

# Approval of Head Start Continuation Application





## **Department of Human Services Head Start Program**

### **Continuation Application**

### **Program Year 2021-2022**

### **Project Description**

The City of San Antonio, Department of Human Services, Head Start Program (heretofore, DHS Head Start or DHS Head Start Program) submits the enclosed amended application for consideration of continued program operations and training and technical assistance funding for the period of February 1, 2021 through January 31, 2022. This application provides information on 2020-2021 Program Year operations and details 2021-2022 planned services and improvements. DHS Head Start will continue program services in two of the 19 school districts located within Bexar County to include San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). Both SAISD and EISD are located in the central area of Bexar County and inner-city of San Antonio and collectively have the highest demonstrated need for program services and a multitude of risk factors limiting the opportunities for families to achieve successful outcomes for themselves and their children.

DHS Head Start, in collaboration with SAISD and EISD, will operate a Head Start Program that continues to raise the quality of early childhood care and education of low-income children in the proposed service area. DHS Head Start, SAISD, and EISD, along with the other key service providers, San Antonio Metropolitan Health District (Metro Health), and the University of the Incarnate Word, in the areas of health, and dental services, will

ensure children enter kindergarten socially, emotionally, cognitively, and physically ready to succeed in school.

Through this grant application, DHS Head Start is requesting funding in the amount of \$25,037,682.00 (\$24,760,360.00 for program operations and \$277,322.00 for training and technical assistance) to continue its Head Start Program services to 3,020 children (2,243 in the SAISD and 777 children in the EISD service areas).

The DHS Head Start Program is strengthened by the commitment of local leaders to providing the highest quality Head Start services possible, including the City of San Antonio Mayor, City Council, and City Manager. DHS Head Start and its service providers have both the capacity and the commitment to carry out the Program's mission: *Preparing children and engaging families for school readiness and life-long success*. While services may be adjusted during the 2020-2021 program year due to COVID-19, DHS Head Start services are centered on high-quality early childhood education, family engagement, and school readiness initiatives to improve outcomes for children, families and the City of San Antonio's inner city community.

### **Program Design and Approach to Service Delivery**

#### **Sub-Section A: Goals**

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

At the time of the application, minor updates were completed to the goals and the objectives to better reflect the strengths and needs of the program as well as impacts due to the CoVID – 19 pandemic. DHS Head Start continues to review data for the 2019-2020 school year. The DHS Head Start Program operates within a set of three carefully crafted program

goals that directly address the well-being of Head Start children and their families. Updates to the goals, objectives, and progress on completion of measures have been included below.

Table 1 below presents the specific outcome measures the DHS Head Start Program plans to accomplish within the project period. The objectives were updated during a strategic planning session in November 2019 that included DHS Head Start Program stakeholders, Head Start site faculty and administrators, Head Start Policy Council members, parents, community leaders, and subject matter experts. Due to school closures related to COVID-19, progress towards achieving our goals was impacted, however; DHS Head Start remains committed to providing quality services and examining the progress of our program towards achieving our goals.

**Table 1- DHS Head Start Program Goals and Objectives**

Program Goals	Measurable Objectives	2019-2020 Progress
<b>Goal 1</b> Education: Prepare children to succeed in school and life	<p>Decrease the percentage of children enrolled in the Head Start Program with chronic absenteeism by 5% from 24% in 2017-2018 to 19% in 2023-2024.</p> <p>Increase the annual Prekindergarten Classroom Assessment Scoring System (CLASS) scores by .5 points in each domain, from 5.65 in <i>Emotional Support</i>, 5.02 in <i>Classroom Organization</i>, and 2.99 in <i>Instructional Support</i> in 2016-2017 to 6.15 in <i>Emotional Support</i>, 5.52 in <i>Classroom Organization</i>, and 3.49 in <i>Instructional Support</i> by 2023-2024.</p> <p>Increase the percentage of children transitioning to kindergarten who are ON TARGET in all seven LAP-3 domains at EOY by 5% from 74% in 2016-2017 to 79% in 2023-2024.</p>	<p>School closures and a shift to remote learning affected progress towards achieving our goals and objectives. By the end of January 2020, 26% of the children enrolled in the Head Start Program were identified as chronically absent. DHS Head Start designed new data reports to share with stakeholder to better understand attendance. Additionally, the program continues to refine procedures related to attendance, to ensure attendance data is reliable. Due to the COVID-19 Pandemic, DHS Head Start did not conduct CLASS Observations during the scheduled observation window. The program will</p>

		<p>follow guidance from the local health authority and partner school districts to develop a CLASS Observation Plan for the 2020-2021 school year. Since schools were closed and students received remote instruction, the End of Year assessment was not conducted and the program is unable to determine growth from BOY to EOY. At the beginning of the year 1172 children were NOT ON TARGET in the Language Domain. While the program is unable to determine the number of these that scored ON TARGET at the end of the year, 41% were ON TARGET in the language domain at the middle of the year. Finally, the percentage of children transitioning to kindergarten that were ON TARGET in all seven LAP-3 Domains was 55%. During the 2018-2019 school year, only 49% of children transitioning to kindergarten were ON TARGET in all seven domains.</p>
<p><b>Goal 2</b> Family Support: Promote the well-being of families to enable them to support their children's learning and development</p>	<p>Increase the percentage of parents/guardians who make progress towards completion of an identified Family Self-Sufficiency goal by the end of the program year. The baseline will be established in 2019-2020 with a percentage increase determined in 2020-2021.</p> <p>Increase the percentage of parents/guardians who make progress towards completion of an identified Family Life Practice goal by the end of the program year. The baseline will be</p>	<p>School closures and a shift to remote learning affected progress towards achieving our goals and objectives. By the end of January 2020, 12% of the families enrolled in the Head Start Program had made progress towards completion of an identified Family Self-Sufficiency goal. Additionally, 20% of the families had made progress towards completion of an identified Family Life-Practice</p>

	<p>established in 2019-2020 with a percentage increase determined in 2020-2021.</p> <p>Increase the # of families who receive at least one support services, such as emergency assistance, by 5% - from 79% to 84% in 2023 – 2024.</p> <p>Increase the number of participants in the identified tiered parenting program. The baseline will be established in 2020-2021 with the increase determined in 2021-2022.</p>	<p>goal.</p> <p>By the end of January, 2020 33% of families had received at least one support services, such as emergency assistance</p> <p>The program will follow guidance from the local health authority and tiered parenting program partner to develop a plan for the 2020-2021 school year.</p>
<p><b>Goal 3</b></p> <p>Health:</p> <p>Children who are healthy and ready to learn</p>	<p>Increase the percentage of children who receive services following a referral for vision concerns at the end of the program year by 10% from 70% in 2018-2019 to 80% in 2023-2024.</p> <p>Increase the percentage of children identified as Class 2 that are designated as Treatment Complete by the end of the program year by 13% from 32% in 2016-2017 to 45% in 2023-2024.</p> <p>Increase the number of mental health consultations provided to parents/guardians and staff by the Mental Wellness Team. The baseline will be established in 2019-2020 with a percentage increase determined in 2020-2021.</p> <p>Increase the number of trainings with a focus on mental wellness provided to parents/guardians and staff by the Head Start Program. The baseline will be established in 2019-2020 with a percentage increase determined in 2020-2021.</p> <p>Increase the average score on the Health Wellness Assessment. The baseline will be established in 2019-</p>	<p>The health and safety of our children continues to be a focus for our program. Before the first day of school, our Family and Community Support Team works with families to ensure their child is healthy and ready to learn. Even as our campuses were closed, our team continued to provide support to children. During the 2019-2020 school year the percentage of children that who are up to date on TX EPSDT requirements at the end of the program year was 72%. We recognize that many health clinics and doctor's offices were not open during the initial stages of shutdown due to COVID-19, which made it difficult for parents to schedule well child appointments for their child. Ensuring children receive services following a referral for a hearing or vision screening continues to be a focus of our program. During the 2019-2020 school year, 46% received services following a referral for a</p>

	2020 with a percentage increase determined in 2020-2021.	hearing concern and 57% received services following a referral for a vision concern. With parental consent, and in partnership with City of San Antonio Metro Health, DHS Head Start provides a dental screening and fluoride varnish to all children enrolled in the program. The program implemented a new system of follow up to ensure children identified as a CLASS 2, received treatment. Even as our schools transitioned to remote learning, our dental case management team continued to follow up with parents/guardians to ensure children visited the dentist. During the 2019-2020 school year, 42% of the children identified as CLASS 2 were designated as treatment complete at the end of the year. Wellness support continues to be an area of focus for our program. During the 2019-2020 school year, 33 mental health consultations were provided to parents/guardians and Head Start staff by the Mental Wellness Team and 9 trainings with a focus on mental wellness were offered to parents/guardians and staff by the Head Start Program. Due to COVID-19 prioritizing the needs of our families, the program postponed the Health Wellness Assessment.
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**2. Explain how your program's School Readiness Goals align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning guidelines, as appropriate, and requirements and expectations of the local schools where children will transition.**

At the time of this application, there have been no additions, deletions, or revisions to the DHS Head Start School Readiness Goals. In June 2016, DHS Head Start held its first annual School Readiness Summit. The focus of the School Readiness Summit was to develop a set of school readiness goals for children from birth to age five. The School Readiness Summit team included DHS Head Start staff, teachers, site administrators, child care staff, community members, and parents/guardians. Learning outcomes aligned to the Head Start Early Learning Outcomes Framework (HSELOF) were prioritized, and the team developed a set of goals. In July 2017, the team revised the school readiness goals for each of the five central Head Start domains and created a single set of School Readiness Goals for all of the children, 0-5 years of age and objectives based on the goals and indicators in the HSELOF. In 2019, the Education Advisory Committee and the Head Start Policy Council voted to continue to use the established School Readiness Goals for the five year grant period.

Nine School Readiness goals within five central domains resulted from this collaborative and data-driven process. The five domains are: 1) Approaches to Learning, 2) Social and Emotional Development, 3) Language and Literacy, 4) Cognition and 5) Perceptual, Motor, and Physical Development.

School readiness information is presented at the Head Start Parent Orientation, Governing Body meetings, Policy Council meetings, Parent Connection Committee meetings, conferences, trainings and handouts to ensure all families are informed of the focus on school



readiness. DHS Head Start, SAISD and EISD provide engagement opportunities for parents/guardians to prepare their children for transition to kindergarten ready to learn.

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

DHS Head Start develops its program goals through its Five-Year Strategic Planning processes. The Five-Year Strategic Planning process is purposefully designed as a very inclusive process incorporating the feedback and input from diverse perspectives, including the San Antonio City Council's (the Governing Board), Community Action Advisory Board (CAAB), Head Start Policy Council (HSPC), Head Start parents, plus other community stakeholders. Each of these groups is invited and encouraged to participate in the Quarterly Self-Assessment Data reviews and Annual Five-Year Strategic Plan events. During the events, the members actively participate by providing recommendations and asking questions regarding program data and goals. All participants assist in the development of the short-term and long-term goals during the 5-Year Strategic Plan event; and, the Governing Board and HSPC review and approve the final Self-Assessment report, School Readiness goals, and 5-year Strategic Plan. During the 2021-2022 program year, community stakeholders and parents will be invited to participate in strategic planning virtually. The DHS Head Start Program has provided IPADs and hotspots to Policy Council members to participate in all governance activities.

**Sub-Section B: Service Delivery**

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

At the time of this application, there have been no additions, deletions, or revisions to this section. The service area for DHS Head Start is defined by the SAISD and EISD district boundaries located in Bexar County, Texas. Recruitment is constrained within these boundaries

and, unless the children are homeless, students must reside or be eligible to attend either district. The central and southern portions of the City of San Antonio have greater concentrations of poverty and age and income-eligible children than other areas of the city. The Community Assessment also indicates that many children in the two school districts are in families with limited resources and with a limited ability to ensure the best for their children's development.

## **2. Needs of Children and Families:**

DHS Head Start actively recruits families most in need of Head Start services. Recruitment efforts begin annually in the late winter or spring and continue throughout the year in the two school districts. The recruitment strategies include a multimedia campaign, participation in community events, billboards, newspaper advertising, social media, and referrals with other agencies. Recruitment plans are developed and approved annually by the Governing Body and HSPC. Our recruitment plan for the 2021-2022 program year will incorporate methods to reach families remotely, for example virtual town halls to answer parents' questions, as well as events in which parents may drop off signed paperwork. DHS Head Start utilizes a selection criteria points matrix system which weighs vulnerability factors such as income, homelessness, foster care status, disability status, English proficiency, parental/guardian marital status, parental/guardian employment/training status and child age status. At a minimum, 10% of the program's annual enrollment is comprised of children with disabilities, though the program frequently exceeds this threshold.

According to the current 2019 Community Assessment, there are an estimated total of 26,998 eligible children under five years of age within the DHS Head Start service area, including 22,906 within SAISD and 4,092 within EISD. The service area also contains a higher concentration of Hispanic residents than most other Bexar County school districts, with SAISD

comprised of approximately 79% Hispanic residents, and EISD comprised of approximately 95% Hispanic residents. Both SAISD and EISD have greater proportions of Hispanic residents than does Bexar County (60%) and the state of Texas (39%).

Also, 54% of SAISD residents and 70% of EISD residents speak a language other than English, generally Spanish in EISD (70%) and SAISD (53%). SAISD and EISD are among the Bexar County school districts with the greatest proportion of students participating in bilingual education. San Antonio ISD with 17% and EISD with 19% which are greater percentages of bilingual and ESL students enrolled than in Bexar County (12%).

Additional needs and considerations of DHS Head Start children and families stem from many participants and families being homeless, experiencing foster care, and/or having a disability. The available data showed 243 families served by the DHS Head Start program experienced homelessness in 2018. Overall in 2018, there were an estimated 159 children in the foster care system within SAISD and another 45 children involved in the foster care system within EISD. These numbers, however, reflect all foster children 0-17 years and are not necessarily enrolled in the DHS Head Start Program. In 2018 approximately 500 children served by the DHS Head Start Program were determined to have a disability. Among these children, speech and language impairments were the most common disabilities (322 children, 9.6% of total enrollment).

The next most common disabilities among enrolled children were non-categorical developmental delays (88 children, 2.6%) and Autism (34 children, 1%). All enrolled children determined to have a primary disability receive special education services through Edgewood ISD and San Antonio ISD.

The average educational attainment among adult residents of SAISD and EISD residents

is less than that of the city, county, state, and nation. Almost one-third of the population of SAISD residents and half of the population of EISD have not completed a high school diploma. Only 14% of SAISD residents and 5% of EISD residents had earned at least a Bachelor's degree, compared to the city of San Antonio (26%), and Bexar County (27%). Households in SAISD and EISD rely on public assistance. Almost one-third of EISD households and one-quarter of SAISD households use Supplemental Nutrition Assistance Program (SNAP) and 11% of SAISD and 13% of EISD households rely on Supplemental Security Income (SSI). Temporary Assistance for Needy Families (TANF) and Women, Infants and Children (WIC) are other public assistance programs utilized in the Head Start service area. Local government and non-profit organizations provide additional support services to the DHS Head Start families. Metro Health provides Immunizations and Dental Services to the SAISD and EISD service area, and the San Antonio Food Bank provides food and grocery products to children and families in the DHS Head Start Program.

In SAISD and EISD there are 112 facilities that serve children three to four years of age. The childcare capacity of children three to four years of age in SAISD is 8,098 in 93 facilities and the number of children aged three to four years of age is 8,861 with a total of 763 children not being served in these facilities. The childcare capacity of children three to four years of age in EISD is 1,877 in 19 facilities and the number of children aged three to four years of age is 1,577 with a total of 300 children not being served in these facilities.

### **3. Proposed Program Option(s) and Funded Enrollment Slots:**

DHS Head Start will continue to utilize a full-day center-based Head Start program option as feasible during the 2021 – 2022 school year. Parents will have the option to have their children engage in remote learning or return to campus as possible, to be determined by the local

health department and School Boards. Surveys conducted by DHS Head Start and results from the 2019 Community Assessment reflect parents' need for full-day services. Through the model, Head Start services align with the normal school day, allowing Head Start children and their older siblings to maintain the same schedule to increase convenience for parents.

Aligned with the regular public school day and year, DHS Head Start will operate at least seven hours per day, five days a week, 36 weeks per year, and 1,275 hours per year for a total of 178 days a year. The DHS Head Start and support staff connect families to Child Care Services (CCS) and other resources to ensure extended care and wraparound services are available to accommodate working families. The leveraging of state Pre-K funds and school district facilities allow for full-day, center-based services. SAISD and EISD have the capacity and infrastructure in place to provide a stable, structured center-based program model. SAISD currently serves 2,243 children in 19 campuses. EISD currently serves 777 children in two campuses.

The current program model has an advanced system of program planning that incorporates members of the DHS Head Start and service provider staff, HSPC, Governing Board Advisory Committee members (Community Action Advisory Board), and community stakeholders. These groups engage in the data review process, as well as, focused annual and ongoing program planning to ensure continuous improvement and high-quality services to meet the needs of children and families served within the community.

#### **4. Centers and Facilities:**

There will be a total of 22 center locations for the 2020-2021 school year.

Service Provider	Site	Funded Enrollment	Address
<b>EISD</b>	Cardenas	355	3300 Ruiz Street, 78228
	Loma Park	108	400 Aurora, 78228
	Stafford	314	611 SW 36th Street, 78237
	<b>Total Enrollment</b>	<b>777</b>	
Service Provider	Site	Funded Enrollment	Address
<b>SAISD</b>	Arnold	63	467 Freiling, 78213
	Bowden	54	515 Willow Street, 78202
	Carroll ECE	327	463 Holmgreen, 78220
	Carvajal ECE	155	225 Arizona Street, 78207
	De Zavala	73	2311 San Luis Street, 78207
	Foster	74	6718 Pecan Valley Drive, 78223
	Gonzales	28	518 E. Magnolia Ave 78212
	Graebner	54	530 Hoover Ave., 78225
	Hirsch	71	4826 Sea Breeze Drive, 78220
	Huppertz	51	247 Bangor Street 78228
	J.T. Brackenridge	90	1214 Guadalupe, 78207
	Knox ECE	273	302 Tipton Ave., 78204
	Madison	69	2900 W. Woodlawn Ave., 78228
	Maverick	75	107 Raleigh Street, 78201
	Neal	94	3407 Capitol Ave., 78201
	Nelson	226	1014 Waverly Ave., 78201
	Sarah King	111	1001 Ceralvo Street, 78207
	Schenck	105	101 Kate Schenck Ave., 78223
	Tynan ECE	250	925 Gulf Street, 78202
	<b>Total Enrollment</b>	<b>2,243</b>	

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

At the time of this application, there have been no additions, deletions, or revisions to this section. In order to prioritize the neediest families, the DHS Head Start Program utilizes selection criteria generated from the annual Community Assessment. For the 2021-2022 program year, the selection criteria point ranking system will incorporate impacts of the CoVID-19

pandemic into the section process. DHS Head Start utilizes a verification process which prioritizes children based on a selection criteria point ranking system. This process is used for all children including children with disabilities and Spanish language dominant children. The selection committee process ensures enrollment of the highest number of children with disabilities and that all children are placed in a linguistically and developmentally appropriate classroom.

In order to actively locate children with disabilities, children experiencing homelessness, and children in foster care, recruitment materials are developed indicating that all children with one or more of these characteristics are encouraged to apply to the DHS Head Start Program. DHS Head Start collaborates and has ongoing communications with local Early Childhood Intervention agencies, Early Head Start-Child Partnership Care Program, and districts' Special Education Directors and Homeless Liaison staff regarding the status of children's referrals and services.

In order to promote regular attendance, DHS Head Start emphasizes and provides information to parents about the benefits of regular attendance; and, family support staff engages with families to promote regular attendance and assist families with referrals for services that enhance attendance. Special efforts for chronically absent children and other vulnerable children include a home visit or other direct contact with the family to determine the cause of chronic absenteeism and to assist in removing barriers by providing assistance with referrals and services.

## **6. Education and Child Development (see 1302 Subpart C):**

At the time of this application, there have been revisions to this section. DHS Head Start, SAISD, and EISD share the same program philosophy and approach to the achievement of

school readiness with a clear understanding that in order for children to be successful, curricula must be aligned with the school districts where children will be transitioning. As a result, curricula previously adopted by SAISD and EISD, utilizing the Texas Education Association (TEA) approved system, will continue to be used. These curricula have been identified as research-based and developmentally appropriate and are adopted by the State of Texas. All curricula are aligned with the Texas Prekindergarten Guidelines, the HSELOF, and ensure alignment and a continuum of instruction as children enter kindergarten. In addition, parents were and will continue to be, a part of the process for choosing the curricula. Parents in both districts were provided several opportunities through public forums to view the state adopted curriculums, ask questions, discuss, and provide feedback. Edgewood ISD uses Scholastic Big Day Curriculum and San Antonio ISD uses Frog Street. Select campuses in San Antonio ISD use the High Scope Curriculum.

Due to COVID-19 and the risk of exposure, and to ensure the health and safety of children and staff both Edgewood and San Antonio will implement virtual teaching for the first three weeks of school at a minimum. Children will continue to receive instruction across all five central domains, including large group and one on one instruction. Children and families are provided with appropriate technology to access lessons and activities from home. Once our local health authority has determined that it is safe for children and staff to return to the campus building for in-person instruction, parents/guardians will have the option to continue with virtual learning or participate in face-face instruction on campus. Parents will have the opportunity to change their mode of instruction for each grading period.



## **7. Health (see 1302 Subpart D):**

At the time of this application, there have been revisions to this section. DHS Head Start services are structured around a health model grounded in parent engagement to ensure the health and well-being of each child and their family. The program's health systems not only meet Head Start Performance Standards but support families in establishing life-long healthy lifestyle habits.

DHS Head Start, SAISD, and EISD have strong policies, procedures, and partnerships in place to ensure that the health, nutrition, and mental health needs of children and families are met. These policies, procedures, and partnerships are supported by effective program systems in the areas of recordkeeping, reporting, communication, monitoring, and planning to ensure service coordination and that the communications with parents and families are structured and timely.

DHS Head Start contracts with the Metro Health Dental Division to provide onsite dental services. With parental consent, children enrolled in the program receive one dental evaluation and two fluoride varnishes during the program year. In addition, Metro Health provides a toothbrush, toothpaste and timer for all children, referrals for dental care, parent education sessions, information regarding local dental providers, and dental case management for children with identified oral decay. Due to COVID-19 and the risk of exposure, and to ensure the health and safety of children and staff, DHS Head Start may provide some dental services off site. Additionally, children will not participate in tooth-brushing onsite until further guidance is received from the Office of Head Start, the American Dental Association, or the local health authority. While our dental services may look different during the 2020-2021 program year, oral health and education will continue to be a priority for our program.

Families living in SAISD and EISD are at high risk for lead exposure. In partnership with the University of the Incarnate Word Miller School of Nursing, DHS Head Start provides on-site lead screenings for children with a missing blood lead screening or a previously elevated blood level result, or for any child that has been identified as high risk. Each child must have a signed parent/guardian consent form before the screening is conducted. Due to COVID-19 and the risk of exposure, and to ensure the health and safety of children and staff, the program will focus children most at risk for lead exposure. Additionally, lead testing may occur off site.

DHS Head Start partners with the City of San Antonio Green and Health Homes Initiative (SAGHHI), Neighborhood and Housing Department. The SAGHHI is a U.S. Department of Housing and Urban Development (HUD) funded program that addresses health and safety hazards, such as lead-based paint, mold, asthma triggers, and fire hazards. The SAGHHI provides assistance in creating healthy, safe, energy-efficient and sustainable homes for families with homes built prior to 1978 and where children under 6 years of age live and spend more than 6 hours a week. Since the partnership began in 2013, our program has assisted 69 families enrolled in Head Start to address health hazards and create a healthy lead safe environment for their children. As of July 2020, \$1.26 million federal HUD grant dollars have been spent on home rehabilitation services for families enrolled in the DHS Head Start Program.

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

At the time of this application, there have been no revisions to this section. DHS Head Start family support services promote family well-being, strong parent-child relationships and the ongoing learning and development of the children and their families. The program achieves these three outcomes by providing supports and services responsive to families' expressed needs and through collaboration with the parents. Family support services staff utilizes various

processes and activities to facilitate achievement of positive family outcomes.

DHS Head Start family support staff continues to build rapport with families by conducting home visits, utilizing the family assessment, the collaborative family goal setting process, and engaging with parents in their preferred language. During the 2021 – 2022 program year, these activities may be conducted virtually either via a phone call or video conference.

The DHS Head Start Program offers parent education aimed at supporting parent-child relationships, child development, family literacy, and language development. Various opportunities are available for parents to participate in the research-based parenting curricula, ReadyRosie, while engaged in our program. Additionally, members of the DHS Head Start Mental Wellness Team and the Family and Community Support team attended training in the Triple P parent education curriculum as a part of a collaboration with the city's health authority and other community agencies in order to bring the multi-tiered parenting curriculum to Head Start families and to make Triple P one of the identified parenting curriculum for the city along with Ready Rosie.

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

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start has procedures in place to prioritize the recruitment of children with disabilities and to identify undiagnosed disabilities after enrollment. The approach to serving children with unique needs is guided by the belief that inclusion is a value rather than a practice.

DHS Head Start, SAISD, and EISD view services to children with disabilities as an area where DHS Head Start partnerships within the public school setting offer a strategic advantage. School district experts in special education for children with unique needs are either on the premises where DHS Head Start children attend school or on a neighboring campus, which

makes it easier for DHS Head Start staff, special education personnel, and parents of children with disabilities to build relationships and work as partners on the development, implementation, and revisions of Individual Education Plans (IEPs). Local school districts have early childhood special education classrooms for children with severe disabilities, such as autism and intellectual disability, who could benefit from co-enrollment in DHS Head Start. Together with parents, the Admission, Review, and Dismissal (ARD) Committee makes a determination as to the best placement for each child with a disability and the most appropriate curriculum and assessment for each child. All children with an identified disability are enrolled in an inclusive classroom setting.

Concerted efforts were put in place to support teaching staff through professional development, technical assistance and one-on-one mentoring to expand their knowledge base and offer strategies for providing meaningful learning opportunities for children with varying abilities. DHS Head Start will continue to offer the highest quality professional development for all DHS Head Start staff as the program serves a higher population of children with varying abilities. The approach to professional development in this area is moving to evidence-based practices with content focused on specific research-based teaching intervention practices with embedded inclusion strategies.

#### **10. Transition (see 1302 Subpart G):**

At the time of this application, there have been no additions, deletions, or revisions to this section. Transitions bring change into the lives of children and families. DHS Head Start Program implements strategies and practices to support successful transitions for children and their families. In addition to transitioning children from Early Head Start into Head Start, other Pre-K programs, and children from Head Start into kindergarten or other Early Childhood

Development programs, DHS Head Start considers the changes that occur when children enter the program, move from class to class, move from campus to campus, or when children move to any other program as important transitions. Teachers address transitions during the beginning of the year Home Visit, as well at the end of year Parent/Teacher Conference. Teachers incorporate various activities into their lesson plans, such as center activities, read alouds about changes, and writing activities about new experiences.

**11. Services to Enrolled Pregnant Women (see 1302 Subpart H):**

Not Applicable

**12. Transportation (see 1303 Subpart F):**

At the time of this application, there have been no additions, deletions, or revisions to this section. SAISD and EISD follow their district's and state guidelines to determine eligibility for transportation services and analyze the individual family need. Families that are designated homeless and children that have an Individualized Education Plan (IEP) are guaranteed transportation services. SAISD offers transportation to all children commuting from feeder schools to one of five DHS Head Start centers. Due to COVID-19, transportation services will be limited and proper precautions will be implemented to ensure the health and safety of children. The DHS Head Start program offers bus passes for families who do not have transportation services available through the school districts.

**Sub-Section C: Governance, Organizational, and Management Structures**

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

**Structure**

At the time of this application, there have been no additions, deletions, or revisions to this

section. DHS Head Start Program Governing Body members oversee a public entity and are selected to their positions by public election. For this reason, the DHS Head Start Program's Governing Body is exempt from composition requirements as stated in Section 642(c) of the Head Start Act.

DHS Head Start Policy Council (HSPC) is composed of twenty members, with DHS Head Start parents of currently enrolled children representing 88% of the Council. SAISD has six parent representatives (three primary and three alternates) and EISD has four parent representatives (two primary and two alternates). The Early Head Start-Child Care Partnership has four parent representatives (two primary and two alternates) and the newly awarded Early Head Start Program will have four parent representatives (two primary and two alternates). The EHS Program representation will ensure there is both center based representation as well as home base representation. Two Community Representatives are elected from the community at large by the HSPC parents to serve on the Council.

### **Governing Body Processes**

At the time of this application, there have been no additions, deletions, or revisions to this section. The City of San Antonio, City Council as our governing body, has a legal and fiscal responsibility to administer and oversee the DHS Head Start Program. The Governing Body ensures objectivity in monitoring the program's progress in meeting Head Start Performance Standards and internal program mandates as well as ensuring that program goals and objectives tie into a larger community vision for early childhood education services. While the City of San Antonio's City Council must maintain its legal and fiscal responsibilities, it has authorized the CAAB to oversee other key responsibilities and may authorize an advisory committee to oversee these necessary duties. The Governing Body and the HSPC partner with each other and key

management staff to develop, review, and approve DHS Head Start program policies and planning items. The CAAB is charged with oversight of specific DHS Head Start program functions and receives monthly fiscal and program reports which are provided one week prior to the scheduled meeting. DHS, Head Start Administrator and Program Managers present reports to ensure the Governing Body and HSPC carry out their responsibilities as stated in Section 642(c) of the Head Start Act, to include review and approval of annual items. Training opportunities are provided to the Governing Body throughout the year and decision making items are presented for program development, budget and policy and community advocacy. Governing body meetings have been held virtually since March 2020 and will continue to do so in a manner that respects Open Meetings Act of Texas protocols while ensuring members safety.

The Finance Department, City Attorney's Office, and Department of Human Services provide legal, fiscal, and management expertise. Grant applications amendments, service provider allocations and all contracts require City Council final approval prior to submission to the U. S. Department of Health and Human Services (HHS) or execution.

### **Policy Council**

At the time of this application, there have been no additions, deletions, or revisions to this section. The current governance structure allows for parent participation in policy making and other programmatic decisions focused on planning, general procedures, and human resources management. In accordance with Section 642(c) (1) and Section 642(c) (2) of the Head Start Act mandating the HSPC be involved in these three focus areas, items are reviewed and approved at monthly scheduled meetings. The HSPC is responsible for the direction of the DHS Head Start Program. To ensure adequate program governance and informed decision making, the program provides regular ongoing communication to the HSPC. As a part of this system, the program

provides monthly reporting that includes information on correspondence (from HHS and other), program operations, and fiscal expenditures. The DHS Head Start Program requires HSPC approval on program planning, policies, and grant applications and provides updates on the program's progress. Policy Council meetings have been held virtually since April 2020 and will continue to do so in a manner that respects Open Meetings Act of Texas protocols while ensuring members safety.

### **Parent Committees**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start schedules bi-monthly Parent Connection Committee (PCC) meetings at each site. PCC officer elections will be held in September 2020 to ensure a governing structure that ensures communication between parents and the Policy Council. The PCC meeting agendas have a standing item to obtain parent input on recommendations for the program during each meeting. Family support staff survey parents, usually at the beginning of the school year, to determine what topics parents are most interested in and then coordinate those presentations. DHS Head Start holds PCC meetings at each campus and center. At these meetings, parents discuss concerns, successes, ideas to improve the program and training on topics that are important to them and their families. When relevant input is obtained during PCC meetings, the information is forwarded to the HSPC for their consideration. After the HSPC meets each month, the agendas and minutes of each meeting are posted on Parent Boards at each site. This process promotes two-way communication with parents in the program.

Additionally, parents of enrolled DHS Head Start students are invited to participate in the Self-Assessment reporting and Strategic Planning events where they are encouraged to provide their thoughts on how the program is doing and suggest future goals for the program. Parent



input impacts policies, activities, and services. PCC Meetings will be held virtually during the 2021 – 2022 school year as necessary to ensure members safety.

### **Community Partnerships**

At the time of this application, there have been no additions, deletions, or revisions to this section. The Governing Body and the HSPC are provided a thorough DHS Head Start new member orientation and training on their responsibilities as stated in Section 642(c) of the Head Start Act, and the Head Start Program Performance Standards. Ongoing trainings and technical assistance are provided to the Governing Body and the HSPC to ensure that members understand the information presented and discussed, and can effectively oversee and participate in the program. Governing Body members receive ongoing monitoring results, data on school readiness goals, and items to determine eligibility under applicable federal regulations and program policies and procedures.

DHS Head Start Program Governing Body members oversee a public entity and are selected to their positions by public election. For this reason, the DHS Head Start Programs Governing Body is exempt from Composition requirements as stated in Section 642(c) of the Head Start Act.

The Governing Body and HSPC are provided the same necessary program items to review and approve on a monthly basis. The Governing Body members are invited to attend the monthly HSPC meetings and the HSPC members are invited to attend monthly Governing Body meetings.

### **2. Human Resources Management (see1302 Subpart I):**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start maintains an organizational chart to display the management and

staffing structure including all of DHS Head Start staff, the Department of Human Services Director, and the DHS Fiscal staff. Initially positions were delayed in getting filled due to the pandemic, however at the time of writing this grant application 97% of all DHS Head Start staff positions have been filled.

DHS Head Start collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired DHS Head Start staff complies with and has completed the criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process, employee placement into safety or security sensitive positions and positions of trust, and engagement of volunteers and interns. For its part, SAISD ensures new employees have criminal history checks conducted at the time of application and all current employees applying for promotions or new positions have additional criminal history checks conducted at that time. EISD ensures all employees and substitutes submit fingerprint identification information to the Texas Education Agency (TEA) and the Department of Public Safety (DPS) before beginning employment.

All new staff receives DHS Head Start Program orientation, training and technical assistance to include a review of the Head Start Program Performance Standards, Head Start Act, City of San Antonio Administrative Directives, CORE Values, Head Start Standards of Conduct, and a program overview.

DHS Head Start partners with both SAISD and EISD to provide a comprehensive approach to Professional Development for all DHS Head Start staff and teachers. This includes in-person trainings and webinars to build knowledge based on interest and assignments. In addition to trainings and webinars organized and provided by DHS Head Start and each school

district, our approach to Professional Development also includes attendance at conferences and workshops offered at the local, state, and national level. Finally, DHS Head Start, in partnership with SAISD and EISD, provides a coordinated coaching strategy for teachers. Our program utilizes the Practice Based Coaching Model with a focus on supporting individual teacher needs. District level coaching specialists, with a degree in early childhood education and training in adult learning and data analysis, follow a cyclical individualized model which includes observations of the teacher, setting goals and planning, modeling or co-teaching, and reflective conversations that provide specific and effective feedback about goals and implementation. When a need is determined, intensive coaching is provided by frequent and consistent cycles of the coaching model as well as the development of an individualized coaching plan that supports the development of necessary skills for providing quality teaching interactions and promoting positive student outcomes.

### **3. Program Management and Quality Improvement (see 1302 Subpart J):**

At the time of this application, there have been no additions, deletions, or revisions to this section. DHS Head Start uses a two-tiered monitoring system, direct and indirect, to ensure program compliance at all levels. DHS Head Start is responsible for monitoring of the districts (direct monitoring) and reviewing and validating results of the district monitoring activities (indirect monitoring). This monitoring system allows for multiple levels of review and continuous program improvement. The monitoring methods include on-site announced and unannounced visits, ChildPlus reports, questionnaires, and surveys. This year's increased direct monitoring projects conducted on-site emphasized environmental health and safe environments. This additional monitoring addressed any areas needing improvement including increased safety awareness. Due to a delayed in-person school start related to COVID-19, monitoring progress

was impacted and delayed, however; DHS Head Start remains committed to providing quality services and achieving our monitoring goals.

Communication is central to the quality leadership and management of the grant: weekly, monthly, quarterly and annual meetings are held with all staff, regularly scheduled with individual staff members, small groups, and the full staff. Staff are held accountable for their results and annually evaluated accordingly. Additional merit pay is available for those exceeding expectations. The training and technical assistance components of the grant assure the building of staff capacity and well-being.



## **Department of Human Services Head Start Program**

### **Refunding Application Program Year 2021 - 2022**

#### **Budget Narrative**

#### **1. Summary**

The City of San Antonio, Department of Human Services, Head Start Program (heretofore, DHS Head Start or DHS Head Start Program) submits the enclosed budget for the 2021-2022 refunding application for the period of February 1, 2021 through January 31, 2022 in the total amount of \$31,297,103.00. The total amount consists of \$24,760,360.00 for program operations and \$277,322.00 for training and technical assistance. DHS Head Start's contribution of non-federal resources is \$6,259,421.00, which is 20% of the grant.

DHS Head Start provides program oversight, oversees governance, determines program design, sets policies, and provides technical assistance to contracted service providers that carry out direct program services in the areas of Early Childhood Education; Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA); Health; Nutrition; Disabilities; Transportation and Safe Environments. Additionally, DHS Head Start provides direct services in the areas of Family and Community Support, Mental Health and Training and Technical Assistance. DHS Head Start's main goal is to ensure our students and families receive high-quality and effective programs and services. To accomplish this, program integrity and sound management principles, including strong fiscal controls, govern the actions of staff as it manages the program.

The City defines and outlines policies with respect to the financial management of grants administered within the City. Grants management policies and procedures have been adopted for uniform application in all departments. DHS has policies and procedures that describe the process for initiation of master financial data, cash management, in-kind support, monitoring, and month and year end procedures in relation to grants. It is the policy of the City and DHS that grants are managed in accordance with federal, state and local guidelines. DHS promotes effective controls to ensure the protection of City assets, accurate financial reporting, and efficient use of City resources regardless of funding. Please visit the following link to access financial policies, administrative directives, ethics code and financial reports. <https://www.sanantonio.gov/finance>

#### **2. Head Start Budget Justification – Federal Share**

**PERSONNEL** \_\_\_\_\_ **\$4,332,686.00**

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

<b>Category Description Job Title</b>	<b># of Positions</b>	<b>Total Annual Salary</b>	<b>% Allocated HS</b>	<b>PROGRAM OPS Federal</b>
Head Start Program Admin.	1	\$124,630	95%	\$118,398
Special Projects Manager	2	\$155,076	100%	\$155,076
Special Projects Manager	1	\$69,863	89%	\$62,178
Senior Management Coordinator	1	\$66,497	89%	\$59,183
Senior Management Analyst	5	\$314,087	100%	\$314,087
Senior Management Analyst	1	\$64,755	89%	\$57,632
Administrative Assistant I	2	\$76,969	89%	\$68,503
Administrative Assistant II	1	\$43,046	89%	\$38,311
Fiscal Manager	1	\$75,049	75%	\$56,287
Fiscal Analyst	1	\$54,263	75%	\$40,697
Fiscal Analyst	1	\$54,790	75%	\$41,092
Accountant	1	\$38,200	75%	\$28,650
Design Communications Coordinator	1	\$63,912	30%	\$19,174
Management Analyst	10	\$552,851	100%	\$552,851
Management Analyst	2	\$113,367	89%	\$100,897
Case Aide	5	\$162,820	100%	\$162,820
Family Support Coordinator	1	\$65,243	100%	\$65,243
Family Support Supervisor	5	\$275,862	100%	\$275,862
Senior Family Support Worker	5	\$217,700	100%	\$217,700
Family Support Worker	50	\$1,923,907	100%	\$1,923,907
Administrative Associate	1	\$31,616	89%	\$28,138
Turnover		(\$54,000)		(\$54,000)

TOTAL FTE	98			\$4,332,686
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**FRINGE BENEFITS** **\$1,626,890.00**

Social Security (FICA) \$331,450

Health/Dental/Life Insurance \$697,824

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

Retirement \$517,323

Employees participate in a retirement program after meeting employment criteria. DHS Head Start will match 11.66% of the employee's salary.

Other Fringe Benefits \$80,293

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

**SUPPLIES** **\$161,051.00**

Description	Amount
General office supplies:	\$39,551
Copier Paper, pens, pencils, file folders, and other consumable office supplies;	
Other Commodities	\$7,000
Cap<5000 – Computer Equipment	\$80,000
Cap<5000 – Mach & Equip Other	\$8,500
Cap<5000 – Furniture & Fix	\$26,000
TOTAL	\$161,051

**CONTRACTUAL** **\$18,274,064.00**

Fees to Professional Contractors \$73,600

Contractors/ Services	Amount
ESD and Associates, website support, maintenance and other special projects	\$15,000
Community Assessment	\$23,600
Translation Services	\$10,000
Nutrition Therapy Associates	\$25,000
TOTAL	\$73,600

Contractual Services

\$260,672

<b>Contractors</b>	<b>Amount</b>
Uninsured Children – Medical Expenses	\$10,000
Parent Leadership Sessions and PreService	\$36,923
Building Improvements/Repairs <ul style="list-style-type: none"> <li>Upgrades/Repairs to 1227 Brady Blvd. San Antonio TX 78207 Head Start building include plumbing and parking lot improvements</li> </ul>	\$213,749
<b>TOTAL</b>	<b>\$260,672</b>

Contractual Services- Service Providers

\$17,939,792

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

<b>Service Partners</b>	<b>Number of Children</b>	<b>Amount</b>
Edgewood Independent School District	777	\$4,525,272
San Antonio Independent School District	2243	\$13,063,300
San Antonio Metro Health	3020	\$273,740
University of Incarnate Word	3020	\$77,480
<b>TOTAL</b>		<b>\$17,939,792</b>

**OTHER** **\$365,669.00**

<b>Program Operations</b>	<b>Amount</b>
Gas and Electricity	\$31,900
Water and Sewer	\$3,250
Maintenance-Buildings	\$95,608
Alarm and Security Services	\$2,000
Transportation Fees	\$21,150
DW Other-PC reimbursements/childcare	\$5,500
Rental of Office Equipment	\$12,000
Rental of Equipment: Preservie	\$7,000
Adv. and Publications	\$8,000
Binding & Printing	\$29,000



Subs to Publications	\$2,000
Subscription to Computer Services – Ready Rosie	\$23,250
Subscription to Computer Services – ChildPlus	\$36,208
Maint & Rep-Comrel	\$1,000
Maint & Rep - Automotive	\$3,000
Motor Fuel and Lubricants	\$1,000
M&R Parts Automotive	\$2,000
Food for PC, Training Events, Parent Meetings, and Preservice	\$40,000
Linen & Laundry Services	\$400
Cellular Phone Service	\$27,078
Wireless Data Communications	\$8,625
Domain Names	\$200
Software Licenses	\$5,300
Mail and Parcel Post	\$200
Total	\$365,669

**TOTAL COST FOR FEDERAL SHARE** \$24,760,360.00

### 3. Training and Technical Assistance

**TRAVEL** \$25,000.00

Date	Location	Conference/Meeting	Attendees	Total Lodging, Airfare, & Per Diem
Various Dates	Dallas, TX	Region VI Meeting	TBD	\$2,500
April 2021	Columbus, OH	NHSA Annual Head Start Conference	1	\$1,500
May 2021	Chapel Hill, NC	National Early Childhood Inclusion Institute	1	\$1,500
June 2021	TBD	THSA Summer Conference	2	\$1,500
July 2021	Los Angeles	UCLA Management Fellows	2	\$1,500
July 2021	TBD	ChildPlus Training	1	\$1,500
August 2021	Dallas, TX	Crimes Against Children	2	\$1,500
August 2021	TBD	DIFYC	2	\$800
August 2021	TBD	Region VI Head Start Association Conference	1	\$1,200
Pending	TBD	Contracts/Financial Management Conference	2	\$1,500

October 2021	TBD	Zero to Three Conference	2	\$2,000
November 2021	Washington, DC	NAEYC Annual Conference	2	\$2,000
December 2021	New Orleans, LA	NHSA Parent Conference and Family Engagement Institute	3	\$4,500
January 2022	Washington, DC	NHSA Winter Leadership Institute	1	\$1,500
			<b>TOTAL</b>	<b>\$25,000</b>

**TTA Supplies & Materials** \_\_\_\_\_ **\$18,120.00**

**TTA Other Commodities** \_\_\_\_\_ **\$4,000.00**

**CONTRACTUAL** \_\_\_\_\_ **\$160,002.00**

Fees to Professional Contractors and other Contractual Services

<b>Fees to Professionals</b>	<b>Amount</b>
Travis Wright	\$14,000
LETRS	\$4,250
ChildPlus Training	\$7,200
Family & Community Support Training	\$5,000
<b>TOTAL</b>	<b>\$30,450</b>

Contractual Services

<b>Contractual</b>	<b>Amount</b>
Micronauts	\$13,048
TXAEYC	\$25,000
Summer Institute	\$30,000
Teachstone	\$18,000
EISD	\$11,193
SAISD DIFYC Program	\$32,311
<b>TOTAL</b>	<b>\$129,552</b>

**OTHER** \_\_\_\_\_ **\$70,200.00**

Binding and Printing \$5,000

Education Classes: High quality training is necessary for the professional development of staff. DHS Head Start is committed to increasing the level of expertise for all staff to better serve the children and families in our program. The budget consists of estimated costs based on historical data.

<b>Other</b>	<b>Total</b>
National Conferences	\$13,300
Child Development Associate Credential Class	\$10,000
Family & Community Support Credential Class	\$2,500
Local Conference Registration fees	\$15,000
Additional Training Fees for Trainers, Trainings, Webinars	\$18,000
CPR Certification	\$1,200
Online Safety Training	\$1,500
Notary Certifications/Classes	\$1,700
Car Seat Certification	\$2,000
<b>TOTAL</b>	<b>\$65,200</b>

**TOTAL COST FOR T&TA** **\$277,322.00**

#### 4. Head Start Budget Justification- Non- Federal Share

**SALARIES** **\$40,640.00**

<b>Category Description Job Title</b>	<b># of Positions</b>	<b>Total Annual Salary</b>	<b>% Allocated HS</b>	<b>Non-Federal Share</b>
Time and Attendance Specialist	1	\$33,072	5%	\$1,654
Assistant City Attorney	1	\$68,205	5%	\$3,410
Human Services Director	1	\$174,926	5%	\$8,746
Education Program Administrator	1	\$143,074	5%	\$7,154
Special Projects Manager - Facilities	1	\$96,838	5%	\$4,842
Department Fiscal Administrator	1	\$77,394	5%	\$3,870
Social Services Manager	1	\$72,337	5%	\$3,617
Executive Secretary	1	\$39,330	5%	\$1,966
Administrative Assistant II	1	\$44,785	5%	\$2,239
Public Relations Manager	1	\$62,838	5%	\$3,142
<b>Total</b>				<b>\$40,640</b>

**FRINGE BENEFITS** **\$11,667.00**

Social Security (FICA) \$3,109

Health/Dental/Life Insurance \$3,706

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

Retirement \$4,852

Employees participate in a retirement program after meeting employment criteria. DHS Head Start will match 11.66% of the employee's salary.

**CONTRACTUAL** \$6,129,195.00

Service Providers	Amount
Nutrition Therapy Associates	\$6,250
Edgewood Independent School District	\$1,552,750
San Antonio Independent School District	\$4,482,390
San Antonio Metropolitan Health	\$68,435
University of Incarnate Word	\$19,370
<b>TOTAL</b>	<b>\$6,129,195</b>

**OTHER** \$77,919.00

In-Kind Policy Council/ Volunteers \$18,306

Job Title	Salary/Wage per Hour	# of Events	# of hours per Event	# of Members	Non-Federal Portion
In-Kind Policy Council	\$102.43	12	2	8	\$19,667
<b>TOTAL</b>					<b>\$18,306</b>

In-Kind Consultants/ Contractors \$16,413

The Program receives in-kind services from the professionals who serve on the Head Start Health Services Advisory Committee and the Education Services Advisory Committee.

Facilities and General Services \$43,200  
Provided by Building Equipment Services

**TOTAL COST FOR NON-FEDERAL SHARE** \$6,259,421.00

Note: Minor discrepancies due to rounding.

## **Training and Technical Assistance Plan**

The City of San Antonio Department of Human Services Head Start Program (DHS Head Start) contracts with four service providers: San Antonio Independent School District (SAISD), Edgewood Independent School District (EISD), San Antonio Metropolitan Health District (Metro Health), and the University of the Incarnate Word (UIW) and collectively employs over 600 professionals to provide high-quality program services to 3,020 children and their families. DHS Head Start and each service provider develop annual training plans to ensure staff and families have access to ongoing training opportunities.

The 2021 Training and Technical Assistance Plan (T&TA) reflects activities and trainings planned for the 2020-2021 school year. Through this grant application, DHS Head Start is applying for training and technical assistance funding for the period of February 1, 2021 – January 31, 2022.

### **Section 1: Planning for Training**

In partnership with SAISD and EISD, DHS Head Start engages in an annual process to identify, prioritize, and develop a training plan based on the needs of staff, parents, and children.

Classroom Assessment Scoring System (CLASS) data, child outcome data, family assessment information, monitoring data, self-assessment data, staff and parent surveys, training evaluation forms and focus groups are utilized to identify program-wide training needs. The training plans developed yearly meet or exceed the requirements of the Head Start Performance Standards, Head Start Act, State of Texas Prekindergarten Guidelines, and other regulations.

### **Section 2: Professional Development & Training**

DHS Head Start implements a comprehensive professional development plan that includes national and local conferences and workshops, orientation training, pre-service training, onsite training during the school year, and online trainings and webinars. To help prevent the spread of

COVID-19, many professional development opportunities are available online. The professional development plan centers on five areas of focus within each training type: Quality Teaching and Learning, Family & Community Engagement, Health & Safety, Program Leadership, and Wellness Support.

DHS Head Start ensures that new Head Start program staff receive orientation at the start of their employment. The orientation includes the goals and philosophy of Head Start, the mission and vision of DHS Head Start, the Approach to School Readiness, position specific responsibilities, and service area implementation plans.

In addition to new staff orientation, each program year, DHS Head Start collaborates with the two school districts to organize annual pre-service training mandatory for all Head Start program staff. The pre-service training events for the 2020-2021 program year were held June-August 2020. The events included sessions on the following topics:

- Health & Safety
- Virtual Learning & Remote Instruction
- Head Start Expectations
- Health & Safety, Nutrition, Child Development & Best Practices in the Early Childhood Classroom
- Cavity Free Kids, Screenings & Assessment
- Parent Engagement & ReadyRosie
- Communication & Collaboration
- Child Abuse & Neglect Identification and Reporting
- School Readiness
- Meeting Individual Student Needs
- Special Education Services
- Trauma Informed Care and Teaching

Head Start staff and parents have opportunities throughout the program year to attend training events and conferences, including local, regional, and national conferences and

workshops. The opportunity to attend additional conferences, workshops, and trainings arises throughout the program year based on identified program and/or individual needs.

DHS Head Start provides various training opportunities throughout the program year using a variety of training methods and consultants, including: online modules, webinars, scheduled trainings, on-site training, conferences, and events. Training delivery methods are designed to be flexible and topics vary in order to meet requirements and maximize participation. During the 2020-2021 school year, a majority of the professional development will be offered virtually. Topics and number of participants may vary based on identified program and/or individual needs and all topics fall within the five areas of focus.

Through a partnership with the University of Texas at Austin's College of Education, which is frequently ranked as one of the best programs in the country, SAISD will continue the Dynamic Innovation for Young Children (DIFYC) Professional Learning Plan for Early Childhood Educators. The DIFYC program will allow the district to design and implement a comprehensive, high-quality early childhood professional development program for all SAISD Head Start teachers to improve their ability to offer young children equitable, dynamic and high-quality learning experiences that are student-centered, which will ensure students are better prepared educationally, socially and emotionally after they leave Head Start. The program has professional networks and services to assist staff in continuing their education goals including: completion of additional coursework, obtaining a degree, or becoming credentialed. These professional educational opportunities are designed to build staff capacity and to meet the requirements of the Head Start Act, the Head Start Performance Standards, DHS Head Start policies and furthering staff's education.

In addition to providing SAISD funding for training and technical assistance, Edgewood ISD will receive funding to expand professional development opportunities for staff.

DHS Head Start continues the Summer Institute Program for teachers. Initiated in 2012, the continuing education program provides funding for up to ten Head Start teachers to complete

18 hours of graduate level coursework in early childhood education over a two year period at Texas A&M San Antonio. Since 2012, 40 teachers have participated in the program and 27 have completed 18 hours of graduate level coursework in early childhood education. In July 2020, the fifth cohort of teachers completed the first nine hours of the program.

DHS Head Start provides Family Service Credential (FCS) training for all family support workers within eighteen months of hire. The Family Service Credential is a comprehensive, competency and credit-based training designed to support direct service family support staff in their work with children and families.

Additionally, DHS Head Start provides ongoing support for Head Start staff, community members, and parents to obtain and renew their Child Development Associate Credential. Beginning in August 2019, DHS Head Start partnered with the Texas Association for the Education of Young Children to provide scholarships and support to instructional assistants to obtain an Early Childhood Certification, Associates, or Bachelor's degree. Six Instructional Assistants have enrolled with the Alamo Colleges District and are working towards obtaining an Early Childhood Education Certificate, associate's, or bachelor's degree and two additional students will begin in Fall 2020.

### **Section 3: Parent Leadership Programs and Training**

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

DHS Head Start utilizes ReadyRosie as its research-based parenting curriculum. ReadyRosie builds on parents' knowledge and provides tools that are focused on equipping and engaging families and caregivers of children 0-6 years old. The curriculum includes a one-year subscription for the digital tool provided to all DHS Head Start parents and staff through text,



email, or smart phone app. Subscribers receive “Modeled Moments” of real families, rather than actors, engaging in learning activities within the context of their own homes, grocery stores, restaurants, and cars. In addition to the digital tool, DHS Head Start implements the ReadyRosie Family Workshops. Initiated during the 2017-2018 school year, the six session workshop series for parents and caregivers addresses positive discipline strategies, healthy routines, language development, developmental milestones, fostering play and social emotional development.

In an effort to prevent and reduce child abuse and neglect, DHS Head Start implements Triple P, a parent training curriculum. A collaboration between DHS Head Start, Metro Health and community partners allows for the provision of multiple levels of the Triple P program to Head Start families. Triple P is an evidence-based parenting curriculum that has been shown to reduce child maltreatment among families with a history of maltreatment or with risk factors for maltreatment. Triple P is designed for individual and group implementation and can be offered in a virtual setting with flexibility regarding the levels of support based upon individual family needs and interests.

Finally, DHS Head Start has taken initial steps to create Pathways to Educational Attainment for current Head Start Parents, including earning a High School/GED, Child Development Credential, Education Certificate, Associates Degree, Bachelor’s Degree, and Master’s Degree. DHS Head Start continues to offer the Child Development Associate (CDA) Credential Class for parents/guardians interested in early childhood education. During the 2019-2020 school year, 16 parents completed the course. Closures due to the COVID-19 Pandemic has delayed the application process, but DHS Head Start remains committed to ensuring these parents meet the requirements to apply for the CDA Credential with a goal to gain employment with local school districts.

**Section 4: Policy Council and Governing Body Training**

In accordance with Head Start Performance Standards and the Head Start Act, all Policy Council and Governing Body members receive Head Start orientation and ongoing training throughout the program year. Training topics include: Effective Meetings, Council & Committee Structure, Parliamentary Procedures, Roles & Responsibilities, Refunding Application, Community Assessment, Strategic Planning, Self-Assessment, Governance Requirements, Budget Planning & Development, and Content Area Training. Additional training may be provided based on an identified need.

**Section 5: Effectiveness of Training and Technical Assistance**

Throughout the course of the program year, staff regularly evaluates the effectiveness of training and technical assistance provided and determines if additional follow-up or re-training is needed. Various evaluation tools, such as surveys, training evaluation forms and focus groups, review of the professional development plans, annual performance reviews, and results of ongoing monitoring are used to determine effectiveness of training and technical assistance. The program uses the DHS Head Start 5-Year Strategic Plan outcomes and the quarterly data reviews to inform the effectiveness of program-wide training and technical assistance.

DHS Head Start is seeking a total of \$277,322 T&TA budget for the continuation of services from February 1, 2021–January 31, 2022.

### National/State Conferences & Workshops

#### Quality Teaching and Learning

Date	Location	Conference/Meeting	Attendees
May 2021	Chapel Hill, NC	National Early Childhood Inclusion Institute	Program Staff (1)
November 2021	Washington, DC	NAEYC Annual Conference	Program Staff (2)
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

#### Family & Community Engagement

Date	Location	Conference/Meeting	Attendees
December 2021	Orlando, FL	NHSA Parent Conference and Family Engagement Institute	Program Staff and Policy Council Members (3)
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

#### Health & Safety

Date	Location	Conference/Meeting	Attendees
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (1)

#### Program Leadership

Date	Location	Conference/Meeting	Attendees
April 2021	Columbus, OH	NHSA Annual Head Start Conference	Program Staff (2)
June 2021	TBD	THSA Summer Conference	Program Staff (2)
July 2021	Los Angeles, CA	UCLA Management Fellows Program	Program Staff (2)
July 2021	TBD	ChildPlus Training	Program Staff (1)
August 2021	TBD	Region VI Head Start Association Conference	Program Staff (1)

January 2022	Washington, DC	NHSA Winter Leadership Institute	Program Staff (1)
Fall 2021	TBD	Contracts/Financial Management Conference	Program Staff(2)
Various Dates	Dallas, TX	Region VI Meeting	Program Staff (2)

**Wellness Support**

Date	Location	Conference/Meeting	Attendees
August 2021	Dallas, TX	Crimes Against Children	Program Staff (2)
October 2021	TBD	Zero to Three Conference	Program Staff (2)

### Local Conferences & Workshops

#### Quality Teaching and Learning

Date	Conference/Meeting	Attendees
February 2021	San Antonio Chapter Texas AEYC Conference	Program Staff (25)
February 2021	TAPPestry Conference	Program Staff, Policy Council Members, and Parents (25)
February 2021	Out in Space STEAM Conference	Program Staff (15)
June 2021	Texas AEYC Conference	Program Staff (5)
January 2022	Winston Learning Symposium	Program Staff (5)

#### Family & Community Engagement

Date	Conference/Meeting	Attendees
March 2021	Social Work Conference	Family & Community Support Staff (15)
April 2021	IDRA La Semana del Nino Parent Institute	Program Staff, Policy Council Members, and Parents (25)
May 2021	CAM Messina Child Advocacy Training	Program Staff and Policy Council Members (8)
May 2021	Women's Empowerment Conference	Program Staff, Policy Council Members, and Parents (25)
May 2021	Men's Empowerment Conference	Program Staff, Policy Council Members, and Parents (15)
November 2021	Family Engagement Symposium	Program Staff, Policy Council Members, and Parents (25)

#### Health & Safety

Date	Conference/Meeting	Attendees
March 2021	Nutrition Summit	Program Staff, Policy Council Members, and Parents (10)
April 2021	UTHSC Cultural Inclusion Institute	Program Staff (2)
October 2021	Texas Health Literacy Conference	Program Staff (2)
October 2021	Healthier Texas Summit	Program Staff (1)

**Program Leadership**

<b>Date</b>	<b>Conference/Meeting</b>	<b>Attendees</b>
February 2021	State of the District	Program Staff and Policy Council Members (10)
March 2021	Diversity Conference	Program Staff and Policy Council Members (15)
April 2021	Rivard Report Education Forum	Program Staff and Policy Council Members (10)
August 2021	Urban Management Association of South Texas	Program Staff (12)
September 2021	Congress on Children	Program Staff and Policy Council Members, and Parents (8)
November 2021	Texans Care for Children Policy Conference	Program Staff (5)

**Wellness Support**

<b>Date</b>	<b>Conference/Meeting</b>	<b>Attendees</b>
February 2021	Grief Education Institute Symposium	Program Staff (8)
May 2021	South Texas Trauma Informed Care Conference	Program Staff (8)
June 2021	CLARITYCON	Family & Community Support Staff and Mental Health Staff (10)
August 2021	Pathways to Hope	Program Staff and Policy Council Members, and Parents (5)
October 2021	Ecumenical Center Mental Health Conference	Program Staff (2)

**Onsite Trainings & Conferences**

## Quality Teaching and Learning

Titles	
<ul style="list-style-type: none"> <li>• Best Practices in the Early Childhood Classroom</li> <li>• Child Development</li> <li>• CLASS</li> <li>• Classroom Management</li> <li>• Conscious Discipline in the Classroom</li> <li>• Effectively Using Child Outcome Data</li> <li>• Individualization</li> </ul>	<ul style="list-style-type: none"> <li>• Language &amp; Literacy</li> <li>• Micronaut Program- STEAM for the Early Childhood Classroom</li> <li>• Practice Base Coaching &amp; Coaching Support</li> <li>• Supporting Varying Abilities for Academic Progress</li> <li>• Trauma Informed Teaching</li> </ul>

## Family & Community Engagement

Titles	
<ul style="list-style-type: none"> <li>• Case Management Training</li> <li>• Community Resources</li> <li>• Effectively Using Family Outcome Data</li> <li>• Disability Resources &amp; Services</li> </ul>	<ul style="list-style-type: none"> <li>• McKinney-Vento Training</li> <li>• Parent, Family, and Community Engagement</li> <li>• Poverty Training</li> </ul>

## Health & Safety

Titles	
<ul style="list-style-type: none"> <li>• Car Seat Safety</li> <li>• Cavity Free Kids</li> <li>• Child Abuse: Neglect &amp; Prevention</li> <li>• Child Safety &amp; Active Supervision</li> <li>• Creating Safe Environments</li> <li>• Emergency Preparedness</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively Using Health Outcome Data</li> <li>• Health Services in Head Start</li> <li>• Heart Saver/CPR/First Aid/AED</li> <li>• I am Moving I am Learning</li> <li>• Nutrition &amp; Early Childhood Education</li> <li>• Playground Safety</li> </ul>

## Program Leadership

Titles	
<ul style="list-style-type: none"> <li>• ChildPlus &amp; Data Entry</li> <li>• Effectively Using Child &amp; Family Outcome Data</li> </ul>	<ul style="list-style-type: none"> <li>• Governance in Head Start</li> <li>• </li> </ul>

## Wellness Support

Titles	
<ul style="list-style-type: none"> <li>• Compassion Fatigue</li> <li>• Conscious Discipline</li> <li>• Parenting Strategies that Work</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing our stories</li> <li>• Trauma Informed Care</li> <li>• Wellness Support for Staff</li> </ul>

## Online Trainings & Webinars

**Quality Teaching and Learning**

Providers	
<ul style="list-style-type: none"> <li>• Early Childhood Investigation</li> <li>• ECLKC</li> <li>• Loving Guidance</li> <li>• Office of Head Start</li> </ul>	<ul style="list-style-type: none"> <li>• ESC Region XX</li> <li>• T&amp;TA Specialists</li> <li>• Texas A&amp;M Agri-Life Extension</li> <li>• Texas Education Association</li> </ul>

**Family & Community Engagement**

Providers	
<ul style="list-style-type: none"> <li>• Early Childhood Investigation</li> <li>• ECLKC</li> <li>• ESC Region XX</li> <li>• Loving Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Head Start</li> <li>• T&amp;TA Specialists</li> </ul>

**Health & Safety**

Providers	
<ul style="list-style-type: none"> <li>• Child Safe</li> <li>• ECLKC</li> <li>• Safe Schools</li> <li>• Office of Head Start</li> </ul>	<ul style="list-style-type: none"> <li>• T&amp;TA Specialists</li> <li>• Texas A&amp;M Agri Life Extension</li> <li>• Western Kentucky T/TAS</li> </ul>

**Program Leadership**

Providers	
<ul style="list-style-type: none"> <li>• Early Childhood Investigations</li> <li>• ECLKC</li> <li>• Loving Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Head Start</li> <li>• SHINE</li> <li>• TEA</li> </ul>

**Wellness Support**

Providers	
<ul style="list-style-type: none"> <li>• ChildSafe</li> <li>• Early Childhood Investigations</li> <li>• ECLKC</li> <li>• ESC Region XX</li> </ul>	<ul style="list-style-type: none"> <li>• Loving Guidance</li> <li>• Office of Head Start</li> <li>• WIPFLI</li> </ul>