

2020 Annual Report

Ascension DePaul Services Early Head Start and Head Start Program Grant #060CHO10757

Director: Patricia Mitchell



Our Mission

Rooted in the loving ministry of Jesus as a healer, we commit ourselves to serving all persons with special attention to those who are poor and vulnerable.

Our Catholic health ministry is dedicated to spirituality centered, holistic care, which sustains and improves the health of individuals and communities.

We are advocates for a compassionate and just society through our actions and words.

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Funding-Budget-Financial Audit

BKD, LLP conducted an Independent Single Audit report of Ascension DePaul Services. The audit was conducted in accordance with *Government Auditing Standards*. A report is issued on consideration of ADSSA's internal control over financial reporting and testing of compliance with certain provisions of laws, regulations, contracts, contract agreements and other matters.

Early Head Start/Head Start Budget

Number Served	Operation Funding	Quality Improvement	Training Technical Assistance	COVID Support	COLA	Total
99	\$1,177,113	\$55,000	\$13,440	\$87,002	\$23,542	\$1,356,097

Expenses

Salaries Benefits	Contracted Services	Supplies	Other	Training and Technical Assistance	Non Federal Shares	Actual Non Federal Shares
\$1,100,721	\$16,693	\$61,857	\$163,386	\$13,440	\$429,525	\$548,803

Cost Per Child

Number		Total
Head Start	51	\$8,971
Early Head Start	48	\$14,823



Total Number Served	Total Number Served
Head Start	93
Early Head Start	48





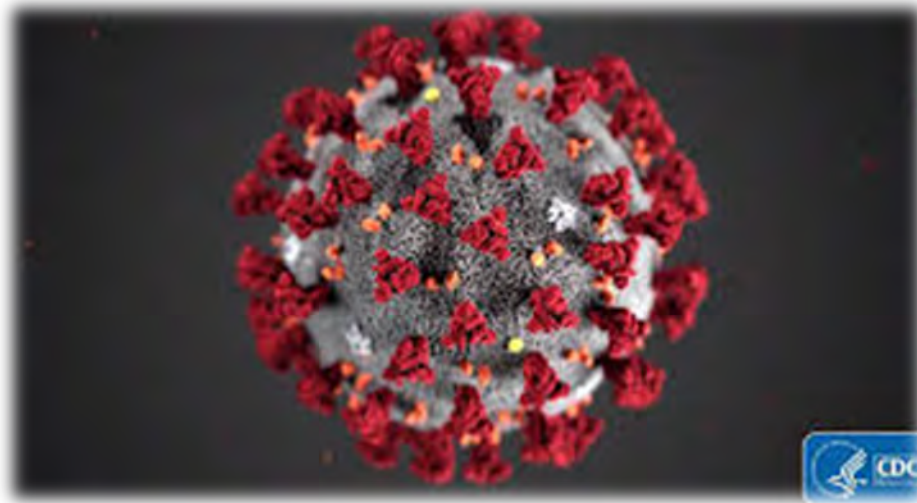
For more information, please visit the ADSSA website at:
<https://www.adssa.org/>

ABOUT ASCENSION

For over 63-years, Ascension DePaul Services of San Antonio (ADSSA) has been a trusted neighborhood-based program providing primary medical care, dental services, social services, counseling, home visitation, and early education to low-socio-economic minority families. In 2020, the organization officially changed their name. They were previously known in the San Antonio community as Daughters of Charity Services of San Antonio. The rebranding took place to unify four existing Community Health Ministries located in Arkansas, Louisiana, and Texas. The change reaffirmed Ascension's commitment to the whole family approach and moreover strengthened their devotion to continue to provide essential services in the communities in which they serve.

In San Antonio, ADSSA serves children and families in the South San Antonio and Harlandale Independent School Districts. In 2019, the program added Early Head Start and Head Start to their repertoire of services. This addition complimented the agencies whole-family approach. The Early Head Start/Head Start program is funded to serve 99 children.

According to The Office of Head Start, "Coronavirus disease (COVID-19) has deeply impacted Head Start and Early Head Start programs, enrolled children and families, and their communities." The ADSSA Head Start and Early Head Start program was not immune from the devastating impact. The program experienced numerous challenges to include staffing and budget constraints. Even through the hardship, they continued to provide services for the those enrolled in their program.



Program Structure

Center Based					
Center Name	Hours	Operational Structure	Operational Weeks	Classroom Structure	Total Children
De Paul Wesley	7:30 a.m. - 2:30 p.m.	149 days 1043 hours	35	Head Start 3 classrooms 17 children	51 funded
		231 days 1618 hours		Early Head Start 6 classrooms 8 children	48 funded

Ascension DePaul Shared Governance

Strong leadership and governance are critical to providing quality services in Head Start and Early Head Start programs. Leadership and governance in Head Start is unique and complex, including three separate entities: the governing body, the Policy Council, and management staff. All three entities are responsible for providing leadership, direction, and guidance to ensure the execution of program functions as mandated by the Head Start Program Performance Standards (HSPPS) and the Head Start Act of 2007.

Ascension DePaul Board Members

Name	Position	Affiliation	Expertise
Tom Roberts	Board Chair	Vitanova Biomedical	Business Administration
Paul Rowland	Vice Chair	USAA (Retired)	Business Administration
Christine Fernandez	Treasurer	Valero Energy Corporation	Finance
Ray Berend	Secretary	Padgett Stratemann (Retired)	Finance
Joe Pena	Board Member	Frost Bank	Business Administration
Donna Montemayor	Board Member	HEB	Business Administration
Sr. Salvatrice Murphy	Board Member	Daughters of Charity	Early Childhood Development
Joshua Nieto	Board Member	University Health System	Chief Compliance - HIPPA Officer
Sr. Jean Thomas Dwyer	Board Member	Daughters of Charity	Community Affairs/Advocacy
Andrea Guerrero-Guajardo	Board Member	Workforce Solutions Alamo	Former Head Start Enrollee
Dr. Emma Santa Maria	Board Member	University of the Incarnate Word	Assistant Professor - Director of Professional Development

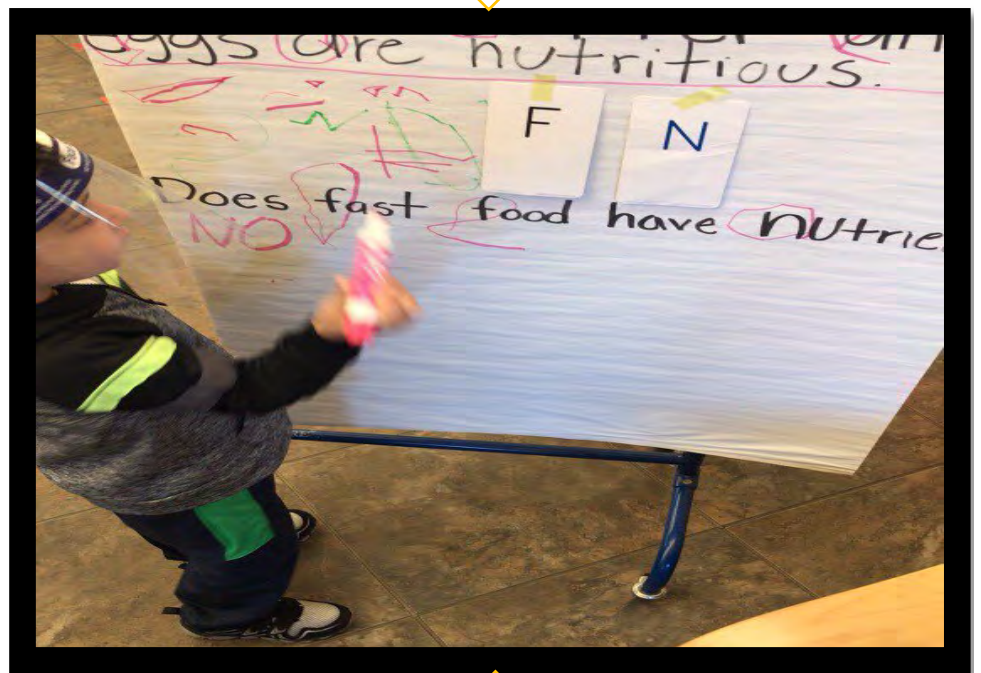
Ascension DePaul Policy Council Members

Frances De La Rosa	Chair	Early Head Start
David Duran	Member	Early Head Start
Paulita Galvan	Secretary	Head Start
Victoria Owens	Member	Head Start
Margaret Saucedo	Community Representative	Early Head Start Head Start
Carlos Arispe	Member	Early Head Start

**EARLY
HEADSTART/
HEADSTART
COMPREHENSIVE
DEVELOPMENT**

Early Learning

Teachers promote an environment that supports young children in developing as individuals. They do this through the promotion of intentional instruction that works to develop cognitive, language, physical, and social-emotional development.



Health and Well-Being

Through the program, children receive comprehensive health, mental health, nutrition, and dental services. The entire family is supported with the support that enhances their overall well-being.

Program Goals

Goal 1: Implement Child Plus data system

Progress: Due to COVID-19 Child Plus trainings were postponed until August.

Goal 2: Adhere to required scheduled screenings within the required timeline

Progress: Developmental and social-emotional screeners were completed. The program will continue to improve results on medical screenings.

Goal 3: Implement on-going school readiness assessments

Progress: Due to COVID-19 the program was unable to complete the end of year assessments. Assessments resumed in the fall.

Goal 4: Implement Family Partnership Agreements

Progress: The Family Partnership Agreement was implemented as part of the in-take process.

Goal 5: Stabilize staffing within the program

Progress: Once the program adjusted COVID-19 regulations, staffing was re-evaluated and measures to hire and train new staff are underway.

Goal 6: Create program policies and procedures

Progress: Over 80% of the program policies and procedures have been written. The remaining 20% are pending approval from the governing body.

Goal 7: Implement Practice Based Coaching

Progress: Due to COVID-19 restrictions, the goal was modified adjusted and allowed for teaching staff to complete online professional development. Classroom coaching resumed in the fall.

Goal 8: Increase collaboration with school districts and community agencies within the designated service area

Progress: Due to COVID-19 restrictions, memorandums and contracts continue to be in progress.

Quality Early Learning

Early childhood is said to comprise the most formative years of a child's life, during which experiences influence their individual brain development. The ADSSA program uses the Frog Street curriculum to provide comprehensive educational experiences to the children enrolled in their program. Dr. Pam Schiller, senior curriculum author reports, "by age three a child's brain has achieved 80% of its wiring foundation and by age five a child has achieved 90% of brain wiring." The principle task of the brain during the early years is to advance brain wiring; these connections are strengthened with repetition. The experiences that take place in the classrooms support and strengthen this development.

Early childhood lays the foundation for life. Research shows, the experiences that young children are exposed to have a significant impact on their outcomes in adulthood. During this critical period, there are windows of opportunity, times when the brain is most equipped to strengthen wiring in particular learning domains. Children grow and learn systematically in areas known as learning domains: language, physical, cognitive, and social-emotional. It approaches to learning has been suggested, nurturing relationships in the first years of life are vital for the success of children and to the development of early brain circuitry. Hence the need to understand the importance of quality in the early learning classrooms.



National Association for the Education of Young Children



The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. The ADSSA program has been accredited through NAEYC. Due to COVID-19, current renewal is pending. Accreditation helps teachers and other staff at early learning programs develop a shared understanding and commitment to quality. NAEYC Accreditation helps families recognize quality early learning programs and feel comfortable knowing that their children are receiving a high-quality, research-based education that will prepare them for future success.

School Readiness Plan

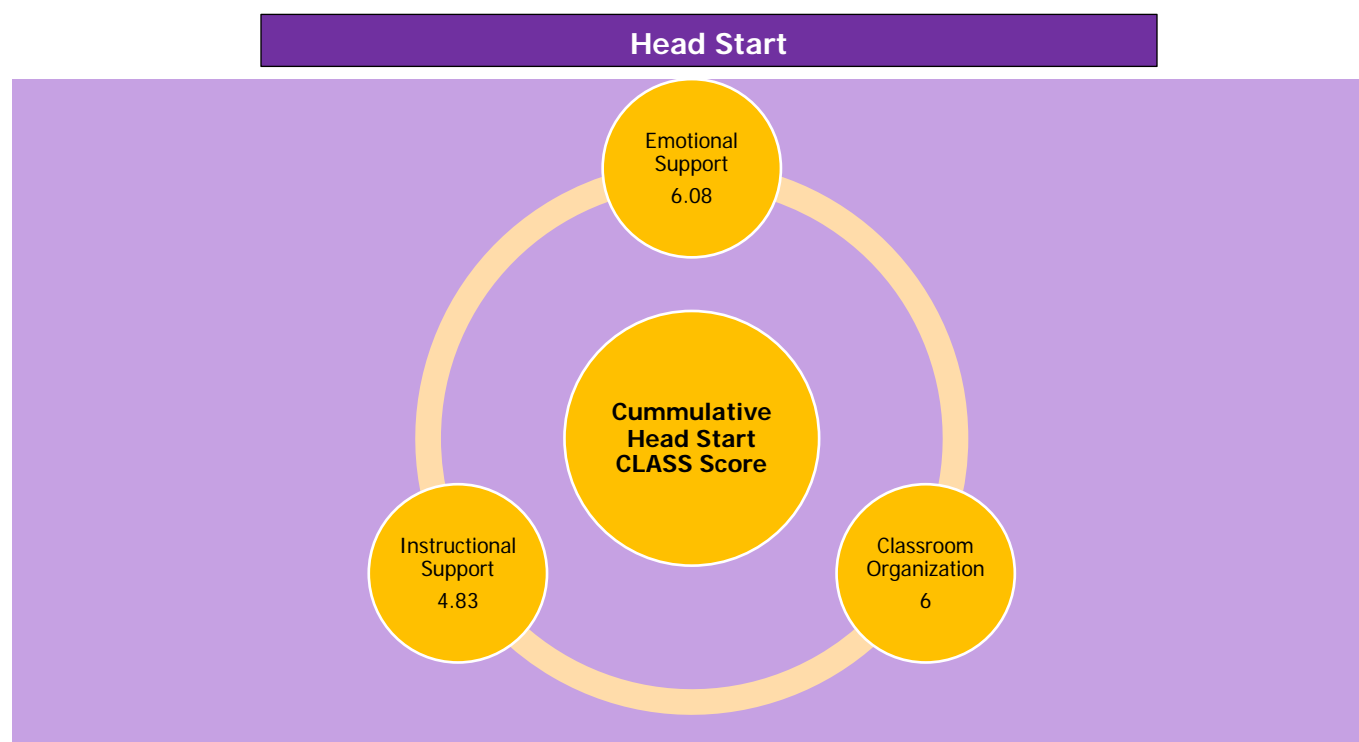
The ADSSA program develops a School Readiness Plan that includes learning goals that align to:

- Head Start Early Learning Outcomes Framework
- Learning Accomplishment Profile 3 (LAP-3)-used in Head Start
- Early Learning Accomplishment (E-LAP)-used in Early Head Start



Classroom Quality Through The Classroom Assessment Scoring System® (CLASS) Lens

The Office of Head Start revealed, The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children. Effective interactions are critical and form the foundation for children's school success, they are only one piece of an effective early childhood program. The CLASS® tool is currently only used in Head Start classrooms.



Distribution by Domain

The following table and graphs provide additional information on how grantee-level domain scores are distributed nationally.

OHS CLASS® Descriptive Statistics, 2020 National Distribution of Grantee-Level Domain Scores			
Domain	Lowest 10%	Median (50%)	Highest 10%
Emotional Support	5.6750	6.05	6.32
Classroom Organization	5.3175	5.80	6.17
Instructional Support	2.3889	2.94	3.52

Approved Classroom Curriculum



Frog Street Infant
(0-18 months)



Frog Street Toddler
(18-36 months)



Frog Street Threes
(36-48 months)



Frog Street Pre-K
(4-5 years)

Frog Street is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children and is easy to implement!

The cornerstones of the program include:

- ✓ An extensive integration of theme, disciplines, and domains
- ✓ Social and Emotional development includes Dr. Becky Bailey's Conscious Discipline ®
- ✓ Differentiated instruction
- ✓ Equity of English and Spanish materials and instruction
- ✓ Joyful approach to learning

Child Assessment Data

The ADSSA program utilizes The Early Learning Accomplishment Profile (E-LAP) in the Early Head Start program, and the Learning Accomplishment Profile-Third Edition (LAP-3) in the Head Start program. Due to COVID-19, the program was unable to complete end of year assessments on the enrolled children. Assessments resumed in the fall. A virtual assessment plan was designed and will be used as needed.



Approaches to Learning	Social and Emotional	Language and Communication	Cognition	Perceptual. Motor Physical
<ul style="list-style-type: none"> EHS - 74.21% HS - 58.15% 	<ul style="list-style-type: none"> EHS - 72.4% HS - 64.59% 	<ul style="list-style-type: none"> EHS - 72.33% HS - 41.88% 	<ul style="list-style-type: none"> EHS - 73.58% HS - 67.21% 	<ul style="list-style-type: none"> EHS - 77.87% HS - 67.21%

Family Engagement

January - 88%

August 100%

February - 83%

September
100%

March - 90%

October 80%

June - 50%

November 85%

July 50%

December 85%

According to The National Center on Parent, Family, and Community Engagement, family engagement is defined as programs supporting families to promote family well-being, as well as positive and secure parent-child relationships to optimize learning and development in both families and their children. This alignment supports the Head Start Parent Family Community Engagement Framework that recognizes families as a necessary element in nurturing educational achievement. An optimal early learning community is defined as educators, students, *families*, and community partners who work collectively to advance the school and enhance students' learning opportunities.





Early Head Start/Head Start Mission

To prepare our community's children, and their families, for school readiness and long-lasting success in education.

Vision

To provide for every child and family, high quality, comprehensive Head Start services.