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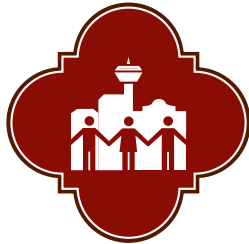
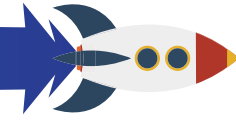
This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C 0839 (a) (2)]. This report can be viewed on-line at

[www.SAHeadStart.org](http://www.SAHeadStart.org)



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**HUMAN SERVICES**  
CITY OF SAN ANTONIO

## MISSION

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

## CORE Values

Teamwork • Integrity • Innovation • Professionalism



## MISSION VISION

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

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



**EDUCATION**



**FAMILY  
SUPPORT**



**HEALTH**

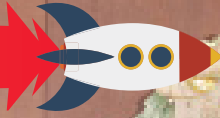


**ENVIRONMENTAL  
HEALTH &  
SAFETY**



**HIGHLY  
QUALIFIED  
STAFF**

## Program Shared Governance

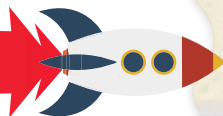


CITY COUNCIL 2017-2019

The City of San Antonio Head Start Program operates 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 and the Head Start Policy Council (HSPC) share decision-making and planning responsibilities for the Department of Human Services (DHS) Head Start programs.



## Program Shared Governance



As I reflect on my third and final year as a Head Start Policy Council member, I have too many great experiences and memories that I will cherish forever. Being elected Chair by my peers, participating in various program events, and attending the National Head Start Parent and Family Engagement conference are just a few that come to mind.

I was re-elected Chair for the 2017-2018 Head Start Policy Council and was able to continue refining my leadership skills as I completed all of my required duties. I attended various trainings, conferences, and local program events in representation of our program. Constant learning was a common theme for me this year. Whether it was a training at our monthly Policy Council meetings, a strategic planning event, or participation on an interview panel, every event I attended provided different tools and skills I could take home for practice at home with my children and for my own professional development. Now that all four of my children have completed their years in Head Start, I am confident that we are all prepared to tackle elementary, high school, and college! I know that my kids are better prepared for their future and I am a better parent and leader because of Head Start. I am sad that my time as a program parent and leader is coming to a close, but I know that our parents are the best and the program will be in great hands.

I am beyond thankful for this leadership opportunity provided by Head Start and for the incredible education my children have received. We will take with us everything we have learned and implement it in our daily lives. Thank you Head Start, for giving my children and myself the BEST Head Start possible!

*Dora Maldonado*

Dora Maldonado  
Chair, Head Start Policy Council







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

**Pictured: Bottom Row:** Janice Garcia, Ashley Andrade, Amanda Rodriguez, Dr. Glendelia Zavala, Dora Maldonado (chair), Jessica Ruiz  
**Top Row:** Jennifer Garcia, Laura Cobia, Denholm Oldham, Ana L. Hernandez, Lauren Murff, Kala Curtis

**Not Pictured:** Ana K. Sanchez, Santa Teresa Gomez, Alyssa Reynoso, Tanya Bocanegra

Working in partnership with  
 DHS Head Start staff to govern  
 the Head Start programs, the  
 HSPC authorized services in  
 2017-2018.

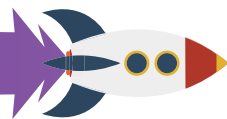


# A Head Start To Reach The Stars!





# 5 Year Continuum of Head Start Services



The City of San Antonio's Department of Human Services (DHS) serves as the Grantee for Head Start (HS) and the Early Head Start-Child Care Partnership (EHS-CCP) programs, serving 216 infants and toddlers from six-weeks to 35 months in EHS-CCP, and 3,020 three and four year olds in HS. The programs are federally funded and provide high quality education, health, mental health, disability, nutrition, and family and community support services for enrolled children and their families.

**HEALTH  
SERVICES**



**NUTRITION  
SERVICES**

**HEAD START**  
City of San Antonio  
Department of Human Services

**EDUCATION  
& DISABILITY  
SERVICES**

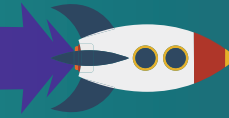
**FAMILY  
SUPPORT**

**216**  
Infants &  
Toddlers

**3,020**  
pre-kindergarten







## City of San Antonio

- Program Governance
- Monitoring & Oversight
- Training & Technical Assistance
- Family and Community Engagement
- Wellness Support Services



## Education Service Providers



- Blessed Sacrament
- Ella Austin
- Healy Murphy
- Inman Christian Center
- Seton Home
- YWCA Olga Madrid



- Edgewood ISD
- San Antonio ISD



Metro Health  
Dental Services

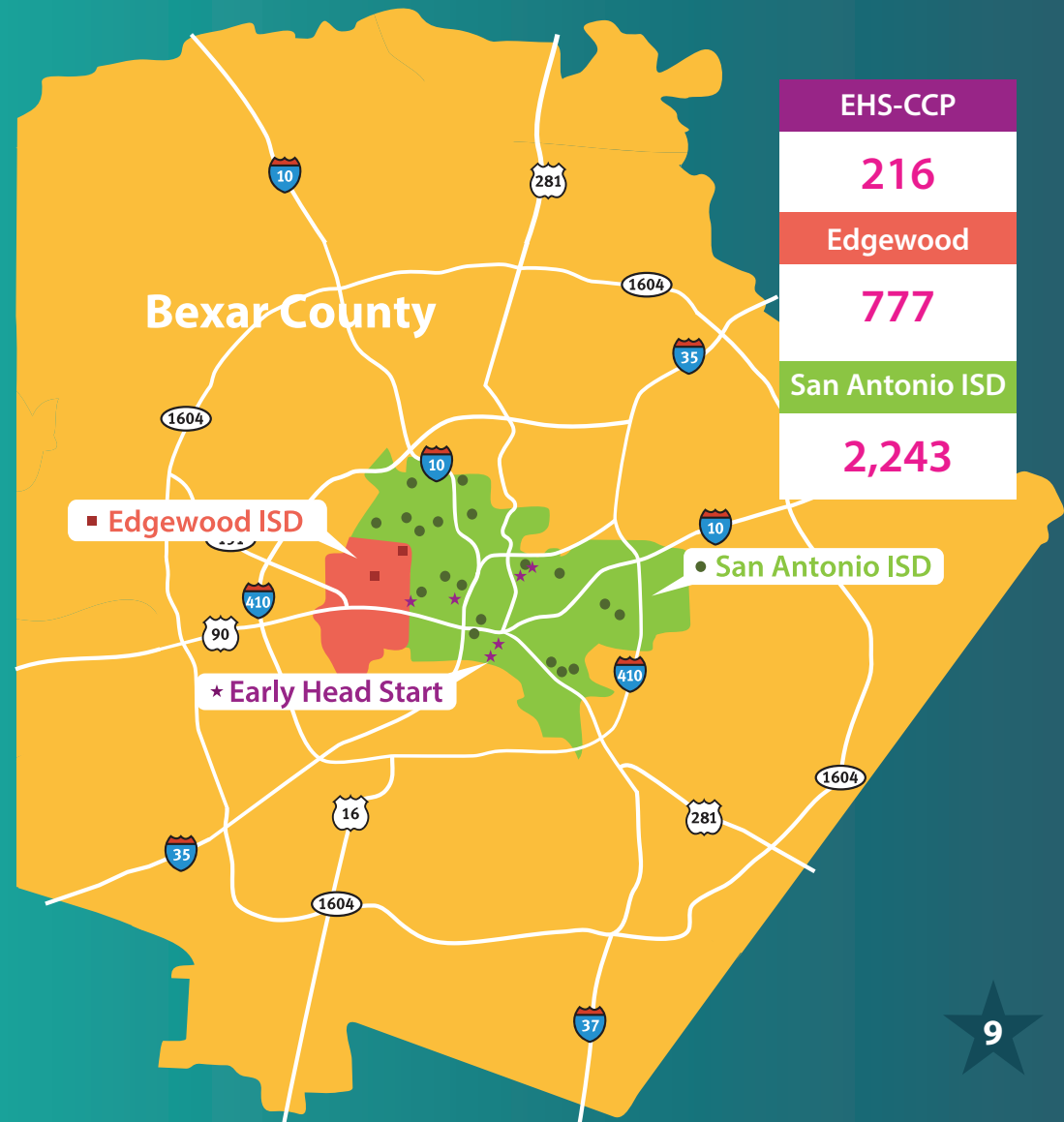


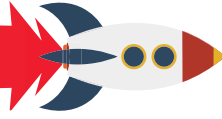
University of the  
Incarnate Word  
Medical Services



## 2017-2018 Program Service Area and Sites

# 3,236 FUNDED ENROLLMENT





The DHS Head Start Program uses a two-level monitoring system to ensure program compliance at the Grantee and school district levels. DHS is responsible for completing service level monitoring of both school districts (direct monitoring) and reviewing and validating results of the district monitoring activities (indirect monitoring). The school districts have an internal monitoring system in place for ongoing review of services. This monitoring system allows for multiple levels of review and continuous program improvement. The monitoring methods include site visits, both announced and unannounced, child file reviews, interviews, and surveys. For the 2017-2018 school year (SY), the Grantee completed 68 Head Start monitoring projects.

The EHS-CCP program uses a three-tiered monitoring system to ensure program compliance at the Grantee and child care service providers levels. First tier monitoring is completed by the Texas Department of Health and Human Services- Texas Child Care Licensing to ensure compliance with minimum standards. DHS is responsible for the second tier monitoring of the child care service providers (direct monitoring). The State of Texas Rising Star (TRS) system provides the third tier of monitoring support. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors four of the six child care providers who participate in this system. The Grantee completed over 85 EHS-CCP monitoring projects during the 2017-2018 school year.

## Federal Monitoring

The Office of Head Start requires periodic federal reviews of all Head Start programs. The EHS-CCP Program did not undergo a federal review during the 2017-2018 school year. The program did receive results for an onsite review conducted in January 2017. There were no findings reported during the review.

REVIEW	DATE	TYPE OF REVIEW	FINDINGS
Program Performance Monitoring Early Head Start-Child Care Partnership Review	Jan. 24-25, 2017	Onsite Review	None

**During the 2017-2018 program year, the Head Start Program did not receive a Federal Review**





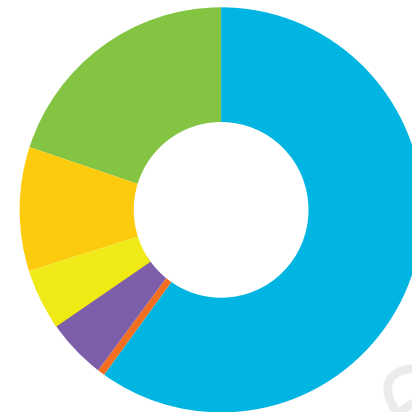
# FINANCIAL REPORT

## Early Head Start- Child Care Partnership

AUG. 1, 2017 - JUL. 31, 2018	Budget	Actual	Variance to Budget
Federal	\$3,754,401	\$3,257,561	\$496,840
Non-Federal	\$938,601	\$905,423	\$33,178
<b>Total Budget</b>	<b>\$4,693,002</b>	<b>\$4,162,984</b>	<b>\$530,018</b>

### 2017-2018 Expenditures (Actual)

Expenditures \$4,162,984		
Salaries	59%	
Travel	<1%	
Contractual	2%	
Equipment	0%	
Supplies	6%	
Other	11%	
In Kind	22%	



### Projected Funding AUG. 1, 2018 - JUL. 31, 2019

Program Operations	\$2,734,334
Training and Technical Assistance	\$64,800
Total Federal	\$2,799,134
Non Federal Match	\$699,784
<b>Total Budget</b>	<b>\$3,498,918</b>

Grant Thornton LLP is completing an audit of the City of San Antonio for the period ending September 30, 2018. Once the audit is completed, a copy of the most recent audit can be found at [sanantonio.gov/Finance/bfi/singleaudits](http://sanantonio.gov/Finance/bfi/singleaudits)

## Head Start

FEB. 1, 2017 - JAN. 31, 2018

Budget

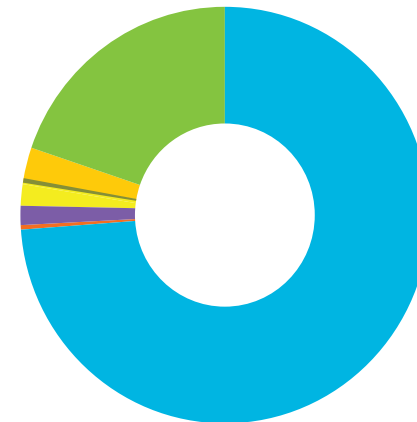
Actual

Variance to  
Budget

Federal	\$22,881,757	\$22,789,007	\$92,750
Non-Federal	\$5,720,440	\$5,697,983	\$22,457
<b>Total Budget</b>	<b>\$28,602,197</b>	<b>\$28,486,990</b>	<b>\$115,207</b>

### 2017-2018 Expenditures (Actual)

Expenditures \$28,486,990		
Salaries	74.67%	
Travel	0.06%	
Contractual	1.48%	
Equipment	1.09%	
Supplies	0.61%	
Other	2.09%	
In Kind	20.00%	



### Projected Funding FEB. 1, 2018 - JAN. 31, 2019

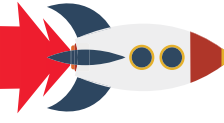
Program Operations	\$23,583,052
Training and Technical Assistance	\$369,810
<b>Total Federal</b>	<b>\$23,952,862</b>
Non Federal Match	\$5,988,215
<b>Total Budget</b>	<b>\$29,941,077</b>

Grant Thornton LLP is completing an audit of the City of San Antonio for the period ending September 30, 2018. Once the audit is completed, a copy of the most recent audit can be found at

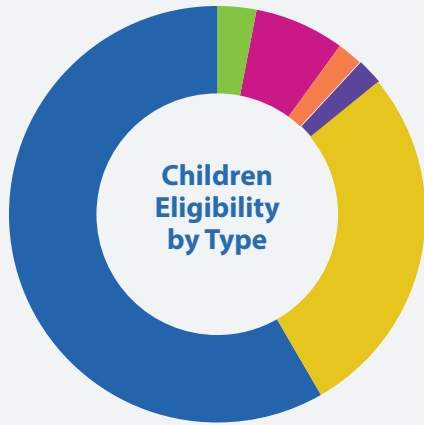
[sanantonio.gov/Finance/bfi/singleaudits](http://sanantonio.gov/Finance/bfi/singleaudits)



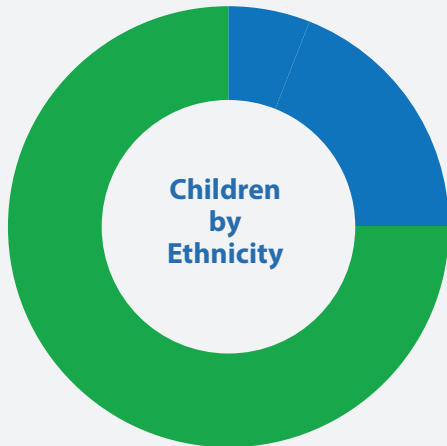
# Infants, Toddlers & Family Program Report



The Early Head Start-Child Care Partnership Program served 306 unduplicated children during the 2017-2018 Program Year



- 2% Over Income between 100%-130%
- 4% Foster Child
- 2% Public Assistance
- 2% Over 130% Income Allowable
- 18% Homeless
- 67% Below 100% of Poverty



- 0% Unspecified
- 0% Other
- 16% Black or African American
- 76% White/ Hispanic/ Latino

Funded Enrollment  
**216**

Total Families Served  
**262**

Cumulative Enrollment  
**306**

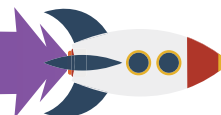
Avg. Monthly Attendance  
**92%**

<b>98</b>	<b>96</b>	<b>90</b>	<b>22</b>
Under 1 YR	1 YR Olds	2 YR Olds	3 YR Olds

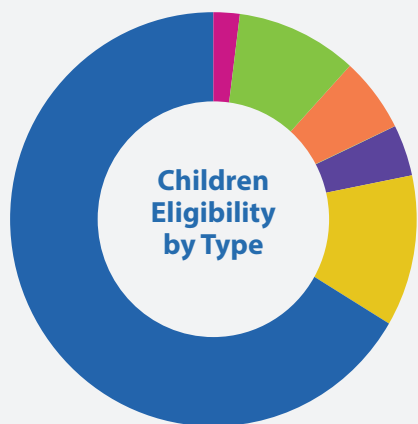
**91%** Average Daily Attendance

**11%** Disability Enrollment

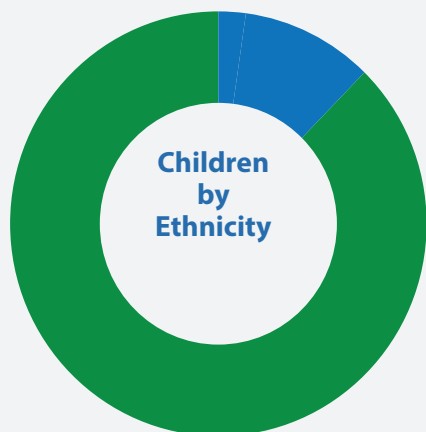
# Pre K Children & Family Program Report



Head Start served 3,342 unduplicated children during the 2017-2018 Program Year



- 1% Foster Child
- 10% Over Income between 100%-130%
- 7% Public Assistance
- 6% Over 130% Income Allowable
- 12% Homeless
- 64% Below 100% of Poverty



- 0% Unspecified
- 0% Other
- 11% Black or African American
- 86% White/ Hispanic/ Latino

Funded Enrollment

**3,020**

Total Families Served

**3,088**

Cumulative Enrollment

**3,342**

Avg. Monthly Attendance

**94%**

**1,714**  
3 YR  
Olds

**1,516**  
4 YR  
Olds

**56**  
5 YR  
Olds

**94%** Average Daily Attendance

**14%** Disability Enrollment



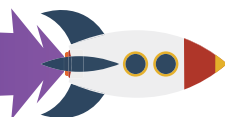
# PARENT SURVEY

*"I have  
nothing but  
great comments for  
this program. I'm so  
grateful to have put  
my daughter in  
it!"*





# 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 complete and provide feedback. The information gathered in this survey is used to determine the strengths of our program and the strengths and needs of our families. The survey is anonymous and the results are used to improve services. The full results from the Parent Survey can be found on our website. Highlights from the survey are provided below.

**814 Surveys Returned | 25% Return Rate**

**96%**



## **Program Satisfaction**

Satisfied with the Head Start/  
EHS-CCP Program

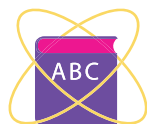
**96%**



## **Teachers**

Find it easy to talk with their  
child's teacher

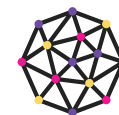
**97%**



## **Education**

Satisfied with the  
Education services

**94%**



## **Family Support**

Find it easy to talk to their Family  
Support Worker

**97%**



## **Health**

Satisfied with the Health services

**86%**



## **Administration**

Comfortable talking with the site  
director/principal

**93%**



## **Nutrition**

Satisfied with the Nutrition/  
Food Services

**96%**



## **Maintenance**

Feel their child's school is clean  
and well maintained

**94%**



## **Information**

Received helpful information from  
the Early Head Start/Head Start  
Program

**96%**



## **Safety**

Feel their child is safe at school

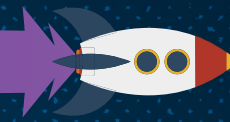
# Approach to School Readiness & Head Start Activities

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

The Office of Head Start requires programs to establish program school readiness goals. In June 2016, DHS held its first annual School Readiness Summit. The focus of the School Readiness Summit was to continue to build a birth to five continuum and develop a set of school readiness goals for the program. The School Readiness Summit team included grantee staff, teachers, site administrators, child care staff, community members, and parents/guardians. In July 2017, the team revised the school readiness goals for each of the five central domains and created a set of School Readiness Goals for the program, birth – five years old.







## Approaches to Learning

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

## Social and Emotional Development

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

## Language & Literacy

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

## Cognition

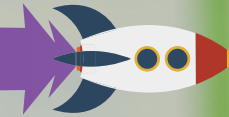
- ★ Child will develop skills for reasoning, memory, and problem solving.
- ★ Child will use critical thinking to understand and organize their world.

## Perceptual, Motor, & Physical Development

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







Teachers in both the EHS-CCP and Head Start Programs take into consideration each child's individual ability, interests, learning style, cultural and linguistic background, and pattern of development and learning to provide a high quality early childhood education. Both programs use research-based curriculum, 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, the Texas Infant /Toddler Guidelines and the Texas Prekindergarten Guidelines.

## Primary Curriculum

EHS-CCP - Creative Curriculum  
SAISD – Frog Street Pre-K  
EISD – Big Day for Pre-K

## Supplemental Curriculum

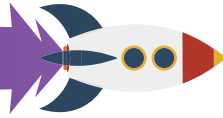
I am Moving I am Learning  
Cavity Free Kids

## Texas Rising Star

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

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





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

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



**165**  
Referrals for  
Wellness  
Support  
Services



**Completed**

- 271** Dental Exams
- 100%** Well Child Exams
- 115** Lead Tests
- 67** Hemoglobin Tests
- 100%** Vision & Hearing Screenings

.....



**Completed**

- 3,051** Dental Exams
- 98%** Physical Exams
- 1,369** Lead Tests
- 100%** Vision & Hearing Screenings



**CAR SEAT  
SAFETY  
119  
CAR SEAT  
INSPECTIONS**



**22**  
NUTRITION  
EDUCATION  
CLASSES



# Family & Community Support



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

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

## Empowering Parents

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

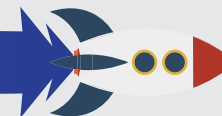
## Head Start families participated in the following activities:

- Governance & Leadership
- National Head Start Parent Conference
- Parent Training Sessions
- Fatherhood Initiatives
- Ready Rosie
- SafeCare
- Women's Empowered Conference
- Community Resource Support Services
- Nutrition Education Classes
- Green and Healthy Homes
- Food Bank Fairs
- Head Start Parent Conference at the Witte
- Healthy Family Challenge





# Family & Community Support



262

3,088

Families served

250

2,467

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



282

2,998

Goals set by Head Start families

88%

60%

Goals that families achieved or made progress towards achieving



## Parent/Guardian educational attainment

61

201

A grade in school (lower than High School)

37

316

High School Diploma/GED

6

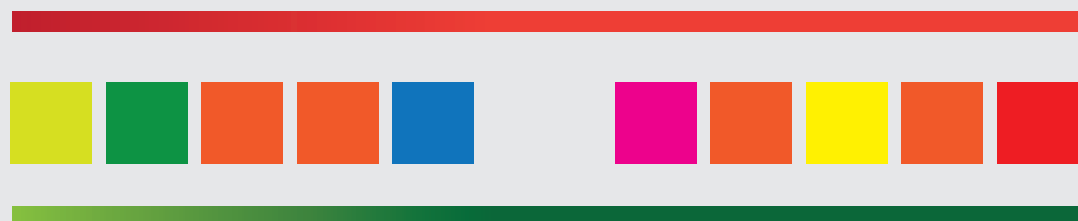
97

Bachelors & Associates

33

128

Job training program, professional certificate, or license





# 2017 - 2018

## Child Outcomes & Assessment Summary

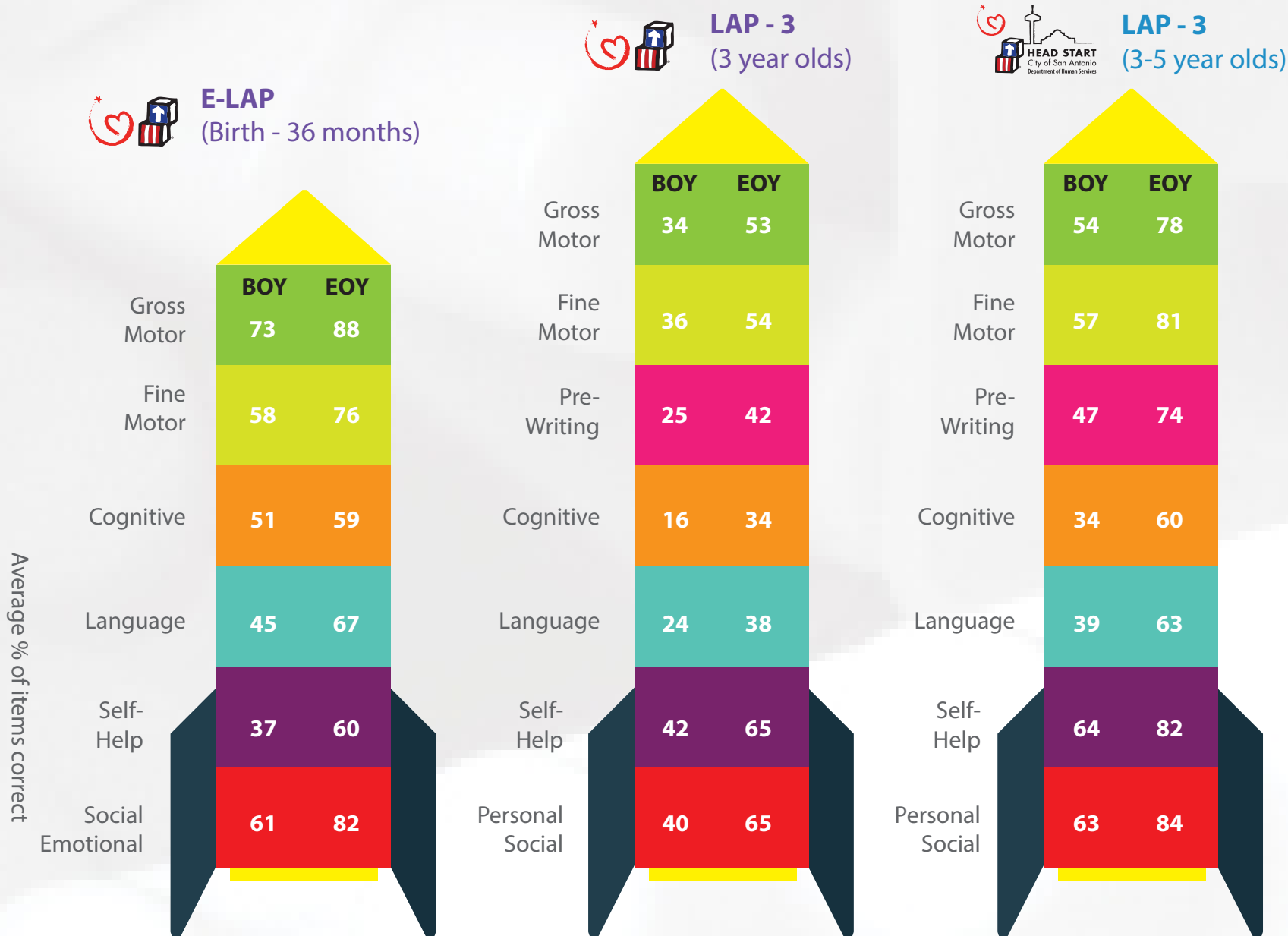
Assessments provide valuable information about each child's interests, strengths, and needs. Head Start implements a program of systematic, ongoing child assessment that provides information on each child's development and learning. Child outcome data also helps inform curriculum planning, professional development, teaching, and individualization.

The City of San Antonio administers formal assessments three times during the program year. The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start-Child Care Program, and the Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the primary assessment tool used by the Head Start Program. The E-LAP and the LAP-3 are 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.



## Child Outcomes

The tables presented below provide program-level child outcome data for the Beginning-of-the-Year (BOY) and End-of-the-Year (EOY) for the 2017-2018 school year for children ages birth to 36 months old who were assessed with the E-LAP and children ages 36-72 months old who were assessed with the LAP-3. The table shows the average percentage of items correct for each domain. Across the program, the average percentage of items correct increased from BOY to EOY. For Early Head Start-CCP, the greatest gains occurred in the Self-Help and Language domains on the E-LAP and the Personal/Social and Self-Help domains on the LAP-3. For the Head Start Pre-K program, the greatest gains occurred in the Pre-Writing and Cognitive domains.





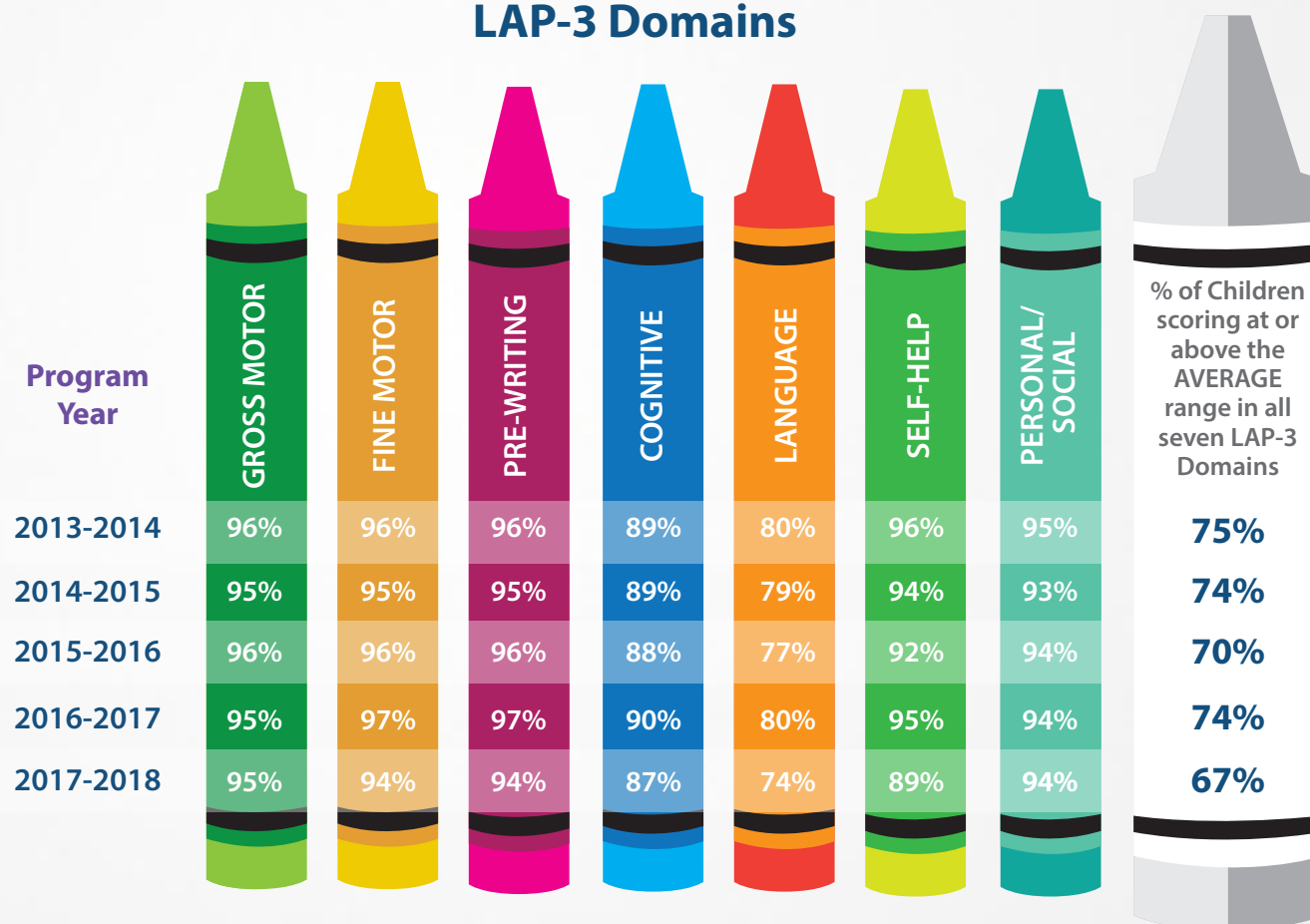
## Learning Accomplishments Profile - 3rd Edition Students Transitioning to Kindergarten

% of children scoring at or above the \*AVERAGE range

The Head Start Pre-K Program compares a child's developmental age to their chronological age and categorizes them as Considerably Below Average, Moderately Below Average, Average, Moderately Above Average, and Considerably Above Average. The AVERAGE range is +/- six months of a child's developmental age compared to their chronological age.

The table shows the percentage of children transitioning to kindergarten that scored at or above the AVERAGE range in each of the seven LAP-3 Domains from the 2013-2014 school year to the 2017-2018 school year. The table also shows the percentage of students that scored at or above the AVERAGE range in ALL seven LAP-3 Domains. Two areas of concern that require additional focus by our program include language development and fidelity to the assessment. Our program is currently working to analyze our assessment data for trends and develop targeted professional development to improve fidelity of the assessment administration.

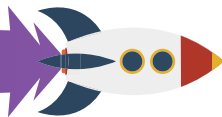
### LAP-3 Domains



*\*Based on LAP-3 standards, the AVERAGE range is a raw score that is  $\pm$  6 months of the child's chronological age.*



# Teacher Outcomes



During the **2017-2018** school year, **111** Head Start Prekindergarten classrooms were observed by certified reliable CLASS™ Observers. The data obtained from CLASS™ observations serve as a guide for professional development for teaching staff to improve interactions that support children's learning and child outcomes. Instructional Support continues to be an area of focus for the Head Start Program.



## City of San Antonio Head Start Program 2013 – 2014 through 2017 – 2018 Internal Monitoring CLASS Results



Emotional  
Support



Classroom  
Organization



Instructional  
Support

2013 - 2014

5.74

5.32

3.39

2014 - 2015

5.57

4.84

2.91

2015 - 2016

5.82

5.18

2.86

2016 - 2017

5.65

5.02

2.99

2017 - 2018

5.78

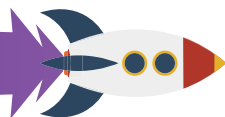
5.16

2.98

\*60% of classrooms observed



# Child Outcomes



## The Classroom Assessment Scoring System™

The Classroom Assessment Scoring System™ (CLASS) is a research-based tool used to measure the interactions between teachers and children. CLASS™ uses a standardized method to collect information on the quality of teacher/child interactions. Observers are trained and certified each year on their ability to use the tool. Both the EHS-CCP and Head Start programs use the research-based tool.

## Early Head Start-Child Care Partnership

During the 2017-2018 school year, the EHS-CCP program began using the Infant and Toddler CLASS™ instruments. Each EHS-CCP classroom received a CLASS™ observation in Fall 2017. The data collected from the CLASS™ observations serve as a guide for professional development for teaching staff to improve interactions that support children's learning and child outcomes. The 2017-2018 school year was the first year for EHS-CCP program to use the CLASS™ instrument. Early Language Support and Quality of Feedback are areas of focus for the EHS-CCP Program.

## Infant CLASS™ Observation Scores

DIMENSIONS	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	DOMAIN	Responsive Caregiving
	5.55	5.15	4.6	4.05		4.84

## Toddler CLASS™ Observation Scores

DIMENSIONS	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	DOMAIN	Emotional & Behavioral Support
	5.69	1.36	5.14	4.83	4.56		5.37

DIMENSION	Positive Climate	Negative Climate	Teacher Sensitivity	DOMAIN	Engaged Support for Learning
	3.67	3.11	3.22		3.33





# Transitions

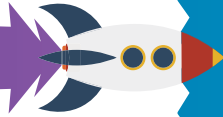
Transitions bring change to children and families. Head Start programs must implement strategies and practices to support successful transitions for children and their families.

In addition to transitioning from Early Head Start-Child Care Partnership to a prekindergarten 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.







Children experience many transitions in their young lives. Whether attending an early education program or moving from one early education setting to another, transitions present children and families with opportunities and challenges. If well planned, transitions can be a positive experience. The program collaborates with parents, staff, and other early childhood programs to implement strategies and activities that support successful transitions.



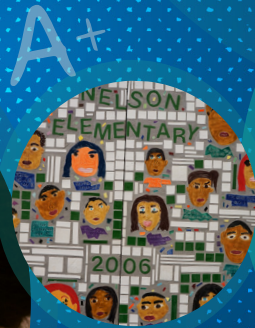
## Transition Activities & Strategies

- *Meet the Teacher* for new Head Start children and families
- Individualized meetings to prepare EHS-CCP families for transition
- Transition letters/reminders sent to EHS-CCP families throughout a transition period
- *Transitioning Children into Kindergarten sessions provided during end-of-the year Parent Connection Committee Meetings*
- Recruitment events for Head Start enrollment shared with EHS-CCP families
- Local school district information shared with EHS-CCP families living outside of Edgewood and San Antonio Independent School Districts
- EHS-CCP transitioning families invited to Head Start Parent Connection Meetings to discuss transitioning into Head Start
- Teachers discuss transitions during the end-of-year Parent/Teacher Conferences & Home Visits
- Head Start teachers provide kindergarten teachers information regarding individual children's strengths and needs
- Program staff participate in Early Childhood Intervention Transition meetings
- Families participate in Head Start and Elementary School campus tours
- Elementary School Field Trips
- Head Start Registration Events
- Elementary School Registration Events





*"This  
Head Start  
program has been  
very good in preparing  
my grandson for the  
kindergarten."*



*"The  
school staff  
and teachers are  
terrific! They strongly  
influence the students'  
and families' lives.."*





*"The Head Start Program was awesome and gave us parents opportunities to do activities with our child. I feel like my child has learned a lot. Thank you teachers and Head Start."*







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