

***Approval of
Head Start Policy Council
May 4, 2021 Meeting
Minutes***





HEAD START POLICY COUNCIL MEETING

May 4, 2021

6:15 P.M.

Virtual Meeting

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

I. CALL TO ORDER

2020-2021 HSPC member, Ms. Joe Betty Garcia called the meeting to order at 6:20 p.m.

HSPC member, Ms. Joe Betty Garcia 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. Janice Garcia moved to approve the March 23, 2021, meeting minutes.

Seconded (2nd): Ms. Heather Halton

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

IV. CORRESPONDENCE

HSPC member, Ms. Joe Betty Garcia asked Ms. Audrey Jackson, Head Start Administrator, to cover correspondence ACF-IM-HS-21-01 Updated Coronavirus Disease 2019 (COVID-19) Fiscal and Administrative Flexibilities. Ms. Jackson stated this is an updated correspondence from the Office of Head Start and it states they are going to give up more funds to deal with the pandemic. Ms. Jackson stated an application was submitted to receive additional funds and had a very fast turn around period for submission. Ms. Jackson also stated this correspondence also mention about quality improvements.

BRIEFING AND POSSIBLE ACTION (a-h)

a.) Approval of Head Start, Early Head Start (EHS), and Early Head Start-Child Care Partnership (EHS-CCP) Cost-of-Living Adjustment Applications

HSPC member, Ms. Joe Betty Garcia asked Ms. Audrey Jackson, Head Start Administrator to present the Head Start, Early Head Start (EHS), and Early Head Start-Child Care Partnership (EHS-CCP) Cost-of-Living Adjustment Applications with minor edits. Ms. Jackson explained the purpose of the Cost-of-Living COLA application funds for all three grants and included information regarding the purpose. Ms. Jackson stated what each grant was going to utilize the funds for and stated Head Start was going to add two positions to the personnel compliment, building maintenance for our administrative building, and five sensory rooms for students. Ms. Jackson also reviewed the Early Head Start Program funding will be utilized for building maintenance and administrative building repairs. Ms. Jackson reviewed the EHS-CCP funding and stated the majority of these dollars are going to salary increase to the teacher on our sites, building maintenance and our administrative building repairs. HSPC Community Representative Noel Cortez asked how normal it is for these funds to be allocated for improvements of office building and maintenance. Ms. Jackson stated due to COVID COSA employees did not get a pay increase and nor did the school districts and stated this is typical to put it in building maintenance. HSPC member Janice Garcia Ramirez asked about the monies going to the early head start staff does it include administrative staff as well, Ms. Jackson stated yes anyone who is employed by Head Start funds at the childcare sites and this is actually a permanent increase to the pay scale, and we ask that they send to us proof that they've increased the pay scale. HSPC member Janice Garcia Ramirez also asked if this was private funding, Ms. Jackson stated the funding was through the federal government and is the regular funds. There were no further questions.

Motion: Mr. Noel Cortez moved to approve the Head Start, Early Head Start, and Early Head Start-Child Care Partnership Cost of Living Adjustment Applications, with minor edits.

Seconded (2nd): Ms. Tina Satpathy

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

b.) Review of the 2020-2021 Head Start Middle of Year (MOY) data

HSPC member, Ms. Joe Betty Garcia asked Ms. Mica Clark-Peterek, Special Projects Manager to review the 2020-2021 Head Start Middle of Year data. Ms. Clark-Peterek stated as a reminder a program must conduct standardized and structured assessments for each child and those assessments have to provide information that help, evaluate a child's developmental level and progress towards outcomes as well as provide usable information for teachers and parents, so that there can be individualized instructions throughout the year. Ms. Clark-Peterek also stated we must regularly use assessment results along with informal teacher observations, and additional information from family members and staff to determine the strengths and needs and to inform and adjust our strategies to better support learning and improve teaching practices. Ms. Clark-Peterek continued by stating the Head Start program performance standards which require us to bring our student outcomes data and information regarding assessments to our Policy Council, and as a reminder last month she stated we talked about our beginning of the year assessment and now we are ready to share and talk through our middle of the year assessment. Ms. Clark-Peterek stated this is a standardized criterion reference assessment that relates well to these established and standardized tests and is really sensitive to children's growth and skills over time specific for children ages 3 to 5 years old. She stated our program uses the results of the circle assessment to help, create this detailed picture of a child's growth and development. Ms. Clark-Peterek stated we have

these established assessment windows for beginning of the year, middle of the year, and end of the year, and so if a child enrolled after that assessment the window closes then they will collect ongoing assessment information from the students and is observed and then that student gets assessed during the next testing window. Ms. Clark-Peterek provided examples of the assessment window and stated as a reminder, the circle assessment looks at 15 different areas and you can see them listed there and stated this is the 1st year that we have implemented the circle assessment. Ms. Clark-Peterek also mentioned we are continuing to look at best assessment practices as well as how coded and remote learning have impacted, how we assess our students and how learning may have been impacted. Ms. Clark-Peterek continued to state the circle assessment is broken up into these different areas and some of these assessments are direct assessments, meaning that there is a computer screen and, for example, letter naming a letter will flash up on the screen and the child has so many seconds to name that letter and there's a timed piece to that and then there are some areas where they are including observation checklists. Ms. Clark-Peterek also stated that all the information we are reviewing is in the meeting packet for reference. Ms. Clark-Peterek continued to review the circle assessment, and all of the assessment areas, based on the child's age, and the assessment area, the circle assessment provides what is called a cut point and if a child is at, or above that cut point, for that specific area, they are on target or If the child does not meet that cut point, they are not positioned for that area and stated it doesn't meet a certain age range and so their information and their data is not included.

Ms. Clark-Peterek provided a comparison of our beginning of the year and middle of the year and percentage of children who are identified as proficient. Ms. Clark-Peterek stated the majority of the children are the same, but it is not the exact same percentage and stated the exact number of children assessed at the beginning of the year and at the middle of the year, because we've had some children come and go and you will notice that we are missing one area, letter sound correspondence, we did not include letters sound correspondence on this chart and that is because at the beginning of the year, there is no point no threshold for children to achieve at the beginning of the year, so there is no data to compare that to, at the middle of the year. Ms. Clark-Peterek reviewed the comparison for all our whole program and stated for some campuses, the children were brought in to be assessed, or a teacher worked with a parent to complete the assessment over the computer.

HSPC member Ana Macal asked why the letter sound correspondence is not included in the chart, and stated she understood there was not end point but why was it not a part of the chart. Ms. Clark-Peterek stated it is included in the packet and students are assessed on letter sound of correspondence. Ms. Clark-Peterek stated the teachers are working with students, and they are assessing that area, the data to report to you on the percentage of children that are identified as proficient, there's not a comparison to beginning of the year. Ms. Clark-Peterek continued to state the assessment tool that is provided by the makers of the assessment they say at the beginning of the year, we don't expect there's not a cut point, there's not an expectation for children to meet at the beginning of the year, there is an expectation at the middle of the year and there is an expectation at the end of the year and so the percentage of children that are proficient in letter sound correspondent Is it 68% for the middle of the year and there's not a comparison to the beginning of the year. Ms. Clark Peterek stated the makers, the creators of the assessment tool stay at the beginning of the year and there is not an expectation and recognize that it's not necessarily developmentally appropriate for a child. The child will have to come in with these letters, sound correspondents or to know that "A" makes the "a" sound and "B" makes a "b" sound, but that they do have that expectation at the middle of the year. There were no further questions.

c.) Review of 2020-2021 EHS and EHS-CCP Beginning of Year (BOY) and Middle of Year (MOY) data

HSPC member, Ms. Joe Betty Garcia asked Ms. Christina Fitzgerald, Senior Management Analyst to review the 2020-2021 EHS and EHS-CCP Beginning of Year and Middle of Year data. Ms. Fitzgerald reiterated the statement Ms. Clark-Peterek stated regarding the performance standard for the assessment, and it does require us to do the assessment three times a year, and then bring the data to you and so this standard is the same for the Early Head Start program. Ms. Fitzgerald stated the Early Head Start program uses the E-LAP and LAP-3 assessment tools to complete our educational assessments, the E-LAP and LAP-3 are our criterion reference assessment tools that provide a systematic method for observing the skills of development for children functioning in the birth to 72 months range so the E-LAP does measure the developmental skills from newborn to 36 months and then the LAP 3 will measure from 12 months to 72 months. The E-LAP provides information for 6 domains of development and we have gross motor, fine motor, cognition, language, self-help and social emotional and then our LAP 3 measures, 7 domains which are gross motor, fine motor, cognition, language, self-help, social emotion, and prewriting. Ms. Fitzgerald stated we do use our LAP 3 for children who will be 3 for this year on or before 9-1-21 and so that is that cut off that school age cut off, which means we will use a LAP3 for children where this is their last year in our program before they transition over to Pre-K or Head Start. Ms. Fitzgerald provided details on the reasoning to why they do not use E LAP, she stated some of our children will turn 3 while they are in our program and if we kept using that E LAP it would show them capping at 36 months and it really wouldn't be able to capture that growth while they're in our program.

Ms. Fitzgerald stated this year the program had to figure out how do to assess the children who are still enrolled in remote learning and did these assessments with 67 children that the program needed to assess remotely. Ms. Fitzgerald stated this proved to be a challenge since our assessments are based on observations and we all know, our age group does not display skills on demand. Ms. Fitzgerald stated the program cannot put an infant in front of us and say, okay, now, roll over. Can you roll over? Can you not rollover, so it really proves to be a challenge for the program. Ms. Fitzgerald stated they were able to develop a system which is a starting point for the program to build a system to honor a parent's request to still stay in the remote learning and still complete an assessment. Ms. Fitzgerald stated they created parent questionnaires using our E LAP and LAP 3 manuals re-wrote it since they have a lot of research language. Ms. Fitzgerald stated nobody had to purchase anything out of pocket and the program made them available and stated the teachers and peer coaches received training. Ms. Fitzgerald discussed more about the timeline and completion of the assessment and results for the end of year data and the use of the information for the strategic plan.

HSPC Community Representative Noel Cortez asked if teacher receive a survey of the perception of the services they received and assessments. Ms. Fitzgerald stated they do provide surveys to the teachers in professional development, but specifically on assessment they do not but that is a great idea. HSPC member Joe B Garcia asked if a parent could request our children to do the evaluation on campus instead of on zoom. Ms. Clark-Peterek stated it is something we can suggest to the Education Providers and can follow up on the process and that style may be a familiar for the child. Ms. Velia Villegas-Aguillon, SAISD School Social Worker/Family Services Coordinator, stated she doesn't think there are strict guidelines and principals look at each case and they are open to talk about it, also it depends on the child and if they are able to transition. Ms. Clark Peterek stated we will follow up with the districts just to see what kind of accommodations and modifications can be made for our families. There were no further questions.

d.) Review of 2020-2021 45-Day Screenings

HSPC member, Ms. Joe Betty Garcia asked Ms. Elva Calvario, Senior Management Analyst, to review the 2020-2021 45-Day Screenings. Ms. Calvario reviewed the Head Start Performance Standard requirements and stated the Head Start programs must conduct behavioral developmental screenings within 45 days when a child enters the program. Ms. Calvario stated the program utilized the ages and stages questionnaire as the developmental screening which included communication, gross motor, fine motor, problem solving, and personal-social. Ms. Calvario stated both screenings capture parents' in-depth knowledge and highlight a child's strengths as well as concerns. The ASQs can also teach parents about child development and their own child's skills. Both screenings highlight results that fall in a monitoring zone, to make it easier to keep track of children at risk. The questionnaires are based on the child's age. Ms. Calvario stated the questionnaires are completed by parents/guardians and a teacher may also complete the screening alongside the parent, asking the questions. Ms. Calvario stated as noted in the monthly program report 97% of the children enrolled in the EHS-CCP program have an ASQ-3 and ASQ:SE-2 completed and since we just have our EHS program with EISD up and going, we are not reporting their ASQ information today. Ms. Calvario stated noted in the monthly program report 91% of the children enrolled in the Head Start Prekindergarten program have an ASQ-3 and ASQ:SE-2 completed, and we are continuing to look at our data and find the best way to document the number of children whose ASQ indicates a concern and specifically which areas are indicated by parents as concerns. Ms. Calvario stated for this same timeframe last year, our completion rate was 97% for both the ASQ-3 and ASQ-SE. We have found that parents/guardians of children enrolled in remote learning, especially at the beginning of the year were less likely to complete the ASQ and our staff are continuing to work with parents to complete the ASQ screening. Ms. Calvario finalized by providing the program follow-up and teacher follow up information. There were no questions.

e.) Review of Head Start Program Monitoring

HSPC member, Ms. Joe Betty Garcia asked Mr. Pedro Ramirez, Special Projects Manager, to present the Head Start Monitoring Report. Mr. Ramirez reported the monitoring team recently finalized several monitoring projects in the month of March. Mr. Ramirez discussed the Wellness Support review #1, EISD ERSEA 1st selection, and the 90-Day Health concerns review #1. Mr. Ramirez provided information on the Projects Completed, the 45-Day Education Screening and the 45-Day Health Screening. Mr. Ramirez stated there were no areas of non-compliances noted during the review. Mr. Ramirez continued by reviewing the areas of concern, and stated the Head Start Families, ISD, and COSA team are doing a great job to complete these during the COVID restrictions and was happy we did not have any non-compliances. HSPC member Ms. Janice Garcia asked if we will be meeting in person any time soon, Ms. Andrea Martinez stated we have not been given the guidance from the DHS Directors office but as soon as we get an update on meeting in person, we will update the HSPC members. There were no further questions.

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

HSPC member, Ms. Joe Betty Garcia asked Ms. Dianne Mendez, Management Analyst, to present the EHS and EHS-CCP Monitoring Reports. Ms. Mendez reviewed the Projects completed as Education child file review, education virtual site review, Family & Community child file review, and the virtual safe environment review. Ms. Mendez stated on site review for safe environments will begin again in April. Ms. Mendez stated there were no noncompliance noted during the reviews. Ms. Mendez continued to review the areas of concern on the Education child file and site review, Family & Community support child file, and virtual safe environment review and stated all the findings that

were noted have been corrected and follow-up and those projects are now closed in the data system. There were no questions.

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

HSPC member, Ms. Joe Betty Garcia asked Ms. Audrey Jackson to present the Head Start, EHS, and EHS-CCP Monthly Reports. Ms. Jackson stated she would like to point out a few things regarding the Head Start involvement as mentioned we were not fully enrolled and Head Start is at seventy-three percent (73%) enrolled and that we are going to start recruitment efforts to increase the number, and stated on our health areas you'll see some lower percentages and that's because people were delayed to get in and have their child see their doctors , and so it makes sense that we would have some of those documents missing. Ms. Jackson stated EHS is our new grant and currently at fifty-one percent (51%) enrolled which is higher that we were last month, and we are working on becoming fully enrolled and the partner EISD is struggling to hire teachers and home visitors and our intention is to be fully enrolled by the beginning of next year school year. The good news is we do have babies in the classrooms at Stafford in ten classrooms. Ms. Jackson stated in the EHS-CCP is at ninety-six percent (96%) enrolled and been constant for the entire year and reiterated that Seton Home is a residential program and a bit difficult to be fully enrolled on that side. Ms. Jackson stated with the family support workers, they did an amazing job being in contact with the families and the number are virtually one hundred percent (100%) to complete their assessments, which means they are engaged with the parents. Ms. Jackson also stated the amazing job staff did to hosting drive by clinics at Brady site. HSPC member Joe Betty Garcia asked if the percentage of enrollment does it include in-person and virtual students. Ms. Jackson stated it is both in-person and virtual students and provided details for all three grants. HSPC member Joe Betty Garcia asked about the percentage being low due to parents voluntarily withdrawing their child. Ms. Jackson stated the program does not remove a child from the program, and it is families not signing up for this school year due to COVID and we have had some drop the program, as well as some parents state they will not enroll them next year. There were no further questions.

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

HSPC member, Ms. Joe Betty Garcia asked Mr. Stephen Gonzales, Fiscal Analyst to present the Head Start, EHS, and EHS-CCP Fiscal Reports. Mr. Gonzales reported the Head Start program runs from February 1 - January 31, which is closed now but we have a ninety (90) day close out which allows an opportunity to finalize expenses. Mr. Gonzales reviewed five reports for this closeout period. The First report was for the grant year 2020-2021, with a variance of two million sixty thousand and thirty-three dollars (\$2,060,033) which is seven-point six percent (7.6%), this was tied to personnel costs and with the contractual providers who were unable to complete services due to COVID restrictions and also stated we had vacancies at the beginning of the grant due to the pandemic and will continue into the next grant year. The ISD's contractual partners have forty-five (45) days to invoice, and their expenses are always reflected within their fiscal report. The second report is for grant year 2021-2022, with a variance of thirty-five thousand five hundred and eighty-three dollars (\$35,583) which is three-point five percent (3.5%). The variance is associated with personnel cost with Head Start vacancies in the program earlier this year, the majority were filled through program year though some will persist into GY21-22.

Mr. Gonzales reported the EHS grant has the same budget year as Head start that runs from February 1 thru January 31. The program started mid-year from July 1 – January 31, during this program year. This program will also have a ninety (90) day close out. The First report was for the grant year 2020-2021, with a variance of four hundred and fifty-four thousand nine hundred and fifty-two dollars (\$454,952) which is forty-eight-point five percent (48.5%). This was tied to

personnel with difficulties filling the positions, and procurement of supplies. This program also has staff that cost allocate their time to the program from the CCP Program. Budgeted amounts based on projected time spent on EHS, actuals may vary. The second report is for grant year 2021-2022, with a variance of fourteen thousand two hundred and twenty-three dollars (\$14,223) which is sixteen-point eight percent (16.8%) The EHS program currently has one vacant position, a large portion of personnel expenditures on EHS are cost allocated from EHS-CCP and Head Start, allocations are based on timesheets and cost savings to be reallocated to other categories within EHS.

Mr. Gonzales reported EHS-CCP grant year runs from August 1 - July 31, and stated this report is mid grant. There is a sixty-eight thousand four hundred and ninety nine dollars (\$68,499) which is three-point six percent (3.6%) variance that is tied to personnel and staff allocating time to EHS grant. Childcare partners are paid at a fixed rate per child, so we pay their monthly expenses differently than like the Head Start ISD contractual partners. Mr. Gonzales reiterated the items provided in the packet can be reviewed in detail as a breakdown. There were no questions.

V. GOVERNING BODY

HSPC member, Ms. Joe Betty Garcia asked Ms. Andrea Martinez, Senior Management Analyst, to present items from the Governing Body and Advisory Committees. Ms. Martinez highlighted the City of San Antonio City Council as the programs Governing Board and stated City Council recently completed elections and once, they are finalized after June she will have ninety days to train the new members on Head Start program governance. Ms. Martinez also stated the City council member are also included as the members of the Economic and Workforce Development Committee from districts three (3), four (4), five (5), six (6), and eight (8) and once again the members may change, and she will ensure the Head Start governance training is completed once the new members are seated. Ms. Martinez also advised that the Community Action Advisory Board (CAAB) which is another advisory committee meets monthly and met on April 29, 2021. Items reviewed and approved were as follows: Head Start Correspondence; ERSEA Recruitment Plan; EHS-CCP continuation application; Head Start, EHS, and EHS-CCP COLA applications; Jule Sugarman award process; Monitoring and Fiscal reporting. There were no questions.

VI. ANNOUNCEMENTS AND ITEMS FOR CONSIDERATION

Ms. Martinez reminded the HSPC members on a few announcements to include Wellness Kit Distribution and Council District 2 Food Drive. There were no questions.

VII. ADJOURNMENT

Motion: Mr. Noel Cortez moved to adjourn the meeting.

Seconded (2nd): Ms. Naomi Castellanos

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

HSPC member for Chair, Joe Betty Garcia, adjourned the meeting at 7:59 pm.

Chair

Date