

# Approval of 2019-2020 Annual Report





HUMAN SERVICES  
CITY OF SAN ANTONIO



HEAD START  
City of San Antonio  
Department of Human Services



# 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](http://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

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

## VISION

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



**EDUCATION**



**FAMILY  
SUPPORT**



**HEALTH**

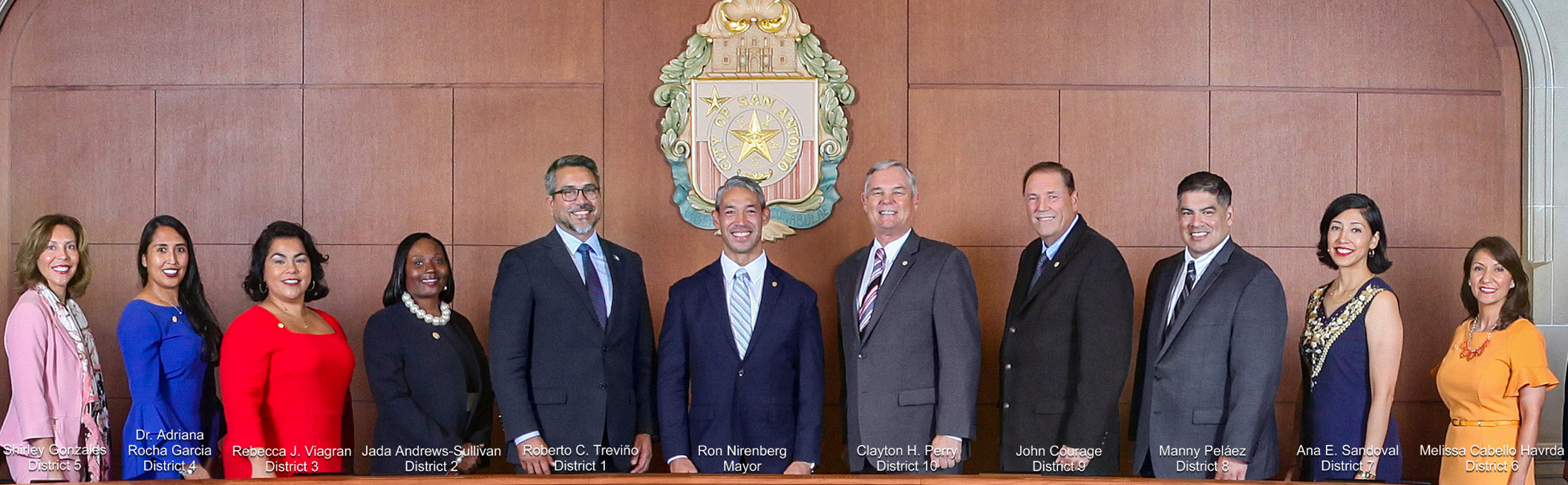


**ENVIRONMENTAL  
HEALTH &  
SAFETY**



**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:**

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

## Emociones



## Días de la Semana



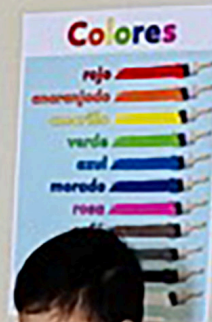
## El Clima de Hoy



## Estaciones del Año



## Meses del Año



# 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



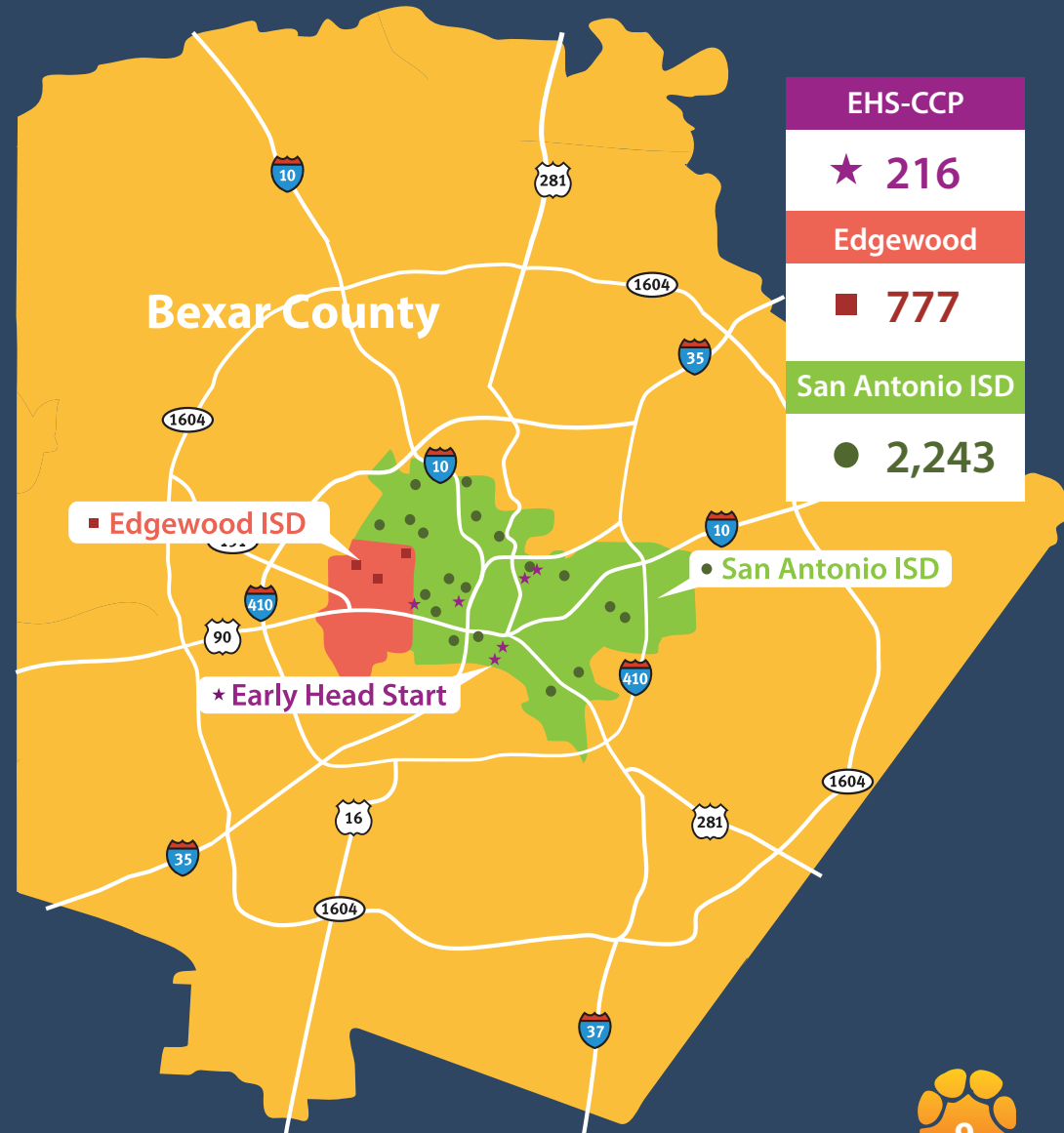
Metro Health  
Dental Services



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

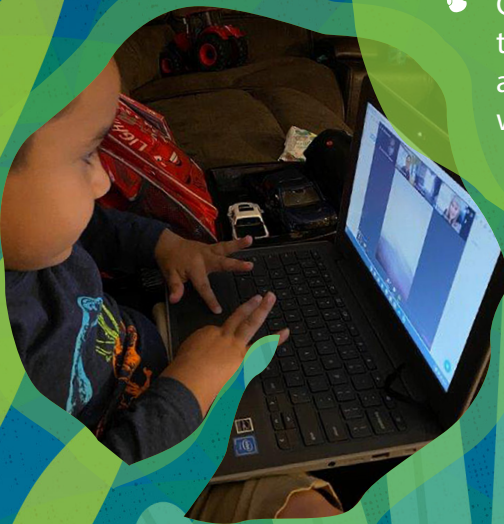
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.
- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop skills in listening and understanding and using words/actions to respond to others.

## 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.

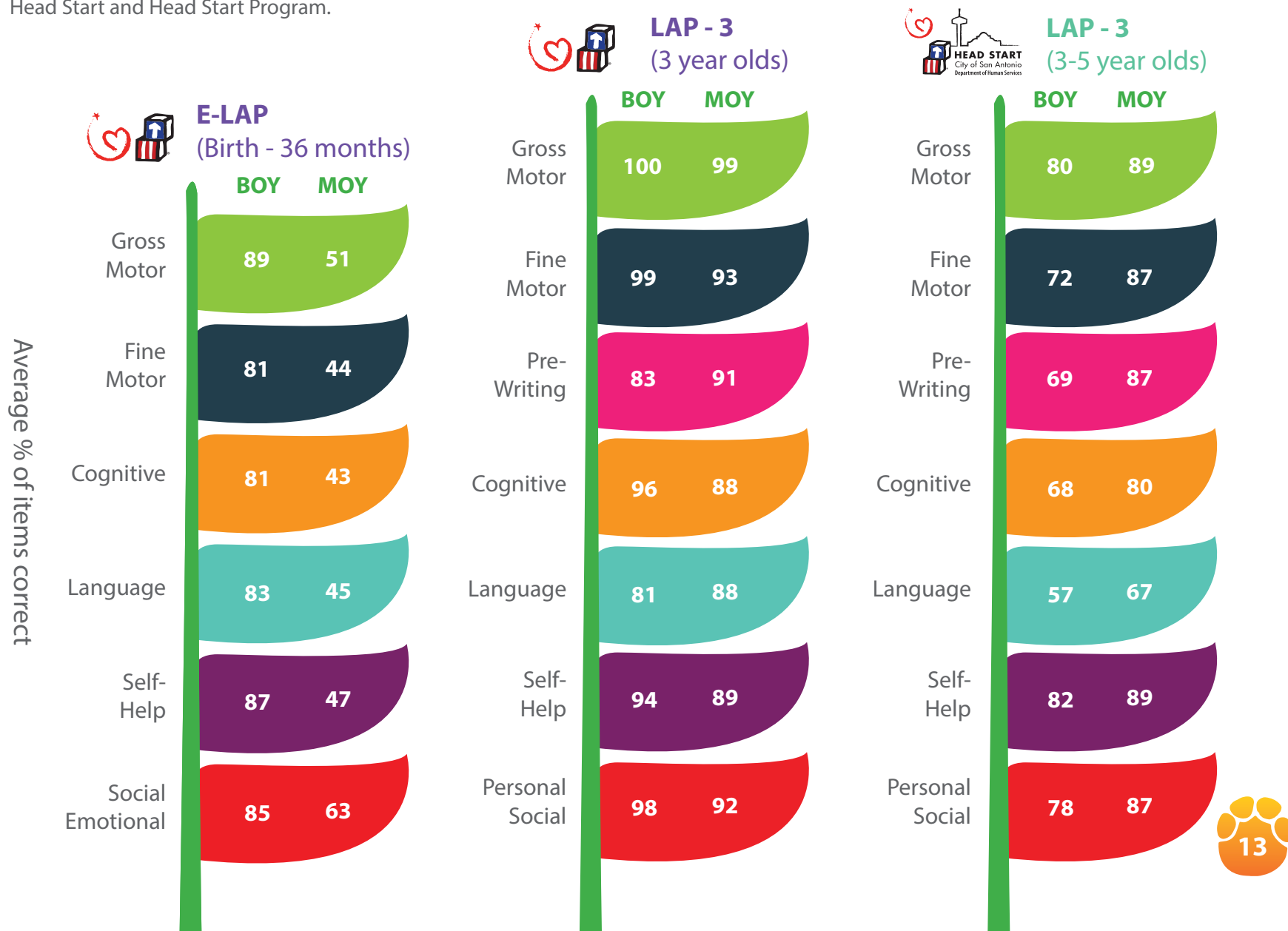
The LAP System is research-based and aligned to the Head Start Early Learning Outcomes Framework. Students are assessed three times a year with the LAP System, Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Due to COVID-19, the EOY assesment was not conducted.

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\*\*

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\*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

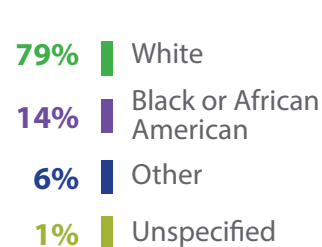
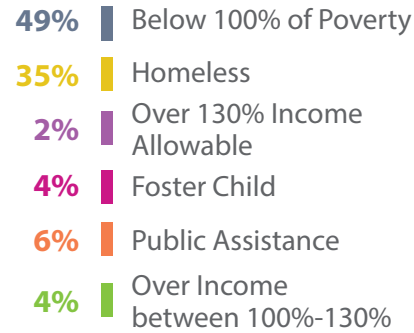
Five of the six EHS-CCP child care centers participated in the Texas Rising Star (TRS) Program. TRS is the Quality Rating Improvement System (QRIS) for the State of Texas.

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

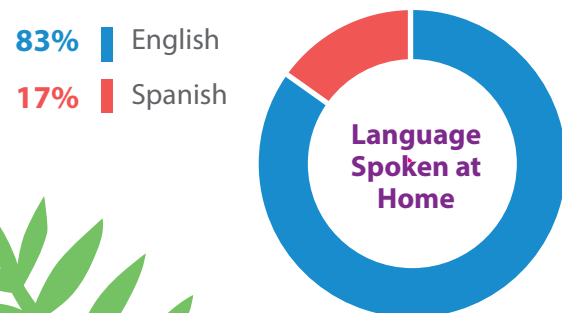


# Infants, Toddlers & Family Program Report

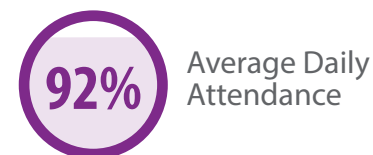
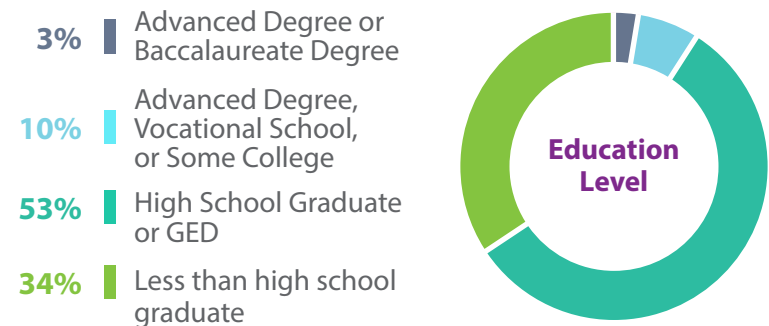
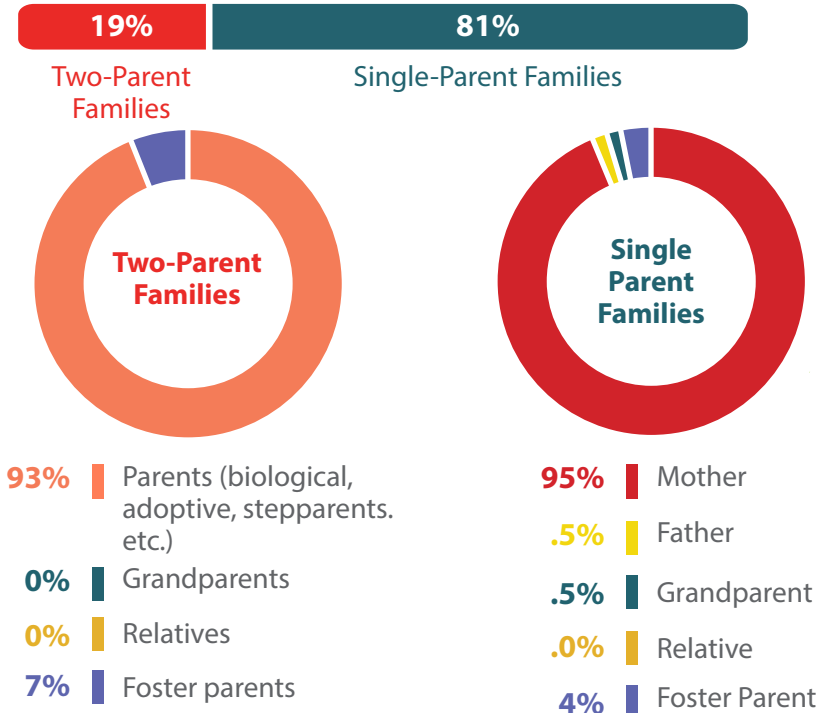
Early Head Start-Child Care Partnership Program served **268** unduplicated children during the 2019-2020 Program Year



87% of children served are Hispanic



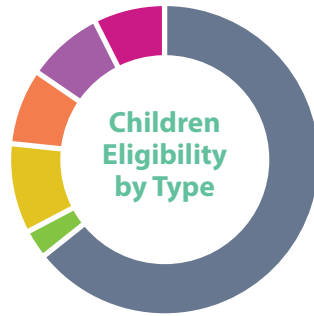
## Family Household



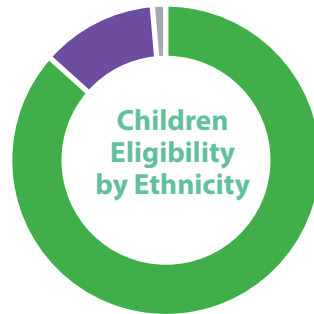
# Pre k Children & Family Program Report

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

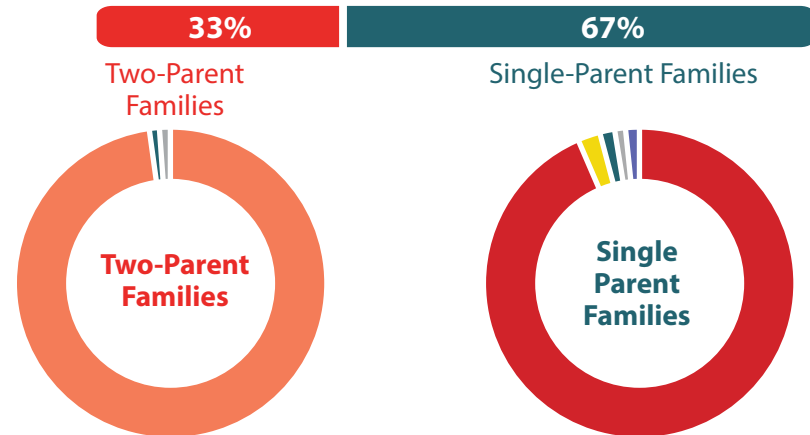


**89% of children served are Hispanic**

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



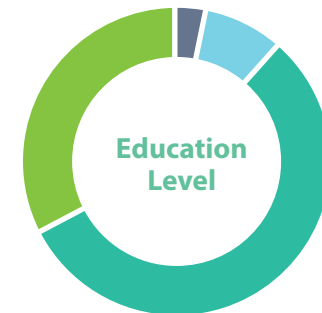
## Family Household



- 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





# 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.









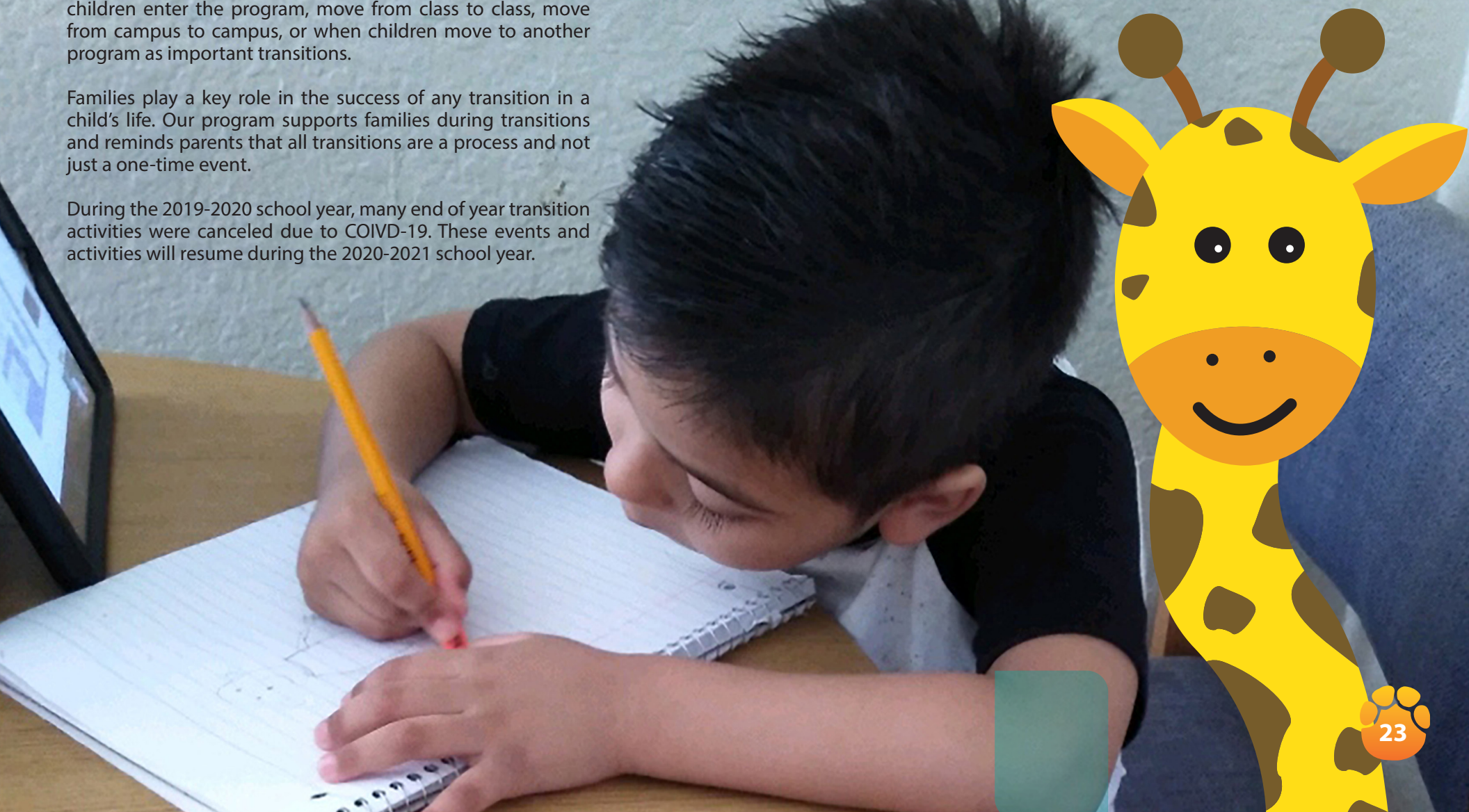
# Transitions

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

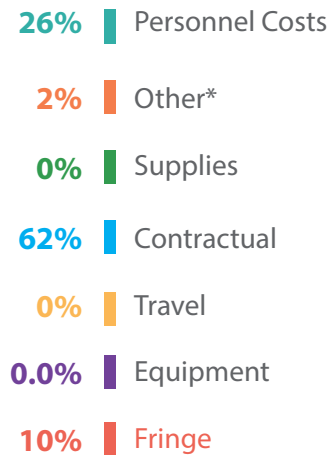




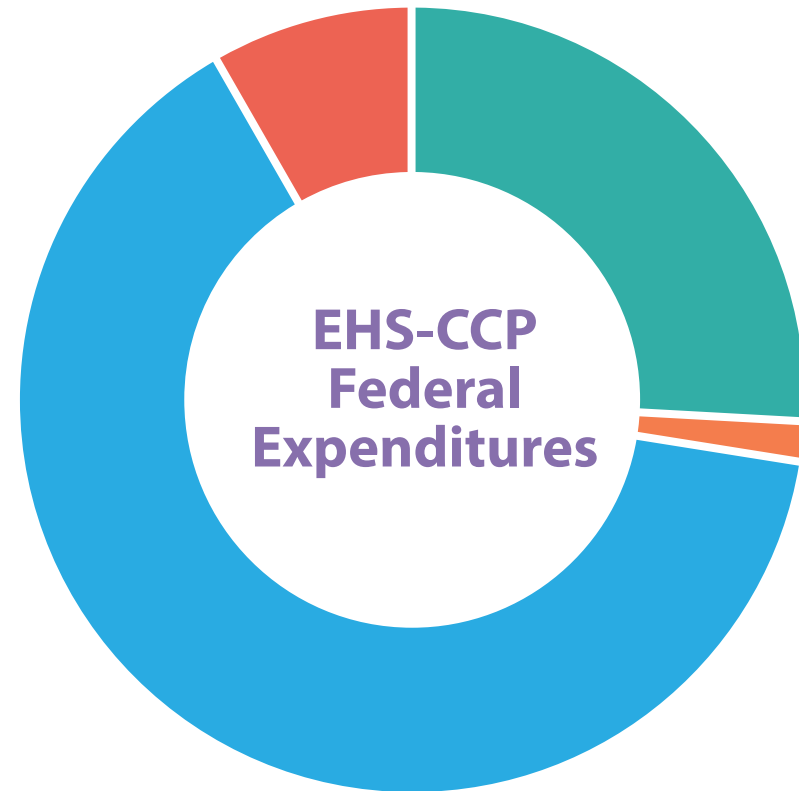
# FINANCIAL REPORT

## 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.

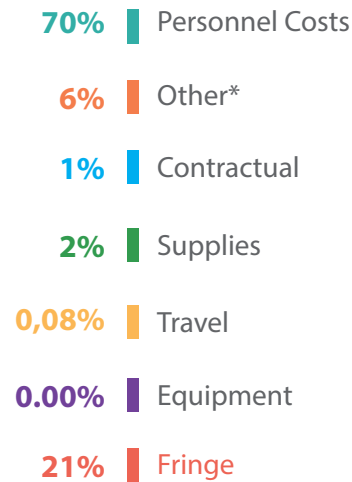
Grant Thornton LLP is completing an audit of the City of San Antonio for the period ending September 30, 2019. Once the audit is completed, a copy of the most recent audit can be found at [sanantonio.gov/Finance/bfi/cafr](http://sanantonio.gov/Finance/bfi/cafr)



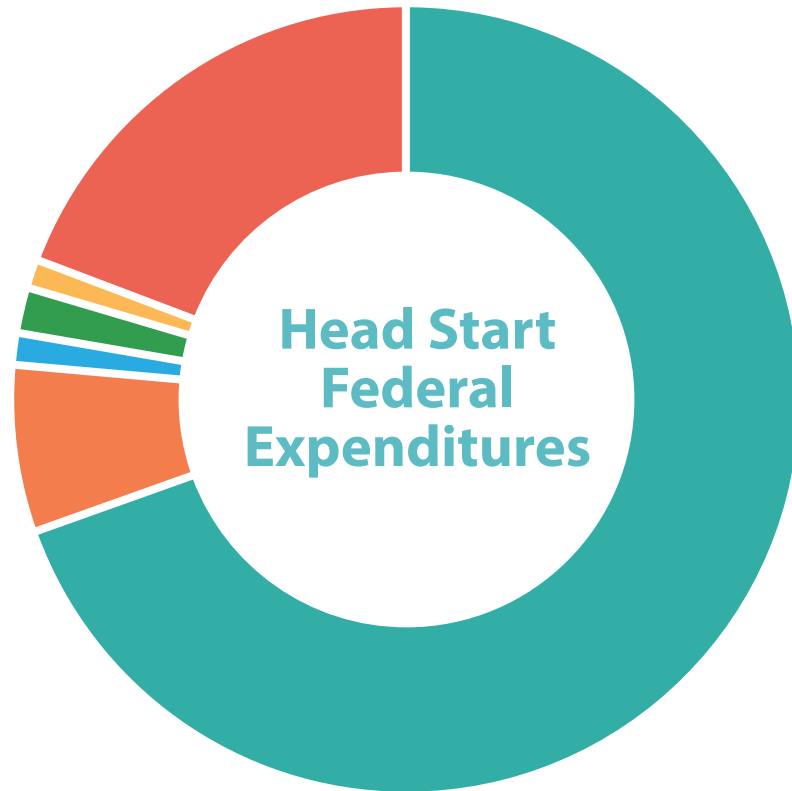
# FINANCIAL REPORT

## 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](http://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     |





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