



**City of San Antonio Head Start Program
Amended Funding Application
Program Year 2014-2015**

Project Summary

The City of San Antonio, Department of Human Services (DHS), submits the enclosed amended application for consideration of continued program operations and training and technical assistance funding increase for the period of February 1, 2014 through January 31, 2015. This application provides information on 2012 – 2013 Program Year operations and details 2014 – 2015 planned services and improvements. Per guidance received in the Program Instruction ACF-PI-HS-14-01 and Notification received on February 25, 2014 from the Department of Health and Human Services (HHS), the City of San Antonio Head Start Program is submitting an amended application. In total, federal funding in the amount of \$22,090,151 (\$21,596,693 Program Operations, \$212,701 Training and Technical Assistance, and \$280,757 Cost of Living Adjustment) is requested for increased program operations.

Abbreviated Project Description

The San Antonio Head Start Program is in its second year of the new five year project period and implementation of a new program model. DHS plans to continue contracting with direct service providers to deliver high quality education and support services to enrolled children and families. The reinstatement of the 5.27 percent sequestration reduction in funds will provide for the increased number of children served by the program from 2,861 to 3,020 during the 2014-2015 School Year and operational costs associated with this increase.

Based on results of the program's ongoing monitoring, self assessment, community assessment, strategic planning, and program evaluation, improvements are being implemented this current School Year (2013 – 2014) and planned for the 2014 – 2015 School Year. Planned changes and implemented system improvements include: improved outcomes of School Readiness goals and emphasis on integration with Parent, Family, and Community Engagement (PFCE) Plan; refining family and community assessment tools to utilize instruments based on best practices; enhancing targeted professional development and training efforts across the program; increasing service provider responsibility of overall Head Start compliance and performance; establishing a comprehensive data collection and analysis system for effective decision making; and enhancing collaboration with independent school districts and other community agencies.

Through continuous quality and service delivery improvement, the City of San Antonio Head Start Program will maximize community resources to ensure enrolled children and families have access to all wrap around services. By supporting children and families in reaching their potential, the Head Start Program will create positive and lasting benefits to the community as a whole.

1. Need for Assistance

a. Demographic profile of Head Start families

The most recently completed 2013 Community Assessment update data indicates the highest concentrations of poverty and age and income eligible children are located within the Loop 410 area (inner City of San Antonio).

An estimated 2,652 age and income eligible children in the San Antonio and Edgewood ISD's are not served due to limited program capacity.

b. Other Child Development Programs Serving Head Start Eligible Children

The 2013 Community Assessment update reflected no major changes in child development programs serving Head Start eligible children in the San Antonio and Bexar County service area.

c. Estimated Number of Children with Disabilities

The 2013 Community Assessment update reflected no major changes in the estimated number of children with disabilities in the San Antonio and Bexar County service area.

d. Educational Needs of Head Start Children and Families

The 2013 Community Assessment update reflected no major changes in the needs of Head Start children and families in the San Antonio and Bexar County service area.

e. Nutritional and Health Needs of Head Start Children and Families

The 2013 Community Assessment update reflected no major changes in nutritional and health needs of Head Start children and families in the San Antonio and Bexar County service area.

f. Social Service Needs of Head Start Children and Families and Community Resources

The 2013 Community Assessment update reflected no major changes in the social service needs of Head Start children and families in the San Antonio and Bexar County service area.

2. Program Objectives

a. Program Philosophy

The City of San Antonio Head Start Program remains committed to helping low income and other eligible children and families with high quality educational, nutritional, medical, dental, mental health, disability and other services through strong partnerships, which promote success through school readiness and family strengthening.

b. Types of Services and Program Options (include table of schedules)

The Head Start Program provides full day Head Start services five days a week, with site/center hours of operation based on the school districts schedules. The Program remains committed to identifying wrap-around, supportive and extended day services for families requiring additional assistance.

Full-day program services of six to eight hours will be provided to 3,020 children. The full day programming is funded through collaboration with school districts and the leveraging State Pre-Kindergarten funds. All classrooms will provide a full day of Head Start services, which adheres to Head Start Performance Standards, the Head Start Child Development and Early Learning Framework and State Pre-Kindergarten guidelines.

Table 1: Sites by Program Option

School Year 2013-2014: Current School Year

Number of Sites	Session Type	Hours of Operation	Number of Classrooms	Number of Children
Edgewood ISD – Centers				
3	Full Day	7.25	46	777
San Antonio ISD - Centers				
4	Full Day	7	75	1,222
San Antonio ISD – Elementary Schools				
19	Full Day	7.25	61	862
Program Totals				
26	Full Day		182	2,861

School Year 2014-2015: Upcoming School Year

Number of Sites	Session Type	Hours of Operation	Number of Classrooms	Number of Children
Edgewood ISD – Centers				
3	Full Day	7.25	46	777
San Antonio ISD - Centers				
4	Full Day	7	75	1,222
San Antonio ISD – Elementary Schools				
21	Full Day	7.25	69	1,021
Program Totals				
28	Full Day		190	3,020

c. Recruitment Area

The 2013 Community Assessment update indicated a higher proportion of children and families qualifying for services concentrated within the Loop 410, inner-city of San Antonio. Current Head Start resources are inadequate to fully serve the entire Head Start eligible population in our service area. The Program will provide services to the neediest children in the San Antonio ISD and Edgewood ISD, in accordance with Head Start regulations, Head

Start Act and the City of San Antonio ERSEA guidelines.

d. Center Locations

Several improvements have been made to the location of Head Start centers based on results of the Program's Community Assessments and in an effort to increase collaboration efforts with local pre-kindergarten programs. During the 2012 – 2013 Program Year, the Program shifted to a totally co-integrated school-based model. In 2013-2014 School Year, the Program began serving children in 26 centers located in San Antonio ISD and Edgewood ISD serving 2,861 children; and no longer has stand alone sites. In order to accommodate the additional 159 children during the 2014-2015 School Year, the City of San Antonio will add 2 new sites with 8 classrooms to serve a total of 3,020 children.

e. Recruitment and Selection Process

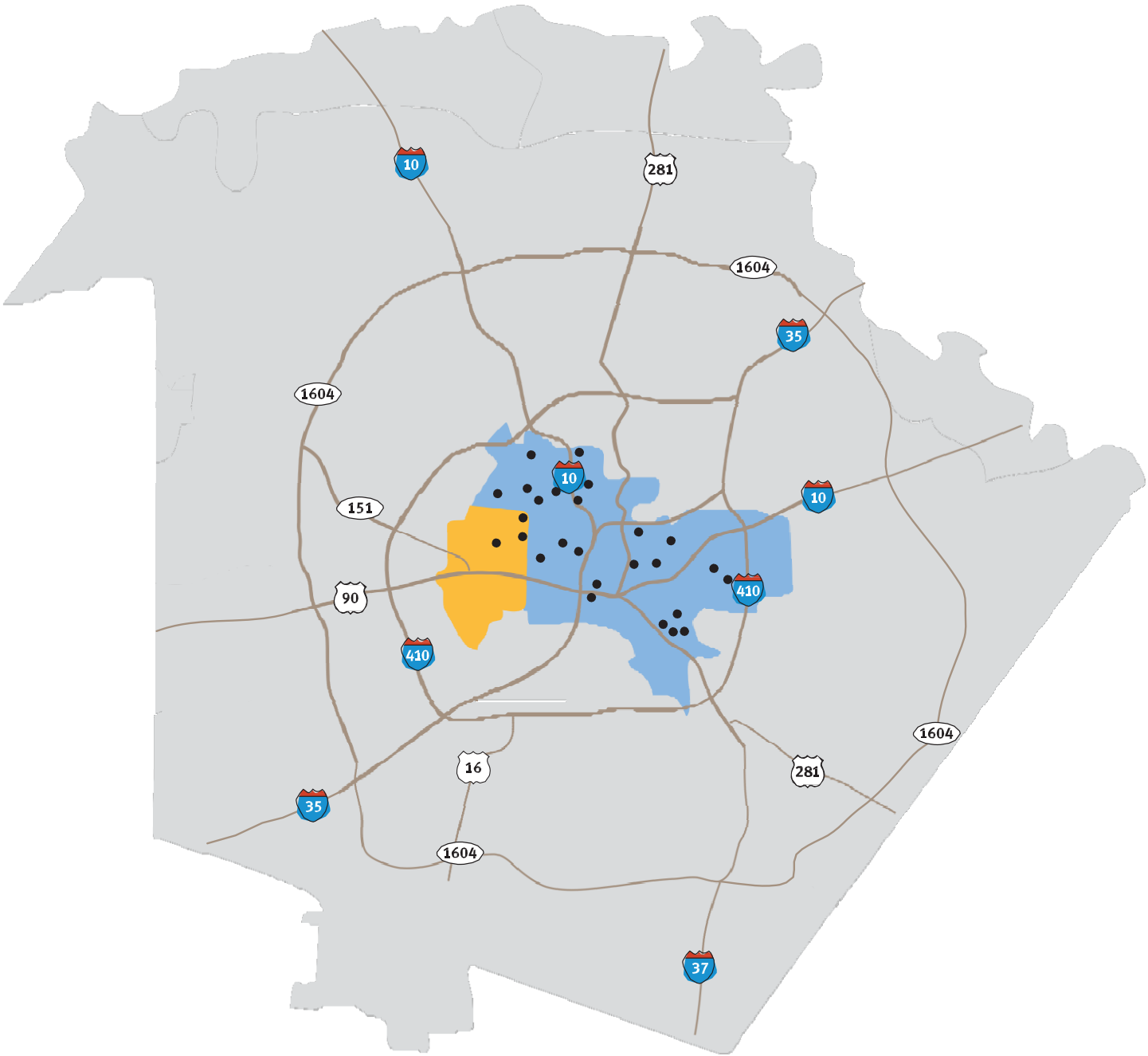
In order to ensure the City of San Antonio Head Start Program selects the neediest children for services without regard for race, gender, disability, or creed improvements were made to the ERSEA selection process and procedures during the 2011 – 2012 Program Year.

Primarily, the program instituted a two-stage process which identified children based on a selection criteria point system ranking. This process was used for all children including children with disabilities and Spanish language dominant children. A special selection process for these two categories of children ensures the program will enroll the highest number of children with disabilities in our community and that all children are placed in a linguistically and developmentally appropriate classroom.

3. Geographic Area

The geographic area for program services has been revised to locate all centers in San Antonio and Edgewood Independent School Districts within the City of San Antonio service area. The 28 centers are within the Loop 410 inner city area, based on overall identified need for services.

2012-2013 Head Start Site Locations



Legend



San Antonio Independent School District

Edgewood Independent School District

Program Approach

1. Goals and Objectives

The City of San Antonio Head Start Program held a planning session and annual strategic planning session to outline goals and objectives for the upcoming Program Year on March 20th and September 27th. Participants included representatives from Head Start service providers, community based agencies, City of San Antonio, and the Head Start Policy Council. Participants reviewed results from the Community Assessment update, Self-Assessment Report, and Triennial Federal Review.

Planned program improvements target specific areas for growth to increase the quality of service provided to children and families; enhance recruitment and retention of highly qualified staff; and improve service delivery systems to increase effectiveness. Specific goals and selected objectives are outlined in Tables 2 - 5.

Table 2: Goal 1 – Provide high quality education and individualized instruction for all children

Objective	Activities
Increase CLASS scores in all domains	Provide targeted training to increase number of CLASS reliable observers
	Ensure all CLASS reliable observers have current or up-to-date certifications
	Provide comprehensive training for all program staff on CLASS concepts and domains
	Implement comprehensive CLASS coaching and mentoring model to provide one-on-one support and guidance to teachers
Improve Individualization by integrating multiple data sources	Utilize common assessment tools across the program
	Analyze formal assessment data at the program, site, classroom, and individual student levels to identify strengths and areas for improvement
	Review individual student screening data to plan and organize classroom instruction
	Collect and analyze informal assessment data to guide individualized instruction
	Utilize information gathered from parent/teacher conferences and home visits to set individual educational goals for students
Provide targeted professional development for staff	Provide three trainings from the National Center for Quality Teaching and Learning (NCQTL) suites available on ECLCK
	Analyze monitoring reports to identify strengths and areas for improvement to inform training activities and focus on systemic issues

	Increase understanding of individualization as a system so that teaching and family and community staff focus on all integral parts (screenings, home visits/parent conferences/formal & informal assessments, school readiness goals & PFCE) and better support school readiness goals and parents as first teachers.
	Organize a teacher committee for professional development with 30% participation from teachers and teacher assistants
	Plan and implement annual Language and Literacy Conference with 50% participation from teaching staff
	Implement CONNECT Program, an evidence-based decision making approach to professional development, with a 30% participation rate from teachers and teacher assistants
Improve recruitment and retention of highly qualified staff	Improve internal process to develop and post Head Start positions to adequately reflect scope of work and expectations
	Ensure teacher assistants and paraprofessionals meet one of the following required qualifications: Child Development Associate (CDA) credential; Technical Certificate in Early Childhood Studies or Early Childhood Development; or Associate or baccalaureate degree
	Provide professional development and funding opportunities for teaching staff to obtain additional Early Childhood Education credits.

Table 3: Goal 2 – Ensure children and families receive quality, comprehensive and timely health services

Objectives	Activities
Increase health literacy across the program	Develop and implement a comprehensive health literacy plan for teachers, parent advocates, health coordinators, school nurses and data entry staff to include health literacy workshops, trainings, and distribution of materials/literature
	Provide educational opportunities to parents through the Parent Connections Committees (PCC) with a focus on health literacy and health insurance
	Revise health forms to ensure a user-friendly process for families and staff
	Enhance community partnerships to increase health literacy among the organizations that serve Head Start children enrolled in our program
	Strengthened nutrition and fitness education of families, children, and staff
Provide targeted training to staff	Provide training on health requirements with an emphasis on EPSDT guidelines
	Provide specialized/technical ChildPlus training on health data entry and track improvements throughout the year

	Develop and provide dental requirement trainings specially designed for Family and Community Support staff and Health Coordinators
	Provide nutrition workshops for staff and parents with a focus on addressing unhealthy weights issues
	Provide a Health Services Handbook training to family and community support and service provider staff, data entry staff, content area coordinators, and school nurses
Enhance community partnerships	Design and implement a community outreach plan to ensure our families and children receive the best health care services
	Prepare and distribute informational flyers, brochures, and outreach materials to service providers outlining health requirements
	Partner with the Green & Healthy Homes Initiative Program to address high levels of lead
	Enhance collaboration efforts with State, Local, and non-profit organizations, such as Health Collaborative, Texas Department of Human Services (TDHS), City of San Antonio Metropolitan Health District, University Health System, and area nursing schools
Improve health data tracking and monitoring	Develop and implement ongoing ChildPlus reporting training to maintain consistent and reliable data
	Decrease data entry errors by increasing benchmark monitoring
	Assess health staff roles and responsibilities and make necessary adjustments to improve and streamline processes
	Provide bi-monthly data reports to Head Start Directors with target goals and expectations for improvement

Table 4: Goal 3 – Provide families the tools, community resources and engagement to support their overall well-being and life-long success

Objectives	Activities
Provide parents continuing education, training opportunities, and linkage to resources	Conduct 100% family intake and needs assessment after the child's date of entry
	Provide targeted referral/access to community resources based on identified needs
	Provide at least three training opportunities for families focused on Mental Wellness, Health & Nutrition and Disabilities, e.g. San Antonio P16 Youth Opportunity, Nurturing Program
Improve data collection and documentation reflecting families' well being	Train staff on program expectations for data collection and documentation, and accuracy of data
	Maintain benchmarks for completion of data collection and documentation, including follow-up on service delivery and family goals
	Increase monitoring of follow-up, data collection and documentation

Offer opportunities for families to participate in leadership development, program decision making, and family advocacy	Ensure 10% participation and attendance in Parent Connection Committee meetings
	Recruit and maintain maximum participation in Community Resident Leadership and Fatherhood Initiative Programs
	Increase parent participation in the development of each Service Provider school readiness goals
	Implement Nurturing Program philosophy program-wide
	Conduct an Annual Head Start Parent Conference

Table 5: Goal 4 - Coordinate comprehensive data collection systems to communicate program outcomes for decision making

Objectives	Activities
Coordinate existing data systems	Identify all desired metrics related to Head Start program services provided and outcomes
	Identify data systems currently in place, data collected, and reports generated by these systems
	Determine how existing data systems interact and/or complement each other and how to better improve connections
	Identify gaps in reporting outcomes and data redundancies
	Implement data coordination plan to produce integrated reporting, Balanced Dashboard, and an effective delivery system for data-driven decision making
	Evaluate Balanced Dashboard and delivery system to ensure it meets program needs
Improve data accessibility and accuracy	Obtain backend access to ChildPlus to improve monitoring, identify individual data quality issues, and make system improvements
	Provide ongoing ChildPlus technical training program wide and offer a regularly scheduled refresher training (on demand training via ChildPlus/Web, Safe Schools, etc.)
	Conduct individual data evaluations and training based on an error rate of 5-15% or more
	Establish consistent data verification process at the service provider level rerunning of reports after errors are identified

2. Results or Benefits Achieved

The City of San Antonio will continue to build upon the improvements made during the 2012-2013 in the upcoming program year. Detailed below are selected achieved results from the 2012 – 2013 strategic goals and objectives (Table 6).

Table 6: 2012 – 2013 Select Goals and Achievements

Goal	Achievements
Assist parents in strengthening their role as their child's first teacher and lifelong advocate in all areas of the	Held first Head Start Parent Conference on November 14, 2012 with over 250 attendees
	Implemented Healthy Family Challenge to engage parents and families in learning and modeling healthy lifestyle habits
	Percent of children identified as needing dental treatment received services was 69% in 2012 – 2013 versus 51% in 2011 - 2012
	99% of children enrolled received health and dental assessments
	More than 3,100 families received support/safety net service referrals
	Program maintained 93% attendance rate throughout the year
	Parent Training and Engagement Programs: Fatherhood Initiative Leadership Program, Community Resident Leadership Program, Nurturing Parenting Program (in connection with Precious Minds New Connections)
	Parents actively participated in Education Advisory and Health Advisory Committee meetings.
Provide developmentally appropriate education within a quality learning environment for all children	Providers revised School Readiness Goals specific to their program and family needs based on program data.
	Implemented child outcome and school readiness system to support individualization by providing ongoing training and technical assistance; establishing benchmarks for data collection; implementing data analysis system across service providers to improve use of data and individualize instruction; developing mechanisms to share resources from National Centers for Quality Teaching and Learning
	Implemented program-wide CLASS system with CLASS reliable observers. Provided inter-rater reliability training to ensure uniform scoring and observed 60% of classrooms. Program year 2012-2013 CLASS observation scores were higher than Head Start minimum thresholds
	Formally assessed Head Start children three times a year. The number of children transitioning to Kindergarten who met expectations on formal assessments increased from the Beginning of the Year to the End of the Year
Develop highly trained staff to deliver quality Head Start instruction and services	Improved recruitment and retention of high quality staff by outlining responsibilities for City and Service Provider Coordinators; tailoring job descriptions to match Head Start functions; and refining Head Start orientation process for new employees.
	Developed a comprehensive annual training plan reflecting results of staff and parent surveys, ongoing monitoring, community self assessments, and technical assistance and site visits.
	Provided opportunities for professional development: Credentialing for Family Service Workers and Parent Advocates; ERSEA Certification and Credentialing for ERSEA Coordinators; FLIP IT training; Tree House Training Series; Developing Talkers and Language Development through Play; established monitoring systems to assess training effectiveness
	Collaborated with Texas School Ready(TSR) to build understanding of requirements and relationship between the two programs

	Provided Transitions and Zoning Training to all teachers using the NQTL resources and integrated program policies and expectations for all Head Start teachers
	Held the first annual Language and Literacy Conference bringing together over 150 early childhood educators, community members, school administration, and early childhood education leaders. The conference emphasized the importance of understanding what is happening in the field through current research, application, and evaluation in order to move towards a collective focus for early childhood education
	Implemented the CONNECT Pilot Program, a 3-month evidence-based decision making approach to professional development for teaching staff
	Provided Child Development Associate Training for 36 teacher assistants and paraprofessionals.
Establish effective systems for the delivery of comprehensive Head Start services	Improved case management by providing ongoing training on the implementation of Parent, Family and Community Engagement Framework
	Improved quality of health services by establishing monthly review of health data on services provided and follow-up needs; developing detailed training manuals and providing targeted training on data entry requirements; clearly outlining expectations and accessibility to policies, procedures and resources
	Improved monitoring systems by increasing utilization of ChildPlus reporting; increasing frequency of monitoring; and providing technical assistance to service provider monitoring teams to improve routine, ongoing monitoring
	Ensured children most in need of services received priority for enrollment, met through revisions of the ERSEA Selection Matrix
	Developed and presented Individualization to teaching staff as a system focusing to better support school readiness goals and parents as first teachers

The program is committed to continual improvement through the assessment of program models, funding allocations to service providers, implementation procedures and staffing structures. This evaluation led to key program improvements implemented during the 2012 – 2013 Program Year (Table 7).

Table 7: Additional 2012 – 2013 Program Improvements

Enhanced costs sharing/allocation plans implemented with partnering school districts to optimize Head Start funding.
Eliminated stand alone centers and increased co-location of Head Start sites at public schools. Leveraging of Pre-K funds and school district facilities allow for provision of full-day, center-based services
Community initiative collaboration with the City of San Antonio and United Way on the All-America City initiative targeting grade level reading
Participated in the Eastside Promise Neighborhood Initiative, a planning grant to revitalize San Antonio's east side and build a "cradle to career pathway"
Implemented facility improvements that including playground investments at Head Start sites

3. Program Model and Federal Funding Distribution

The City of San Antonio and proposed educational and support service providers offer comprehensive Head Start services at sites operating on school district campuses, which offer a strategic advantage in the achievement of school readiness goals and children's transition to kindergarten. This program model also allows the Head Start program to engage parents at a different level and expose children and families to the public school system and structure at an earlier stage in the child's education.

Additionally, the City began providing direct Family and Community Support and Mental Health services in the 2013-2014 school year and will continue to provide these services during the 2014-2015 school year. These program model adjustments have resulted in a number of program operation efficiencies through increased interaction with families, education staff, and other support staff. The Program has streamlined and enhanced communications and service delivery systems, which also resulted in a cost savings.

- a. Management, Coordination, Oversight, Technical Assistance, Family Support: The City of San Antonio is budgeted to receive \$6,347,370, out of which \$212,701 is for training and technical assistance. The total funding includes a personnel complement of 87 staff members to manage all service content areas and provide direct family and community support and mental wellness services; and training and technical assistance.
- b. Education and Early Childhood Services: Education Service Providers are responsible for ensuring services to children are Head Start compliant and coordinating services for children with disabilities with local education agencies.
 - i. San Antonio Independent School District (SAISD) will serve 2,243 children within their school district and is budgeted to receive \$11,445,414.
 - ii. Edgewood Independent School District (EISD) will serve 777 children within their school district and is budgeted to receive \$4,111,633.
- c. Child Medical Services:

University Health System (Bexar County Hospital District) is budgeted to receive \$76,445 to provide Lead and Hemoglobin/Hematocrit screenings to all children who need it. Contractor will also perform physical examinations for children without health insurance who are referred by the Head Start Education Service Providers. All resources such as Medicaid, CHIP, and the local Carelink will be utilized before utilizing Head Start funds.
- e. Child Oral Health Services:

The San Antonio Metropolitan Health District (Metro Health) is budgeted to receive \$109,289 to provide oral health screenings for all 3,020 Head Start children. Metro Health dentists will perform a limited oral examination for each child to meet Head Start Performance Standards. Metro Health will also work in collaboration with the Family Support Workers to establish a dental home and ensure that all follow up services are completed for the children if necessary. Metro Health will use all available external sources

of funding for children's oral health before utilizing Head Start funds.

4. School Readiness Plan

The City of San Antonio Head Start program is committed to the coordinated functioning of key components that support children's readiness to enter into kindergarten. Teaching staff will meet the child's individual skills and abilities by utilizing ongoing assessments, developmental and behavioral screeners, the Child Development and Early Learning Framework (Framework), Texas Pre-Kindergarten (Pre-K) Guidelines, age appropriate curriculum, individualized goals/objectives and communication with families.

Program staff ensures that education service providers' curriculum, assessment, and Pre-K guidelines align to promote school readiness for Head Start children. Alignment enables a smooth transition for all children moving from Head Start into kindergarten. The City has developed a school readiness plan to emphasize goals toward:

- Promoting parent and family engagement in the child's development and learning.
- Strengthening staff collaboration across content areas to provide comprehensive integrated education, health, and family services.
- All children receiving a linguistically and age appropriate developmental and social/emotional screening within 45 days of entry in collaboration with each child's parent/guardian.
- Each child's progress is assessed using common assessment tools to promote language, cognitive, social-emotional, physical development, early literacy and math skills, approaches to learning, social studies and logic and reasoning.
- All children have individualized learning opportunities and are actively engaged.
- Increasing teaching staff knowledge and understanding of the Classroom Assessment Scoring System (CLASS) to enhance teacher and student interaction and quality instruction that promote experimentation and prediction, problem solving, classification and comparison.
- Improving transitions and continuity of service for children transitioning from Early Head Start and other early childhood programs to Head Start and Head Start into kindergarten.
- Reducing the effect of the "summer slide," loss of educational attainment and skills, by providing appropriate training, activities, and materials to children and families during the summer months.

In an effort to promote school readiness, the program has made a concerted effort to increase program-wide knowledge and understanding of the Parent, Family and Community Engagement (PFCE) Framework and how it relates to school readiness goals and achievement.

5. Parent Family and Community Engagement (PFCE) Plan of Action

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

During the 2012-2013 school year, the City developed and began implementing a PFCE Plan of Action that identifies outcomes, timeframes, persons responsible for achieving goals, as well as, associated indicators, action steps, resources and measures of success. This plan aligns with the seven components of the parent and family engagement framework: family well-being; positive parent-child relationships; families as learners; family engagement in transitions; family connections to peers and community; and families as advocates and leaders. The Family Support staff is now fully integrated into the education support service model and housed at the 26 Head Start sites/centers. Staff uses this plan to ensure families have both the necessary support and opportunities to be actively engaged in the Head Start program and their child's education.

The 2014-2015 PFCE strategies will build upon parent engagement strategies implemented during the 2012-2013 program year. Targeted strategies and activities were offered in an effort to strengthen partnerships with families and increase the families' overall well-being and included the following.

Parent Family and Community Engagement Plan of Action – Ongoing Strategies	
PFCE Training	Provided training to teaching staff, in collaboration with Education Program, with an emphasis on building positive relationships with families
	2013 Program-wide pre-service event attended by almost 600 staff members focused on the PFCE Framework
Leadership Opportunities	Provided leadership and decision making opportunities in program development, policy making and community advocacy provided through the Head Start Policy Council, Parent Committees, Fathers in Leadership and Education and Health Advisory Committees
	Held 2012-2013 Head Start Parent Conference, an all day conference dedicated to parent engagement, attended by over three hundred parents, staff, trainers and vendors. Training topics included leadership, community involvement, nutrition, nurturing, challenging behaviors and loving math through literacy. Numerous vendors attended to provide information on community resources. The second conference is scheduled for spring 2014.
	Parents participated in quarterly Education Advisory Committee meetings and bi-annually Health Advisory Committee meetings
	The Fatherhood Program: Resident, Engagement and Leadership (R.E.A.L.) developed as a program-wide strategy to engage fathers as advocates for their children, encourage them to take action in their communities and build stronger relationships and commitments with peers to create father-friendly support systems. Fifteen fathers completed the first nine-month program and transitioned into the Fatherhood Campaign Initiative offered through the contractor.
	Healthy Family Challenge: A six-week pilot program which encouraged

	healthier eating and increased physical activity for Head Start children and families. Families tracked their child's dietary and physical activity behaviors through the use of a weekly calendar. Weekly newsletters were also distributed to the 796 participants. Healthy Challenge will be implemented program-wide in 2014.
	Community Resident Leadership Program (CRLP): The CRLP program was offered to Head Start parents in an effort to promote leadership and advocacy in collaboration with a local non-profit and Alamo Community College District. Parents completing the 57.5 hour training course received college credit and a spring board to continuing their education.
	Nurturing Parenting Program (NPP): A pilot program where eight Head Start Staff members were trained and provided parenting to 80 parents over a 10-week period. The program also offers testing classes measuring parent beliefs and attitudes prior to and after completing the class. NPP will be implemented program-wide during 2014-2015.
Parent Survey	Conducted twice a year to measure parent satisfaction with the Head Start Program and determine parent training needs. 2012-2013 results showed a high degree of parent satisfaction in program services and facilities.
School Readiness	Ready Rosie is a mobile parent engagement tool aimed at encouraging parent/child interaction and knowledge of literacy, math, and oral language. Discussions with Ready Rosie company in 2012-2013 for implementation at the beginning of the 2014-2015 school year in partnership with HEB.
	Families received summer reading packets which consisted of a set of 5 books and one workbook with activities for parents to utilize with their child over the summer months. Books were available in Spanish as well as English
Family Outcomes	Utilization of a new tool for measuring Family Strengths Assessments, family goal setting and parent engagement in 2014-2015 school year.
	During the 2013-2014 school year, the program implemented a new Family Assessment form to track family progress from beginning of year to end of year. Program will continue to refine and explore better options for correlating parent engagement strategies to school success.

6. Monitoring

The City of San Antonio Head Start Program has in place a two-level monitoring system to ensure program compliance at the Grantee and Service Provider levels. The City is responsible for completing service level monitoring of providers (direct monitoring) and for monitoring, reviewing, and validating results of provider monitoring activities (indirect monitoring). While the City is ultimately responsible for the overall program monitoring and compliance, this monitoring system allows the Program to have multiple levels of review, trouble shooting, increased benchmark expectations, and continuous program improvement.

During the 2012-2013 school year, the Program completed over 126 monitoring projects. The monitoring evaluation methods include on-site announced and unannounced visits, ChildPlus reports, questionnaires, and surveys. The Program also conducted a site safety survey to obtain more information regarding safety factors at Head Start sites and used this information to make an assessment of site safety measures in place, implemented security upgrades as needed, identified security strengths, and developed a long-term safety plan. Additionally, the Program increased direct monitoring projects conducted at the site level with an emphasis on safe environments. This additional monitoring addressed any areas in need of improvement and increase program-wide safety awareness.

The Program began implementation of a bi-annual risk assessment in 2011 to ensure the Program is meeting or exceeding Head Start requirements. Plans are in place to refine the assessment tool in 2014 to further assess mid and long range program goals. The first Risk Assessment is conducted midyear in order to identify and address areas in need of improvement and the second one at the end of the program to assess program strengths and weakness and make needed adjustments for the upcoming school year.

7. Wage Comparability Study

The City of San Antonio Head Start Program conducted a wage comparability study in the 2011-2012 program year. In accordance with Head Start requirements, the 2012 wage comparability study examined employee salaries by conducting a wage and fringe benefits comparability survey of similar organizations offering similar services and demographics. Based on 2012 study, the Program determined its compensation policies and practices are fair and equitable. A system exists to ensure the Program attracts and retains qualified personnel. The Program has no employees compensated at a level greater than the 2010 Pay Tables for Executive and Senior Level II Employees. The next wage comparability study is scheduled to be completed no later than January 31, 2015.

Conclusion

The City of San Antonio Head Start Program has strong and effective management systems in place for the delivery of the highest quality services and it is committed to continue to strengthen and improve these systems moving forward. In the area of ERSEA, the Program has an enhanced process to ensure we serve the neediest children, including children with disabilities. The Program also has a systematic, ongoing process for program planning and the development of a written strategic plan for the implementation of high quality services in which members of the Head Start Policy Council, Governing Body, City and Service Providers staff, and other key stakeholders in the community participate.

Additionally, the Program has effective financial and human resources systems in place with knowledgeable and experienced staff at the grantee and service provider level. The City's two-tier monitoring system and comprehensive annual self-assessment process ensures the delivery of high quality services to children and families. The Program will continue using key metrics and outcomes to demonstrate achievements in preparing children to succeed in school and is committed to refining its data-driven decision making process in the 2014-2015 program year.

The 2014-2015 Amended Grant Application has been reviewed and approved by the City of San Antonio City Council, the Educational Excellence Committee and the Head Start Policy Council. The additional funds will provide for an increased number of children served from 2,861 to 3,020 during the 2014-2015 School Year and additional operational costs.