

Community Assessment Update

City of San Antonio

Department of Human Services

Early Head Start and Head Start

Programs

2021-2022



Letter from the Director

Dear Colleagues and Friends,

With this Community Assessment Update, the Department of Human Services (DHS), Head Start program provides you with updated data on the conditions affecting children living in need of additional resources within the City. As you know, the Office of Head Start requires a comprehensive community assessment every five years with annual updates.

The community assessment describes the context in which Head Start and Early Head Start Child Care Partnership programs operate and is useful for ensuring that the most effective services are provided to the most vulnerable population. This resource can assist program staff in coordinating their efforts to gather information required for a community assessment. The assessment paints a picture of the community and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic scene and its strengths and challenges.

The DHS, Head Start program serves 3,364 children ages six weeks to five years of age residing within the boundaries of the San Antonio and Edgewood school districts (777 in Edgewood ISD and 2,243 in SAISD, 216 in EHS-CCP, and 128 in the New EHS Program). Generally, and compared to the entire City of San Antonio and Bexar County, both districts' residents have higher needs for services, both educational and economic. There are many children within the two districts' boundaries who are born into families with limited resources and some barriers to reaching their full potential. However, working with our school districts, teachers, community partners, parents, grandparents and so many more, DHS, Head Start provides these children and families with the tools necessary to be successful in life and in school.

More work needs to be done to support our children and families, as this report shows, but the DHS, Head Start program has made positive impacts with thousands of children and their families' lives. We are proud of the work we have done and proud of the progress our Head Start children and families continue to make even after they leave our program.

I would like to thank each of you who have participated in the many DHS, Head Start planning sessions; I deeply appreciate your time, thoughts and willingness to further the work of 'closing the gap' for our youngest, most vulnerable citizens. Your interest in the health and wellbeing of our children supports the work of Head Start to improve the lives of the children and their families.

For more in-depth discussion of the conditions presented, please see the entire report and to find out more about our program, please visit www.saheadstart.org or contact (210) 206-5500.

Sincerely,
Audrey K. Jackson
Head Start and Early Head Start Administrator



Disclaimer

The information presented in this Community Update was acquired and analyzed according to the most recent and relevant data available. Interpretations, estimates, and analyses are those of the authors and may not reflect the views of the City of San Antonio Department of Human Services (DHS) or the National Head Start Association. Additionally, the authors arrived at all conclusions independent of the grantee to maintain a data-driven, theoretically sound, and objective assessment incorporating data from all available sources. This Community Update was completed and prepared by:

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1. Executive Summary

The City of San Antonio's Department of Human Services (DHS) is a grantee of the U.S. Department of Health & Human Services, Administration for Children and Families (ACF) division and, in collaboration with local partners, provides high-quality education, disability, dental, health, safety, mental health, and nutrition services to eligible children residing in Edgewood and San Antonio school districts. Head Start grantees are required to conduct community assessments every five years, and community assessment updates annually, to better assess and meet local need for Early Head Start and Head Start services. The following community assessment update provides updated information on the population of Edgewood and San Antonio Independent School Districts, including demographics, estimates of age and income eligible children for Early Head Start and Head Start, information about other childcare and child development resources, and an overview of the community's strengths.

Many residents of central San Antonio, which contains Edgewood Independent School District (EISD) and San Antonio Independent School District (SAISD), live below the federal poverty threshold. San Antonio and Bexar County residents are younger, on average, than the Texas and U.S. populations; they are also more likely to be foreign born, a racial or ethnic minority, and living below the federal poverty threshold with related children compared to the state and national populations. Larger proportions of City and County residents speak Spanish at home, come from single-parent households, and live in larger households compared to these other geographies. Educational attainment tends to be lower, the unemployment rate is higher, reliance upon public assistance is greater, and high-skilled jobs are less common in the City and County, in comparison to the State and Nation. Compared to San Antonio and Bexar County, the proportions of EISD and SAISD residents with these characteristics are even greater. There are many children in the service area who are born into families with limited resources and notable barriers to reaching their full potential.

An assessment of the number of age-and-income eligible children in the service area and the children currently served by the City of San Antonio Department of Human Services (DHS) Early Head Start- (EHS) and Head Start (HS) Programs indicates that approximately 5,785 age-and-income eligible children are not being served by the programs (2,129 for HS and 3,656 for EHS). Local resources such as childcare facilities, public schools, and other programs are serving a majority of the children that are age-and-income eligible for Head Start. However, it is unlikely children that are age-and-income eligible for Early Head Start Program are adequately served by these same resources.

A projected increase in the number of age-eligible children indicates that the need for Early Head Start-Child Care Partnership and Head Start services in Bexar County will likely become

larger each year, at least through 2031. Adding to this need for services is the expanding number of children who will be diagnosed with disabilities. Assuming the rate of disabilities remains constant, and taking into account the projected growth of age-eligible children, an increase in required services through 2031 is expected.

There are many services and resources in San Antonio that address the needs of families living in poverty in Edgewood and San Antonio Independent School Districts. However, capacity to address the comprehensive needs of children living in poverty in these areas falls short at present.

Please refer any questions or comments regarding the content or methods to Lloyd.Potter@utsa.edu, phone number: (210) 458-6530.

2. Grantee Profile

As a grantee of the U.S. Department of Health & Human Services (HHS) for over 38 years, the City of San Antonio, Department of Human Services (DHS), is responsible for the program administration, operational oversight, and management of funds for the local Early Head Start-Child Care Partnership (EHS-CCP) and Head Start Program. DHS has established a shared governance system, which allows program stakeholders at all levels to participate in the policy formation process. The structure includes the City of San Antonio Council, the Community Health and Equity Committee (CHEC) at the City level, the Head Start Policy Council (HSPC) at the program level, and the Parent Connection Committees (PCC) at the center level.

Mission Statement:

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

Source: City of San Antonio, Department of Human Services Head Start, 2017-2023 Strategic Planning: Goals and Objectives

Vision Statement:

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

Source: City of San Antonio, Department of Human Services Head Start 2017-2023 Strategic Planning: Goals and Objectives

Goals of the DHS Head Start Program:

- Prepare children to succeed in school and life
- Promote well-being of families to enable them to support their children's learning and development
- Children are healthy and ready to learn
- Support the care of children by creating safe environments
- Recruit and retain highly qualified staff

Source: City of San Antonio, Department of Human Services Head Start 2017-2023 5-Year Strategic Planning: Goals and Objectives

Program Overview

DHS's Early Head Start-Child Care Partnership and Head Start Programs provide high-quality early childhood education, disability, dental, health and safety, mental health, and nutrition services to qualified children and their families in the EISD and SAISD service areas. In addition, these programs offer family support services which include transportation, assistance accessing community resources, parent engagement activities, promotion of cultural diversity and self-sufficiency, and opportunities for parent engagement and leadership. The Head Start program operates on the same schedule as a normal school year.

Geography

San Antonio is the seat of Bexar County and is located in South Central Texas, south of Austin and north of Laredo. The County is well-populated and houses 2.03 million of Texas' total 29.53 million residents. San Antonio is the County's largest city and contained 1.45 million (71.4%) of the County's residents in 2021 (Census Population Estimates Vintage 2021).

Recruitment

DHS Head Start Programs actively seek out and recruit families most in need of Head Start and Early Head Start-Child Care Partnership services. Recruitment efforts begin in the spring and continue throughout the year to 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, social media, and referrals with other agencies. Recruitment plans are developed and approved annually by the Governing Body and the Head Start Policy Council. The Head Start Programs utilize a selection criteria point matrix system which weighs vulnerability factors such as income, homelessness, involvement with the foster care system, disability status, and usage of public assistance. A minimum 10% of the programs' annual enrollment needs to be comprised of children with disabilities and the program frequently exceeds this amount.

Service Area & Providers

During the 2021-2022 school year, the DHS, Head Start Program served 2,882 children (Office of Head Start, 2021 Program Information Report, Cumulative Enrollment) at 22 school campuses throughout EISD and SAISD (3 in EISD and 19 in SAISD) and six Early Childhood Education Centers (Head Start ECKLC, Head Start Locator, Custom Search, 2021). The cumulative enrollment for Head Start was 2,563 children, and 319 children for the Early Head Start and Early Head Start-Child Care Partnership Program. The funded enrollment during the same year was 3,364 children: the Head Start Program served 2,243 children in SAISD and 777 children in EISD; 216 children were enrolled in the combined six centers in the Early Head Start-Child Care Partnership Program (EHS-CCP); and the remaining 128 children were enrolled in the new Head Start Program.

Services at these sites are provided through contractual partnerships with two education service providers and two health support service providers (DHS, Head Start, 2018 Services). EISD and SAISD collaborate with DHS to operate 25 school campuses in both districts. The San Antonio Metropolitan Health District, and University of the Incarnate Word, work with the programs to provide medical, dental, and health services, to include referrals to The Center for Health Care Services for mental wellness services to enrolled children and their families. Health services include on-site dental exams with a fluoride varnish, medical services include lead and hemoglobin screenings, nutrition consultations, and parent education classes.

DHS was awarded an Early Head Start-Child Care Partnership (EHS-CCP) grant and began to serve up to 216 children in the summer of 2015. Enrollees are provided services at six EHS-CCP locations. These centers are located in four zip codes -- 78202, 78207, 78210, and 78237-- all of which are within EISD and SAISD, the City's existing service areas. However, please note children outside of these zip codes may also receive services from the EHS-CCP Program. The zip codes where EHS-CCP centers are located are highlighted in green in Figure 2-1, and the Head Start service areas of SAISD and EISD are highlighted in blue.

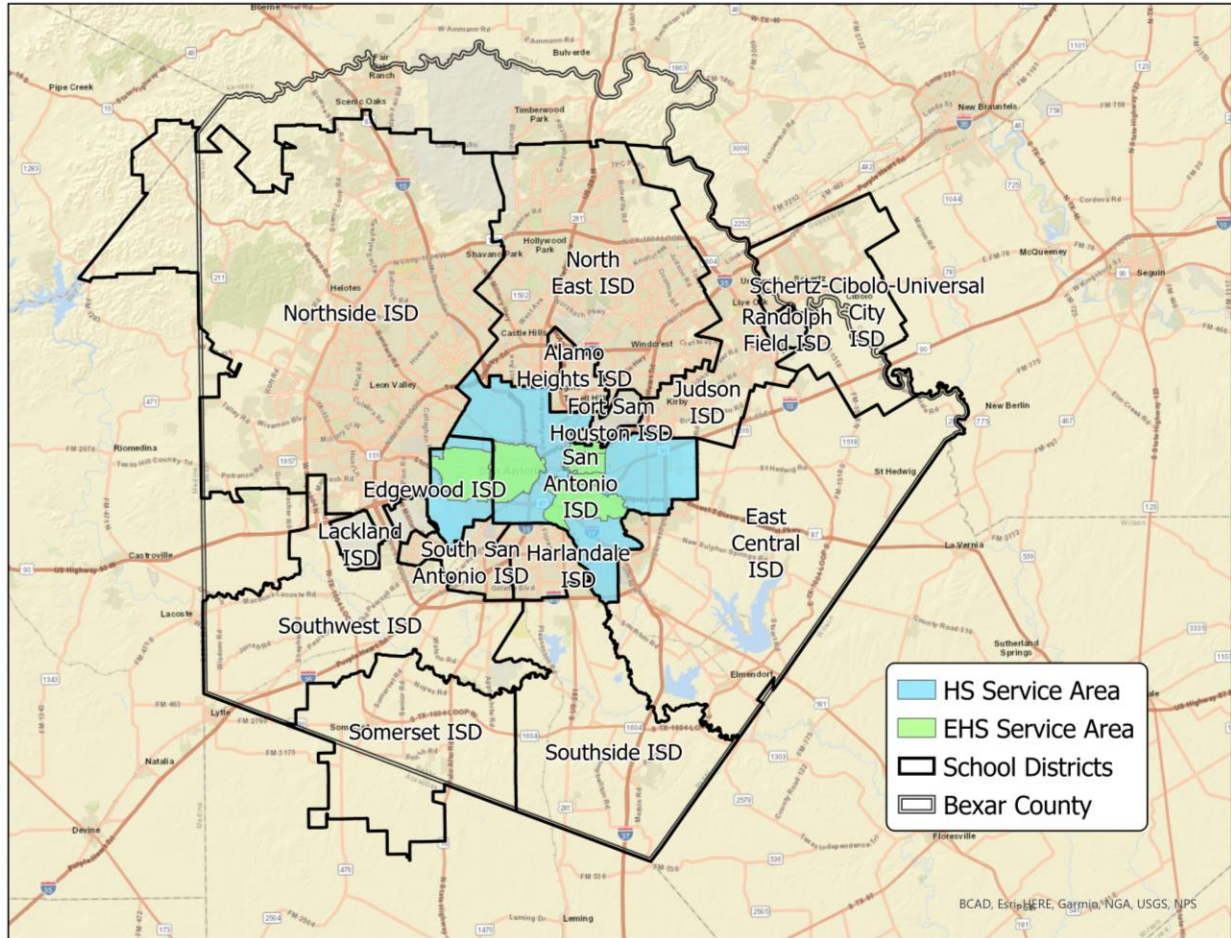


Figure 2-1 School Districts Served by the City of San Antonio, DHS Head Start Program, 2020-2021
 Source: U.S. Census Bureau, Census 2020 Tigerline Boundary Files

3. Demographic Profile of Bexar County

Population Growth

In 2010, Bexar County had a total population of just over 1.7 million (U.S. Census Bureau, 2010 Census). Between 2010 and 2020, Bexar County grew 17.2% to a total of 2.01 million residents (2020 Census P.L. 94-171 Summary File). As shown in Table 3-1, within this decade, Bexar County's population growth (17.2%) is higher than the population growth in Texas (15.9%) and in the United States (7.4%).

Bexar County's population growth over the past decade (2010-2020) was mostly attributable to natural increase¹ and domestic migration (see Table 3-2). However, between 2010 and 2020, net migration accounted for a higher proportion (53.9%) of Bexar County's population growth than did natural increase (46.1%), compared to the State of Texas (51.7% versus 48.3%). By contrast, only 40.9% of the nation's population growth in the past decade was accounted for by net migration.

Overall, trends indicate Bexar County has continued to experience a steady population increase from 2010 to 2020 (see Table 3-1). The total population is expected to grow² from 2.0 million in 2020 to 2.5 million in 2030 (Texas Demographic Center, County Population Projections, 2018). The Bexar County population resulting from the expected growth in the decades to come will be predominately Hispanic and younger in age, compared to the population of Bexar County in 2010. According to population estimates for Bexar County, the non-Hispanic white population made up 30% of the total population in 2010 (2010 Census). In 2020, this percentage has declined to 26.7% (2020 Census P.L. 94-171 Summary File), and by 2040 non-Hispanic whites are projected to comprise 23% of all Bexar County residents (Texas Demographic Center, 2018). Meanwhile, the County's share of minorities, especially Hispanics, will increase dramatically in the same time period (see Figure 3-1).

¹ Natural increase is the number of births minus the number of deaths in an area over a specified period of time.

² This projection assumes the Migration Scenario between 2010 and 2015, which is the recommended choice for Bexar County (Texas Demographic Center, 2018). The scenario uses migration rates calculated from population trends occurring after 2010 and assumes demographic changes happen more quickly than those trends.

Table 3-1 Bexar County Population Growth Comparison between Texas and the United States, 2010, 2020

	2010	2020	Change	
			Numeric	Percent
Bexar County	1,714,773	2,009,324	294,551	17.2%
Texas	25,145,561	29,145,505	3,999,944	15.9%
United States	308,745,538	331,449,281	22,703,743	7.4%

Source: U.S. Census Bureau, 2010 and 2020 Census Counts

Table 3-2 Estimated Bexar County Components of Population Change between 2010 and 2020

	2010 Estimate*	2020 Estimate*	Population Change**	Natural Increase**	Net Migration		
					Total	Foreign Migration**	Domestic Migration**
Bexar County	1,714,773	2,026,823	312,042 (100.0%)	143,219 (46.0%)	167,751 (54.0%)	43,829	123,922
Texas	25,145,561	29,360,759	4,214,687 (100.0%)	2,027,414 (48.3%)	2,173,519 (51.7%)	869,640	1,303,879
U.S.	308,745,538	329,484,123	20,738,585 (100.0%)	12,257,668 (59.1%)	8,468,350 (40.9%)	8,468,350	0

Source: *Decennial Census Count, US Census Bureau, 2010.
 **Current Estimates of the Population, U. S. Census Bureau, 2020 Vintage.
 Note: This data reflects the estimated population change between April 1, 2010 to July 1, 2020.
 Components may not add to total as residual is not presented in this table.

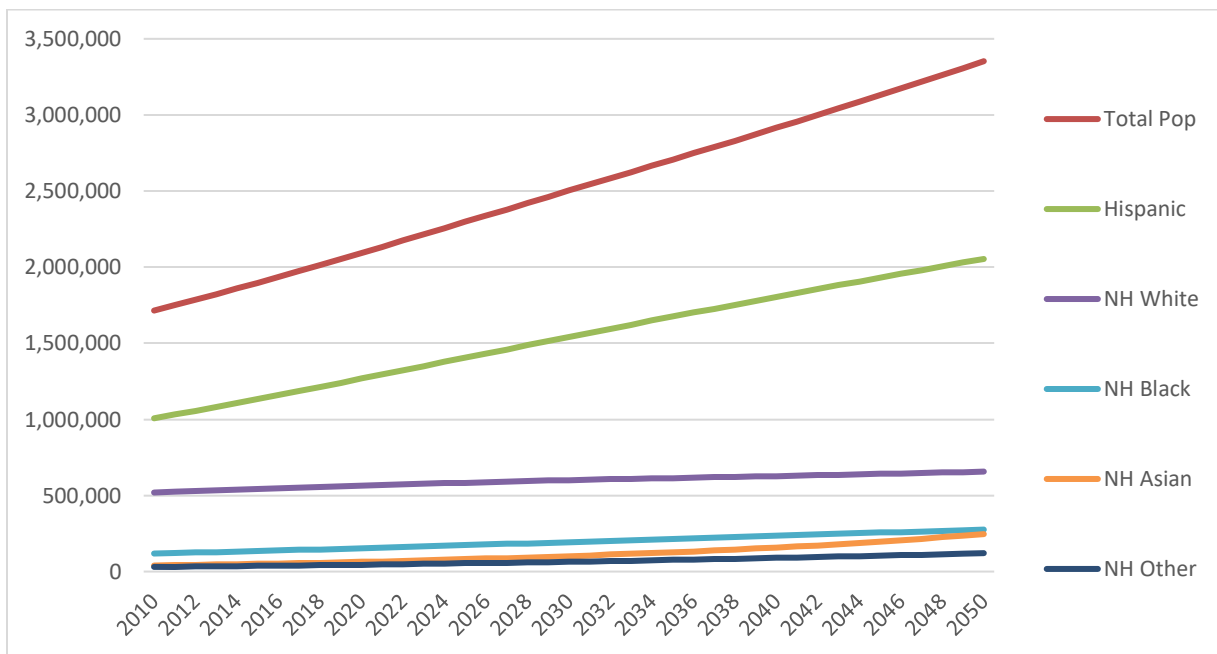


Figure 3-1 Bexar County Projected Growth by Race and Ethnicity, 2010-2050
 Source: Texas Demographic Center Population Projections, 2018

By further examining the geographic pattern of the natural increase in Bexar County, we can see that many of the births were concentrated in central Bexar County (see Figure 3-1). According to the Texas Vital Statistics (VSTAT) 2005-2019 as shown in Table 3-3, overall, COSA DHS Head Start service area appears to have larger shares of births to teenage mothers, births to single mothers, mothers with less than a high school education, and births with low or very low birth weight, when compared to Bexar County and the State. Among the zipcodes, 78235 has the highest share of births to teenage mothers (69.8%); 78226 has the highest share of births to single mothers (72.6%); 78207 has the highest share of births to mothers without a high school/GED degree (36.2%); 78220 has the highest share of births with low or very low birthweight (15.6%)

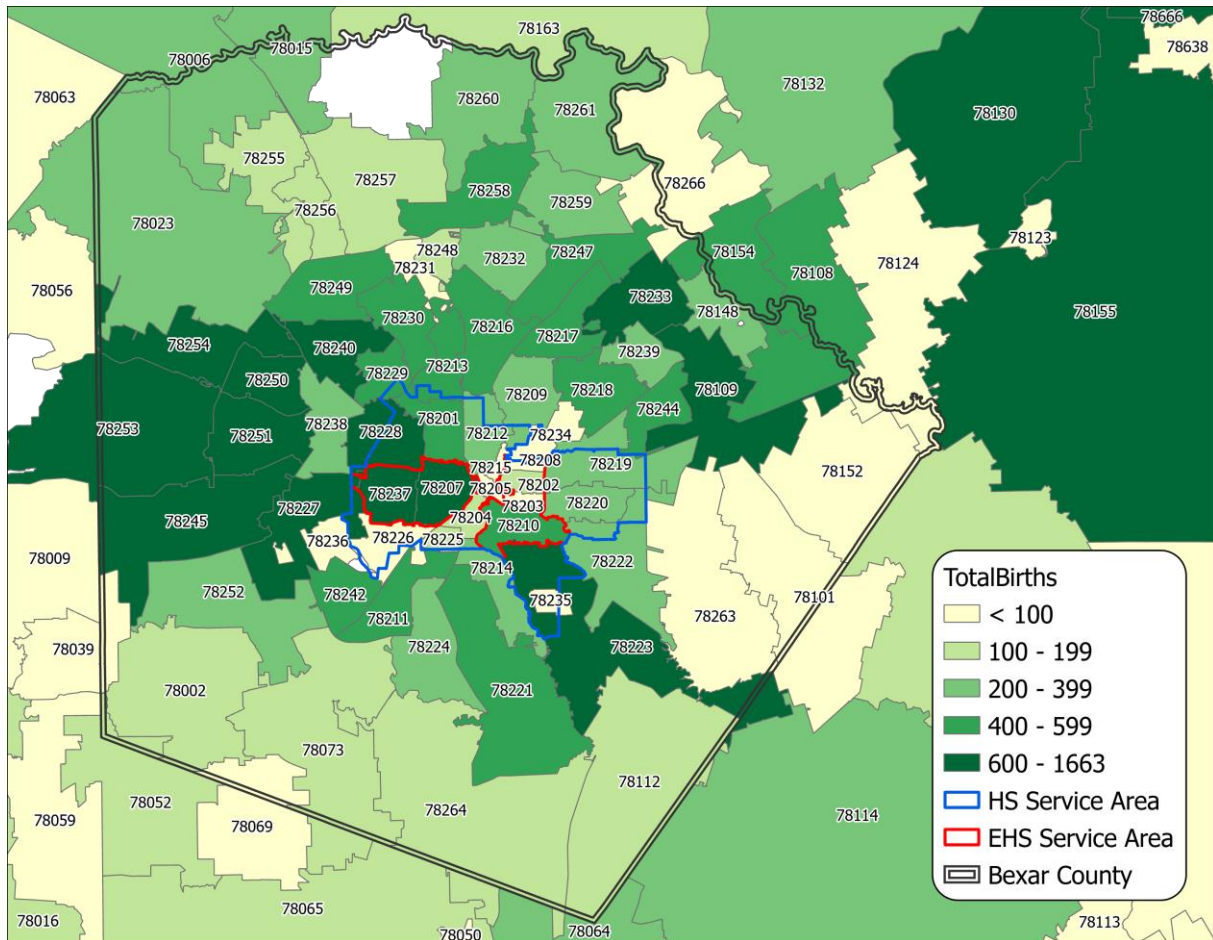


Figure 3-2 Births per ZIP Code in Bexar County, 2019
 Note: White zip codes did not report any birth information between 2005-2019.
 Source: Texas Vital Statistics (VSTAT), 2005-2019.

Table 3-3 Births Occurring by Mother’s Characteristics, Selected Geographies, 2019

Geography	Total Births	Percent births to mothers aged 15-19 years	Percent of births to single mothers	Percent of births to mothers with less than HS/GED	Percent of births with low or very low birthweight
Bexar County	26,113	6.5%	41.3%	15.6%	8.4%
Texas	377,710	6.3%	44.7%	13.6%	9.0%
All Zipcodes in the Service Area	5,171	9.5%	62.1%	26.0%	9.7%
78201	593	10.6%	57.0%	25.1%	6.9%
78202	176	0.0%	63.1%	23.9%	10.2%
78203	93	0.0%	65.6%	30.1%	10.8%
78204	136	0.0%	65.4%	21.3%	8.8%
78205	10	0.0%	0.0%	0.0%	0.0%
78207	850	9.5%	71.8%	36.2%	10.7%
78208	55	0.0%	63.6%	34.5%	0.0%
78210	506	13.8%	67.4%	27.3%	8.9%
78212	241	4.1%	42.7%	15.4%	10.8%
78215	22	0.0%	0.0%	0.0%	0.0%
78219	263	11.4%	60.1%	21.7%	12.9%
78220	275	9.8%	66.2%	27.6%	15.6%
78222	337	8.6%	54.9%	17.5%	9.5%
78225	146	8.2%	60.3%	24.0%	7.5%
78226	95	12.6%	72.6%	24.2%	13.7%
78228	715	8.3%	58.3%	23.5%	9.7%
78235	43	69.8%	39.5%	0.0%	0.0%
78237	615	11.2%	66.5%	28.5%	9.6%

Note: 1. The table shows zipcodes that are within the COSA DHS Head Start service area boundaries.
 2. The highlighted zipcodes are COSA DHS Early Head Start service areas.
 Source: Texas Vital Statistics (VSTAT), 2005-2019.

Immigrants

During 2016-2020, foreign born residents made up 13.0% of Bexar County’s population (see Table 3-4). Edgewood (17.7%) and San Antonio ISDs (14.8%) were estimated to have some of the greatest shares of foreign born among all Bexar County. Only Harlandale (15.6%) and South San Antonio ISDs (17.6%) had greater shares of foreign born population than these districts. In contrast, Lackland ISD (6.3%) had the lowest proportion of foreign born residents.

Among the foreign born population, the percentage of Hispanic foreign-born residents ranged from a low (16.5%) in Randolph Field ISD to a high (98.9%) in Harlandale ISD. The total foreign-born population of Edgewood ISD (97.6%) and San Antonio ISD (91.9%) is almost entirely Hispanic, which is significantly higher than it is in the County (71.0%) and in the State (64.9%).

Table 3-4 Bexar County Foreign Born Population Comparisons for Selected School Districts, 2016-2020

Geography	Total Population		Foreign Born Population			
	Estimate	Percent Hispanic	Estimate	Percent of Total Population	Percent Non-Hispanic White	Percent Hispanic
Alamo Heights	33,342	29.9%	2,569	7.7%	31.7%	54.8%
East Central	55,325	59.6%	4,604	8.3%	5.6%	83.5%
Edgewood	64,284	94.6%	11,384	17.7%	1.1%	97.6%
Ft. Sam	4,946	24.6%	369	7.5%	3.5%	53.9%
Harlandale	68,416	88.8%	10,666	15.6%	0.2%	98.9%
Judson	129,744	43.3%	15,193	11.7%	9.1%	69.9%
Lackland	7,364	21.4%	461	6.3%	5.9%	38.6%
North East	437,350	46.3%	51,887	11.9%	11.7%	61.5%
Northside	642,553	57.2%	83,761	13.0%	14.6%	52.7%
Randolph Field	1,190	20.1%	79	6.6%	19.0%	16.5%
San Antonio	332,198	78.7%	49,304	14.8%	4.3%	91.9%
Schertz-Cibolo-Univ. City	81,884	32.0%	5,666	6.9%	13.5%	51.9%
South San Antonio	51,988	89.6%	9,175	17.6%	0.9%	96.4%
Somerset	14,671	79.6%	1,684	11.5%	3.0%	90.8%
Southside	25,161	83.7%	3,697	14.7%	2.7%	90.2%
Southwest	63,191	78.3%	8,481	13.4%	1.9%	91.6%
Bexar County	1,978,826	60.5%	257,716	13.0%	9.5%	71.0%
Texas	28,635,442	39.4%	4,822,952	16.8%	8.4%	64.9%

Note: Estimates from survey data have associated sampling error not presented in this table.

Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP02, DP05 and Derived from B05003H & B05003I

Race and Ethnicity

Racial/ethnic minorities (including Hispanic, Non-Hispanic Black, Non-Hispanic Asian, and Non-Hispanic Other) make up a greater proportion of the population in the City of San Antonio (76%) and Bexar County (73%) compared to the State (59%) and Nation (40%) (see Tables 3-5 and 3-8) and most other comparable counties, except El Paso County (see Tables 3-6 and 3-7). In comparison, even greater percentages of minorities reside in Edgewood (97%) and San Antonio (87%) ISDs than the City, County, State or Nation (see Table 3-8).

Minorities comprise more than 70% of Bexar County's population, with non-Hispanic Whites comprising only 27% of the overall population. Specifically, Bexar county's minority population includes 61% Hispanic residents, 7% Black or African-American residents, 3% Asian residents, and 2% of residents with another race (see Table 3-5). In comparison, more than one-third of Texas population are non-Hispanic Whites (41%) and more than half of the Nation's population was non-Hispanic White (60%).

The majority of EISD and SAISD populations were comprised of minority groups. Only 3% and 13% of Edgewood and San Antonio ISD residents were non-Hispanic White, respectively. Hispanics were the largest racial/ethnic group in these areas, accounting for 95% and 79% of each district's residents, respectively (see Table 3-8).

Figure 3-3 highlights the distribution of racial/ethnic minority group across Bexar County. Minorities are heavily concentrated within the Interstate 410 Loop and the southern part of the County. Neighborhoods characterized by larger percentages of Hispanics are located in central San Antonio and extend southwards, much like the pattern seen for the distribution of minorities (see Figure 3-4). In contrast, neighborhoods with greater shares of non-Hispanic Blacks are clustered in eastern and scattered portions of western Bexar County (see Figure 3-5). These neighborhoods, which are composed of higher concentrations of minority populations, are among some of the most densely populated and oldest neighborhoods in San Antonio, making up the urban core of the County and the City of San Antonio. Edgewood and San Antonio ISD boundaries encompass the central part of San Antonio, where higher proportions of Hispanic population are concentrated.

Table 3-5 Racial and Ethnic Composition Comparison, Bexar County, Texas, the United States, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
Total	1,978,826	100	28,635,442	100	326,569,308	100
Hispanic (any race)	1,197,120	60.5	11,294,257	39.4	59,361,020	18.2
White (non-Hispanic)	536,112	27.1	11,850,477	41.4	196,251,375	60.1
Black (non-Hispanic)	139,381	7.0	3,367,449	11.8	39,994,653	12.2
Asian (non-Hispanic)	57,633	2.9	1,396,953	4.9	18,184,182	5.6
Other (non-Hispanic)	48,580	2.4	726,306	2.5	12,778,078	3.9
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP05 & derived from DP05.						

Table 3-6 Racial and Ethnic Composition Comparison for Bexar, Dallas, and El Paso Counties, 2016-2020

	Bexar		Dallas		El Paso	
	Total	Percent	Total	Percent	Total	Percent
Total	1,978,826	100	2,622,634	100	836,915	100
Hispanic (any race)	1,197,120	60.5	1,055,049	40.2	691,920	82.7
White (non-Hispanic)	536,112	27.1	749,571	28.6	98,336	11.7
Black (non-Hispanic)	139,381	7.0	585,014	22.3	24,122	2.9
Asian (non-Hispanic)	57,633	2.9	169,259	6.5	9,433	1.1
Other (non-Hispanic)	48,580	2.4	63,741	2.4	13,104	1.6
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP05 & derived from DP05.						

Table 3-7 Racial and Ethnic Composition Comparison for Harris, Tarrant and Travis Counties, 2016-2020

	Harris		Tarrant		Travis	
	Total	Percent	Total	Percent	Total	Percent
Total	4,680,609	100	2,077,153	100	1,250,884	100
Hispanic (any race)	2,016,625	43.1	602,314	29.0	420,236	33.6
White (non-Hispanic)	1,356,752	29.0	952,535	45.9	607,813	48.6
Black (non-Hispanic)	865,997	18.5	337,963	16.3	98,769	7.9
Asian (non-Hispanic)	327,086	7.0	115,015	5.5	83,853	6.7
Other (non-Hispanic)	114,149	2.5	69,326	3.4	40,213	3.2
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP05 & derived from DP05.						

Table 3-8 Racial and Ethnic Composition Comparison, Edgewood ISD, San Antonio ISD, City of San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
Total	64,284	100	332,198	100	1,529,133	100
Hispanic (any race)	60,782	94.6	261,429	78.7	989,877	64.7
White (non-Hispanic)	2,128	3.3	41,467	12.5	367,108	24.0
Black (non-Hispanic)	1,018	1.6	22,684	6.8	96,076	6.3
Asian (non-Hispanic)	124	0.2	2,033	0.6	43,768	2.9
Other (non-Hispanic)	232	0.3	4,585	1.4	32,304	2.2
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP05 & derived from DP05.						

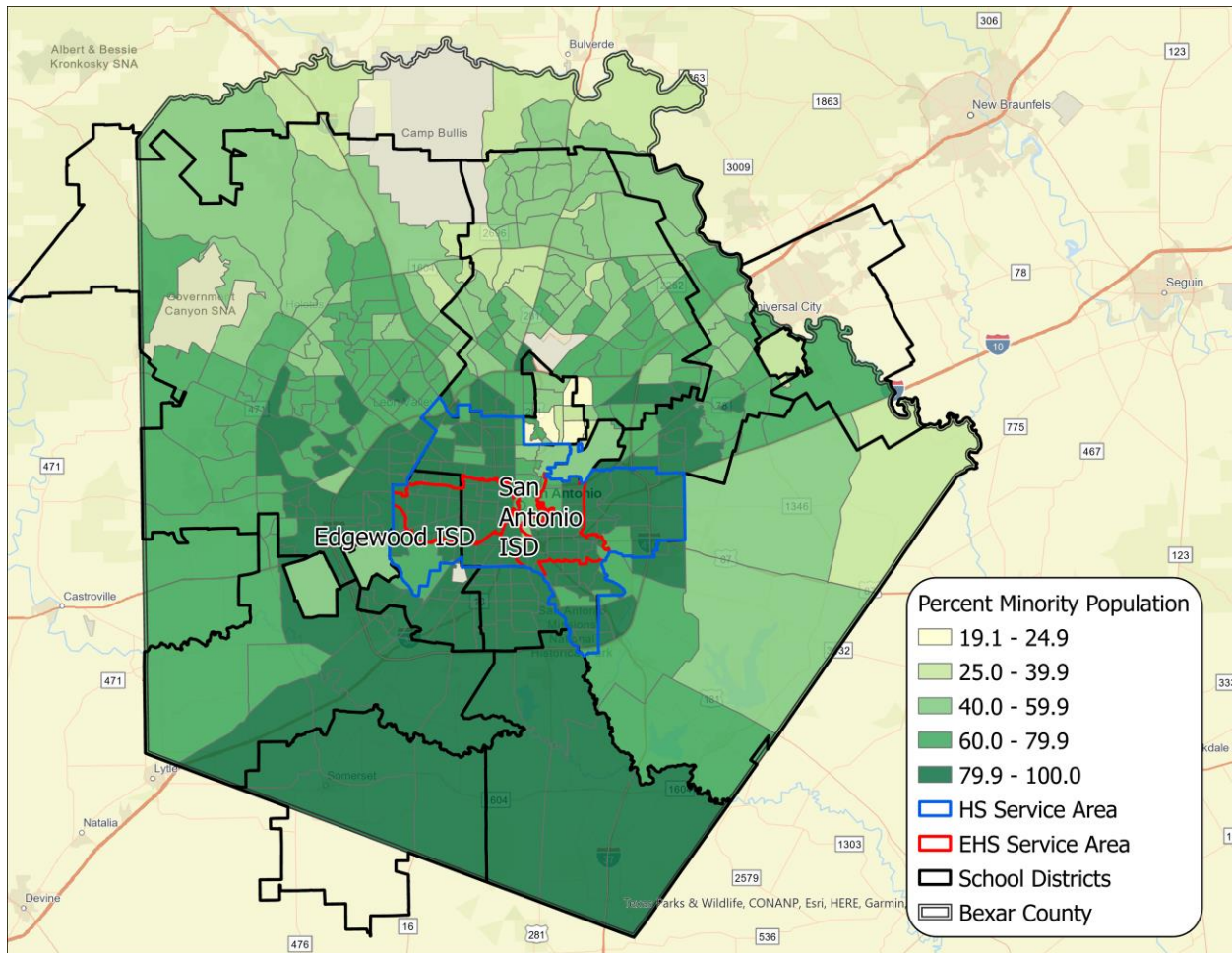


Figure 3-3 Percent of the Minority Population by Census Tract, Bexar County, 2016-2020
 Source: American Community Survey, Five-year Sample, DP05, 2016-2020

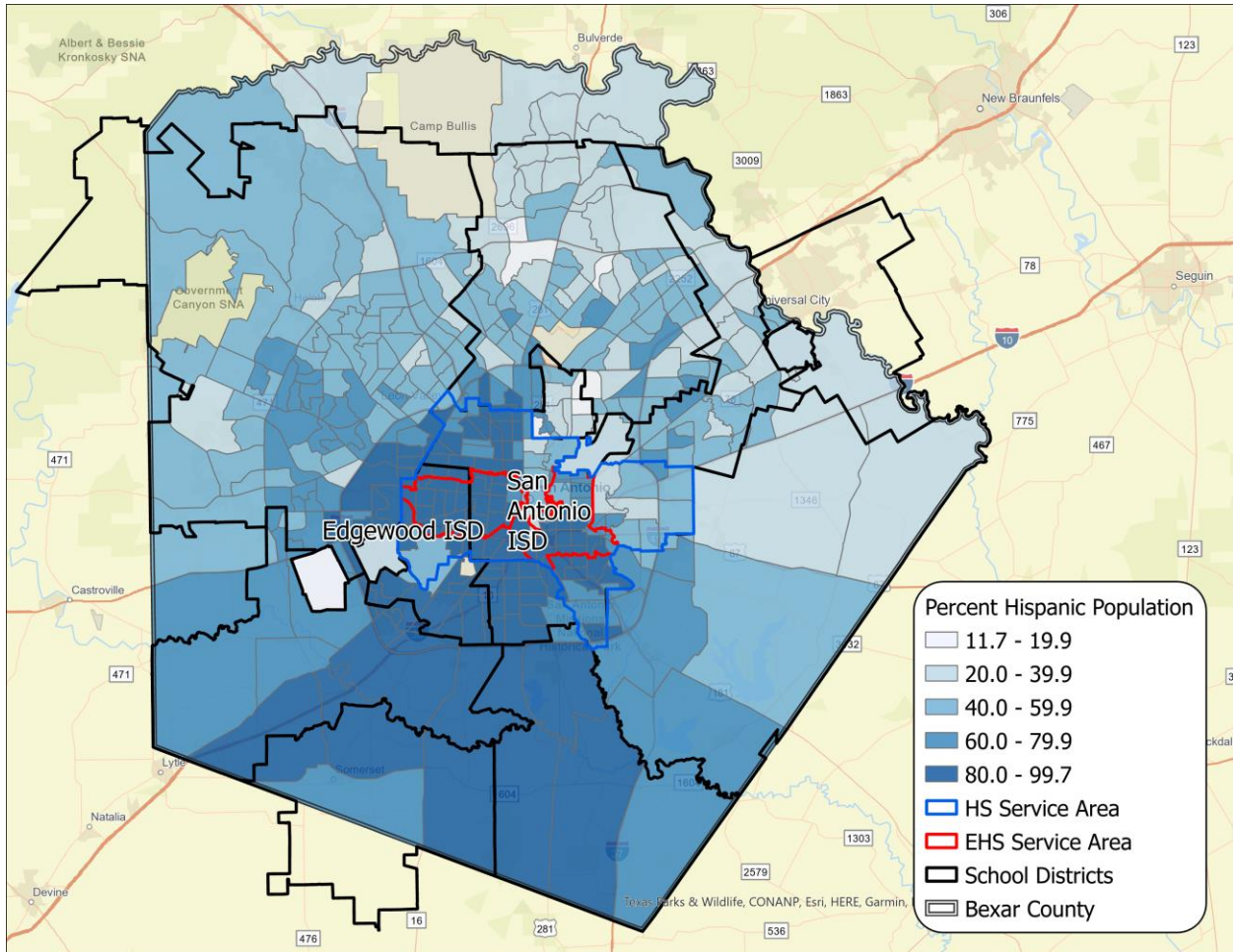


Figure 3-4 Percent of the Hispanic Population by Census Tract, Bexar County, 2016-2020
 Source: American Community Survey, Five-year Sample, DP05, 2016-2020

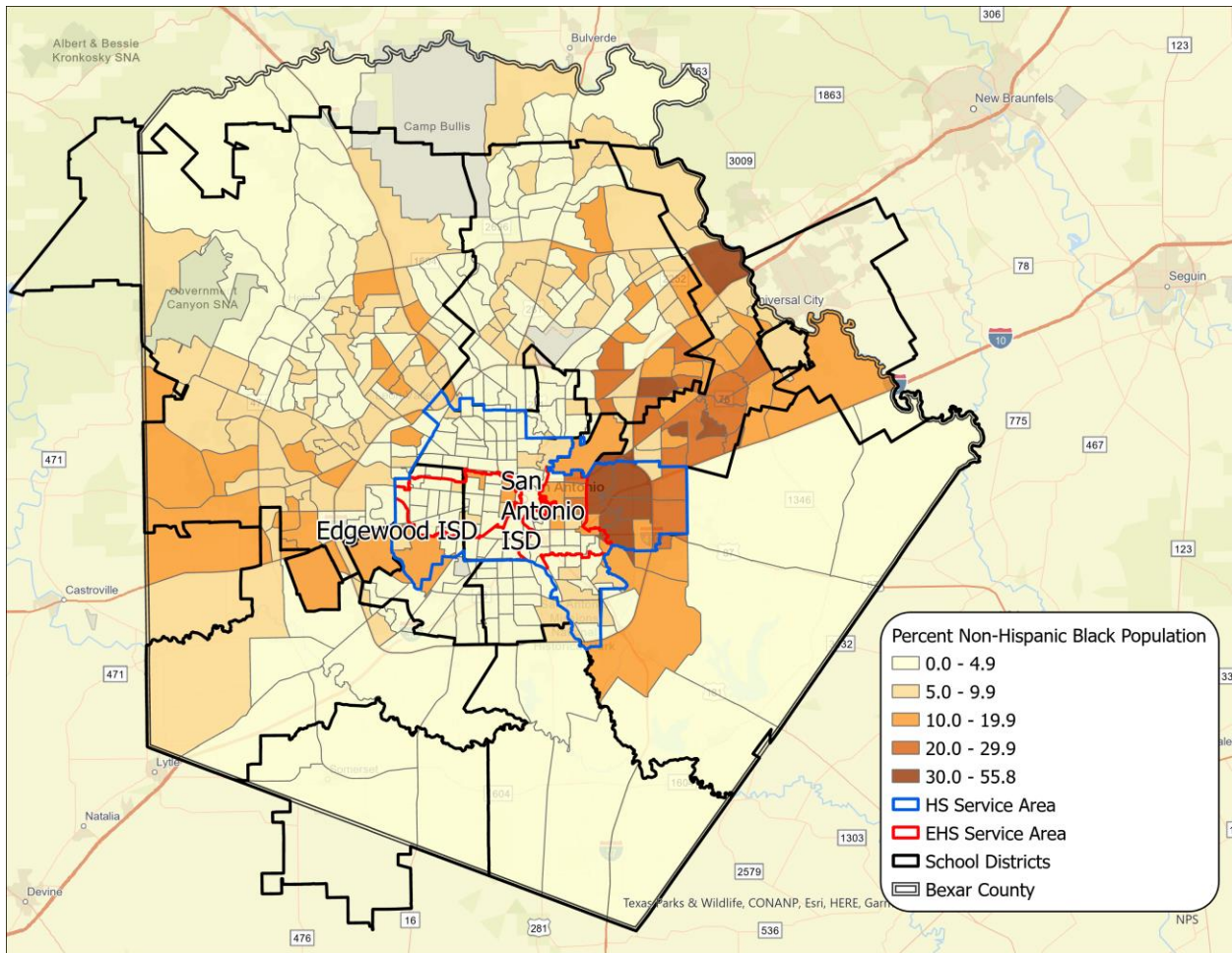


Figure 3-5 Percent of the Non-Hispanic Black Population by Census Tract, Bexar County, 2016-2020
 Source: American Community Survey, Five-year Sample, DP05, 2016-2020

The racial/ethnic composition of children enrolled in the Head Start, Early Head Start, and EHS-CCP Programs reflects the composition of San Antonio and Bexar County. Enrollees typically belong to a minority group and although there is a large share of Whites (85.5%) (see Tables 3-10), Black (11.8%) and Biracial/Multiracial (2.2%) children make up the next largest racial groups. However, it is important to note that most of the children identified racially as White are of Hispanic ethnicity (Table 3-9 and 3-10) given that approximately 89 % of the City's HS and EHS-CCP Program enrollees are Hispanic.

Table 3-9 Ethnicity of Enrolled Head Start, Early Head Start, and EHS-CCP Children, 2021

Ethnicity	Children Enrolled	
	Total	Percent (%)
Hispanic (any Race)	2,550	88.5%
Non-Hispanic (any Race)	332	11.5%
Total Cumulative Enrollment	2,882	100.0%
Source: Head Start Enterprise System, Grantee Program Summary Report, 2021		

Table 3-10 Race of Enrolled Head Start, Early Head Start, and EHS-CCP Children, 2021

Race	Children Enrolled	
	Total	Percent (%)
White	2,463	85.5%
NH Whites	46	1.6%
Black or African American	340	11.8%
Asian	7	0.2%
American Indian or Alaska Native	7	0.2%
Native Hawaiian or Pacific Islander	3	0.1%
Biracial/Multi-Racial	62	2.2%
Other	0	0.0%
Unspecified	0	0.0%
Total Cumulative Enrollment	2,882	100.0%
Source: Head Start Enterprise System, Grantee Program Summary Report, 2021		

Languages

About 39% of Bexar County residents speak a language other than English, compared to 35% of State residents, and 22% of the Nation's residents (see Table 3-12). Among all the foreign languages, Spanish is the most widely spoken foreign language in Bexar County (35% of County residents speak Spanish).

A substantial proportion of foreign language users have limited English proficiency. An estimated 30% of Bexar County foreign language users speak English less than "very well." Spanish speakers comprise the majority of foreign language users with limited English proficiency in the County (88%, 186,729 out of 211,979 residents). However, among those who speak a language other than English and Spanish (4%), an even larger proportion is estimated to have difficulty speaking English (35%).

Speaking Spanish at home is especially prevalent in the central and southern portions of the County (see Figure 3-6). These areas of higher Spanish utilization overlap with districts served by the COSA DHS Head Start, EHS, and EHS-CCP Programs. The remaining foreign language speakers come from a number of different origins and make up less than 4% of the population. Other than Spanish, Chinese, Vietnamese, Korean, and Japanese make up roughly half the remaining foreign languages spoken in the County.

A larger proportion of Edgewood and San Antonio ISD residents speak Spanish than the City, County, State, or Nation's residents (see Tables 3-11 and 3-12). About 69% of EISD residents and 51% of SAISD residents speak a language other than English, in comparison to 42% of San Antonio, 39% of Bexar County, 35% of Texas, and 22% of U.S. residents. Among foreign language speakers, this language was overwhelmingly Spanish for EISD (99%, 40,744 out of 40,936) and SAISD (97%, 152,893 out of 157,439) residents—more so than for residents of the City (91%), County (90%), State (82%) or Nation (61%).

The proportion of Edgewood ISD (36%) and San Antonio ISD (32%) residents who spoke Spanish with limited English proficiency (who reported speaking English less than "very well") is lower than the proportion of the state (39%) and the nation (39%). However, EISD and SAISD have a greater proportion of Spanish speakers with limited English proficiency, compared to City of San Antonio (30%) and Bexar County (29%). This implies that large portions of Edgewood and San Antonio ISD populations may require services in Spanish. Very few residents spoke a language other than English or Spanish at home in either district (EISD 0.3% and SAISD 1.5%). Among those speaking a language other than English or Spanish in EISD and SAISD, 65% and 27% of them reported spoke English less than "very well," respectively.

Table 3-11 Language Spoken at Home Population 5 Years and Over, Edgewood ISD, San Antonio ISD, City of San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
Population 5 and up	59,643	100.0%	309,815	100.0%	1,424,009	100.0%
English only	18,707	31.4%	152,376	49.2%	828,776	58.2%
Language other than English	40,936	68.6%	157,439	50.8%	595,233	41.8%
Speak English less than "very well"	14,819	36.2%	50,765	32.2%	180,586	30.3%
Spanish	40,744	68.3%	152,893	49.3%	539,749	37.9%
Speak English less than "very well"	14,694	36.1%	49,550	32.4%	160,592	29.8%
Language other than English and Spanish	192	0.3%	4,546	1.5%	55,484	3.9%
Speak English less than "very well"	125	65.1%	1,215	26.7%	19,994	36.0%
<p>Note: Estimates from survey data have associated sampling error not presented in this table. The two main categories of language speakers are English and Language Other than English speakers. The Language Other than English category is further divided into those who speak Spanish or those who speak a Language other than English and Spanish. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP02</p>						

Table 3-12 Language Spoken at Home Population 5 Years and Over, Bexar County, Texas and the United States, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
Population 5 and up	1,839,717	100.0%	26,638,435	100.0%	306,919,116	100.0%
English only	1,127,750	61.3%	17,289,091	64.9%	240,826,040	78.5%
Language other than English	711,967	38.7%	9,349,344	35.1%	66,093,076	21.5%
Speak English less than "very well"	211,979	29.8%	3,531,850	37.8%	25,312,024	38.3%
Spanish	640,205	34.8%	7,666,020	28.8%	40,537,337	13.2%
Speak English less than "very well"	186,729	29.2%	2,965,287	38.7%	15,949,582	39.3%
Language other than English and Spanish	71,762	3.9%	1,683,324	6.3%	25,555,739	8.3%
Speak English less than "very well"	25,250	35.2%	566,563	33.7%	9,362,442	36.6%
<p>Note: Estimates from survey data have associated sampling error not presented in this table. The two main categories of language speakers are English and Language Other than English speakers. The Language Other than English category is further divided into those who speak Spanish or those who speak a Language other than English and Spanish. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP02</p>						

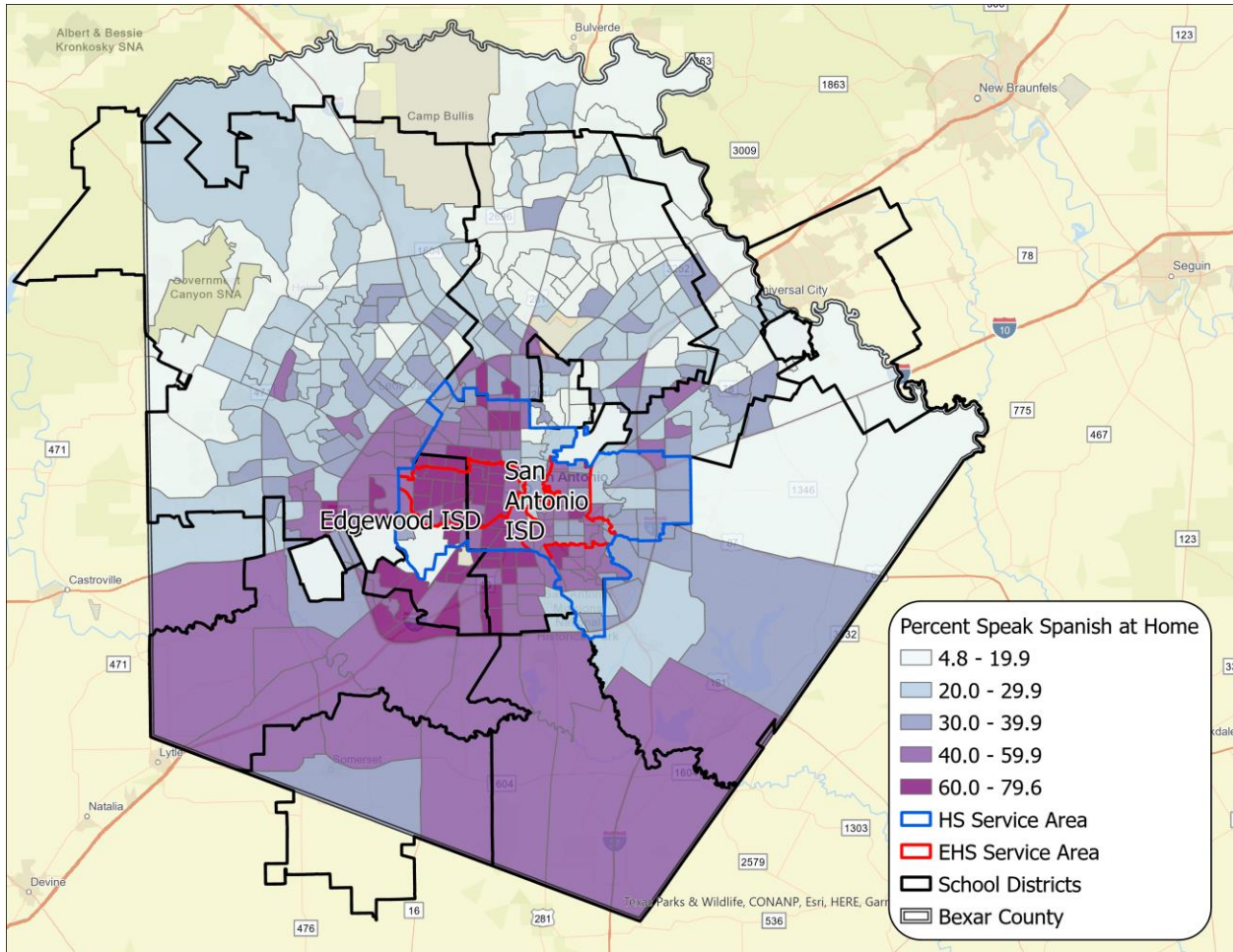


Figure 3-6 Percent of Persons Aged 5 and Older that Speak Spanish at Home by Census Tract, Bexar County, 2016-2020

Source: American Community Survey, 5 Year Sample, DP02, 2016-2020

Texas Education Agency enrollment data for all of Bexar County's independent school districts was used to help identify the approximate geographic location of Spanish speakers (TEA, Student Program Reports, 2021-2022). The density of students enrolled in bilingual or English as a Second Language (ESL) education is highest in the county center and extends southward and northward (see Figure 3-7). Edgewood ISD and San Antonio ISD were among the independent school districts with the greatest proportion of students participating in these programs. Specifically, EISD (15%) and SAISD (22%) have greater percentages of enrolled bilingual and/or ESL students than either the County (14%) or the State (19%) (see Figure 3-8).

These data give valuable information about families and Spanish language use in Bexar County. The need for Spanish language services rises in areas of prevalent bilingual instructions. These areas overlap with the Hispanic neighborhoods in San Antonio, which leads to the assumption the families of bilingual students are mostly Spanish speakers. Edgewood and San Antonio ISDs, whose boundaries cover areas of high concentration of Hispanic population and bilingual/ESL students, will likely need to cater services to both Spanish speakers and English learners.

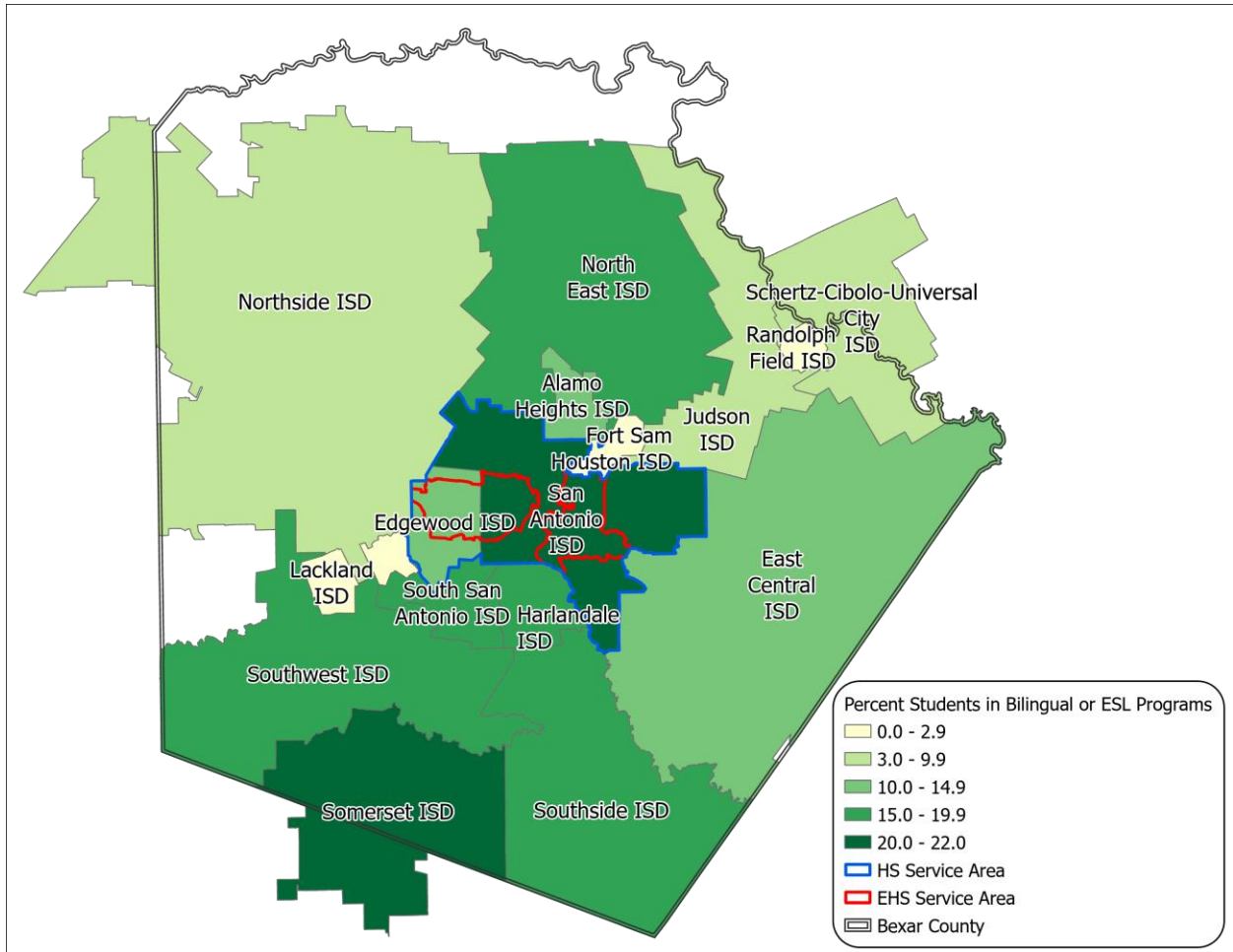


Figure 3-7 Percent of Students Participating in Bilingual or ESL Programs for School Districts in Bexar County, 2021-2022

Source: Texas Education Agency, Student Program Reports, 2021-2022

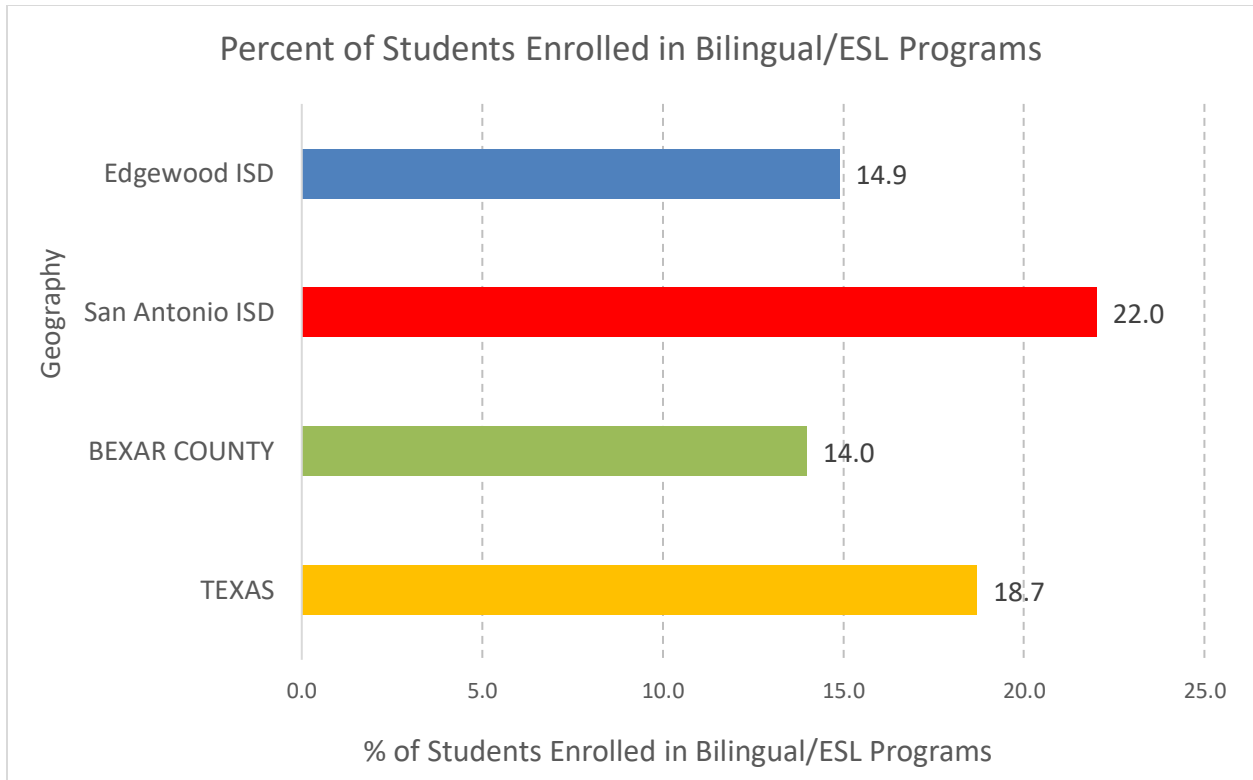


Figure 3-8 Percent Bilingual/ESL Enrollment, by School District, 2021-2022

Source: Texas Education Agency, Student Program Reports, 2021-2022

Among enrolled children, English is the language most commonly spoken at home (78.9%). About one-fifth of families speak Spanish as their primary language, and less than 1% of families spoke a language other than English or Spanish at home (see Table 3-13). In comparison to the City (38%) and County (35%) average (see Table 3-11 and 3-12), a smaller percentage of enrollees spoke Spanish at home. More than twice the proportion of EISD (68%) and SAISD (45%) residents spoke Spanish at home, when compared to enrolled children (21%) (see Table 3-11 and 3-13).

Table 3-13 Primary Language of Family at Home, 2021

Language	Head Start Children Enrolled	
	Number	Percent (%)
English	2,274	78.9%
Spanish	597	20.7%
Other Languages	11	0.4%
Total Cumulative Enrollment	2,882	100.0%

Source: Head Start Enterprise System, Grantee Program Summary Report, 2021

The prevalence of multi-language speakers in San Antonio and Bexar County suggests that a substantial portion of enrollees speak other languages. However, data from the DHS Early Head Start-Child Care Partnership and Head Start Programs indicates that enrollees rely less on Spanish than the rest of the City and County. The concentration of Hispanics and Spanish speakers in EISD and SAISD indicates that services may be best provided in Spanish, as well as English. However, the number of services offered in Spanish should be proportional to the relatively smaller portion of enrolled families that rely on this language rather than the proportion suggested at the City and County levels.

Household Structure

In 2021, Bexar County was the fourth most populous county in Texas (behinds Harris, Dallas, and Tarrant counties) and had a total population of 2.03 million people (Census Population Estimates Vintage 2021). Most of the County's residents live in City of San Antonio (1.45 million), which contained an estimated 71.4% of the County's 2021 population.

The City of San Antonio, Bexar County, and State of Texas shared similar age structures between 2016 and 2020. The population of all three geographies is younger, when compared to the Nation. City of San Antonio and Bexar County have a median age of 33.8, compared to Texas' median age of 34.8, and the Nation's median age of 38.2 (see Tables 3-14 and 3-15). In comparison to City of San Antonio, the residents of EISD (33.7) are slightly younger whereas residents of SAISD (34.9) are slightly older. Overall, EISD (7.2%), SAISD (6.7%), and City of San Antonio (6.9%) all have greater shares of children under 5 years old than the Nation (6.0%). These younger age structures, when compared to the Nation, indicate a greater-than-national need for services targeted towards the youngest members of the population.

With regard to types of households, Table 3-16 and 3-17 indicate that single parent families make up a larger proportion of EISD (12%) and SAISD (10%) households when compared with the City (8.9%), County (8.7%), State (7.9%), or Nation (6.6%). The average household size in EISD (3.53) and SAISD (2.93) is also larger than the State (2.83) and the Nation (2.60).

Table 3-14 Edgewood ISD, San Antonio ISD and City of San Antonio Populations by Age, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
Total	64,284	100.0	332,198	100.0	1,529,133	100.0
Under 5 years	4,641	7.2	22,383	6.7	105,124	6.9
18 years and older	46,197	71.9	253,111	76.2	1,149,151	75.2
65 years and older	8,248	12.8	45,187	13.6	188,158	12.3
Median age	33.7	-	34.9	-	33.8	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, S0101.

Table 3-15 United States, Texas, and Bexar County Population by Age, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
Total	1,978,826	100.0	28,635,442	100.0	326,569,308	100.0
Under 5 years	139,109	7.0	1,997,007	7.0	19,650,192	6.0
18 years and older	1,473,589	74.5	21,253,960	74.2	253,272,570	77.6
65 years and older	239,416	12.1	3,593,369	12.5	52,362,817	16.0
Median age	33.8	-	34.8	-	38.2	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, S0101.

Table 3-16 Edgewood ISD, San Antonio ISD and City of San Antonio Demographic and Household Characteristics, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
Total Population	64,284	100.0	332,198	100.0	1,529,133	100.0
Population under 5	4,641	7.2	22,383	6.7	105,124	0.1
Total households	18,129	100.0	109,358	100.0	509,550	100.0
Single Parent Families with Children Under 18 Years*	2,118	11.9	10,586	9.8	44,654	8.9
Average household size	3.53	-	2.93	-	2.96	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, S0101 and derived from DP02.
* U.S. Census Bureau, 2015-2019 American Community Survey, S0101 and derived from DP02.

Table 3-17 Bexar County, Texas and United States Demographic and Household Characteristics, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
Total Population	1,978,826	100.0	28,635,442	100.0	326,569,308	100.0
Population under 5	139,109	0.1	1,997,007	0.1	19,650,192	0.1
Total households	644,561	100.0	9,906,070	100.0	122,354,219	100.0
Single Parent Families with Children Under 18 Years*	55,415	8.7	764,936	7.9	7,989,572	6.6
Average household size	3.02	-	2.83	-	2.60	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, S0101 and derived from DP02.
* U.S. Census Bureau, 2015-2019 American Community Survey, S0101 and derived from DP02.

Substantially more enrolled children reside in single-parent, rather than two-parent households (see Tables 3-18). Two-thirds of Head Start households were single-parent families, compared to about one-tenth of EISD and SAISD families in the Census data (see Tables 3-16). DHS enrollees have a much greater proportion of single-parent families (67%) than is estimated for EISD (12%), SAISD (10%), the City (9%), County (9%), State (8%), or Nation (7%) (US Census Bureau, 2019 American Community Survey, 5-Year Estimates). Thus, the DHS Early Head Start, EHS-Child Care Partnership, and Head Start Programs may need to target more resources towards single-parent families given their large proportion among enrolled families.

Table 3-18 Number and Percentage of Single and Two Parent Homes, 2021

Family Type	Head Start Families	
	Number	Percent
Two Parent Family	872	33.33
Single Parent Family	1,744	66.67
Total Number of Families at Enrollment	2,616	100

Source: Head Start Enterprise System, Grantee Program Summary Report, 2021

4. Education, Health, Nutrition and Social Service Needs

Education

San Antonio offers a number of opportunities for higher education to its residents. In 2021, there were 47 colleges and technical schools located within Bexar County (National Center for Education Statistics, Custom College Navigator Search, 2022). Of these institutions, 18 were less-than-two-year programs, 12 were two-year programs, and 17 were four-or-greater year programs. These institutions include not-for-profit universities and accredited community colleges.

Educational attainment of the City of San Antonio and Bexar County is similar to the attainment of the State of Texas. The most numerous category is those with some college experience, followed by either those with a Bachelor's degree or greater education or high school diplomas or GED's, and those with less than a HS diploma (see Tables 4-1 and 4-2). Texas has the largest share of individuals with a Bachelor's degree (30.7%), when compared to the City (26.4%) and County (28.5%). However, the proportion of population with at least a high school degree/GED is lower in the City (82.7%), County (84.4%), and State (84.4%) than the Nation (88.5%).

The educational attainment of Edgewood and San Antonio ISD residents is less than the educational attainment of the City, County, State, and Nation. EISD and SAISD reported double the percentage of residents with less than a high school diploma. Almost 40% of the population of EISD (38.4%), and almost 30% of SAISD residents (27.1%), have not *completed* a high school diploma. Only 5% of EISD residents and 15% of SAISD residents had earned at least a Bachelor's degree, compared to San Antonio (26%), Bexar County (29%), Texas (31%), and U.S. residents (33%). In contrast to these other areas, larger shares of EISD (35%) and SAISD (32%) residents have a high school diploma than the City (26%), County (25%), State (25%), or nation (27%). However, smaller percentages of EISD (21%) and SAISD (26%) residents have some college experience when compared to these geographies (ranges from 29% to 31%).

Figure 4-1 highlights the proportion of adults with a high school diploma or greater, and with a Bachelor's degree or greater for Edgewood and San Antonio ISDs, the City, State, and Nation. A smaller share of EISD and SAISD adults have at least a high school diploma, in comparison to other geographies. The proportion of adults with at least a high school diploma ranges from a 61.6% in EISD to 72.9% in SAISD. Similarly, the percentage of adults with a college diploma or greater is also lowest in EISD (5.3%) and SAISD (15.5%), when compared to the City (26.4%), County (28.5%), State (30.7%), and Nation (32.9%). The lower educational attainment of EISD and SAISD residents, and the parallel between parental and child educational attainment,

suggests that the children of these parents will have a much greater need of support to be successful in school.

Many of the children living in the service area participate in public school (see Tables 4-3 and 4-4). Estimates of school enrollment from the American Community Survey (ACS) suggest that 981 children in EISD, 4,818 children in SAISD, 22,458 children in San Antonio, and 30,289 children in Bexar County are enrolled in nursery school or preschool. Thus, there is a substantial portion of young children residing in these areas who are estimated to use public school as a resource for early childhood education.

Table 4-1 Educational Attainment among Persons Aged 25 Years and Older, Edgewood ISD, San Antonio ISD and San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
People 25 years and over	40,179	100.0	217,737	100.0	988,008	100.0
No high school diploma	15,416	38.4	59,013	27.1	170,605	17.3
High school graduate or equiv.*	14,105	35.1	68,601	31.5	257,593	26.1
Some college, no Bachelor's**	8,533	21.2	56,309	25.9	298,981	30.3
Bachelor's degree or higher	2,125	5.3	33,814	15.5	260,829	26.4

Source: U.S. Census Bureau, 2016-2020 American Community Survey, B16010 and derived from B16010.
Notes: *Includes people who earn a GED.
**Includes people with an Associate's degree, but not a Bachelor's degree.
Estimates from survey data have associated sampling error not presented in this table.

Table 4-2 Educational Attainment among Persons Aged 25 Years and Older, Bexar County, Texas, the United States, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
People 25 years and over	1,269,771	100.0	18,449,851	100.0	222,836,834	100.0
No high school diploma	197,635	15.6	2,884,734	15.6	25,562,680	11.5
High school graduate or equiv.*	318,911	25.1	4,559,034	24.7	59,421,419	26.7
Some college, no Bachelor's**	391,721	30.8	5,343,905	29.0	64,496,416	28.9
Bachelor's degree or higher	361,504	28.5	5,662,178	30.7	73,356,319	32.9

Source: U.S. Census Bureau, 2016-2020 American Community Survey, B16010 and derived from B16010.
Notes: *Includes people who earn a GED.
**Includes people with an Associate's degree, but not a Bachelor's degree.
Estimates from survey data have associated sampling error not presented in this table.

Table 4-3 School Enrollment by Level of School for the Population 3 Years and Over, Edgewood ISD, San Antonio ISD and San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Total	Percent	Total	Percent	Total	Percent
People 3 and over	61,541	100.0	319,028	100.0	1,468,283	100.0
Enrolled in school:	17,059	27.7	83,504	26.2	410,917	28.0
Enrolled in nursery school, preschool	981	1.6	4,818	1.5	22,458	1.5
Enrolled in kindergarten	1,310	2.1	5,243	1.6	22,527	1.5
Enrolled in grade 1 to grade 4	4,562	7.4	17,941	5.6	85,143	5.8
Enrolled in grade 5 to grade 8	3,888	6.3	17,261	5.4	84,788	5.8
Enrolled in grade 9 to grade 12	4,076	6.6	16,861	5.3	83,499	5.7
Enrolled in college, undergraduate years	1,958	3.2	17,883	5.6	90,938	6.2
Graduate or professional school	284	0.5	3,497	1.1	21,564	1.5
Not enrolled in school	44,482	72.3	235,524	73.8	1,057,366	72.0

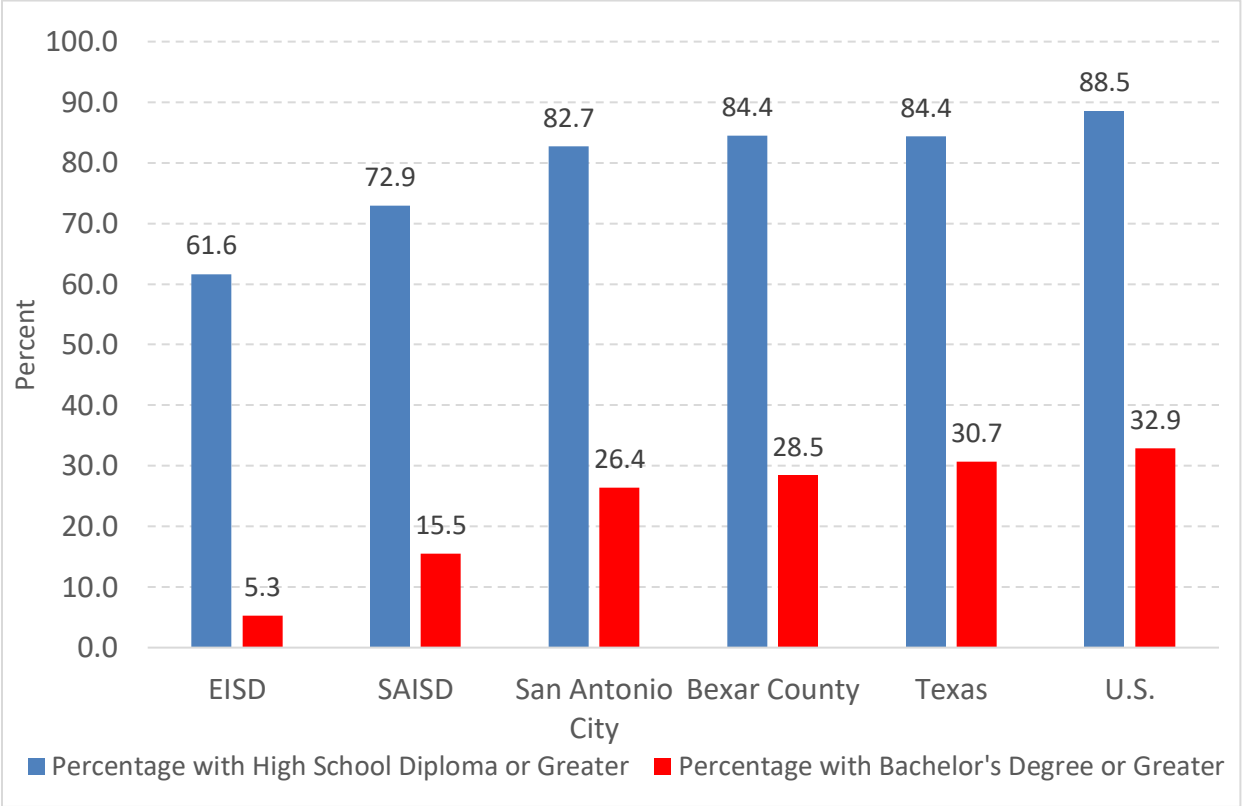
Source: U.S. Census Bureau, 2016-2020 American Community Survey, B14001

Note: Estimates from survey data have associated sampling error not presented in this table.

Table 4-4 School Enrollment by Level of School for the Population 3 Years and Over, Bexar County, Texas, the United States, 2016-2020

	Bexar County		Texas		United States	
	Total	Percent	Total	Percent	Total	Percent
People 3 and over	1,898,567	100.0	27,470,942	100.0	315,075,830	100.0
Enrolled in school:	541,574	28.5	7,719,304	28.1	80,497,960	25.5
Enrolled in nursery school, preschool	30,289	1.6	453,297	1.7	4,879,858	1.5
Enrolled in kindergarten	29,178	1.5	407,459	1.5	4,003,118	1.3
Enrolled in grade 1 to grade 4	113,833	6.0	1,628,633	5.9	15,900,533	5.0
Enrolled in grade 5 to grade 8	113,086	6.0	1,681,082	6.1	16,606,090	5.3
Enrolled in grade 9 to grade 12	110,459	5.8	1,655,352	6.0	16,879,255	5.4
Enrolled in college, undergraduate years	115,596	6.1	1,543,942	5.6	17,869,758	5.7
Graduate or professional school	29,133	1.5	349,539	1.3	4,359,348	1.4
Not enrolled in school	1,356,993	71.5	19,751,638	71.9	234,577,870	74.5
Source: U.S. Census Bureau, 2016-2020 American Community Survey, B14001						
Note: Estimates from survey data have associated sampling error not presented in this table.						

Figure 4-1 Percent of Adults 25 Years and Older with High School Diploma or Greater and with Bachelor's Degree or Greater, 2016-2020



Source: US Census Bureau, American Community Survey, 5-Year Sample, 2016-2020, B16010

Health and Nutrition

Food insecurity is a substantial issue affecting Bexar County families and their children. One indicator of food insecurity is the percentage of residents participating in programs like cash public assistance (e.g., Temporary Assistance for Needy Families; TANF), Supplemental Nutrition Assistance Program (SNAP), and Women, Infants and Children (WIC). Tables 4-5 through 4-7 provide information about the percentage of children and households that participate in these federal assistance programs.

Households in Edgewood and San Antonio ISDs rely on public assistance more than residents of the City or State. According to Table 4-5 and Table 4-6 usage of all food assistance programs increased in EISD (from 33.8% to 36.0%) but decreased in SAISD (from 26.6% to 23.8%) between 2015 and 2020. SNAP was the most utilized form of assistance, followed by Supplemental Security Income (SSI), and then cash public assistance. During 2016-2020, over one-third of EISD households and almost one-quarter of SAISD households used SNAP, compared to 15.0% of City of San Antonio and 11.5% of Texas households. About 12.3% of EISD and 10.4% of SAISD households rely upon SSI, compared to only 6.5% of San Antonio and 4.6% of Texas households. Cash public assistance is used at more comparable rates between geographies, but greater shares of EISD (3.0%) and SAISD (3.0%) households used this resource when compared to the City (2.3%) and State (1.7%).

The Kids Count Data Center (Annie E. Casey Foundation Project) also produces statistics for public assistance use, but specifically for children aged 0 to 17 years (See Table 4-7). Based on the available data, a smaller proportion of children in Bexar County relied on TANF (0.4%) than did children in the State of Texas (0.6%) in 2019. Similarly, a smaller proportion of children in Bexar County relied on SNAP (15.5%) than Texas children (27.8%) in 2018. In addition, number of children aged under 5 who received WIC decreased by at least 20% for both the County and the State between 2015 and 2019.

Table 4-5 Percent of Public Assistance Received by Residents of DHS Head Start Service Area, San Antonio, and Texas, 2011-2015

Program	2011-2015							
	Edgewood ISD		San Antonio ISD		City of San Antonio		Texas	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Households	17,572	100.0	105,797	100.0	488,645	100.0	9,149,196	100.0
Supplemental Security Income (SSI)	2,971	16.9	12,482	11.8	34,120	7.0	446,461	4.9
Cash public assistance*	520	3.0	3,130	3.0	10,123	2.1	154,152	1.7
Food stamps (SNAP)	5,943	33.8	28,131	26.6	80,757	16.5	1,229,337	13.4
Note: This data reflects households earning public assistance income and does not reflect age-eligible children alone. Estimates from survey data have associated sampling error not presented in this table. *Cash public assistance includes TANF.								
Source: US Census Bureau, American Community Survey, 5-Year Estimates, 2011-2015, DP03								

Table 4-6 Percent of Public Assistance Received by Residents of DHS Head Start Service Area, San Antonio, and Texas, 2016-2020

Program	2016-2020							
	Edgewood ISD		San Antonio ISD		City of San Antonio		Texas	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Households	18,129	100.0	109,358	100.0	509,550	100.0	9,906,070	100.0
Supplemental Security Income (SSI)	2,235	12.3	11,425	10.4	33,164	6.5	457,489	4.6
Cash public assistance*	551	3.0	3,287	3.0	11,754	2.3	165,628	1.7
Food stamps (SNAP)	6,529	36.0	26,030	23.8	76,300	15.0	1,137,919	11.5
Note: This data reflects households earning public assistance income and does not reflect age-eligible children alone. Estimates from survey data have associated sampling error not presented in this table. *Cash public assistance includes TANF.								
Source: US Census Bureau, American Community Survey, 5-Year Estimates, 2016-2020., DP03								

Table 4-7 Percent of Public Assistance Received by Children 0-17 or 0-4 Years of Age, Bexar County, Texas, 2015-2019

Program	Bexar County					Texas				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Percent of Child Receiving TANF	0.50%	0.40%	0.50%	0.50%	0.40%	0.80%	0.70%	0.70%	0.70%	0.60%
Percent of Children Receiving Supplemental Nutrition Assistance (SNAP, formerly Food Stamps)*	16.00%	15.60%	15.40%	15.50%	-	25.10%	28.90%	28.70%	28.90%	-
Number of Children Receiving WIC (0-4 years)*	45,896	-	-	-	36,107	680,545	-	-	-	494,688
* data for 2019 SNAP and 2016-2018 WIC are not available Source: Annie E. Casey Foundation, KIDS COUNT, 2017-2019										

Some types of public assistance programs are more commonly used by the DHS Head Start families than households in EISD, SAISD, San Antonio or Texas (see Table 4-8, compared to Table 4-6). Enrolled families most often used SNAP (61.8%) and least often used TANF (0.9%). 48.6% of families participated in WIC and 7.1% participated in SSI.

A substantial proportion of Bexar County households and their children rely on public assistance programs like SNAP, TANF and WIC. Reliance on some of these programs is even greater among enrolled families at the DHS Head Start Program provided by the City of San Antonio. Dependence on these forms of assistance suggests that food and food-related assistance is an important resource for Bexar County residents, especially families residing in the COSA DHS Head Start service area. However, these percentages represent those who are eligible, maintain their eligibility, and who apply for and receive these benefits. These figures do not reflect the potentially substantial number of children and families who are eligible for these programs who do not apply to receive benefits.

Table 4-8 Social Services Utilized by DHS Head Start Families, 2021

	DHS Head Start Families	
	Total	Percent
TANF	23	0.9
SSI	185	7.1
WIC	1,271	48.6
SNAP	1,616	61.8
Total Cumulative Enrolled Families	2,616	100.0
<small>Note: Families may receive assistance from more than one program so totals do not add to 100%. Source: Head Start Enterprise System, Grantee Program Summary Report, 2021</small>		

Social Services

The prevalence of child abuse and neglect is another factor that affects the overall quality of life for San Antonio and Bexar County residents. The number and rate of child abuse cases can serve as an indicator of the need for social services. Figure 4-2 uses the findings of the latest available data at the zipcode level and illustrates geographic distribution of child abuse rates across Bexar County. Higher rates of child abuse are seen in the center of the City including the central east and west areas. These areas tend to have higher concentrations of minority populations and families who have lower incomes and fall below the poverty threshold.

Between 2012 and 2021, the rate of confirmed victims decreased in the County (see Table 4-9). The rate of confirmed victims per 1,000 children decreased from 13.1 to 10.4 in Bexar County and remained around 9.0 for Texas. This local decline in child abuse/neglect seemed to most benefit children aged 3 to 5, whose confirmed cases dropped substantially during this time period (from around 1,400 to around 1,100). The decline in child abuse/neglect may indicate an increasingly better quality of life for Bexar County and Texas families. Alternatively, this decline may be the result of a reduction in reporting instances of child abuse/neglect.

Table 4-9 Confirmed Victims of Child Abuse/Neglect for Bexar County, FY 2012-2021

	FY 2012		FY 2017		FY 2021	
	Bexar County	Texas	Bexar County	Texas	Bexar County	Texas
Age 0-2	2,029	20,192	2,011	21,739	2,073	23,408
Age 3-5	1,384	14,508	1,046	12,804	1,086	13,798
Age 6-8	1,030	10,777	866	10,323	831	10,011
Total Confirmed Victims	6,205	64,366	5,588	63,657	5,641	68,517
Rate of Confirmed Victims per 1,000 Children	13.1	9.2	10.9	8.7	10.4	9.0

Source: Texas Department of Family and Protective Services, 2012, 2017 & 2021.
 Note: The rate of confirmed victims per 1,000 children is the same by gender and race/ethnicity. Thus, these sections were removed from the chart this year.

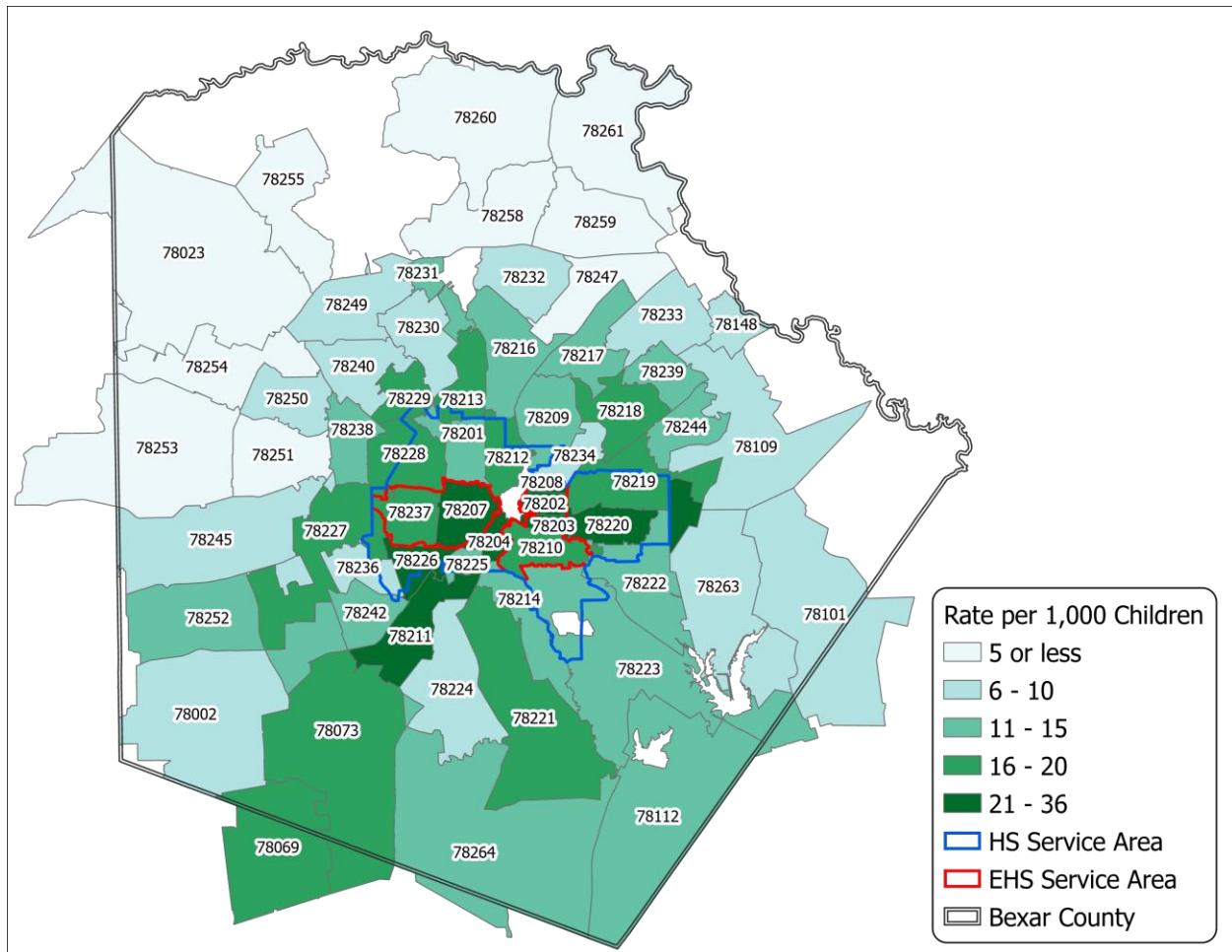


Figure 4-2 Confirmed Victims of Child Abuse/Neglect by Zip Code, Bexar County, 2012

Note: Bexar County zip codes that are blank do not have child abuse data reported for them.

Source: Texas Department of Protective and Regulatory Services, Management Reporting and Statistics

Income and Poverty

On average, residents living in Edgewood and San Antonio ISDs had lower household income and per capita than the City, County, and State (see Table 4-10). A larger percentage of EISD (12.3%) and SAISD (13.9%) households make less than \$10,000 when compared to other areas (ranges from 2.4% to 7.0%). Also, fewer households in the EISD (0.4%) and SAISD (2.3%) service areas made high incomes in comparison to the city (4.3%), county (5.6%), and state (7.8%).

The median household income was also lower in Edgewood and San Antonio school districted than comparable geographies. The median income was \$33,615 in EISD and \$37,279 in SAISD, in comparison to \$53,420 in the City of San Antonio, \$58,288 in Bexar County, and \$63,826 in Texas. Per capita income was also lower in EISD (\$15,209) and SAISD (\$20,723) than in the City of San Antonio (\$26,328), Bexar County (\$28,313), and the State (\$32,177). Both districts also had relatively higher percentages of families with children under 5 years which were

below the poverty threshold (EISD 12.4%; SAISD 13.3%) than other school districts (ranges from 0% to 8.4%), the City (8.0%), County (6.9%), and State (5.9%).

Table 4-10 Income and Poverty in Selected Geographies, 2016-2020

Geography	Percent of households with less than \$ 10,000 income	Percent of households with more than \$ 200,000 income	Median household income	Per capita income	Percent of all families with related children under 5 whose income is below poverty level
Alamo Heights ISD	4.7	24.5	89,800	70,692	0.4
East Central ISD	7.1	3.4	65,383	24,760	4.4
Edgewood ISD	12.3	0.4	33,615	15,209	12.4
Fort Sam Houston ISD	2.1	7.9	80,781	24,720	2.1
Judson ISD	3.2	2.5	63,073	27,036	4.5
Lackland ISD	2.6	0.6	77,692	19,548	1.1
North East ISD	5.5	7.2	63,602	33,403	6.6
Northside ISD	5.3	6.3	67,492	30,987	4.3
Randolph Field ISD	2.4	6.2	104,375	27,371	0.0
San Antonio ISD	13.9	2.3	37,279	20,723	13.3
South San Antonio ISD	6.2	0.5	41,776	16,548	8.4
Somerset ISD	4.8	1.9	58,071	21,259	6.4
Southside ISD	6.9	2.1	46,987	20,180	7.6
Southwest ISD	4.3	1.7	54,985	18,620	7.5
City of San Antonio	8.0	4.3	53,420	26,328	8.0
Bexar County, Texas	7.0	5.6	58,288	28,313	6.9
Texas	6.0	7.8	63,826	32,177	5.9

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03, B17006.

Employment

The American Community Survey (ACS) provides some insight into the work and employment characteristics of the population residing in Edgewood and San Antonio ISDs (see Tables 4-11 and 4-12). More than half of EISD (55.5%) and SAISD (57.5%) residents are in the labor force, meaning that they are either employed or unemployed and looking for a job. In comparison, more than 60% of San Antonio (64.6%), Bexar County (65.1%), Texas (64.8%) and U.S. (63.4%) residents are currently in the labor force. These statistics suggest that a slightly larger part of the service area's residents is not in the labor force, when compared to the population of these other geographies. The unemployment rate in EISD (4.4%) and SAISD (3.8%) were slightly higher than the unemployment rate in the County (3.7%), State (3.4%), or Nation (3.4%). Less than 1% of EISD and SAISD residents are part of the armed forces.

Table 4-11 Employment Characteristics in Selected School Districts and City of San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Number	Percent	Number	Percent	Number	Percent
Population 16 years and over	48,417	100.0	261,718	100.0	1,192,216	100.0
In Labor Force	26,864	55.5	150,528	57.5	770,148	64.6
Civilian Labor Force	26,828	55.4	149,839	57.3	762,476	64.0
Employed	24,701	51.0	139,826	53.4	717,199	60.2
Unemployed	2,127	4.4	10,013	3.8	45,277	3.8
Armed Forces	36	0.1	689	0.3	7,672	0.6
Not in Labor Force	21,553	44.5	111,190	42.5	422,068	35.4
Own Children under 6 years, all parents in labor force	6,121	54.7	30,752	64.3	162,580	68.3
Unemployment Rate	7.9	-	6.7	-	5.9	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03

Table 4-12 Employment Characteristics in Bexar County, Texas, and the United States, 2016-2020

	Bexar County		Texas		United States	
	Number	Percent	Number	Percent	Number	Percent
Population 16 years and over	1,529,888	100.0	22,078,090	100.0	261,649,873	100.0
In Labor Force	996,428	65.1	14,309,066	64.8	165,902,838	63.4
Civilian Labor Force	979,372	64.0	14,214,242	64.4	164,759,496	63.0
Employed	923,138	60.3	13,461,358	61.0	155,888,980	59.6
Unemployed	56,234	3.7	752,884	3.4	8,870,516	3.4
Armed Forces	17,056	1.1	94,824	0.4	1,143,342	0.4
Not in Labor Force	533,460	34.9	7,769,024	35.2	95,747,035	36.6
Own Children under 6 years, all parents in labor force	217,905	68.5	3,209,087	67.9	33,697,040	71.8
Unemployment Rate	5.7	-	5.3	-	5.4	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03

As shown in Tables 4-13 and 4-14, workers residing in Edgewood (73.8%) and San Antonio (71.8%) ISDs appear to be less likely to drive alone to work, when compared to the City (76.3%), County (76.6%), State (78.7%), and the nation (74.9%). In contrast, greater percentages of the EISD and SAISD labor forces carpooled or used public transportation than other geographies (except public transportation in the nation). Working at home workers accounted for smaller proportion of the workforce in EISD (3.1%) and SAISD (4.1%) than the proportion at the City (5.8%), County (6.3%), State (7.0%), and national (7.3%) levels. However, regardless of the primary means of transportation, the labor force in all areas traveled an average of 23-27 minutes to work.

Table 4-13 Means of Transportation to Work in Selected School Districts, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Number	Percent	Number	Percent	Number	Percent
Workers 16 Years and Older	24,054	100.0	138,289	100.0	710,788	100.0
Drove Alone	17,763	73.8	99,265	71.8	542,026	76.3
Carpooled	4,232	17.6	18,975	13.7	83,487	11.7
Public Transportation	814	3.4	7,136	5.2	18,268	2.6
Walked	262	1.1	4,154	3.0	13,188	1.9
Other Means	230	1.0	3,053	2.2	12,734	1.8
Worked at Home	753	3.1	5,706	4.1	41,085	5.8
Travel Time to Work	26.5	-	22.9	-	24.6	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03

Table 4-14 Means of Transportation to Work in Bexar County, Texas, and the United States, 2016-2020

	Bexar County		Texas		United States	
	Number	Percent	Number	Percent	Number	Percent
Workers 16 Years and Older	921,758	100.0	13,307,640	100.0	153,665,654	100.0
Drove Alone	706,015	76.6	10,471,139	78.7	115,127,720	74.9
Carpooled	104,773	11.4	1,320,974	9.9	13,605,122	8.9
Public Transportation	19,821	2.2	166,825	1.3	7,044,886	4.6
Walked	17,528	1.9	203,246	1.5	3,954,692	2.6
Other Means	15,378	1.7	209,391	1.6	2,780,139	1.8
Worked at Home	58,243	6.3	936,065	7.0	11,153,095	7.3
Travel Time to Work	25.5	-	26.6	-	26.9	-

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03

Most employees living in Edgewood and San Antonio ISDs worked in service occupations (see Tables 4-15 and 4-16). A greater proportion of EISD (26.1%) and SAISD (25.0%) workers held service occupations, when compared to City (20.5%), County (19.6%), State (16.9%) or Nation (17.4%). The percentage of sales and office occupations was similar across all geographies (ranges from 21.3% to 24.1%). Smaller shares of EISD and SAISD workers are employed in management, business, science, and arts occupations (15.6% and 25.6%, respectively) compared to the City (34.0%), County (35.8%), State (37.8%) and Nation (39.5%). Occupations that involve natural resources, construction, and maintenance occupations made up a larger proportion of employees in EISD (21.5%) and SAISD (13.7%) when compared to the other geographies (between 8.7% and 10.5%). Production, transportation, and material moving occupations also accounted for a greater percentage of the jobs in EISD (15.2%) and SAISD (13.7%), in comparison to the City (11.4%), County (11.3%), State (12.8%) and Nation (13.1%).

In review, relatively low-skilled occupations comprised larger shares of EISD and SAISD jobs than in the other areas, whereas higher-skilled jobs, which often have more benefits and less associated risks, made up a greater proportion of the occupations in the City, County, State and Nation. A potential reason for the abundance of low-skilled work in EISD and SAISD is an unmet need for education and job training among residents. Providing assistance with education, job training, and job acquisition may help to qualify more EISD and SAISD workers for higher-skilled jobs, which would bring greater income and associated benefits into their households.

Table 4-15 Type of Occupation in Selected School Districts and City of San Antonio, 2016-2020

	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Number	Percent	Number	Percent	Number	Percent
Civilian employed population 16 years and over	24,701	100.0	139,826	100.0	717,199	100.0
Management, business, science, and arts occupations	3,847	15.6	35,746	25.6	243,921	34.0
Service occupations	6,440	26.1	34,981	25.0	147,325	20.5
Sales and office occupations	5,347	21.6	30,708	22.0	173,203	24.1
Natural resources, construction, and maintenance occupations	5,306	21.5	19,206	13.7	70,925	9.9
Production, transportation, and material moving occupations	3,761	15.2	19,185	13.7	81,825	11.4
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03						

Table 4-16 Type of Occupation in Bexar County, Texas, and the United States, 2016-2020

	Bexar County		Texas		United States	
	Number	Percent	Number	Percent	Number	Percent
Civilian employed population 16 years and over	923,138	100.0	13,461,358	100.0	155,888,980	100.0
Management, business, science, and arts occupations	330,424	35.8	5,084,326	37.8	61,526,906	39.5
Service occupations	180,874	19.6	2,280,631	16.9	27,095,654	17.4
Sales and office occupations	220,104	23.8	2,954,834	22.0	33,247,878	21.3
Natural resources, construction, and maintenance occupations	87,701	9.5	1,419,995	10.5	13,620,436	8.7
Production, transportation, and material moving occupations	104,035	11.3	1,721,572	12.8	20,398,106	13.1
<small>Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP03</small>						

Housing

The housing stock in the City of San Antonio (5.0%), Bexar County (6.8%), and Texas (7.1%) consists a relatively higher share of new single family homes (homes built after 2014), when compared to the nation (3.5%). By contrast, as shown in Table 4-17, the housing stock in the DHS, Head Start service areas is composed of a smaller share of new single family homes (1.1% in EISD and 3.4% in SAISD). Similarly, SAISD had the largest share (19.8%) of old housing stock (homes built before 1940), compared to all the other geographies. Additionally, more of the housing stock in Edgewood (8.1%) and San Antonio ISDs (11.7%) was vacant, compared to the County (7.9%).

Home owners in Edgewood ISD (3.6) and San Antonio ISD (3.2) had larger average household sizes when compared to home owners in all the other geographies (ranges from 2.7 to 3.2). Similarly, renters in Edgewood ISD had a larger average household size (3.5) when compared to renters in all the other geographies (ranges from 2.5 to 2.7). The percent of housing units with no vehicle available was highest in San Antonio ISD (14.8%), followed by Edgewood ISD (12.5%), City of San Antonio (8.1%), Bexar County (6.9%), and the State (5.2%). The percent of housing units with more than 1.5 occupants per room was also highest in EISD (1.9%) and SAISD (1.8%), followed by the State (1.4%), City (1.3%) and County (1.3%). Median home value was lowest in EISD (\$73,500) and SAISD (\$79,800), followed by the City (\$156,700), County

(\$171,200), State (\$187,200), and nation (\$229,800). Overall, the distribution of housing characteristics tends to mirror patterns of the distribution of socioeconomic characteristics of the population.

Table 4-17 Housing Characteristics for Selected School Districts, City of San Antonio, Bexar County, Texas, and the United States, 2016-2020

	Edgewood ISD	San Antonio ISD	City of San Antonio	Bexar County	Texas	United States
Percent of Housing Units Vacant	8.1	11.7	8.2	7.9	10.9	11.6
Percent of Housing Units Built After 2014	1.1	3.4	5.0	6.8	7.1	3.5
Percent of Housing Units Built Before 1940	3.9	19.8	5.4	4.8	3.5	12.4
Percent of Housing Units Renter-occupied	40.9	50.4	46.2	41.5	37.7	35.6
Average Household Size of Owner- occupied Units	3.6	3.2	3.2	3.2	3.0	2.7
Average Household Size of Renter- occupied Units	3.5	2.6	2.7	2.7	2.6	2.5
Percent of Housing Units with No Vehicles Available	12.5	14.8	8.1	6.9	5.2	8.5
Percent of Housing Units with More than 1.5 Occupants per Room	1.9	1.8	1.3	1.3	1.4	1.1
Median Home Value	\$73,500	\$79,800	\$156,700	\$171,200	\$187,200	\$229,800
<p>Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, DP04</p>						

Foster Children

Foster children do not account for a substantial portion of Bexar County’s residents. The number of children in foster care, and the rate of children in foster care per 1,000 children, has slightly increased over the past five years (see Table 4-18). There was an average of 2,063 foster children living in Bexar County covered by paid foster care between fiscal year 2017 and 2021. On the other hand, an estimated 177 (1.0%) foster children lived in EISD, 1,172 (1.5%) lived in SAISD, 6,599 (1.7%) lived in City of San Antonio, and 8,933 (1.8%) lived in Bexar County (see Table 4-19 and 4-20). These numbers, however, reflect all foster children 0-17 years rather than foster children (and other unrelated children) who are age-eligible for Early Head Start-Child Care Partnership or the Head Start Program.

Table 4-18 Monthly Average of Children in Paid Foster Care (0-17 Years), Bexar County, 2017-2021

	2017	2018	2019	2020	2021	5-Year Average
Number of Children in Foster Care (0-17 Years)*	1,946	2,143	2,115	2,073	2,039	2,063
Number of Children**	504,502	506,083	506,594	508,033	508,429	506,728
Rate per 1,000 children ages 0-17	3.86	4.23	4.17	4.08	4.01	4.07

Note: The number and rate per 1,000 of children, ages 0-17, in foster care.

Source: *Texas Department of Family and Protective Services.

** Census Bureau Population Estimate – 2021 Vintage.

Footnotes: The term foster care refers to care given to children under the Texas Department of Family and Protective Services' (DFPS) legal responsibility who are placed in foster homes, foster group homes, institutions, residential treatment facilities, juvenile facilities, and who are in a placement paid by DFPS or some other public facility.

Table 4-19 Number of Children (Under 18) by Relationship to Head of Household, Selected School Districts and City of San Antonio, 2016-2020

Geography	Edgewood ISD		San Antonio ISD		City of San Antonio	
	Number	Percent	Number	Percent	Number	Percent
Total	18,079	100.0	78,690	100.0	378,903	100.0
Own child	12,979	71.8	61,228	77.8	314,644	83.0
Grandchild	3,769	20.8	13,557	17.2	46,866	12.4
Other relatives	1,154	6.4	2,733	3.5	10,794	2.8
Foster child or other unrelated child	177	1.0	1,172	1.5	6,599	1.7

Note: Estimates from survey data have associated sampling error not presented in this table.

Source: U.S. Census Bureau, 2016-2020 American Community Survey, B09018

Table 4-20 Number of Children (Under 18) by Relationship to Head of Household, Selected School Districts, 2016-2020

Geography	Bexar County		Texas		United States	
	Number	Percent	Number	Percent	Number	Percent
Total	504,023	100.0	7,363,385	100.0	73,062,291	100.0
Own child	424,197	84.2	6,401,173	86.9	64,017,770	87.6
Grandchild	57,315	11.4	669,835	9.1	5,943,308	8.1
Other relatives	13,578	2.7	197,245	2.7	1,788,336	2.4
Foster child or other unrelated child	8,933	1.8	95,132	1.3	1,312,877	1.8

Note: Estimates from survey data have associated sampling error not presented in this table.
Source: U.S. Census Bureau, 2016-2020 American Community Survey, B09018

During 2016-2020, foster children (regardless of age) made up 0.03% (in Edgewood ISD) and 0.11% (in San Antonio ISD) of the household population (see Table 4-21). The EISD’s share of foster children is smaller than the proportion in the City (0.11%), County (0.10%), State (0.07%), and Nation (0.08%) (see Table 4-22). On the other hand, SAISD has the highest share of foster children (0.11%) among all the geographies. Data from the Texas Education Agency (TEA) Fiscal Year 2021-2022 indicated that Approximately 72 foster children were estimated to live in San Antonio ISD, with fewer living in EISD (less than 10) (see Table 4-23). Both EISD and SAISD have a smaller share of foster students (0.11% and 0.16%, respectively), when compared to the State (0.26%) (see Table 4-23). In general, the TEA data show less than one percent of enrolled students in the service areas are in the foster care system, which is consistent with the Census ACS data in Table 4-19 and Table 4-20 (combining foster children and other unrelated children).

Table 4-21 Children’s Relationship to the Household, Selected School Districts and City of San Antonio, 2016-2020

Geography	Edgewood ISD	San Antonio ISD	City of San Antonio
Total Population	64,284	332,198	1,529,133
In households	63,968	320,819	1,507,667
Child:	24,760	110,483	518,562
Biological child	24,001	104,077	484,804
Adopted child	286	2,384	11,725
Stepchild	473	4,022	22,033
Grandchild	4,965	18,663	62,271
Nonrelatives: Foster child	20	346	1,629
Foster child %	0.03%	0.11%	0.11%
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, B09019			

Table 4-22 Children’s Relationship to the Household by Type of Household, Bexar County, Texas, and United States, 2016-2020

Geography	Bexar County	Texas	United States
Total Population	1,978,826	28,635,442	326,569,308
In households	1,948,386	28,039,855	318,495,974
Child:	682,033	9,282,181	94,445,052
Biological child	635,039	8,667,324	88,433,845
Adopted child	16,134	192,569	2,115,454
Stepchild	30,860	422,288	3,895,753
Grandchild	75,662	847,448	7,799,387
Nonrelatives: Foster child	2,002	19,338	270,464
Foster child %	0.10%	0.07%	0.08%
Note: Estimates from survey data have associated sampling error not presented in this table. Source: U.S. Census Bureau, 2016-2020 American Community Survey, B09019			

Table 4-23 Foster Care Students, Selected Districts, 2021-2022

District	Total Foster Care Students	Total Enrollment	Percent Foster Students
EISD	<10	8,393	0.11
SAISD	72	44,710	0.16
Texas	14,181	5,427,370	0.26
Source: Texas Education Agency, Student Program Reports, 2021-2022			

Children with Disabilities

The Texas Department of Assistive and Rehabilitative Services (DARS) operates with the Early Childhood Intervention (ECI) programs for Texas families with children age 0-3 years old with disabilities and developmental delays (Texas Department of Assistive and Rehabilitative Services, 2019). Three ECI programs operate in Bexar County and served 7,209 children (5.78% of the total population of 0-3 year olds) in FY 2019 (see Table 4-24). This proportion is greater than the share of served 0-3 year olds in the state (3.68%), indicating a greater need for, and reliance upon, special needs services for children 0-3 years in the Bexar County.

Table 4-24 ECI Enrollment for Bexar County and Texas*, FY 2019

Geography	Birth-to-3 Population	Total Children Served	Percent of Population Served
Bexar County	124,699	7,209	5.78%
Texas	1,686,451	62,025	3.68%

*Note: Bexar County area is serviced by three Early Childhood Intervention (ECI) centers, which are the Easter Seals Rehabilitation Center, the Center for Health Care Services, and the Brighton Center.
Source: Texas Department of Assistive and Rehabilitative Services, Early Childhood Intervention, 2019.

In the 2021 program year, about 470 children served by the COSA DHS Head Start Programs were determined to have a disability. Among these children, speech and language impairments were the most common disabilities (293 children, 10.2%). The next most common disabilities among enrolled children were non-categorical developmental delays (105 children, 3.6%), and autism (41 children, 1.4%) (see Table 4-25). All enrolled children determined to have a primary disability received special services through the DHS Head Start Programs.

Table 4-25 Number of Children Served by DHS Head Start by Disability, 2021

Disability	Number with Disability	Percent with Disability	Number Receiving Special Services	Percent Receiving Special Services
Health Impairment	16	0.56%	16	0.56%
Emotional Disturbance	0	0.00%	0	0.00%
Speech Impairment	293	10.17%	293	10.17%
Intellectual Disabilities	6	0.21%	6	0.21%
Hearing Impairment	3	0.10%	3	0.10%
Orthopedic Impairment	2	0.07%	2	0.07%
Visual Impairment	4	0.14%	4	0.14%
Specific Learning Disabilities	1	0.03%	1	0.03%
Autism	41	1.42%	41	1.42%
Traumatic Brain Injury	0	0.00%	0	0.00%
Non-Categorical/ Developmental Delay	105	3.64%	105	3.64%
Multiple Disabilities (excluding Deaf-blind)	0	0.00%	0	0.00%
Deaf-blind	0	0.00%	0	0.00%
Total Cumulative Enrollment	2,882	100.00%	2,882	100.00%

Source: Head Start Enterprise System, Grantee Program Summary Report, 2021

Estimated Number of Children with a Disability by Type

The Texas Education Agency (TEA) provides data about the number of school-age children enrolled in special education (see Table 4-26). The most prevalent disabilities reported by Edgewood and San Antonio ISDs were other health impairment, learning disability, and speech impairment during the 2021-2022 school year. These three disabilities make up more than two thirds of the primary disabilities in these two independent school districts served by the DHS Head Start Programs. Some caveats of these numbers are that they reflect primary disability only and include counts for children of all ages, rather than those children age-eligible for EHS-CCP or Head Start alone.

Breakouts of age-specific disability rates were produced to clarify the needs of children under the age of five. Rates of children enrolled in special education (all ages) were applied to the 2016-2020 estimate of children aged 0 to 2, and 3 and 4, years of age (see Table 4-27). The need for special services among Early Head Start and Head Start age-eligible children is clear. Approximately 2,093 EHS-aged children and 1,463 HS-aged children were estimated to have special needs and reside in Edgewood or San Antonio ISD (total of 3,556). Note in this table, that the number of children with disabilities is likely an overestimate. Disability rates for older children tend to be higher because disabilities are identified and become diagnosed as children age and become more engaged in learning.

Table 4-26 Disability Counts by School District, 2021-2022

School District	Orthopedic Impairment	Other Health Impairment	Auditory Impairment	Visual Impairment	Deaf/Blind	Intellectual Disability	Emotional Disturbance	Learning Disability	Speech Impairment	Autism	Developmental Disabilities	Traumatic Brain Injury	Non-categorical Early Childhood	Total ³
Edgewood ISD	2*	236	2*	2*	0	157	50	225	219	86	0	2*	17	998
San Antonio ISD	24	795	37	19	2*	547	424	2,398	1,034	612	0	2*	124	6,018

Note: *Indicates numbers that have been masked to comply with FERPA.
 Source: Texas Education Agency, PEIMS Standard Reports, Special Education Reports, 2021-2022

Table 4-27 Estimated Number of Age-Eligible Children with Disabilities by School District, Bexar County, 2021-2022

District	Enrolled Students 2021-2022*	Students with Disabilities 2021-2022*	Percent of Population that is Disabled	Children Aged 0 to 2 Years, 2016-2020**	Estimated Number of 0 to 2 Year Old Children with Disabilities	Children Aged 3 and 4 Years, 2016-2020**	Estimated Number of 3 and 4 Year Old Children with Disabilities
Edgewood ISD	8,393	998	11.9	2,743	326	1,898	226
San Antonio ISD	44,710	44,710	13.5	13,128	1,767	9,193	1,237
					2,093		1,463

Source: *Texas Education Agency, Student Program Reports, 2021-2022.
 **U.S. Census Bureau, 2016-2020 American Community Survey, B09001.
 Note: Estimated Number of Children is calculated by multiplying the exact, unrounded percentage of disability with the number of age-eligible children provided by the ACS.

³ Total refers to an estimate number of students with at least one disability and FERPA masked values are added as 2.

Homeless Children

Less information is available for homelessness than for other types of high-risk status among children. The available data show that 220 families (162 for HS and 58 for EHS) served by the COSA DHS Head Start Program experienced homelessness in 2019. Approximately 8.4% of the families (6.9% for HS and 21.4% for EHS) served by the DHS program experienced homelessness, compared to the 4.1% of families (3.1% for HS and 6.9% for EHS) served by Head Start Programs in Bexar County, excluding the COSA DHS Head Start Program, and 4.7% of served families (4.1% for HS and 6.8% for EHS) across the State (see Tables 4-28, 4-29, and 4-30). Thus, the COSA DHS Head Start Program served a larger share of homeless families than the average of Head Start Programs in Bexar County and Texas.

Data from the Texas Education Agency (TEA) shows 1.2% of enrolled students in Edgewood ISD and 2.2% of enrolled students in San Antonio ISDs experience homelessness, which is greater than the State proportion of 1.1% (see Table 4-33). Although this share is likely higher because it includes all children 0-17, the numbers suggest a portion of homeless students in the service are age-and-income eligible for the DHS Head Start programs.

Table 4-28 Enrolled Families Experiencing Homelessness, 2021

	Head Start		Early Head Start	
	Number	Percent	Number	Percent
Total Number of Families	2,345	100.0	271	100.0
Number of Families Experiencing Homelessness Served	162	6.9	58	21.4
Families Experiencing Homelessness that Acquired Housing	49	30.2	10	17.2

Source: Head Start Enterprise System, Performance Indicator Report (PIR), 2021

Table 4-29 Enrolled Families Experiencing Homelessness in Bexar County, 2021

	Head Start		Early Head Start	
	Number	Percent	Number	Percent
Total Number of Families	2,871	100.0	1,087	100.0
Number of Families Experiencing Homelessness Served	89	3.1	75	6.9
Families Experiencing Homelessness that Acquired Housing	25	28.1	31	41.3

Note: These numbers include counts from local Head Start providers in Bexar County, excluding the City of San Antonio.
Source: Head Start Enterprise System, Performance Indicator Report (PIR), 2021

Table 4-30 Enrolled Families Experiencing Homelessness in Texas, 2021

	Head Start		Early Head Start	
	Number	Percent	Number	Percent
Total Number of Families	46,141	100.0	13,484	100.0
Number of Families Experiencing Homelessness Served	1,880	4.1	918	6.8
Families Experiencing Homelessness that Acquired Housing	452	30.2	253	27.6
Source: Head Start Enterprise System, Performance Indicator Report (PIR), 2021				

Table 4-31 Homeless Students in DHS Head Start Service Area and Texas, 2021-2022

District	Total Homeless Students	Total Enrollment	% of Homeless Students
Edgewood ISD	102	8,393	1.2
San Antonio ISD	980	44,710	2.2
Combined School Districts	1,082	53,103	2.0
Texas	61,687	5,427,370	1.1
Source: Texas Education Agency, Student Program Reports, 2021-2022			

5. Eligibility Estimates

Method Used to Estimate Age and Income Eligibility

The population of children who were eligible for COSA DHS, Early Head Start-Child Care Partnership (EHS-CCP), Early Head Start (EHS), and Head Start (HS) in the Edgewood and San Antonio ISDs were previously estimated for each area using two different methods. The first method used was based on the U.S. Census Bureau estimates and the second used vital statistics (births and deaths). In this report, due to the discontinuance of the sub-county level vital statistics published by San Antonio Metropolitan Health District, it was decided that the Vital Statistics Method would not be used to conduct eligibility estimates in the COSA DHS EHS/HS service area. Instead, age-income eligibility estimates in this report are based on the U.S. Census Bureau American Community Survey data.

U.S. Census Bureau Method

For the age-income eligibility estimates, the population under 5 years old in 2019 come from the U.S. Census Bureau's 2020 American Community Survey (ACS) 5-Year estimates. The number of children aged 0 to 2 years, and 3 to 4 years was derived from the specific ACS table (B09001) for each geography. Estimates of the percent of children aged under 5 years living under poverty also come from the ACS (2016-2020 5-year sample) and this percent is assumed to be the same for 0-2 and 3-4 year-old children. This percent is applied to the estimates of 0-2 and 3-4 year-old children to estimate the number of children who were age-and-income eligible for both the Early Head Start-Child Care Partnership and Head Start programs.

Conclusions and Recommendations

Tables 5-1 and 5-2 present the estimates of Early Head Start and Head Start age-and-income eligible children, based on the U.S. Census Bureau method. Estimates suggested a deficit of 3,656 slots for EHS (a total of 4,000 age and income eligible children and only 344 children enrolled in EHS or EHS-CCP). The U.S. Census Bureau method also indicated there is a deficit of approximately 2,129 slots in the area served by the DHS Head Start program (a total of 5,149 age and income eligible children and funded enrollment of 3,020 children in HS). Tables 5-3 and 5-4 provide the number of age-and-income eligible in EISD and SAISD along with surrounding school districts for reference.

Not all families who have age- and income-eligible children in the DHS Head Start Program service area will enroll their children in DHS Head Start Program for a number of reasons. Thus, the number of DHS Head Start slots may be adequate for the population targeted (deficit of 3,656 EHS and 2,129 HS eligible children). Specifically, San Antonio school districts provided pre-

kindergarten and early education for over 16,000 children (721 in EISD and 3,908 in SAISD) during the 2021-2022 school year (see Table 7-5). Furthermore, between 2021 and 2022, childcare facility capacity within the COSA DHS service area for children aged 0 to 2 and 3 to 4 was 7,538 and 10,659, respectively (see Table 7-1 and 7-2). In addition, Pre-K 4 SA enrollment (696 slots in EISD and SAISD combined, see Table 7-6) may also account for some of these age- and income-eligible children. Local Head Start Programs in Bexar County (excluding the COSA DHS Head Start Program) also provided services to Head Start-aged children, with a combined cumulative enrollment of over 1,239 Early Head Start and 3,040 Head Start children (see Table 7-7). Therefore, children aged 3-4 years may be adequately served by the DHS, Early Head Start-Child Care Partnership and Head Start programs and other area resources.

However, it appears there may be need for additional Early Head Start slots in the area (deficit of 3,656 children), compared to the Head Start Program (deficit of 2,129 children). In fact, additional slots were created for the EHS-CCP Expansion grant a few years ago, which has helped to alleviate some of the demand. However, fewer resources serve children aged 0-2 years when compared to children 3-4 years and older, in general. Early Education is not widely available and tends to have few enrollees; additionally, many families may not be aware this program is available to them. Likewise, many families may not be able to afford the cost of local childcare. With about 3,656 age and income eligible children (Table 5-1) not being served, it appears the program may need to further expand to address the existing need for children aged 0-2 years living in the service area.

Table 5-1 Estimates of Age and Income Eligible Children by Zipcode for Children 0-2 Years of Age, Program Year 2021

	Population of 0 to 2 Year Old Children*	Estimated % of Children Under 5 Years Old Living Below Poverty*	Estimated Number of Children 0 to 2 Years Old Living Below Poverty	Funded Enrollment by ISD (2021)**	Estimated % of 0 to 2 Year Old Children Enrolled in EHS	Estimated % of Income Eligible 0 to 2 Year Olds Enrolled in EHS	Estimated Number of Income Eligible 0 to 2 Year Olds Not Being Served by EHS
EHS Service Area	7,449	53.7	4,000	344	2.9	5.4	3,656
78202	449	57.0	256				
78203	276	28.2	78				
78204	467	16.2	76				
78205	7	53.7	4				
78207	2,826	64.8	1,832				
78208	238	58.6	140				
78210	1,558	56.2	876				
78237	1,628	45.4	740				
<p>Note: The estimated percentage of children under 5 years living below the poverty threshold was not reported for 78205. Thus, the percentage reported for the Service Area was used instead. *American Community Survey, 2016-2020, 5-Year Sample B09001 & B17001 ** Head Start Enterprise System, Grantee Program Summary Report, 2021</p>							

Table 5-2 Estimates of Age and Income Eligible Children by District for Children 3-4 Years of Age, Program Year 2021

	Population of 3 and 4 Year Old Children*	Estimated % of Children Under 5 Years Old Living Below Poverty*	Estimated Number of 3 and 4 Year Old Children Living Under Poverty	Funded Enrollment by ISD (2021)**	Estimated % of 3 and 4 Year Old Children Enrolled in HS	Estimated % of Income Eligible 3 and 4 Year Old Children Enrolled in HS	Estimated Number of Income Eligible 3 and 4 Year Olds Not Being Served by HS
Edgewood ISD	1,898	47.7	905	777	40.9	85.8	128
San Antonio ISD	9,193	46.2	4,243	2,243	24.4	52.9	2,000
Total	11,903	46.4	5,149	3,020	25.4	58.7	2,129
*American Community Survey, 2016-2020, 5-Year Sample B09001 & B17001 **Head Start Enterprise System, Grantee Program Summary Report, 2021							

Table 5-3 Estimates of Age and Income Eligible Children by District, Children 0-2 Years, 2020

School Districts	Population of 0 to 2 Year Old Children*	Estimated % of Children Under 5 Years Old Living Below Poverty**	Estimated Number of 0 to 2 Year Old Children Living Under Poverty
Alamo Heights ISD	745	1.9	14
East Central ISD	2,244	16.5	370
Edgewood ISD	2,743	47.7	1,309
Fort Sam Houston ISD	275	8.0	22
Harlandale ISD	2,674	42.4	1,134
Judson ISD	5,337	15.4	820
Lackland ISD	176	4.0	7
North East ISD	16,812	23.4	3,927
Northside ISD	27,219	14.6	3,985
Randolph Field ISD	54	0.0	0
San Antonio ISD	13,128	46.2	6,060
South San Antonio	2,196	29.7	652
Somerset ISD	610	25.6	156
Southside ISD	1,304	28.2	368
Southwest ISD	2,736	28.1	769
* American Community Survey, 2016-2020, 5-Year Sample, B09001			
** American Community Survey, 2016-2020, 5-Year Sample, B17001			

Table 5-4 Estimates of Age and Income Eligible Children by District, Children 3-4 Years, 2020

School Districts	Population of 3 and 4 Year Old Children*	Estimated % of Children Under 5 Years Old Living Below Poverty**	Estimated Number of 3 and 4 Year Old Children Living Under Poverty
Alamo Heights ISD	775	1.9	15
East Central ISD	1,906	16.5	314
Edgewood ISD	1,898	47.7	905
Fort Sam Houston ISD	226	8.0	18
Harlandale ISD	1,857	42.4	788
Judson ISD	4,058	15.4	623
Lackland ISD	98	4.0	4
North East ISD	12,790	23.4	2,988
Northside ISD	19,222	14.6	2,815
Randolph Field ISD	51	0.0	0
San Antonio ISD	9,193	46.2	4,243
South San Antonio	1,791	29.7	532
Somerset ISD	401	25.6	103
Southside ISD	573	28.2	161
Southwest ISD	2,385	28.1	670
* American Community Survey, 2016-2020, 5-Year Sample, B09001			
** American Community Survey, 2016-2020, 5-Year Sample, B17001			

Projections produced by the Texas Demographic Center indicate that the need for Early Head Start and Head Start services in Bexar County will continue to grow through 2031. The share of minorities in Bexar County will continue to increase, as will the corresponding share of EHS and HS age-eligible children, during this same time period (see Tables 5-5 and 5-6). As shown in Table 5-7, the need for Early Head Start services will be especially important to meet going forward, based on the number of age- and income-eligible children residing in Bexar County by 2031.

Table 5-5 Projected Bexar County Population, by Race: Ages 0-2 Years, 2021-2031

Year	Total	% NH White	% NH Black	% Hispanic	% NH Asian	% NH Other
2021	95,967	19.4	6.1	68.9	2.7	2.9
2022	97,397	19.2	6.1	69.0	2.8	2.9
2023	98,774	18.9	6.1	69.0	2.9	3.0
2024	100,062	18.7	6.2	69.1	3.0	3.0
2025	101,275	18.5	6.2	69.1	3.1	3.1
2026	102,407	18.2	6.3	69.1	3.2	3.1
2027	103,460	18.0	6.3	69.2	3.3	3.2
2028	104,439	17.8	6.4	69.2	3.4	3.2
2029	105,356	17.5	6.4	69.2	3.6	3.3
2030	106,236	17.3	6.4	69.2	3.7	3.3
2031	107,114	17.1	6.5	69.2	3.8	3.4

Source: Texas State Data Center, Texas Population Projections for 2010-2050, 2018

Table 5-6 Projected Bexar County Population, by Race: Ages 3-4 Years, 2021-2031

Year	Total	% NH White	% NH Black	% Hispanic	% NH Asian	% NH Other
2021	63,040	20.1	6.1	68.2	2.8	2.8
2022	64,088	19.9	6.1	68.2	2.9	2.8
2023	65,098	19.7	6.1	68.3	3.0	2.9
2024	66,080	19.5	6.2	68.3	3.1	2.9
2025	67,021	19.2	6.2	68.3	3.2	3.0
2026	67,914	19.0	6.3	68.4	3.3	3.0
2027	68,748	18.8	6.3	68.4	3.4	3.1
2028	69,521	18.5	6.4	68.5	3.5	3.1
2029	70,241	18.3	6.4	68.5	3.6	3.2
2030	70,917	18.0	6.4	68.5	3.8	3.2
2031	71,540	17.8	6.5	68.5	3.9	3.3

Source: Texas State Data Center, Texas Population Projections for 2010-2050, 2018

Table 5-7 Projected Number of Bexar County Age- and Income-Eligible Children: 0-2 and 3-4 Years Old, Bexar County, 2021-2031

Year	Projected number of 0 to 2 years old Children	Projected number of age and income eligible children for Early Head Start	Projected number of 3 to 4 years old Children	Projected number of age and income eligible children for Head Start
2021	95,967	23,497	63,040	15,435
2022	97,397	23,848	64,088	15,692
2023	98,774	24,185	65,098	15,939
2024	100,062	24,500	66,080	16,180
2025	101,275	24,797	67,021	16,410
2026	102,407	25,074	67,914	16,629
2027	103,460	25,332	68,748	16,833
2028	104,439	25,572	69,521	17,022
2029	105,356	25,796	70,241	17,198
2030	106,236	26,012	70,917	17,364
2031	107,114	26,227	71,540	17,516

Note: The Bexar County poverty rate for Related Children Under 5 Years is 24.5% (5-Year American Community Survey, 2016-2020, B09001 & B17001).
 Estimates from survey data have associated sampling error not presented in this table.
 Source: Texas Demographic Center, Texas Population Projections for 2010-2050, 2018

6. 2021-2022 COSA DHS Head Start Program Alumni Survey

Overview

The 2021-2022 Alumni Survey was given to the caregivers of children receiving the DHS Head Start services, including both the Early Head Start and Head Start Programs in the past (i.e. their children are not enrolled in any of the DHS HS/EHS programs in the school year of 2021-2022). Families were asked to complete the Alumni Survey on-line, and the survey participants could choose to complete the survey in English or Spanish. Of the 276 valid respondents, 116 (42%) were identified as COSA DHS Head Start Program alumni. Please see Appendix A and B for the survey instruments provided to caregivers and the descriptive statistics of the survey results.

Demographic and Economic Characteristics of the Alumni Families

Most caregivers live in zipcode 78207 (22.8%), followed by 78228 (14.9%), 78201 (5.3%), and 78204 (5.3%). Over 46% of the respondents are between 35-44 years old, and over a third (38.6%) are aged 25-34 years old, meaning that over 85% of the respondents are between 25-44 years old. A far majority are women at 99% of all respondents. As for the race/ethnic composition of the DHS Head Start families, most of the caregivers (80.5%) are white and almost 85% reported as being Hispanic/Latino. Among the respondents, 56.3% are married or in common law whereas 30.4% of them reported being never married. The primary language spoken in caregiver homes is English (89.9%) and then Spanish (10.1%). When looking at household characteristics, most respondents (28.2%) have 2 children, while 23.6% have 3 children, 20.0% have only 1 child, 14.6% have 4 children, and 13.6% have 5 or more children. Of these children in the household, only one of them is a foster child.

The majority of the respondents (94.6%) at least have a high school diploma or GED and most of the families make between \$25,000 to \$49,999 (35.1%), followed by \$10,000 to \$24,999 (28.8%), and then less than \$10,000 (18.0%), with 68.2% of the families reporting the income is coming from either full time/part-time employment or self-employment. When assessing families' access to social benefits programs, the most common received benefits is Food stamps (SNAP)/WIC (38.0%), followed by Medicaid (37.6%), and then housing assistance (8.6). By contrast, only 3.6% of respondents and their families received TANF benefits. On a related note, when these alumni families enrolled their children in the COSA DHS HS/EHS program in the past, 24.0% of them received family support from the program whereas 20.7% of them received education or nutrition/food services. By contrast, only 4.9% of these families received transportation assistance from the program.

Characteristics of the Alumni Children

Of the 116 alumni families, 113 have children enrolled in Head Start Prekindergarten and 35 have children enrolled in Early Head Start/EHS-CCP in the past. Only two respondents were able to identify the Early Head Start centers where their children were enrolled (Blessed Sacrament EHS and Ella Austin EHS). By contrast, the most enrolled Head Start centers are Tynan Center (10.8%), Cardenas (9.6%), and Knox Center (8.4%). When assessing these enrolled alumni children's medical status, 17.4% of them were diagnosed as having a disability when they were enrolled in the program. Among these alumni children with disabilities, 48.6% were diagnosed with speech/language disabilities, 17.1% were diagnosed with other disabilities (such as Autism), and 11.4% were diagnosed with learning or sensory disabilities. 26.6% of these alumni children received speech therapy when they were enrolled in the program, but more than a fifth of them (21.4%) stopped seeking speech therapy after completing the program; 39.3% of them continued to seek speech therapy from the same provider whereas another 39.3% of them seek therapy from a different provider after completing the program.

Alumni Families' Post Program Assessments

Figure 6-1 shows the alumni families' opinions on the COSA DHS EHS/HS program, teachers, staff, and the Head Start community. An overwhelming majority (92.7%) of them praised the program for providing high quality education to their children (including strongly agree and somewhat agree), and 88.9% of them believed their children were well prepared for kindergarten after finishing the EHS/HS program; regarding the teachers of the program, 93.4% of them believed their children's teacher was transparent in sharing information about their children's development milestones, and 93.4% of them mentioned it was easy to communicate with their children's teacher. Alumni families reported favorably regarding the program staff/family support workers, with 92.7% of them reporting that program staff were responsive when they had concerns or questions, 91.3% and 89.6% of them agreed that their family support workers were good at sharing timely information with them and were easy to communicate with, respectively; as for the sense of the Head Start community, 92.5% of them enjoyed participating in the program and 87.9% of them thought the program was actively engaging everyone which helped forge a sense of community.

Post Program Assessment

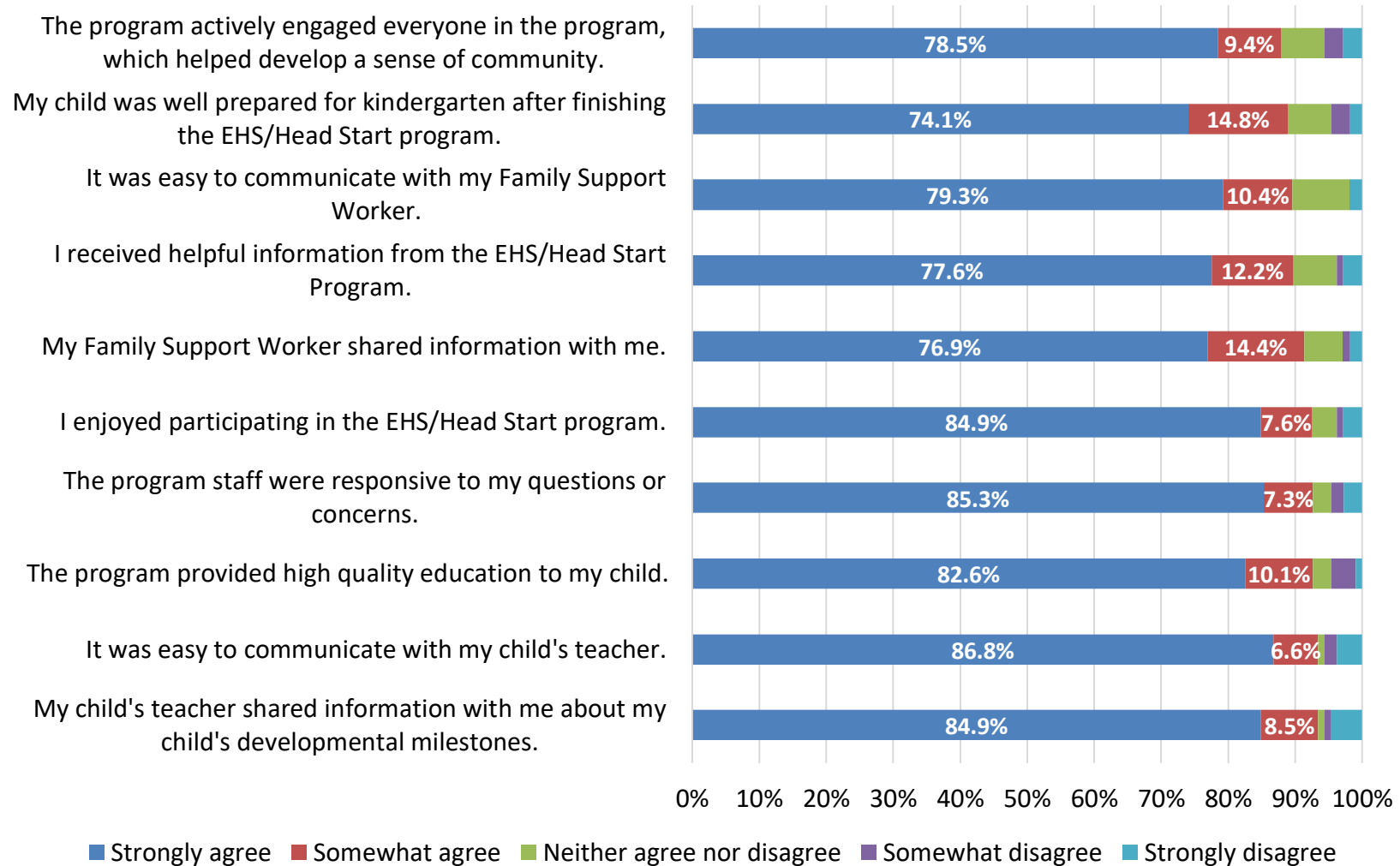


Figure 6-1 Head Start Alumni Family's Post Program Assessment

Alumni Families' Post Program Engagements in Practices Learned from the Program

The COSA DHS EHS/HS program has introduced several beneficial practices to the program alumni families when their children were enrolled in the program, including “Parent, Family, and Community Engagement” practices, “Education/Disability Accommodation” practices, and “Health” practices. When assessing how frequent the alumni families have been engaging with the “Parent, Family, and Community Engagement” practices after their children completing the program, as shown in Figure 6-2, the most frequently used practices is “Speaking up for the needs of your child” with 91.3% of the alumni families claimed they have been always doing so. 96.2% and 95.2% of the alumni families have frequently (including always and most of the time) practiced setting routines and family engagement activities, respectively; more than half of these alumni families have always engaged in parent leadership (63.8%), building relationships with school (55.2%), reading with their children (52.4%), and Practicing goal setting activities (50.0%). However, only 39.1% of these alumni families have continued to be actively connect to community resources and another 30.5% of them have attempted to do so most of the time.

When examining how frequent the alumni families have been engaging with the “Education/Disability Accommodation” practices, Figure 6-3 shows the majority of these alumni families have always engaged in these practices even after their children had completed the program. Specifically, 80.2% of the alumni families have always acknowledged the importance of school attendance, 71.3% of them have always attended school meetings including parent teacher conferences, 70.3% of them have always been in contact with school administration and teachers, and another 63.4% of them have continued to navigate the process for special education services. It is also worth noting that 11.9% of the alumni families claimed that they have never engaged in navigating the process for special education services after their children completing the program.

When looking at how frequent the alumni families have been engaging with the “Health” practices, Figure 6-4 shows the mass majority (over 85%) of these alumni families have always engaged in these health practices after their children had completed the program. 94.2 % of these families have always kept their children’s immunization up to date, 93.2% of them have always brought their children for regular checkups, 89.1% of them have always taken their children for oral/dental checkups, 89.0% of them have always continue to be connected with health and dental insurance coverage, and 87.4% have always engaged in practices that are important for general family health and wellness.

Parent, Family, and Community Engagement Practices

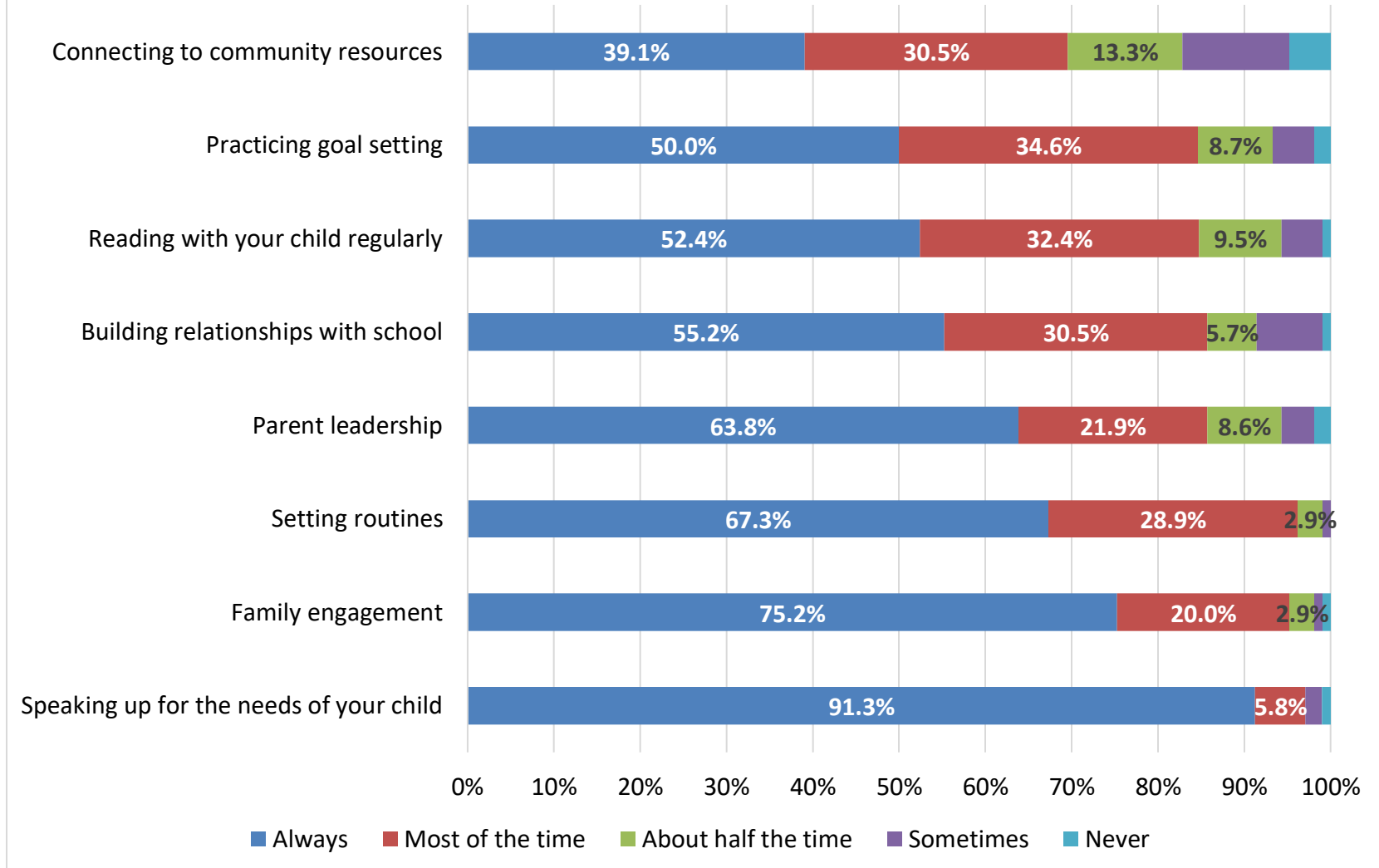


Figure 6-2 Head Start Family’s Post-Program Frequency of Conducting Parent, Family, and Community Engagement Practices

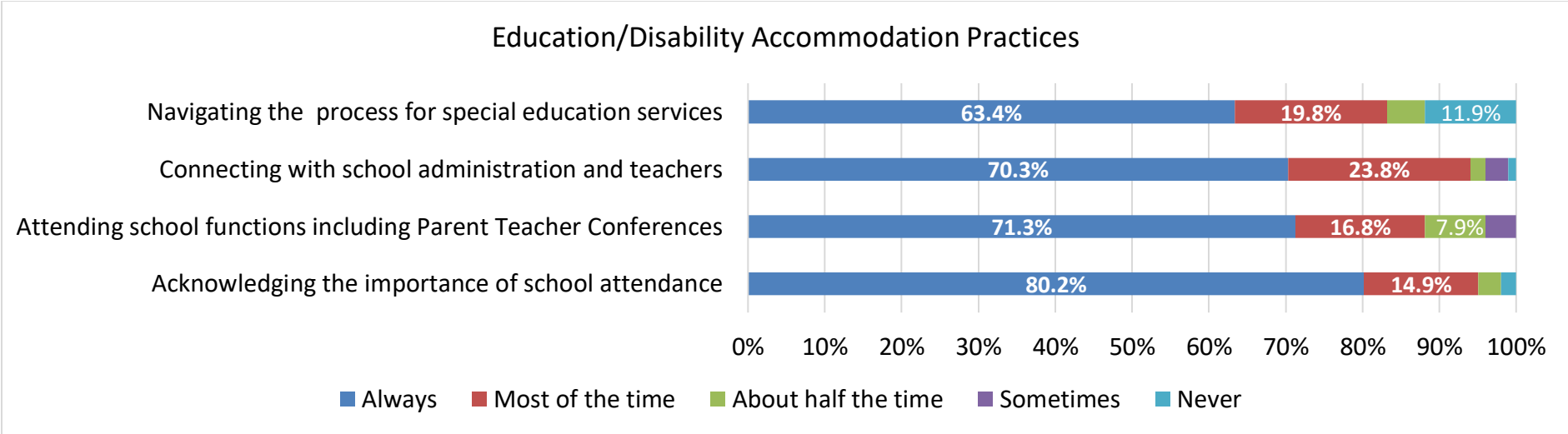


Figure 6-3 Head Start Family’s Post-Program Frequency of Conducting Education/Disability Accommodation Practices

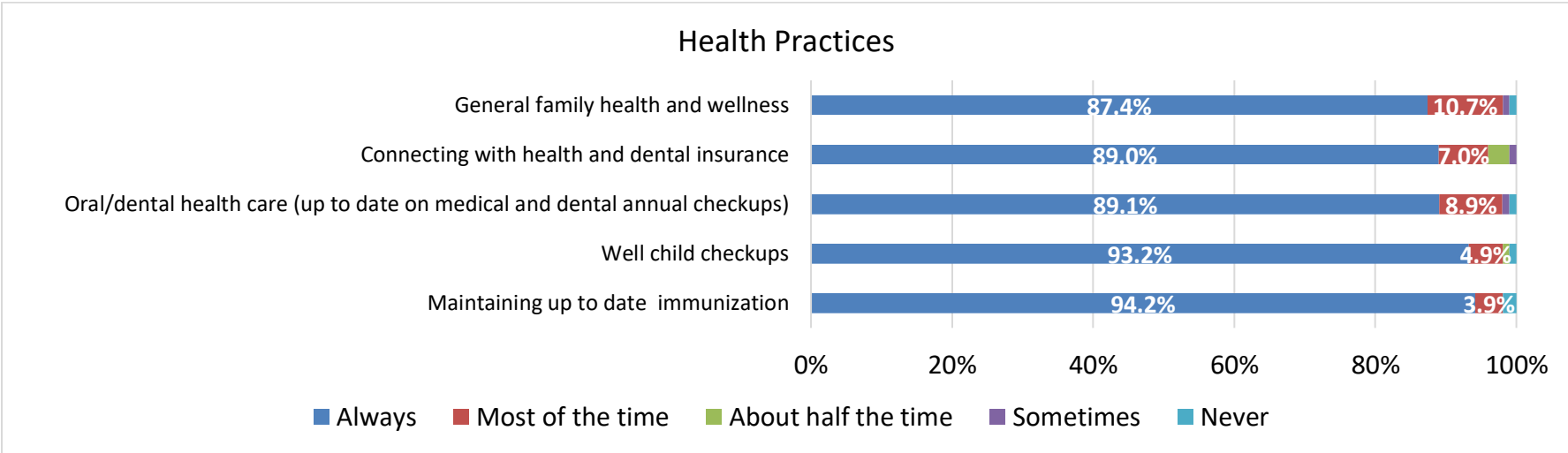


Figure 6-4 Head Start Family’s Post-Program Frequency of Conducting Health Practices

Head Start Alumni Focus Group Summary

A total of 6 parents participated (2 in first meeting; 2 in second and 1 in third.; 1 parent spoke to a researcher via a phone call) in three separate focus group meetings. These discussions were more informational interviews because too few parents were able to attend scheduled meetings. It was fairly challenging to assess long-term advantages of HS services because most of the participants (with the exception of one) had children that just completed HS this past year and had not started public school yet. A couple of parents had children still enrolled in HS and were going to continue so could not be considered alumni.

Social Skill Development

Parents noticed improvement in children's social skills after attending Head Start. For example, children were able to make new friends and learn about their different personalities. As social skills developed parents noticed children looked forward to attending school to learn and play with their friends and classmates. Parents also saw improved communication at home between them and their children. Parents noticed that their children were able to talk about their feelings more confidently. Additionally, some of the parents mentioned that they observed improvements in problem-solving skills as well after attending the HS program.

Academic Development

Parents saw academic development in their children's improved vocabulary, readings, and fine motor skills (such as hand writing). For instance, some parents mentioned their children learned language, colors, and speech at school and presented what they learn at home. A parent also mentioned that other students in the program were able to learn signed language, which is very useful for communication with children with hearing difficulties. Most importantly, parents felt the communication from teachers allowed them to stay up to date in their child's academic development.

Supportive Services

Parents were very grateful for the supportive service resources provided by the teachers and administrators in the Head Start program. For example, parents received information on autism, COVID-19, therapy services, housing insecurity, dental, food services and recreational events in the community. Some parents were grateful for information about summer lunch programs and other activities, which helped them tremendously when the school was not in session. Specifically, some parents appreciated the collaboration of services with battered women's shelter, which made the family feel safer and secure. Parents also found financial resources such as information

on rent and utility assistance programs. Overall, parents expressed gratitude for the various resources and services provided by Head Start.

Challenges and Potential Improvement

Parents and children encountered challenges pertaining to the use of technology and software programs in response to the COVID-19 quarantine. A learning curve was experienced by some students and most adapted to their new classroom environment. However, students with autism experienced more difficulty and their academic development was hindered. Legal guardian of autistic child expressed concern for the lack of educational curriculum for children with autism. Parents also felt it would be beneficial to the child's academic development if Head Start provided a means to determine if their child was ready to transition to Kinder. At one school, parent felt communication between Head Start administration, teachers and parents was not good. This led to parent not staying up to date with their child's academic development. Parent noticed that communication in public school is not as strong between teachers and parents as it was in Head Start—they feel like you're on your own in public school. Parent decided to leave HS program and enroll their child in Pre-K for SA because HS teacher had poor communication. Teacher would text parent and say "your child did terrible today." When parent would reach out to schedule a meeting to address this, teacher would not respond after repeated attempts.

In regard to the transition from Head Start to Kinder, parents felt would be beneficial to students if an orientation was provided for parents, children, and staff as doing so may help student be more familiar and comfortable with their new academic settings. Parents also expressed that meeting their children's teacher prior to the new academic school year would benefit communication between parents and teachers. Appreciated workshops on financial literacy/budgeting but held during the day. Also, it would be helpful to offer these workshops/seminars in the evenings so working parents could attend.

Activities Continued Post Head Start

When discussed about what activities or practices (they learned from the program) have been continuously executed at home after their children completing the program, some parents mentioned they continued to teach and practice emotions through laminated pictures in a binder. Some parents expressed the usefulness of the calendar of daily activities, with which parents created their personal calendar of daily community activities such as visiting local library or visiting a public park. Reading with child for 30 minutes a day and writing practices were mentioned as good practices to keep among the parents. Also, parents have expressed the continuous use of some supportive services and referrals that were made to them while they were in the program.

7. Social Services

Health

San Antonio Metropolitan Health District's (Metro Health) Immunization Division utilizes the Immunization Outreach, Education, and Partnership program (IOEP) to reduce missed vaccine opportunities, increase vaccinations rates, and decrease the rate of vaccine preventable diseases in the community (Metropolitan Health District, Outreach & Education, 2019). All activities are designed to provide educational presentations to the community and local schools, attend community health/ resource fairs, and participate in community conferences and lectures. The IOEP Program targets under-immunized communities through the Texas Vaccines for Children and Adult Safety Net programs and works to form new and different partnerships throughout the city to help bring vaccine awareness and increase the vaccination rate in underserved communities. The IOEP Program also facilitates the Immunize San Antonio (IZSA) Coalition, which promotes immunizations in diverse populations across the lifespan through collaboration and education, striving for a community where all residents are protected from vaccine preventable diseases. Education and services are provided via three outreach and education programs: Infant/Childhood, Adolescent/Adult, and the Immunization/Women Infant and Children (WIC) Linkage. Additionally, the WIC Linkage is designed to increase immunization coverage levels among all WIC clients and children birth through five years of age using immunization assessments, reminder/recall, provider referrals, and targeted education efforts. The program provides reminder/recall activities for all WIC clients assessed as behind in their immunizations.

Metro Health has also created the Healthy Neighborhoods Program, which targets inner city neighborhoods with the goal of reducing health disparities in these areas (COSA Healthy Neighborhoods 2019). A health worker/*promotora* works in each of the eleven neighborhoods and identifies community resident leadership within the neighborhood. Resident leadership teams are formed in each neighborhood and trained by a community health worker to co-facilitate community asset mapping. These community asset mappings identify their neighborhood resources, which would include individuals, agencies, and physical assets and thus help local health workers to develop custom health asset assessment and action plans for each neighborhood. Residents who are passionate about healthy eating and active living will be supported with resources from Metro Health to plan and initiate evidence-based childhood obesity prevention strategies at their neighborhood level.

The Miles of Smiles (MOS) program provides dental evaluations, fluoride and sealants at local elementary schools (COSA Dental Services, 2019). This program is part of Metro Health's dental projects and is meant to address unmet dental needs among children, especially those who are uninsured or underinsured for required care.

In addition, the Dental Program provides oral health assessments for various community groups, conducts oral health educational fairs, but most importantly links those who need urgent care without a dental home to providers who can provide the necessary services to them at little or no cost.

Bexar County manages a discount prescription drug card program, called the Bexar County Rx Card Program (Bexar County Website, Community Health, 2018). This program allows County residents to access prescriptions for a reduced cost. The program is free and does not have expiration dates or annual restrictions.

Nutrition

The San Antonio Food Bank (SAFB) provides food and grocery products to more than 500 non-profit organization partners in 29 county service areas throughout Southwest Texas and distributed to over 100,000 individuals each week (San Antonio Food Bank, 2022). In FY 2021, SAFB provided more than 91 million pounds of food. The mission of the SAFB is to fight hunger in Southwest Texas through food distribution programs, education, and advocacy. The SAFB has indicated that about 35% of their clients were children under the age of 18 years old; most of their senior clients had to choose between food and medicine due to limited income; 46% of households served by them had at least one working adult; single parents, veterans, as well as homeless people are the most needed groups among their clients.

The City of San Antonio's Fit City program, SA.com has been working to improve the health and fitness of San Antonian's (Fit City SA, About US, 2018). One of the major initiatives has been the Healthy School Meals Initiative, which is focused on improving nutrition and physical activity in schools throughout San Antonio. A school committee is developed to discuss school districts' training, tools, and resources regarding healthy school meals. The focus includes innovative techniques for nutritious school meals and increased access to fruits and vegetables. Research has shown school children significantly increase their consumption of fruits and vegetables when they have a school salad bar.

Child abuse and neglect

Texas Child Protective Services (CPS) becomes involved with children and families when they are referred by the Department of Family and Protective Services (DFPS) Investigations division, which investigates allegations of child abuse and neglect. It also provides services to children and families in their own homes, places children in foster care, provides services to help youth in foster care successfully transition to adulthood, and helps children get adopted. Child Protective Investigations (CPI) examines reports of child abuse or neglect to determine if any child

in the family has been abused or neglected. It also investigates allegations of child abuse and neglect, works with law enforcement on joint investigations, takes custody of children who are unsafe, refers children to community resources that promote their safety and well-being and assists in the fight against human trafficking.

Family Violence Prevention Services, Inc. (FVPS)/ Battered Women and Children's Shelter (BWCS) in San Antonio has been helping victims of domestic violence in San Antonio since 1977 (Family Violence Prevention Services, Inc., About Us, 2020). FVPS began as an emergency shelter for women and children and now offers a complete array of shelter, transitional housing, counseling, children's and legal services to help individuals and families recover from the pain and long-term effects of domestic violence. A 24-hour, 365-day, hotline to provide immediate assistance to victims of family violence is also available through these programs. Crisis calls include an assessment of critical needs, crisis intervention, education, information and referrals. Comprehensive case management and individual counseling, emergency food and clothing, legal advocacy and referrals, and primary medical and dental care services are also provided to families in need.

ChildSafe is a children's advocacy center located in Bexar County (ChildSafe, About Us, 2020). The program is geared towards helping child victims of abuse and/or neglect. ChildSafe has a diverse team of law enforcement, health, and CPS professionals that work together to coordinate strategies for each child. The services provided by ChildSafe include medical referrals, family support specialists, and counseling services.

Housing

There are multiple housing assistance programs serving San Antonio and Bexar County. The San Antonio Housing Authority (SAHA) currently provides housing assistance to over 57,000 adults, children, and senior citizens, almost one-half (48%) of the individuals served are under the age of 18 and more than one-half (53%) of the clients heads of households are elderly or disabled. Families in SAHA's federally-funded rental assistance program earn an average income of less than \$12,500 annually. SAHA owns and manages 6,062 public housing units at 70 properties, provided 14,162 vouchers, and provides an additional 3,644 mixed-income units at 27 properties through their non-profit entities and partnerships. (San Antonio Housing Authority, About Us, 2020).

The Housing Authority of Bexar County (HABC) provides three distinct programs including the Housing Choice Voucher (HCV) Program, Family Self-Sufficiency (FSS) Program, and The HUD-Veterans Affairs Supportive Housing (HUD-VASH) Program (Housing Authority of Bexar County, Housing Authority of Bexar County (HABC Programs, 2018).

The HCV Program is the government's primary program to assist income-eligible households with the opportunity to afford decent, safe, and sanitary housing. Eligibility is determined based on the total annual income and family size of the household. Annual income cannot exceed 50% of the area median income for Bexar County. Family assets are also taken into consideration when determining eligibility.

The Family Self-Sufficiency (FSS) Program is a voluntary five-year incentive program that allows Housing Choice Vouchers and Public Housing residents to accrue money in an escrow account as their earned income increases, allowing participants to become self-sufficient. Upon graduation from the FSS Program, families may access the escrow account and use it for any purpose; the FSS Program does not affect eligibility for continued housing. Finally, the HUD-VASH Program for homeless veterans combines Housing Choice Vouchers (HCV) rental assistance with case management and clinical services provided by the Department of Veterans Affairs (VA) at VA medical centers and community-based outreach clinics. Homeless veterans are screened by the VA and referred to HABC.

Bexar County's Emergency Solutions Grant (ESG) Program is designed to identify sheltered and unsheltered homeless persons, as well as those at risk for homelessness, and provide the services necessary to help those persons regain stability in permanent housing after experiencing a housing crisis and/ or homelessness (Bexar County, Emergency Solutions Grant (ESG), 2017). The ESG program provides funds for essential services to shelter residents, rapidly re-house homeless individuals and families, and prevent families and individuals from becoming homeless (Bexar County, Emergency Solutions Grant Program Overview, 2017). The program is also intended to curb a rise in homelessness through the funding of preventive programs and services.

Bexar County also offers the HOME Investment Partnership Program created under the National Affordable Housing Act of 1990. The purpose of HOME funds is to expand the supply of affordable housing stock for low or very-low income families and individuals (Bexar County, HOME Program Overview, 2018). Funds under this program construct new housing for rent or home ownership, rehabilitate rental or owner-occupied housing; and improve sites for HOME-assisted development.

The Community Development Block Grant (CDBG) program is a federally funded program through the U.S. Department of Housing and Urban Development (HUD). The CDBG program works to ensure decent affordable housing, to provide services to the most vulnerable in our communities, and to create jobs through the expansion and retention of businesses. CDBG is an important tool for helping local governments tackle serious challenges facing their communities (Bexar County, Community Development Block Grant, 2017).

Homeless Population

Services for the homeless are centralized and coordinated through Haven for Hope, located in downtown San Antonio. Haven for Hope works to address root causes of homelessness through education, job training, and behavioral health services. It has 184 partners (67 on-campus partners; 87 referral partners; 30 community) that provide access to over 300 services, including counseling, education programs, life skills, and legal services (Haven for Hope, Partner Spotlight, 2018; Haven for Hope Fact Sheet, 2017). The Haven's campus was completed in early 2010 and in April of 2010, the very first residents moved onto the campus. The Haven served 2,599 individuals in 2017, including 852 family members and 544 children (Haven for Hope, Custom Report, 2018). Families stayed for an average of 4.5 months, whereas single residents stayed for an average of 5 months. The average age of children living at Haven is 6 years old.

The San Antonio Housing Authority reports there has been significant growth in programs to reduce homelessness in San Antonio. SAHA's Housing Choice Voucher (HCV) Program includes special programs such as the Homeless Services Voucher (HSV) Program), which is targeted towards special groups like the homeless. The HCV Program provides 13,417 rental vouchers annually and in 2016 served approximately 1,578 homeless and veteran residents (San Antonio Housing Authority Annual Report, 2016).

Childcare

There were at least 590 licensed childcare facilities that serve children aged 0 to 2 and 3 to 4 in Bexar County in 2022. Most of the area's childcare capacity is concentrated in the northern part of the county, with comparably fewer centers in central, southern, and eastern areas (see Figures 7-1 and 7-2). The supply of childcare in the north appears to exceed the demand, whereas the demand appears to exceed the supply in other parts of the county. This is especially true for school districts located in central San Antonio, where less capacity is available (see Figures 7-3 and 7-4).

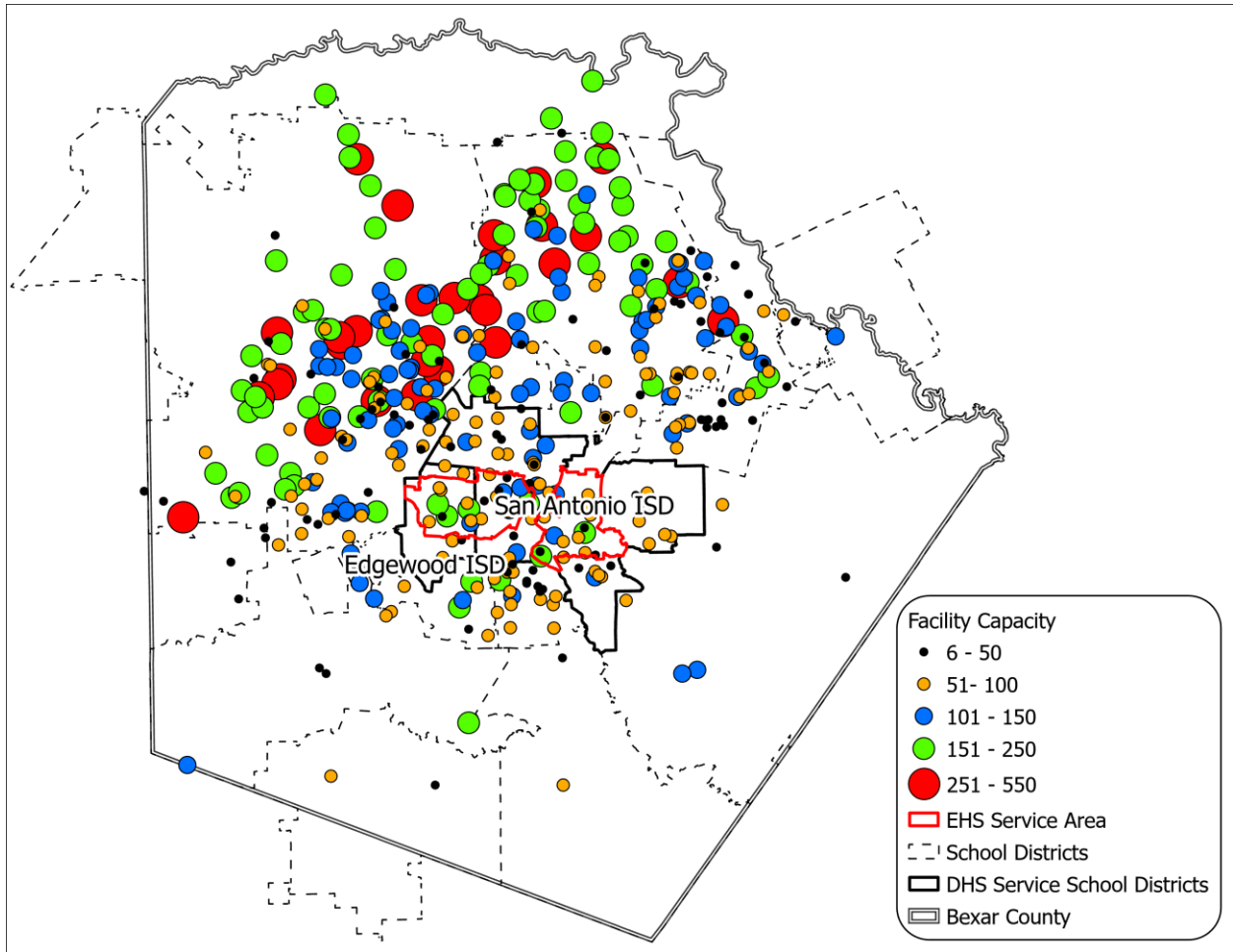


Figure 7-1 Licensed Childcare Facilities that Accept Children Aged 0 to 2 by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

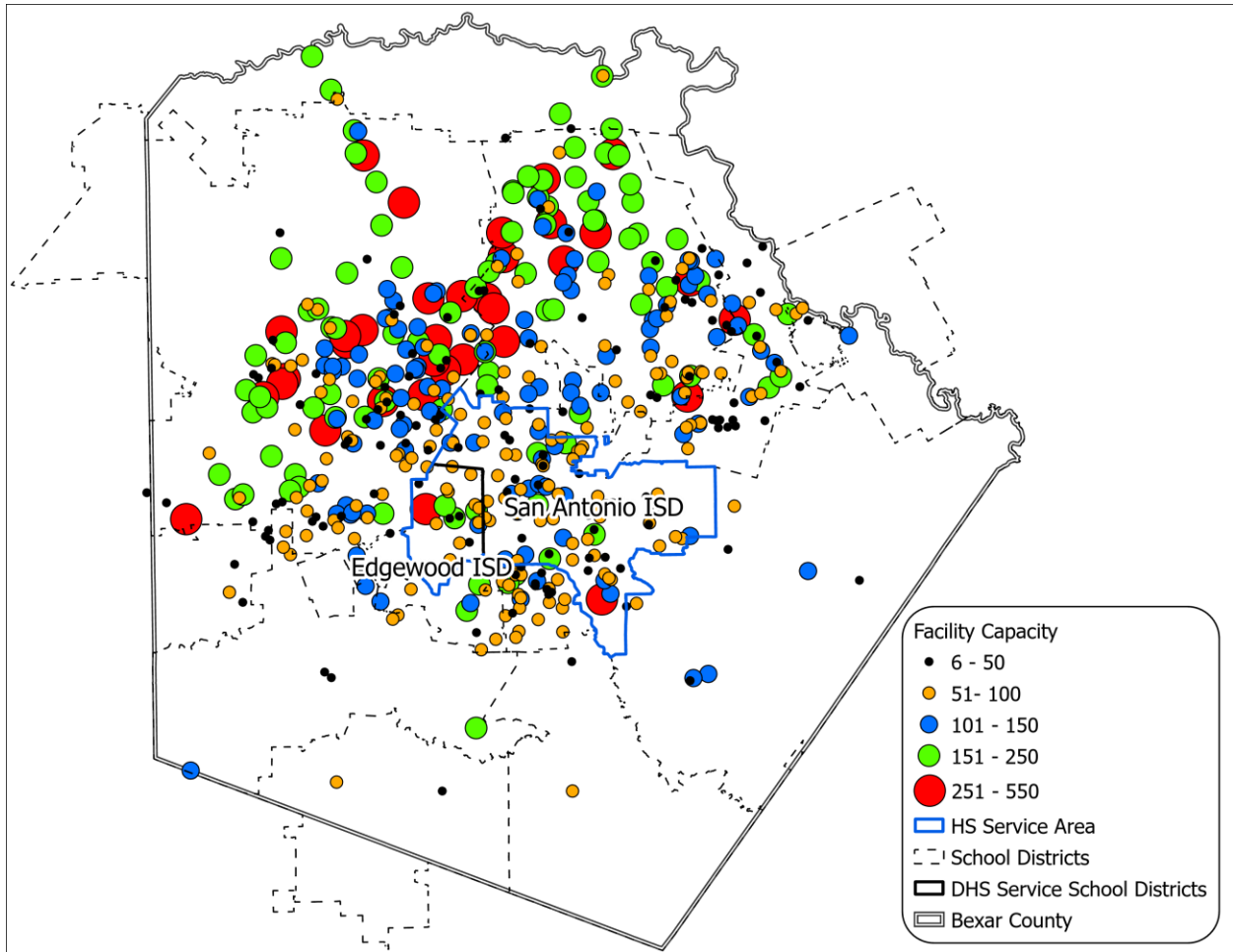


Figure 7-2 Licensed Childcare Facilities that Accept Children Aged 3 to 4 by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

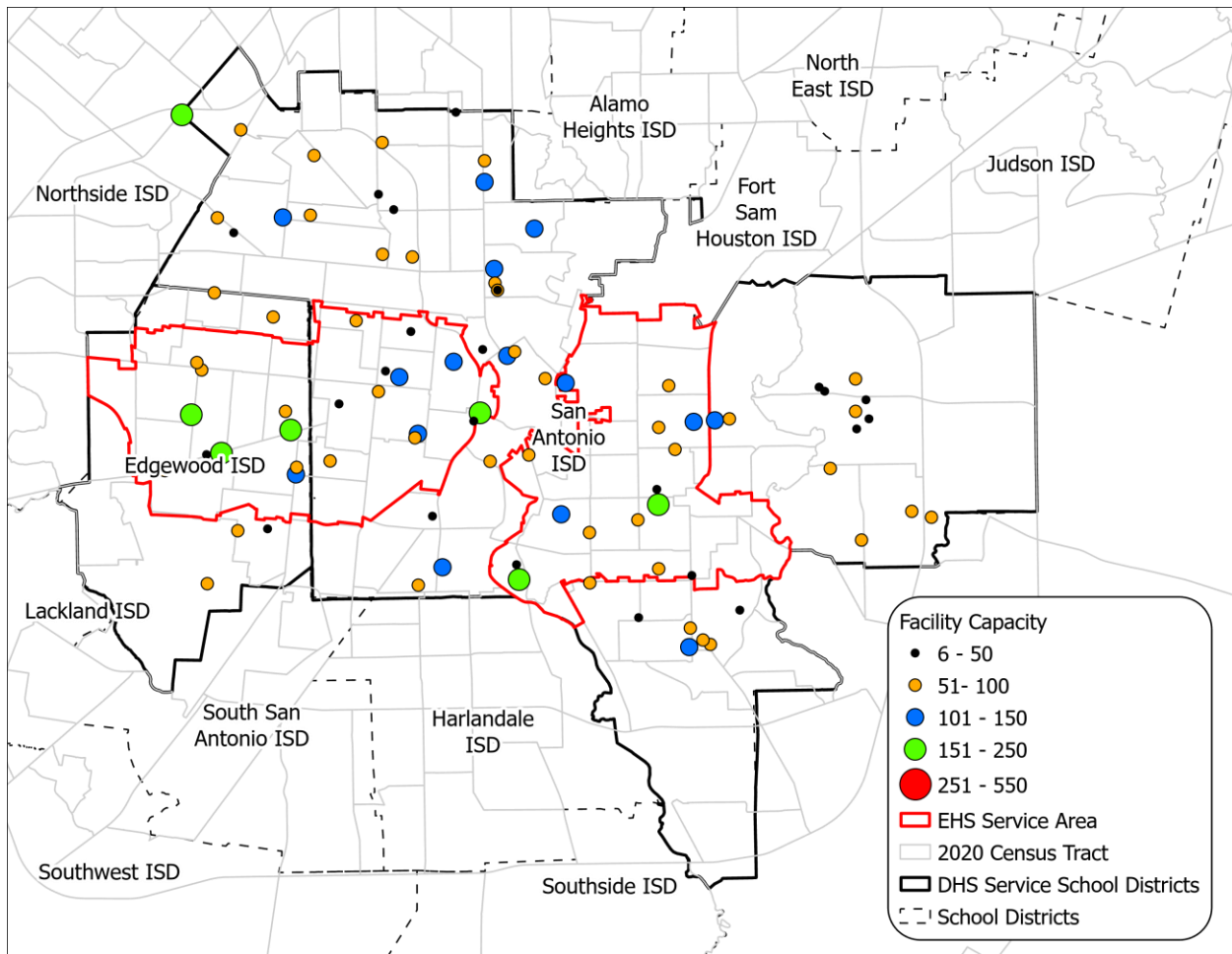


Figure 7-3 Licensed Childcare Facilities Accepting Children Aged 0 to 2 by Capacity, COSA DHS Early Head Start Service Area, 2022

Note – capacity refers to the total capacity of the facility, not necessarily for children aged 0 to 2.
 Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

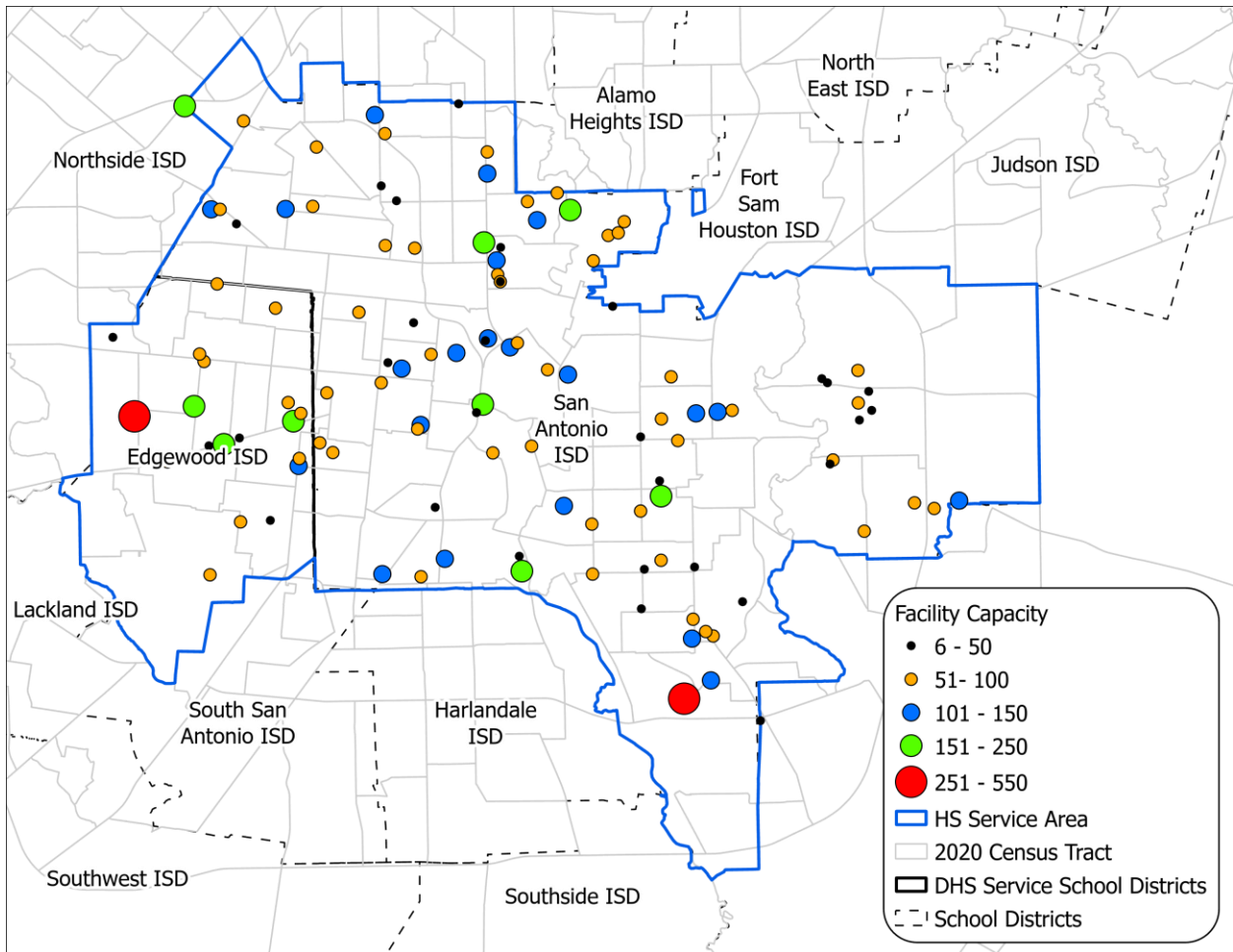


Figure 7-4 Licensed Childcare Facilities Accepting Children Aged 3 and 4 by Capacity, COSA DHS Head Start Service Area, 2022

Note – capacity refers to the total capacity of the facility, not necessarily for children aged 3 and 4.

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

In Edgewood and San Antonio ISDs, there are 90 facilities that serve children 0-2 years of age and 117 facilities that serve children 3-4 years of age. The difference between capacities and the demand of these facilities is especially pronounced for infants (aged 0 to 17 months) and toddlers (18 months to 2 years) in the COSA DHS Early Head Start service area (see Table 7-1). Although some of these children are likely to be served by other resources, there is unmet need for infant and toddler childcare in Edgewood ISD (a deficit of 1,215 slots) and San Antonio ISD (a deficit of 7,398 slots). Similarly, as shown in Table 7-2, there is unmet need for pre-kindergarten age children (3 to 4 years) in San Antonio ISD (a deficit of 725 slots). By contrast, the total capacity of childcare facilities in Edgewood ISD (a surplus of 293 slots) appears to exceed the actual demand in the ISD (see Table 7-2). Overall, children aged 3 to 4 appear to be more adequately served by the DHS Head Start Program and other area resources, compared to children aged 0 to 2. However, many families may not be aware that these resources are available to them. Likewise, families may not be able to afford the cost of local childcare. The possibility of some families not knowing available resources, families unable to afford child care services, and the large age-income eligible population in the service area suggest that promoting services provided by the DHS Head Start Program is necessary to address existing need for childcare among children 3-4 years of age as well.

Table 7-1 Childcare Capacity and Child Population Aged 0 to 2 Years by School District, 2022

	Childcare Capacity in Facilities with Pre-School Programs*	Number of children aged 0 to 2 years**	Difference in Capacity and 0 to 2 years old population
Edgewood ISD (15 facilities)	1,528 (mean capacity = 102)	2,743	-1,215
San Antonio ISD (75 facilities)	6,010 (mean capacity = 80)	13,655	-7,398
Total (90 facilities)	7,538 (mean capacity = 84)	13,128	-7,118
Source: * Texas Department of Health and Human Services, Custom Childcare Search, 2022 ** American Community Survey, 2016-2020, 5-Year Sample, B09001			

Table 7-2 Childcare Capacity and Child Population Aged 3 and 4 Years by School District, 2022

	Childcare Capacity in Facilities with Pre-School Programs*	Number of children aged 3 to 4 years**	Difference in Capacity and 3 to 4 years old population
Edgewood ISD (19 facilities)	2,191 (mean capacity = 115)	1,898	293
San Antonio ISD (98 facilities)	8,468 (mean capacity = 86)	8,682	-725
Total (117 facilities)	10,659 (mean capacity = 91)	9,193	-432
Source: * Texas Department of Health and Human Services, Custom Childcare Search, 2022 ** American Community Survey, 2016-2020, 5-Year Sample, B09001			

Resources and Services for Children with Disabilities

On September 1, 2016, the Early Childhood Intervention (ECI) Program, a division of the Texas Department of Assistive and Rehabilitative Services (DARS), was transferred by the Texas Legislature to the Texas Health and Human Services Commission. The ECI programs are for Texas families with children age 0-3 years old with disabilities and developmental delays (Health and Human Services Commission, 2021). This program is funded through the Individuals With Disabilities Education Act (IDEA) and the State of Texas and provides evaluations, assessments, and services at little or no cost to families. Children over the age of 3 years are not eligible to receive services through ECI but are referred to their local school district for assistance. Local school districts have Early Education classes for children with a disability ages 3 years and up. The three ECI programs that operate in Bexar County served more than 7,209 children (5.78% of the total population of 0-3 year olds) in FY 2019.

In 2020, United Way San Antonio was affiliated with 137 programs at 69 partner agencies (United Way, About Us, 2020). Approximately 56% (39 total agencies) provide services to children or families with children; 3% of all agencies (2 total agencies) state that they serve as a resource for children with disabilities. These agencies provide counseling, outpatient services, nutritional and fitness activities, prepare young children for life, help students succeed, foster self-sufficiency for individuals and families, and support people in crisis.

There were 590 licensed general childcare facilities in Bexar County during 2021, 189 of which (32%) accepted age-eligible children with special needs (Texas Health and Human Services, Search Texas Child Care, 2022). Similar to the distribution of general childcare, many special needs facilities are concentrated in northern parts of Bexar County (see Figures 7-5 & 7-6). In 2022, there were 50 childcare facilities in the Edgewood and San Antonio ISDs and served children 0-4 years of age with special needs. Of this number, 44 facilities within the DHS Head Start Service Area provided care to special needs children aged 0-2 years and 50 provided care to special needs children aged 3-4 years (see Figures 7-7 and 7-8). Tables 7-3 and 7-4 suggest the total capacity of these facilities appears to exceed the actual demand in the DHS Head Start Service Area for both EHS and HS age-eligible special needs children (i.e., more slots than eligible children with special needs). However, the facility capacity is stated in terms of total capacity, not age-eligible children, or age-eligible children with a disability. In other words, the total capacity includes children with and without special needs.

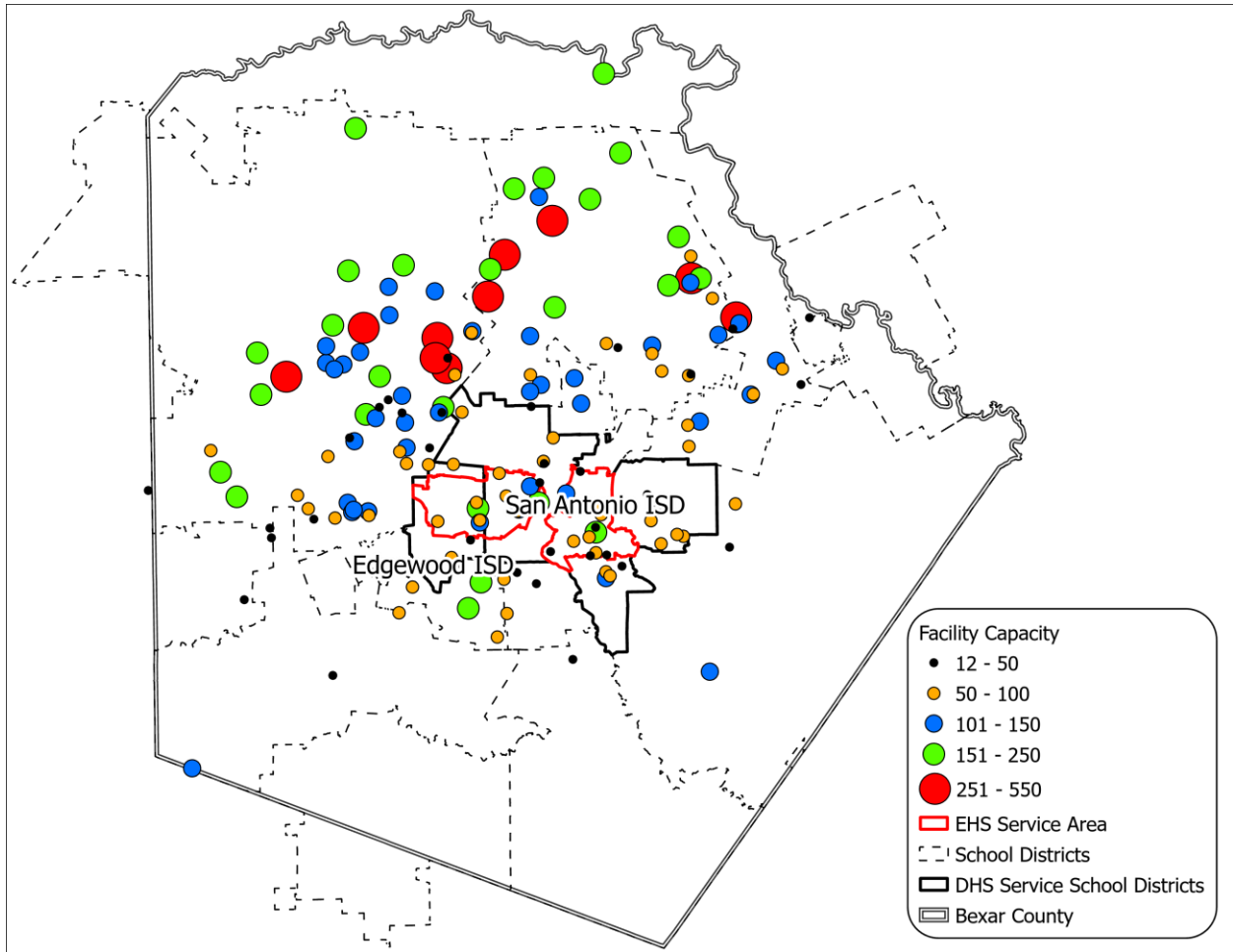


Figure 7-5 Licensed Childcare Facilities Accepting Special Needs Children Aged 0 to 2 Years by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

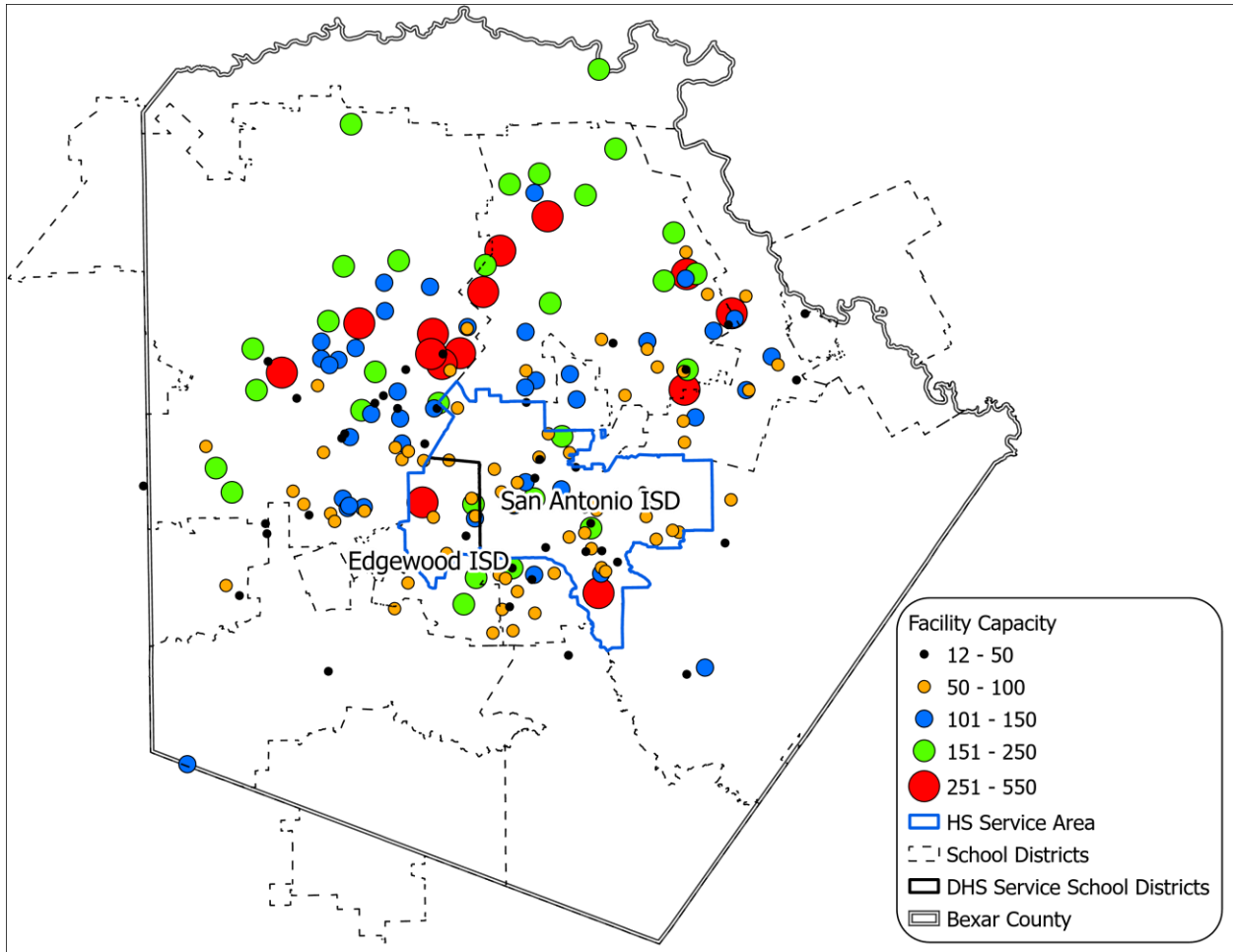


Figure 7-6 Licensed Childcare Facilities Accepting Special Needs Children Aged 3 to 4 Years by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

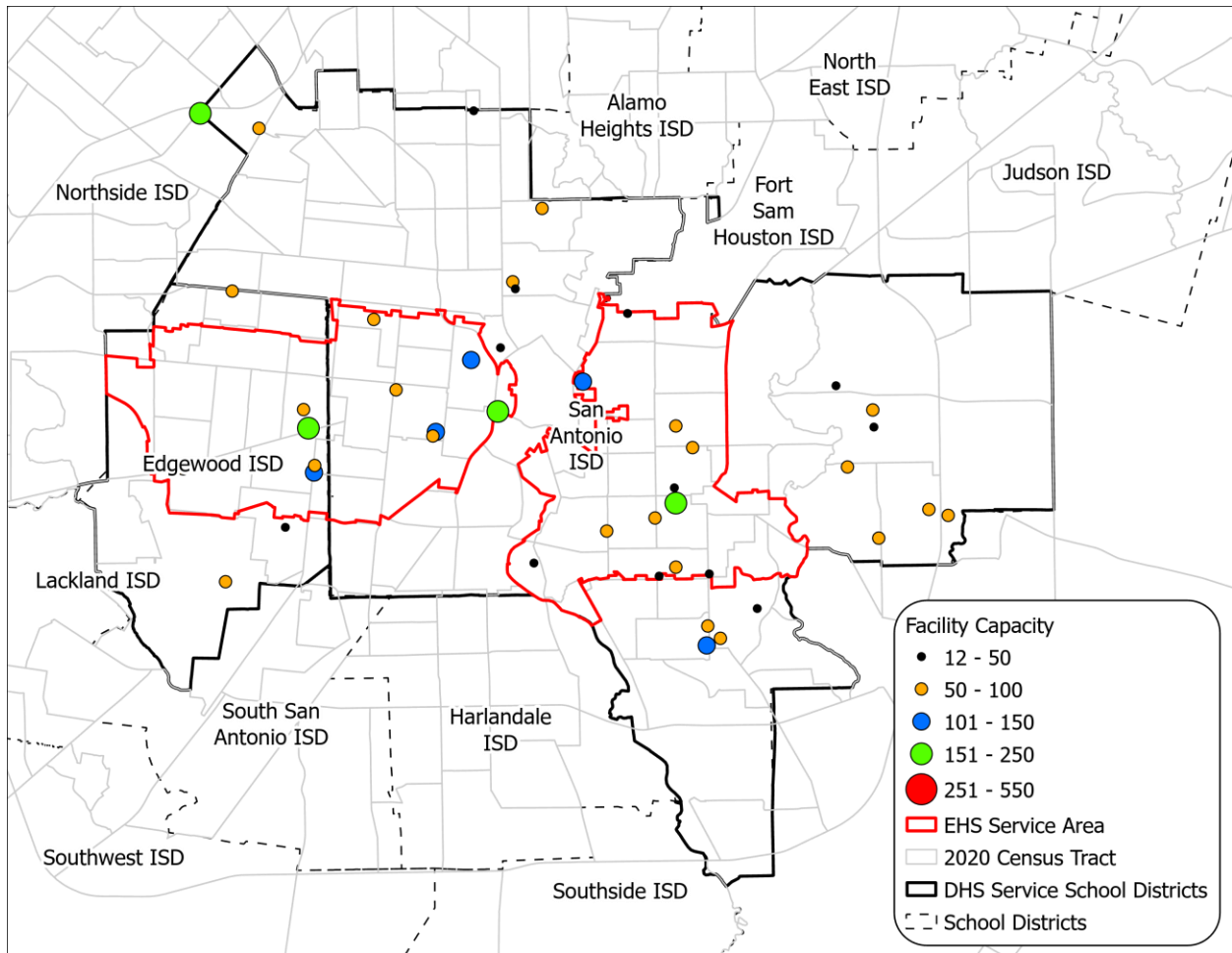


Figure 7-7 Licensed Childcare Facilities Accepting Special Needs Children Aged 0 to 2 by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

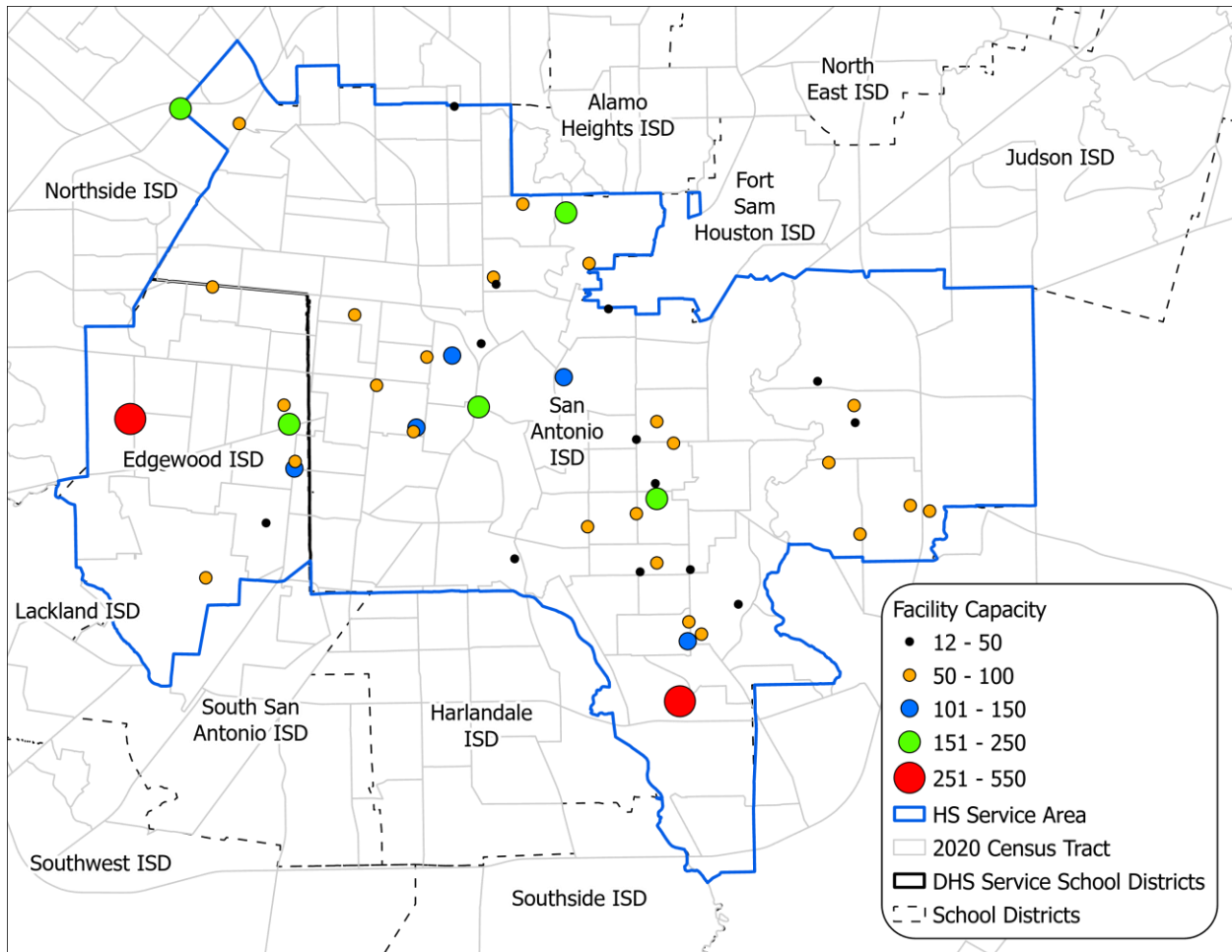


Figure 7-8 Licensed Childcare Facilities Accepting Special Needs Children Aged 3 to 4 by Capacity, Bexar County, 2022

Source: Texas Department of Health and Human Services, Custom Childcare Search, 2022

Table 7-3 Capacity of Childcare Facilities Accepting Children with Special Needs and Estimates of Children Aged 0 to 2 with Disabilities, 2022

	Childcare Capacity in Facilities Accepting Children with Special Needs*	Estimated Number of 0 to 2 Year Old Children with Disabilities**	Difference in Capacity and 0 to 2 Year Old Children with Disabilities
Edgewood ISD (8 facilities)	718 (mean capacity = 90)	326	392
San Antonio ISD (36 facilities)	2,606 (mean capacity = 80)	1,767	1,099
Total (44 facilities)	3,274 (mean capacity = 81)	2,093	1,491
Source: * Texas Department of Health and Human Services, Custom Childcare Search, 2022 **Derived from multiplying American Community Survey, 2016-2020, 5-Year Sample, B09001 of 0 and 2 years old children by the disability ratio established in Table 4-27			

Table 7-4 Capacity of Childcare Facilities Accepting Children with Special Needs and Estimates of Children Aged 3 and 4 with Disabilities, 2022

	Childcare Capacity in Facilities Accepting Children with Special Needs*	Estimated Number of 3 and 4 Year Old Children with Disabilities*	Difference in Capacity of 3 and 4 Year Old Children with Disabilities
Edgewood ISD (9 facilities)	1,268 (mean capacity = 141)	226	1,042
San Antonio ISD (41 facilities)	3,752 (mean capacity = 92)	1,093	2,659
Total (50 facilities)	5,020 (mean capacity = 100)	1,319	3,701
Source: * Texas Department of Health and Human Services, Custom Childcare Search, 2022 **Derived from multiplying American Community Survey, 2016-2020, 5-Year Sample, B09001 of 3 and 4 years old children by the disability ratio established in Table 4-27			

Public Pre-Kindergarten and Early Education

Local school districts offer Pre-Kindergarten (PK) and Early Childhood Education (ECE) for San Antonio children. According to the Texas Education Agency (TEA), PK enrollment includes any students three to four years of age that are enrolled in a state- or locally-funded PK program within the district's boundaries. Their pre-kindergarten programs also extend to special needs children aged three through five years old, in a program called Preschool Program for Children with Disabilities (PPCD). In PPCD, students must have 2 hours of instruction per day to be a member of the program. On the other hand, early education is a more comprehensive category. Students in early education may be between the ages of birth and five years old, but must not be enrolled in pre-kindergarten or kindergarten. Thus, the Early Education program includes special needs children who do not meet PPCD requirements, Head Start children who are not eligible to receive state funds, and children taught by PPCD teachers in licensed child care facilities working with school districts.

Public school is readily utilized by families living in the DHS Head Start Service Area (EISD and SAISD). Percent of student enrollment in pre-kindergarten and early education was greater in the EISD (8.6%) and SAISD (8.7%) than in the State at 4.5% (see Table 7-5). The greater-than-State enrollment in these grades indicates that larger shares of San Antonio families enroll their children in EE & PK/PPCD compared to all Texas families. Almost all San Antonio school districts utilized pre-kindergarten and early education public school services more readily than the state. Enrollment varied slightly among districts, from a low in Randolph ISD (1.9%) to a high in Judson ISD (9.3%).

San Antonio's utilization of pre-kindergarten and early education resources indicates there is a solid demand for early childhood education in the City. This demand appears to be especially strong in central San Antonio districts, where young children make up much larger shares of total enrollment when compared to the State.

Table 7-5 Childcare Capacity in Public Pre-Kindergarten and Early Education Classes in Participating San Antonio Districts, 2021-2022

District	Pre-Kindergarten	Early Education	Total Enrollment	% Enrolled in PK, PPCD & EE
Alamo Heights ISD	70	35	4,824	2.2%
East Central ISD	503	28	10,006	5.3%
Edgewood ISD	710	11	8,393	8.6%
Fort Sam Houston ISD	81	11	1,639	5.6%
Harlandale ISD	699	9	12,080	5.9%
Judson ISD	2,223	57	24,536	9.3%
Lackland ISD	59	9	911	7.5%
North East ISD	1,777	219	59,830	3.3%
Northside ISD	3,228	909	102,377	4.0%
Randolph Field ISD	19	9	1,460	1.9%
San Antonio ISD	3,886	22	44,710	8.7%
South San Antonio ISD	484	10	7,922	6.2%
Southside ISD	373	11	5,520	7.0%
Southwest ISD	552	73	13,277	4.7%
Bexar County	16,477	1,399	343,290	5.2%
Texas	223,733	21,375	5,427,370	4.5%

Source: Texas Education Agency, Student Enrollment Reports, 2021-2022

Note:

- Cells containing in original data were suppressed if there were five or fewer students because of FERPA regulations. These cells contain fewer than 10 students, so the value 9 was used to help estimate the number of children served in these districts.
- PPCD enrollment has been rolled into the Pre-Kindergarten enrollment column
- Not all ISDs contain Pre-Kindergarten and/or Early Education Programs.

Pre-K 4 SA

Pre-K 4 SA is an education-based initiative, which provides pre-kindergarten education to young children living in San Antonio (Pre-K 4 SA, About the Program, 2020). Four-year-old children may be enrolled at one of four centers (North, South, East and West Education Centers) for a full-day program, including meals, educational enrichment, and transportation, if necessary (see Figure 7-9). Bilingual instruction is also available at each of the centers.

The program began in 2013 and has a few cohorts of students to date. In the 2019-2020 school year, Pre-K 4 SA had 2,000 allocated slots for children, which were divided evenly among its centers. Most of the allocated slots are in San Antonio ISD (572), followed by Northside ISD (564), and North East (259) ISDs (see Table 7-6). Districts in the DHS Head Start Service Area, Edgewood (124 slots) and San Antonio (572) accounted for more than one-third (35%) of allocated slots of the Pre-K 4 SA students live in San Antonio. Currently, the program is accepting applications for the 2021-2022 school year.

Eligibility is primarily determined by age. Although all San Antonio families may send their four-year-old children to Pre-K 4 SA, some residents are eligible for free service. Free service is provided when the child and/or their family meets one or more of the following criteria: eligible for National Free and Reduced Lunch Program or receives SNAP or TANF benefits; unable to speak or comprehend English; homeless; child of active duty military; child of member of armed forces who was injured or killed during active duty; or is or has been in the conservatorship of the Department of Family and Protective Services. This makes Pre-K 4 SA a valuable early childhood education resource for at-risk children residing in San Antonio, and one who's potential is not yet fully tapped. It should be noted, however, that Pre-K 4 SA and Head Start offer similar services to children.

Both Pre-K 4 SA and DHS Head Start programs offer full-day early childhood education programs with certified teachers, family engagement components, and meals to children. In addition, DHS Head Start offers access to educational services for families and their children aged 3-5 years of age. As it is, Pre-K 4 SA and DHS Head Start offer similar services but to different populations of children based on age and income. The Pre-K 4 SA program is a feasible alternative to Head Start, but only for families whose children are age-eligible, who can afford tuition if they do not qualify for free service, and are not in need of the additional supportive services DHS Head Start provides particularly to families with children with disabilities.

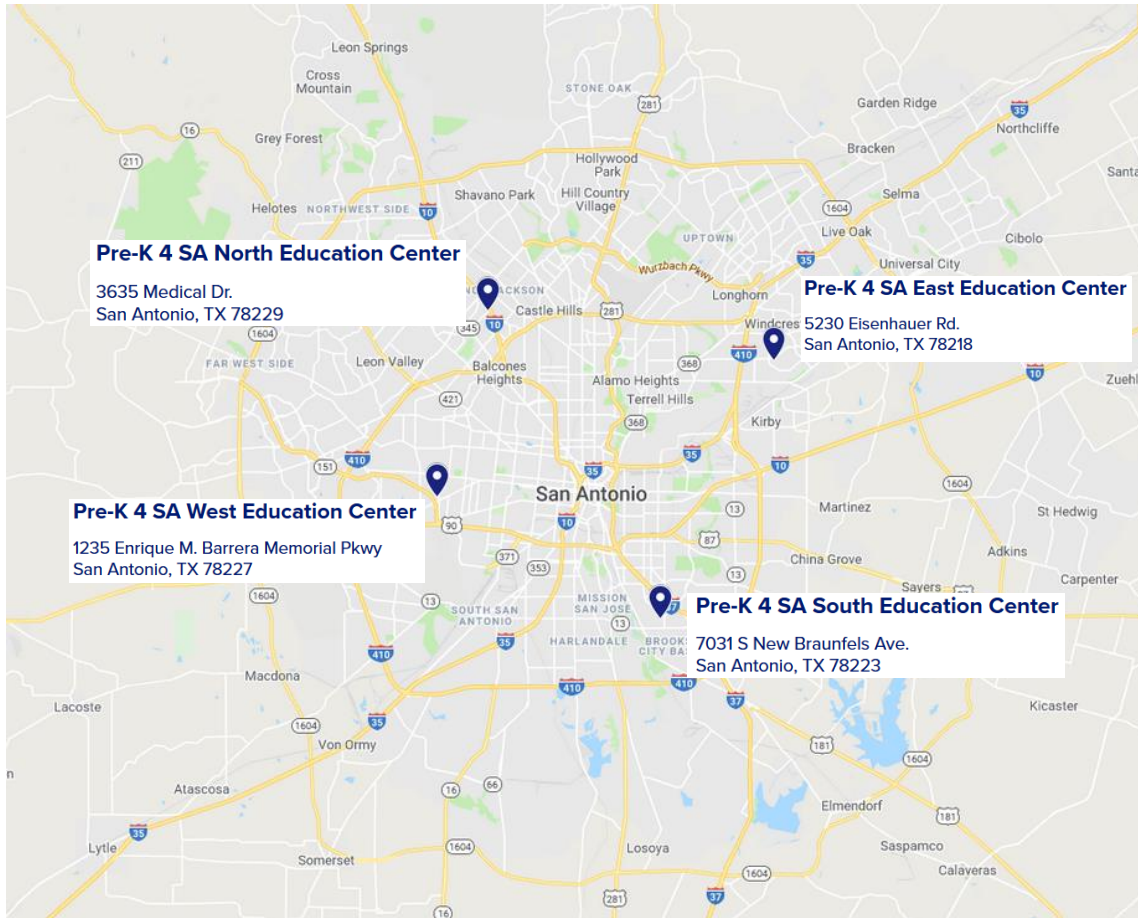


Figure 7-9 Map of Pre-K for San Antonio Centers, 2020

Table 7-6 Pre-K 4 SA Enrollment by District, 2019-2020

School District	Allocated Slots**	Number of Enrolled Children	Percentage of Enrolled Children
East Central	100	76	3.7
Edgewood	124	102	4.9
New Frontiers	-	82	4.0
Harlandale	120	57	2.7
North East	259	255	12.3
Northside	564	605	29.2
San Antonio	572	308	14.9
Southside	61	19	0.9
Southwest	100	66	3.2
DHS Service Area	696	410	19.8
Scholarship	50	161	7.8
Tuition	50	340	16.4
Total	2,000	2,071	100
Source: Pre-K 4 SA Evaluation Report, Year 6 (https://prek4sa.com/community/program-results/) **Pre-K 4 SA has a number of slots that they allocate to eligible children living in each of the school districts that they serve. Each enrolled child is one less remaining slot for Pre-K 4 SA. However, enrollment may be greater than the number of allocated slots when parents pay tuition for their children (who were ineligible for free services) to attend these centers.			

Local Early Head Start and Head Start Programs in Bexar County

Multiple San Antonio organizations in addition to the COSA DHS Head Start Program have received grants from the Office of Head Start (OHS). In Bexar County, there are eight grantees running 146 centers within five miles of county boundary (OHS, Head Start Center Locator, 2022). These grantees are: City of San Antonio, AVANCE-San Antonio, South San Antonio ISD, Parent Child Incorporated (PCI), Family Service Association of San Antonio, Inc. (FSA), Lutheran Social Services of the South, Inc. dba Upbring (Upbring), Ascension DePaul Services, and the Educational Service Center (Region 20). These grantees provide Early Head Start and Head Start services throughout San Antonio. The following discussion evaluates the characteristics of other local Head Start programs and their enrollees. The following tables detail the available grant-based information provided by these programs.

Overall, there are ten Head Start and nine Early Head Start Programs operating in Bexar County (including the City of San Antonio’s DHS Programs). Most enrollments were center-based and provided on a full-day basis. Approximately 560 classes were offered by the combined programs, which were run by approximately 2,754 staff and 2,887 volunteers (Head Start Enterprise System, Grantee Summary Report, 2021).

Table 7-7 Enrollment Characteristics for select Bexar County Head Start Providers, 2021

Program Name	Cumulative Enrollment	
	Early Head Start	Head Start
Ascension	48	51
AVANCE-San Antonio	474	552
Education Service Center, Region 20	-	808
Family Service Association, San Antonio	167	816
Parent & Child Incorporated	517	494
South San Antonio ISD	-	319
Upbring	33	-
Non-COSA Total Enrollment	1,239	3,040
COSA Total Enrollment	319	2,563
Source: Head Start Enterprise System, Performance Indicator Report (PIR), 2021		

Table 7-7 shows there were 1,239 Early Head Start enrollees and 3,040 Head Start enrollees in the combined non-COSA DHS Head Start programs between 2021-2022 in Bexar County. Most Early Head Start enrollees received services from the Parent & Child Incorporated (517) and most Head Start enrollees were serviced by the Family Service Association, San Antonio (816). In comparison, COSA DHS Head Start provided cumulative enrollment services to 319 Early Head Start (including Ealey Head Start-Child Care Partnership) children and 2,563 Head Start children.

About 1,558 families participated in Early Head Start and 5,603 families participated in Head Start programs in Bexar County (see Table 7-8). Compared to Head Start, a larger proportion of Early Head Start children were enrolled for multiple years, enrolled for less than 45 days, left the program and did not enroll. However, Head Start families have a slightly greater share of being qualified for enrollment because of an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP), compared to early Head Start. Approximately 87% of EHS families received at least one family service, compared to nearly 75% of HS families.

Table 7-8 Service Characteristics for Early Head Start and Head Start Programs, select Bexar County Providers, 2021

Service Level Characteristics (PIR)	Combined Head Start		Combined Early Head Start	
	Number	Percent	Number	Percent
Cumulative Enrollment	5,603	100.0%	1,558	100.0%
Enrolled for Multiple Years	2,264	40.4%	787	50.5%
Enrolled Less than 45 Days	196	3.5%	63	4.0%
Left the Program & Did Not Re-Enroll	762	13.6%	557	34.8%
With an IFSP or IEP	802	14.3%	211	13.5%
Number of Families	5,216	100.0%	1,358	100.0%
Received at Least One Family Service	3,910	75.0%	1,180	86.9%
Source: Head Start Enterprise System, Performance Indicator Report (PIR), 2021				

Children enrolled in the combined COSA DHS, Early Head Start and Head Start programs were generally (approximately 75.4%) three or four years of age (see Table 7-9). Most children qualified for Early Head Start or Head Start because their family was below the poverty threshold (66.9%), were within 100-130% of the poverty threshold (11.1%), or were homeless (7.3%). Slightly over 6% children were over income, but still received services through Early Head Start or Head Start.

In the 2021 Program Year, 1,013 children were eligible to receive special education services (see Table 7-10). About 802 of these children were eligible because they had an IEP (14.3%) and 211 were eligible because they had an IFSP (13.5%). The most common primary disabilities were speech or language impairments (10.5%), Non-categorical/Developmental Delay (2.0%), and autism (1.0%).

Table 7-9 Children’s characteristics for Combined Early Head Start and Head Start Programs, select Bexar County Providers, 2021

Summary Characteristics	Combined Programs	
Age	Number	Percent
< 1	423	5.9%
1	526	7.3%
2	809	11.3%
3	2,351	32.8%
4	3,052	42.6%
5+	0	0.0%
Eligibility Reason		
Below Poverty	4,821	66.9%
Public Assistance	395	5.5%
Foster	210	2.9%
Homeless	529	7.3%
Over Income	447	6.2%
100-130% Poverty Line	800	11.1%
Subsidized Childcare	113	1.6%
*Note. Age and eligibility breakdowns reflect cumulative enrollment numbers. Source: Head Start Enterprise System, Grantee Program Summary Report, 2021		

Table 7-10 Service Characteristics for Combined Early Head Start and Head Start Programs, select Bexar County Providers, 2021

	Combined Programs	
	Number	Percent
Total Funded Enrollment	8,168	100.00%
Disability Characteristics		
Have Individualized Education Program (IEP) and are eligible by LEA to receive special education services	802	14.31%
Have Individualized Family Service Plan (IFSP) and are eligible by Part C Agency to receive early intervention services under the Individuals with Disabilities Act	211	13.54%
Diagnosed Primary Disability		
Health Impairment	20	0.36%
Emotional Disturbance	1	0.02%
Speech or Language Impairments	589	10.51%
Intellectual Disabilities	7	0.12%
Hearing Impairment, including Deafness	6	0.11%
Orthopedic Impairment	2	0.04%
Visual Impairment, including Blindness	4	0.07%
Specific Learning Disability	1	0.02%
Autism	54	0.96%
Traumatic Brain Injury	0	0.00%
Non-categorical/Developmental Delay	113	2.02%
Multiple Disabilities (excluding Deaf-Blind)	1	0.02%
Multiple Disabilities (including Deaf-Blind)	0	0.00%
Source: Head Start Enterprise System, Grantee Program Disability Report, 2021		

8. Strengths of the Community

On average, residents of Edgewood and San Antonio ISDs tend to have characteristics that make them vulnerable to poor outcomes. A larger proportion of EISD and SAISD residents are minorities, have less income, have older and less valuable housing, and belong to single-parent households when compared to the City, County, State, or Nation. However, EISD and SAISD residents have access to the many resources available in San Antonio. The number and variety of resources available to eligible San Antonian's are the major strength of the community.

San Antonio offers a plethora of health, nutrition, housing, childcare, and other resources to its residents. Because poverty is concentrated in the City's core, most of these resources are already targeted to residents of central San Antonio (which includes EISD and SAISD residents). As previously mentioned, EISD and SAISD residents frequently use these resources to supplement their own income. Public assistance utilization is much greater among Edgewood and San Antonio ISD households than among households at the City, County, State, and national levels. Thus, many households in the service area already benefit from public assistance and other resources that target low-income families. However, this evaluation suggests that families residing in EISD and SAISD may still have unmet needs for financial, educational, and job assistance. Families served by the Department of Human Services Early Head Start and Head Start Programs may benefit from additional assistance in these domains.

9. Summary and Conclusion

This assessment of the social and economic characteristics of the population in the Edgewood and San Antonio ISDs indicates a need for additional Early Head Start-Child Care Partnership and Head Start services. The residents of these areas are typically poorer, less well-educated, and belong to a minority group or are foreign-born, compared to residents of the County, State, or Nation. Residents living in these areas, on average, also have a lower median household income and per capita income, live below the poverty threshold, belong to a single parent family, and have a larger average family size, than residents of the other geographies. Providing an opportunity for children from homes with fewer resources to participate in enriched learning environments will ultimately help at-risk children to improve their education, socioeconomic status, and quality of living.

A comparison of the estimated population of age and income eligible children to the number of slots available indicates that only some of the need for services is being met. Approximately 2,129 children who are age-and-income eligible for HS and 3,656 children (Table 5-1 and 5-2) who are age-and-income eligible children for EHS are not being served by the City of San Antonio's DHS Head Start program. Local resources, such as childcare facilities, public schools, Pre-K 4 SA, and other EHS and HS programs help meet the need for Head Start; it is unlikely the need for EHS is met by these resources.

The population of children who have a disability in EISD and SAISD is difficult to determine in a manner comparable to the Head Start criteria for disability. The estimated number of disabled children derived from the Texas Education Agency (TEA) and the American Community Survey (2,093 children 0-2 years old and 1,463 children 3-4 years old) suggests the DHS, Early Head Start and Head Start Program served only a small proportion of disabled children during the 2021-2022 school year (3,556 estimated children with disabilities under five years). However, this result may be influenced by differences in disability definitions between the American Community Survey, Texas Education Agency, and Head Start. Additionally, some of this need is likely met by other resources in the area, such as special needs childcare, local school districts, Pre-K 4 SA, and the Early Childhood Intervention Program.

In conclusion, City of San Antonio offers many services meant to target the needs of individuals and families living in poverty and those with disabilities. However, the needs of all families and children are not met by these community resources. This is especially true in areas where poverty is concentrated. Addressing these needs and the future needs of rapidly-growing San Antonio will become vital for ensuring the future success of children living in these areas.

Appendix A. 2021-2022 Head Start Alumni Survey Instrument

English ▾

Information about Primary Caregiver & Family

Q1.

[Seleccione en el menú desplegable para realizar la encuesta en español]

Dear Families,

We need your help! As a former participant of the Head Start program, we would like to gather information about your experience so we can better serve current and future Head Start families. Your input is very valuable to us. All information will be kept strictly confidential and anonymous. If you have any questions, please contact the Head Start Division Coordinator for Program Evaluation, Roger Foster, at (210) 206-1056 or Roger.Foster@sanantonio.gov

We sincerely appreciate your participation!

Q2. Which program(s) did your child attend in the past? (select all that apply)

- Early Head Start – Child Care Partnership (EHS-CCP)
- Head Start Prekindergarten
- Not sure

Q3. Which **Early Head Start site** did your child attend?

- Blessed Sacrament EHS
- Ella Austin EHS
- Healy Murphy EHS
- Inman Christian EHS
- Seton Home EHS
- YWCA Olga Madrid EHS
- Another Site (please specify below)

Q4. Which **Head Start site** did your child attend?

Edgewood ISD

- Burlison ECC
- Cardenas ECC
- Stafford ECC
- Loma Park ECC
- Another Site (please specify below)

San Antonio ISD

- Agnes Cotton Academy

- Arnold Elementary
- Ball Elementary
- Beacon Hill Academy
- Bowden Elementary
- Carroll Center
- Carvajal Center
- De Zavala Elementary
- Dorie Miller Elementary
- Fenwick Academy
- Forbes Elementary
- Foster Elementary
- Gonzalez ECE
- Graebner Elementary
- Herff Elementary
- Highland Hills Elementary
- Hillcrest Elementary
- Hirsch Elementary
- Huppertz Elementary
- Irving Dual Language Academy
- J. T. Brackenridge Elementary
- Knox Center
- Madison Elementary
- Maverick Elementary
- Neal Elementary
- Nelson Center
- Sarah King Elementary
- Schenck Elementary
- Smith Elementary
- Tynan Center
- Wilson Elementary
- Woodlawn Academy
- Another Site (please specify below)

Q5. Was your child enrolled in a bilingual or dual language classroom?

- Yes
- No

Q6. Think about your **youngest** child who attended the Early Head Start program, when was he/she born?

Q7. Think about your **youngest** child who attended the Head Start program, when was he/she born?

Q8.
What is your home address 5-digit ZIP code?

Q9. What is your age?

- Under 18
- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 or older

Q10. What is your sexual identity?

- Male
- Female
- Non-binary / third gender
- Transgender
- Other (specify)
- Prefer not to say

Q11.
What is your race?

- White
- Black
- Native American/Indigenous/First Nation

- Asian
- Native Hawaiian/Pacific Islander
- Bi-Multi Racial
- Other

Q12. What is your ethnicity?

- Hispanic/Latino
- Non-Hispanic
- Other

Q13. What is your marital status?

- Married
- Common law
- Widowed
- Divorced
- Separated
- Never married

Q14. What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree
- High school graduate (high school diploma or equivalent including GED)
- Some college but no degree
- Associate degree (2-year)
- Bachelor's degree (4-year)
- Master's degree or higher

Q15.

Please provide your approximate annual household income (before taxes) in 2020.

- Less than \$10,000
- \$10,000 to \$24,999
- \$25,000 to \$49,999
- \$50,000 to \$69,999
- \$70,000 to \$99,999
- \$100,000 or more

Q16. Which statement best describes your current employment status?

- Working full time (paid employee)
- Working part time (paid employee)
- Working (self-employed)
- Not working (full-time student or under training)
- Not working (actively looking for work)
- Not working (not looking for work)
- Not working (other)

Q17. Which of the following benefits have you ever received? (select all that apply)

- TANF
- Food stamps (SNAP)/ WIC
- Housing assistance
- CHIP
- SSI
- Medicaid
- Other
- None of the above

Q18. How many children do you have?

Q19. How many of them are foster children?

Q20. What is the primary language spoken in your home?

- English
- Spanish
- Other

Head Start/Early Head Start Program Evaluation

Q21. When my child was enrolled in the program, the EHS/Head Start program helped me with: (check all that apply)

- Transportation
- Health
- Family Support
- Mental Health/Family Wellness
- Special Education
- Nutrition/Food Services
- Education
- Services for my child with a disability

Q22. Was your child (when enrolled in the Head Start/EHS-CCP program) diagnosed as having a disability?

- Yes
- No

Q23. When enrolled in the Head Start/EHS-CCP program, my child was diagnosed as having: (select all that apply)

- Learning disability
- Physical disability
- Intellectual disability
- Mental disability
- Other disability
- Speech/Language Disability
- Sensory disability

Q24. Did your child receive speech therapy when enrolled in the Head Start/EHS-CCP program?

- Yes
- No

Q25. After completing the Head Start/EHS-CCP program, did your child continue to receive the same therapy services?

- No

- Yes, and it was continued with the same service provider.
- Yes, but it was with another service provider that I found by myself.

Q26. Think about the Head Start/Early Head Start program your child enrolled in the past, please select the best answer for the following statements:

Q27. The program provided high quality education to my child.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q28. The program staff were responsive to my questions or concerns.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q29. The program actively engaged everyone in the program, which helped develop a sense of community.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q30. I received helpful information from the EHS/Head Start Program.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q31. I enjoyed participating in the EHS/Head Start program.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q32. My child was well prepared for kindergarten after finishing the EHS/Head Start program.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q33. Thinking about your child's teacher in the EHS/Head Start Program, please pick the best answer for the following statements:

Q34. It was easy to communicate with my child's teacher.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q35. My child's teacher shared information with me about my child's developmental milestones.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q36. Thinking about your child's Family Service Worker in the EHS/Head Start Program, please pick the best answer for the following statements:

Q37. It was easy to communicate with my Family Support Worker.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q38. My Family Support Worker shared information with me.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q39. Think about the following **Parent, Family, and Community Engagement** practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

	Always	Most of the time	About half the time	Sometimes	Never
Practicing goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading with your child regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building relationships with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting to community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking up for the needs of your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40. Think about the following **Education/Disability Accommodation** practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

	Always	Most of the time	About half the time	Sometimes	Never
Acknowledging the importance of school attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Most of the time	About half the time	Sometimes	Never
Attending school functions including Parent Teacher Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with school administration and teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating the process for special education services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41. Think about the following **Health** practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

	Always	Most of the time	About half the time	Sometimes	Never
Oral/dental health care (up to date on medical and dental annual checkups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining up to date immunization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well child checkups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General family health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with health and dental insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42. Do you recall any other practices you learned from EHS/Head Start Program that are not mentioned above?

- Yes
- No

Q43. Think about **all the other** practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

	Always	Most of the time	About half the time	Sometimes	Never
Other 1 (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other 2 (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Most of the time	About half the time	Sometimes	Never
Other 3 (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other 4 (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44. Your individual feedback on this survey is valuable and we thank you for participating. We are also gathering with a group of former Head Start parents via Zoom to obtain expert advice about how to improve services for future Head Start families. Would you be willing to be a part of this group of alumni parents and join us for an online discussion.

- Yes
- No

Q45. Thank you for being willing to participate in the online discussion, please leave your email address and phone number below (Your contact information will be separated from your responses on this survey and all information will remain anonymous).

- Email
- Phone Number

Q46. We welcome your input! Please provide suggestions for improving the Head Start program by providing comments, concerns or suggestions below.

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Appendix B. 2021-2022 Head Start Alumni Survey Results

Of the 276 valid respondents, 116 (42%) were identified as COSA DHS HS/EHS Program alumni

Q2 - Which program(s) did your child attend in the past? (select all that apply)

#	Answer	%	Count
1	Early Head Start (EHS) / I	23.49%	35
2	Head Start Prekindergart	75.84%	113
3	Not sure	0.67%	1
	Total	100%	149

Q3 - Which Early Head Start site did your child attend?

#	Answer	%	Count
1	Blessed Sacrament EHS	50.00%	1
2	Ella Austin EHS	50.00%	1
3	Healy Murphy EHS	0.00%	0
4	Inman Christian EHS	0.00%	0
5	Seton Home EHS	0.00%	0
6	YWCA Olga Madrid EHS	0.00%	0
7	Another Site (please spe	0.00%	0
	Total	100%	2

Q4 - Which Head Start site did your child attend?

#	Answer	%	Count
1	Arnold Elementary	2.41%	2
2	Bowden Elementary	2.41%	2
3	Carroll Center	3.61%	3
4	Carvajal Center	7.23%	6
5	De Zavala Elementary	6.02%	5
6	Foster Elementary	2.41%	2
7	Gonzalez ECE	0.00%	0
8	Graebner Elementary	1.20%	1
9	Hirsch Elementary	3.61%	3
10	Huppertz Elementary	2.41%	2
11	J. T. Brackenridge Eleme	4.82%	4
12	Knox Center	8.43%	7
13	Madison Elementary	3.61%	3
14	Maverick Elementary	1.20%	1
15	Neal Elementary	3.61%	3
16	Nelson Center	8.43%	7

17 Sarah King Elementary	3.61%	3
18 Schenck Elementary	2.41%	2
19 Tynan Center	10.84%	9
20 Cardenas ECC	9.64%	8
21 Stafford ECC	4.82%	4
22 Loma Park ECC	4.82%	4
23 Burleson ECC	0.00%	0
24 Beacon Hill Academy	0.00%	0
25 Agnes Cotton Academy	1.20%	1
26 Another Site (please spe	0.00%	0
27 Fenwick Academy	0.00%	0
28 Forbes Elementary	0.00%	0
29 Herff Elementary	0.00%	0
30 Highland Hills Elementar	0.00%	0
31 Hillcrest Elementary	0.00%	0
32 Smith Elementary	0.00%	0
33 Woodlawn Academy	0.00%	0
34 Wilson Elementary	1.20%	1
35 Dorie Miller Elementary	0.00%	0
36 Ball Elementary	0.00%	0
37 Irving Dual Language Aca	0.00%	0
38 Another Site (please spe	0.00%	0
Total	100%	83

Q5 - Was your child enrolled in a bilingual or dual language classroom?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Was your child enrolled i	23	24	23.81	0.39	0.15	116
#	Answer	%	Count				
23	Yes	18.97%	22				
24	No	81.03%	94				
	Total	100%	116				

Q6 - Think about your youngest child who attended the Early Head Start program, when was he/she born?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Think about your younge	38	42	39.79	1.12	1.25	116
#	Answer	%	Count				
1	Between 09/01/2013 an	17.24%	20				

4	Between 09/01/2014 an	19.83%	23
5	Between 09/01/2015 an	32.76%	38
6	Between 09/01/2016 an	26.72%	31
7	Between 09/01/2017 an	3.45%	4
	Total	100%	116

Q7 - Think about your youngest child who attended the Head Start program, when was he/she born?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Think about your younge	36	41	39.7	1.14	1.3	116
#	Answer	%	Count				
1	Between 09/01/2011 an	0.86%	1				
4	Between 09/01/2012 an	1.72%	2				
5	Between 09/01/2013 an	13.79%	16				
6	Between 09/01/2014 an	24.14%	28				
7	Between 09/01/2015 an	29.31%	34				
34	Between 09/01/2016 an	30.17%	35				
	Total	100%	116				

Q8 - What is your home address 5-digit ZIP code?			
Answer	%	Count	
78065	0.88%	1	
78109	0.88%	1	
78201	5.26%	6	
78202	1.75%	2	
78203	0.88%	1	
78204	5.26%	6	
78207	22.81%	26	
78208	1.75%	2	
78210	5.26%	6	
78211	0.88%	1	
78214	1.75%	2	
78218	0.88%	1	
78219	1.75%	2	
78220	7.02%	8	
78222	3.51%	4	
78223	3.51%	4	
78225	1.75%	2	

78226	1.75%	2
78228	14.91%	17
78229	0.88%	1
78230	0.88%	1
78232	0.88%	1
78237	9.65%	11
78244	0.88%	1
78251	0.88%	1
78253	2.63%	3
78264	0.88%	1

Q9 - What is your age?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is your age?	1	7	3.63	0.94	0.88	114
#	Answer	%	Count				
1	Under 18	2.63%	3				
2	18 - 24	2.63%	3				
3	25 - 34	38.60%	44				
4	35 - 44	46.49%	53				
5	45 - 54	6.14%	7				
6	55 - 64	1.75%	2				
7	65 or older	1.75%	2				
Total		100%	114				

Q10 - What is your sexual identity?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is your sexual iden	0	1	0.99	0.09	0.01	113
#	Answer	%	Count				
0	Male	0.88%	1				
1	Female	99.12%	112				
2	Non-binary / third gende	0.00%	0				
3	Transgender	0.00%	0				
4	Other (specify)	0.00%	0				
5	Prefer not to say	0.00%	0				
Total		100%	113				

Q11 - What is your race?							
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#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is your race?	199	205	199.75	1.86	3.46	113
#	Answer	%	Count				
199	White	80.53%	91				
200	Black	7.96%	9				
201	Native American/Indiger	0.00%	0				
202	Asian	0.00%	0				
203	Native Hawaiian/Pacific I	0.00%	0				
204	Bi-Multi Racial	1.77%	2				
205	Other	9.73%	11				
	Total	100%	113				

Q12 - What is your ethnicity?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is your ethnicity? -	1	3	1.16	0.39	0.15	113
#	Answer	%	Count				
1	Hispanic/Latino	84.96%	96				
2	Non-Hispanic	14.16%	16				
3	Other	0.88%	1				
	Total	100%	113				

Q13 - What is your marital status?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is your marital stat	0	5	1.24	1.4	1.95	112
#	Answer	%	Count				
0	Never married	30.36%	34				
1	Married	47.32%	53				
2	Common law	8.93%	10				
3	Widowed	1.79%	2				
4	Divorced	4.46%	5				
5	Separated	7.14%	8				
	Total	100%	112				

Q14 - What is the highest level of school you have completed or the highest degree you have received?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count

1	What is the highest level	1	6	3.05	1.26	1.58	111
#	Answer	%	Count				
1	Less than high school de	5.41%	6				
2	High school graduate (hi	33.33%	37				
3	Some college but no deg	31.53%	35				
4	Associate degree (2-year	17.12%	19				
5	Bachelor's degree (4-yea	5.41%	6				
6	Master's degree or high	7.21%	8				
	Total	100%	111				

Q15 - Please provide your approximate annual household income (before taxes) in 2020.							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Please provide your appr	1	6	2.61	1.15	1.32	111
#	Answer	%	Count				
1	Less than \$10,000	18.02%	20				
2	\$10,000 to \$24,999	28.83%	32				
3	\$25,000 to \$49,999	35.14%	39				
4	\$50,000 to \$69,999	11.71%	13				
5	\$70,000 to \$99,999	4.50%	5				
6	\$100,000 or more	1.80%	2				
	Total	100%	111				

Q16 - Which statement best describes your current employment status?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Which statement best de	1	9	2.91	2.6	6.77	110
#	Answer	%	Count				
1	Working full time (paid e	53.64%	59				
2	Working part time (paid	8.18%	9				
3	Working (self-employed)	6.36%	7				
4	Not working (full-time st	2.73%	3				
5	Not working (actively loc	10.91%	12				
6	Not working (not looking	9.09%	10				
9	Not working (other)	9.09%	10				
	Total	100%	110				

Q16_TEXT - Not working (other)

Not working (other) - Text
 Daughter gets SSI
 SAHM
 Attending Community College
 Stay at home parent
 Stay at home parent

Q17 - Which of the following benefits have you ever received? (select all that apply)

#	Answer	%	Count
1	Food stamps (SNAP)/ WI	38.01%	84
3	TANF	3.62%	8
4	Medicaid	37.56%	83
5	SSI	5.43%	12
6	Housing assistance	8.60%	19
7	CHIP	5.43%	12
8	Other	1.36%	3
	Total	100%	221

Q16_TEXT - Other

Wic and EBT
 WIC

Q18 - How many children do you have?

#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	How many children do y	2	10	3.89	1.66	2.77	110

#	Answer	%	Count
1	0	0.00%	0
2	1	20.00%	22
3	2	28.18%	31
4	3	23.64%	26
5	4	14.55%	16
6	5	4.55%	5
7	6	6.36%	7
8	7	0.91%	1
9	8	0.00%	0
10	9 or more	1.82%	2
	Total	100%	110

Q19 - How many of them are foster children?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	How many of them are f	1	2	1.01	0.1	0.01	107
#	Answer	%	Count				
1		0	99.07%	106			
2		1	0.93%	1			
3		2	0.00%	0			
4		3	0.00%	0			
5		4	0.00%	0			
6		5	0.00%	0			
7		6	0.00%	0			
8		7	0.00%	0			
9		8	0.00%	0			
10	9 or more		0.00%	0			
	Total		100%	107			

Q20 - What is the primary language spoken in your home?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	What is the primary lang	1	2	1.1	0.3	0.09	109
#	Answer	%	Count				
1	English		89.91%	98			
2	Spanish		10.09%	11			
3	Other		0.00%	0			
	Total		100%	109			

Q21 - When my child was enrolled in the program, the EHS/Head Start program			
#	Answer	%	Count
1	Family Support	23.98%	59
2	Education	20.73%	51
3	Health	7.32%	18
4	Nutrition/Food Services	20.73%	51
5	Special Education	8.94%	22
6	Transportation	4.88%	12
7	Mental Health/Family W	7.32%	18
8	Services for my child witi	6.10%	15
	Total	100%	246

Q22 - Was your child (when enrolled in the Head Start/EHS-CCP program) diagnosed as having a disability?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 Was your child (when en	0	1	0.17	0.38	0.14	109
#	Answer	%	Count				
0	No	82.57%	90				
1	Yes	17.43%	19				
	Total	100%	109				

Q23 - When enrolled in the Head Start/EHS-CCP program, my child was diagnosed			
#	Answer	%	Count
1	Physical disability	2.86%	1
2	Intellectual disability	5.71%	2
3	Learning disability	11.43%	4
4	Mental disability	2.86%	1
5	Other disability	17.14%	6
6	Sensory disability	11.43%	4
7	Speech/Language Disabil	48.57%	17
	Total	100%	35
Q23_TEXT - Other disability			
Developmental delay			
Autistic			
Unknown			
Aitism			
Autism			

Q24 - Did your child receive speech therapy when enrolled in the Head Start/EHS-CCP program?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 Did your child receive sp	0	1	0.27	0.44	0.2	109
#	Answer	%	Count				
0	No	73.39%	80				
1	Yes	26.61%	29				
	Total	100%	109				

Q25 - After completing the Head Start/EHS-CCP program, did your child continue to receive the same therapy services?							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 After completing the He:	1	3	2.18	0.76	0.58	28
#	Answer	%	Count				
	1 No	21.43%	6				
	2 Yes, and it was continuec	39.29%	11				
	3 Yes, but it was with anot	39.29%	11				
	Total	100%	28				

Q27 - The program provided high quality education to my child.							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 The program provided hi	11	15	11.3	0.77	0.6	109
#	Answer	%	Count				
	11 Strongly agree	82.57%	90				
	12 Somewhat agree	10.09%	11				
	13 Neither agree nor disagr	2.75%	3				
	14 Somewhat disagree	3.67%	4				
	15 Strongly disagree	0.92%	1				
	Total	100%	109				

Q28 - The program staff were responsive to my questions or concerns.							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 The program staff were r	11	15	11.29	0.84	0.7	109
#	Answer	%	Count				
	11 Strongly agree	85.32%	93				
	12 Somewhat agree	7.34%	8				
	13 Neither agree nor disagr	2.75%	3				
	14 Somewhat disagree	1.83%	2				
	15 Strongly disagree	2.75%	3				
	Total	100%	109				

Q29 - The program actively engaged everyone in the program, which helped develop a sense of community.							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 The program actively en	11	15	11.42	0.94	0.88	107

#	Answer	%	Count
11	Strongly agree	78.50%	84
12	Somewhat agree	9.35%	10
13	Neither agree nor disagree	6.54%	7
14	Somewhat disagree	2.80%	3
15	Strongly disagree	2.80%	3
	Total	100%	107

Q30 - I received helpful information from the EHS/Head Start Program.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I received helpful information	11	15	11.39	0.87	0.76	107

#	Answer	%	Count
11	Strongly agree	77.57%	83
12	Somewhat agree	12.15%	13
13	Neither agree nor disagree	6.54%	7
14	Somewhat disagree	0.93%	1
15	Strongly disagree	2.80%	3
	Total	100%	107

Q31 - I enjoyed participating in the EHS/Head Start program.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I enjoyed participating in	11	15	11.29	0.82	0.68	106

#	Answer	%	Count
11	Strongly agree	84.91%	90
12	Somewhat agree	7.55%	8
13	Neither agree nor disagree	3.77%	4
14	Somewhat disagree	0.94%	1
15	Strongly disagree	2.83%	3
	Total	100%	106

Q32 - My child was well prepared for kindergarten after finishing the EHS/Head Start program.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My child was well prepared	11	15	11.44	0.87	0.76	108

#	Answer	%	Count
11	Strongly agree	74.07%	80
12	Somewhat agree	14.81%	16

13 Neither agree nor disagree	6.48%	7
14 Somewhat disagree	2.78%	3
15 Strongly disagree	1.85%	2
Total	100%	108

Q34 - It was easy to communicate with my child's teacher.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It was easy to communicate	11	15	11.29	0.89	0.79	106
#	Answer	%	Count				
11	Strongly agree	86.79%	92				
12	Somewhat agree	6.60%	7				
13	Neither agree nor disagree	0.94%	1				
14	Somewhat disagree	1.89%	2				
15	Strongly disagree	3.77%	4				
	Total	100%	106				

Q35 - My child's teacher shared information with me about my child's developmental milestones.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My child's teacher shared information with me about my child's developmental milestones	11	15	11.32	0.93	0.86	106
#	Answer	%	Count				
11	Strongly agree	84.91%	90				
12	Somewhat agree	8.49%	9				
13	Neither agree nor disagree	0.94%	1				
14	Somewhat disagree	0.94%	1				
15	Strongly disagree	4.72%	5				
	Total	100%	106				

Q37 - It was easy to communicate with my Family Support Worker.							
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It was easy to communicate	11	15	11.35	0.79	0.62	106
#	Answer	%	Count				
11	Strongly agree	79.25%	84				
12	Somewhat agree	10.38%	11				
13	Neither agree nor disagree	8.49%	9				
14	Somewhat disagree	0.00%	0				
15	Strongly disagree	1.89%	2				

Total	100%	106
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Q38 - My Family Support Worker shared information with me.							
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
	1 My Family Support Work	11	15	11.37	0.8	0.64	104
#	Answer	%	Count				
11	Strongly agree	76.92%	80				
12	Somewhat agree	14.42%	15				
13	Neither agree nor disagr	5.77%	6				
14	Somewhat disagree	0.96%	1				
15	Strongly disagree	1.92%	2				
	Total	100%	104				

Q39 - Think about the following Parent, Family, and Community Engagement practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?												
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count					
	1 Practicing goal setting	37	41	37.74	0.94	0.88	104					
	2 Reading with your child r	37	41	37.7	0.9	0.8	105					
	3 Setting routines	37	40	37.38	0.59	0.35	104					
	4 Family engagement	37	41	37.32	0.67	0.45	105					
	5 Building relationships wi	37	41	37.69	0.95	0.9	105					
	6 Parent leadership	37	41	37.58	0.93	0.87	105					
	7 Connecting to communit	37	41	38.13	1.2	1.43	105					
	8 Speaking up for the nec	37	41	37.16	0.6	0.36	103					
#	Question	Always	Most of the time	About half the time	Sometimes	Never	Total					
	1 Practicing goal setting	50.00%	52	34.62%	36	8.65%	9	4.81%	5	1.92%	2	104
	2 Reading with your child r	52.38%	55	32.38%	34	9.52%	10	4.76%	5	0.95%	1	105
	3 Setting routines	67.31%	70	28.85%	30	2.88%	3	0.96%	1	0.00%	0	104
	4 Family engagement	75.24%	79	20.00%	21	2.86%	3	0.95%	1	0.95%	1	105
	5 Building relationships wi	55.24%	58	30.48%	32	5.71%	6	7.62%	8	0.95%	1	105
	6 Parent leadership	63.81%	67	21.90%	23	8.57%	9	3.81%	4	1.90%	2	105
	7 Connecting to communit	39.05%	41	30.48%	32	13.33%	14	12.38%	13	4.76%	5	105
	8 Speaking up for the nec	91.26%	94	5.83%	6	0.00%	0	1.94%	2	0.97%	1	103

Q40 - Think about the following Education/Disability Accommodation practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Acknowledging the impo	37	41	37.29	0.71	0.5	101
2	Attending school functio	37	40	37.45	0.8	0.64	101
3	Connecting with school a	37	41	37.41	0.76	0.58	101
4	Navigating the process f	37	41	37.77	1.3	1.7	101

#	Question	Always	Most of the time	About half the tim	Sometimes	Never	Total					
1	Acknowledging the impo	80.20%	81	14.85%	15	2.97%	3	0.00%	0	1.98%	2	101
2	Attending school functio	71.29%	72	16.83%	17	7.92%	8	3.96%	4	0.00%	0	101
3	Connecting with school a	70.30%	71	23.76%	24	1.98%	2	2.97%	3	0.99%	1	101
4	Navigating the process f	63.37%	64	19.80%	20	4.95%	5	0.00%	0	11.88%	12	101

Q41 - Think about the following Health practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?

#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Oral/dental health care (37	41	37.16	0.56	0.31	101
2	Maintaining up to date i	37	41	37.12	0.58	0.34	103
3	Well child checkups	37	41	37.11	0.48	0.23	103
4	General family health an	37	41	37.17	0.56	0.32	103
5	Connecting with health a	37	40	37.16	0.5	0.25	100

#	Question	Always	Most of the time	About half the tim	Sometimes	Never	Total					
1	Oral/dental health care (89.11%	90	8.91%	9	0.00%	0	0.99%	1	0.99%	1	101
2	Maintaining up to date i	94.17%	97	3.88%	4	0.00%	0	0.00%	0	1.94%	2	103
3	Well child checkups	93.20%	96	4.85%	5	0.97%	1	0.00%	0	0.97%	1	103
4	General family health an	87.38%	90	10.68%	11	0.00%	0	0.97%	1	0.97%	1	103
5	Connecting with health a	89.00%	89	7.00%	7	3.00%	3	1.00%	1	0.00%	0	100

Q42 - Do you recall any other practices you learned from EHS/Head Start Program that are not mentioned above?

#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Do you recall any other p	26	27	26.9	0.3	0.09	99

#	Answer	%	Count
26	Yes	10.10%	10
27	No	89.90%	89
	Total	100%	99

Q43 - Think about all the other practices you learned from EHS/Head Start Program practice, how frequent do you still practice them?												
#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count					
1	Other 1 (please specify)	37	38	37.22	0.42	0.17	9					
2	Other 2 (please specify)	37	38	37.4	0.49	0.24	5					
3	Other 3 (please specify)	37	37	37	0	0	2					
4	Other 4 (please specify)	37	38	37.33	0.47	0.22	3					
#	Question	Always	Most of the time	About half the time	Sometimes	Never	Total					
1	Other 1 (please specify)	77.78%	7	22.22%	2	0.00%	0	0.00%	0	0.00%	0	9
2	Other 2 (please specify)	60.00%	3	40.00%	2	0.00%	0	0.00%	0	0.00%	0	5
3	Other 3 (please specify)	100.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	2
4	Other 4 (please specify)	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	3

Q44 - Your individual feedback on this survey is valuable and we thank you for participating. We are also gathering with a group of former Head Start parents via Zoom to obtain expert advice about how to improve services for future Head Start families. Would you be willing to be a part of this group of alumni parents and join us for an online discussion.

#	Field	Minimum	Maximum	Mean	Std Deviatio	Variance	Count
1	Your individual feedback	23	24	23.7	0.46	0.21	100
#	Answer	%	Count				
23	Yes	30.00%	30				
24	No	70.00%	70				
	Total	100%	100				

Q46 - We welcome your input! Please provide suggestions for improving the Head Start program by providing comments, concerns or suggestions below.

Some of the staff, not teachers, at Knox had very bad attitudes. The teachers were awesome, I never had a problem with them.

Our experience with early headstart was not good and I had to withdraw my child from Healy Murphy. However, headstart at Knox went much better. I would be glad to provide further info, Petra Marquez 830-261-9309

My only concern was my sons behavior and anxiety was not addressed as a mental health issue, it was addressed more of a bad child. He was accommodated with a smaller classroom and admin support in head start prek but not in EHS. In kindergarten heâ€™s been diagnosed with ADHD, Anxiety, ODD, DMDD, and being tested for autism. I only wish my concerns were looked at differently than as if he was just throwing tantrums and would have guided me to treatment or support.

my child feel like they were truly cared for. I always recommend all my friends and family to Nelson and we all say the same thing. I hope they keep the Head Start indefinitely itâ€™s an amazing program.

None

Introduce the Charlotte Mason teaching method and Montessori teaching method. Have better security.

It was a great experience and glad I enrolled my son. Thank you for everything.

<p>Call 911 when a child chokes! My child choked and no one called 911, good thing someone managed to do the Heimlich maneuver on him. I'm grateful someone saved his life, but if they hadn't been successful in doing the heimlich they would have lost precious time not calling 911 at the beginning of the emergency.</p>
<p>Everything was great until we went to meet the teacher. She was very rude towards me and my child's father. And said my "boyfriend" could not participate in any family events as it was only for parents. Was it because of where I lived? Or the color of my skin that made her assume he was a random or my "boyfriend"? Clearly it was my sons father. Then she stated are you sure you want to put him in bilingual I think English would be a better fit???? The audacity! Why cause he's black? I made my decision that day not to return to the school nor continue with anything that had to do with headstart.</p>
<p>It be nice to have more programs like this in the southside</p>
<p>Great program</p>
<p>Not all the time parents can assist to the meetings will be be good if the ones that cant make it can receive a flyer with the information that they missed.</p>
<p>None</p>
<p>My 4 main concerns are as follows. The after school program should be available for prek3 as well, not just prek4. I don't think that is fair. I had to take my lunch break to leave work and go get my son after school because he wasn't in prek4 yet. Most parents don't have anyone else to pick up or watch the kids that early. Secondly, having to do the appointment visits on the goal setting etc can be inconvenient at times. It may be better at times to just send out a form to fill out and turn in instead of the visit. Also, kids should be able to take their own lunch. Some kids don't like the food served at school. I had to take my son a snack and or food when I picked him up because he'd be so hungry. Lastly, the after school program shouldn't allow kids to be sharing helmets while on bikes unless it's their own.</p>
<p>Me gustó mucho la comunicaci3n entre maestros y padres.</p>
<p>The family support worker at huppertz, as well as my daughters teacher were amazing and always kept me well informed, kept my child engaged she was able to flourish even being in an at home learning environment! I am very grateful for the opportunity to have had this service.</p>
<p>Program was the best I've ever had for any of my children. I do wish that the school was able to continue having the special education for higher levels at carvarjal. I had to change schools for my child and sadly has been the same quality education.</p>
<p>I had 2 little girls attend the same campus back to back. One in mainstream. One in special needs. I thoroughly enjoyed the whole experience. Everyone was always so patient, kind and helpful. Thank you for the memories made!</p>
<p>Wonderful program and staff! Truly amazing experience and I wish all kids could participate.</p>
<p>My daughter teacher are the best she still to this day has a relationship with them and they catch in on her after 4 years after she stop going to Nelson headstart Ms Reed and Ms Rodriguez</p>
<p>Keep the program going. It helps working families making it easier to work and feel safe and know our children are being taken care of and learning.</p>
<p>Please try to complete application process in a more timely manner. People waited a long time for health questions to be completed.</p>
<p>Lasonny Speights thank you m s Rebecca and Mrs Joanna and Mrs Ortiz and Mrs Angles also they were the best</p>
<p>Just ask mrs ortiz at herman hirsh elementary she is the only teacher my daughter ever had that i liked shes great teacher.</p>
<p>Ms. Hern3ndez at Fenley Center is a gem. My oldest daughter, Serena Castro, attended her class in 2018-19. She acquired so much knowledge and the love to learn from Ms. Hern3ndez. That kind of influence on a young child was so important and really stood her apart from the rest of her class when she reached kindergarten. She is now in third grade at Basis and is excelling. I always will thank Ms. Hern3ndez for playing such a huge role in my daughters life.</p>
<p>More early head star programs around san antonio</p>

It would have been nice to have a teacher that was consistent. Had a sub most of the time. Which created issues with control of the student's. My grandchildren came home numerous time injured and a few times that I had to rush them to the ER due to accidents during school.

None

Better flexibility for working parents, communicating with the case worker was very difficult as i could not accept phone calls during my working hours and she would not accept text messages or emails as a form of contact and would not accommodate my working hours.

I would like to thank you all for this wonderful program. Kaysan and I were very lucky to have qualified for the Head Start Program. We had moved back to Texas from Michigan right at the start of the pandemic. I was able to safely keep Kaysan at home and give her an opportunity to learn. So she would be ready for kindergarten. When the school opened for in person class, the staff were very accommodating and helpful while we all went through so many changes. Kaysan was given an eye exam while at Knox Center and because of the test, we were able to identify Kaysan's vision impairment. Ordinarily children do not get their eyes check until they are 5+ or in kindergarten. Kaysan was 3 yrs old, I couldn't imagine having her wait until she was 5 to get checked. So we are very thankful!

I realize there are a few questions I rated lower but the only reason for that is my child was virtual the last year. Overall I loved the school and everything it offered. I do know people with their children enrolled this year who have also had children enrolled in the past and feel that the new high scope program is definitely not as good or effective as it was in the past and their children are not learning as much academically or being prepared for kindergarten

I loved this option for my babies. It really helped them and gave me peace of mind that they can slowly be introduced into school without all the big kids, so the staff can focus on the babies. I have recommended to family as well. Thank you for everything!

Great learning program all my children have been enrolled. My oldest will be graduating this year. Thank you.