



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2022

Agenda Section: Consent

Agenda Item Title: Approval of the Head Start Continuing Grant Application for 2023-2024

From: Millicent Marcha, Chief Academic Officer

Additional Presenters if Applicable: Rebecca Herrera, Director of Head Start & Early Childhood

Description: Approval of the Head Start Continuing Grant Application (#06CH010831) for the 2023-2024 school year. The Office of Head Start (OHS), within the Administration of Children and Families of the Department of Health and Human Services, awards grants to public and private agencies on a competitive basis to provide these comprehensive services to specific communities. Head Start funds are awarded directly to the eligible program operators at the local level. Operators can use contract funds for a wide range of program expenses including operations, professional development, quality improvement, and investments in technology.

Historical Data: This will be our fifth year collaborating with the Office of Head Start to fund SSAISD Head Start programs. SSAISD has supported our families in the community by providing a learning environment that supports children's growth in different areas such as language, literacy, and social and emotional development. SSAISD has also emphasized the role of parents as their child's first and most important teacher. The Head Start program has supported us in building relationships with families that support family well-being and many other crucial areas.

Recommendation: Approve the Head Start Continuing Application for 2023-2024 between Head Start and SSAISD.

Purchasing Personnel and Approval Date: N/A

Funding Budget Code and Amount: 205: \$2,631,557.00

**Head Start
Continuation Application
2022 -2023**



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In the 2021 - 2022 school year, despite the effect of the lingering pandemic, our program safely returned to in person services for our children and their families. As we resumed in person services, our program remains committed to ensuring the safety and well-being of all children, families and our staff. We continue to monitor CDC guidance and local metrics to make sure everyone feels safe, is willing to support, and participate in the program.

Section 1 Program Design and Approach to Service Delivery

Sub-Section A: Goals:

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

Program Goals are on Excel Sheet titled PROGRAM GOALS 2021-2022

South San ISD School Readiness goals and objectives are aligned with the Head Start Early Learning Outcomes Framework which outlines the skills and knowledge that are important for children before entering kindergarten. The five early learning essential domains addressed are (1) Approaches to Learning, (2) Language and Literacy Development, (3) Cognition and General Knowledge, (4) Perceptual, Motor, and Physical Development and (5) Social & Emotional Development.

South San ISD offers the following examples for goal statements for children's learning and development in Head Start. These goals have two key features: They are broad statements that articulate high expectations for the progress children served in Head Start will attain to be ready to succeed in kindergarten. They focus on how children's skills and knowledge will progress and how this progress will be measured. South San ISD Head Start School Readiness Goals include:

Social and Emotional Goals
<ol style="list-style-type: none">1. Children will engage in and maintain positive relationships and interactions with adults and peers.2. Children will be able to manage emotions and behaviors with increasing independence.
Language and Literacy Goals
<ol style="list-style-type: none">1. Children will develop language skills to include listening and speaking, expanding both children’s understanding of what they hear, as well as their ability to communicate their own ideas and experiences.2. Children will begin to grasp how language is structured into sounds and symbols. They will also begin to understand print conventions and talk about story books.
Approaches to Learning Goals
<ol style="list-style-type: none">1. Children will demonstrate emotional, behavioral, and cognitive self-regulation.
Cognition and General Knowledge Goals
<ol style="list-style-type: none">1. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.2. Children will observe, describe, investigate, categorize, ask questions, make predictions, and develop hypotheses to gain a better understanding of information, activities and surroundings.
Perceptual, Motor, and Physical Development Goal
<ol style="list-style-type: none">1. Children will demonstrate increasing control, strength, and coordination of small and large muscles.2. Children will demonstrate their knowledge and use of safe and healthy behaviors and routines.

The Governing Body, Head Start Policy Council (HSPC), and parents actively participate in monthly meetings and participate in reviewing the self-assessments asking questions regarding program data and goals. South San Antonio ISD and the Governing Body, HSPC, and parents collaborate and assist in the development of short and long term goals, review and approve the

final Self-Assessment report, School Readiness goals, updated forms and 5-year Community Needs Assessment.

Sub-Section B: Service Delivery

1. Service and Recruitment Area:

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: There are no updates or changes at this time.

The service area for South San Antonio Independent School District (SSAISD) Head Start is located in the central-southwestern part of Bexar County. SSAISD is a nonprofit public agency that provides public education for all children from Kindergarten through 12th grade as well as preschool services to approximately 556 preschool-aged students (Texas Education Agency, 2017) from within SSAISD's catchment area. The community has relatively few indigenous industries and even fewer highly-skilled, high-paying jobs. The total population in the area has increased from 44,903 to 50,898 in the past 6 years.

Many SSAISD residents are struggling economically. The recently completed 2017 Community Assessment indicates that the number of families living in South San Antonio ISD with kids under the age of five and who are living in poverty is 48.3%. Overall, the pervasiveness and magnitude of poverty in SSAISD is growing faster.

The South San Antonio area encompasses six census tracts and three primary zip codes. Recruitment for this area is maintained within these three primary zip codes (78211, 78224, and 78242.) SSAISD Head Start does not currently have child care partnership slots. However, it has developed a partnership with Parent-Child Incorporated Head Start/Early Head Start and we are looking forward to another year of partnership.

2021-2022 Update:

(Paragraph 1): In the central-southwestern part of Bexar County is the South San Antonio Independent School District (SSAISD). SSAISD is a nonprofit public agency that provides public education for all children from Kindergarten through 12th grade as well as preschool services to approximately 503 preschool-aged students from within SSAISD's catchment area (U.S. Census Bureau, Census 2020 Tigerline Boundary Files; South San Antonio ISD Early Head Start and Head Start Programs).

(Addition) Geography:

San Antonio is the seat of Bexar County and is located in South Central Texas, south of Austin but north of Laredo. The County's population was estimated to be 2.03 million in 2020 (US Census Bureau, 2020 Population Estimates). San Antonio, Bexar County's largest city, contained an estimated population of 1.57 million persons in 2020 (US Census Bureau, 2020 Population Estimates, City and Town Population Totals). South San Antonio ISD provides services to eligible residents living in the school district (see Figures 2-1 and 2-2).

(Paragraph 2): Many SSAISD residents are struggling economically. The recently completed 2021 Community Assessment indicates that the number of families living in South San Antonio ISD with kids under the age of five and who are living in poverty is 36.4%. Poverty also affects a larger share of SSAISD residents than residents of most school districts, Bexar County and the state of Texas.

(Paragraph 3): However, it has developed a partnership with Parent-Child Incorporated Early Head Start and we are looking forward to another year of partnership.

2020-2021 Update:

(Paragraph 1): The service area for South San Antonio Independent School District (SSAISD) Head Start is located in the central-southwestern part of Bexar County. SSAISD is a nonprofit public agency that provides public education for all children from Kindergarten through 12th grade as well as preschool services to approximately 513 preschool-aged students from within SSAISD's catchment area. The community has relatively few indigenous industries and even fewer highly-skilled, high-paying jobs. The total population in the area has increased by 10.4% to 49,557 residence in 2018.

(Paragraph 2): Poverty significantly affects SSAISD families. The recently completed 2020 Community Assessment indicates SSSAISD's share of families with children under 5 years that are below the poverty threshold was 7.9% higher than for San Antonio and 11.3% higher than for Bexar Country with a percentage of 29.1%.

2. Needs of Children and Families:

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: There are no updates or changes at this time.

The South San Antonio area is made up of six census tracts and three zip codes (as noted before) and is home to approximately 50,898 residents (American Community Survey 5- Year Estimates, 2012-2016). The total population in the area has increased 13.4% since the year 2010 when the population within the SSAISD's catchment area was 44,903 (census, 2010). The overall population in the SSAISD catchment area has seen an increase of 18.5% in the overall population since 2000.

Demographically, according to the American Community Survey 5-Year Estimates, 2012-2016, 91.4% of residents residing in South San Antonio classify themselves as Hispanic or Latino. African-Americans or Black represent 1.7%, while Native Hawaiian/Pacific Islanders, Asian and White or Caucasian constitute 0.0%, 0.3%, and 6.0%, respectively. Consistent with the ethnicity data provided above, Spanish is the most widely used foreign language. The vast majority (98.5%) of SSAISD residents speak Spanish while other languages including Korean, Japanese, and Chinese. Classifying 16.0% of all SSAISD students as English Language Learners (ELL).

According to U.S. Census (American Community Survey 5-Year Estimates, 2012-2016) data from 2016, there are 3,965 children under the age of 5 and 1,414 children aged 3 and 4 years old living in the SSAISD catchment area. Of these children, 1.1% have an identified disability. San Antonio municipal documents have reported the number of homeless persons to be 2,743 and the number of homeless families to be 2,116 (HUD, 2017). Of the 2,116 homeless families, 11.4% have a homeless member that is a child. To assist the homeless and transients in the San Antonio area, there are 9 emergency shelters, 2 “Safe Haven” facilities, 15 transitional housing, 12 permanent supportive housing for adults, and 1 permanent supportive housing for youth.

In the past 5 years, SSAISD has seen a teen pregnancy rate of 71 births per 1,000 females aged 15 to 19 years of age which is at a higher rate (121.9%) than the City of San Antonio and Bexar County rates, respectively.

As shown in Table 1, educational attainment by residents within the SSAISD catchment area is significantly below the local area averages. Only 66.3% of adults, aged 25 and over, living in the SSAISD catchment area have a high school diploma or higher. This rate is 18.8% and 20.4% LOWER than the City of San Antonio and Bexar County averages, respectively. The

percentage of SSAISD catchment area residents with less than a 9th-grade education, meaning

Table 1

EDUCATIONAL ATTAINMENT IN SSAISD COMPARED TO SAT & BEXAR COUNTY (2016)					
<i>Educational Attainment</i>	<i>SSAISD</i>	<i>SAT</i>	<i>Bexar County</i>	<i>SSAISD to SAT</i>	<i>SSAISD to Bexar</i>
Less than 9th grade education	16.5%	9.0%	8.0%	83.3%	106.3%
9th to 12th grade, no diploma	17.3%	9.4%	8.6%	84.0%	101.2%
Percent high school graduate or higher (age 25 or older)	66.3%	81.6%	83.3%	-18.8%	-20.4%
Percent bachelor's degree or higher	6.9%	25.2%	26.9%	-72.6%	-74.3%
Poverty Rate for residents with less than high school diploma	26.1%	29.4%	27.9%	-11.2%	-6.5%
Poverty Rate for residents with a high school diploma	14.2%	16.6%	15.4%	-14.5%	-7.8%
Poverty Rate for residents with Bachelor's degree or higher	7.2%	5.8%	4.8%	24.1%	50.0%

they never attended a day of high school, is 16.5%, a percentage that is 83.3% and 106.3% HIGHER than the City of San Antonio and Bexar County, averages, respectively. Further, only 7.2% of adults living in the SSAISD catchment area are college graduates. This rate is 72.6% and 74.3% LOWER than the City of San Antonio and Bexar County averages, respectively. This lack of educational attainment is one contributing factor in the high number of South San Antonio ISD school students who are considered “at-risk” of dropping out of school. According to the Texas Education Agency (2017), 67.9% of all SSAISD school students have one or more indicators that place them ‘at-risk’ for school dropout. The following chart displays the educational attainment of SSAISD residents, compared to the City of San Antonio and Bexar County, for 2016. It can be easily noted that SSAISD residents are more likely to have less than high school education, more likely to drop out of high school, less likely to graduate high school, and less likely to obtain a bachelor’s degree.

Lack of educational attainment has a profound impact on the area. According to the U.S. Census American Community Survey 5-Year Estimates, 2012-2016, the higher the educational attainment of residents the less likely they are to be living in poverty. SSAISD catchment area

residents with less than a high school diploma, which represents 33.8% of the entire SSAISD catchment area of residents over the age of 25, are more likely to be living in poverty than SSAISD residents with either a high school diploma or college degree. According to U.S. Census data, 26.1% of all residents with less than a high school diploma were living in poverty compared to only 14.2% of SSAISD residents with a high school diploma and to only 7.2% of SSAISD residents who have a college degree.

Further, SSAISD children from low-income families are struggling to meet school readiness goals. Based on a 2012 program evaluation, low-income students are entering the SSAISD preschool program knowing fewer upper-case letters and possessing a significantly limited expressive vocabulary. In most cases, low-income students are coming into the preschool program fully one standard deviation below average. Further, low-income students are struggling to achieve academically as only 58.0% of all SSAISD 3rd-grade students performed at a “basic” level on the State of Texas Assessment of Academic Readiness in 2017.

Health and Nutrition Data, recorded in our community assessment states, “SSAISD has 2, 621 residents, aged 2-4, who receive WIC services. Of this number, 67, are identified as children who are underweight. Another 56 are considered “at-risk” of becoming underweight”. Overweight calculations were computed based on the same 2,621 residents, aged 2-4, in the SSAISD catchment area who receive WIC services. Of this total, 328, were classified as being overweight. Another 392, were classified as “at-risk” for being overweight.

Child Immunizations are also a major health concern for Bexar County. For the children in South San Antonio ISD’s catchment area, the rate is **59.0%** (SAMHD, 2012) , which is **10.6%** and **20.3 % LOWER** than the City of San Antonio and Bexar County averages respectively.

Nutrition appears to be a concern for many people in Bexar County. This issue is more pronounced in the SSAISD catchment area as food scarcity is a real concern for residents in SSAISD based on the fact, as shown in Table 2. All SSAISD school students qualify for free meals through the public- school system.

Table 2

SSAISD AREA RESIDENTS ON FOOD STAMPS COMPARED TO SAT AND BEXAR COUNTY (2016)					
Program	SSAISD	SAT	Bexar County	SSAISD to SAT	SSAISD to BEXAR
Food Stamp/SNAP	31.0%	16.1%	14.5%	92.5%	113.8%

A strength in the community is the development of partnerships between the school district and other local area providers of early childhood services. For example, Parent/Child Incorporated runs an Early Head Start center that is located just outside of the SSAISD boundary but the facility does serve some SSAISD children. SSAISD looks forward to continuing its partnerships with both Parent/Child Incorporated in the upcoming year. Additionally, the SSAISD catchment area welcomed two new charter schools in the area. These charter schools help to provide additional educational options for the areas students.

2021-2022 Update:

(Paragraph 1): The South San Antonio area is made up of six census tracts and three zip codes (as noted before). The area has approximately 52,060 residents (American Community Survey 5-year estimates, 2015-2019). The overall population in the SSAISD area has increased 18.2% between 2012 and 2020.

(Paragraph 2): Demographically, according to the American Community Survey 5-Year Estimates, 2012-2019, 95.9% of residents residing in South San Antonio classify themselves as Hispanic or Latino. African-Americans or Black represent 1.5%, while Native Hawaiian/Pacific Islanders, Asian and White or Caucasian constitute 0.0%, 0.7%, and 7.3%, respectively. Consistent with the ethnicity data provided above, Spanish is the most widely used foreign language.

(Paragraph 3): According to U.S. Census (American Community Survey 5-Year Estimates, 2015-2019) data from 2019, there are 3,753 children under the age of 5 years old living in the SSAISD catchment area.

(Paragraph 4): It is worth noting that the number of homeless age-eligible children in the SSAISD is expected to remain stable through 2023. The total number of families experiencing homelessness in Bexar County is 8,832. The number of homeless students in SSAISD is approximately 176 students (Texas Education Agency, Student Program Report 2020-2021).

(Paragraph 5): According to data from the 2015-2019 ACS 5-year Estimates and the Texas Department of Family and Protective Services, there were an estimated 2,031 foster children living in Bexar County. Fifty-four of these children were living in the SSAISD catchment area.

(Paragraph 6 combined into 7): Educational attainment in the South San Antonio ISD is generally lower when compared to Bexar County. About 24% of residents did not have a high school diploma or GED, which was lower when compared to 15% of County. Also, the percent of residents with a high school diploma or GED in SSAISD was 41.4%, which was higher than the county. This is largely because post-secondary education is so low in SSAISD. Residents in

the South San Antonio ISD were substantially less likely to earn a Bachelor's degree or higher (1.7%).

(Paragraph 8 & 9): Due to a change in the 2021-2022 CNA format, this information has been moved to the HEALTH Section.

(Paragraph 10): For example, Parent/Child Incorporated runs an Early Head Start center that is located inside Kindred Elementary and serves SSAISD children who are 0 to 3 years of age. SSAISD looks forward to continuing its partnership with Parent/Child Incorporated in the upcoming year.

2020-2021 Update:

(Paragraph 1): The South San Antonio area is made up of six census tracts and three zip codes (as noted before) and is home to approximately 49,557 residents. The total population in the area has increased by 10.4% between 2018 and the 2010 Census. Furthermore, the overall population in SSAISD catchment areas has seen an increase of 15.4% in the overall population since 2000.

(Paragraph 2): Demographically, according to the American Community Survey 5-Year Estimates, 2014-2018, 91% of residents residing in South San Antonio classify themselves as Hispanic or Latino. African-Americans or Black represent 1.1%, while Native Hawaiian/Pacific Islanders, Asian and White or Caucasian constitute 0.0%, 0.2%, and 7.6%, respectively. Consistent with the ethnicity data provided above, Spanish is the most widely used foreign language. The vast majority (60.4%) of SSAISD residents speak Spanish while other languages including Korean, Japanese, and Chinese. Classifying 18.0% of all SSAISD students as English Language Learners (ELL).

(Paragraph 3): According to the Community Needs Assessment Update for 2020, there are 4,308 children under the age of 5 and 1,339 children aged 3 and 4 years old living in the SSAISD catchment area. Of these children, 0.3% have an identified disability.

Point-in-Time, mandated by the US Department of Housing and Urban Development, is one of the most reliable ways to estimate the homeless population in any community. In 2018, a total of 3,066 homeless persons and 2,462 homeless households were counted. To assist the homeless and transients in the San Antonio area, there are 9 emergency shelters, 2 “Safe Haven” facilities for adult individuals, 15 transitional housing for adult individuals, 12 permanent supportive housing for adult individuals, and 1 permanent supportive housing for youth.

(Paragraph 5): Educational attainment statistics are illustrated in Table 1 below. About 68% of adults living in SSAISD, have at least a high school diploma. Only 7.3% of SSAISD adults have completed a bachelor's degree or higher. Education is an important resource partly because it helps to determine future access to opportunities and resources. However, many children in SSAISD will belong to households without well-educated roles models that they can emulate.

Table 1

<i>Educational Attainment</i>	<i>SSAISD</i>	<i>SAT</i>	<i>Bexar</i>	<i>SSAISD Minus SAT</i>	<i>SSAISD Minus Bexar</i>
Less than 9th grade education	16%	9%	8%	7%	8%
9th to 12th grade, no diploma	16.2%	10%	9%	6.2%	7.2%
High school diploma or GED	33.4%	26%	25%	7.4%	8.4%
Percent high school graduate or higher	68%	82%	84%	-14%	-16%
Percent bachelor's degree or higher	7.3%	26%	28%	-18.7%	-20.7%
Poverty Rate for residents with less than HS diploma	26%	28%	27%	-2.0%	-1.0%
Poverty Rate for residents with HS diploma	15%	17%	15%	-2.0%	0%
Poverty Rate for residents with Bachelor's or higher	6%	6%	5%	0%	1.0%

(Paragraph 6): combined into paragraph 5.

(Paragraph 8): Obesity and immunization rates are key indicators of child health in any area. Data about overweight and immunization are rarely available at sub-county levels and specific age groups such as children. However, the available data suggest that overweight and the correct immunization schedule are both issues for Bexar County children.

(Paragraph 10): The share of SSAISD households relying upon SNAP is 27.3%. This reliance upon public assistance, and especially upon food stamps, SNAP, indicate a great need for food and nutrition services and resources in SSAISD.

(Paragraph 11): A major factor in the area's resilience to the hard-economic times is the South San Antonio Independent School District (SSAISD). A strength in the community is the development of partnerships between the school district and other local area providers of early childhood services. Furthermore, the City of San Antonio has embarked on an ambitious program, locally called the PreK-4 SA program, to provide pre-kindergarten services for all 4-year-old children in San Antonio. Additionally, the SSAISD catchment area welcomed two new charter schools in the area. These charter schools help to provide additional educational options for the areas students.

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

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: Update (see end of section).

Results from the 2017-2018 Community Needs Assessment and Surveys conducted by South San Antonio Head Start program, show that parents benefited from a full day program. South San Antonio Head Start will continue to offer a full-day center-based Head Start Program option. Services through the full-day model align with the districts normal school day. South San Antonio ISD Head Start currently services 288 children in a total of 9 campuses.

SSAISD is a nonprofit public agency that provides full- day public education for all children from Kindergarten through 12th grade as well as preschool services to approximately 556 preschool aged- students (Texas Education Agency, 2017) from within SSAISD catchment

area. Based on SSAISD community assessment the average class size was calculated for each SSAISD school campus, making it possible to estimate the number of students eligible for Head Start services at each SSAISD elementary school campus. In alignment with state school days, students attend regular school hours 5 days a week, 7.5 hours a day for a total of 174 days a year. The estimates and calculations from the Community Needs Assessment (2017-2018), suggest that there are more 3 through 5-year olds than there are 6 through 8-year olds, or any other age grouping covering 3 years. This fact is supported by the 2016 U.S. Census data that notes that there are 1,414 “age eligible children” living in the SSAISD catchment area. Further, population increases suggest that SSAISD will have 2,046 age eligible Head Start students by 2020 (Barrington, 2017). Nonetheless, the total estimate of students eligible for SSAISD Head Start (SHS) services is over 1,260. The total number of children (including those well above the poverty line) who received early childhood and preschool services throughout SSAISD in the 2017 school year was only 556. This means that only about 42.0% of all age and income eligible Head Start students living in one of the most economically impoverished areas in San Antonio and Bexar County currently receive preschool services.

2021-2022 Update:

(Paragraph 1 & 2): Results from the 2021-2022 Community Needs Assessment show that parents benefited from a full day program. South San Antonio Head Start will continue to offer a full-day center-based Head Start Program option. Services through the full-day model align with the district's normal school day. South San Antonio ISD Head Start currently services 288 children in a total of 10 campuses.

SSAISD is a nonprofit public agency that provides full- day public education for all children from Kindergarten through 12th grade as well as preschool services to approximately

503 preschool aged- students (U.S. Census Bureau, 2015-2019 American Community Survey) from within SSAISD catchment area. Based on SSAISD community assessment the average class size was calculated for each SSAISD school campus, making it possible to estimate the number of students eligible for Head Start services at each SSAISD elementary school campus. In alignment with state school days, students attend regular school hours 5 days a week, 7.5 hours a day for a total of 180 days a year. The estimates and calculations from the Community Needs Assessment (2021-2022), suggest that there are 727, 0 to 4-year olds, 599, 5 year olds. This fact is supported by the U.S. Census Bureau, 2015-2019 American Community Survey. The U.S Census Bureau, 2019 Census data notes that there are 3,753 “age eligible children” living in the SSAISD catchment area. The total number of children (including those well above the poverty line) who received early childhood and preschool services throughout SSAISD in the 2020 school year was only 476.

2020-2021 Update:

(Paragraph2): SSAISD also provides preschool services for three- and four-year-old children living in and around SSAISD via its existing preschool program and the recently added SSAISD Head Start program. The total number of children (including those well above the poverty line) who received early childhood and preschool services throughout SSAISD in the 2019 school year was only 513. This means that only about 44.2% of all age and income eligible Head Start students living in one of the most economical impoverished areas in San Antonio and in Bexar County currently receive preschool services.

2019-2020 Update:

(Paragraph 1): South San Antonio ISD Head Start currently services 288 children in a total of 10 campuses.

4. Centers and Facilities:

2021-2022: There are no updates or changes at this time.

2020-2021: There are no updates or changes at this time.

2019-2020: Update (see end of section).

This school year, 2019-2020, the South San Antonio ISD Board of Trustees reopened Athens Elementary. The re-opening of Athens Elementary as a “Community School” will provide the district the opportunity to serve its students and families through smaller classroom sizes, educational pathways, and access to community resources. This unique model includes wraparound services to assist in supporting the whole family. A phased-in approach will begin with identifying organizations and services that support the health and well-being of the child, provide educational opportunities for caregivers, and ensure services are easily accessible.

5. Eligibility, Recruitment, Selection, Enrollment and Attendance:

2021-2022: Update (see end of section).

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

In order to reach those families who are most in need in our Head Start Service area, South San Antonio ISD Head Start has developed and implemented a recruitment procedure that is designed to actively inform all families of Head Start eligible children (within the recruitment area) of the availability of services. This procedure also encourages Head Start eligible families to apply for admission to the program.

This process includes, but is not limited to, the following activities:

- contacting current Head Start families with other age eligible children
- use local Early Child Intervention referral service for children with disabilities
- using current Head Start families as referral sources to other potential families
- contacting current wait list families to update their application including re-verification of income
- posting flyers within the community and replacing them as necessary
- using local media to publish Public Service Announcements (PSA) about recruitment
- contact district schools to distribute recruitment flyers

SSAISD Head Start has an annual recruitment meeting to formulate recruitment strategies. SSAISD Family Service Facilitators (FSF) are given a recruitment plan checklist in order to aid in their efforts to actively inform the community of recruitment. Flyers, brochures, and other recruitment aids are provided to the Family Service Facilitators. Time is allotted for them to share strategies that work best to solicit the most applications. Family Service Facilitator assists families in filling out the application forms in order to ensure that all information needed for selection is complete. Family Service Facilitator inform their immediate supervisor of the procedure to use in case of their absence. This should include a “Recruitment Intake Form” that a family would use to list their name, address and phone number where they can be reached and a brochure about Head Start and the services we provide, along with the information that the family will need to provide at the time of application. The Family Service Facilitator will then contact those families and set up a time to complete their application. Applications are taken

continuously throughout the year to obtain as many applications as possible to help assist in gaining a number of applications that are greater than our enrollment opportunities.

Head Start Family Service Facilitators monitor attendance on a daily basis by making contact with the classroom teacher by 8:45 a.m. to mark students who are absent or present in ChildPlus System Software. The Head Start Family Service Facilitator then contacts the parents of absent students by calling them to check on the reason the student is not in class. Head Start FSF will mark any student that is absent with the reason why the child is absent and input the contact notes. If a parent is unreachable, the campus will make a second attempt in contacting the parents. After two (2) consecutive absences (with no contact with the family), a home visit will be required. During the home visit, the FSF will provide the parents with resources and explain the Attendance Success Plan. Our program will promote regular attendance by analyzing and maintaining attendance to be at least 90% during the school year. Our program will follow the SSAISD 90% rule on attendance when a child is nearly close to missing 10% of program days per year. During the first semester it is recommended that a student not miss more than eight (8) days of school. During the second semester it is recommended that a student cannot miss more than ten (10) days of school. These efforts may include but are not limited to home visits, social service interventions, referrals, available services and resources for parents. Head Start FSF will educate parents and campus staff on how to contact the child's teacher, when their child is absent from school. If a child is experiencing homelessness and is unable to attend classes regularly due to transportation to and from the school, the program is ready to assist families by collaborating with the school district's transportation department and provide community resources to assist with any barriers that the family is experiencing.

2021-2022 Update:

(Addition): ARP funding is being used to purchase additional materials, supplies and technology to ramp up recruitment and enrollment efforts. This will assist the program in holding more recruitment events and in being able to enroll the eligible children and families throughout the school year.

6. Education and Child Development:

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: There are no updates or changes at this time.

South San Antonio ISD Head Start program acquired Scholastic Big Day for Pre-K in 2011. It is a Texas State Board of Education approved curriculum. All instructional goals and objectives are aligned with the Head Start Early Learning Outcomes Framework which outlines the skills and knowledge that are important for children before entering kindergarten. (Alignment attached in Head Start Enterprise System Upload section)

The five early learning essential domains addressed are (1) Approaches to Learning, (2) Social & Emotional Development, (3) Language and Literacy, (4) Cognition: Mathematics Development and Scientific Reasoning, (5) Perceptual, Motor, and Physical Development. South San Antonio ISD Head Start firmly believes in a teaching approach that respects both the age and the individual needs of each child.

Big Day for Pre-K is a research and evidence-based effective, comprehensive and developmentally appropriate early learning curriculum that embraces children's natural curiosity and encourages them to explore and connect to the world around them, with five founding

principles: Social-Emotional Development, Integrated Learning, Partnership with Families, Language Development and Responsive Instructions. It also features equity of English and Spanish instructional materials. The curriculum provides meaningful conversations with strategies that accelerate oral language development and vocabulary development. It further provides access to literature and nonfiction books in multiple media forms and has embedded innovative technology for children, teachers, and families providing a unique family experience through interactive resources and online communication.

At the beginning of the academic school year, teachers will be given a detailed scope and sequence to follow as needed. It is a timeline of curriculum themes, suggested activities, resources, Texas Prekindergarten Guidelines, and Head Start Early Learning Outcomes Framework goals. All of these can be used by teachers when creating lesson plans.

South San Antonio Head Start implements curriculum fidelity by ensuring that teachers follow each curriculum's approach and guidance while using their knowledge of children's and families' strengths, needs, interests, and cultural and linguistic backgrounds to modify the curriculum activities or teaching practices. SSAISD has a system in place to support staff with curriculum fidelity. This includes Head Start School Readiness Facilitators who are knowledgeable of Scholastic's Big Day for Pre-K and a Head Start Training & Technical Assistant who provides ongoing guidance and coaching. A variety of professional development opportunities related to curriculum use are provided to teachers, including sessions at the annual pre-service, The South San Antonio ISD Head Start program created the 2016-2017 Pre-Kindergarten Instructional Guide which aligns the Scholastic Big Day Curriculum Themes, Revised Texas Prekindergarten Guidelines and the Head Start Early Learning Outcomes Framework, teacher team meetings, and one-on-one coaching.

South San Antonio ISD Head Start utilizes the BRIGANCE Early Childhood Screen III within 45 calendar days for each child to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills. The BRIGANCE Early Childhood Screen III was developed from valid and reliable research in detecting children with potential delays or giftedness. BRIGANCE provides quick, easy accurate screening of skills that are critical predictors of school success, including physical development, language, cognitive, academic, self-help, and social/emotional skills. The BRIGANCE Screens III Self-Help and Social/Emotional Scales rely on parents as experts and has an easy to use, family-friendly questionnaire. The questionnaire is available in English and Spanish and only takes 10-15 minutes to complete.

SSAISD Head Start also utilizes the Learning Accomplishments Profiles- Third Edition (LAP-3) for formal assessment which is used for the purpose of observing the skill development of children functioning in the 36-72 month old age range. The purpose of this criterion-referenced assessment is to assist teachers, parents and SSAISD Head Start Education staff in assessing individual development. The LAP-3 is aligned to the Head Start Early Learning Outcomes Framework and contains a hierarchy of 383 developmental skills arranged in chronological sequence in six domains of development. Formal child assessment data is collected, aggregated, and analyzed three times per year, beginning of the year (BOY), middle of the year (MOY), and end of year (EOY). Formal assessment data is analyzed at the child, classroom, campus and over all district level to adjust instruction, help coordinate professional development opportunities, share with parents/guardians to create and or adjust individual educational goals as the year progresses. BOY assessment data is used as a baseline of each child's strengths & needs and provides education staff with areas for additional support. MOY

assessment data is compared with BOY data to determine gains and identify areas for continued support. EOY assessment data is used to identify student growth and program improvements or needs. At the end of the program year, a program analysis and comparison of BOY, MOY and EOY is completed to identify patterns and trends that indicate student gains, impact of service delivery and helps to create school readiness goals for the upcoming program year.

Parents/guardians are an integral part of the screening process which provides teachers with valuable information pertaining to their children's development and behavior. Information is shared through BRIGANCE Early Childhood Screens III, LAP-3, home visits, parent conferences, and day-to-day interactions. SSAISD utilizes a state adopted research-based curriculum and in the future, parents will be included in the curriculum selection process.

2021-2022 Update:

(Paragraphs 1-5): The South San Antonio ISD Head Start program adopted the Frog Street Pre-K Curriculum in August 2021. It is a Texas State Board of Education approved curriculum. All instructional goals and objectives are aligned with the Head Start Early Learning Outcomes Framework which outlines the skills and knowledge that are important for children before entering kindergarten. The five early learning essential domains addressed are (1) Approaches to Learning, (2) Social & Emotional Development, (3) Language and Literacy, (4) Cognition: Mathematics Development and Scientific Reasoning (STEAM), (5) Perceptual, Motor, and Physical Development. South San Antonio ISD Head Start firmly believes in a teaching approach that respects both the age and the individual needs of each child. (Alignment attached in Head Start Enterprise System Upload section).

Frog Street Pre-K is a comprehensive, research-based curriculum that integrates instruction across developmental domains and is aligned to state and national standards. The cornerstones of the curriculum include integrated lessons with a defined scope and sequence of instruction. It also includes a social-emotional development component called Conscious Discipline. Frog Street incorporates differentiated instruction strategies to meet the needs of all learners including English Language Learners and children with special needs. Frog Street provides innovative technology for students with interactive software which contains over 100 Spanish and English activities in phonological awareness, alphabet knowledge, written expression, listening comprehension, vocabulary development and math skills and concepts. Frog Street also includes *Frog Street Pre-K at Home* which offers online content that is perfectly aligned to the classroom lessons.

At the beginning of the academic school year, teachers were given a detailed scope and sequence to follow as needed. It is a timeline of curriculum themes, suggested activities, resources, Texas Prekindergarten Guidelines, and Head Start Early Learning Outcomes Framework goals. All of these can be used by teachers when creating lesson plans.

South San Antonio ISD Head Start implements curriculum fidelity by ensuring that teachers follow each curriculum's approach and guidance while using their knowledge of children's and families' strengths, needs, interests, and cultural and linguistic backgrounds to modify the curriculum activities or teaching practices. South San Antonio ISD Head Start has a system in place to support staff with curriculum fidelity. The Instructional Coaches assist teachers with ongoing guidance and coaching. A variety of professional development opportunities related to curriculum use are provided to teachers.

2020-2021 Update:

(Paragraph 6): South San Antonio ISD Head Start teachers in collaboration with parents/guardians began utilizing the Ages and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) within the first 45 calendars of a student's enrollment. The ASQ-3 and ASQ- SE-2 screeners are accessible online and are utilized for teachers to screen students virtually.

The ASQ-3 screener is used to identify developmental progress of Pre-Kindergarten students in communication, gross motor, fine motor, problem solving, and personal-social skills. It provides a snapshot to catch any delays and/or identify a child's achievement.

The ASQ-SE-2 is a parent-completed, social- emotional screener that identifies behavior and social- emotional concerns. The screener allows opportunity for further assessment, specialized intervention, or ongoing monitoring. The areas screened in the ASQ-SE-2 include self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people. The ASQ-SE2 also helps teachers gain insight of their student's capabilities during their most developmental years.

(Paragraph 7): SSAISD Head Start shifted from LAP 3 to CIRCLE Progress Monitoring System (PreK). The CIRCLE Progress Monitoring System, is a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skills. CIRCLE provides significant flexibility in administration, including choice of measures and timing of assessments. The CIRCLE Progress Monitoring System also:

- provides links to CIRCLE activities that target specific skills based on assessment results
- includes a wide range of reporting features instantly accessible
- demonstrated high reliability and validity in multiple research studies

The assessment areas include Rapid Vocabulary, Rapid Letter Naming, Early Writing, Mathematics, Phonological Awareness, Social-Emotional Development, Book and Print Awareness, and Story Retell and Comprehension.

7. Health

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: Update (see end of section).

SSAISD Head Start partners with a wide variety of state organizations and agencies within the community, including school campus nurses to provide health services for children and families. All resources such as Medicaid, CHIP, and local Carelink will be utilized and exhausted before resorting to Head Start Funds to cover children with no insurance benefits.

Oral health exams are not conducted at our program sites at this time. However, Family Service Facilitators monitor necessary preventive and follow up care, including topical fluoride treatments. The SSAISD Health Specialist ensures that parents are providing the program with two dental exams per year as required by Medicaid. Our program emphasizes on assisting parents with the understanding and importance of selecting a dental home. Our Head Start teachers also assist children in oral health by role modeling tooth brushing at least once a day.

The SSAISD Head Start program established a partnership with Daughters of Charity Organization for the 2018-2019 school year. This organization provides our families with medical, dental, Behavioral Counseling and transportation for the entire family. In addition, Medico MD, CentroMed, WIC, and Christus Santa Rosa provide low cost services, such as health screenings, referrals/follow ups, and education, to meet each child's individual needs. SSAISD campus nurses assist with Growth Assessments (height, weight, vision, and blood

pressure) within our forty-five (45) day deadline. Children who fail the hearing and vision screening after the second attempt are referred by the campus nurse for further evaluation. As an additional outsourcing agency, the Texas Health and Human Services provides Lead and Hemoglobin screening results that are not noted on physicals.

The process of services begins at enrollment into the program and continues until the child transitions out of the program. Family Service Facilitators assist parents in completing the Child Health History and Nutrition forms during the enrollment process. Health Specialists and FSF routinely follow up with families and staff to ensure special diets are maintained for the child. The SSAISD Child Nutrition Department assists in providing special dietary plans for children with food allergies, and religious diets, to ensure they are provided safe and nutritious meals.

Within thirty (30) days of enrollment into the SSAISD Head Start program, Family Service Facilitators conduct home visits with families of children who do not have a medical or dental home. Within ninety (90) days of enrollment, Health Specialist and Family Service Facilitators partner with parents to make a determination of a child's overall health status. Health Specialists and FSF work with parents to ensure the child maintains a routine schedule as mandated by the State of Texas and the Center for Disease Control (CDC). Families that do not have a medical home established will be referred to a local medical provider by FSF staff. SSAISD Health Specialist verifies and updates child health status weekly. SSAISD Head Start utilizes ChildPlus to enter data, track health status, run reports and analyze progress to ensure compliance. It allows SSAISD Health Specialist and FSF staff to obtain a clear picture of both the overall health and health needs of each child. Continuous monitoring by SSAISD Health Specialist will initiate the follow up process for any needed accommodations.

For compliance of completing developmental and behavioral screenings, as prescribed in the Head Start Performance Standards, the program utilizes the BRIGANCE Early Childhood Screens III. Head Start School Readiness Mentors, Mental Health Specialist, Health Specialist and teachers use these screenings to individualize services for children and refer for follow up as needed.

In 2013, (NOTE: 2013 is the last year that data was disaggregated by zip code) reported that out of 2,621 residents, aged 2 to 4 years receiving WIC, 67, or 2.6% are identified as underweight and 56, or 2.1% are considered “at-risk of being underweight as shown in Table 3.

Table 3

2 TO 4 YEAR OLDS IN SSAISD ON WIC WHO ARE CONSIDERED UNDERWEIGHT OR “AT-RISK” OF BEING UNDERWEIGHT					
<i>Zip Code</i>	<i>Unique WIC Clients</i>	<i>Children Underweight</i>	<i>Percent Underweight</i>	<i>Children “At-Risk” of Being Underweight</i>	<i>Percent “At-Risk” of Being Underweight</i>
78211	1,058	29	2.7	28	2.6
78224	505	13	2.6	13	2.6
78242	1,058	25	2.4	15	1.4
TOTAL	2,621	67	2.6	56	2.1

Obesity is another significant factor found in the South San Antonio ISD community and surrounding areas as shown on Table 4. Health /Nutrition Specialists will work closely with parents, staff and community on concerns that arise and implement a Plan of Action of services to meet the needs of the child. *I am Moving, I am Learning Obesity Prevention Supplemental Resource* is being implemented to address childhood obesity in Head Start. SSAISD secures the National School Lunch program to ensure proper nutrition is served for breakfast and lunch. All food served to the children is high in nutrients, low in sodium and sugar with low fat milk. Family Service Facilitators provide Nutrition classes through Agrilife for parents to enhance their understanding of “Good Eating Habits” and are graduated upon completion of the course.

The obesity rate for Bexar County is nearly **10%** larger than the state rate (SA 2020, 2015). The current projection models indicate that obesity prevalence will affect a larger and larger proportion of the population, resulting in greater health cost and health problems. In fact, the obesity rate in Bexar County is projected to rise from **32%** in 2010 to **33%** in 2020 and eventually reach 42.7% in 2040 (Eschbach, 2009). The situation in SSAISD is extremely dire as 3,416 students have been identified as having an unhealthy weight based on the school district’s use of the FITNESSGRAM for 3rd through 12th grade. This means that **55.0%** of all 3rd through 12th grade students in SSAISD are overweight and “at-risk” for obesity and diabetes. This is a **37.5%** increase from the 2008-2009 school year, and further, is **3.8%** and **19.7%** HIGHER than the City of San Antonio and Bexar County averages, respectively (Barrington,2014; San Antonio Metropolitan Health District, 2012).

Table 4

2 TO 4 YEAR OLDS IN SSAISD ON WIC WHO ARE CONSIDERED OVERWEIGHT OR ARE “AT-RISK” OF BECOMING OVERWEIGHT					
<i>Zip Code</i>	<i>Unique WIC Clients</i>	<i>Children Overweight</i>	<i>Percent Overweight</i>	<i>Children “At-Risk” of Being Overweight</i>	<i>Percent “At-Risk” of Being Overweight</i>
78211	1,058	133	12.6	142	13.4
78224	505	60	11.9	88	17.4
78242	1,058	135	12.8	162	15.3
TOTAL	2,621	328	12.5	392	15.0

The mental health and social-emotional wellness of children is a vital part of our program. Social and emotional learning (SEL) focuses on helping our students learn about their feelings and how to appropriately channel their emotions in the classroom. It also helps them learn how to process and recognize emotions, make good decisions, establish friendships, and

self-regulate. When children exhibit difficulty or challenges in connecting with peers and teachers in the classroom, other issues may arise, such as physical aggression or different forms of social anxiety. In such circumstances, teachers and staff will work with school readiness mentors on different strategies, such as those implemented by *Conscious Discipline*. Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning. Therefore, encompassing strategies such as I Love You Rituals, Creating a School Family, providing a Safe Place and different methods of reducing and managing stress. These methods help students self-regulate and manage their own thoughts, feelings and actions.

In circumstances in which severe mental health issues in children and families are evident, parent/teacher conferences are held with families to receive consent for further evaluation. All evaluations are in partnership with the Center for Health Care Services-Bexar CARES program. The program is a system of wraparound services that focus on children and families who are struggling with behavioral and emotional challenges as well as mental illness. Once the family goes through the intake process, clinicians begin to develop individualized plans of care and can begin to provide consultation services in the classroom as well as in the home.

2021-2022 Update:

(Paragraph 2): Oral health exams are not conducted at our program sites at this time. However, Family Service Facilitators monitor necessary preventive and follow up care, including topical fluoride treatments. The SSAISD Health Specialist ensures that parents are providing the program with two dental exams per year as required by Medicaid. Our program emphasizes assisting parents with the understanding and importance of selecting a dental

home. Our Health Specialist provides children and families with tooth brush kits every three months or as needed to include oral hygiene tips.

(Paragraph 3): SSAISD Head Start program has partnered with the University of Incarnate Word (NCWC) Nursing Cardinal Wellness Center in 2021-2022 to provide physicals and lead screenings to our students who lack well-being checks and are uninsured. NCWC provides a mobile unit that brings the services to the campuses. SSAISD campus nurses assist the Health Specialist with Growth Assessments (height, weight, vision, and blood pressure) within our forty-five (45) day deadline. Children who fail the hearing and vision screening after the second attempt are referred by the campus nurse for further evaluation. As an additional outsourcing agency, the Texas Health and Human Services provides Lead and Hemoglobin screening results that are not noted on physicals.

(Paragraph 6): For compliance with completing developmental and behavioral screenings, as prescribed in the Head Start Performance Standards, the program utilizes the ASQ-3. Instructional Coaches, Mental Health Specialist, Health Specialist and teachers use these screenings to individualize services for children and refer for follow up as needed.

(Paragraph 8): Obesity is another significant factor found in the South San Antonio ISD community and surrounding areas as shown on Table 4. Health /Nutrition Specialists will work closely with parents, staff and community on concerns that arise and implement a Plan of Action of services to meet the needs of the child. SSAISD secures the National School Lunch program to ensure proper nutrition is served for breakfast and lunch. All food served to the children is high in nutrients, low in sodium and sugar with low fat milk. Family Service Facilitators provide

Nutrition classes through Agrilife for parents to enhance their understanding of “Good Eating Habits” and are graduated upon completion of the course.

(Addition): The increase in obesity over the 11 months analyzed compares to the increase seen in national data over almost the last two decades. A study used Kaiser Permanente electronic health records for over 190,000 children whose body-mass index (BMI) was measured during a medical visit both before and during the pandemic. Researchers divided patients into three age groups (those between the ages of 5 and 11, 12 and 15, and 16 and 17) and studied their tendency to be overweight (at or above the 85th percentile of BMI for age) or obese (at or above the 95th percentile.) Children in all three age groups gained more weight during the pandemic than they did before. But elementary-aged kids saw the biggest relative gains, with an average increase of BMI of 1.57, compared with an increase of 0.91 for the next-youngest group and 0.48 for the oldest. Adjusted for height and translated into actual weight, those figures indicate average gains of 5.07 pounds, 5.09 pounds, and 2.27 pounds for the respective groups. Overall, the portion of 5-11-year-olds who are classified as overweight or obese is now 45.7 percent, up from 36.2 percent before the pandemic. The same figures rose by 5.2 percent among 12-15-year olds and 3.1 percent among 16- and 17-year-olds. (Newsfeed The Big Picture, September 2021)

(Paragraph 10): SSAISD Head Start no longer utilizes Sanford Harmony as a social emotional supplemental curriculum. Teaching staff continues to implement Conscious Discipline in combination with the newly adopted Frog Street curriculum.

2020-2021 Update:

(Paragraph 3): In 2019-2020, SSAISD discontinued its partnership with the Daughter of Charity Organization and continued their services as a community resource that provides low cost services and transportation to our families.

(Paragraph 6): For compliance of completing developmental and behavioral screenings, as prescribed in the Head Start Performance Standards, the program utilizes the Ages & Stages Questionnaires, Third Edition (ASQ-3) and Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2).

(Paragraph 10): In addition to Conscious Discipline, teachers also implement Sanford Harmony. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.

(Paragraph 11): In 2019, SSAISD established a new mental health partnership with Family Services. In circumstances in which potential mental health issues in children and families are evident, parent/teacher conferences are held with families to receive consent for further evaluation. All evaluations are conducted by Family Services staff. Family Services also offers real-time coaching to Head Start teachers, and provides in-home mental health support to the children and their families. The program specializes in working with children and families who are struggling with behavioral and emotional challenges as well as mental illness. Once the family goes through the intake process, clinicians begin to develop individualized plans of care and can begin to provide consultation services in the classroom as well as in the home.

2019-2020 Update:

(Paragraph 2): Our program has established a partnership with Brident Dentistry to provide Oral Health screenings twice a year at each of our Head Start Campuses. In addition, Family Service Facilitators monitor necessary preventive, follow up care referrals, and topical fluoride treatments.

(Paragraph 8): Our program will provide parents/guardians with a Head Start Nutrition Information Packet that includes resources on physical activity, nutrition, sleep and screen time tips to help reduce the percentage of obesity and increase the percentage of underweight children in schools.

(Paragraph 8): In addition, our District's Nutrition Department has introduced a Fresh Fruit and Vegetable Program that will help introduce a variety of fruits and vegetables to encourage healthy eating habits.

(Paragraph 11): In addition, the Bexar Cares Program, the SSAISD Head Start Program partners with the Renewing Family Strengths program. This program provides in-home and in-school setting skills training and development that focuses on children and families who are struggling with behavioral and emotional challenges as well as mental illness.

8. Family and Community Engagement:

2021-2022: Update (See end of section).

2020-2021: Update (see end of section).

2019-2020: Update (see end of section).

To help develop trusting and respectful relationships with families, parents will be invited, starting from day one, into the classroom and school campus. School administration and support staff work cohesively to recognize the necessity to accommodate the diverse needs of

our students and families. They help create a comfortable, safe, respectful, and welcoming environment where families will be more open to communicate and build a stronger connection to the school staff. In partnership with our campus staff, our Family Service Facilitators are culturally aware and sensitive to the family system. During recruitment and enrollment, Family Service Facilitators accommodate Spanish speaking families by servicing those families at the point of intake and through the bilingual testing process. This allows the family to feel welcomed and valued. After the enrollment process, caseloads are divided according to demographics and bilingual campuses are assigned to bilingual staff.

FSF continually receive professional development throughout the year to help keep abreast of the most current trends when assisting families in need. In addition, FSF all have a bachelor's degree level or higher and have completed the family service credential training program through ESC Region 20. When servicing families, FSF have unequivocally assisted families, all the while maintaining respectful relationships with both mothers and fathers alike.

In addition to building capacity in our FSF, strategies, such as home visiting, helps establish a positive rapport and trusting relationship with parents. Home visits are conducted at a minimum twice a semester and more often based on need. Routine home visits are also conducted in partnership with teachers when reviewing school readiness goals with the families. This type of collaboration helps encourage two-way family engagement and positive relationships.

Family Service Facilitators work closely with teachers to help support school readiness goals. These goals are established as a partnership with families and help the children achieve any goals that align with the Head Start Early Learning Outcomes Framework (ELOF). Family Service Facilitators build relationships with families to learn the dynamics of the household and

engage in critical conversations that help aid in the overall wellness of the student. This allows for the honest dialogue to transpire, which is vital when building trust between the school system staff and families.

Teachers and Family Service Facilitators work together to help engage parents at the campus level, promoting literacy and academic events. Such events are campus initiated and are held year round. For bilingual campuses, events are held in both English and Spanish and supporting documents for the events are published in both languages to ensure culturally responsive literature. Teachers and staff at bilingual campuses service children in their preferred language, as well as their families. Family Service Facilitators help support the teachers by providing them with any necessary background they may need on their families that may be critical to the student's learning environment. Any time teachers need assistance reaching a family, Family Service Facilitators will help bridge the gap to help sustain those relationships.

Family Service Facilitators are responsible for hosting Parent Committee Meetings on their campuses. These meetings are held to help provide a foundation for policy council members support and implement policies, activities as well as support the needs of children and families. In addition to parent committee meetings, Family Service Facilitators also conduct parent engagement activities, such as read-aloud, make and takes, parenting classes, nutrition classes, and family projects.

Parenting curriculum was officially implemented in SSAISD in 2017-2018. Using the parenting curriculum decision-making checklist, research was conducted within our community to see what other existing curriculums were already being utilized. Other factors that were considered when selecting curriculum was cost efficiency, practicality, feasibility, and overall its ability to improve family relationships.

The curriculum from a partnership with Baptist Child and Family Services (BCFS) was reviewed and was found to be the best fit for our program. In addition to the curriculum fitting the needs of the program and falling in line with the PFCE Framework, the families who participated in the parenting classes would be able to benefit from other qualifying services the program had to offer. In addition to support services offered by the program, parents who successfully completed the classes received an incentive and certificate of completion.

The curriculum titled, “Parenting Wisely”, is the young children’s edition. It is an evidenced based curriculum that is designed to help parents learn the necessary skills to help them apply effective discipline issues with their children. The lessons are designed to also help parents and guardians gain skills to raise overall well-balanced children. Research for this curriculum is proven to support families by reducing behavioral problems and increasing improved communication.

In 2018-2019, Baptist Child and Family Services (BCFS) changed their curriculum due to changes in funding. The evidence based curriculum in current use is titled “Strengthening Families”. The new curriculum still meets the expectations set forth by PFCE Framework. In addition, this model curriculum has sessions that include skills for parents, children, teens, and the family as a whole. The lessons are designed to increase strong loving parent-child bonds, maintain consistent discipline, emotional wellness, and how to engage in family meetings.

Family Service Facilitators help recruit parents at different times in the semester depending on the series of classes and schedule of other campus events. Classes are offered in both English and Spanish and take place in a series of seven week courses. Each Family Service Facilitator will work the agency facilitator to create a class schedule and establish a calendar.

Publication materials are then created and FSF advertise a few weeks in advance to recruit for the classes. Parents are given flyers for the event and FSF call to remind them about the class.

Once the family has been accepted into the SSAISD Head Start Program, the Family Service Facilitators will complete the Parent Orientation process. This entails covering critical information about the program, the parent handbook, expectations and requirements for each component area. During this time, the Family Service Facilitator also talks with the family about the importance of communication, responsibilities to one another, and the shared partnership between them, the school, and the program. The Family Service Facilitator allows the family to ask questions about the program, the classroom expectations, rules of the school, and even tour the school if necessary. The idea behind our parent orientation is to allow the family to learn as much as possible with the undivided attention of the facilitator.

After Family Service Facilitators complete the parent orientation process with the families, they follow up with the parents within the first month of school to complete the family assessment. Family assessments are scheduled individually with the facilitator in private so that the family feels comfortable discussing any personal issues that may arise during the dialogue.

Based on family needs assessment, Family Service Facilitators will prioritize their caseload based on the urgency and intensity of the families. The assessment allows the Family Service Facilitator to service the families, address any immediate needs, measure strengths, and build capacity in other areas. The family assessment is aligned to the Parent, Family, and Community Engagement Framework (PFCE) so that when the facilitator works on goals with the family unit, they know how to appropriately align those to family outcomes.

Family Service Facilitators will complete a family goal worksheet that will be completed within thirty (30) days of the family needs assessment. The worksheet will include family goals,

responsibilities, timetables, and strategies for achieving these goals, and will also be used to track and document the family's progress. The family goal worksheet will also specify tasks the Family Service Facilitators will do to assist families in achieving their goals. In addition, the family goal worksheet has indicators to help align the goals to the family outcomes which align to the PFCE Framework.

The Family Service Facilitator will review goals with each family and will help families to access community resources and services to assist them in attaining their goal. For those families who have an existing plan established with other community agencies, Family Service Facilitators will consider those existing needs, strengths, and goals to avoid duplication.

Review of individual progress and goals will be conducted monthly. Family Service Facilitators will work with families to help identify whether or not needs and goals have been met and will adjust their strategies as necessary. Follow-up on the family goals should be monitored on an on-going basis for updates or completion. A new family goal worksheet may be completed as needed, as worksheets are considered to be working documents. The family service files will be monitored throughout the year to ensure that the families have received needed services to work towards their goals. All information is provided and support services must encourage trust and respect as well as a welcoming environment. Services should also be conducted in a family's preferred language or an interpreter should be sought to the extent possible. The utmost confidentiality should be practiced at all times.

SSAISD Head Start has established several partnerships to help meet the needs of families and children. Thus far, it has experienced minimal challenges obtaining partnerships.

The following are some partnerships that have been set forth in our program:

Table 5

Assistance League-Togs for Tots	Clothing and Literacy Kits
Baptist Child & Family Services	Parenting Classes, counseling services for families.
Brident Dentistry	Offers low cost dental exams and services.
Center for Health Care Services-Bexar CARES	Mental Health services for children and families.
Daughters of Charity	Health services to the children who are in need of physicals, dentals immunizations, lead and hemoglobin screenings, food pantry, counseling, social services referrals for families.
ESC Region 20	Professional Development for teachers and staff, family engagement opportunities for families.
Family Services	Conducts classroom observations, offers real-time coaching to Head Start teachers, and provides in-home mental health supports to the children and their families.
Martinez Street Women's Center	Provides parenting classes and emergency assistance with rent, utilities, and food.

Renewing Family Strengths	Provides in-home and in-school setting skills training and development at each of our Head Start campuses.
Texas A&M Agri-Life Nutrition Extension Program	Nutrition classes for parents.
University of Incarnate Word Nursing Cardinal Wellness Center	Provides lead testing, vision, dental and physical screenings.

2021-2022 Update:

(Paragraph 1): Caseloads are divided by campuses and bilingual families are assigned to bilingual staff.

(Paragraph 2): Family Service Facilitators all have a bachelor’s degree level or higher and all but two new hires have completed the family service credential training program through ESC Region 20. Both new hires will be completing their family service credential training through Region 20 this year.

(Paragraph 4): Family Service Facilitators work collaboratively with Instructional Coaches by providing resources to families that support family service goals. These goals are established as a partnership with families and help the family enhance well-being and self-sufficiency.

(Paragraph 13): After Family Service Facilitators complete the parent orientation process with those families returning for a second year of service, they follow up with the parents within the first month of school to complete the family assessment. Family Assessments are scheduled individually with the Facilitator in private so that the family feels comfortable

discussing any personal issues that may arise during the dialogue. Family Assessments for families who are entering their first year in the program are completed during the Parent Orientation.

(Paragraph 15): Family Service Facilitators will complete a family goal worksheet that will be completed within thirty (30) days of the family needs assessment. The worksheet will include family goals, responsibilities, timetables, and strategies for achieving these goals, and will also be used to track and document the family's progress. The family goal worksheet will also specify tasks the Family Service Facilitators will do to assist families in achieving their goals. In addition, the family goal worksheet has indicators to help align the goals to the family outcomes which align to the PFCE Framework. All family goals are written in the SMART format.

(Table 5): During the 2020-2021, South San ISD Head Start discontinued its partnership with Renewing Family Strengths. During fiscal year 2021-2022, the University of Incarnate Word Nursing Cardinal Wellness Center. The University of Incarnate Word Nursing Cardinal Wellness Center program provides lead testing, hearing, vision and dental screenings.

2020-2021 Update:

(Paragraph 3): Home visits are conducted in the fall semester and more often based upon need.

(Paragraph 5): Family Service Facilitators help support the teachers by providing them with any necessary background information they may need on their families that may be critical to the student's learning environment. Any time teachers need assistance reaching a family, Family Service Facilitators will help bridge the gap to help foster those relationships.

(Paragraph 6): These meetings are held to help provide a foundation for policy council members to support and implement policies, activities, as well as support the needs of children and families. In addition to parent committee meetings, Family Service Facilitators also conduct parent engagement activities, such as read-alouds, make and takes, parenting classes, nutrition classes, fatherhood initiative, and family projects.

(Paragraphs 8, 9, 10): In 2020-2021, SSAISD Head Start program ended our partnership with BCFS and began a new partnership with the Martinez Street Women’s Center who started providing parenting classes. This change occurred so that SSAISD Head Start program’s parenting classes would fit the needs of the program and ensure the curriculum being offered was in line with the PFCE Framework. The evidence based curriculum in current use is titled “Triple P” also known as “Positive Parenting Program”. The new curriculum still meets the expectations set forth by the PFCE Framework. In addition, this model curriculum has sessions that include positive parenting, helping children develop, managing misbehavior, and domestic violence. The lessons are designed to equip parents with useful strategies aimed at assisting them in managing their children’s behavior, prevent future problems, and build strong and healthy relationships. In addition to the curriculum fitting the needs of the program and falling in line with the PFCE Framework, the families who participated in the parenting classes would be able to benefit from other qualifying services the program had to offer. In addition to support services offered by the program, parents who successfully completed the classes received an incentive and certificate of completion.

(Paragraph 11): Family Service Facilitators and Martinez Street Women’s Center (MSWC) staff help recruit parents at different times in the semester depending on the series of classes and schedule of other campus events. Classes are offered in both English and Spanish and

take place in a series of either four or six week courses. Each Family Service Facilitator will work the agency facilitator to create a class schedule and establish a calendar. Publication materials are then created and FSFs advertise a few weeks in advance to recruit for the classes. Parents are given flyers for the event and FSFs call to remind them about the class.

(Table 5): During the 2019-2020, South San ISD Head Start discontinued their partnerships with the Center for Health Care Services-Bexar Cares program and ESC Region 20. During the same year the program established new partnerships with MSWC and Family Services. MSWC provides parenting classes and emergency assistance with rent, utilities, and food. Family Services is a social service provider who conducts classroom observations, provides mental health support to the children and families, and provides real-time coaching to teachers.

2019-2020 Update:

The addition of Renewing Family Strengths as a partner who provides in-home and in-school setting skills training and development at each of our Head Start campuses.

9. Services for Children with Disabilities:

2021-2022: Update (see end of section).

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

Our program provides any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Classrooms are equipped with ADA standards, material and equipment. Our program ensures all children with disabilities are protected from discrimination and provided with all services and program modifications as

required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*), and their implementing regulations. SSAISD is responsible for implementing IDEA and determining a child's eligibility.

To meet each child's needs, our program works closely with our Special Education Department and provides individualized services and supports, to the maximum extent possible, by implementing the planned and delivered IFSP or IEP goals. For our children transitioning out of Head Start to kindergarten or out of our district, our staff collaborates with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition into their new environment.

2021-2022 Update:

(Paragraph 2): The Head Start program hired a Speech-Language Pathologist to evaluate children who have speech and language concerns. In addition, the Special Education Department has given the Disability Specialist access to ESPED (Frontline Special Education Management Program), which allows the Disability Specialist to access and monitor students' Individualized Education Plans. According to the Head Start ChildPlus report 3501, there were 40 students identified with a disability.

10. Transitions:

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: Update (see end of section).

South San Antonio ISD Head Start will implement strategies to support a successful transition to kindergarten programs by completing either an End of the Year Parent Teacher Conference or Home Visit. Teachers will provide parents with a transition packet and discuss the following: Tips for Families, CDC Developmental Milestones for 3, 4, or 5 years of age, Family Education Rights and Privacy Act (FERPA), current LAP-3 Family Report (Eng./Span.), last writing sample, and last developmental goals from most current Parent Teacher Conference or Home Visit (Eng./Span).

South San Antonio ISD Head Start implements strategies to support a successful transition between programs during mid-year. Family Service Facilitators, when feasible, have an exit interview with the family to provide resources on other Head Start Programs in their new area of residence. This ensures a seamless transition from our program to their new program, as well as encourages parents to register their children in school. Teachers provide parents with acknowledgement of receipt (refer to transition packet information above). Family Service Facilitators follow up with receiving school staff via email or phone call to ensure receipt of child's records. This is in accordance with the state compulsory attendance ruling. With the exception of homeless families and foster children, Family Service Facilitators maintain ongoing contact until they are established in a new school or educational setting.

2021-2022 Update:

(Paragraph 1): Teachers will collaborate with parents and provide a transition packet that includes: Tips for Families, CDC Developmental Milestones for 3, 4, or 5 years of age, Family Education Rights and Privacy Act (FERPA), CIRCLE Student Report (English/Spanish), and last developmental goals from most current Parent Teacher Conference or Home Visit (English/Spanish). In addition to the transition process to Kindergarten, the Early Childhood

Director, Head Start teachers, Kindergarten teachers and Early Childhood Instructional Coaches, invite families to attend a collaborative meeting to inform parents of Kindergarten readiness skills and expectations. Families are provided with informational tips regarding the transition to Kindergarten. These collaborative meetings are held in English and Spanish.

(Paragraph 2): Family Service Facilitators follow up with the family within 10 working days to ensure a smooth transition into a new school or educational setting instead of following up with the receiving school staff. This information is now documented in ChildPlus thus eliminating the need in obtaining an acknowledgment receipt from the parent.

2020-2021 Update:

(Paragraph 1): Teachers will provide parents with a transition packet that includes a current CIRCLE Progress Monitoring Student Report.

2019-2020 Update:

(Paragraph 2): Family Service Facilitator will follow up with family within 10 working days to ensure a smooth transition into a new school or educational setting.

11. Services to Enrolled Pregnant Women: N/A

12. Transportation:

2021-2022: Update (see end of section).

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

Transportation is available for Head Start South San ISD students who live two or more miles from their assigned school as measured through our District Transfinder routing system.

The distance a student lives from the assigned school is determined by measuring the shortest

route that may be traveled on public roads as defined in the routing system. This also applies for the families who qualify as homeless.

The transportation eligibility for Special needs students is based on an ARD. The two-mile radius does not apply to these students if the ARD states that they need transportation services. The families who do not have transportation may apply for the Student Transportation Request Waiver of Two Mile Requirement.

2021-2022 Update:

(Paragraph 1) The families who do not have transportation can apply with the Head Start Family Service Facilitators. Families must live outside a two-mile radius from their assigned school to qualify for transportation services. Transportation requests are sent to the SSAISD Transportation Department for approval. Once approved, the Transportation Specialist will contact the families with assigned bus stop information. Families who are identified homeless automatically qualify for transportation services.

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

2021-2022: There are no updates or changes at this time.

2020-2021: There are no updates or changes at this time.

2019-2020: Update (see end of section)

The SSAISD Head Start Governing Body (SSAISD Board of Trustees) are members who are selected to their positions by public elections through the community residents of SSAISD. SSAISD's Chief Financial Officer provides fiscal management expertise and SSAISD's licensed attorney provides legal management expertise to the program.

The Governing Body (Board of Trustees) are elected for four years by constituents in the SSAISD community. Once they have served for four years, they either elect to run for the position for another four years or resign. There cannot be any additional members until the term has expired or they voluntarily resign.

SSAISD Head Start Policy Council is composed of ten members. Nine members are elected to represent one of the nine SSAISD campuses and consists of parents of currently enrolled children. The remaining one member is a member from the local community within SSAISD which represent a business, public or private community, civic, professional organization, parents of formerly enrolled children, parents of currently enrolled Pre-K children, or others who are familiar with resources and services for low-income children and families.

2019-2020 Update:

(Paragraph 3): SSAISD Head Start Policy Council is composed of eleven members. Ten members are elected to represent one of the ten SSAISD campuses and consists of parents of currently enrolled children.

Processes:

Governing Body

2021-2022: There are no updates or changes at this time.

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

The Governing Body and the Head Start Policy Council are responsible for the direction of the Head Start program and require approval on policies, procedures, grant applications, program planning, and provides data and updates on the programs progress as stated in Section 642(c) of the Head Start Act. The Governing Board and Policy Council receive the following:

monthly financial statements, including credit card expenditures; monthly program information summaries; program enrollment reports, including attendance; monthly reports of meals and snacks; financial audit; annual self-assessment; community-wide strategic planning and needs assessment; program information reports; and communication and guidance. As a school district, our Board is comprised of elected officials, and per the exception clause in 642(c) of the Head Start Act, is not subject to the traditional composition requirements of a Head Start grantee governing body. The Governing Body is provided training opportunities for decision making items and program development, fiscal, policies and procedures, and community outreach. The Governing Body ensures program goals are aligned to the SSAISD Call to Action and to monitor the program's progress in meeting the Head Start Performance Standards.

Policy Council and Policy Committee

2021-2022: Updates (see end of section).

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

The Policy Council during the monthly meetings receives key program information such as ongoing monitoring results of program goals. These include school readiness data, health, nutritional, family and community engagement program services data, and effective health and safety practices to ensure children are safe at all times. By sharing key program information, the Policy Council is better equipped to make better decisions using data for continuous improvement and reporting.

2021-2022 Update:

(Paragraph 1): The Policy Council during the monthly meetings receives key program information.

Parent Committees

2021-2022: Updates (see end of section).

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

Family Service Facilitators begin establishing their parent meeting calendar in May of each year for the upcoming program year which begins in August. With the help of campus administrators and other Head Start staff, parent committee meetings are scheduled by the program in September with all preceding monthly meetings to be determined at the center level by members of the Parent Committee by majority vote.

Family Service Facilitators help coordinate meeting space and times for their campus policy council member and establish when committee meetings will be held. Facilitators assist policy council member by providing access to computers for making agendas and flyers, making copies, assisting with meeting procedures, actively promote and advertise Parent Committee and Policy Council meetings, and ensure the agenda and meeting minutes are in place for every meeting.

In addition to scheduled parent committee meetings, policy council parent/committee members are able to communicate with Family Service Facilitators at any point throughout the year via phone, email, or social media. Family Service Facilitators have also established easy communication through apps, such as Class Dojo and Remind 101. These communication tools have allowed parent committees to relay messages, inform other parents about meetings, or remind parents about class activities. When communicating with Policy Council representatives from our administration offices, the directors and coordinators will contact members via email, telephone, or Google Evite. In addition, Family Service Facilitators will also contact policy

council members/committee through personal text messages, phone calls, and often face to face when the parents are on campuses.

2021-2022: Update:

(Paragraph 1): Family Service Facilitators begin establishing their parent meeting calendar in August of each year for the upcoming program year which begins in October.

Relationships

2021-2022: There are no updates or changes at this time.

2020-2021: There are no updates or changes at this time.

2019-2020: There are no updates or changes at this time.

The Governing Body and the Policy Council receive an orientation session at the beginning of the program year to review the Head Start Performance Standards and Head Start Act to assist each member with their role and ongoing responsibilities to make the best decisions for the program. Upon selection of the new Policy Council officers, Robert's Rules of Order training takes place. This training is based on rules and responsibilities of the Policy Council.

Once a person decides to run for a board member position, he/she is provided a list of qualifications he/she must meet in order to be eligible to apply. This process ensures there is no conflict of interest.

Effective communication and documentation between both entities is key. The Governing Body members are invited to attend monthly Head Start Policy Council meetings. Head Start Policy Council members are invited to attend monthly Governing Body meetings. Both parties are given the same program items for review and approval at monthly meetings. As long as

decisions are made using the data to monitor continuous improvement and improve student outcomes, relationships and trust will become stronger.

2. Human Resources Management

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: There are no updates or changes at this time.

SSAISD Head Start organizational chart identifies the management and staffing structure including the Executive Director, the Program Director, managers, and other key staff is uploaded on Head Start Enterprise System.

SSAISD Head Start in accordance with the district's Board policy, obtains a criminal history record information on final candidates for employment on all staff, consultants and contracts. All positions have the potential for contact with students. SSAISD Head Start disqualifies a person from employment whose criminal history indicates that the person poses a threat to students or employees. Also, a person is disqualified from employment if the criminal history is otherwise inconsistent with the job duties of the position for which the person is being considered.

At the beginning of each school year, new staff/teachers are invited to a pre-service Professional Development which covers SSAISD Head Start Performance Standards and is hosted by the SSAISD Head Start director and staff. The areas that are covered include a program overview which informs the teaching staff of current policies and procedures. They are also given a teacher binder that includes information and forms for Education, Health, Safety and Mental Health. New teachers are also provided with a *Beginning Teacher Series* DVD from the Early Childhood Knowledge and Learning Center.

Volunteer orientation trainings are conducted at the beginning of every new academic year. Family Service Facilitators are responsible for arranging meeting space at their perspective campuses and begin to conduct volunteer trainings during the month of September. The trainings are offered at times in which are conducive to those who are seeking the trainings, which in most cases are parents and extended family members. Volunteers are asked to go through an orientation that discusses the norms and expectations of a volunteer, the rules of the district, the types of jobs and donations that count towards in-kind, volunteer contributions, and criminal background checks.

Volunteers must also uphold the requirements set forth by the South San ISD School Volunteer Local Policy (GKG). A volunteer may not perform any volunteer duties until the volunteer has provided to a district a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government. If necessary, the district will obtain all criminal history record information that relates to the volunteer from Texas Department of Public Safety (DPS). A district may also obtain a volunteer's criminal history record information from any other law enforcement entity.

SSAISD Head Start collaborates with Education Service Center Region 20, Head Start Training and Technical Assistance, South San Antonio ISD, Safe Schools Training and Conscious Discipline to provide a comprehensive approach to Professional Development for all Head Start staff and teachers. This includes in person trainings and webinars to build knowledge based on interest and data. Data is derived from CLASS observations and student assessments. In addition to trainings and webinars organized and provided by SSAISD Head Start, our approach to professional development also includes participation at conferences and workshops offered at the local and state level. Finally, SSAISD Head Start provides a coordinated coaching

strategy for teachers. Our program utilizes the Head Start's Practice Based Coaching Model with a focus on supporting individual teacher needs. School Readiness Mentors, with a degree in early childhood education, follow a cyclical individualized model which includes CLASS observations of the teacher, setting goals and planning, modeling, and reflective conversations that provide specific and effective feedback about goals and implementation. When need is determined, intensive coaching is provided by frequent and consistent cycles of the Practice Based Coaching Model as well as the development of an individualized coaching plan that supports the development of necessary skills for providing quality teaching interactions and promoting positive student outcomes.

2021-2022 Update:

(Paragraph 2): New teachers are also provided with *The Beginning Teacher Series* from the Early Childhood Knowledge and Learning Center website.

(Paragraph 6): SSAISD Head Start collaborates with Education Service Center Region 20, Head Start Training and Technical Assistance, South San Antonio ISD, Safe Schools Training, and Conscious Discipline to provide a comprehensive approach to Professional Development for all Head Start staff and teachers. Early Childhood Instructional Coaches, with a degree in early childhood education, follow a cyclical individualized model which includes CLASS observations of the teacher, setting goals and planning, modeling, and reflective conversations that provide specific and effective feedback about goals and implementation.

2020-2021 Update:

(Paragraph 6): SSAISD Head Start collaborates with Education Service Center Region 20, Head Start Training and Technical Assistance, South San Antonio ISD, Safe Schools

Training, Conscious Discipline, and Sanford Harmony to provide a comprehensive approach to Professional Development for all Head Start staff and teachers.

3. Program Management and Quality Improvement

2021-2022: Update (see end of section).

2020-2021: Update (see end of section).

2019-2020: Update (see end of section).

SSAISD Head Start focuses program management and quality improvement by conducting ongoing monitoring at both the administrative level and the campus level. SSAISD utilizes the ChildPlus as its primary data management system. ChildPlus is the all-in-one software solution for Head Start serving multiple program types. Nearly every aspect of the software is customizable to meet our agency's exact needs. The program is used to conduct self-monitoring to know exactly what needs to be corrected before program review, see statistics for all service areas or focus on areas that may not meet Head Start standards, stay on top of tasks like incomplete applications, expiring health documentation, create reusable custom reports, easily determine who changed what data and when, track staff participating in professional development trainings, track children's medical needs and vaccinations and dates received to help families stay on schedule, track doctor, dentist, health service, mental health service, social service resources, and track family outcomes data. Once this data is gathered, it allows program staff to monitor and improve any areas that are short of meeting expectations. This includes monitoring such as on-site environmental health and safety checks or unannounced classroom and coordinator visits. Data from the ChildPlus System allows for leadership staff to gear its professional development training in areas that may need improvement and conduct meetings to help build capacity in areas that are lacking.

The LAP-3 is an observation based on-going assessment instrument. The LAP-3 offers a comprehensive assessment system that tracks individual child growth and progress in the many foundational process skills and domain specific skills needed for school readiness. With the LAP-3, teachers observe and document individual skill progression overtime based on ongoing observation through formative assessment as well as interim/benchmark assessments throughout the year. Information gathered through these ongoing assessments provide useful and meaningful information to support our program in meeting the Head Start Program Performance Standards as we continue to use the latest research and best practices to help teachers individualize instruction for children, be more efficient collecting data, and help use that data to inform instruction and drive program planning. Individual child assessments occur three times each year. Data showing percentage of gain is aggregated and analyzed. Outcome reports are submitted to Policy Council and the Governing Board of Directors. Teachers receive data concerning their own class. Parents receive reports concerning their own child's progress.

CLASS - The CLASS® system helps educators learn about, measure, and improve the interactions that lead to lasting child outcomes. Educators create a common focus on teacher–child interactions using online, face-to-face, and print resources; ensure fair, accurate, and useful CLASS® observation data; and use evidence-based resources to improve teaching and learning.

Ongoing monitoring reports and center checklists completed by Coordinators and Specialists are used for program improvement and staff evaluations. Enrollment and attendance data are collected daily and submitted on a monthly basis. This information is reported to the Head Start Enterprise System (HSES), to Policy Council and the Governing Board of Directors.

Financial reports are completed as required by Federal regulations. Monthly expense reports, including credit card expenses, are provided to the Policy Council and Governing Board

of Directors. In-kind contributions are posted on a monthly basis. Monthly reports are provided to Policy Council and the Governing Board of Directors.

The Self-Assessment is conducted annually. This report is reviewed by Policy Council and program improvements are added. After approval, the Self-Assessment report is submitted to the Board of Directors for their approval. Staff are advised of all necessary improvements to be completed.

Data is also collected by various paper tracking systems. These systems should always match any information entered into the coordinating computer systems.

Lastly, the SSAISD data management system also allows for our program to monitor incoming students, returning students, and age eligible students that exist in the community that have not otherwise been enrolled in an Early Head Start or Head Start program. This allows us to promote continuity of care with students and teachers the next program term, creating a nurturing and stable learning environments for our children. The Head Start Director is actively involved in personnel staffing meetings. Secondary data management systems, such as Skyward and ITTCS, help ensure that the program budget is appropriately allotted for our students' enrollment and staff. Such partnerships between systems helps ensure appropriate funding and time off for professional development. Currently, the program is not satisfying the overall requirement of employee wellness, however, the Head Start Director and administrative staff are in the process of incorporating cost efficient, genuine ideas to help aid in the prevention of staff turnover.

2021-2022 Update:

(Paragraph 2): SSAISD Head Start shifted from LAP-3 to CIRCLE Progress Monitoring System (PreK). The CIRCLE Progress Monitoring System, is a user-friendly,

technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area.

(Paragraph 9) Secondary data management systems, such as Skyward, help ensure that the program budget is appropriately allotted for our students' enrollment and staff. Such partnerships between systems helps ensure appropriate funding and time off for professional development. In the 2021-2022 school year SSAISD in collaboration with Family Service is implementing a wellness program. Teachers are provided with virtual wellness check-ins where they can receive support about healthy living, self-care, well-being, and de-stress from their classroom activities. Family Service also provides the Head Start Administrative staff with quarterly wellness training. Wellness training provides information on self-care and family well-being.

2019-2020 Update:

(Paragraph 2): The ASQ-3 screener is used to identify developmental progress of Pre-Kindergarten students in communication, gross motor, fine motor, problem solving, and personal-social skills. It provides a snapshot to catch any delays and/or identify a child's achievement.

The ASQ-SE-2 is a parent-completed, social- emotional screener that identifies behavior and social- emotional concerns. The screener allows opportunity for further assessment, specialized intervention, or ongoing monitoring. The areas screened in the ASQ-SE-2 include self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people. The ASQ-SE2 also helps teachers gain insight of their student's capabilities during their most developmental years.

2019-2020 Update:

(Paragraph 6): The Self-Assessment Report is conducted annually. This report is reviewed by the Policy Council and program improvements are added. After program improvements have been added, the Self-Assessment report is shared with the Governing Body and the community.

(Paragraph 8, last sentence): An important step was made this year with regards to employee wellness in Head Start. The Head Start program partnered up with South San Antonio ISD to provide a Health Fair for all staff. The health fair provided basic health screenings for little to no cost. It also offered a myriad of resources, information, and provided the perfect venue to ask health related question.



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Head Start & Early Childhood

Approval of Statement for Continuation Funding Application

This document serves as the confirmation of a Continuation Funding Application for the South San Antonio ISD Head Start program (#06CH010831), for the period of February 1, 2023, through January 31, 2024. The application was reviewed and approved at the November 16, 2022, School Board meeting. Approval of the continuation funding application will be further noted with the Office of Head Start and the Enterprise System.

Printed Name of School Board-President

Signature of School Board -President

Date