



*A  
Strong Start  
to a  
Bright Future*  
2022-2023 Head Start  
Annual Report



**HUMAN SERVICES**



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

View this report at [SAHeadStart.org](http://SAHeadStart.org)

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# Mission & Vision



**HUMAN  
SERVICES**

## MISSION

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

excellence in all we do

**CORE** *Values*

Teamwork • Integrity • Innovation • Professionalism



## MISSION

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

## VISION

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



CITY COUNCIL & CITY MANAGER 2023-2025

# GOVERNING BODY

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

- Mayor** Ron Nirenberg
- District 1** Dr. Sukh Kaur
- District 2** Jalen McKee-Rodriguez
- District 3** Phyllis Viagran
- District 4** Dr. Adriana Rocha
- District 5** Garcia Teri Castillo
- District 6** Melissa Cabello Havrda
- District 7** Marina Alderete Gavito
- District 8** Manny Peláez
- District 9** John Courage
- District 10** Marc K. Whyte
- City Manager** Erik Walsh



# COMMUNITY ACTION ADVISORY BOARD

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

Pictured Left to Right:

Demetric Byrd, Abdon Garza, Christine Gutierrez, Antonio Martinez Jr., Ruben Lizalde, Dorian Keller, Juan Moreno, Ryn Salts, Teresa Villegas, Monique Robinson

Not Pictured:

Victor Martinez and Kelly Trevino





Pictured Left to Right:

Back row: Brittany Lopez, Maria Quezada, Kanisha Thomas, Krizia Franklin, Richard Ramey, Jr., David King, April Barrera

Front row: Ruby Marie Ortiz, Melissa Carrillo Cox, Josefina Macias, Jessica Maldonado

Not Pictured:

Brenda Salazar-Morales, Erika Flores, Annie Sandoval, Alexis Alfaro, Keyonna Hughes, Michelle Sepulveda, Naomi Castellanos, Maritza Mendoza, Samantha Hurd Ogilvie, Krystal Rocha, Luis M Ramirez, Jorge Borrego

## **POLICY COUNCIL.**

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



# Continuum of Services

The City of San Antonio's Department of Human Services (DHS) is the grant recipient for the Head Start (HS) and Early Head Start (EHS) programs in the Edgewood and San Antonio Independent School Districts. Serving 3,020 3- and 4-year olds in the Head Start Preschool Program, 128 infants and toddlers from six weeks to 35 months at the Edgewood ISD Stafford location to include both center-based and home-based services, and the Early Head Start – Child Care Partnership Program serving 216 infants and toddlers at six childcare centers. All three programs are federally funded and provide high quality early education, health and wellness support, disability, nutrition, and family and community support services for enrolled children and their families.

- Education & Disability Services
- Family Support Services
- Health & Wellness Services
- Nutrition Services
- Parent Engagement & Leadership opportunities



# Head Start Model: 6 Weeks – 5 Years

## CITY OF SAN ANTONIO

- Program Governance
- Promotion of Health Care Services
- Family & Community Engagement
- Wellness Support Services
- Training & Technical Assistance
- Quality Assurance



## EDUCATION SERVICE PROVIDERS

### Early Head Start

- Blessed Sacrament
- Ella Austin
- Healy Murphy
- Inman Christian Center
- Seton Home
- YWCA Olga Madrid
- Edgewood ISD – Stafford ECC

### Head Start

- Edgewood ISD
- San Antonio ISD



Metro Health  
Dental Services

University of the  
Incarnate Word  
Medical Services

## 2022 - 2023 Program Service Area and Sites

# 3,334 Children

# 34 Sites



EHS-CCP		EARLY HEAD START	
★	216	★	128
EDGEWOOD ISD		SAN ANTONIO ISD	
	777	●	2,243

# Approach to School Readiness.

The City of San Antonio Department of Human Services (DHS) Head Start Program defines school readiness as children are ready for kindergarten, families are ready to support their child's learning, and schools are ready to receive children. This is achieved through an ongoing holistic approach that integrates all aspects of child and family well-being, educational, social, and emotional strengths and needs. Recognizing the importance of all Head Start service areas in promoting school readiness, DHS values the unique role parents/guardians and families play in this process. Parent engagement, educational opportunities, ongoing training and technical assistance, community collaboration, and high-quality early childhood education are central to our approach to school readiness.

The Office of Head Start requires programs to establish program school readiness goals. In June 2016, DHS held its first annual School Readiness Summit. The focus of the School Readiness Summit was to continue to build a birth to 5 continuum and develop a set of school readiness goals for the program. The School Readiness Summit team included grantee staff, teachers, site administrators, childcare staff, community members, and parents/ guardians. In July 2017, the team revised the school readiness goals for each of the five central domains and created a set of School Readiness Goals for the program, birth – 5 years old. In the Spring of 2019, the Education Advisory Committee and Head Start Policy Council approved the program school readiness goals for the duration of the grant period. The School Readiness Goals are presented annually for review to the Head Start Policy Council.



# School Readiness Goals

## Approaches to Learning

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

## Social & Emotional Development

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

## Language & Literacy

- Child will develop skills in listening and understanding and using words/actions to respond to others.
- Understand and demonstrate the use of print, signs, and pictures.
- Develop knowledge of how sounds, letters, and words relate to one another and spoken language

## Cognition

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

## Perceptual, Motor & Physical Development

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

# 2022 - 2023 Child Outcome & Assessment Summary.

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

The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start Program, for infants and toddlers, and the Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the primary assessment tool used by the Early Head Start Program, for children who will transition to Pre-K programs in the 2023-2024 program year. The E-LAP and the LAP-3 are both criterion referenced assessments that measure a child's developmental progress throughout the program year.

The LAP System is research-based and aligned to the Head Start Early Learning Outcomes Framework. Students are assessed three times a year with the LAP System, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

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



# STUDENT OUTCOME DATA

The tables provide program level data for the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) for the Early Head Start- Child Care Partnership Program and Early Head Start Program for the 2022 - 2023 program year.

The tables show the percentage of children who scored ON TARGET at BOY, MOY and EOY. The percentage of children who scored ON TARGET increased from BOY to EOY in two domains for EHS-CCP children. The largest increase from BOY to EOY was in Fine Motor for EHS-CCP. The percentage of children who scored ON TARGET increased from BOY to EOY in all seven domains for EHS-CCP and in six domains for EHS children assessed with LAP-3. The largest increase from BOY to EOY was in Cognitive and Personal/Social for EHS and Fine Motor for EHS-CCP.

## Early Head Start - CCP

### E-Lap (Birth - 36 months)

	BOY	MOY	EOY
Gross Motor	90	82	81
Fine Motor	83	82	100
Cognitive	74	64	66
Language	73	64	60
Self-help	86	73	64
Personal/Social	71	82	83

## Early Head Start

### E-Lap (Birth - 36 months)

	BOY	MOY	EOY
Gross Motor	92	83	76
Fine Motor	100	73	100
Cognitive	73	70	45
Language	90	82	81
Self-help	82	80	74
Personal/Social	79	80	74

## Early Head Start - CCP

### Lap-3 (3-year olds)

	BOY	MOY	EOY
Gross Motor	92	100	98
Fine Motor	90	94	94
Pre-writing	73	79	79
Cognitive	79	85	91
Language	62	67	70
Self-help	93	96	94
Personal/Social	79	89	91

## Early Head Start

### Lap-3 (3-year olds)

	BOY	MOY	EOY
Gross Motor	79	89	91
Fine Motor	76	89	95
Pre-writing	73	78	90
Cognitive	75	100	93
Language	71	78	83
Self-help	78	100	93
Personal/Social	78	100	94

# 2022 - 2023 CIRCLE Progress Monitoring System.

The CIRCLE Progress Monitoring System Pre-K (CIRCLE) is the primary assessment tool used by the Head Start Preschool Program. CIRCLE is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time for children ages 3-5 years old enrolled in the Head Start Prekindergarten Program. The results of CIRCLE are used to generate a detailed picture of each child's growth and development across 15 areas so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

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



# Program Total - Percentage of children **PROFICIENT.**

This table provides program level data for the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) for the 2022-2023 school year for all children assessed in the Head Start Preschool Program. The table shows the percentage of children identified as PROFICIENT at BOY, MOY, and EOY. The largest increase in the percentage of children identified as PROFICIENT from BOY to EOY occurred in Rapid Letter Naming (RLN) and Story Retell and Comprehension. There is not an established BOY cut-point, or threshold, for Letter-Sound Correspondence for BOY.

Rapid Letter Naming, Rapid Vocabulary, Phonological Awareness, and Math areas of focus across the program. Additionally, fidelity to the assessment, training, and assessment protocols to ensure all children receive an assessment continue to be areas of focus for the program.

	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
RLN	35%	63%	77%
Rapid Vocabulary	48%	66%	70%
Phonological Awareness	59%	74%	77%
Math	69%	79%	81%
Letter-Sound Correspondence	--	86%	87%
Story Retell & Comp.	47%	86%	81%
Book & Print Knowledge	74%	71%	74%
Science	57%	83%	82%
Social Studies	79%	80%	77%
Social & Emotional Dev.	95%	89%	84%
Early Writing	87%	85%	84%
Approaches To Learning	88%	88%	85%
Physical Health & Dev.	84%	86%	85%
Speech Production & Sentence Skills	86%	85%	84%
Motivation to Read	91%	87%	88%



# CLASS



## The Classroom Assessment Scoring System™

The Classroom Assessment Scoring System™ (CLASS) is a research-based tool used to measure the interactions between teachers and children. CLASS™ uses a standardized method to collect information on the quality of teacher/child interactions. Observers are trained and certified each year on their ability to use the tool. Both the Early Head Start and Head Start Preschool Programs use the research-based tool to guide professional development to improve interactions that support children’s learning and child outcomes.

The CLASS tool is based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children’s development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

CLASS is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.

In 2022, CLASS Pre-k – 3rd 2nd Edition (CLASS 2.0) was released and included enhancements with a focus on improving equity, access, and impact. CLASS 2.0 includes more diverse and inclusive definitions and representation, considerations for scoring across diverse settings, and guidance for reducing bias. The Head Start Preschool Program implemented the use of CLASS 2nd Edition during the 2022 - 2023 program year.

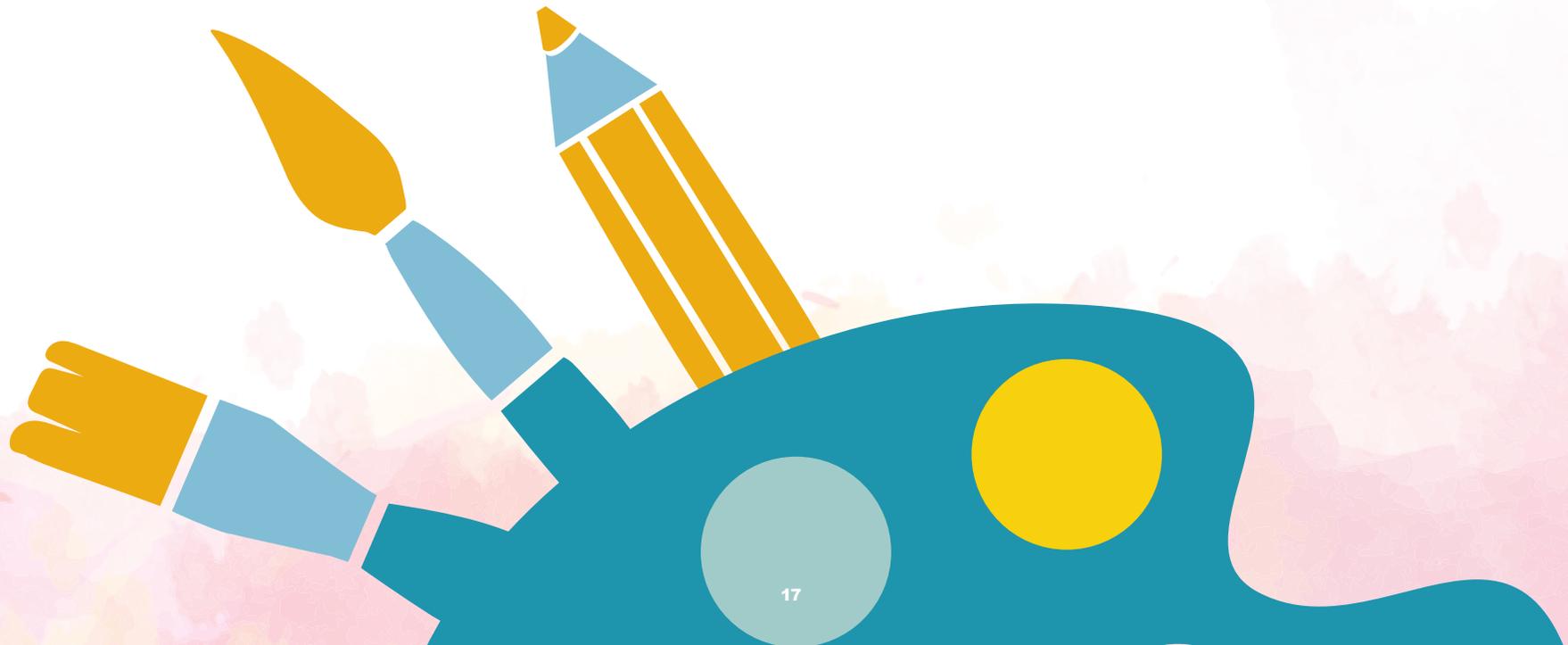
Infant CLASS™ Observation Scores		DIMENSIONS			DOMAIN
Program Year	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Caregiving
<b>2017-18</b>	<b>5.55</b>	<b>5.15</b>	<b>4.6</b>	<b>4.05</b>	<b>4.84</b>
<b>2018-19</b>	<b>5.92</b>	<b>5.46</b>	<b>4.63</b>	<b>4</b>	<b>5</b>
<b>2019-20</b>	<b>5.08</b>	<b>4.96</b>	<b>3.92</b>	<b>3.67</b>	<b>4.41</b>
<b>2020-21*</b>	--	--	--	--	--
<b>2021-22</b>	<b>5.19</b>	<b>5.19</b>	<b>5</b>	<b>5.19</b>	<b>5.14</b>
<b>2022-23</b>	<b>5.79</b>	<b>5.88</b>	<b>5.25</b>	<b>5.13</b>	<b>5.51</b>

\*Due to COVID-19, CLASS Observations were not conducted

Toddler CLASS™ Observation Scores

DIMENSIONS						DOMAIN	DIMENSIONS				DOMAIN
Program Year	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Emotional and Behavioral Support	Facilitation of Learning and Development	Quality of Feedback	Language Modeling	Engaged Support for Learning	
<b>2017-18</b>	<b>5.69</b>	<b>1.36</b>	<b>5.14</b>	<b>4.83</b>	<b>4.56</b>	<b>5.37</b>	<b>3.67</b>	<b>5.37</b>	<b>3.22</b>	<b>3.33</b>	
<b>2018-19</b>	<b>5.54</b>	<b>1.64</b>	<b>5.11</b>	<b>4.71</b>	<b>4.89</b>	<b>5.32</b>	<b>3.89</b>	<b>5.32</b>	<b>3.36</b>	<b>3.5</b>	
<b>2019-20</b>	<b>5.88</b>	<b>1.52</b>	<b>5.29</b>	<b>4.6</b>	<b>4.67</b>	<b>5.38</b>	<b>2.93</b>	<b>5.38</b>	<b>3.07</b>	<b>2.82</b>	
<b>2020-21*</b>	--	--	--	--	--	--	--	--	--	--	
<b>2021-22</b>	<b>5.73</b>	<b>1.27</b>	<b>5.34</b>	<b>4.82</b>	<b>5</b>	<b>5.52</b>	<b>3.93</b>	<b>5.52</b>	<b>3.75</b>	<b>3.6</b>	
<b>2022-23</b>	<b>5.88</b>	<b>1.08</b>	<b>5.55</b>	<b>5.13</b>	<b>5.12</b>	<b>5.72</b>	<b>3.97</b>	<b>5.72</b>	<b>3.78</b>	<b>3.68</b>	

\*Due to COVID-19, CLASS Observations were not conducted



City of San Antonio Head Start Program Internal Monitoring CLASS Results

CLASS 2008

Program Year	% Classrooms Observed	Emotional Support	Classroom Organization	Instructional Support
<b>2012-13</b>	<b>60%</b>	<b>5.83</b>	<b>4.6</b>	<b>4.05</b>
<b>2013-14</b>	<b>60%</b>	<b>5.74</b>	<b>4.63</b>	<b>4</b>
<b>2014-15</b>	<b>60%</b>	<b>5.57</b>	<b>3.92</b>	<b>3.67</b>
<b>2015-16</b>	<b>60%</b>	<b>5.82</b>	<b>3.92</b>	<b>3.67</b>
<b>2016-17</b>	<b>60%</b>	<b>5.65</b>	<b>5</b>	<b>5.19</b>
<b>2017-18</b>	<b>60%</b>	<b>5.78</b>	<b>5.25</b>	<b>5.13</b>
<b>2018-19</b>	<b>100%</b>	<b>5.75</b>	<b>5.25</b>	<b>5.13</b>
<b>2019-20*</b>	<b>N/A</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>2020-21*</b>	<b>N/A</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>2021-22</b>	<b>100%</b>	<b>5.88</b>	<b>5.32</b>	<b>3.25</b>

*\*Due to COVID-19, CLASS Observations were not conducted*

CLASS 2.0

Program Year	% Classrooms Observed	Emotional Support	Classroom Organization	Instructional Support
<b>2022-23</b>	<b>60%</b>	<b>5.92</b>	<b>5.39</b>	<b>3.09</b>

# Early Childhood Education

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

## Curriculum

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

## Primary Curriculum

### Early Head Start

- Creative Curriculum
- Center-based
- Partners for a Healthy Baby
- Home-based

### Head Start Preschool Program

- SAVVAS
- EISD
- Frog Street & High Scope
- SAISD

## Texas Rising Star

EHS-CCP childcare centers participate in the Texas Rising Star (TRS) Program. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas. The information below includes quality rating as of July 1, 2023

- Blessed Sacrament:** ★ ★ ★ ★ ★
- Ella Austin:** ★ ★ ★ ★ ★
- Healy Murphy:** ★ ★ ★ ★ ★
- Inman Christian:** ★ ★ ★ ★ ★
- Seton Home:** ★ ★ ★ ★ ★
- YWCA:** ★ ★ ★ ★ ★



# Parent Survey

The City of San Antonio Department of Human Services Head Start Program is committed to providing high quality services. Annually, DHS Head Start distributes a survey for parents/guardians to provide feedback. The information gathered in this survey is used to determine strengths of our program and strengths and needs of our families. The survey is anonymous, and the results are used to improve services. The full results from the 2022 – 2023 Parent Survey can be found on our website [SaHeadStart.org](https://www.saheadstart.org). Highlights from the survey are provided below.

## 322 Surveys Returned | 10% Return Rate



### Program Satisfaction

Enjoy participating in the EHS Head Start Preschool Program.



### Family Support

Find it easy to communicate with their Family Support Worker.



### Program Satisfaction

Received helpful information from the EHS Head Start Preschool Program.



### Teacher

Find it easy to talk to their child's Teacher.



### Program Quality

Feel the program provides high quality education.



### Information

Shared information with teachers about what they can and can not do.



### Staff

Enjoy participating in the EHS Head Start Preschool Program.



### School Readiness

Feel their child will be ready to start kindergarten.

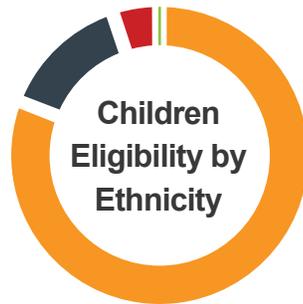
# Infants, Toddlers & Family Program Report

Early Head Start-Child Care Partnership Program served 272 unduplicated children during the 2022 - 2023 Program Year.

- 35% ■ Below 100% Poverty
- 4% ■ Over income 100%-130%
- 4% ■ Over 130% Income Allowable
- 3% ■ Foster Child
- 27% ■ Public Assistance
- 27% ■ Facing Homelessness

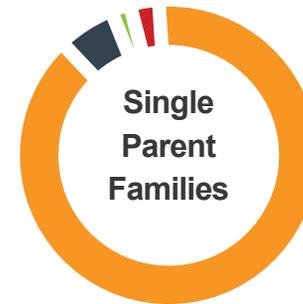
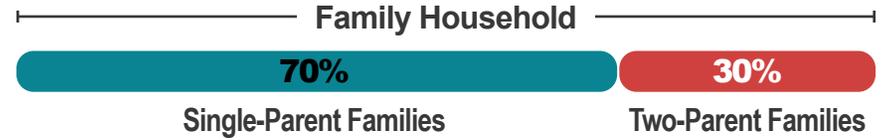


- 81% ■ White
- 14% ■ Black or African American
- 5% ■ Multi/Bi-Racial
- <1% ■ American Indian or Alaskan Native

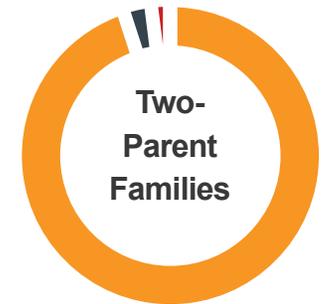


89% of children served are Hispanic

- 84% ■ English
- 16% ■ Spanish



- 91% ■ Mother
- 6% ■ Father
- 2% ■ Grandparents
- 1% ■ Foster parents



- 96% ■ Parents (biological, adoptive, etc.)
- 3% ■ Grandparents
- 1% ■ Foster parents

- 59% ■ High School Graduate or GED
- 28% ■ Less than high school graduate
- 7% ■ Some College/Job Training
- 6% ■ Baccalaureate Degree or Above



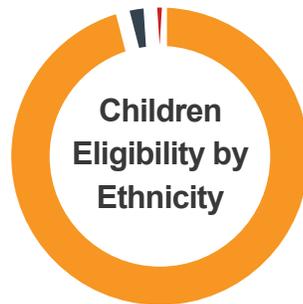
# Infants, Toddlers, & Family Program Report

The Early Head Start Program served 137 unduplicated children during the 2022 - 2023 Program Year.

- 39% ■ Below 100% Poverty
- 9% ■ Over income 100%-130%
- 1% ■ Over 130% Income Allowable
- 0% ■ Foster Child
- 31% ■ Public Assistance
- 20% ■ Facing Homelessness

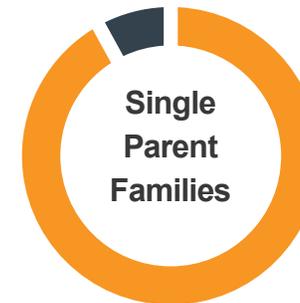
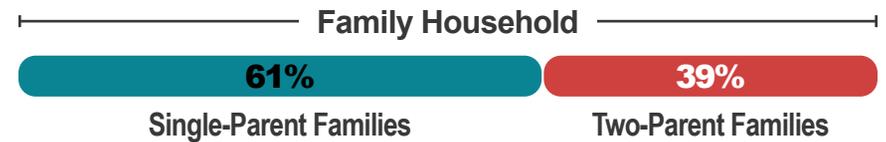
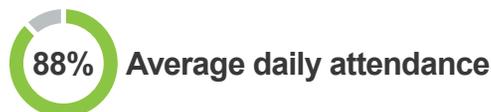


- 96% ■ White
- 3% ■ Black or African American
- 1% ■ Multi/Bi-Racial
- 0% ■ American Indian or Alaskan Native

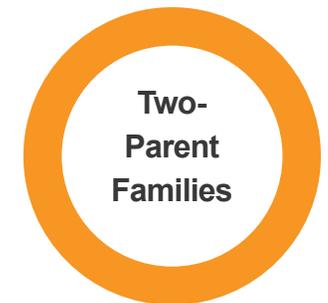


97% of children served are Hispanic

- 75% ■ English
- 25% ■ Spanish



- 92% ■ Mother
- 8% ■ Father
- 0% ■ Grandparents
- 0% ■ Foster parents



- 100% ■ Parents (biological, adoptive, etc.)
- 0% ■ Grandparents
- 0% ■ Foster parents

- 69% ■ High School Graduate or GED
- 16% ■ Less than high school graduate
- 9% ■ Some College/Job Training
- 6% ■ Baccalaureate Degree or Above



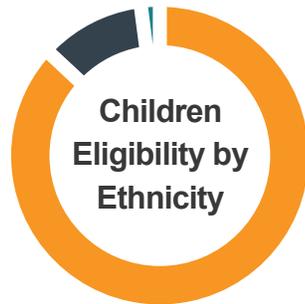
# Pre-K Children & Family Program Report

The Head Start Preschool Program served 2,932 unduplicated children during the 2022 - 2023 Program Year.

- 41% Below 100% Poverty
- 9% Over income 100%-130%
- 7% Over 130% Income Allowable
- 12% Facing Homelessness
- 30% Public Assistance
- 1% Foster Child

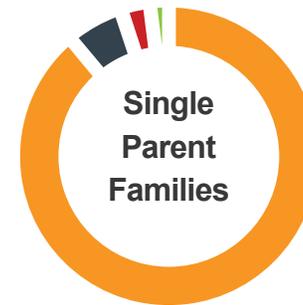
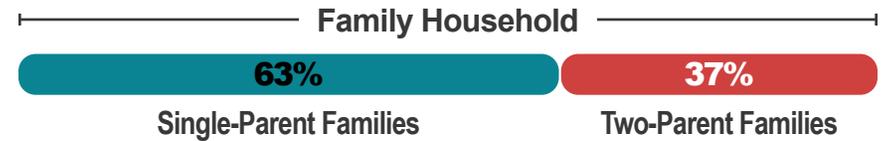


- 86% White
- 0% Native American
- 0% Pacific Island
- 1% Asian
- 11% Black or African American
- 2% Multi/ Bi-Racial

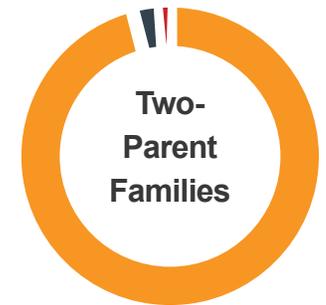


90% of children served are Hispanic

- 77% English
- 23% Spanish
- 0% Middle Eastern & South Asian
- 0% European & Slavic
- 0% African

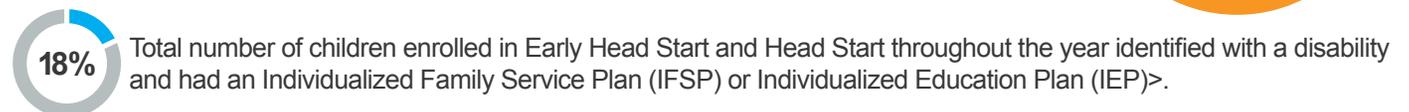
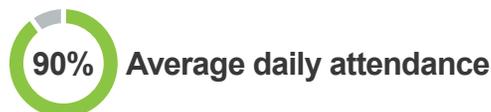
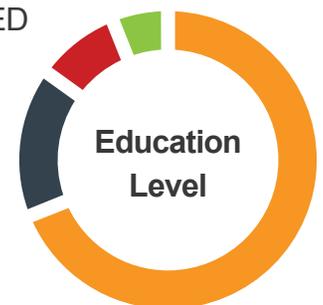


- 89% Mother
- 6% Father
- 3% Grandparents
- 2% Foster parents



- 96% Parents (biological, adoptive, etc.)
- 3% Grandparents
- 1% Foster parents

- 58% High School Graduate or GED
- 27% Less than High School graduate
- 10% Some college/job training
- 5% Baccalaureate Degree or Above



# Health & Wellness

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

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

While the program resumed on site health services during the 2022-2023 school year, the program offered several health service events, including flu vaccines, health screenings, and COVID-19 vaccines. Head Start staff partner with parents/guardians to connect families to health resources.

- Children receive a nutritious breakfast, lunch and snack
- Promotion of Health Services
- Ensure children are up-to-date on a schedule of age appropriate preventive health services
- Ensure children have a medical and dental home
- Lead Testing
- Hemoglobin Testing (infants and toddlers only)
- Hearing and Vision Screenings
- On site flu vaccines
- Health round up clinics

## Head Start Program

<b>2,662</b>	Dental Evaluations and Fluoride Varnishes provided to children
<b>1,425</b>	Lead Screenings provided to children
<b>991</b>	Mental Health Consultations provided to staff and parents
<b>421</b>	Referrals for Wellness Support Services
<b>104</b>	Referrals for Communities in Schools
<b>92</b>	Children served by Communities in Schools
<b>95</b>	Total clients served by Communities in Schools (includes parents/guardians and siblings)
<b>1</b>	Well Child Exam Clinic for non-insured families
<b>326</b>	Flu shots provided for children and families
<b>27</b>	Nutrition Parent Education Classes w/food demonstration
<b>6</b>	Nutrition Staff Education Sessions w/food demonstrations



# Supporting Families

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

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

## Empowering Parents

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

### HS families participated in the following activities:

- Car Seat Safety Class & Inspections
- Parent Connection Committee Meetings
- Emergency Preparedness Class
- Fatherhood Initiatives
- National Head Start Association Parent Conference
- SA2020 Collective
- ReadyRosie Parent Tools & Workshops
- Women Empowered Conference

## Family & Community Support

- 3,074** Families served
- 2,960** Received a supportive service during the program year
- 2,495** Goals set by Head Start families
- 73%** Goals achieved or made progress towards achieving

## Parent/ Guardian educational attainment

- 86** A grade in school (lower than High School)
- 332** High School Diploma/GED
- 109** Bachelors & Associates
- 277** Job training program, vocational school, professional certificate, or license



# Transitions

Transitions bring change to children and families. Head Start programs recognize the importance of transitions and implement activities to support successful transitions for children and their families.

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

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



# Transition Activities & Strategies.

**176 EHS**

Children transitioned to Head Start Preschool or another Pre k program.

**1,333**

**Head Start**  
Children transitioned to kindergarten.

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

# Head Start

FEB. 1, 2022 – JAN. 31, 2023	BUDGET	ACTUAL	VARIANCE TO BUDGET
<b>Total FEDERAL</b>	<b>\$26,671,564</b>	<b>\$26,604,833</b>	<b>\$66,731</b>
<b>NON-FEDERAL</b>	<b>\$6,334,940</b>	<b>\$6,334,939</b>	<b>\$1</b>
<b>TOTAL BUDGET</b>	<b>\$33,006,504</b>	<b>\$32,939,772</b>	<b>\$66,732</b>

\*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.

\*\*INCLUDES \$603,211 IN COVID-19 CARRY FORWARD, OF WHICH \$590,027 WAS UTILIZED.

- 65.38%** Personnel
- 20.34%** Fringe
- 5.87%** Supplies
- 4.94%** Other
- 3.36%** Contractual
- .11%** Travel
- 0%** Equipment



Grant Thornton is conducting an audit of the City of San Antonio for the period ending September 30, 2023. Once the audit is completed, a copy of the most recent audit can be found at [SanAntonio.gov/Finance/bfi/cafr](https://SanAntonio.gov/Finance/bfi/cafr).

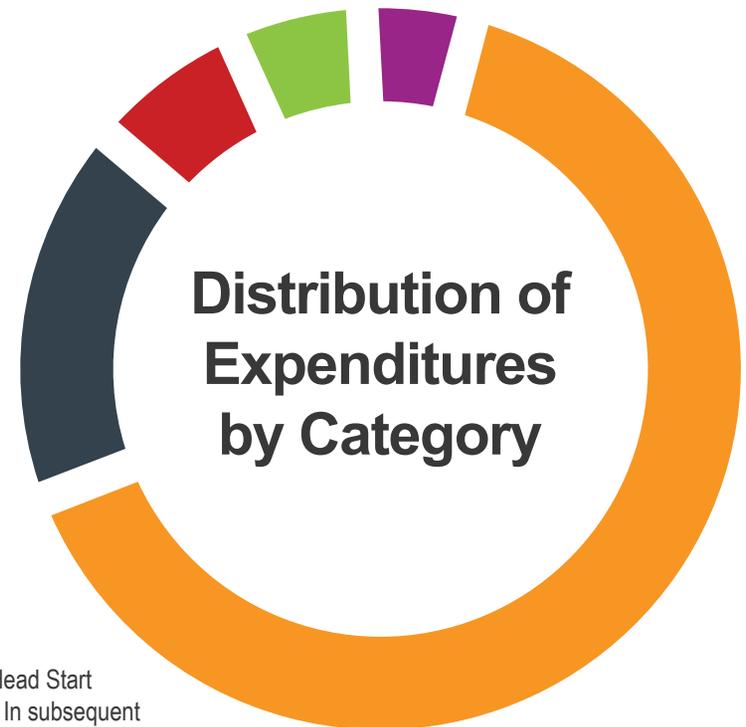
# Early Head Start

FEB. 1, 2022 – JAN. 31, 2023	BUDGET	ACTUAL	VARIANCE TO BUDGET
<b>Total FEDERAL</b>	<b>\$2,222,014</b>	<b>\$1,965,947</b>	<b>\$256,067</b>
<b>NON-FEDERAL</b>	<b>\$535,794</b>	<b>\$519,215</b>	<b>\$16,579</b>
<b>TOTAL BUDGET</b>	<b>\$2,757,808</b>	<b>\$2,485,162</b>	<b>\$272,646</b>

\*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.

\*\*INCLUDES \$20,83 IN COVID-19 CARRY FORWARD, OF WHICH \$19,813 WAS UTILIZED.

- 63.09%** Personnel
- 16.61%** Fringe
- 5.87%** Contractual
- 4.94%** Supplies
- 3.36%** Other
- .06%** Travel
- 0%** Equipment



Please note, following the end of the grant year reflected above, the Early Head Start program has since been consolidated into our existing Head Start program. In subsequent years figures will be included in a "Head Start / Early Head Start" report.

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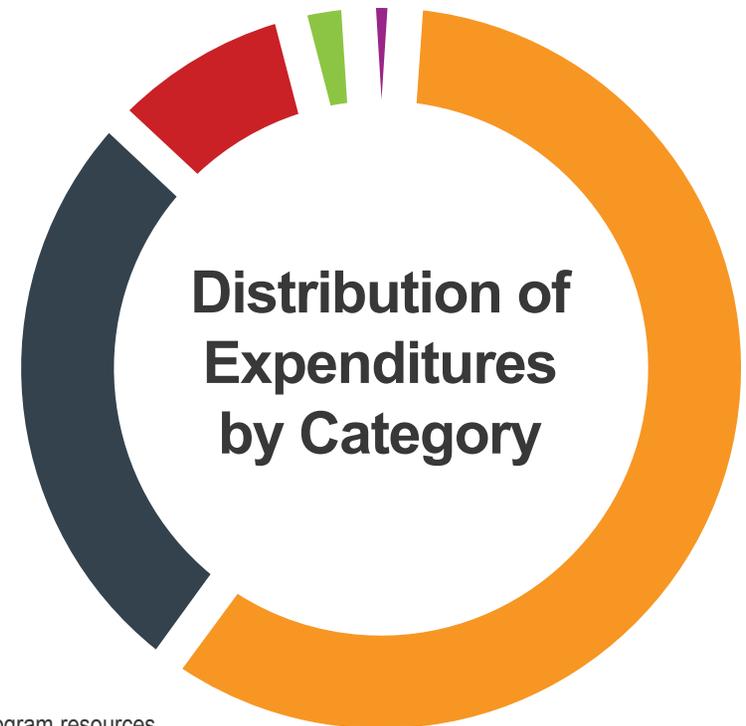


# Early Head Start - Child Care Partnership

AUG. 1, 2022 – JUL. 31, 2023	BUDGET	ACTUAL	VARIANCE TO BUDGET
Total FEDERAL	<b>\$3,102,340</b>	<b>\$3,102,340</b>	--
NON-FEDERAL	<b>\$754,459</b>	<b>\$754,459</b>	--
<b>TOTAL BUDGET</b>	<b>\$3,856,799</b>	<b>\$3,856,799</b>	--

\*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.

- 58.86%** ■ Contractual
- 27.14%** ■ Personnel
- 10.35%** ■ Fringe
- 2.30%** ■ Other
- 1.09%** ■ Supplies
- .27%** ■ Travel
- 0%** ■ Equipment



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

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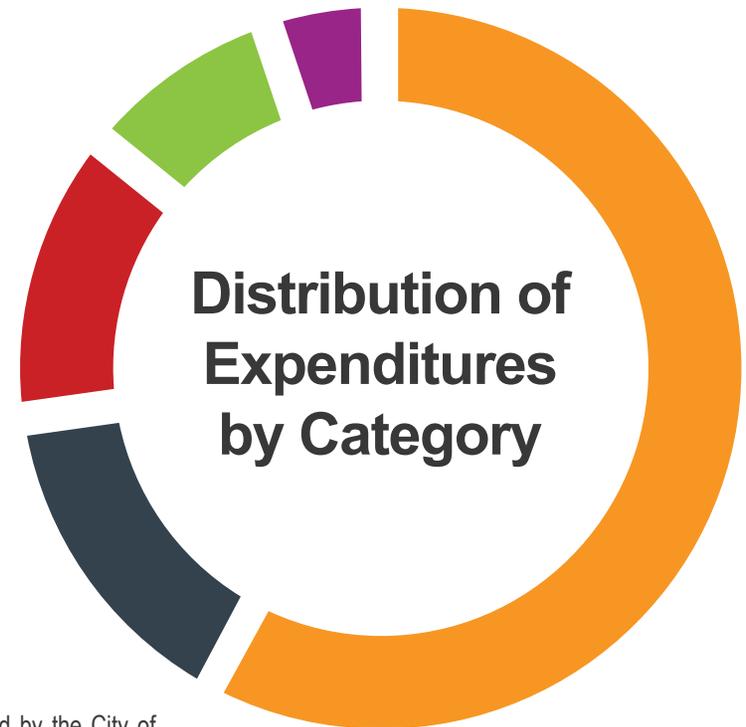


## CRRSA / ARPA

APR. 1, 2021 – JUN. 30, 2023	BUDGET	ACTUAL	VARIANCE TO BUDGET
Total FEDERAL	<b>\$5,037,486</b>	<b>\$4,868,535</b>	<b>\$168,951</b>
NON-FEDERAL	--	--	--
<b>TOTAL BUDGET</b>	<b>\$5,037,486</b>	<b>\$4,868,535</b>	<b>\$168,951</b>

\*ACTUAL FIGURES ROUNDED TO NEAREST WHOLE DOLLAR.

- 57.92% ■ Contractual
- 14.66% ■ Supplies
- 12.94% ■ Other
- 9.12% ■ Personnel
- 4.74% ■ Equipment
- .61% ■ Fringe
- 0% ■ Travel



The figures reflected above represent the supplementary funding received by the City of San Antonio from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) and the American Rescue Plan Act (ARPA). Funding was initially awarded in April 2021, additional funding awarded in June 2021 with a period of availability ending March 2023. Funding was primarily utilized for facility renovations and the purchase of supplies and equipment to facilitate an increased preparedness to respond to COVID-19.

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# Quality Assurance

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

The Office of Head Start (OHS) uses the Head Start Monitoring System to measure the performance and accountability of Head Start programs across the country. The Office of Head Start (OHS) assesses recipients compliance with the Head Start Performance Standards, and the Head Start Act. The Head Start Monitoring System gives OHS a multi-year perspective on recipient operations with a focus on performance, progress, and compliance. It also provides recipient with opportunities for continuous improvement. This system includes on-site and off-site reviews and disseminates its findings through formal monitoring reports. The City of San Antonio Department of Human Services Head Start Program did not receive an OHS Monitoring Review during the 2022-2023 program year.

SOURCE	DATE	STATUS
Focus Area One: Understanding the Approach to Program Services	Dec. 9-13, 2019	Fully Compliant
Classroom Assessment Scoring System (CLASS)	Feb. 24-23, 2020	Fully Compliant
Focus Area Two: Understanding Performance for Continuous Program Improvement	Feb. 14-18, 2022	Fully Compliant

# National Head Start Director visits local sites.

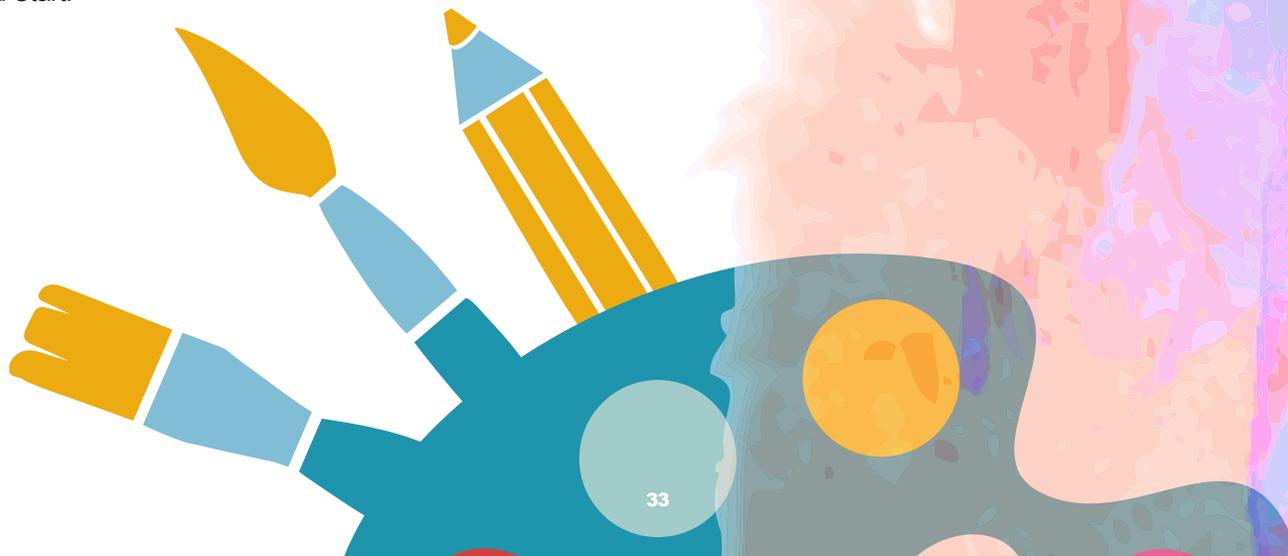
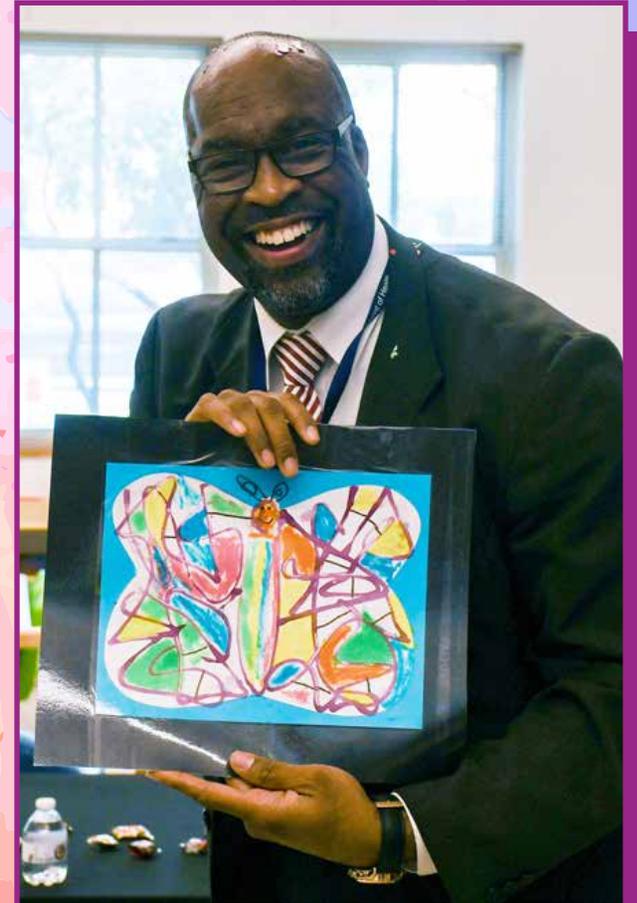
City of San Antonio Department of Human Services hosted representatives from the Office of Head Start with the Administration for Children and Families U.S. Department of Health and Human Services.

Office of Head Start Director Khari Garvin, recently appointed by President Joe Biden, and his leadership team visited Early Head Start-Childcare Partnership site, Healy Murphy Child Development Center, and Head Start site, Nelson Early Childhood Education Center in San Antonio ISD.

The focus of the visit was to provide a comprehensive overview of the DHS Early Head Start and Head Start programs. Director Garvin was especially interested in learning more about the City partnership with school districts and local nonprofits to serve children and families, especially families who are experiencing homelessness and children in the foster care system.

The visit was a great opportunity to showcase the strength of the program and the commitment of Head Start Division staff members to provide high-quality services to children and families in our community.

Director Garvin noted the authentic engagement between children and staff and the camaraderie amongst EHS and Head Start team members. Congratulations to the Head Start Division on a job well done and a successful visit with the Office of Head Start.









# HUMAN SERVICES

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