professional

All, IFSPs and letters from licensed professionals must be reviewed and verified by the EHS-CCP Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Over Income** Children who are over-income may be selected into the program after EHS-CCP has demonstrated they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care. Children with a diagnosed or suspected disability, who are over income, may be enrolled into the program.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the younger child.
- **Notification** –The EHS-CCP program will contact selected families informing them that their child has been selected for the EHS-CCP program. Parents will be informed they must complete the enrollment process before their child is enrolled in the program.

Performance Standard:

1302.14H.S Act Sec. 642 (c) (2)(d) (ii)

City Policy ERSEA 5

		DHS, <u>Early Head Start- Child Care Partnership</u> Program Policy			
ERSEA 4					
SUBJECT		Selection			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

The Early Head Start – Child Care Partnership –(EHS-CCP) Programs will select the neediest ~~children~~children, working families, and families eligible to receive Child Care Subsidies (CCS) without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the Head Start Programs ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and governing body. ~~To ensure the neediest children are selected for the program, a minimum of two separate selection events must occur with selection of the final 10 percent of slots happening no sooner than June of each year.~~

- **Income eligible** - Using the point system, ~~Education Service Providers- EHS-CCP~~ will first enroll only children whose family income is at or below **130%25%** of the *Federal Poverty Guideline* or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care and/ or those with the following exceptions:
 - **Children with Disabilities-** To comply with Head Start’s requirement of having 10 percent of actual enrollment be children with ~~diagnosed-an identified suspected~~ disability or ies/delay, the program must give first priority to children with a suspected disability or delay as – Education Service Providers-identified by Part C of IDEA –the program must give first priority to children with diagnosed suspected disabilities during the selection process. This priority ~~will~~ stays in effect until 10 percent of enrolled children are children with disabilities or delays and will be granted as follows:
 1. ~~Income eligible children with diagnosed disabilities with a current Individualized Education Plan (IEP)~~
 2. ~~Over income children with diagnosed disabilities with a current Individualized Education Plan (IEP)~~

- ~~3.1.~~ Income eligible children with an identified or suspected disabilityies or delays with_ and a current Individualized Family Service Plan (IFSP) and/ or letter from a licensed professional
- ~~4.2.~~ Over-income children with an identified or suspected disabilityies with_ and a current Individualized Family Service Plan (IFSP) and/or letter from a licensed professional_ and/ or letter from a licensed professional

All ~~IEPs~~, IFSPs and letters from ~~a~~ licensed professionals must be reviewed and verified by the ~~Education Service Providers~~ EHS-CCP Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- ~~• Children identified as Limited English Proficient (LEP) — To place children who speak a language other than English in the appropriate language classrooms, the Education Service Providers may create a bilingual classroom. At the point a classroom is designated as bilingual and, in order to fill all vacancies in that classroom, Education Service Providers may select the next child identified as LEP on their waiting list even if that child has fewer points or is over-income.~~
- **Over Income** — ~~Education Service Providers must receive approval from the Head Start Program Administrator prior to enrolling an over income child unless the child has a diagnosed or suspected disability. Excluding this priority, Education Service Providers may select_ Children who are over-income may be selected into the program~~children after EHS-CCP has demonstrated ing to the Head Start Program they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care. Children with a diagnosed or suspected disability, who are over income, may be enrolled into the program.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the ~~older_ younger~~ child.
- ~~• Bilingual Classrooms — Children must be determined as English Language Learners to participate in a bilingual classroom.~~
- **Notification** — ~~Education Service Providers will_ The EHS-CCP program will contact send written notification to all_ selected families who applied confirming informing them that whether or not~~ their child has been selected for the EHS-CCP program. Head Start Services. If selected, Pparentsprogram. Parents will be ~~informed_ they informed they must must still~~ complete the enrollment process before their child is enrolled in the program.
- ~~• Children not selected will be given information on other programs for which they may qualify.~~

Performance Standard:

1302.14H.S Act Sec. 642 (c) (2)(d) (ii)
City Policy ERSEA 5

		DHS, Early Head Start- Child Care Partnership Program Policy			
ERSEA 5					
SUBJECT		Enrollment			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

All application forms must be completed and all necessary documents obtained prior to enrollment of a child in Early Head Start – Child Care Partnership (EHS-CCP) program:

- **Each child care service provider will be fully enrolled and have all children entered into ChildPlus prior to the first day of the program year.**

If a child is determined eligible and is enrolled in the EHS-CCP program, he or she remains eligible while participating in the program.

- Children with a documented Individual Family Service Plan (IFSP) may be enrolled in the EHS-CCP Program.

Performance Standard:

1302.15

		DHS, <u>Early Head Start-Child Care Partnership</u> Head Start Program Policy			
ERSEA 5					
SUBJECT		Enrollment			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

All application forms must be completed and ~~any~~ all necessary documents obtained prior to ~~official~~ enrollment of a child in Early Head Start – Child Care Partnership (EHS-CCP) programs:

- **Each child care service provider will be fully enrolled and have all children entered into ChildPlus prior to the first day of ~~school or the~~ program year.**
- ~~If a child is determined eligible and the child is enrolled in the Head Start EHS-CCP program, he or she remains eligible while they participate participating in the program through that enrollment year and the immediate succeeding enrollment year; however, all children must go through the re-certification process prior to enrolling for a third year.~~
- ~~Only kindergarten-eligible children with a documented disability and Individualized Education Plan (IEP) may maintain enrollment in Head Start for an additional year. The child's IEP must include placement in a Preschool Program for Child with Disabilities, or PPCD. Education Service Providers must implement a system to document the following statement in Child Plus in the Enrollment Module under the Eligibility Notes for any kindergarten-eligible child enrolling in Head Start for an additional year: *It has been determined that this child should be enrolled in a Head Start/PPCD classroom. Placement in a PPCD classroom is documented on the child's IEP, and the parents/guardians agree to enroll the child in Head Start for an additional year.*~~
- ~~Children with a documented disability and Individual Family Service Plan (IFSP) may be enrolled in the Early Head Start EHS-CCP Program. The Disability Coordinator must implement a system to document receipt of IFSP and upload the IFSP documentation in Child Plus. The Disability Coordinator must annotate the following statement in Child Plus in the Enrollment Module under the Eligibility notes: *Received Individualized Family Service Plan (IFSP) from (agency).*~~

•

Performance Standard:
1302.15

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 6					
SUBJECT		Attendance			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) will ensure daily attendance is recorded in the Child Plus data tracking system. The EHS-CCP must implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child’s well-being. If the parent/guardian has informed the program of a child’s absence in the result of an illness or absences for other reasons no special action is required. If the parent/guardian has not informed the program of a child’s absences within one hour of program start time, staff must attempt to contact the parent/guardian. If the child has been absent for two consecutive days and the absences are unexplained or the child has multiple unexplained absences, a home visit and/or other direct contact with the child’s parent/guardian must be conducted by the Family Support Worker to determine the cause of the absences. The Family Support Worker will assist the family in removing barriers to child’s attendance and promote the child’s regular attendance. All contact or attempted contact and home visits with parents/guardians must be documented in Child Plus..

When contact with families such as telephone or a home visit are not successful, program staff will reach out to families by other means, such as email, text messaging, postal mail, or other method.

Within the first 60 days of the program year and thereafter, the EHS-CCP program conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. The EHS-CCP program must then identify reasons for absenteeism and develop strategies to improve attendance of children at risk. When absences result from temporary family situations that affect a child’s regular attendance, the EHS-CCP program must initiate support for the affected families. All efforts and contact with parents must be documented in Child Plus.

In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not improve, the child’s slot may be then considered vacant with the Head Start Administrator’s authorization.

When the monthly average daily attendance rate falls below 85%, the EHS-CCP program must analyze the causes of absenteeism and determine the systematic issues contributing to the

program's absentee rate. A process must be implemented, utilizing absenteeism data, to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards.

The EHS-CCP program must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

The EHS-CCP program must utilize community resources, where possible, to provide transportation to homeless children experiencing absenteeism due to transportation to and from the classes.

The EHS-CCP program will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist the family with referrals for services that will enhance attendance. All contact, including home visits made by a Family Support Worker, must be documented in Child Plus.

Performance Standard:

1302.16 (a) (1-3) (b); 1302.102 (b-c)



DHS, Early Head Start – Child Care Partnership
Program
Policy



ERSEA 6

SUBJECT	Attendance		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The ~~Education Service Providers- Early Head Start – Child Care Partnership (EHS-CCP)~~ will ~~insure daily~~insure daily attendance~~attendance and absences are is~~ recorded in the Child Plus data tracking system. ~~To ensure children are safe, Education Service providers~~The EHS-CCP must implement a process to attempt to contact the parent/guardian ~~within one hour of program start time~~ for any unexpected absences to ensure the child’s well-being. ~~If the the parent/guardian has informed the program of a child’s abse~~absence in nes are the a result of an illness or or if they are well documented absences for other reasons, ~~or the parent/guardian has informed the program,~~ no special action is required. If the parent/guardian has not informed the program of a child’s absences within one hour of program start time, staff must attempt to contact the parent/guardian. If the child has been absent for two consecutive days and the absences are unexplained or the child has multiple unexplained absences, a home visit and/or other direct contact with the child’s parent/guardian must be conducted by the Family Support Worker to determine the cause of the absences. The Family Support Worker will assist the family in removing barriers to child’s attendance and promote the child’s regular attendance. All contact or attempted contact and home visits with parents/guardians must be documented in Child Plus.~~If the child has been absent for two consecutive unexplained absences or has multiple unexplained absences, a home visit and/or other direct contact with the child’s parent/guardian family must be conducted by the Family Support Worker to determine the cause and assist the family in removing barriers to child’s attendance. All contact or attempted contact with parents/guardians must be well documented in Child Plus.~~

When contact with families such as telephone or a home visit are not successful, program staff will reach out to families by other means, such as email, text messaging, postal mail, or other method.~~When direct contact with families such as by telephone or home visit are not successful, the program staff will reaches out to families by other means, such as e-mail, text messaging, postal mail, notes sent home or other method.~~

Within the first 60 days of the program year and thereafter, t~~Within the first 60 days of the program year and thereafter, Education Service Providers –~~The EHS-CCP program must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. ~~Providers–~~The EHS-CCP program must then identify reasons for

absenteeism and develop strategies to improve attendance of children at risk. ~~Strategies may include direct contact with parents or intensive case management. All efforts and contact with parents must be well documented in Child Plus.~~

When absences result from temporary family situations that affect a child's regular attendance, ~~Education Service Providers~~ the EHS-CCP program must initiate support ~~procedures~~ for the affected families. All efforts and contact with parents must be documented in Child Plus.

In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not ~~resume~~improve, the child's slot ~~must~~may be then considered vacant with the Head Start Administrator's authorization.

When the monthly average daily attendance rate falls below 85%, the ~~Education Service Provider~~ EHS-CCP program and child care center staff~~service provider will collaborated to must~~ must analyze the causes of absenteeism ~~and determine~~and determine the systematic issues contributing to the program's absentee rate. ~~Education Service providers must implement a A process~~ must will be implemented, utilizing absenteeism data, to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards. ~~The aggregated data must be analyzed a minimum of three times a year to either strengthen or adapt strategies to improve attendance and must be reported to the Head Start Program.~~

~~Education Service Providers~~ The EHS-CCP program ~~must~~program must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

~~Education Service Providers~~ The EHS-CCP program must utilize community resources, where possible, to provide transportation to homeless children experiencing absenteeism due to transportation to and from the classes.

~~Education Service Provider and Family Support Workers~~ The EHS-CCP program will emphasize and provide information about the benefits of regular attendance, ~~support families to promote regular attendance, and assist the family with referrals for services that will enhance attendance.~~ All contact, including home visits ~~made by a Family Support Worker, and/or the education staff~~ must be well documented in Child Plus.

Performance Standard:

~~1302.1606;~~ 1302.16 (a) (1-3) (b); 1302.102 (b-c)

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 7					
SUBJECT		Policy on Fees			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program does not charge any fees for participation in the program. EHS-CCP Child Care Service Providers may not request parents to provide any supplies, materials, money, or other items including snacks for special celebrations or events. Teachers may accept donations for special celebrations or events but cannot exclude a child’s participation of events contingent on donations.

Child Care Service Providers may charge a parent fee to those participants who are dually enrolled in the Child Care Subsidies (CCS) program as set by the CCS program. The family’s ability to pay the CCS copayment must not affect their participation in the EHS-CCP program.

Performance Standard:

1302.18



**DHS, Early Head Start – Child Care Partnership
Program
Policy**



ERSEA 7

SUBJECT	Policy on Fees		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

~~The Early Head Start – Child Care Partnership (EHS-CCP) Programs -does not charge any fees for participation in the program. Education Service EHS-CCP Child Care Service Provider -may not request parents to provide any supplies, materials, money, or other items including snacks for special celebrations or -events. Teachers may accept donations for special celebrations or events but cannot exclude a child’s participation of events contingent on donations.~~

~~Child Care EHS-CCP-Service Providers may charge a parent fee to those participants who are dually enrolled in the Child Care Subsidies (CCS) program as set by the CCS program. The family’s ability to pay the CCS copayment must not affect their participation in the EHS-CCP program.~~

~~Education Service Providers may not charge fees for field trips or other activities and events. The Head Start –EHS-CCP Programs provides adequate funding for all field trips to include parental participation and meals.~~

~~The Head Start Program encourages all Head Start staff to follow Education Child Care Service Provider district and campus policies, procedures, and guidelines regarding special celebrations and events, including birthday celebrations.~~

Performance Standard:

1302.18

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 8					
SUBJECT		Violation of Eligibility Determination Regulations			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				PAGE: 1 of 1	

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program must develop procedures to address the violation of eligibility determination regulations that include, at a minimum, the following:

- Consequences for staff violating Federal and program eligibility determination regulations.
- Consequences for staff enrolling a child ineligible to receive EHS-CCP or Head Start Services.
- Consequences for parents providing false information or documentation, including possible removal from the program.
- Actions against staff who intentionally violate federal and program eligibility determination regulations.

Performance Standard:

1302.12 (L)



DHS, Early Head Start – Child Care Partnership
Program
Policy



ERSEA 8

SUBJECT	Violation of Eligibility Determination Regulations		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program ~~and Education Service Providers~~ must develop procedures to address the violation of eligibility determination regulations that include, at a minimum, the following:

- Consequences for staff violating Federal and program eligibility determination regulations.
- Consequences for staff enrolling a child ineligible to receive ~~Early Head Start~~ EHS-CCP or Head Start Services.
- Consequences for parents providing false information or documentation, including possible removal from the program.
- Actions against staff who intentionally violate federal and program eligibility determination regulations.

Performance Standard:

1302.12 (L)

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 9					
SUBJECT		Eligibility and Determination Records			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

The Early Head Start – Child Care Partnership Program and Child Care Service Providers must maintain eligibility determination records for any child enrolled in the program. All records must be kept for a minimum of one year after a child is no longer enrolled in the program.

Performance Standard:

1302.12 (k) (1-3)



DHS, Early Head Start – Child Care Partnership
Program
Policy



ERSEA 9

SUBJECT	Eligibility and Determination Records		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership Program and Child Care Service Providers ~~Education Service Providers~~ must maintain eligibility determination records for any child enrolled in the program. All records must be kept for a minimum of one year after a child is no longer enrolled in the program.

Performance Standard:

1302.12 (k) (1-3)

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 10					
SUBJECT		Training			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

The Head Start Program will develop a system to provide training on Head Start and Early Head Start-Child Care Partnership (EHS-CCP) eligibility, Head Start Program Performance Standards and ERSEA policies and procedures that include at a minimum the following:

- Annual training for Head Start Administrator, Directors, management staff, and any staff who determine Head Start eligibility
 - Methods on how to collect and complete eligibility documentation from families and third party sources;
 - Strategies for treating families with dignity and respect and dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Program policies, procedures, and actions taken against staff, families or participants who provide false information.
- Training for any staff member who determines Head Start eligibility within 90 days of hire
- Training for Governing Body and Policy Council members within 90 days of the beginning of a term
- Maintain all training records, including sign in sheets, agendas and training materials

Performance Standard:

1302.12 (m) (1-4)

		DHS, <u>Early Head Start – Child Care Partnership</u> Program Policy			
ERSEA 10					
SUBJECT		Training			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

The Head Start Program ~~and Educational Service Providers~~ will develop a system to provide training on Head Start and Early Head Start-Child Care Partnership (EHS-CCP) eligibility, Head Start Program Performance Standards—and ERSEA policies and procedures that include at a minimum the following:

- Annual training for Head Start Administrator, Directors, ~~other~~ management staff, and any staff who determine Head Start eligibility
 - Methods on how to collect and complete eligibility ~~information–~~ documentation from families and third party sources;
 - Strategies for treating families with dignity and respect and dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Program policies, procedures, and actions taken against staff, families or participants who provide false information.
- Training for any staff member who determines Head Start eligibility within 90 days of hire
- Training for Governing Body and Policy Council members within 90 days of the beginning of a term
- Maintain all training records, including sign in sheets, agendas and training materials

Performance Standard:

1302.12 (m) (1-4)

		DHS, Early Head Start – Child Care Partnership Program Policy			
ERSEA 11					
SUBJECT		Suspension and Expulsion			
REFERENCE		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
EFFECTIVE		02/01/2017			
Policy Council Approval: 1/24/17		Policy Council Revision: 1/24/17		Governing Body Approval: 2/20/17	
				Governing Body Revision: 2/20/17	
PAGE: 1 of 1					

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program prohibits Child Care Service Providers to suspend, expel, or disenroll a child from an EHS-CCP program due to a child’s behavior. Exceptions to this policy may be considered on a case- by- case basis. Consultation with the Grantee’s Mental Health Coordinator, Education Coordinator, in collaboration with the parents, must be conducted to determine if the child’s enrollment presents a safety threat to the child or other enrolled children. Other community resources should be considered if appropriate. Exceptions must be submitted to the Head Start Administrator and approved prior to any action.

Performance Standard:

1302.17 (a) (b)



**DHS, Early Head Start – Child Care Partnership
Program
Policy**



ERSEA 11

SUBJECT	Suspension and Expulsion		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/24/17	Policy Council Revision: 1/24/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program prohibits ~~Educational-Child Care~~ Service Providers to suspend, expel, or ~~and~~ disenroll a child from an EHS-CCP-Head Start ~~P~~program due to a child’s behavior. Exceptions to this policy may be considered on a case- by- case basis. Consultation with the Grantee’s Mental Health Coordinator, ~~and~~ Education ~~Service Provider~~ Coordinator, -in collaboration with the parents, must be conducted to determine if the child’s enrollment presents a safety threat to the child or other enrolled children. Other community resources should be considered if appropriate. These eExceptions must be submitted to the Head Start Administrator and approved prior to any action.

Performance Standard:

1302.17 (a) (b)

MONTHLY PROGRAM REPORT



**Head Start Monthly Report to Policy Council
December 2017**

Indicators	EISD	SAISD	Program Total
Enrollment			
Funded Enrollment	777	2243	3020
YTD Enrollment	818	2507	3325
Total Monthly Enrollment	774	2220	2994
Adds	11	31	42
Drops	4	22	26
Waiting List	46	51	97
Extended Care Served	0	0	0
Average Daily Attendance	93%	93%	93%
Over Income # (over 101%)	124	76	200
Disability Enrollment			
Percent (#) of enrolled children with a disability	11.45%	12.17%	11.98%
Food Reports			
Meals Served	15,117	61,097	76,214
Snacks Served	6,588	29,410	35,998
Special Diets	54	122	176
Education Services - Missing			
1st Home Visit	2%	3%	3%
2nd Home Visit	100%	100%	100%
1st Parent Conference	6%	8%	8%
2nd Parent Conference	0%	0%	0%
Family Engagement Services - Complete			
Family Assessments BOY	68%	83%	79%
Family Assessments EOY	0%	0%	0%
Family Partnership Agreements	100.0%	99.5%	99.6%
Mental Health Services - Complete			
Students Received Mental Health Services	4	4	8
Education Screenings - Missing			
ASQ - 3 Developmental	3%	3%	3%
ASQ - SE Behavioral	3%	3%	3%
Health Screenings - Missing			
Health History	0%	0%	0%
Nutrition Assessment	0%	0%	0%
TB Questionnaire	0%	0%	0%
Hearing Screening	1%	0%	1%
Vision Screening	1%	1%	1%
Blood Pressure	1%	1%	1%
Growth Assessment	1%	1%	1%
Lead Test	51%	27%	33%
Physical Exams	3%	2%	2%
Dental Exams	4%	5%	5%



**Early Head Start-Child Care Partnership
Monthly Report to Policy Council
December 2017**

Indicators	BSA	Ella Austin	Healy Murphy	Inman	Seton Home	YWCA	TOTAL
Enrollment							
Funded Enrollment	28	64	56	28	20	20	216
YTD Enrollment	30	73	62	35	43	25	268
Total Monthly Enrollment	28	64	56	28	17	20	213
Adds	0	0	1	0	5	1	7
Drops	0	0	0	0	5	1	6
Waiting List	106	80	77	61	1	118	443
Over Income # (over 101%)	2	8	7	1	0	2	20
Average Daily Attendance	94%	86%	87%	90%	84%	92%	89%
Disability Enrollment							
Percent (#) of enrolled children with a disability	0%	3%	7%	4%	0%	35%	7%
Food Reports							
Meals Served	646	1,499	1,328	796	631	558	5,458
Snacks Served	362	695	662	370	296	270	2,655
Special Diets	9	11	14	10	3	8	55
Education Services- Missing							
1st Home Visit	0%	0%	2%	4%	13%	5%	2%
2nd Home Visit	100%	100%	100%	100%	100%	100%	100%
1st Parent Conference	4%	2%	2%	4%	33%	5%	5%
2nd Parent Conference	0%	0%	0%	0%	0%	0%	0%
Family Engagement Services- Complete							
Family Assessments BOY	96%	98%	98%	96%	100%	100%	98%
Family Assessments EOY	0%	0%	0%	0%	0%	0%	0%
Family Partnership Agreements	100%	100%	100%	100%	100%	95%	99.5%
Mental Health Services- Complete							
Students Received Mental Health Services	0	0	0	0	0	0	0
Education Screenings- Missing							
ASQ - 3 Developmental	0%	0%	0%	0%	13%	5%	1%
ASQ - SE2 Behavioral	0%	0%	0%	0%	13%	5%	1%
Health Screenings- Missing							
Health History	0%	0%	0%	0%	0%	0%	0%
Nutrition Assessment	0%	0%	0%	0%	0%	0%	0%
TB Questionnaire	0%	0%	0%	0%	0%	0%	0%
Hearing Screening	0%	0%	0%	0%	0%	0%	0%
Vision Screening	0%	0%	0%	0%	0%	0%	0%
Hemoglobin Test	4%	3%	9%	4%	33%	10%	8%
Lead Test	14%	3%	14%	14%	27%	15%	12%
Well-Child Exams (90-day requirement)	0%	0%	0%	0%	0%	0%	0%
Well-Child Exams (ongoing)	25%	38%	41%	39%	40%	30%	36%
Dental Exams	4%	0%	2%	4%	33%	5%	4%



Head Start Monitoring Report

December 2017

Provider	Monitoring Project	Submission Date	Status
NONE TO REPORT			



Early Head Start-Child Care Partnership Monitoring Report

December 2017

Provider	Monitoring Project	Submission Date	Status
Healy Murphy Child Development Center	Safe Environment Monitoring	12/13/2017	Complete
Blessed Sacrament	Safe Environment Monitoring	12/14/2017	Complete
YWCA Olga Madrid	Safe Environment Monitoring	12/14/2017	Complete
Blessed Sacrament	90 Day Health	12/4/17-12/15/17	Pending
Ella Austin	90 Day Health	12/4/17-12/15/17	Pending
Healy Murphy Child Development Center	90 Day Health	12/4/17-12/15/17	Pending
Inman Christian Child Care Center	90 Day Health	12/4/17-12/15/17	Pending
Seton Home Child Care Center	90 Day Health	12/4/17-12/15/17	Pending
YWCA Olga Madrid	90 Day Health	12/4/17-12/15/17	Pending

FISCAL REPORT

A group of diverse young children, including boys and girls of various ethnicities, are smiling and waving their hands. They are wearing red and blue shirts. The background is white.

Head Start Grant Year 17-18

As of November 30, 2017

TOTAL BUDGET TO YTD ACTUAL BY PROVIDER

	BUDGET	ACTUAL	% of Budget Used
COSA			
COSA	2,666,505	2,278,711	85%
Training & Technical Assistance	212,701	138,205	65%
SUPPORT SERVICES			
Family & Community Support	3,378,325	2,693,329	80%
SA Metro Health/UHS/UIW	224,470	97,062	43%
Total Support Services	3,602,795	2,790,391	77%
EDUCATION SERVICES			
San Antonio ISD-Education	12,228,344	7,967,856	65%
Edgewood ISD- Education	4,171,411	2,253,859	54%
Total Education Services	16,399,755	10,221,715	62%
	22,881,756	15,429,022	67%
IN-KIND	5,720,439	3,175,118	56%
TOTAL	\$ 28,602,195	18,604,140	65%

Grant Year

17-18

Head Start Fiscal Reports as of November 30, 2017

BUDGET BY CATEGORY - COSA

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Var \$	Var %
PERSONNEL	\$3,896,961	\$3,235,338	\$3,257,530	(\$22,192)	(1%)
FRINGE	\$1,526,225	\$1,269,027	\$1,296,016	(\$26,989)	(2%)
TRAVEL	\$15,000	\$11,844	\$11,097	\$747	6%
SUPPLIES	\$88,153	\$70,613	\$65,604	\$5,009	7%
EQUIPMENT	\$0	\$0	\$0	\$0	0%
CONTRACTUAL	\$17,009,436	\$12,409,874	\$10,513,512	\$1,896,362	15%
COSA	\$385,211	\$237,903	\$194,735	\$43,168	18%
Edgewood	\$4,171,411	\$2,989,927	\$2,253,859	\$736,068	25%
SA Antonio ISD	\$12,228,344	\$9,054,883	\$7,967,856	\$1,087,027	12%
SAMH/UHS/UIW	\$224,470	\$127,161	\$97,062	\$30,099	24%
FACILITIES/CONSTRUCTION	\$0	\$0	\$0	\$0	0%
OTHER	\$345,981	\$288,630	\$285,263	\$3,367	1%
TOTAL FEDERAL BUDGET	\$22,881,756	\$17,285,326	\$15,429,022	\$1,856,304	11%
Non Federal/In Kind	\$5,720,439	\$4,210,231	\$3,175,118	\$1,035,113	25%
TOTAL BUDGET	\$ 28,602,195	\$ 21,495,557	\$ 18,604,140	\$ 2,891,417	13%

Variance Explanations:

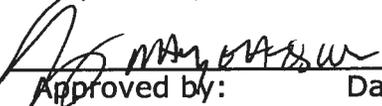
Personnel/Fringes	(\$22K) due to vacancies filled earlier than anticipated.
Fringes	(\$26.9k); (\$3.3K) Correlates to increase in salaries; (\$23.7K) due to increased number of staff with personal leave balances at end of fiscal year.
Contractual	\$1.89M; \$43.1k/Building repairs, \$736K/EISD, \$1.08M/SAISD, Run over 1 month behind, \$11.3K/UIW pending notification, \$18.3K/SAMH slow spending.
Non Federal /In Kind	\$4.2M YTD; \$816K/EISD/ \$2.2M SAISD/ \$19k/SAMH/ \$3.8k UIW/\$80K COSA.

Tracked Costs

	BUDGET	ACTUAL	VARIANCE	
Administrative Cost		\$1,131,468		
<i>(may not exceed 15% of actual Expenditure)</i>				
Training and Technical Assistance	\$212,701	\$138,205	\$74,496	35%
<i>(Earmarked costs)</i>				
Credit Card Transactions		\$0		

**Head Start PK Program
Admin Tracking
GY 2017-2018
As of Period November 30, 2017**

Partner	Federal Budget	Non-Federal Budget	Total Budget	YTD Federal Admin	YTD Non-Federal Admin	YTD Total Admin
Edgewood ISD	\$ 4,171,411	\$ 1,042,853	5,214,264	\$ 327,912	\$ 76,964	\$ 404,876
San Antonio ISD	\$ 12,228,344	\$ 3,057,086	15,285,430	\$ 425,127	\$ 318,178	\$ 743,305
SAMH/UHS	\$ 224,470	\$ 56,118	280,588	\$ -	\$ -	\$ -
COSA	\$ 6,257,531	\$ 1,564,383	7,821,914	\$ 1,131,468	\$ 61,862	\$ 1,193,330
Total	\$ 22,881,756	\$ 5,720,439	\$ 28,602,195	\$ 1,884,506	\$ 457,005	\$ 2,341,511


01/19/2018
 Prepared by: _____ Date: _____

1/19/18
 Approved by: _____ Date: _____

A group of diverse young children, including boys and girls of various ethnicities, are smiling and waving their hands. They are wearing red and white clothing. The background is white.

Head Start Grant Year 17-18

As of December 31, 2017

TOTAL BUDGET TO YTD ACTUAL BY PROVIDER

	BUDGET	ACTUAL	% of Budget Used
COSA			
COSA	2,666,505	2,484,605	93%
Training & Technical Assistance	212,701	158,363	74%
SUPPORT SERVICES			
Family & Community Support	3,378,325	2,985,377	88%
SA Metro Health/UHS/UIW	224,470	129,083	58%
Total Support Services	3,602,795	3,114,460	86%
EDUCATION SERVICES			
San Antonio ISD-Education	12,228,344	8,989,953	74%
Edgewood ISD- Education	4,171,411	2,715,253	65%
Total Education Services	16,399,755	11,705,206	71%
	22,881,756	17,462,634	76%
IN-KIND	5,720,439	3,727,182	65%
TOTAL	\$ 28,602,195	21,189,816	74%

Grant Year

17-18

Head Start Fiscal Reports as of December 31, 2017

BUDGET BY CATEGORY - COSA

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Var \$	Var %
PERSONNEL	\$3,896,961	\$3,563,445	\$3,599,151	(\$35,706)	(1%)
FRINGE	\$1,526,225	\$1,397,626	\$1,425,970	(\$28,344)	(2%)
TRAVEL	\$13,834	\$13,834	\$13,834	\$0	0%
SUPPLIES	\$88,153	\$81,883	\$68,400	\$13,483	16%
EQUIPMENT	\$0	\$0	\$0	\$0	0%
CONTRACTUAL	\$17,005,436	\$14,005,739	\$12,054,274	\$1,951,465	14%
COSA	\$381,211	\$301,691	\$219,985	\$81,706	27%
Edgewood	\$4,171,411	\$3,580,669	\$2,715,253	\$865,416	24%
SA Antonio ISD	\$12,228,344	\$9,954,064	\$8,989,953	\$964,111	10%
SAMH/UHS/UIW	\$224,470	\$169,315	\$129,083	\$40,232	24%
FACILITIES/CONSTRUCTION	\$0	\$0	\$0	\$0	0%
OTHER	\$351,147	\$321,475	\$301,006	\$20,469	6%
TOTAL FEDERAL BUDGET	\$22,881,756	\$19,384,002	\$17,462,634	\$1,921,368	10%
Non Federal/In Kind	\$5,720,439	\$4,846,000	\$3,727,182	\$1,118,818	23%
TOTAL BUDGET	\$ 28,602,195	\$ 24,230,002	\$ 21,189,816	\$ 3,040,186	13%

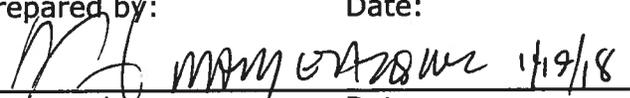
Variance Explanations:

Personnel	(\$35.7K) due to vacancies filled earlier than anticipated
Fringes	(\$28.3K); (\$5k) Correlates to increase in salaries and/(\$23.7K) due to increased number of staff with personal leave balances at end of fiscal year.
Supplies	\$13K; pending supplies requisition and invoices
Contractual	\$1.95M; \$81.7K Building repairs, \$865.4K/EISD and \$964K/SAISD, invoices run more than one month behind, \$11K/UIW will not spend, \$29k/SAMH unanticipated issues with transitioning personnel and slow spending.
Non Federal/In Kind	\$4.85M YTD; \$1M/EISD, \$2.6M/SAISD, \$34K/SAMH, \$5k/UIW, \$86K/COSA

Tracked Costs	EXPENDITURE	ACTUAL	VARIANCE
Administrative Cost		1,241,761.98	
(may not exceed 15% of Actual Expenditure)			
Training and Technical Assistance	\$212,701	158,362.75	\$54,338 26%
(Earmarked costs)			
Credit Card Transactions		\$0	

**Head Start PK Program
Admin Tracking
GY 2017-2018
As of Period December 31, 2017**

Partner	Federal Budget	Non-Federal Budget	Total Budget	YTD Federal Admin	YTD Non-Federal Admin	YTD Total Admin
Edgewood ISD	\$ 4,171,411	\$ 1,042,853	5,214,264	\$ 375,954	\$ 84,587	\$ 460,541
San Antonio ISD	\$ 12,228,344	\$ 3,057,086	15,285,430	\$ 479,412	\$ 360,769	\$ 840,181
SAMH/UHS	\$ 224,470	\$ 56,118	280,588	\$ -	\$ -	\$ -
COSA	\$ 6,257,531	\$ 1,564,383	7,821,914	\$ 1,241,762	\$ 62,541	\$ 1,304,303
Total	\$ 22,881,756	\$ 5,720,439	28,602,195	\$ 2,097,128	\$ 507,897	\$ 2,605,025


01/19/2018
 Prepared by: _____ Date: _____

 Approved by: _____ Date: _____

A group of diverse young children, including boys and girls of various ethnicities, are smiling and waving their hands. They are wearing red and white clothing. The background is white.

Early Head Start - CCP
Grant Year 17-18

As of November 30, 2017

TOTAL BUDGET TO YTD ACTUAL BY PROVIDER

PROVIDER	BUDGET	ACTUAL	% to Budget Used
COSA	\$ 681,548	\$ 231,688	34%
Training & Technical Assistance	\$ 64,800	\$ 10,764	17%
SUPPORT SERVICES			
Family Community Support	387,469	143,357	37%
University of Incarnate Word	8,000	1,359	17%
Total Support Services	\$ 395,469	\$ 144,716	37%
EDUCATION SERVICES			
Blessed Sacrament Academy	205,856	62,996	31%
Ella Austin Community Center	470,528	121,100	26%
Healy Murphy	411,712	118,046	29%
Inman Christian Center	205,856	46,780	23%
Seton Home	147,040	40,549	28%
YWCA Olga Madrid	147,040	28,331	19%
Total Education Services	\$ 1,588,032	\$ 417,803	26%
Total Federal	\$ 2,729,849	\$ 804,972	29%
Non Federal/In Kind	\$ 682,455	\$ 207,985	30%
Total Federal and Non Federal	\$ 3,412,304	\$ 1,012,957	30%

Grant Year

17-18

Early Head Start Fiscal Reports as of November 30, 2017

BUDGET BY CATEGORY

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Var (\$)	Var (%)
PERSONNEL	\$700,113	\$236,744	\$249,434	(\$12,690)	(5%)
FRINGE	\$277,253	\$91,540	\$101,462	(\$9,922)	(11%)
TRAVEL	\$20,000	\$5,500	\$1,901	\$3,599	65%
EQUIPMENT	\$0	\$0	\$0	\$0	0%
SUPPLIES	\$23,800	\$8,850	\$6,345	\$2,505	28%
CONTRACTUAL	\$1,648,122	\$426,915	\$430,522	(\$3,607)	(1%)
COSA	\$52,090	\$27,909	\$11,360	\$16,549	59%
Blessed Sacrament	\$205,856	\$51,462	\$62,996	(\$11,534)	(22%)
Ella Austin	\$470,528	\$117,633	\$121,100	(\$3,467)	(3%)
Healy Murphy	\$411,712	\$102,927	\$118,046	(\$15,119)	(15%)
Inman Christian	\$205,856	\$51,465	\$46,780	\$4,685	9%
Seton Home	\$147,040	\$36,759	\$40,549	(\$3,790)	(10%)
YWCA	\$147,040	\$36,759	\$28,331	\$8,428	23%
UIW	\$8,000	\$2,001	\$1,359	\$642	32%
FACILITIES/CONSTRUCTION	\$0	\$0	\$0	\$0	0%
OTHER	\$60,555	\$34,217	\$15,307	\$18,910	55%
TOTAL FED BUDGET	\$2,729,843	\$803,766	\$804,972	(\$1,206)	(0%)
NON FED SHARE/IN KIND	\$682,461	\$195,697	\$207,985	(\$12,288)	(6%)
TOTAL BUDGET	\$ 3,412,304	\$ 999,463	\$ 1,012,957	\$ (13,494)	(1%)

Variance Explanations:

Personnel	(\$12.7k) shortfall due to multiple staff actual time working in EHS-CCP program adjustment.
Fringes	(\$3.2k) Correlates to Personnel Salaries and \$ (\$6.2k) unanticipated increase in personal leave buyback
Travel	\$3.6k Anticipated travel for PC members in process
Supplies	\$2.5k Pending supplies requisition and planned Furniture purchase has not materialized
Contractual	(\$ 20.1k) Provider & Support Services net reimbursements were over target amount; \$ \$ 16.5k COSA fees to professional NTA/FSA PO pending invoices /services. \$ 14.5k Education -Teaching Strategies Invoice posted in Dec.; \$ 4.4k Facilities mtce- Alarm/Water/Cell phone charges posted in Dec.
Other	
Non Federal Share/In Kind	(\$2.9k)-BSA / (\$0.9k)-Ella / (\$3.9k)-Healy / \$1.2 Inman/ (\$0.9k) Seton/ \$2.1k-YWCA]; (\$7k) COSA

Tracked Costs

	BUDGET	ACTUAL	VARIANCE	%
Administrative Cost may not exceed 15% of Actual Expenditures		\$101,350		
Training and Technical Assistance Earmarked	\$64,800	10,764.37	\$54,036	17%
Credit Card Transactions		\$8,843		0.26%

YMU

**Early Head Start - Child Care Partnership
Admin Tracking
GY 2017-2018
As of Period November 30, 2017**

Partner	Federal Budget	Non-Federal Budget	Total Budget	YTD Federal Admin	YTD Non-Federal Admin	YTD Total Admin
Blessed Sacrament	\$ 205,856	\$ 51,464	257,320	\$ -	\$ 778	\$ 778
Ella Austin	\$ 470,528	\$ 117,632	588,160	\$ -	\$ 13,268	\$ 13,268
Healy Murphy	\$ 411,712	\$ 102,928	514,640	\$ -	\$ -	\$ -
Inman Christian Center	\$ 205,856	\$ 51,464	257,320	\$ 1,000	\$ 7,434	\$ 8,435
Seton Home	\$ 147,040	\$ 36,760	183,800	\$ 4,389	\$ 257	\$ 4,646
YWCA	\$ 147,040	\$ 36,760	183,800	\$ -	\$ -	\$ -
UIW - Support	\$ 8,000	\$ 2,000	10,000	\$ -	\$ -	\$ -
COSA	\$ 1,133,817	\$ 283,447	1,417,264	\$ 66,411	\$ 7,812	\$ 74,223
Total	\$ 2,729,849	\$ 682,455	3,412,304	\$ 71,799	\$ 29,551	\$ 101,350

Prepared by: *J Muak* Date: *1/18/18*
 Approved by: *M. M. GAZDAR* Date: *1/19/18*

CITY OF SAN ANTONIO
EARLY HEAD START PROGRAM
 August 1, 2017 - July 31, 2018
 Credit Card Expenditure Reporting
 As of Period November 30, 2017

CONTRACTOR	BUDGET	YTD ACTUAL	YTD CC EXPENSES	% CC TO YTD EXPENSES	CC TYPE	PURPOSE
Blessed Sacrament	205,856	62,996	103	0%	HEB/VISA	Formula, Classroom supplies
Ella Austin	470,528	121,100	5,075	4%	Walmart	Supplies, Formula/cleaning/educ.
Healy Murphy	411,712	118,046	1,138	1%	VISA	Diaper & Janitorial supplies, classroom
Inman Christian	205,856	46,780	1,276	3%	VISA	Supplies/Maintenance
Seton Home	147,040	40,549	1,252	3%	Master Card	classroom/cleaning supplies
YWCA - Olga Madrid	147,040	28,331	-	0%		
TOTAL	\$ 1,588,032	\$ 417,803	\$ 8,843	2%		

A group of diverse young children, including boys and girls of various ethnicities, are smiling and waving their hands. They are wearing red and white clothing. The background is white.

Early Head Start - CCP
Grant Year 17-18

As of December 31, 2017

TOTAL BUDGET TO YTD ACTUAL BY PROVIDER

PROVIDER	BUDGET	ACTUAL	% to Budget Used
COSA	\$ 681,548	\$ 283,278	42%
Training & Technical Assistance	\$ 64,800	\$ 23,769	37%
SUPPORT SERVICES			
Family Community Support	387,469	171,246	44%
University of Incarnate Word	8,000	1,359	17%
Total Support Services	\$ 395,469	\$ 172,605	44%
EDUCATION SERVICES			
Blessed Sacrament Academy	205,856	81,860	40%
Ella Austin Community Center	470,528	163,724	35%
Healy Murphy	411,712	155,589	38%
Inman Christian Center	205,856	62,837	31%
Seton Home	147,040	59,602	41%
YWCA Olga Madrid	147,040	38,546	26%
Total Education Services	\$ 1,588,032	\$ 562,159	35%
Total Federal	\$ 2,729,849	\$ 1,041,811	38%
Non Federal/In Kind	\$ 682,455	\$ 317,402	47%
Total Federal and Non Federal	\$ 3,412,304	\$ 1,359,213	40%

Grant Year

17-18

Early Head Start Fiscal Reports as of December 31, 2017

BUDGET BY CATEGORY

	TOTAL BUDGET	YTD BUDGET	YTD ACTUAL	Var (\$)	Var (%)
PERSONNEL	\$700,113	\$293,240	\$305,254	(\$12,014)	(4%)
FRINGE	\$277,253	\$113,445	\$122,339	(\$8,894)	(8%)
TRAVEL	\$20,000	\$2,500	\$1,901	\$599	24%
EQUIPMENT	\$0	\$0	\$0	\$0	0%
SUPPLIES	\$23,800	\$6,900	\$6,345	\$555	8%
CONTRACTUAL	\$1,648,122	\$559,917	\$578,606	(\$18,689)	(3%)
COSA	\$52,090	\$27,909	\$15,089	\$12,820	46%
Blessed Sacrament	\$205,856	\$68,616	\$81,860	(\$13,244)	(19%)
Ella Austin	\$470,528	\$156,844	\$163,724	(\$6,880)	(4%)
Healy Murphy	\$411,712	\$137,236	\$155,589	(\$18,353)	(13%)
Inman Christian	\$205,856	\$68,620	\$62,837	\$5,783	8%
Seton Home	\$147,040	\$49,012	\$59,602	(\$10,590)	(22%)
YWCA	\$147,040	\$49,012	\$38,546	\$10,466	21%
UIW	\$8,000	\$2,668	\$1,359	\$1,309	49%
FACILITIES/CONSTRUCTION	\$0	\$0	\$0	\$0	0%
OTHER	\$60,555	\$30,507	\$27,366	\$3,141	10%
TOTAL FED BUDGET	\$2,729,843	\$1,006,509	\$1,041,812	(\$35,303)	(4%)
NON FED SHARE/IN KIND	\$682,461	\$252,667	\$317,402	(\$64,735)	(26%)
TOTAL BUDGET	\$ 3,412,304	\$ 1,259,176	\$ 1,359,213	\$ (100,038)	(8%)

Variance Explanations:

Personnel	(\$12k) shortfall due to multiple staff actual time working in EHS-CCP program adjustment.
Fringes	(\$2.7k) Correlates to Personnel Salaries and (\$ 6.2k) unanticipated increase in personal leave buyback
Travel	
Supplies	
Contractual	(\$30k) Provider & Support Services net reimbursements were over target amount; \$11.3k- Fees to Professional-Nutrition Therapy/Family Service Assn. PO pending invoices/services.
Other	\$3.1k Brady facility maintenance such as alarm/Water/Cell phone charges for December were not posted till Jan.
Non Federal Share/In Kind	(\$.8k)-BSA / \$2.5 -Ella / (\$11.2)-Healy/ \$1.3k - Seton / \$.7k UIW] ; (\$54.5k) COSA

Tracked Costs

	BUDGET	ACTUAL	VARIANCE	%
Administrative Cost may not exceed 15% of Actual Expenditures		\$123,889		
Training and Technical Assistance Earmarked	\$64,800	23,769.05	\$41,031	37%
Credit Card Transactions		\$11,729		0.34%

CITY OF SAN ANTONIO
EARLY HEAD START PROGRAM
August 1, 2017 - July 31, 2018
Credit Card Expenditure Reporting
As of Period December 31, 2017

CONTRACTOR	BUDGET	YTD ACTUAL	YTD CC EXPENSES	% CC TO YTD EXPENSES	CC TYPE	PURPOSE
Blessed Sacrament	205,856	81,860	103	0%	HEB/VISA	Formula, Classroom supplies
Ella Austin	470,528	163,724	7,054	4%	Walmart	Supplies, Formula/cleaning/educ.
Healy Murphy	411,712	155,589	1,616	1%	VISA	Diaper & Janitorial supplies, classroom
Inman Christian	205,856	62,837	1,577	3%	VISA	Supplies/Maintenance
Seton Home	147,040	59,602	1,336	2%	Master Card	classroom/cleaning supplies
YWCA - Olga Madrid	147,040	38,546	42	0%		
TOTAL	\$ 1,588,032	\$ 562,159	\$ 11,729	2%		

GOVERNING BODY



City of San Antonio

Legislation Details (With Text)

File #: 17-6624

Type: Staff Briefing - Without Ordinance

In control: Community Health and Equity Committee

On agenda: 12/12/2017

Title: Briefing and possible action on Head Start Program Items and Fiscal Activities for September and October 2017. [María Villagómez, Assistant City Manager; Melody Woosley, Director, Department of Human Services]

Sponsors:

Indexes:

Code sections:

Attachments: 1. Attachment A Sept and Oct 2017 Program and Fiscal Report, 2. Head Start PPT - Dec 2017 CHEC final

Date	Ver.	Action By	Action	Result
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DEPARTMENT: Human Services

DEPARTMENT HEAD: Melody Woosley

COUNCIL DISTRICTS IMPACTED: Citywide

SUBJECT:

Head Start Briefing Items

SUMMARY:

This item presents the following Head Start grants items:

1. Program and Fiscal Briefing for the months of September and October 2017

BACKGROUND INFORMATION:

The U.S. Department of Health and Human Services (HHS) requires recipients of Head Start grants to provide monthly briefings on program and fiscal activities and ongoing training throughout the program year to their governing bodies. The City’s Community Health and Equity Committee and the Head Start Policy Council provide shared governance oversight of the Department of Human Services (DHS) Head Start grants.

The Head Start and Early Head Start-Child Care Partnership (EHS-CCP) grant programs are federally funded programs administered by HHS. The programs provide early childhood education, family support, and comprehensive support services to eligible children between the ages of six weeks and five years, and their families.

The Head Start Program serves children at or below the federal poverty line and prioritizes the most vulnerable children, including those with disabilities, experiencing homelessness, and children in the foster care system. The program mission is to prepare children and engage families for school readiness and lifelong success. The City of San Antonio program serves a total of 3,020 children: 777 children in the Edgewood Independent School District (EISD) and 2,243 children in the San Antonio Independent School District (SAISD). As the program grantee, Head Start provides direct program management, oversight, training and technical assistance, governance, family support and mental wellness services. The comprehensive services approach positively impacts families and holistically addresses the needs of the children. Head Start also contracts with EISD and SAISD for the provision of educational and disability services, the Metropolitan Health District for dental services, and University of the Incarnate Word for health services.

The Early Head Start - Child Care Partnership grant provides early childhood education and development for low-income families with infants and toddlers (ages 6 weeks to 35 months). Early Head Start partners with six non-profit child care centers to expand access to high-quality comprehensive services for 216 low-income infants and toddlers and their families.

ISSUE:

The rules and regulations for the Head Start and Early Start Programs as set forth by the U.S. Department of Health and Human Services require the Governing Body, the Community Health and Equity Committee, to review program information monthly. Item 1 is a briefing item and only requires review by the Community Health and Equity Committee.

- 1. Program and Fiscal Briefing for September and October 2017** - This item provides a monthly program and fiscal briefing for the months of September and October 2017. The report includes a status of enrollment, meals served, family and community support, health, education, and fiscal indicators.

ALTERNATIVES:

The review of the items included in this memorandum is required for program compliance with the Department of Health and Human Services rules and regulations for Head Start and Early Head Start programs.

FISCAL IMPACT:

There is no anticipated impact to the general fund as a result of these actions.

RECOMMENDATION:

Briefing item only.

