

ROLL CALL

MEETING MINUTES



HEAD START POLICY COUNCIL MEETING

December 12, 2020

6:15 P.M.

Virtual Meeting

Members Present	Edgewood Independent School District (EISD): Janice Garcia Ramirez San Antonio Independent School District (SAISD): Angelique Aime, Naomi Castellanos EHS-CCP: Barbara Pircher Community Representative: Noel Cortez, Tina Satpathy
Members Absent	Edgewood Independent School District (EISD): Alejandra Pizano San Antonio Independent School District (SAISD): Dorothy Lara, Josefina Macias EHS Center Based: Alexis Mercado-Flores EHS-CCP: Heather Halton
Alternate Members Present	San Antonio Independent School District (SAISD): Joe Betty Garcia EHS Center Based: Abel Garcia EHS-CCP: Melissa Garza, Marisela Sanchez
Alternate Members Absent	Edgewood Independent School District (EISD): Gabriel Trevino, Alexis Robinson San Antonio Independent School District (SAISD): Janice Garcia, George Gilbert Ramos, Melinda Pina

I. CALL TO ORDER

2019-2020 Chair, Ms. Naomi Castellanos called the meeting to order at 6:21 p.m.

Chair, Ms. Naomi Castellanos asked Ms. Elvia Pace, Management Analyst to start roll call to record attendance. Ms. Pace announced quorum was met.

II. PUBLIC COMMENTS

None to report

III. MEETING MINUTES

Motion: Mr. Abel Garcia moved to approve the November 17, 2020 meeting minutes.

Seconded (2nd): Ms. Barbara Pircher

Vote: All in favor (unanimous)- The motion carried.

IV. CORRESPONDENCE

There was no correspondence.

V. BRIEFING AND POSSIBLE ACTION (a-h)

a.) Election of Officers

Chair, Naomi Castellanos reviewed the parent officer positions for the Head Start Policy Council. The responsibilities were reviewed for Chair, Vice Chair and Secretary. Andrea Martinez was asked to read the nominations that were received for each position. Ms. Castellanos was the only nomination received for the position of Chair. Members voted unanimously for the approval for Naomi Castellanos for Policy Council Chair. Ms. Josefina Macias was the only nomination received for the position of Vice Chair. Members voted unanimously for the approval for Josefina Macias for Policy Council Vice Chair. Ms. Barbara Pircher was the only nomination received for the position of Secretary. Members voted unanimously for the approval for Barbara Pircher for Policy Council Secretary.

b.) Election of Community Representatives

Chair, Naomi Castellanos reviewed with HSPC Community Representative voting process, due to COVID restrictions the applications were processed differently this year for Community Representatives positions. She asked Ms. Andrea Martinez to read for the record the online voter names and votes for the two Community Representative positions. Ms. Martinez reviewed all the applications and the number of votes each person received. After reviewing the voting data Ms. Martinez announced the two representatives elected were Tina Satpathy and Noel Cortez.

Motion: Mr. Abel Garcia moved to approve the 2020-2021 Head Start Policy Council Community Representatives.

Seconded (2nd): Ms. Barbara Pircher

Vote: All in favor (unanimous)

c.) Approval of the Policy Council Meeting Dates and Times

Chair, Naomi Castellanos asked Ms. Audrey Jackson to present the Approval of the Policy Council Meeting Days and Time. Ms. Jackson reviewed the current HSPC Meeting days and times. Currently the HSPC meets monthly, every fourth Tuesday of the month at 6:15pm. Ms. Jackson asked if the current meeting days and times worked for the group. There were no opposing votes to change the days and times.

Motion: Ms. Barbara Pircher moved to approve the Policy Council Meeting Dates and Times.

Seconded (2nd): Ms. Melissa Garza

Vote: All in favor (unanimous)

d.) Election of Committee Members

Chair, Naomi Castellanos reviewed the Standing Committees that are within the Policy Council. Standing Committees for Assessment and Planning and Parent Engagement can have no less than three (3) and no more than (5) HSPC members. All members, including alternates and community representatives can sit on a committee. Questions were asked when committees meet and whether a member can sit on both committees. Usually the committees meet during the day but they would consider to meet in the evenings if it met the needs of the members. Members are also welcome to sit on both committees. Chair asked for volunteers after reading the responsibilities for each committee. Volunteers for the Assessment and Planning Committee were Joe Betty Garcia, Naomi

Castellanos, and Barbara Pircher. Volunteers for the Parent Engagement Committee were Abel Garcia, Naomi Castellanos, Joe Betty Garcia, and Melissa Garza.

e.) Review of Head Start Monitoring Report

Chair, Naomi Castellanos asked Ms. Audrey Jackson, to present the Head Start Monitoring Report. Ms. Jackson reported that as a COSA grantee we receive funds from the federal government for SAISD, EISD, and six (6) EHS partners to review and monitor our program. There are two types of concerns. One concern is a non-compliance which indicates that there is a break in the system and is a big concern. The second type is an area of concern which is within the class only and is not program wide. Due to COVID we have had more non-compliances than usual. Reasons included items like fire extinguishers not being monitored due to concern of added people in the schools. Due to the COVID restrictions the monitoring team has thought of creative ways in TEAMS to do some of these observations. HSPC member Abel Garcia asked when do the schools conduct safety checks with the fire department. Ms. Jackson informed the group that the ISD's have a corrective action plan and the HSPC members will be given a follow up by the next meeting. She mentioned that twenty-three (23) sites are being monitored with Head Start. There were no further questions.

f.) Review of EHS and EHS-CCP Monitoring Report

Chair, Naomi Castellanos asked Ms. Audrey Jackson, to present the EHS and EHS-CCP Monitoring Reports. Ms. Jackson reported that the monitoring system works in the same way as the Head Start monitoring system and works for their six (6) EHS-CCP partners and two (2) EHS partners. Two (2) non-compliance found with the health code and the fire inspection were not up to date. Areas of concern included retraining staff at our sites. This is an area that we will follow up on and report back to the group. There were no further questions.

g.) Review of Head Start, EHS, and EHS-CCP Monthly Report

Naomi Castellanos asked Ms. Audrey Jackson to present the Head Start , EHS, and EHS-CCP Monthly Reports. Ms. Jackson explained that we cover on a monthly basis different sections in our report such as enrollment, disability, food reports, education services, family and engagement, mental health, education and health screenings. Ms. Jackson stated currently in Head Start we are not fully enrolled. We are at seventy-four percent (74%). This percentage is consistent across the country. The Office of Head Start knows we are not fully enrolled and are supportive due to the current pandemic. Our disability enrollment is at ten percent (10%) met with SAISD at thirteen percent (13%). We have completed ninety-five percent (95%) completion for visits for teacher home visits which have been done virtually. For EHS we have started our partnership with EISD which we began in July. Currently there are forty-three (43) children enrolled out of one hundred and twenty-eight (128) children. As soon as the center is licensed, we feel confident we will be fully enrolled with infants and toddlers. Staff is working on later benchmark dates due to the program start date. EHS-CCP program serves infants and toddlers with six (6) childcare providers BSA, Ella Austin, Healy, Inman, Seton, and the YWCA. Our numbers are down at Seton home due to the teen parents living on campus and due to COVID. We are at eight percent (8%) disability enrollment and we are confident that we will be at ten percent (10%) by next month. The program is at ninety-eight percent (98%) for their first home visit and at one hundred percent (100%) for assessments with Family and Community. HSPC Community representative Tina Satpathy had a question on the difference between Head Start screenings with forty-five (45) days with the Ages and Stages educational screening. Ms. Jackson explained forty-five (45) days include vision and hearing screenings which include using the SPOT vision machine for vision. Assessments also include social and emotional

areas. After the initial screening we work with families on their health needs to obtain physicals and medical/dental homes. No additional questions were asked.

h.) Review of Head Start, Early Head Start, EHS, and EHS-CCP Fiscal Reports

Naomi Castellanos asked Ms. Mary Vasquez, Fiscal Analyst to present the Head Start, EHS, and EHS-CCP Fiscal Reports. Ms. Vasquez explained to HSPC members an overview of the budgets is provided on a monthly basis in the same order each time covering Head Start, EHS and finally EHS-CCP programs. Also provided are credit card expenditures, detailed budgets by line item and specifically for the Head Start program it includes the ISD's budget and balances with year to date numbers. Head start runs from February 1 - January 31st with a 90-day close out. This allows an opportunity to closeout expenses. The budget year to date is where we thought we would be. As of November 30, 2020, there is a two hundred and seventy-six thousand-dollar (\$276,000) variance. There is a five-point three percent (5.3%) of a variance tied to personnel. We had vacancies at the beginning of the grant due to the pandemic. City of San Antonio had a hiring freeze which has since been lifted and we are trying to fill as fast as we can. There is a variance in supplies as well due to our team not being in the office as well as a thirty thousand-dollar (\$30,000) variance for contractual services. Due to the pandemic Metro Health and UIW plus building contractors can't perform their services as they normally would. Ms. Vasquez also shared that admin costs could not exceed fifteen percent (15%) and that can be found on the bottom portion of the report.

Ms. Vasquez reported the EHS grant has the same budget year as Head start that runs from February 1st thru January 31st. The program started mid-year from July 1st – January 31st during this program year. They had a slow start because it is new and due to COVID. There is a nineteen thousand dollar (\$19,000) variance that are tied to vacancies in the program. This variance will not be there due to personnel hiring for the program. The supplies line item is over the projected amount due to supplies. EISD has not billed CoSA for expenses they have. Other variances are low but will close within the program. Startup cost had no expenditures because it was contracted to EISD.

Ms. Vasquez reported EHS-CCP grant year runs from August 1st thru July 31st. This report shared is as of November 30, 2020. There is a fixed rate for contracts for this grant that blends funds with the childcare providers. Currently there is a one hundred and twelve thousand-dollar (\$112,000) variance that is tied to EHS-CCP personnel working during the start-up period for the EHS grant. There is a small percentage allocated to the grant for occupancy at Brady. The budget for their binding and printing that went over the projected expected expense amount. There were no questions.

VI. GOVERNING BODY

Vice Chair, Naomi Castellanos asked Mrs. Andrea Martinez, Senior Management Analyst to present items from the Governing Body and Advisory Committees. Mrs. Martinez highlighted the City of San Antonio City Council as the programs Governing Board to include the members of the Economic and Workforce Development Committee with District 3 Councilwoman Rebecca Viagran as the chair. She also advised that the Community Action Advisory Board (CAAB) which is another advisory committee meets on a monthly basis and will review items presented today in January 2021. There was no further discussion.

VII. ANNOUNCEMENTS AND ITEMS FOR CONSIDERATION

None to report.

VIII. ADJOURNMENT

Motion: Ms. Joe Betty Garcia moved to adjourn the meeting.

Seconded (2nd): Mr. Abel Garcia

Vote: All in favor (unanimous) – The motion carried.

Vice Chair, Naomi Castellanos, adjourned the meeting at 7:28 pm.

Chair

Date

CORRESPONDENCE

ACF-PI-HS-20-07

**Interim Final Rule on Flexibility
for Head Start Designation
Renewals in Certain Emergencies**



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-20-07	2. Issuance Date: 12/4/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Designation Renewal System; DRS; Head Start Program Performance Standards; HSPPS; Revision; Interim Final Rule; Regulation; Head Start; Competition; Classroom Assessment Scoring System (CLASS®); Monitoring	

PROGRAM INSTRUCTION

SUBJECT: INTERIM FINAL RULE ON FLEXIBILITY FOR HEAD START DESIGNATION RENEWALS IN CERTAIN EMERGENCIES

TO: Head Start and Early Head Start Grantees and Delegate Agencies

INSTRUCTION:

The Office of Head Start (OHS) [announced in the Federal Register](#) an interim final rule (IFR) that adds a new section to the Head Start Program Performance Standards under [1304 Subpart B – Designation Renewal](#). This new section, 45 CFR §1304.17, establishes parameters by which OHS may make designation renewal determinations when certain federally declared disasters or emergencies prevent collection of all data normally required for making such determinations.

The Head Start Act (the Act) requires OHS to implement a Designation Renewal System (DRS) to determine which grants may be renewed noncompetitively and which grants will be subject to an open competition for the next five-year period. The Act stipulates the types of data OHS must consider as part of these designation renewal determinations, including the use of a valid and reliable research-based observational tool that examines the quality of teacher-child interactions. OHS uses the Classroom Assessment Scoring System (CLASS®), which was determined with input from experts to be the only tool that meets this statutory requirement. OHS typically uses CLASS® to conduct on-site reviews of the quality of teacher-child interactions in Head Start programs.

Due to the ongoing federally declared public health emergency (PHE) associated with the novel coronavirus disease 2019 (COVID-19), OHS has not been able to send observers on-site to conduct CLASS® reviews of Head Start grants since March 2020. OHS has also determined it cannot conduct CLASS® reviews during the 2020–2021 program year for two primary reasons. First, OHS aims to protect the health and safety of Head Start children and staff by limiting their exposure to outside individuals, whenever possible. Sending CLASS® observers into Head Start classrooms during the PHE would violate this principle. Second, OHS anticipates that interactions between teachers and children during the 2020–2021 program year will look very different than is typical, due to health and safety measures implemented in response to the PHE. This may include smaller class sizes, more distancing between children, use of masks by staff and children, and other measures. For these reasons, CLASS® may not capture a representative

picture of the grantee's teacher-child interactions across the five-year project period during this PHE.

In advance of grants ending, OHS must make determinations regarding whether grantees are subject to an open competition or can be renewed noncompetitively under the DRS. Except in very limited circumstances with special authority from Congress, OHS does not have authority to extend grants beyond five years to allow more time to collect data. To ensure the continuity of services for the vulnerable children and families Head Start serves, OHS must establish a process for making DRS determinations in the absence of all normally required data when the absence of such data is due to a federally declared disaster or emergency or PHE.

Effective Date

The new standard described at 45 CFR §1304.17 is effective December 7, 2020. Ensuring the health and safety of Head Start staff, children, and families is of utmost importance. This IFR directly supports that goal while establishing a process for OHS to meet the requirements of the Act to make designation renewal determinations during the COVID-19 pandemic and certain other federally declared disasters or emergencies or PHEs. It is critical that OHS implement this IFR as quickly as possible. Due to the ongoing PHE, we find good cause to waive the traditional notice and comment process because it would delay providing OHS the flexibility to make DRS determinations with the available data and potentially cause a gap in the availability of critical Head Start services in impacted communities.

Next Steps

Although this IFR is effective immediately, it is important for OHS to hear comments from the Head Start community about the addition of the new standard at 45 CFR §1304.17. Comments must be submitted between December 7, 2020, and February 5, 2021. The IFR, as well as the link to submit comments, are available on the Early Childhood Learning and Knowledge Center (ECLKC). OHS prefers to receive comments electronically via the Federal Register. However, if you cannot submit your comments electronically, you may send them by mail to:

Office of Head Start
Attention: Director of Policy and Planning
330 C Street SW, 4th Floor
Washington, DC 20201

All comments will be posted without change to www.regulations.gov, so please do not include any personal or sensitive information. If necessary, OHS will issue a revised final rule after considering public comments and making any needed adjustments to 45 CFR §1304.17.

Thank you for the work you do on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start

Office of Early Childhood Development

INFORMATION AND POSSIBLE ACTION ITEMS

Recognition of the 2019-2020 Jule Sugarman Award Winners



DAVID CHAVARRIA AWARD

Marisa Mendez
San Antonio Independent School District

JULE SUGARMAN AWARD

Alisha Freeman
Edgewood Independent School District

JULE SUGARMAN AWARD

Ana Gonzalez

San Antonio Independent School District

JULE SUGARMAN AWARD

Erika Mora

**Family Support Worker
City of San Antonio Head Start Program**

JULE SUGARMAN AWARD

Mary Valles

City of San Antonio

**Early Head Start Child Care Partnership
(EHS-CCP) Program**

Approval of 2019-2020 Self Assessment Report



City of San Antonio
Department of Human Services
Head Start Program

2019 - 2020
Self-Assessment Report



Executive Summary

In accordance with 1302.102(b)(2)(i) of the Head Start Program Performance Standards, the City of San Antonio, Department of Human Services (DHS), Head Start Division annually engages in a self-assessment process. This process ensures timely evaluation of program services and delivery systems for the purpose of implementing improvements and compliance with Head Start requirements.

During the self-assessment process, staff reviewed services provided to a funded enrollment of 3,236 children and their families in 21 Head Start and six Early Head Start-Child Care Partnership (here after, DHS Head Start) sites located in San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). Self-assessment results, in conjunction with the Community Assessment Report and ongoing monitoring results, support quality program improvements for children and their families enrolled in the DHS Head Start programs as related directly to the Five-Year Strategic Plan, grantee policies, procedures, and management systems for the upcoming program year. During the 2019-2020 school year the COVID pandemic forced schools and child-care providers to shutter their services. And many program services and activities had to be cancelled, postponed, or suspended for the duration. The majority of our CCP classrooms were closed as were both school districts. In person meetings were halted, and medical and dental homes stopped seeing patients. Classroom observations and assessments were cancelled. Consequently, many of our services and measures were not completed during this year and adjustment to timelines needed to be made. These are discussed in the body of the report.

Process

For the 2019 – 2020 school year, DHS Head Start conducted a data-driven self-assessment process that included Quarterly Data Review Meetings and the implementation of the Self-Assessment System for Continuous Improvement and Evaluation (SASCIE) Rubric.

The Quarterly Data Review Meetings allowed DHS Head Start to use data from Head Start service areas, including, monitoring, program benchmarks, Program Information Reports (PIR), Five-Year Strategic Plan, monthly reports and education assessments. Prior to each meeting, data was collected and analyzed. Next the data was presented at the 2019 Quarterly Data Review Meetings in February, April, June and September. Throughout the self-assessment process, participants included a diverse representation of parents, community members, and staff from organizations that either partner with DHS Head Start and/or work with similar populations. Program staff, community stakeholders, and members of the Head Start Policy Council participated in the meetings. At each Quarterly Data Review Meeting, data and objectives were presented and discussed with attendees. Staff reported program progress, concerns, and areas of success, program risks, as well as actions taken to ensure Head Start compliance and status of program goals, objectives and benchmarks.

The SASCIE tool provides a self-assessment of the program's compliance with Head Start regulations and progress in meeting program goals and objectives. The SASCIE rubric is an instrument designed to function as a roadmap for the continuous improvement of program services.

Integrated teams used the SASCIE tool to review the quality of program services and identify areas of non-compliance, strengths, and areas of focus.

This report includes results for the following Head Start and EHS-CCP service areas: Program Design and Management (PDM), Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA), Education and Disabilities, Family Community Support and Mental Wellness, and Health, Nutrition, Transportation, and Safe Environments.

Results

The ensuing pages provide a description and a summary of the progress made towards the DHS Head Start Five Year Plan and strengths and areas of improvement identified during the self-assessment process.

Goal 1: Education

Prepare children for school and life

DHS Head Start has continued its focus on school readiness and the important role that parents and families play in ensuring children are ready for school. The overall school readiness approach and education and early childhood services system values the integration of physical, cognitive, social, and emotional development as central to a child's ability to learn. DHS Head Start also works closely with our Education Service Providers, including six child care centers and two school districts, to ensure the Head Start Program Performance Standards are met and the programs maintain disability enrollment of at least 10%.

For the 2019-2020 program year, the percentage of children with a disability enrolled in the Head Start Program was 15.86%, and the percentage of children with a disability enrolled in the EHS-CCP Program was 11.1%.

Based on the Five Year Plan, ten objectives were measured and reviewed for DHS Head Start in this service area. Below are the results of the objectives related to Education at the end of the program year.

Objective 1: IN PROGRESS

Decrease the percentage of children enrolled in the EHS-CCP Program with chronic absenteeism by 2.5% from 46% in 2017-2018 to 43.5% in 2022-2023.

Chronic absenteeism is defined as a child missing 10% or more of days enrolled in the program. The program works to address the needs of children with chronic absenteeism and help remove barriers to attendance. The EHS-CCP program made significant progress towards meeting this objective and exceeded expectations. During the 2019-2020 program year, due to school closures related to COVID-19, the methods to collect attendance changed. As of March 2019, 32% of the children enrolled in the EHS-CCP program were identified with chronic absenteeism. Staff will continue to work with families to emphasize the importance of attendance, assist in eliminating

barriers and when needed work with the parent to establish an attendance improvement plan. With these continued efforts, it is anticipated attendance will continue to strengthen.

Objective 2: IN PROGRESS

Decrease the percentage of children enrolled in the Head Start Program with chronic absenteeism by 5% from 24% in 2017-2018 to 19% in 2022-2023.

The Head Start Prekindergarten Program continues to make progress towards achieving the objective. During the 2019-2020 school year, attendance recording was suspended due to COVID-19 related school closures.

Objective 3: IN PROGRESS

Increase the annual Infant Classroom Assessment Scoring System (CLASS) scores by .5 from 4.84 in Responsive Caregiving in 2017-2018 to 5.34 by 2022-2023.

CLASS is a standardized, research-based tool that assesses the quality of teacher-child interactions in center-based classrooms that support children's learning and development. Each domain is scored on a scale of 1 to 7. The Infant CLASS measure includes one domain: Responsive Caregiving. This domain captures the key interactions between caregivers and infants. The program continues to make progress towards achieving the objective. In the 2019-2020 school year, 100% of classrooms serving infants were observed. The table below provides the Infant CLASS scores for the 2017-2018 through 2019-2020 school years. The score for Responsive Caregiving decreased slightly during the 2019-2020 school year, staff continue to work with teachers to improve the quality of interactions in the classroom and increase scores.

City of San Antonio EHS-CCP Program CLASS Scores

Program Year	Responsive Caregiving Score
2017-2018	4.84
2018-2019	5
2019-2020	4.41

Objective 4: IN PROGRESS

Increase the annual Toddler Classroom Assessment Scoring System (CLASS) scores by .5 in each domain, from 5.37 in Emotional and Behavioral Support and 3.33 in Engaged Support for Learning in 2017-2018 to 5.87 in Emotional and Behavioral Support and 3.83 in Engaged Support for Learning by 2022-2023.

The Toddler CLASS measure includes two domains: Emotional and Behavioral Support and Engaged Support for Learning. The program continues to make progress towards achieving the objective. In the 2019-2020 school year, 100% of classrooms serving toddlers were observed.

The table below provides the Toddler CLASS scores for 2017-2018 through the 2019-2020 school year. During the 2019-2020 school year, the score for Emotional and Behavioral Support increased slightly while the score for Engaged Support for Learning decreased. Staff continue to work with teachers to improve the quality of interactions in the classroom and increase scores

City of San Antonio EHS-CCP Program CLASS Scores

Program Year	Emotional & Behavioral Support	Engaged Support for Learning
2017-2018	5.37	3.33
2018-2019	5.32	3.5
2019-2020	5.38	2.82

Objective 5: IN PROGRESS

Increase the annual Prekindergarten Classroom Assessment Scoring System (CLASS) scores by .5 points in each domain, from 5.65 in Emotional Support, 5.02 in Classroom Organization, and 2.99 in Instructional Support in 2016-2017 to 6.15 in Emotional Support, 5.52 in Classroom Organization, and 3.49 in Instructional Support by 2022-2023.

The Prek CLASS measure includes three domains: Emotional Support; Classroom Organization; and Instructional Support. While the program continues to make progress towards achieving the objective, during the 2019-2020 school year, CLASS Observations were suspended due to school closures related to COVID-19. The table below provides the Prek CLASS scores for the past three school years.

City of San Antonio Head Start Prekindergarten Program CLASS Scores

Program Year	Emotional Support	Classroom Organization	Instructional Support
2016-2017	5.65	5.02	2.99
2017-2018	5.78	5.16	2.98
2018-2019	5.75	5.19	3.12
2019-2020	-	-	-

Objective 6: IN PROGRESS

Increase the percentage of children enrolled in the EHS-CCP Program that show six months or more of developmental growth in all seven domains on the Learning Accomplishments Profile -3rd Edition (LAP-3) from BOY to EOY by 5% from 41% in 2017-2018 to 46% in 2022-2023.

The DHS Head Start Program utilizes the Early Learning Accomplishments Profile (E-LAP) for children birth – 35 months old. The E-LAP is a criterion referenced assessment and provides a systematic method for observing the skill development of children. The results of the E-LAP is used to generate a detailed picture of a child's developmental progress across various domains so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

The E- LAP contains a hierarchy of 414 developmental skills arranged in chronological order within six domains of development: Gross Motor, Fine Motor, Cognition, Language, Self-help, and Social-emotional. The program continues to make progress towards achieving the objective. The table below shows the children enrolled in the EHS-CCP that showed six months or more of developmental growth across all six domains on the E-LAP. The data set includes children that received a minimum of 180 calendar days of instruction between the BOY and EOY assessments. During the 2019-2020 school year, the EOY E-LAP assessment was not completed due to school closures related to COVID-19. Fidelity to the assessment continues to be an area of the focus for our EHS-CCP program.

Children enrolled in EHS-CCP with 6+months of developmental growth on the E-LAP

Program Year	Participants	E-LAP-3 Domains						% of Children with 6+ months of developmental growth in all six E-LAP Domains
		Gross Motor	Fine Motor	Cognitive	Language	Self-help	Social-emotional	
2017-2018	93	73%	67%	72%	80%	72%	67%	31%
2018-2019	98	72%	73%	69%	62%	64%	63%	17%
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA

Objective 7: IN PROGRESS

Increase the percentage of children enrolled in the EHS-CCP Program that show six months or more of developmental growth in all seven domains on the Learning Accomplishments Profile -3rd Edition (LAP-3) from BOY to EOY by 5% from 41% in 2017-2018 to 46% in 2022-2023.

The DHS Head Start Program utilizes the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old. The LAP-3 is a criterion-referenced assessment and provides a systematic method for observing the skill development of children. The results of the LAP-3 are used to generate a detailed picture of a child's developmental progress across various domains so that individualized, developmentally appropriate activities can be planned and implemented. Students are assessed three times a year: Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in seven domains of development including Gross Motor, Fine Motor, Pre-Writing, Cognitive, Language, Self-Help, and Personal/Social.

The program continues to make progress towards achieving the objective. The table below shows the children enrolled in the EHS-CCP that showed six months or more of developmental growth across all seven domains on the LAP-3. The data set includes children that received a minimum of 180 calendar days of instruction between the BOY and EOY assessments. In prior years, the program saw an increase in the percentage of children that showed six months of growth. During the 2019-2020 school year, the EOY LAP-3 assessment was not completed due to school closures related to COVID-19.

Children enrolled in EHS-CCP with 6+months of developmental growth on the LAP-3

Program Year	Participants	LAP-3 Domains							% of Children with 6+ months of developmental growth <u>in all seven</u> LAP-3 Domains
		Gross Motor	Fine Motor	Pre-Writing	Cognitive	Language	Self-Help	Personal/ Social	
2017-2018	63	84%	100%	86%	83%	83%	78%	81%	41%
2018-2019	80	81%	84%	89%	93%	80%	86%	86%	49%
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA

Objective 8: IN PROGRESS

Increase the percentage of children enrolled in the Head Start Program that show six months or more of developmental growth in all seven domains on the Learning Accomplishments Profile-3rd Edition (LAP-3) from BOY to EOY by 15% from 50% in 2017-2018 to 65% in 2022-2023.

The DHS Head Start Program utilizes the Learning Accomplishments Profile – 3rd Edition (LAP-3) for children 36 – 72 months old in the Head Start Prekindergarten Program. Students are assessed three times a year: Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). The program continues to make progress towards achieving the objective. The table below shows the children enrolled in the Head Start Program that showed six months or more of developmental growth across all seven domains on the LAP-3. For children enrolled in Head Start, the data set includes children with a minimum of 150 calendar days of instruction between the BOY and EOY assessments. During the 2019-2020 school year, the EOY LAP-3 assessment was not completed due to school closures related to COVID-19. During the 2020-2021 school year, the Head Start Program will use the CIRCLE Progress Monitoring Tool. Staff will continue to work with teachers on planning individualized instruction to increase student outcomes.

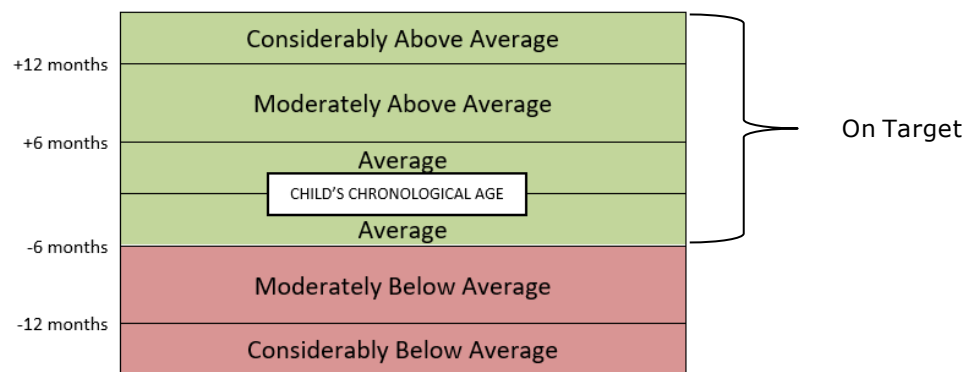
Children enrolled in Head Start with 6+months of developmental growth on the LAP-3

Program Year	Participants	LAP-3 Domains							% of Children with 6+ months of developmental growth in all seven LAP-3 Domains
		Gross Motor	Fine Motor	Pre-Writing	Cognitive	Language	Self-Help	Personal/ Social	
2017-2018	2531	87%	91%	94%	95%	90%	83%	75%	50%
2018-2019	2677	89%	92%	95%	94%	91%	85%	77%	55%
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA

Objective 7: IN PROGRESS

Increase the percentage of children enrolled in the Head Start Program that score below the Average range at BOY and score at or above the Average range at EOY in the Language domain on the Learning Accomplishments Profile-3rd Edition (LAP-3) by 11% from 49% in 2017-2018 to 60% in 2022-2023.

The LAP-3 assessment provides a comparison between a child's chronological age and their developmental age. The figure below provides the age range descriptions for this comparison. The *Average* range is defined as a developmental age that is +/- six months of a child's chronological age.



The program continues to make progress towards achieving the objective. The table below shows the number of children that scored below the *Average* range at BOY and scored at or above the *Average* range at EOY in the Language domain on the LAP-3 for the 2017-2018 and 2019-2020 school year. The data set includes children with a minimum of 150 calendar days between the BOY and EOY assessments. During the 2019-2020 school year, the EOY LAP-3 assessment was not completed due to school closures related to COVID-19.

Children enrolled in Head Start that scored Below Average at BOY and at or above the Average range at EOY

School Year	# of children scoring below the <i>Average</i> range at BOY	# of children scoring at or above the <i>Average</i> range at EOY	% of children that moved below the <i>Average</i> range to at or above the <i>Average</i> range
2017-2018	1125	550	49%
2018-2019	1198	583	49%
2019-2020	NA	NA	NA

Objective 10: IN PROGRESS

Increase the percentage of children transitioning to kindergarten that score at or above the Average range in all seven LAP-3 domains by 5% from 74% in 2016-2017 to 79% in 2022-2023.

The program continues to make progress towards achieving the objective. The table below provides the percentage of children transitioning to kindergarten that scored at or above the *Average* range in all seven LAP-3 domains for BOY, MOY, and EOY for the 2016-2017, 2017-2018, and 2018-2019 school years. During the 2019-2020 school year, the EOY LAP-3 assessment was not completed due to school closures related to COVID-19. Staff continue to work with teachers to improve individualized instruction as well as provide opportunities for professional development related to language development.

Comparison of the percentage children transitioning to kindergarten scoring ON TARGET in all seven LAP-3 Domains at BOY, MOY, and EOY

Program Year	BOY	MOY	EOY
2016-2017	42%	48%	74%

2017-2018	40%	54%	67%
2018-2019	33%	49%	63%
2019-2020	NA	NA	NA

Goal 2: Family Support

Promote the well-being of families to enable them to support their children's learning and development

Family and Community Support and Mental Health services focus on promoting family well-being, building strong collaborations with parents and families, and creating community partnerships to maximize resources available to all DHS Head Start children and families.

Based on the Five Year Plan, four objectives for DHS Head Start in this service area are measured and reviewed. Below are the results of each Family and Community Support objective at the end of the program year.

Objective 1: BASELINE ESTABLISHED

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.

Family Self-Sufficiency (FSS) goals are those that help families make progress towards economic security. Some examples of FSS goals include, but are not limited to, Advanced Education, Full Time/Part Time Employment, Home Ownership, Money Management, Public Housing, and Immigration. During the 2019-2020 school year, 71% of families in DHS Head Start made progress towards a FSS goal.

Objective 2: BASELINE ESTABLISHED

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 established in 2019-2020 with a percentage increase determined in 2020-2021.

Family Life Practice (FLP) goals are those that encourage high parent/child interactions that will help support school readiness. Some examples of FLP goals include, but are not limited to, Family Routines, Attendance, Parent Child Activities, Parent Involvement, Reading at Home, and Volunteering. During the 2019-2020 school year, 93% of families in DHS Head Start made progress towards a FLP goal.

Objective 3: IN PROGRESS

Increase the percentage of families who receive at least one support service, such as emergency assistance, parenting education, or job training and higher education services, by 5% from 79% in 2016-2017 to 84% in 2022-2023.

DHS Head Start continues to make progress towards meeting this objective. At the end of the program year, 56% of the families in the program received at least one support service. During the 2019-2020 school year, many services could not be completed due to COVID -19 related school closures. The program continues to improve documentation and data entry related to support services.

Objective 4: IN PROGRESS

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.

DHS Head Start continues to make progress towards meeting this objective. During the 2019-2020 program year, 5 members of the Head Start Mental Wellness Team attended Triple P Parenting Curriculum Training in collaboration with community partners to ensure provision of tiered parenting services. The program continues to improve documentation and data entry to ensure that information related to goals set by families is accurate.

Goal 3: Health Children are healthy and ready to learn

Head Start Program services in the areas of health and nutrition are structured to ensure children are physically and mentally healthy in order to learn, are safe while in care, and that children and families receive educational supports to create life-long healthy habits. Head Start staff and service providers implemented targeted activities to help parents establish and model healthy lifestyle habits for their children and families.

Based on the Five Year Plan, five objectives were measured and reviewed for DHS Head Start in this service area. Below are the results of the objectives related to Health at the end of the program year.

Objective 1: BASELINE ESTABLISHED

Increase the percentage of children who are up-to-date on TX EPSDT requirements at the end of the program year. The baseline will be established in 2019-2020 with a percentage increase determined in 2020-2021.

DHS Head Start continues to make progress towards meeting this objective. At the end of the 2019-2020 school year, 72% of the children enrolled in the program were *up-to-date on the Texas Early and Periodic Screening, Diagnostic and Treatment (EPSDT) requirements*. The method the program uses for calculating the EPSDT requirements was revised and necessitated a revision to this objective. Due to COVID -19, several families encountered barriers to making appointments for well child visits. Although COVID -19 challenges impacted health services, the program continued to educate families on the importance of well child visits and childhood immunizations through health informational flyers distributed via food box events and routine family check in phone calls offering health resources and assistance. The program continues to examine the

barriers for parents/guardians to obtain an up-to-date physical exam and will continue to research strategies to address expiring physical exams.

Objective 2: IN PROGRESS

Increase the percentage of children who receive services following a referral for hearing concerns at the end of the program year by 10% from 55% in 2018-2019 to 65% in 2023-2024.

DHS Head Start obtains or performs a hearing screening for each child enrolled in the program within 45 calendar days of entry. If a concern is noted, the child is either rescreened or referred to their medical home for further evaluation, testing, and/or treatment. Staff continue to follow up with parents/guardians each month, as appropriate, until a child receives evaluation, testing, or treatment. Due to COVID -19, families encountered barriers to making appointments for services. During the 2019-2020 school year, 46% of children identified with a hearing concern received services following a referral. Considering the COVID -19 challenges, the program created hearing screening appointment opportunities for remote and in-person students with campus school nurses. The program continues to examine barriers to receiving services and research strategies to help address these barriers.

Objective 3: IN PROGRESS

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.

DHS Head Start obtains or performs a vision screening for each child enrolled in the program within 45 calendar days of entry. If a concern is noted, the child is either rescreened or referred to their medical home for further evaluation, testing, and/or treatment. Staff continue to follow up with parents/guardians each month, as appropriate, until a child receives evaluation, testing, or treatment. Due to COVID -19, families encountered barriers to making appointments for services. During the 2019-2020 school year, 57% of children identified with a vision concern received services following a referral. Considering the COVID -19 challenges, the program created vision screening appointment opportunities for remote and in-person students with campus school nurses. The program continues to examine barriers to receiving services and research strategies to help address these barriers.

Objective 4: IN PROGRESS

Increase the percentage of children identified as Class 2 that are designated treatment complete by the end of the program year by 13% from 32% in 2016-2017 to 45% in 2022-2023.

Tooth decay is the single most common chronic disease among children in the United States, and to ensure children are up to date on EPSDT requirements, the City of San Antonio Department of Human Services partners with the City of San Antonio Metropolitan Health District (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. When a child is evaluated by Metro Health, they are assigned a dental classification. This classification determines the type of follow-up that is required. Any child identified as CLASS 2 requires follow up and treatment from their dental home. DHS Head Start continues to make progress towards meeting this objective. Due to COVID -19, families encountered barriers to making appointments for services. At the end of the 2019-2020 school year, 42% of children identified as CLASS 2 were designated as treatment complete and received the appropriate follow-up and dental treatment. A noted highlighted, dental treatment complete status was up by 10% of the established benchmark. Although COVID -19 challenges impacted dental services, the program continued to educate families on the importance of oral health through dental oral health kits distributed via food box events and routine family check in phone calls offering oral health resources and assistance. The program continues to examine barriers to receiving services and research strategies to help address these barriers.

Objective 5: BASELINE PENDING

Increase the number of mental health consultations provided to parents/guardians and staff by the Mental Wellness Team. The baseline will be established in 2020-2021 with a percentage increase determined in 2021-2022.

The Head Start Prekindergarten Wellness Support Team provides support to children and families through a mental health consultation model. This consultation model ensures parents and staff receive education, intervention strategies and support in response to child and/or family wellness needs. To address individual needs of children, the Wellness Support Team may, in addition, provide a referral to a community agency when appropriate for direct mental health services such as counseling. Due to COVID-19 and increases in staffing requiring training and further development of data tracking through ChildPlus, baseline will be moved to 2020-2021 to allow for more accurate baseline data.

Objective 6: BASELINE PENDING

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.

Due to shifts in support from Mental Wellness team in response to COVID-19 related family needs, the baseline will be established during the 2020-2021 program year. New baselines will allow for development of virtual and other platforms for trainings.

Objective 7: BASELINE PENDING

Increase the average score on the Wellness Assessment. The baseline will be established in 2019-2020 with a percentage increase determined in 2020-2021.

The program collaborated with the University of the Incarnate Word School of Osteopathic Medicine and the Head Start Health Services Advisory Committee to develop a Wellness

Assessment to identify behaviors of Head Start children related to obesity, nutrition, and physical activity. Due to COVID-19, the program suspended the use of the Wellness Assessment.

Goal 4: Environmental Health and Safety
Support the care of children by creating safe environments

Head Start Program Services related to environmental health and safety are structured to ensure children are safe while in care. DHS Head Start staff and Education Service Providers implemented an array of targeted activities to ensure the health and safety of all children enrolled in the program.

Based on the Five-Year Plan, five objectives were measured and reviewed for DHS Head Start in this service area. Below are the results of the objectives related to Environmental Health and Safety.

Objective 1: IN PROGRESS

Decrease the percentage of findings in the Head Start Prekindergarten Environmental Health and Safety Monitoring Reviews by 2% from 5.8 % in 2016-2017 to 3.8% in 2023-2024.

The DHS Head Start Program has a layered monitoring system. Program staff conducts three formal monitoring reviews of health and safety indicators across campuses. The Head Start Prekindergarten Program continues to exceed this objective. During the 2019-2020 school year the percentage of findings for the Environmental Health and Safety Monitoring Reviews was 2.75%. However, during the 2019-2020 school year, closures related to the COVID-19 pandemic caused most on-site monitoring reviews to be cancelled.

Objective 2: IN PROGRESS

Decrease the percentage of findings in the EHS-CCP Environmental Health and Safety Monitoring Reviews by .5% from 3.1 % in 2017-2018 to 2.6% in 2023-2024.

The EHS-CCP Program also conducts formal monitoring reviews of health and safety indicators across all child care centers. The EHS-CCP program continues to make progress towards this objective. During the 2019-2020 program year, the percentage of findings for the EHS-CCP Environmental Health and Safety Monitoring Reviews was 1.91%. Safety is considered a top priority within the EHS-CCP program. DHS staff continues to work with child care center Education Service Providers to reinforce health and safety and create cultures of safety. During the 2019-2020 school year, site closures related to the COVID-19 pandemic caused most on-site monitoring reviews to be cancelled.

Objective 3: IN PROGRESS

Decrease the number of findings in Health and Human Services Commission Childcare Center Inspections by 50% from 38 in 2016-2017 to 19 in 2023.

All EHS-CCP sites must report licensing concerns to the State of Texas *Health and Human Services Commission Childcare Center Inspections* who will determine if a finding is warranted. EHS-CCP continues to make progress towards meeting this objective. During the 2017-2018 school year, there were a total of 18 findings for the EHS-CCP Program from Health and Human Services Commission Childcare Center inspections. This represented a 47% reduction from the established baseline in 2016-2017. For the 2019-2020 school year, there were a total of 16 findings; however, the Health and Human Services Commission suspended childcare center inspections due to school closures related to COVID-19. The program will continue to work with EHS-CCP Program Education Service Providers to decrease findings.

Objective 4: IN PROGRESS

All six EHS-CCP Education Service Providers will have a two-star rating or above from the Texas Rising Star System (State of Texas QRIS) as a measure of quality by 2022-2023.

Texas Rising Star (TRS) is the State of Texas Quality Rating Improvement System. Licensed child care centers participating in the TRS program receive a Two-Star, Three-Star or Four-Star rating based on certification criteria. TRS is a voluntary, quality-based child care rating system for child care providers participating in the Texas Workforce Commission's subsidized child care program. EHS-CCP continues to make progress towards meeting this objective. At the end of the 2019-2020 school year, one EHS-CCP had a Four-Star rating, four centers had a Three-Star rating, and one center was in the process of finalizing their application to submit to TRS for an assessment.

Objective 5: IN PROGRESS

Increase the average score on the Early Childhood Environment Rating Scale (ECERS) for the Head Start Prekindergarten Program. The baseline will be established in 2020-2021 with an increase determined in 2021-2022.

The Early Childhood Environment Rating Scale (ECERS) is a comprehensive assessment tool that measures environmental factors as well as teacher-child interactions that affect the broad developmental needs of young children. It also emphasizes the role of the teacher in creating an environment conducive to developmental gains. DHS Head Start continues to make progress towards achieving this objective. Due to priorities related to COVID-19, including classroom organization, availability of materials in the classroom, and social distancing recommendations, the program will suspend the planned use of the ECERS tool. Program staff continue to develop a plan to implement the use of the ECERS Classroom Observation Tool in the future.

Goal 5: Highly Qualified Staff **Recruit and retain highly qualified staff**

The Program Design and Management (PDM) Team directly oversees systems and infrastructure which support the provision of direct program services through implementation of a strong shared governance system, effective management systems, and ongoing programmatic oversight. The PDM, Content/T&TA, and Monitoring teams provide direction, guidance, training and technical assistance to service providers to ensure staff at all levels of the organization have the resources, knowledge, and support needed to deliver high quality program services.

Based on the Five-Year Strategic Plan, five objectives were measured and reviewed for DHS Head Start in this service area. Below are the results of the objectives related to Highly Qualified Staff at the end of the program year.

Objective 1: IN PROGRESS

Reduce the average number of days to fill a vacancy with the City of San Antonio Head Start Program by 16 days from 62 days in 2016-2017 to 46 days in 2022-2023.

DHS Head Start continues to make progress towards achieving this objective. During the 2019-2020 program year, the average number of days to fill a vacancy was 61 days. DHS Head Start will train staff on the hiring process and hiring database.

Objective 2: BASELINE ESTABLISHED

Increase the retention rate for Family Support Workers. The baseline will be established in 2019-2020, with a percentage increase determined in 2020-2021.

The baseline was established at 12%.

Objective 3: IN PROGRESS

Increase the number of teaching staff that complete the Head Start Summer Institute from 23 participants in 2017-2018 to 50 participants by 2023-2024.

DHS Head Start continues to make progress towards achieving this objective. Seven teachers completed the two-year program in 2019. If fully enrolled at 10 participants in 2020 and 2021 and 10 participants in 2022 and 2023, the program could achieve 50. The program has 8 participants in the 2020/2021 Cohort. If all participants complete the program and we are fully enrolled for 2022-2023, then the program will achieve 48 participants.

Objective 4: IN PROGRESS

Increase the number of TEACH participants that earn a certificate or degree. The baseline will be established in 2020-2021 with an increase determined in 2022-2023.

The TEACH scholarship program provides assistance for instructional assistants/paraprofessionals to earn a early childhood certificate, associate's degree or bachelor's degree. The program began in Fall 2019. At the current time, no participants have earned a degree or certificate, as it takes more than a year to earn a certificate or degree. Two participants are expected to earn a certificate in Fall 2020.

Areas of Improvement & Strengths

In addition, through the self-assessment process, the DHS Head Start Program identified strengths and areas of focus across both the Head Start and EHS-CCP programs in a number of key areas.

Areas for Improvement

- **Monitoring, Systems & Analysis**
 - **Goals & Areas of Concerns** – During the 2019-2020 program year, DHS Head Start did not regularly meet to review goals for program improvement. A schedule has been set for the 2020-2021 program year, and staff will share goals at the Education Advisory Committee and Health Services Advisory Committee.
 - **Quarterly Data Review** – DHS Head Start has an established system to share program data with parents and community members. While the end of year data was shared, due to COVID -19, the program did not include community members in the 2nd Quarter Data Review.
 - **Monitoring** – The Head Start Program did not conduct two monitoring reviews due to COVID -19 for the following services areas: Mental Health and Family & Community Support. The Monitoring team will work with the content area team leads to ensure that procedures are established, and both service areas undergo a full audit two times during the program year.
 - **Critical Incident Reporting** – The Head Start Education Service Providers did not submit Critical Incident Reports within 24 hours of occurrence as required by DHS Head Start Policy. The program will provide training to principals on reporting requirements.
 - **Work with EHS providers to understand their renewal system.**
- **Early Learning**
 - **Student Assessment** - Due to COVID -19, the End of Year (EOY) assessment was not administered. The MOY results indicated an increase in the percentage of children transitioning to kindergarten that scored ON TARGET was higher than the previous year. The program will continue to focus on a system to ensure teachers are using assessment and screening information to plan. Additionally, the EHS Program will focus on a reliability plan and train EHS staff on running assessment reports.
 - **CLASS** – The Infant and Toddler CLASS scores did not meet the previous year's scores in multiple domains. Program staff continue to examine the coaching system and provide additional professional development opportunities for staff.
 - **CLASS** – The Head Start program was unable to conduct CLASS Observations in the Head Start Prekindergarten Classrooms due to COVID -19.
 - **Social Emotional Curriculum** – The EHS-CCP program does not have an identified social emotional curriculum. Due to COVID -19, staff were unable to attend training. Program staff will continue to research various curricula and continue the selection process.
 - **Screenings & Assessment** – DHS Head Start will continue to examine the process to ensure that screenings and assessments are conducted in the child's home language by a qualified staff person or in conjunction with an interpreter. In addition, the EHS-CCP program will develop a system to identify teachers qualified to conduct an assessment in Spanish. **Orientation** – While the EHS-CCP Program provided orientation for new EHS-CCP staff, the program will continue to work towards the development of an orientation system for teachers that start during the program year.
 - **Coaching** – While both Education Service Providers have a research based coaching program, SAISD does not have a coordinated system to assess and select teachers for intensive coaching.
- **ERSEA**

- Attendance - Due to COVID-19 we minimally met federal standards; Due to COVID-19 Head Start needs to collaborate with ISDs to capture attendance data;
- EHS needs to collaborate with childcare partners to capture attendance data
- Family and Community Engagement
 - Qualitative File Review - Due to COVID-19 EHS-CCP Qualitative child file reviews were not monitored towards the end of the year (March-July). Focus was re-shifted to providing services to families
 - Monitoring - Due to COVID-19, the monitoring calendar and processes will be updated to accommodate the added restrictions throughout the program year.
 - Contact – Due to the COVID-19 pandemic and related school closures, the Head Start program was unable to maintain regular contact with a number of families.
 - Services - Unable to track if family received emergency services within 48 hours. Child Plus, the current data entry system, does not track the amount of time in which a service was received. Program staff continues to explore options.
 - Parent Interest Survey -EHS-CCP conducts a parent interest survey at the start of the program year, Head Start is investigating implementation of an interest survey.
- Child Health and Safety
 - Special Diets & Critical Health Concerns – The Head Start Program requires the unconfirmed special diets and critical health concerns are resolved within 45 days. The program will provide additional training and guidance related to data entry and program requirements.
 - Monitoring - Due to COVID-19, Health and Safety Monitoring was not able to complete the monitoring projects as scheduled. For the 2020-2021 school year, the Monitoring Team created a schedule to accommodate restrictions related to COVID-19.
 - Special Diet Menus – The EHS-CCP program found that menus for children with a special diet were not posted as directed by the program. Staff will provide additional follow up and training to applicable staff.
- Program Governance, Communication & Human Resources Internal Communication - COSA Staff
 - Trainings – Program staff will continue to provide support and training to Policy Council members on utilizing technology to join virtual meetings.
 - Communication – COVID-19 created additional barriers to communication with Policy Council members. Staff will continue to review the communication process.
 - Introductions – The program determined that there is a need to develop a system to introduce Policy Council Members to DHS
 - Making Connections - Develop a plan to improve connections between PCC and PC
 - Leadership Training - Develop a plan for expanding parent leadership training.
 - Develop a plan to increase communication and involvement Governing Body an PC members in more program wide external and internal events
 -

Strengths

- Monitoring, Systems & Analysis
 - Data Review and Program Goals – The program has a system to identify goals for the program. The DHS Head Start Program is data informed and has an ongoing system to review data at the classroom, campus, district, and program level across all content areas.

- Virtual Meetings – DHS Head Start has an established web conferencing tool that several staff had experience using. In addition to the availability of technology, allowed the program to easily shift from in-person to remote work.
 - Student Outcome Data – DHS Head Start has a system to collect and aggregate Child Outcome Data three times a year. The data is reported at the classroom, campus, district, and program level.
 - Monthly Data Review – DHS Head Start compiles and distributes monthly program data reports. Despite hardships related to COVID-19, the program continued to provide the monthly data reports with a focus on family and student outcome.
 - PIR –During the 2019-2020 program year, the Office of Head Start did not require programs to report the annual Program Information Report (PIR). DHS Head Start continued to monitor PIR Data and conducted weekly and monthly PIR audits.
 - CIR – DHS Head Start has a system of reporting and follow up for Critical Incidents. During the 2019-2020 program year, staff developed a system to identify trends. While the Head Start Program continues to work to ensure Critical Incident Reports are submitted within 24 hours, the EHS Education Service Providers met the 24-hour reporting requirement.
 - Monitoring Findings – The EHS Program has a system to ensure all non-compliances are abated/corrected by the due date.
 - Child Care Licensing – The EHS Program has system to ensure child care licenses are renewals are completed on time. Staff will continue to work with child care center staff to develop and implement a system for child care license renewals.
- Early Learning
- School Readiness Goals – The DHS Head Start Parent Handbook was revised to include the Program School Readiness Goals. This ensured that all families receive a copy of the School Readiness Goals.
 - CLASS – The EHS Program provided introductory CLASS training to all staff and peer coaches. In addition, the EHS Program has two certified CLASS Trainers for both Infant and Toddler CLASS.
 - CLASS Observations – The EHS Program implemented additional training for CLASS Observers. During the 2019-2020 program year, all EHS classrooms were observed using the CLASS Tool. One hundred percent of the data collected during the observations was submitted and analyzed. During previous program years, concerns related to fidelity to the CLASS tool, prevented data from being submitted.
 - Quarterly Meetings - EHS Program staff implemented quarterly support meeting for education service providers with a focus on curriculum fidelity.
 - Monitoring – DHS Head Start Program teachers continue to work to meet the needs of children in the classroom. The program found less than 5% of findings related to Individualized learning plans during Monitoring review and less than 15% of findings related to disability services
 - Student Assessment Information – EHS Staff provided training to Education Service Providers on how to enter student information into the LAP system. EHS teachers and staff successfully entered student information into the LAP system.

- Dual Language Learners – The EHS program provided professional development for all staff focused on dual language learners. All teachers who support DLLs received training
- Request for Support – Both Head Start and EHS developed and implemented a system to identify teachers and students in need of support services.
- Coaching – While coaching continues to be an area of focus for the program, both EISD and SAID identified a research based coordinated coaching system.
- ERSEA –
 - Enrollment, Eligibility and Selection - Applications were processed within 60 days
 - Recruitment - Recruitment was conducted by a marketing firm increasing our website and social media participation significantly; County wide HS/PK Round Up Campaign and ERSEA Consortium collaboration. Due to COVID-19 we were not able to recruit in-person
- Family and Community Engagement
 - Head Start and EHS-CCP FSW are trained annually. Training may include ERSEA refresher, updates to F&C Support Services including assessments and goal setting and Program Governance
 - 97% of families enrolled in the EHS-CCP program received at least one or more services
 - EHS-CCP has a system for Qualitative file reviews
 - 71% of parents made progress towards completion of an identified Family Self-Sufficiency goal by the end of the program year
 - 93% of parents made progress towards completion of an identified Family Life Practice goal by the end of the program year
- Child Health and Safety
 - DHS Head Start requires that all children have a copy of their most physical exam/well child exam within 90 days of entry into the program. During the 2019-2020 program year, 98% of children had a physical exam/well child exam within 90 days of date of entry. In addition, despite barriers created by closures related to COVID-19, the program continued to provide support to families to help
 - Dental treatment complete and in progress for children with dental concerns was up by 10% of the established benchmark.
 - Two points of entry of determining a child's medical/dental home and medical insurance – at 100% in meeting the 30-day benchmark.
 - 11% non-compliances related to special diets were identified by CoSA Monitoring Team; set benchmark is at 20% (9% below the benchmark)
- Program Governance, Communication & Human Resources
 - Community representatives attend 50% of Policy Council meetings.
 - Policy Council meets quorum every month.
 - Policy Council meets quorum every month.
 - Engagement of policy council members
 - 187 parents applied for Policy Council
 - Campaign Day was attended by
 - Staff attended 100% of campuses to recruit and review Policy Council

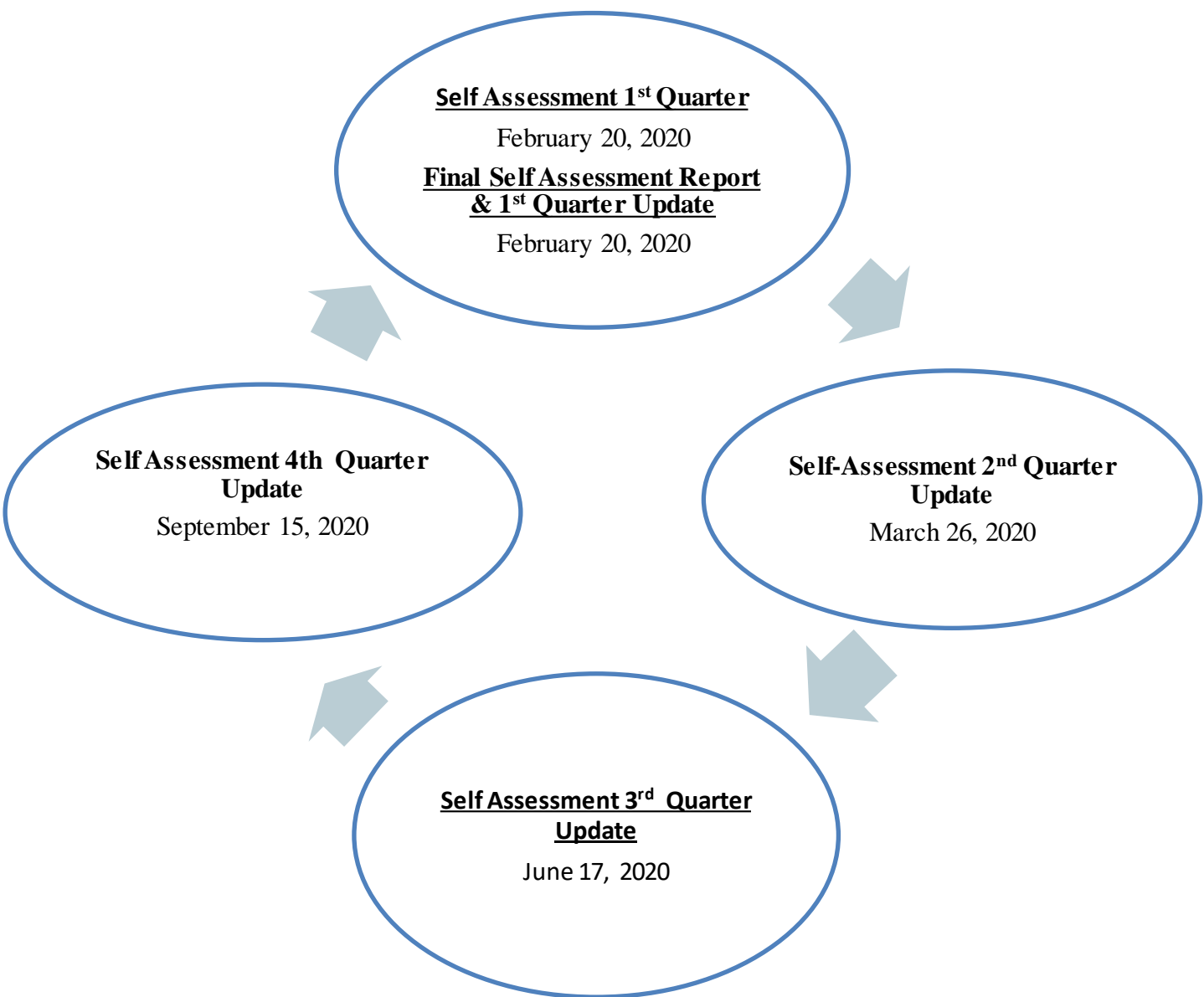
- PC Members participate in internal events, recruitment events, interviews, local conferences and workshops, parade

Summary of Report

Overall, DHS Head Start continues to utilize program data to guide and inform the decision making process. The program is compliant with the Head Start Program Performance Standards and continues to strive towards high quality through continuous improvement. While the program strives to meet or exceed the Five-Year Strategic Plan objectives, there is still room for improvement. The identified strengths and areas of improvement will assist the program in reevaluating goals and measures for the next 5-Year Strategic Plan. The Self-Assessment process will continue to be used for ongoing assessment of all program services to promote compliance with Head Start Program Performance Standards and to ensure the needs of DHS Head Start children and families are met.

APPENDIX A

Self-Assessment Process



Approval of 2019-2020 Annual Report





HUMAN SERVICES
CITY OF SAN ANTONIO



CONTENTS

	Page
Mission and Vision	3
Program Governance	4
Five Year Continuum of Head Start Services	8
Head Start Program Model	9
Approach to School Readiness	10
Child Outcomes	12
CLASS	14
Early Childhood Education	16
Infant, Toddlers & Family Program Report	17
Pre K Children & Family Program Report	18
Health & Wellness	19
Family & Community Support	20
Transitions	23
Financial Report	25
Monitoring	27

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

www.SaHeadStart.org



Photography Credits: Fred Gonzales & Jesus Fonseca



MISSION & VISION



HUMAN SERVICES
CITY OF SAN ANTONIO

MISSION

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

CORE Values

Teamwork • Integrity • Innovation • Professionalism



HEAD START
City of San Antonio
Department of Human Services

MISSION VISION

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

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



EDUCATION



**FAMILY
SUPPORT**



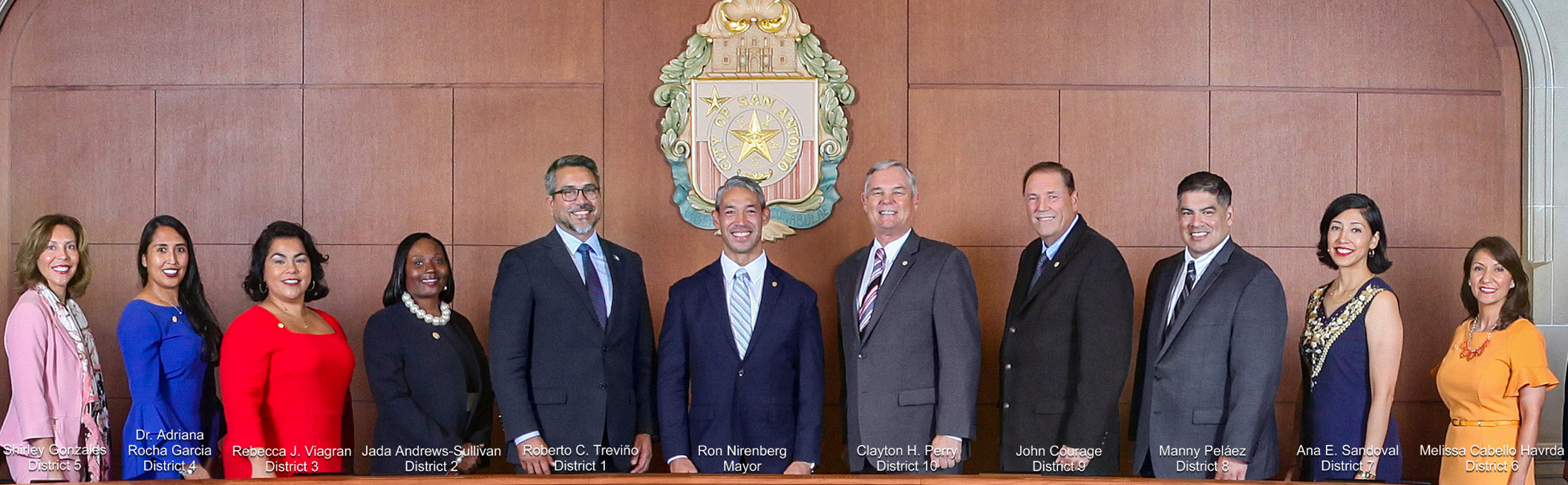
HEALTH



**ENVIRONMENTAL
HEALTH &
SAFETY**



**HIGHLY
QUALIFIED
STAFF**



CITY COUNCIL & STAFF 2019-2021

GOVERNING BODY

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

Left to Right:

- Distirct 5** Shirley Gonzales
- Distirct 4** Dr. Adriana Rocha Garcia
- Distirct 3** Rebecca J. Viagran
- Distirct 2** Jada Andrews-Sullivan
- Distirct 1** Roberto C. Treviño
- Mayor** Ron Nirenberg
- Distirct 10** Clayton H. Perry
- Distirct 9** John Courage
- Distirct 8** Manny Peláez
- Distirct 7** Ana E. Sandoval
- Distirct 6** Melissa Cabello Havrda



COMMUNITY ACTION ADVISORY BOARD

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

Left to Right:

Redeemer Presbyterian Church	Pastor Victor Martinez
Westat	Kathleen Barfield
UIW School of Osteopathic Medicine	Emma Santa Maria, Ph.D.
City Council District 7	Brandi Pena
Northern Hills United Methodist	Pastor Abdon Garza
City Council District 3	Ruben Lizalde
Area I	Holly Frindell
Area II	Delia Martinez
Area V	John Canales
300 Seconds, Inc	Demetric Byrd

*This photo includes 10 out of 15 CAAB members



POLICY COUNCIL

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

Pictured Bottom Row: Becky Maldonado, Josefina Macias, Joe Betty Garcia, Tanya Bocanegra (Chair), Naomi Castellanos, Yvanimarie De Jesus, Janice Garcia

Top Row: Jeremiah Rivera, Rosalinda Huerca Peña, Melinda Pina, Metta E. Helms, Elena Araceli Martinez, Rebeca Anguiano, Alice Alvarez

Not Pictured: Christen Charles, Nancy Joan Gallegos, Jessica Ruiz

Working in partnership with DHS Head Start staff to govern the Head Start programs, the HSPC authorized services in 2019 -2020 for a funded enrollment of 3,236 children:
EHS-CCP- 216 children,
EISD- 777 children,
and SAISD- 2,243 children.



HEAD START POLICY COUNCIL EVENTS



FIVE YEAR CONTINUUM OF HEAD START SERVICES



216
Infants &
Toddlers

3,020
pre-kindergarten

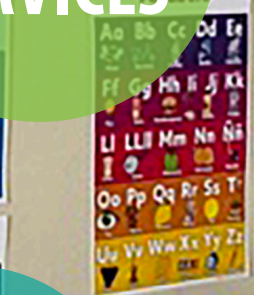
The City of San Antonio's Department of Human Services (DHS) serves as the grantee for the Head Start (HS) and Early Head Start-Child Care Partnership (EHS-CCP) programs in the Edgewood and San Antonio Independent School Districts, serving 216 infants and toddlers from six weeks to 35 months in EHS-CCP,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

**HEALTH
SERVICES**

**NUTRITION
SERVICES**

**FAMILY
SUPPORT**

**EDUCATION
& DISABILITY
SERVICES**



HEAD START PROGRAM MODEL

6 WEEKS-5 YEARS OLD

City of San Antonio

- Program Governance
- Health Case Management
- Family & Community Engagement
- Wellness Support Services
- Training & Technical Assistance
- Monitoring & Oversight



Education Service Providers

EHS-CCP

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

Head Start

- Edgewood ISD
- San Antonio ISD



Metro Health
Dental Services

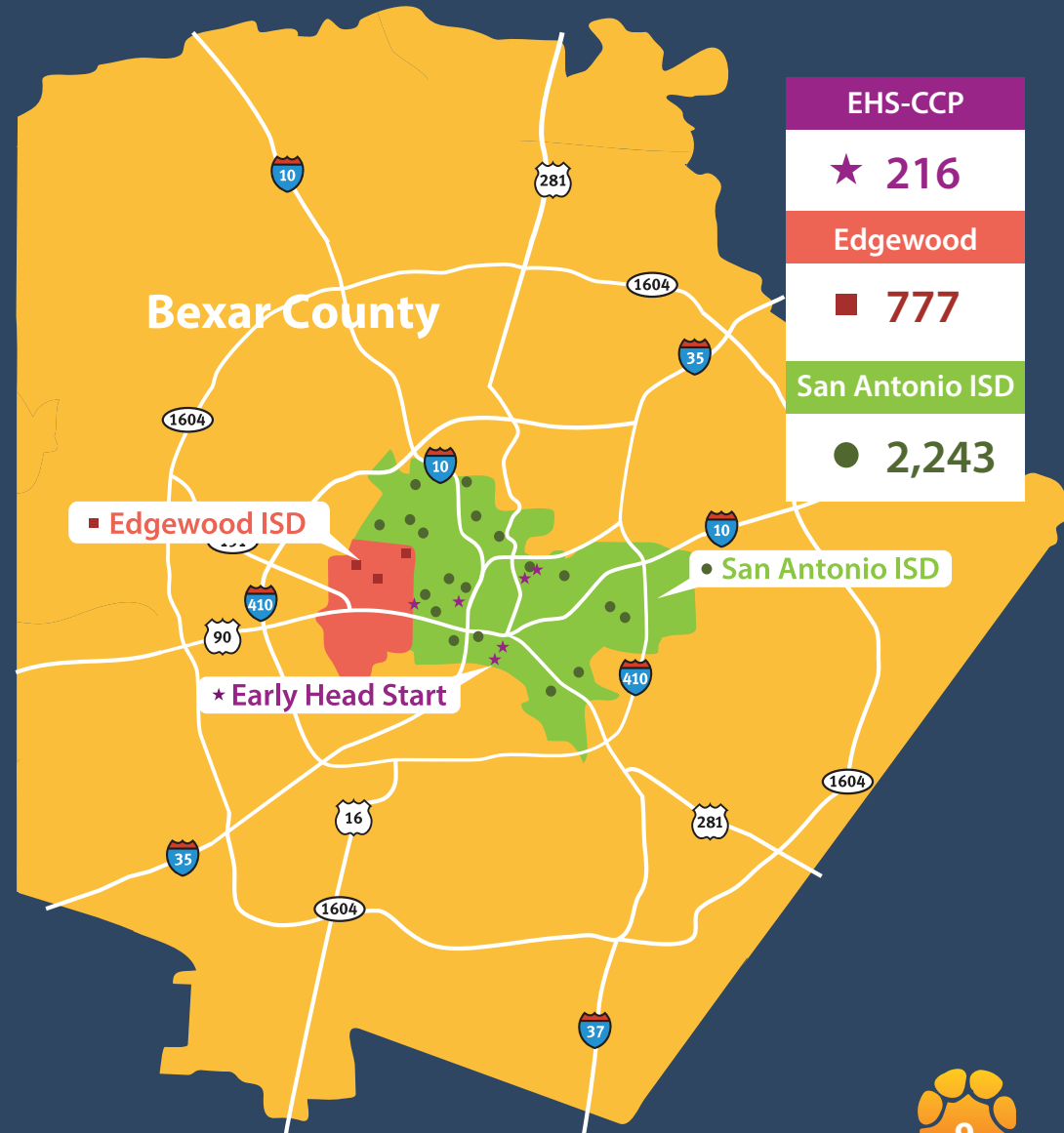


University of the
Incarnate Word
Medical Services



2019-2020 Program Service Area and Sites

3,236 FUNDED ENROLLMENT



APPROACH TO SCHOOL READINESS & HEAD START ACTIVITIES

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

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



SCHOOL READINESS GOALS

Approaches to Learning

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

Social and Emotional Development

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

Language & Literacy

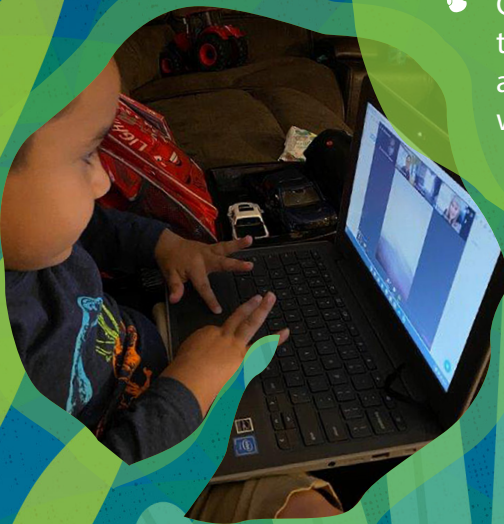
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.
- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop skills in listening and understanding and using words/actions to respond to others.

Cognition

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

Perceptual, Motor, & Physical Development

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





2019 - 2020

Child Outcomes & Assessment Summary

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

The Early Learning Accomplishments Profile, or E-LAP, is the primary assessment tool used by the Early Head Start-Child Care Program, and the Learning Accomplishments Profile- 3rd Edition, or LAP-3, is the primary assessment tool used by the Head Start Program. The E-LAP and the LAP-3 are both criterion referenced assessments that measure a child's developmental progress throughout the program year.

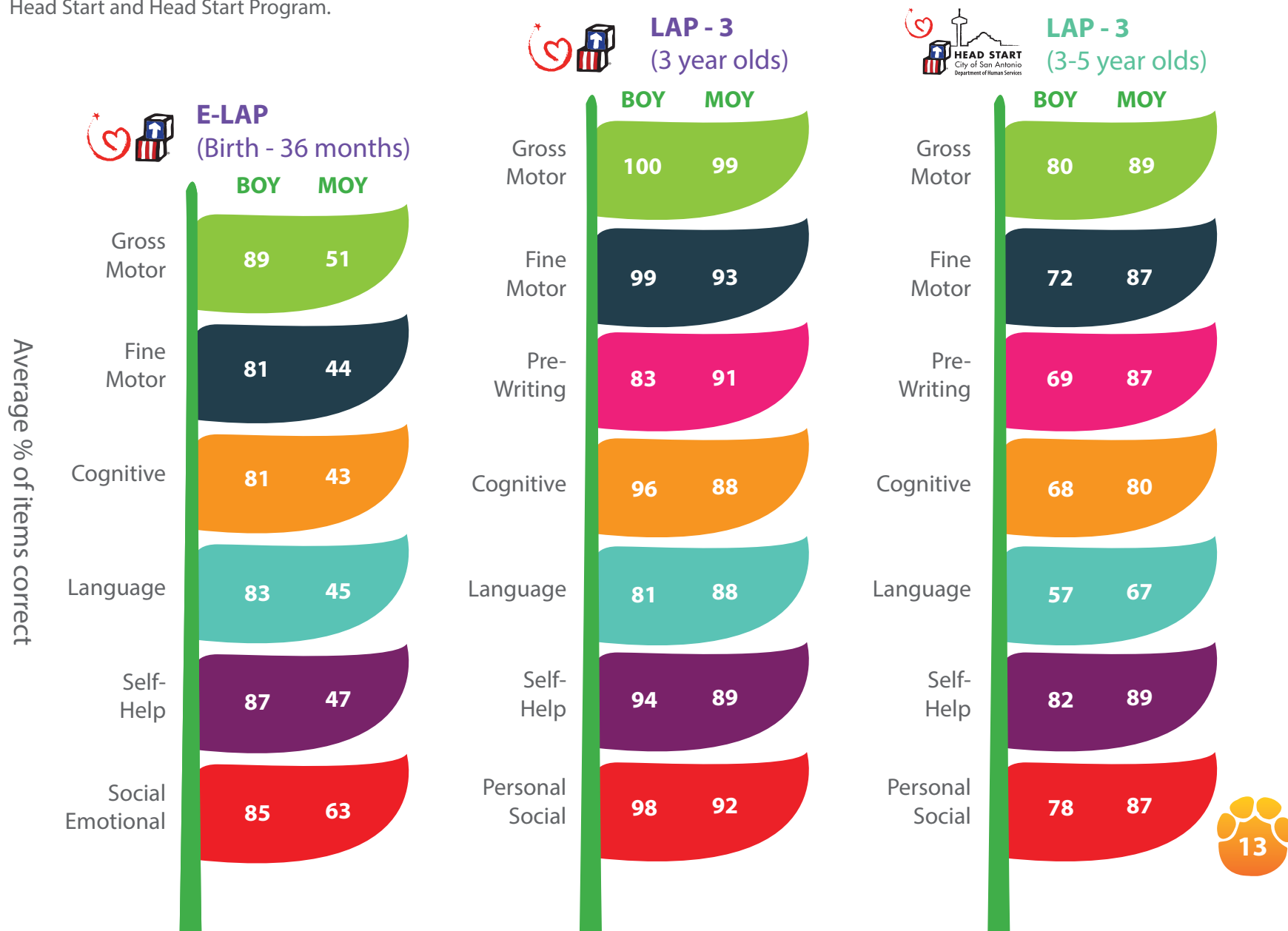
The LAP System is research-based and aligned to the Head Start Early Learning Outcomes Framework. Students are assessed three times a year with the LAP System, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Due to COVID-19, the EOY assesment was not conducted.

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

Child Outcomes

The tables below provide program level data for the Beginning-of-the-Year (BOY) and Middle of the Year (MOY) for the 2019-2020 school year for children ages birth to 36 months old assessed with the E-LAP and children ages 36-72 months old assessed with the LAP-3.

The tables show the percentage of children that scored ON TARGET at BOY and the percentage of children that scored ON TARGET at MOY. The percentage of children that scored ON TARGET fluctuated from BOY to MOY for children birth to 36 months old and children 36 months old enrolled in the Early Head Start Program. The percentage of children that scored ON TARGET increased across all domains for children 36 months old to 72 month olds enrolled in the Head Start Program. The largest increase from BOY to EOY was in Pre-Writing for both the Early Head Start and Head Start Program.



CLASS

The Classroom Assessment Scoring System™

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

Early Head Start-Child Care Partnership

During the 2017-2018 school year, the EHS-CCP program began using the Infant and Toddler CLASS™ instruments. Each EHS-CCP classroom received a CLASS™ observation in Fall 2019. The data collected from the CLASS™ observations serve as a guide for professional development for teaching staff to improve interactions that support children's learning and child outcomes. Early Language Support and Quality of Feedback are areas of focus for the EHS-CCP Program.

***100% of Classrooms Observed**

Infant CLASS™ Observation Scores

	DIMENSIONS				DOMAIN
	Relational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	Responsive Care giving
2017	5.55	5.15	4.6	4.05	4.84
2018	5.92	5.46	4.63	4	5
2019	5.08	4.96	3.92	3.67	4.41

Toddler CLASS™ Observation Scores

	DIMENSIONS					DOMAIN
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	Emotional & Behavioral Support
2017	5.69	1.36	5.14	4.83	4.56	5.37
2018	5.54	1.64	5.11	4.71	4.89	5.32
2019	5.88	1.52	5.29	4.6	4.67	5.38

	DIMENSIONS			DOMAIN
	Facilitation of Learning and Development	Quality of Feedback	Language Modeling	Engaged Support for Learning
2017	3.67	3.11	3.22	3.33
2018	3.89	3.25	3.36	3.5
2019	2.93	2.45	3.07	2.82



City of San Antonio Head Start Program Pre-K 2014 – 2015 through 2019 – 2020 Internal Monitoring CLASS Results

During the 2019-2020 school year, DHS Head Start did not conduct CLASS Observations due to COVID-19. The table below provides the results from the previous year's CLASS Observations.

As a part of the Head Start Monitoring System, the Office of Head Start conducted an on-site CLASS Federal Review, February 24-28, 2020. Fifty-five classrooms received a CLASS Observation. Based on the results of the CLASS Federal Review, two circumstances may require a grantee to re-compete:

- Average scores fall below the established minimum threshold in any of the three domains
- Scores that fall below 10% of all grantees reviewed

The table below provides the results from the CLASS Federal Review.

City of San Antonio Federal Review Results and Office of Head Start Thresholds

Source	Emotional Support	Organization	Instructional Support
2019-2020 OHS Monitoring	5.8500	5.6788	2.6818
Standard of Excellence	6	6	6
Minimum Threshold	4	3	2



Emotional Support



Classroom Organization



Instructional Support

2014 - 2015*

5.57

4.84

2.91

2015 - 2016*

5.82

5.18

2.86

2016 - 2017*

5.65

5.02

2.99

2017 - 2018*

5.78

5.16

2.98

2018 - 2019

5.75

5.19

3.12

2019 - 2020**

*60% of classrooms observed

**Canceled due to COVID-19

EARLY CHILDHOOD EDUCATION



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

Curriculum

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

Primary Curriculum

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

Supplemental Curriculum

I am Moving I am Learning
Head Start - Cavity Free Kids

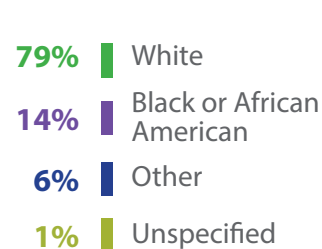
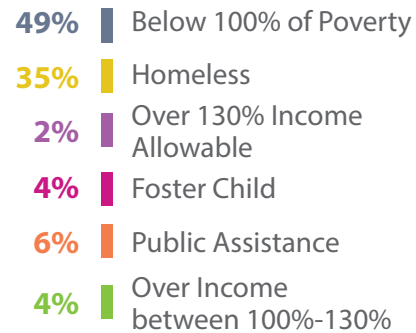
Texas Rising Star

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

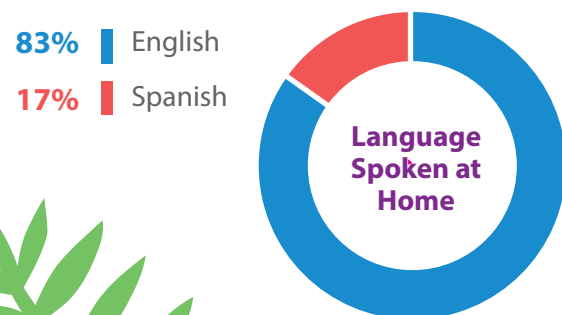
Blessed Sacrament	★★★★★
Healy Murphy	★★★★
Ella Austin	★★★★
YWCA	★★★★
Seton Home	★★★

Infants, Toddlers & Family Program Report

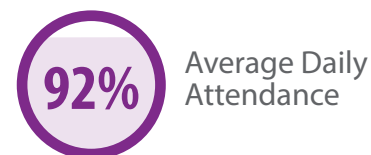
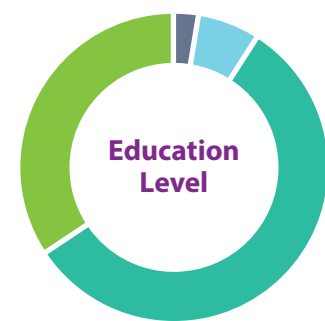
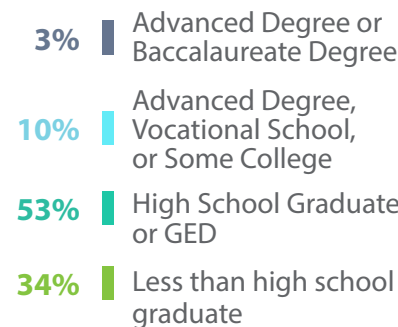
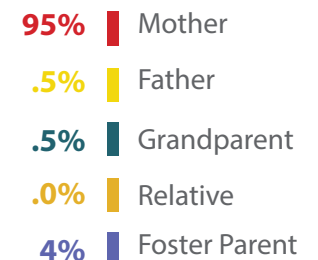
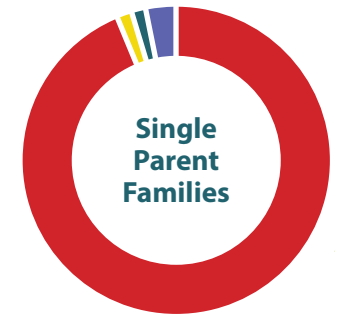
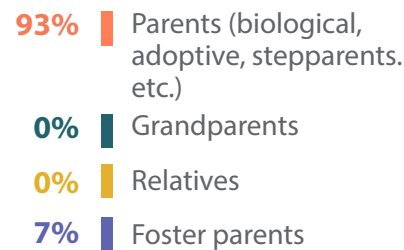
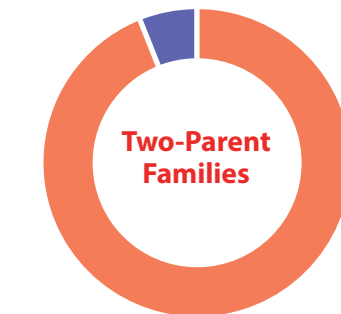
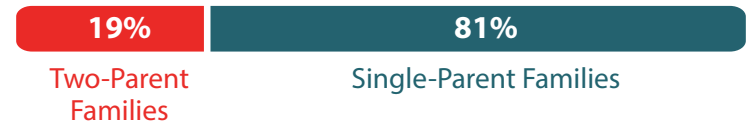
Early Head Start-Child Care Partnership Program served **268** unduplicated children during the 2019-2020 Program Year



87% of children served are Hispanic



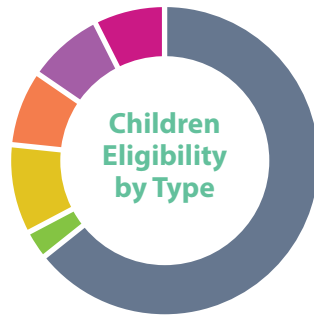
Family Household



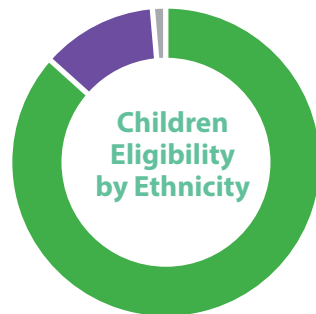
Pre k Children & Family Program Report

Head Start served **3,344** unduplicated children during the 2019-2020 Program Year

- 66%** Below 100% of Poverty
- 2%** Foster Child
- 13%** Over 130% Income Allowable
- 11%** Homeless
- 7%** Public Assistance
- 6%** Over Income between 100%-130%

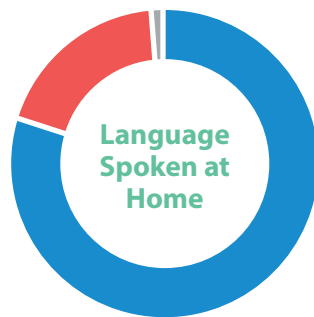


- 86%** White
- 12%** Black or African American
- 0%** Other
- 0%** Unspecified
- .0%** Native American
- .018%** Pacific Island
- .036%** Asian
- 1.38%** Multi/ Bi-Racial

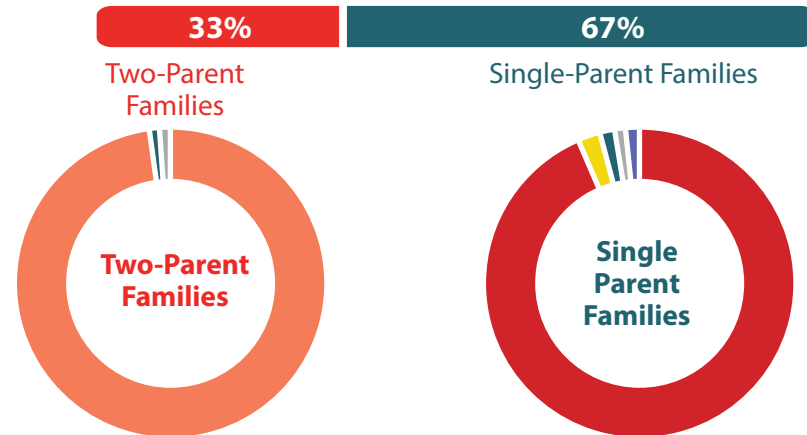


89% of children served are Hispanic

- 79.2%** English
- 20.4%** Spanish
- .3%** Middle Eastern & South Asian
- .03%** European & Slavic Languages
- .0%** Unspecified
- .06%** Other



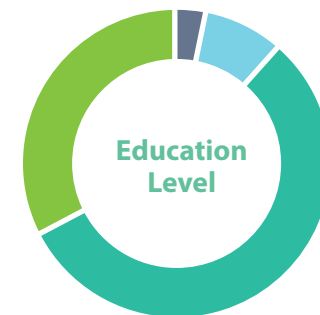
Family Household



- 98.1%** Parents (biological, adoptive, stepparents, etc.)
- .8%** Grandparents
- .3%** Relatives
- .8%** Foster parents

- 93.2%** Mother
- 3.6%** Father
- 1.5%** Grandparent
- .2%** Relative
- 1.8%** Foster Parent

- 4%** Advanced Degree or Baccalaureate Degree
- 11%** Advanced Degree, Vocational School, or Some College
- 55%** High School Graduate or GED
- 30%** Less than high school graduate



Average Daily Attendance



Disability Enrollment

HEALTH & WELLNESS

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

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



285
Referrals
for Wellness
Support Services



EHS-CCP Completed

- 83%** Dental Exams
- 94%** Well Child Exams
- 65%** Lead Tests
- 37%** Hemoglobin Tests
- 96%** Vision Screenings
- 97%** Hearing Screenings

Head Start Completed

- 86%** Dental Exams
- 97%** Physical Exams
- 33%** Lead Tests
- 93%** Vision Screenings
- 93%** Hearing Screenings

During the 2019-2020 school year, some health services were put on hold due to COVID-19. The program will resume health services during th 2020 - 2021 school year, as safely as possible.



100

Child Passenger
Car Seat Safety
Inspections



29

Nutrition
Education Classes

FAMILY & COMMUNITY SUPPORT

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

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

Empowering Parents

Recognizing the critical role of parents as their child's first teacher, the DHS Head Start Program provides a variety of opportunities for parent engagement and leadership. These activities promote parent engagement in their child's education through advocacy and the development of relationships among peers and the community. However, due to COVID-19, we are exploring alternative ideas to foster the development of relationships with peers and community through virtual meetings and activities for this coming year but since March 9, 2020, all activities, trainings, conferences, and meetings were canceled for the remainder of the 2019-2020 school year.

Head Start families participated in the following activities:

- Car Seat Safety Inspections
- Community Resource Support Services
- Diversity Conference
- Emergency Preparedness Class
- Food Distribution Events
- Fatherhood Initiatives
- Governance & Leadership
- National Head Start Association Parent Conference
- Nutrition Education Workshops & Food Demonstrations
- On-Site Flu Clinics
- Parent Training Sessions
- Ready Rosie Parent Workshops
- SA Kids Breathe
- San Antonio Green and Healthy Homes
- Texas Autism Conference
- Triple P - Positive Parenting Program



FAMILY & COMMUNITY SUPPORT

- 3,280** Families served
- 1,840** Families that received at least one supportive service during the program year
- 3,215** Goals set by Head Start families
- 88%** Goals that families achieved or made progress towards achieving

Parent/Guardian educational attainment

- 235** A grade in school (lower than High School)
- 275** High School Diploma/GED
- 65** Bachelors & Associates
- 99** Job training program, professional certificate, or license

Job Training - A Pathway to Success Partnership

During the 2019-2020 program year, the DHS Head Start Division continued its partnership with Pre-K 4 SA to implement a Child Development Associate (CDA) Credential Class for parents/guardians. The CDA Credential Class was expanded to two sites, and 16 parents completed this seven month course and are on their way to earning CDA Credential.





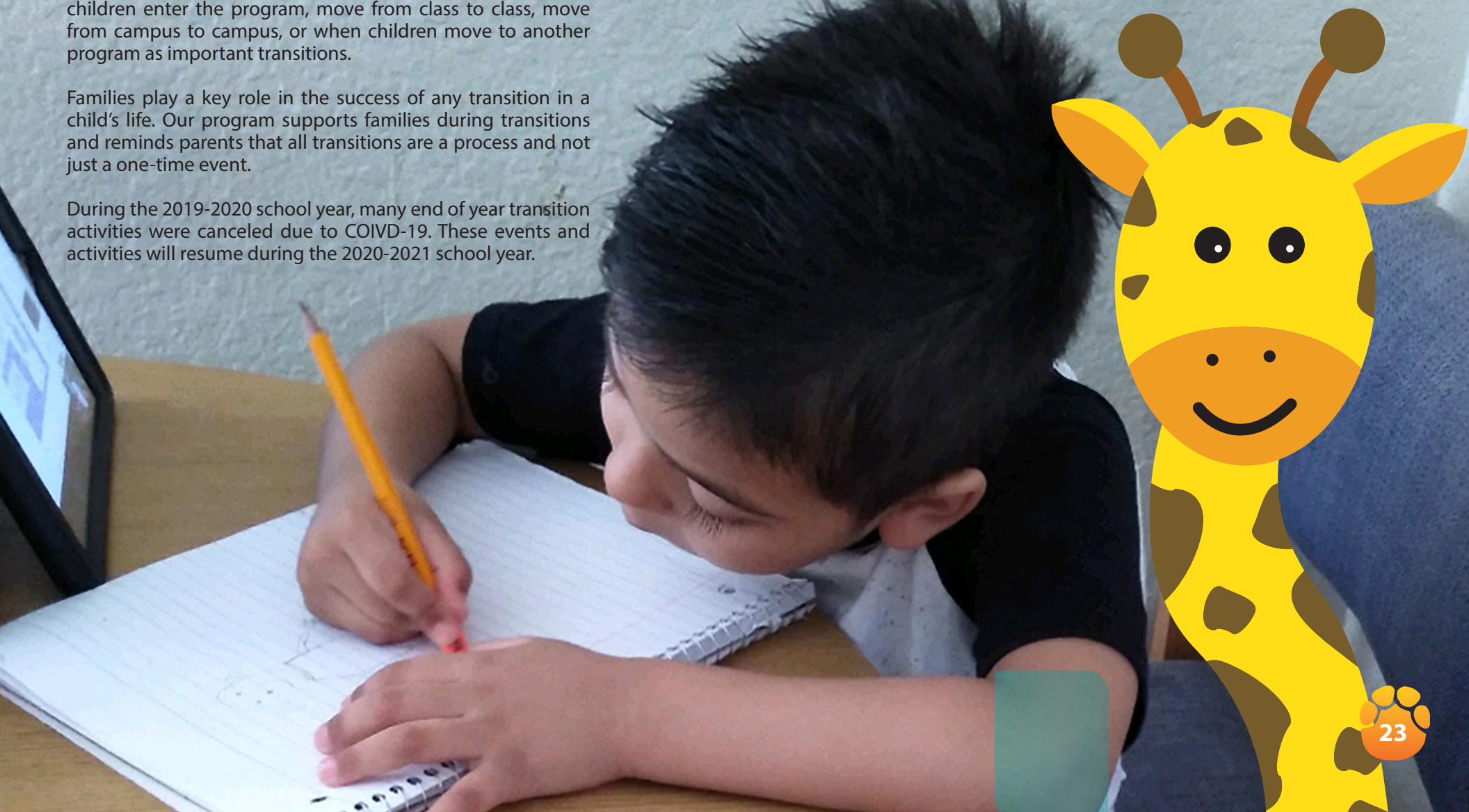
Transitions

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

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

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

During the 2019-2020 school year, many end of year transition activities were canceled due to COVID-19. These events and activities will resume during the 2020-2021 school year.



TRANSITIONS



82

EHS - CCP

children transitioned
to Head Start or
another Pre-K program

1,395

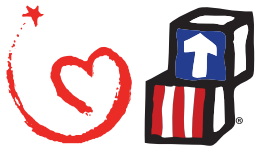
Head Start

children transitioned
to Kindergarten



Transition Activities & Strategies

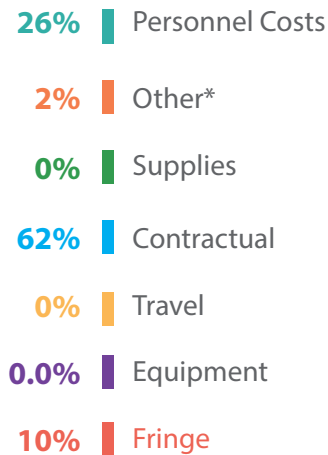
- Meet the Teacher for new EHS-CCP and Head Start children and families
- Individualized meetings to prepare families for transition
- Transition letters/reminders sent to families throughout a transition period
- Parent Connection Committee Meetings
- Recruitment events for Head Start enrollment is shared with EHS-CCP families
- Local school district information is shared with EHS-CCP families living outside of Edgewood and San Antonio Independent School Districts
- Head Start administrators, education specialists, and disability coordinators attend EHS-CCP transition meetings
- Teachers discuss transitions during the end-of-year Parent/Teacher Conferences & Home Visits
- Program staff participate in Early Childhood Intervention Transition meetings
- Head Start registration events
- Elementary school registration events



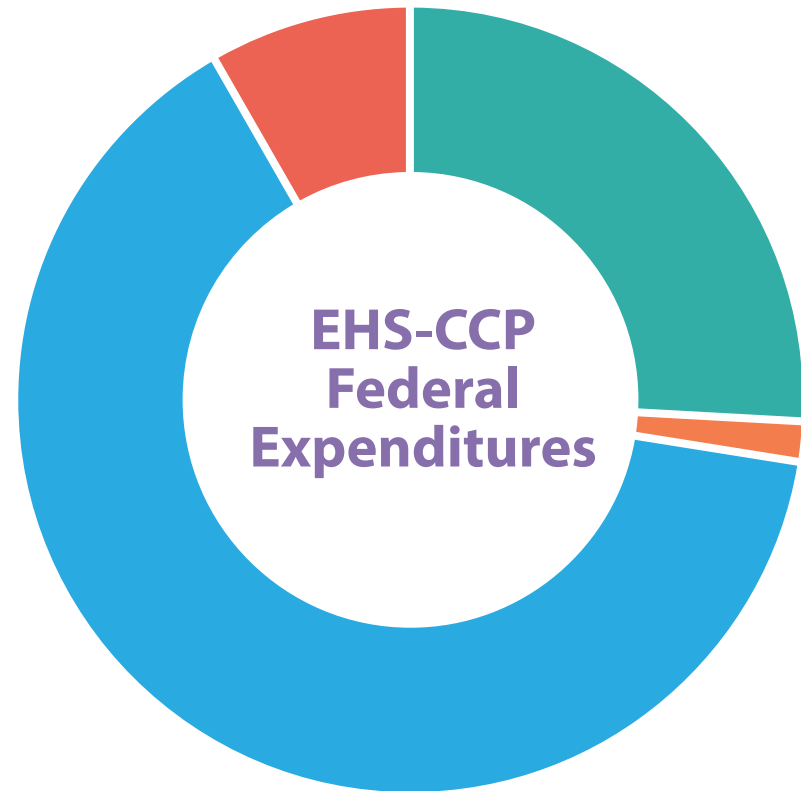
FINANCIAL REPORT

Early Head Start- Child Care Partnership

AUG. 1, 2019 - JUL. 31, 2020	Budget	Actual	Variance to Budget
Total Federal	\$2,847,532	\$2,770,768	\$76,764
Non-Federal	\$711,883	\$546,025	\$165,858
Total Budget	\$3,559,415	\$3,316,793	\$242,622



*Building Maintenance, Utilities, Rent, Printing, and etc.



Statistics provided in the graph are representative of the Federal Funds provided by the Department of Health and Human Services for this 2018-2019 Early Head Start Child Care Partnership Grant Year. The Federal Funds provided account for 80% of the total Grant budget; The remaining 20% is comprised of Non-Federal match funds provided by the City of San Antonio and it's Education Service partners.

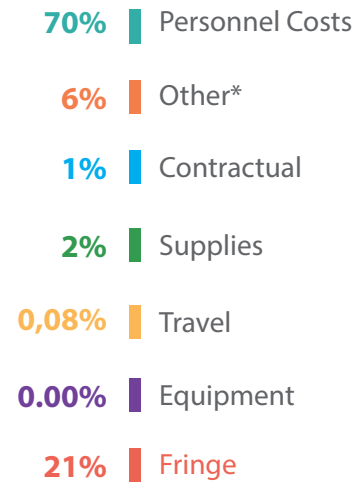
Grant Thornton LLP is completing an audit of the City of San Antonio for the period ending September 30, 2019. Once the audit is completed, a copy of the most recent audit can be found at sanantonio.gov/Finance/bfi/cafr



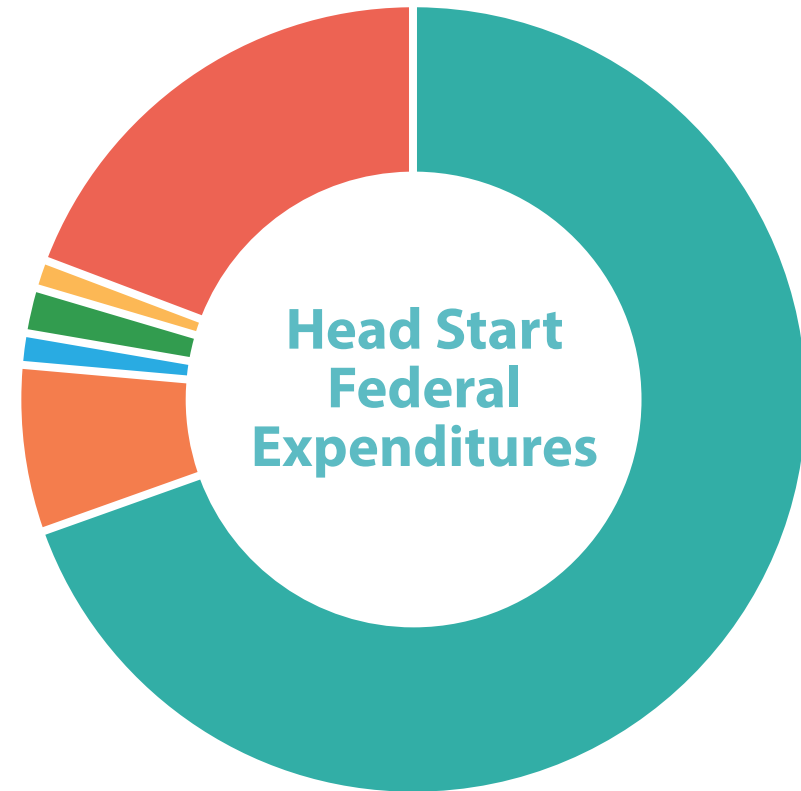
FINANCIAL REPORT

Head Start

	FEB. 1, 2019 - JAN. 31, 2020	Budget	Actual	Variance to Budget
Total Federal		\$23,764,616	\$23,640,700	\$123,916
Non-Federal		\$5,941,154	\$5,941,154	\$ 0
Total Budget		\$29,705,770	\$29,581,854	\$123,916



*Building Maintenance, Utilities, Rent, Printing, and etc.



Statistics provided in the graph are representative of the Federal Funds provided by the Department of Health and Human Services for this 2018-2019 Head Start Grant Year. The Federal Funds provided account for 80% of the total Grant budget; The remaining 20% is comprised of Non-Federal match funds provided by the City of San Antonio and it's Education Service partners.

Grant Thornton LLP is completing an audit of the City of San Antonio for the period ending September 30, 2019. Once the audit is completed, a copy of the most recent audit can be found at sanantonio.gov/Finance/bfi/cafr

Federal Monitoring

The DHS Head Start Program uses a two-level monitoring system to ensure program compliance at the grantee and school district levels. The school districts have an internal monitoring system established for ongoing review of services. This monitoring system allows for multiple levels of review and continuous program improvement. The monitoring methods include site visits, both announced and unannounced, child file reviews, interviews, and surveys. For the 2019-2020 school year (SY), the grantee completed 46 (fewer monitoring projects for 2019-2020 due to COVID-19) Head Start monitoring projects.

The EHS-CCP program uses a three-tiered monitoring system to ensure program compliance at the grantee and child care service provider levels. First tier monitoring is completed by the Texas Department of Health and Human Services-Texas Child Care Licensing to ensure compliance with minimum standards. DHS is responsible for the second tier monitoring of the child care service providers (direct monitoring). The State of Texas Rising Star (TRS) system provides the third tier of monitoring support. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas and monitors five of the six child care providers who participate in this system. The grantee completed over 75 (fewer monitoring projects for 2019-2020 due to COVID-19) EHS-CCP monitoring projects during the 2019-2020 school year.

The Office of Head Start (OHS) uses the Head Start monitoring System to measure the performance and accountability of Head Start programs across the country. OHS assesses grantee compliance with the Head Start Performance Standards, the Head Start Act, and other regulations. The Head Start Monitoring System gives OHS a multi-year perspective on grantee operations with a focus on performance, progress, and compliance. It also provides grantees with opportunities for continuous improvement. This system conducts of and on-site reviews, and disseminates its findings through formal monitoring reports. During the 2019-2020 program year, the DHS Head Start Program received the following Federal Monitoring Reviews:

REVIEW	DATE	TYPE OF REVIEW	FINDINGS
Focus Area One: Understanding the Approach to Program Services	Dec. 9 -13, 2019	Off-site Review	None
Classroom Assessment Scoring System (CLASS®)	Feb. 24-28, 2020	On-site Review	None



HUMAN SERVICES
CITY OF SAN ANTONIO



1227 Brady Blvd
San Antonio, TX 78207

210-206-5500 | SaHeadStart.org

 [@sanantonioheadstart](https://www.facebook.com/sanantonioheadstart)

 [@headstartsa](https://twitter.com/headstartsa)

 [@headstartsa](https://www.instagram.com/headstartsa)

***Approval of the
Early Head Start
Child Care Partnership (EHS-CCP)
Carry Over Application***





Grant No: 06HP000255
Attachment A

**City of San Antonio Early Head Start-Child Care Partnership
Amendment Carryover Request – Reprogram Application**

Program Year 2020-2021

Project Summary

The City of San Antonio (City), Department of Human Services (DHS), as the grantee for the Early Head Start – Child Care Partnership (EHS-CCP) Program, submits the enclosed Carryover Request – Reprogram application for consideration. This request is to carryover unobligated funding in the total amount of \$39,398.00 from the budget period ending July 31, 2019.

Unspent Balance Explanation

HP000255	Project Period 8/1/19 – 7/31/20	Variance %
Federal Awarded	\$3,559,415	100%
Expenditures	\$3,520,017	98.9%
Unspent Funds	\$39,398	1.1%

The EHS-CCP program left \$39,398 of our federal award unspent. The primary reasons for the balance were attributed to:

- Vacancies and fringe associated with positions within DHS. The City of San Antonio put a hiring freeze in place at the onset of the COVID-19 (COVID) pandemic lasting until mid-July 2020.
- Other unspent funds were associated with suspension of travel, contractor's inability to complete work and supply orders unable to be fulfilled due to the COVID shut down.

Plan for Carryover Funding

The additional funds will allow the overall program to provide opportunities for continued improvements in the child care centers' facilities, playgrounds, and classrooms. Program staff will continue to enhance safe and optimal learning environments for children, families and staff by replacing items that need replacing. Table 2 represents the proposed allocations for the child care service providers based on identified needs of the program.

Table 2: Proposed allocations

Service Provider	Proposed Allocations
Blessed Sacrament	\$6,567
Ella Austin	8,755
Healy Murphy	11,673
Inman Christian	5,107
Seton Home	3,648
YWCA	3,648
Total*	39,398

**Some totals may vary due to rounding*

Working with the child care service providers, DHS provided a template and proposed allocation to gather the input on their needs for their centers. Each plan was reviewed and questioned, when appropriate, for quality enhancements and replacement items for both indoor and outdoor areas. Across the board, all service providers requested new and enhanced items to improve their outdoor learning areas.

Table 4. Ongoing Quality Enhancements

Provider	Examples of need
Blessed Sacrament Academy	Outdoor playground security camera, Bye-Bye Buggies, garden center supplies and materials to enhance outdoor learning areas, interlocking wood sand box/sand and E-Lap and Creative Curriculum replacement items.
Ella Austin	Portable sinks for playground, replacement mulch, trikes and helmets, Ring Doorbell, additional office and art supplies, replacement crib and mat sheets and new feeding chairs.
Healy Murphy	Replacement mulch for playground, additional office and art supplies, new books, supplies for parent engagement kits, teacher resource books, Creative Curriculum replacement.
Inman Christian	Additional trikes, helmets, traffic signs for trike area, storage shed, wood sand box/sand, indoor/outdoor chairs for outdoor library center, additional infant activity play center and area carpets for all rooms,
Seton Home	Outdoor play items to include storage containers, sensory ball, playground balls, wooden blocks, bird feeders and supplies, metal wind chimes, rhythm instruments for outside, replacement books, area carpets.
YWCA – Olga Madrid	Digital camera, playground enhancements, bulletin board, art drying rack, fold-out signs for child safety and slow kids at play, planter box supplies and materials to enhance garden area, 2 in 1 safety climbing ladder for toddlers and caterpillar climbing play structure for gym area and wall mount interactive unit.

Conclusion

DHS and the six (6) inner-city child care service providers are committed to the success of the EHS-CCP program. Receipt of the carryover request will provide the needed funds to continue to provide the highest quality infant toddler program to our children and families.



Grant No: 06HP000255
Attachment B

City of San Antonio
Early Head Start Program – Child Care Partnership
Carryover Request –Reprogram Application Request
Program Year 2020-2021
Budget Justification

1. Summary

The City of San Antonio (City), Department of Human Services (DHS), as the grantee for the Early Head Start-Child Care Partnership Program (EHS-CCP), submits the enclosed budget for the 2019-2020 amendment carryover request-reprogram application request from the period of August 1, 2019, through July 31, 2020, in the total amount of \$39,398.00 in unobligated operational funds. DHS will contribute \$9,850.00 in non-federal resources (20%) for a total funding of \$49,248.00.

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. Early Head Start – Child Care Partnership Budget Justification – Federal Share

Contractual Services _____ **\$39,398.00**

The DHS budget for contractual costs includes funding allocations for the following services: education, disabilities, nutrition, and health services to the 216 children enrolled in EHS-CCP. Service providers are contractually obligated to provide non-federal share in proportion to their allocations. DHS will disburse allocations to the service providers accordingly:

Service Provider	Proposed Allocations
Blessed Sacrament	\$6,567
Ella Austin	8,755
Healy Murphy	11,673
Inman Christian	5,107
Seton Home	3,648
YWCA	3,648
Total*	39,398

**Total may vary due to rounding*



Grant No: 06HP000255
Attachment B

TOTAL COST FOR FEDERAL SHARE _____ **\$39,398.00**

3. Early Head Start - Child Care Partnership Budget Justification – Non-Federal Share

School Readiness Home Learning Activities In-Kind \$9,850.00

- **School Readiness Home Learning Activities**

Specific monthly school readiness home learning activities are provided to all families. Activities were developed using resources such as Creative Curriculum, Ready Rosie and Conscious Discipline. Families indicate which of the 12 items they complete with their child to support classroom activities and return the monthly log to the teachers. (13 families @ 6 hours per month x 13.00 per hour x 10 months = \$10,140.00)

TOTAL COST FOR NON-FEDERAL SHARE _____ **\$9,850.00**

Note: Minor discrepancies due to rounding.

Approval of the Head Start Budget Amendment



Training on Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Process



***Approval of the 2021-2022
Head Start, EHS, EHS-CCP Program
ERSEA Matrices***



HEAD START

2021-2022 Selection Criteria Point Matrix

Description		Support Document(s)	Points	Total
Parent Status				
Working Parent: two parents		Application	25	
Working Parent: one parent		Application	15	
Non-Working Parent/s		Application	10	
Grandparent/Guardian		Application	25	
In School/Training: two parents		Application	25	
In School/Training: one parent		Application	20	
Teen Parent (<19 at time of application)		Application	20	
Single Parent		Application	20	
<u>Military Deployed: One Parent</u>		<u>Application & Military ID</u>	<u>25</u>	
<u>Military Deployed: Two Parents</u>		<u>Application & Military ID</u>	<u>35</u>	
Child Status				
Returning Child for 3 rd program year		ChildPlus	75	
English Language Learner		Home Language Survey	35	
Transition from Early Head Start		Application & 3 year old	300	
Sibling Currently Enrolled in Head Start		Application & Birth Certificate	30	
Sibling Currently Enrolled in EHS/EHS-CCP		Application	30	
3 year old (On Sept 1)		Application & Birth Certificate	10	
Family Status				
Child Protective Services (CPS) Safety Plan		CPS Safety Plan Documentation	55	
Immigrant/Refugee		Immigration Documents/ID	25	
Eligibility Status				
McKinney Vento		Verified SRQ	400	
Foster Child/Kinship		Foster / Kinship Placement letter	200	
Public Assistance (TANF & SSI)		TANF/SSI Documentation (Current award letter)	200	
Child Disability				
Individual Education Program (IEP) from ISD		Current IEP Verified by Disability Coordinator	250	
Individualized Family Service Plan/Early Childhood Intervention		IFSP/ECI Referral Verified by Disability Coordinator	100	
Suspected disability documentation from Licensed Professional		Dr. Letter Verified Disability Coordinator	45	
Income – Percentage of Poverty				
0%	20%	Child Plus Percentage of Poverty	200	
21%	40%	Child Plus Percentage of Poverty	180	
41%	60%	Child Plus Percentage of Poverty	160	
61%	80%	Child Plus Percentage of Poverty	140	
81%	100%	Child Plus Percentage of Poverty	120	
101%	130%	Child Plus Percentage of Poverty	60	
131%	Above 131%	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED				



2021-2022 Head Start Policy Index

Change
Required?

Description of Revisions Required

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

12

Selection Criteria Points Matrix - EHS

Yes

Military Deployed added


EARLY HEAD START

2021-2022 Selection Criteria Point Matrix

Early Head Start



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	25	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Military Deployed: One Parent	Application & Military ID	25	
Military Deployed: Two Parents	Application & Military ID	35	
Child Status			
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan	Current IFSP Verified by Disability Coordinator	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator	45	
EHS Additional Criteria			
Living within Zip Codes: 78228, 78237	Proof of Address	25	
Living within EISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF Documentation (current) SSI Documentation (current)	200	
0%- 20% Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			

<div> <div> <div>2021</div> <div>2022 Early Head Start</div> </div> <div>  <div> <div>HEAD START</div> <div>City of San Antonio</div> <div>Department of Human Services</div> </div> </div> </div> <div>Index</div> <div>Policy</div>		Change Required?	Description of Revisions Required
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)			
12	Selection Criteria Points Matrix - EHS	Yes	Military Deployed added



2021-2022 Selection Criteria Point Matrix Early Head Start



Deleted: 2020-2021

Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	25	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Military Deployed: One Parent	Application & Military ID	25	
Military Deployed: Two Parents	Application & Military ID	35	
Child Status			
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan	Current IFSP Verified by Disability Coordinator	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coordinator	45	
EHS Additional Criteria			
Living within Zip Codes: 78228, 78237	Proof of Address	25	
Living within EISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF Documentation (current) SSI Documentation (current)	200	
0%- 20% Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			

EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)



2021-2022 Selection Criteria Point Matrix Early Head Start – Child Care Partnership



Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	25	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Parent Enrolled with Partner Agency: two parents	Partner Documents	50	
Parent Enrolled with Partner Agency: one parents	Partner Documents	45	
Family enrolled in CCS	Partner Documents	75	
Military Deployed: One Parent	Application & Military ID	25	
Military Deployed: Two Parent	Application & Military ID	35	
Child Status			
Enrolled in Child Care Services (CCS)	Agency Documents	250	
Enrolled in Dual Generation	Agency Documents	30	
Child Enrolled with Child Care Partner Agency	Partner Documents	50	
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan	Current IFSP Verified by Disability Coord.	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coord.	45	
EHS Additional Criteria			
Living within Zip Codes: 78202, 78203, 78207, 78208, 78210, 78219, 78223, 78237	Proof of Address	25	
Living within EISD or SAISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF Documentation (current) SSI Documentation (current)	200	
0% - 20 % Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			



2021-2022 Selection Criteria Point Matrix Early Head Start – Child Care Partnership



Deleted: 2020-2021

Description	Support Document(s)	Points	Total
Parent Status			
Working Parent: two parents	Application	25	
Working Parent: one parent	Application	15	
Non-Working Parent(s)	Application	10	
Grandparent/Guardian	Application	25	
In School / Training: two parents	Application	25	
In School / Training: one parent	Application	20	
Teen Parent: Two parents (<19 at time of application)	Application	25	
Teen Parent: One parent (<19 at time of application)	Application	20	
Single Parent	Application	20	
Parent Enrolled with Partner Agency: two parents	Partner Documents	50	
Parent Enrolled with Partner Agency: one parents	Partner Documents	45	
Family enrolled in CCS	Partner Documents	75	
Military Deployed: One Parent	Application & Military ID	25	
Military Deployed: Two Parent	Application & Military ID	35	
Child Status			
Enrolled in Child Care Services (CCS)	Agency Documents	250	
Enrolled in Dual Generation	Agency Documents	30	
Child Enrolled with Child Care Partner Agency	Partner Documents	50	
Sibling Currently Enrolled in Early Head Start or Head Start	Application & Proof of Age	30	
Family Status			
Child Protective Services (CPS) Safety plan	CPS Safety Plan Documentation	55	
Immigrant/Refugee	Immigration Documents/ID	25	
Child Disability			
Individualized Family Service Plan	Current IFSP Verified by Disability Coord.	200	
Suspected disability documentation from Licensed Professional	Dr. Letter Verified Disability Coord.	45	
EHS Additional Criteria			
Living within Zip Codes: 78202, 78203, 78207, 78208, 78210, 78219, 78223, 78237	Proof of Address	25	
Living within EISD or SAISD boundaries	Proof of Address	20	
Eligibility Status			
McKinney Vento	Verified SRQ	300	
Foster Child/Kinship	Foster/Kinship Placement Letter	200	
Public Assistance	TANF Documentation (current) SSI Documentation (current)	200	
0% - 20 % Percentage of poverty	Child Plus Percentage of Poverty	200	
21% - 40% Percentage of poverty	Child Plus Percentage of Poverty	180	
41% - 60% Percentage of poverty	Child Plus Percentage of Poverty	160	
61% - 80% Percentage of poverty	Child Plus Percentage of Poverty	140	
81% - 100% Percentage of poverty	Child Plus Percentage of Poverty	120	
101% - 130% Percentage of poverty	Child Plus Percentage of Poverty	60	
131% - Above 131% Percentage of poverty	Child Plus Percentage of Poverty	0	
TOTAL POINTS AWARDED			



2021-2022 Selection Criteria Point Matrix
Early Head Start – Child Care Partnership



Deleted: 2020-2021

DRAFT



**2021-2022 Early Head Start-Child Care Partnership
Policy Index**

**Change
Required?**

Description of Revisions Required

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

12

Selection Criteria Points Matrix - EHS-CCP



Yes

Military Deployed added; Immigrant/Refugee added

Approval of the 2021-2022 EHS Program ERSEA Policy Updates



 2021-2022 Early Head Start Policy Index		Change Required?	Description of Revisions Required
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)			
1	Determining Community Strengths and Needs	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
2	Eligibility	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
3	Training	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
4	Recruitment of Children	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
5	Selections	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
6	Eligibility Determination Record	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
7	Violation of Eligibility Determination Regulations	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
8	Enrollment	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
9	Attendance	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
10	Suspension and Expulsion	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.
11	Policy on Fees	Yes	Combined Early Head Start - Child Care Partnership and Early Head Start policies. No Change in context.

	DHS, Early Head Start Program Policy		
ERSEA 1			
SUBJECT	Determining Community Strengths & Needs		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 2			

Policy:

The Head Start Program, which includes the Early Head Start and Early Head Start-Child Care Partnership, will perform a Community Assessment once over the five-year grant period with annual updates. Results from the Community Assessment will be used to ensure community strengths, needs, and resources are identified and adequately integrated. Results from the Community Assessment and updates will be analyzed, as required by Head Start Performance Standards.

Results from the Community Assessment will be used annually to reassess long and short-range objectives; program option and services provided; center locations; and criteria that assign priority to children and families.

The Community Assessment will include information related to:

- Number of Children experiencing homelessness and foster care
- Availability of publicly funded full day pre-kindergarten
- Availability of early childhood programs in the community
- Availability of state and other publicly funded preschool
- Demographic data on Head Start eligible children and families
- Children with disabilities, including types of disabilities services
- Education, health, nutrition and social service needs of Head Start eligible children and their families including prevalent social or economic factors impacting their well-being
- Typical work, school and training schedules of parents with eligible children
- Child development, child care centers, family child care programs, publicly funded state and local preschools and approximate number of eligible children served
- Community resources and strengths



If resources are determined to be inadequate to meet the needs of the entire service area, the Early Head Start program will request permission from the Federal Regional Office to revise the

recruitment area to select the areas that have the greatest need for EHS program services, as determined by the Community Assessment.

Community Assessments and all updates will be approved by the Head Start Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (Governing Body).

Performance Standard:

1302.11

	DHS, Early Head Start Program Policy		
ERSEA 2			
SUBJECT	Eligibility		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 12/11/18	Policy Council Revision: 12/11/18	Governing Body Approval: 1/24/19	Governing Body Revision: 1/24/19
PAGE: 1 of 2			

Policy:

The application process must be completed prior to determining a child's eligibility into the Early Head Start (EHS) Program, to include both the Early Head Start (EHS) and the Early Head Start – Childcare Partnership (EHS-CCP) program and include requirements described in age, service area and income.



- **Age:**
 - A child must be an infant or toddler younger than three years old. A child may remain in EHS, following his or her third birthday, until he or she can transition into the DHS' Head Start Program. Children not transitioning into the DHS' Head Start Program Start may remain in the program until the end of the term.
- **Service Area:**
 - Children applying for the EHS-CCP program must reside or the parents/guardians work within the San Antonio or Edgewood Independent School Districts or qualify under the McKinney Vento Act.
 - Children applying for the EHS program must reside within the Edgewood Independent School District or qualify under the McKinney Vento Act.
- **Income:**
 - Family's income is equal to or below the 100 % poverty guideline; or
 - Family is eligible for, or in the absence of childcare would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the EHS regardless of income.
 - If a child moves from an EHS to a Head Start Program, the family's income must be re-verified.

- **Additional Allowances:**

- Families with an income at or below 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with income between 101%-130% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment.
- Families with an income above 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with an income above 130% of the *Federal Poverty Guidelines* must not exceed 10% of total funded enrollment. Children accepted above the 130% of the Federal Poverty Guideline must be approved by the grantee's administrator.

Performance Standard:

1302.12

	DHS, Early Head Start Program Policy		
ERSEA 3			
SUBJECT	Training		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			



Policy:

The Head Start Program will develop a system to provide training on Head Start and Early Head Start, to include both the Early Head Start and the Early Head Start – -Child Care Partnership eligibility, Head Start Program Performance Standards and ERSEA policies and procedures that include at a minimum the following:

- Annual training for Head Start Administrator, Directors, management staff, and any staff who determine Head Start eligibility
 - Methods on how to collect and complete eligibility documentation from families and third-party sources;
 - Strategies for treating families with dignity and respect and dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Program policies, procedures, and actions taken against staff, families or participants who provide false information.
- Training for any staff member who determines Head Start eligibility within 90 days of hire
- Training for Governing Body and Policy Council members within 180 days of the beginning of a term
- Maintain all training records, including sign in sheets, agendas and training materials

Performance Standard:

1302.12 (m) (1-4)

	DHS, Early Head Start Program Policy		
ERSEA 4			
SUBJECT	Recruitment of Children		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:

The Early Head Start (EHS) Program, to include both the Early Head Start and the Early Head Start– Child Care Partnership (EHS-CCP) Program and Child Care Service providers will actively locate and recruit families most in need of EHS services including children with disabilities, those who are experiencing homelessness, in foster care, children receiving Child Care Subsidies (for the EHS-CCP program), and other vulnerable children.

A recruitment plan will be developed each year and approved by the Head Start Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (Governing Body).

The EHS Program will publicize the recruitment areas to enhance the likelihood that eligible families and children will apply for the program.

Recruitment materials will be available in the applicant’s native language or where possible staff will be available to communicate with families in their native language.



The EHS program must maintain a monitoring system for recruitment and report on all recruitment efforts.

Performance Standard:

1302.13

Head Start Act:

Sec. 642 (b)(11)

	DHS, Early Head Start Program Policy		
ERSEA 5			
SUBJECT	Selection		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

The Early Head Start (EHS) Program, to include both the Early Head Start and the Early Head Start – Child Care Partnership (EHS-CCP) Program will select children and families with the most need for Head Start services, without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the DHS Head Start Program ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (Governing Body).

At the beginning of each enrollment year, eligible children will be placed on a waiting list and prioritized according to the Selection Criteria Point System. A waiting list must be maintained throughout the program year to ensure the children with the most need are selected for the program, a minimum of two separate selection events must occur. Selections must not exceed 90% of funded enrollment during the first selection event.

Selections must be conducted using the following waitlist priorities:

- **Income Eligible on the waitlist from 0% - 100%**
 - Using the waitlist, developed by the point system, EHS program will first select only children whose family income is at or below 100% of the Federal Poverty Guideline or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care.
- **Income Eligible on the waitlist from 101%-130%**
 - EHS may select up to 35% of families who do not meet the Income Eligible criteria above. These selections may occur after demonstrating all income eligible children, families eligible for or in the absence of childcare, would be potentially

eligible for public assistance, children who are homeless, in foster care, and children with disabilities on the waitlist have been selected.

- **Over Income on the waitlist 131% and above**
 - EHS must receive approval from the DHS Head Start Program Administrator prior to selecting an over income child unless the child has a current IFSP. Total participants accepted for this selection must not exceed 10% of the program funded enrollment. Excluding this priority, the EHS program may select over-income children after demonstrating they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care.

Selection Exceptions:



- **Children with Disabilities-** To comply with Head Start's requirement of having 10 percent of actual enrollment be children with an identified disability or delay, the program must give priority to children with a suspected disability or delay as identified by Part C of IDEA program during the selection process. This priority stays in effect until 12 percent of enrolled children are children with disabilities or delays and will be granted as follows:
 1. Income eligible children from 0-100% Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)
 2. Income eligible children from 101 – 130% Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)
 3. Over income children from 131% and above Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)

All, IFSPs and letters from licensed professionals must be reviewed and verified by the EHS Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Income Eligible child receiving Child Care Subsidies (CCS)** (101 – 130% Federal Poverty Guideline)- exclusive to the EHS-CCP program.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the younger child.

Performance Standard:

1302.14



	DHS, Early Head Start Program Policy		
ERSEA 6			
SUBJECT	Eligibility and Determination Records		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The Early Head Start Program, to include both The Early Head Start and the Early Head Start – Child Care Partnership Program and Child Care Service Providers must maintain eligibility determination records for any child enrolled in the program. All records must be kept for a minimum of five years after a child is no longer enrolled in the program.

Performance Standard:

1302.12 (k)(1-3)

	DHS, Early Head Start Program Policy		
ERSEA 7			
SUBJECT	Violation of Eligibility Determination Regulations		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:



The Early Head Start (EHS) to include both The Early Head Start and the Early Head Start – Child Care Partnership Program must develop procedures to address the violation of eligibility determination regulations that include, at a minimum, the following:

- Consequences for staff violating Federal and program eligibility determination regulations.
- Consequences for staff enrolling a child ineligible to receive EHS or Head Start Services.
- Consequences for parents providing false information or documentation, including possible removal from the program.
- Actions against staff who intentionally violate federal and program eligibility determination regulations.

On an annual basis staff must complete and Acknowledgment of Eligibility Regulations form.

Performance Standard:

1302.12 (L)

	DHS, Early Head Start Program Policy		
ERSEA 8			
SUBJECT	Enrollment		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:

All application forms must be completed, and all necessary documents obtained prior to enrollment of a child in Early Head Start (EHS) program, to include both The Early Head Start and the Early Head Start – Child Care Partnership program.



Each childcare service provider will be fully enrolled within 30 days of program start date. Enrollment opportunities must be filled within 30 days.

If a child is determined eligible and is enrolled in the EHS program, he or she remains eligible while participating in the program.

Children with a documented Individual Family Service Plan (IFSP) may be enrolled in the EHS Program.

Performance Standard:

1302.15

	DHS, Early Head Start Program Policy		
ERSEA-9			
SUBJECT	Attendance		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/23/17	Policy Council Revision: 1/23/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The Early Head Start(EHS) Program, to include both the Early Head Start center-based and the Early Head Start – Child Care Partnership will ensure daily attendance is recorded in the Child Plus data tracking system.

- EHS must implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child’s well-being.
- EHS program will provide support efforts to promote the child’s regular attendance
- EHS program will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist families with referrals for services that will enhance attendance.
- EHS program will conduct a home visit or other direct contact with child’s parent/guardian if child has two consecutive unexplained absences.
- Within the first 60 days of the program year and thereafter, the EHS program must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. The EHS program must then identify reasons for absenteeism and develop strategies to improve attendance of children at risk. Strategies may include direct contact with parents or intensive case management. All efforts and contact with parents must be documented in Child Plus.
- In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not improve, the child’s slot may be then considered vacant with the Head Start Administrator’s authorization.

When the monthly average daily attendance rate falls below 85%, the EHS- program must analyze the causes of absenteeism and determine the systematic issues contributing to the program's absentee rate. A process must be implemented, utilizing absenteeism data, to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards.

The EHS-CCP program must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

The EHS-CCP program must utilize community resources, where possible, to provide transportation to homeless children experiencing absenteeism due to transportation to and from their child care center.

EHS Home-Based Program

Attendance is viewed as a family's participation in a home visit with a designated Home Visitor.



Children enrolled in the home-based option will have a minimum of 46 home visits during the program year.

The EHS program will make up planned home visits that are canceled by the program, and to the extent possible, attempt to make up planned home visits cancelled or missed by the family.

Medical or social service appointments may not replace planned group socializations activities or home visits.

Performance Standard(s):

1302.16 (a)(1-3)(b); 1302.102 (b-c)



	DHS, Early Head Start Program Policy		
ERSEA 10			
SUBJECT	Suspension and Expulsion		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 12/11/18	Policy Council Revision: 12/11/18	Governing Body Approval: 1/24/19	Governing Body Revision: 1/24/19
PAGE: 1 of 1			

Policy:

The Early Head Start (EHS) Program, to include both the Early Head Start and the Early Head Start – Child Care Partnership program prohibits Child Care Service Providers from suspending, expelling, or un-enrolling a child from an EHS program due to a child’s behavior. Exceptions to this policy may be considered on a case- by- case basis. Consultation with the Grantee’s Mental Health Coordinator, Education Coordinator, in collaboration with the parents, must be conducted to determine if the child’s enrollment presents a safety threat to the child or other enrolled children. Other community resources should be considered if appropriate. Exceptions must be submitted to the Head Start Administrator and approved prior to any action.

Performance Standard:

1302.17 (a) (b)

	DHS, Early Head Start Policy		
ERSEA 11			
SUBJECT	Policy on Fees		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			



Policy:

The Early Head Start (EHS) Program, to include both The Early Head Start and the Early Head Start – Child Care Partnership (EHS-CCP) Program does not charge any fees for participation in the program. EHS Child Care Service Providers may not request parents to provide any supplies, materials, money, or other items including snacks for special celebrations or events. Teachers may accept donations for special celebrations or events but cannot exclude a child’s participation of events contingent on donations.

Child Care Service Providers may charge a parent fee to those participants who are dually enrolled in the Child Care Subsidies (CCS) program as set by the CCS program. The family’s ability to pay the CCS copayment must not affect their participation in the EHS-CCP program.

Performance Standard:

1302.18

	DHS, Early Head Start <u>Program</u> <u>Policy</u> - Child Care Partnership - Program		
ERSEA 1			
SUBJECT	Determining Community Strengths & Needs		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 2			

Policy:

The Head Start Program, which includes the Early Head Start and Early Head Start-Child Care Partnership, will perform a Community Assessment once over the five-year grant period with annual updates. Results from the Community Assessment will be used to ensure community strengths, needs, and resources are identified and adequately integrated.

Results

from the Community Assessment and updates will be analyzed, as required by Head Start Performance Standards.

Results from the Community Assessment will be used annually to reassess long and short range objectives; program option and services provided; center locations; and criteria that assign priority to children and families.

The Community Assessment will include information related to:



- Number of Children experiencing homelessness and foster care
- Availability of publicly-funded full day pre-kindergarten
- Availability of early childhood programs in the community
- Availability of state and other publicly funded preschool
- Demographic data on Head Start eligible children and families
- Children with disabilities, including types of disabilities services
- Education, health, nutrition and social service needs of Head Start eligible children and their families including prevalent social or economic factors impacting their well-being
- Typical work, school and training schedules of parents with eligible children
- Child development, child care centers, family child care programs, publicly funded state and local preschools and approximate number of eligible children served
- Community resources and strengths

If resources are determined to be inadequate to meet the needs of the entire service area, the Early Head Start-CCP program will request permission from the Federal Regional Office to revise the recruitment area to select the areas that have the greatest need for EHS-CCP program services, as determined by the Community Assessment.

Community Assessments and all updates will be approved by the Head Start Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (Governing Body).

Performance Standard:

1302.11

	DHS, Early Head Start <u>Program</u> <u>Policy</u> + Child Care <u>Partnership Policy</u>		
ERSEA 2			
SUBJECT	Eligibility		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 12/11/18	Policy Council Revision: 12/11/18	Governing Body Approval: 1/24/19	Governing Body Revision: 1/24/19
PAGE: 1 of 2			

Policy:

The application process must be completed prior to determining a child's eligibility into the Early Head Start (EHS) Program, to include both t~~The Early Head Start (EHS) and the Early Head Start~~ – Childcare Partnership (EHS-CCP) program and include requirements described in age, service area and income.

- **Age:**
 - A child must be an infant or toddler younger than three years old. A child may remain in EHS-~~CCP~~, following his or her third birthday, until he or she can transition into the DHS' Head Start Program. Children not transitioning into the DHS' Head Start Program Start may remain in the program until the end of the term.
- **Service Area:**
 - Children applying for the EHS-CCP program must reside or the parents/guardians work within the San Antonio or Edgewood Independent School Districts or qualify under the McKinney Vento Act.
 - Children applying for the EHS program must reside within the Edgewood Independent School District or qualify under the McKinney Vento Act.
- **Income:**
 - Family's income is equal to or below the 100 % poverty guideline; or
 - Family is eligible for, or in the absence of childcare would be potentially eligible for public assistance, including TANF child only payments; or
 - Children who are in foster/kinship care or children who are homeless are eligible for the EHS-~~CCP~~ regardless of income.
 - If a child moves from an EHS-~~CCP~~ to a Head Start Program, the family's income must be re-verified.
- **Additional Allowances:**
 - Families with an income at or below 130% of the *Federal Poverty Guidelines*

Formatted: Font: Not Bold

Formatted

Formatted: Font: 12 pt, Not Bold



Formatted

may be eligible for enrollment in the Head Start Programs. The total number of families with income between 101%-130% of the *Federal Poverty Guidelines* must not exceed 35% of the total funded enrollment.

- Families with an income above 130% of the *Federal Poverty Guidelines* may be eligible for enrollment in the Head Start Programs. The total number of families with an income above 130% of the *Federal Poverty Guidelines* must not exceed 10% of total funded enrollment. Children accepted above the 130% of the Federal Poverty Guideline must be approved by the grantee's administrator.

Performance Standard:

1302.12

	DHS, Early Head Start —Child Care Partnership-Program Policy		
ERSEA 3			
SUBJECT	Training		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			



Policy:

The Head Start Program will develop a system to provide training on Head Start and Early Head Start, to include both the Early Head Start and the Early Head Start – ~~Child Care Partnership (EHS-CCP)~~ eligibility, Head Start Program Performance Standards and ERSEA policies and procedures that include at a minimum the following:

- Annual training for Head Start Administrator, Directors, management staff, and any staff who determine Head Start eligibility
 - Methods on how to collect and complete eligibility documentation from families and third-party sources;
 - Strategies for treating families with dignity and respect and dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Program policies, procedures, and actions taken against staff, families or participants who provide false information.
- Training for any staff member who determines Head Start eligibility within 90 days of hire
- Training for Governing Body and Policy Council members within 180 days of the beginning of a term
- Maintain all training records, including sign in sheets, agendas and training materials

Performance Standard:

1302.12 (m) (1-4)

	DHS, Early Head Start <u>Program</u> <u>Policy</u> - Child Care Partnership Program		
ERSEA 4			
SUBJECT	Recruitment of Children		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/17/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 2			

Policy:

The Early Head Start (EHS) Program, to include both the Early Head Start and the Early Head Start– Child Care Partnership (EHS-CCP) Program and Child Care Service providers will actively locate and recruit families most in need of EHS-~~CCP~~ services including children with disabilities, those who are experiencing homelessness, in foster care, children receiving Child Care Subsidies (for the EHS-CCP program), and other vulnerable children.

A recruitment plan will be developed each year and approved by the Head Start Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (~~Governing Body~~Governing Body).

The EHS-~~CCP~~ Program will publicize the recruitment areas to enhance the likelihood that eligible families and children will apply for the program.

Recruitment materials will be available in the applicant's native language or where possible staff will be available to communicate with families in their native language.



The ~~Early Head Start Child Care Partnership~~EHS program must maintain a monitoring system for recruitment and report on all recruitment efforts.

Performance Standard:

1302.13

Head Start Act:

Sec. 642 (b)(11)

	DHS, Early Head Start-Child Care Partnership Program Policy		
ERSEA 5			
SUBJECT	Selection		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

The Early Head Start (EHS) Program, to include both the Early Head Start and the Early Head Start – Child Care Partnership (EHS-CCP) Program will select children and families with the most need for Head Start services, without regard for race, gender, disability, or creed in accordance with Head Start Performance Standards, Head Start Act and the DHS Head Start Program ERSEA policies.

If a child is declared eligible, his or her selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (GoverningBody).

At the beginning of each enrollment year, eligible children will be placed on a waiting list and prioritized according to the Selection Criteria Point System. A waiting list must be maintained throughout the program year to ensure the children with the most need are selected for the program, a minimum of two separate selection events must occur. Selections must not exceed 90% of funded enrollment during the first selection event.

Selections must be conducted using the following waitlist priorities:

- **Income Eligible on the waitlist from 0% - 100%**
 - Using the waitlist, developed by the point system, EHS-~~CCP~~ program will first select only children whose family income is at or below 100% of the Federal Poverty Guideline or those who are eligible for or, in the absence of child care, would be potentially eligible for public assistance; or children who are homeless or in foster care.
- **Income Eligible on the waitlist from 101%-130%**
 - EHS-~~CCP~~ may select up to 35% of families who do not meet the Income Eligible criteria above. These selections may occur after demonstrating all income eligible children, families eligible for or in the absence of childcare, would be potentially

eligible for public assistance, children who are homeless, in foster care, and children with disabilities on the waitlist have been selected.

- **Over Income on the waitlist 131% and above**

- EHS-~~CCP~~ must receive approval from the DHS Head Start Program Administrator prior to selecting an over income child unless the child has a current IFSP. Total participants accepted for this selection must not exceed 10% of the program funded enrollment. Excluding this priority, the EHS-~~CCP~~ program may select over-income children after demonstrating they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of child care, would be potentially eligible for public assistance, children who are homeless or in foster care.

Selection Exceptions:



- **Children with Disabilities-** To comply with Head Start's requirement of having 10 percent of actual enrollment be children with an identified disability or delay, the program must give priority to children with a suspected disability or delay as identified by Part C of IDEA program during the selection process. This priority stays in effect until 12 percent of enrolled children are children with disabilities or delays and will be granted as follows:
 1. Income eligible children from 0-100% Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)
 2. Income eligible children from 101 – 130% Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)
 3. Over income children from 131% and above Federal Poverty Guideline with a current Individualized Family Service Plan (IFSP)

All, IFSPs and letters from licensed professionals must be reviewed and verified by the EHS-~~CCP~~-Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Income Eligible child receiving Child Care Subsidies (CCS)** (101 – 130% Federal Poverty Guideline)- exclusive to the EHS-CCP program.
- **Tiebreaker** - In cases where families have the same point total for the same slot, priority will be given to the younger child.

Performance Standard:

1302.14



	DHS, Early Head Start <u>Program</u> – Child Care Partnership Program Policy		
ERSEA 6			
SUBJECT	Eligibility and Determination Records		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The Early Head Start [Program, to include both The Early Head Start and the Early Head Start](#) – Child Care Partnership Program and Child Care Service Providers must maintain eligibility determination records for any child enrolled in the program. All records must be kept for a minimum of five years after a child is no longer enrolled in the program.

Performance Standard:

1302.12 (k)(1-3)

	DHS, Early Head Start Program— Child Care Partnership Program Policy		
ERSEA 7			
SUBJECT	Violation of Eligibility Determination Regulations		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:



The Early Head Start [\(EHS\) to include both The Early Head Start and the Early Head Start](#) – Child Care Partnership ~~(EHS-CCP)~~ Program must develop procedures to address the violation of eligibility determination regulations that include, at a minimum, the following:

- Consequences for staff violating Federal and program eligibility determination regulations.
- Consequences for staff enrolling a child ineligible to receive EHS-~~CCP~~ or Head Start Services.
- Consequences for parents providing false information or documentation, including possible removal from the program.
- Actions against staff who intentionally violate federal and program eligibility determination regulations.

On an annual basis staff must complete and Acknowledgment of Eligibility Regulations form.

Performance Standard:

1302.12 (L)

	DHS, Early Head Start <u>Program-</u> <u>Child Care Partnership Program</u>		
ERSEA 8			
SUBJECT	Enrollment		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:

All application forms must be completed, and all necessary documents obtained prior to enrollment of a child in Early Head Start (EHS) program, to include both The Early Head Start and the Early Head Start – Child Care Partnership ~~(EHS-CCP)~~ program.†



Each child care service provider will be fully enrolled within 30 days of program start date and must fill any vacancies within 30 days. Enrollment opportunities must be filled within 30 days.

If a child is determined eligible and is enrolled in the EHS-~~CCP~~ program, he or she remains eligible while participating in the program.

Children with a documented Individual Family Service Plan (IFSP) may be enrolled in the EHS-~~CCP~~ Program.

Performance Standard:

1302.15

	DHS, Early Head Start Program Child-Care Partnership Program		
ERSEA-9			
SUBJECT	Attendance		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 1/23/17	Policy Council Revision: 1/23/17	Governing Body Approval: 2/20/17	Governing Body Revision: 2/20/17
PAGE: 1 of 1			

Policy:

The Early Head Start ~~(EHS) Program, to include both t~~The Early Head Start center-based and the Early Head Start – Child Care Partnership ~~(EHS-CCP)~~ will ensure daily attendance is recorded in the Child Plus data tracking system.

- ~~The EHS-CCP~~ must implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child's well-being.
- ~~The EHS-CCP~~ program will provide support efforts to promote the child's regular attendance
- ~~The EHS-CCP~~ program will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist families with referrals for services that will enhance attendance.
- ~~The EHS-CCP~~ program will conduct a home visit or other direct contact with child's parent/guardian if child has two consecutive unexplained absences.
- Within the first 60 days of the program year and thereafter, the EHS-~~CCP~~ program must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. The EHS-~~CCP~~ program must then identify reasons for absenteeism and develop strategies to improve attendance of children at risk. Strategies may include direct contact with parents or intensive case management. All efforts and contact with parents must be documented in Child Plus.
- In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not improve, the child's slot may be then considered vacant with the Head Start Administrator's authorization.

When the monthly average daily attendance rate falls below 85%, the EHS-~~CCP~~ program must analyze the causes of absenteeism and determine the systematic issues contributing to the program's absentee rate. A process must be implemented, utilizing absenteeism data, ~~to~~ identify to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards.

The EHS-CCP program must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and ~~other records~~ other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

The EHS-CCP program must utilize community resources, where possible, to provide transportation to homeless children experiencing absenteeism due to transportation to and from their child care center.

EHS Home-Based Program

Attendance is viewed as a family's participation in a home visit with a designated Home Visitor.



Children enrolled in the home-based option will have a minimum of 46 home visits during the program year.

The EHS program will make up planned home visits that are canceled by the program, and to the extent possible, attempt to make up planned home visits cancelled or missed by the family.

Medical or social service appointments may not replace planned group socializations activities or home visits.

Performance Standard(s):

1302.16 (a)(1-3)(b); 1302.102 (b-c)



	DHS, Early Head Start Program – Child Care Partnership Program Policy		
ERSEA 10			
SUBJECT	Suspension and Expulsion		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 12/11/18	Policy Council Revision: 12/11/18	Governing Body Approval: 1/24/19	Governing Body Revision: 1/24/19
PAGE: 1 of 1			

Policy:

The Early Head Start ~~(EHS) Program, to include both t~~The Early Head Start and the Early Head Start – Child Care Partnership (EHS-CCP) Program prohibits Child Care Service Providers from suspending, expelling, or un-enrolling a child from an EHS-~~CCP~~ program due to a child's behavior. Exceptions to this policy may be considered on a case- by- case basis. Consultation with the Grantee's Mental Health Coordinator, Education Coordinator, in collaboration with the parents, must be conducted to determine if the child's enrollment presents a safety threat to the child or other enrolled children. Other community resources should be considered if appropriate. Exceptions must be submitted to the Head Start Administrator and approved prior to any action.

Performance Standard:

1302.17 (a) (b)

	DHS, Early Head Start –Child Care Partnership Program Policy		
ERSEA 11			
SUBJECT	Policy on Fees		
REFERENCE	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
EFFECTIVE	02/01/2017		
Policy Council Approval: 11/19/19	Policy Council Revision: 11/19/19	Governing Body Approval: 12/13/19	Governing Body Revision: 12/13/19
PAGE: 1 of 1			

Policy:

The Early Head Start (EHS) Program, to include both The Early Head Start and the Early Head Start – Child Care Partnership (EHS-CCP) Program does not charge any fees for participation in the program. EHS-~~CCP~~ Child Care Service Providers may not request parents to provide any supplies, materials, money, or other items including snacks for special celebrations or events. Teachers may accept donations for special celebrations or events but cannot exclude a child's participation of events contingent on donations.

Child Care Service Providers may charge a parent fee to those participants who are dually enrolled in the Child Care Subsidies (CCS) program as set by the CCS program. The family's ability to pay the CCS copayment must not affect their participation in the EHS-CCP program.

Performance Standard:

1302.18

Training on Head Start Program Monitoring





Monitoring Identifies

1. Program strengths and accomplishments
2. Areas to strengthen
3. Underlying causes
4. Strategies to strengthen the program





Monitoring Process

- **Collect Data**
 - ☐ Site visits
 - ☐ File reviews
 - ☐ Self-assessment
 - ☐ MBI Reports
 - ☐ Content Area Reports
 - ☐ Child Care Regulations
 - ☐ ChildPlus Data System
- **Interpret/Analyze**
 - ☐ Review and analyze data collected
- **Correction / Action**
 - ☐ Make Corrective Action Plans
 - ☐ Implement plans for continuous program improvement
- **Follow Up / Ensure**
 - ☐ Verify corrective actions have been completed
 - ☐ Evaluate impact



Policy Council Reviews

- **Annual Monitoring Calendar**

- ☐ Service Areas Monitored:

- ❖ Nutrition
 - ❖ Education and Early Childhood Development
 - ❖ Curriculum Fidelity
 - ❖ Environmental Health and Safety
 - ❖ Disabilities/Mental Wellness
 - ❖ Health/Dental
 - ❖ Family & Community Support
 - ❖ ERSEA
 - ❖ Transportation
 - ❖ Program Governance

- **Annual Health & Safety Screener Calendar**

- ☐ Health & Safety Screener Certification



Policy Council Reviews

Monthly Monitoring Program Status Reports

- ☐ Monitoring Projects reviewed
- ☐ Submission to Provider dates
- ☐ Project Status

Review of Head Start Program Monitoring





City of San Antonio Head Start Program

Monitoring Report – December 2020

The City of San Antonio Head Start Program has developed a comprehensive and thorough approach to monitoring our programs for non-compliances and areas of concern. Once identified, a timeline is developed, training and technical assistance is given and corrective action plans are implemented to correct systemic issues so that these areas of weakness are not continued in the future. Follow-up monitoring events are conducted to ensure that the program has been successful in implementing corrections.

Following is a summary of findings during the time period indicated above:

Monitoring Projects Conducted:

No monitoring project reports were submitted in December 2020. However, the information below reflects the monitoring projects that were completed in the prior months such as Heal and Safety, Nutrition, and Critical Health Concerns.

Areas of Non-Compliance (Systemic or substantial issue or concern in meeting performance standards or policies):

Health & Safety Screeners:

- **Facilities** - Corrective Action Plan (CAP) was requested by provider/s completed and submitted to the City. Corrective action plan was received and follow-up will be monitored throughout program year.
- **Classroom Safety** - Corrective action plan which was due to City on December 9, 2020, was not submitted by the provider as requested.

Areas of Concern (Individual incident(s) that fail to meet performance standard or policy):

Health & Safety Screeners:

- **Medication Administration** – All corrections have been completed and verified.
- **Outdoors/Gym** – Corrections pending.
- **Facilities** – Corrections pending.

- **Classroom Safety** –Corrections pending.

Nutrition Review #1: All corrections have been completed and verified.

Critical Health Concerns Review #1: All corrections have been completed and verified.

Follow-up Activities:

Health & Safety Screeners:

- **Classroom Safety** – Follow up with provider on submitting CAP. Continue reviewing files to ensure corrective action has been completed.
- **Facilities** – Continue reviewing files to ensure corrective action has been completed.
- **Outdoors/Gym** – Continue reviewing files to ensure corrective action has been completed.

For more detailed information: Pedro.Ramirez@sanantonio.gov or Cassandra.Bentley@sanantonio.gov.

***Review of
Early Head Start (EHS) and
Early Head Start-Child Care
Partnership (EHS-CCP)
Program Monitoring***





City of San Antonio Head Start Program

Monitoring Report – December 2020

The Early Head Start (EHS) Program has developed a comprehensive and thorough approach to monitoring for non-compliances and areas of concern. Once identified, a timeline is developed, training and technical assistance is given, and corrective action plans are implemented to correct systemic issues, so areas of weakness are not continued in the future. Follow-up monitoring events are conducted to ensure that the program has been successful in implementing corrections.

The following is a summary of findings for the Early Head Start- Child Care Partnership Program during the time period indicated above:

Monitoring Projects: ERSEA Attendance Child File Review Unannounced Safe Environment visits <ul style="list-style-type: none"> ○ Healy Murphy Child Development ○ Inman Christian Child Care Center ○ Seton Home Child Care Center 	December 2020
Non-Compliances - There were two non-compliances observed that showed a systemic or substantial material issue or concern in meeting performance standards or policy relating to the Safe Environment service area. <ol style="list-style-type: none"> 1. A second occurrence was noted as a non-compliance due to an expired Fire Inspection. 2. During an onsite visit, it was observed the failure to complete COVID -19 screener prior to entering the building. This was the second occurrence for this site. 	
Areas of Concern (Individual incident(s) that fail to meet performance standard or policy): <u>ERSEA Attendance Child File Review</u> A total of 29 EHS – CCP child files were reviewed in ChildPlus with findings noted for one file with missing data entry for the completion of daily attendance in the ChildPlus Data System. <u>Unannounced Safe Environment visits</u> Two out of the three visits, there were no findings noted.	
Follow-up Activities: 45 Day Sensory Child File review completed in November 2020 and CAP responses and corrections were due in December. ERSEA Attendance Child File responses and correction are completed. Monitor will complete follow up reviews in ChildPlus by January 15, 2021.	
For more detailed information: dianne.mendez@sanantonio.gov	

Review of Head Start, EHS, and EHS-CCP Monthly Reports



HEAD START



Head Start Monthly Report to Policy Council December 2020

Indicators	EISD	SAISD	Program Total
Enrollment			
Funded Enrollment	777	2,243	3,020
End of Month as reported to the Office of Head Start	619	1,648	2,267
YTD Enrollment	0	0	0
Enrollment Turnover	0%	0%	0%
Enrollment as of 12/31/2020	610	1,624	2,234
Number of Days to Fill a Vacancy	24	22	24
Waiting List	17	40	57
Average Daily Attendance	0%	0%	0%
Income Eligible <100%	63%	59%	61%
Over Income 101-130%	13%	12%	13%
Over Income 131% +	10%	10%	10%
Foster	2%	2%	2%
Homeless	7%	11%	9%
Public Assistance	7%	6%	7%
Disability Enrollment			
Percent (#) of enrolled children with a disability	14.00%	10.00%	11.20%
Food Reports			
Meals Served	6,398	16,964	23,362
Snacks Served	3,128	8,407	11,535
Special Diets	21	56	77
Education Services - Complete			
1st Home Visit (Benchmark Due Date: 10/16/2020)	95%	95%	95%
2nd Home Visit (Benchmark Due Date: 3/29/2021)	0%	0%	0%
1st Parent Conference (Benchmark Due Date: 12/18/2020)	85%	89%	88%
2nd Parent Conference Benchmark Due Date: 6/11/2021	0%	0%	0%
Family Engagement Services - Complete			
Family Assessments BOY (Benchmark Due Date: 11/03/2020)	96%	97%	97%
Family Assessments EOY (Benchmark Due Date: 7/16/2021)	0%	0%	0%
Family Meeting Home Visits (Benchmark Due Date: 10/23/2020)	100%	100%	100%
Mental Health Services - Complete			
Mental health consultation was provided (by a mental health professional)	13	69	82
Education Screenings - Complete			
ASQ - 3 Developmental (Benchmark Due Date: 9/7/2020)	95%	88%	90%
ASQ - SE Behavioral (Benchmark Due Date: 10/1/2020)	96%	87%	89%
Health Screenings - Complete			
Nutrition Assessment	100%	100%	100%
TB Questionnaire	100%	100%	100%
Hearing Screening	81%	80%	80%
Vision Screening	81%	80%	80%
Blood Pressure	73%	83%	80%
Growth Assessment	81%	87%	85%
Lead Test	47%	55%	53%
Physical Exams	81%	83%	83%
Dental Exams	68%	51%	55%

EARLY HEAD START



Early Head Start **Monthly Report to Policy Council** **December 2020**

Indicators	Center Based	Home Based	TOTAL
Enrollment			
Funded Enrollment	80	48	128
End of Month as reported to the Office of Head Start	35	13	48
YTD Enrollment	35	13	48
Enrollment Turnover	3%	0%	3%
Enrollment as of 12/31/2020	34	13	47
Number of Days to fill a vacancy	51	51	51
Waiting List	22	1	23
Income Eligible <100%	60%	54%	0%
Over Income 101-130%	0%	0%	0%
Over Income 131% +	0%	0%	0%
Foster	0%	0%	0%
Homeless	37%	31%	0%
Public Assistance	3%	15%	0%
Average Daily Attendance	96%	N/A	96%
Disability Enrollment			
Percent (#) of enrolled children with a disability	1%	0%	0%
Food Reports			
Meals Served	0	0	0
Snacks Served	0	0	0
Special Diets	1	0	1
Education Services- Complete			
1st Home Visit (Benchmark Due Date: Pending)	0%	0%	0%
2nd Home Visit (Benchmark Due Date:)	0%	0%	0%
1st Parent Conference (Benchmark Due Date:)	0%	0%	0%
2nd Parent Conference (Benchmark Due Date:)	0%	0%	0%
Family Engagement Services- Complete			
Family Assessments BOY (Benchmark Due Date: 12/12/2019)	97%	0%	64%
Family Assessments EOY (Benchmark Due Date: 7/19/2021)	0%	0%	0%
Family Meeting Home Visit	100%	92%	98%
Mental Health Services- Complete			
Students Received Mental Health Services (consulted with staff)	0	0	0
Education Screenings- Complete			
ASQ - 3 Developmental	26%	0%	13%
ASQ - SE2 Behavioral	79%	0%	40%
Health Screenings- Complete			
Health History	100%	100%	100%
Nutrition Assessment	100%	100%	100%
TB Questionnaire	100%	100%	100%
Hearing Screening	91%	93%	92%
Vision Screening	97%	93%	95%
Hemoglobin Test	81%	54%	68%
Lead Test	6%	8%	7%
Well-Child Exams (90-day requirement)	65%	15%	40%
Well-Child Exams	65%	15%	40%
Dental Exams	0%	0%	0%

EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)



**Early Head Start-Child Care Partnership
Monthly Report to Policy Council
December 2020**

Indicators	BSA	Ella Austin	Healy Murphy	Inman	Seton Home	YWCA	TOTAL
Enrollment							
Funded Enrollment	36	48	64	28	20	20	216
End of Month as reported to the Office of Head Start	36	48	64	28	11	20	207
YTD Enrollment	36	50	69	28	19	20	222
Enrollment Turnover	0%	4%	7%	0%	42%	0%	7%
Enrollment as of 12/31/2020	36	48	64	28	11	20	207
Number of Days to fill a vacancy	0	0	0	0	23	0	23
Waiting List	39	31	53	26	0	63	212
Income Eligible <100%	61%	58%	61%	54%	0%	50%	53%
Over Income 101-130%	6%	8%	3%	0%	0%	10%	5%
Over Income 131% +	6%	0%	0%	0%	0%	5%	1%
Foster	6%	2%	7%	4%	0%	0%	4%
Homeless	22%	16%	20%	25%	100%	35%	29%
Public Assistance	0%	16%	9%	18%	0%	0%	9%
Average Daily Attendance	91%	89%	95%	100%	91%	91%	92%
Disability Enrollment							
Percent (#) of enrolled children with a disability	6%	8%	8%	0%	5%	15%	7%
Food Reports							
Meals Served	547	561	726	404	90	400	2,728
Snacks Served	251	302	366	202	43	195	1,359
Special Diets	10	11	12	5	2	3	43
Education Services- Complete							
1st Home Visit (Benchmark Due Date: 10/19/20)	100%	96%	94%	100%	91%	100%	98%
2nd Home Visit (Benchmark Due Date: 4/5/2021)	0%	0%	0%	0%	0%	0%	0%
1st Parent Conference (Benchmark Due Date: 1/08/2021)	56%	0%	0%	0%	0%	0%	3%
2nd Parent Conference (Benchmark Due Date: 7/2/2021)	0%	0%	0%	0%	0%	0%	0%
Family Engagement Services- Complete							
Family Assessments BOY (Benchmark Due Date: 12/12/2019)	100%	100%	100%	100%	100%	100%	100%
Family Assessments EOY (Benchmark Due Date: 7/19/2021)	0%	0%	0%	0%	0%	0%	0%
Family Meeting Home Visit	100%	100%	100%	100%	100%	100%	100%
Mental Health Services- Complete							
Students Received Mental Health Services (consulted with staff)	0	0	0	0	0	0	0
Education Screenings- Complete							
ASQ - 3 Developmental	100%	96%	98%	100%	91%	100%	99%
ASQ - SE2 Behavioral	100%	96%	98%	100%	91%	100%	99%
Health Screenings- Complete							
Health History	100%	100%	100%	100%	100%	100%	100%
Nutrition Assessment	100%	100%	100%	100%	100%	100%	100%
TB Questionnaire	100%	100%	100%	100%	100%	100%	100%
Hearing Screening	66%	56%	58%	46%	36%	65%	55%
Vision Screening	66%	56%	58%	46%	36%	65%	55%
Hemoglobin Test	75%	56%	82%	39%	54%	55%	60%
Lead Test	42%	27%	67%	14%	45%	15%	35%
Well-Child Exams (90-day requirement)	100%	100%	100%	100%	72%	100%	95%
Well-Child Exams	46%	35%	65%	45%	36%	65%	49%
Dental Exams	0%	0%	0%	0%	0%	0%	0%

Review of Head Start, EHS, and EHS-CCP Fiscal Reports



HEAD START

EARLY HEAD START

EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)

GOVERNING BODY
