



***Early Head Start
and
Head Start Program
Grant #060CHO1075
Annual Report 2021***



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.

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 ninety-nine children.



Ascension DePaul Services EHS/HS 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
Christine Fernandez	Treasurer	Valero Energy Corporation	Finance
Ray Berend	Secretary	Padgett Stratemann (Retired)	Finance
Paul Rowland	Board Member	USAA (Retired)	Business Administration
Joe Pena	Board Member	Frost Bank	Business Administration
Donna Montemayor	Board Member	HEB	Business Administration
Joshua Nieto	Board Member	University Health System	Chief Compliance -HIPPA Officer
Sr. Jean Thomas Dwyer	Board Member	Daughters of Charity	Community Affairs/Advocacy
Dr. Emma Santa Maria	Board Member	University of the Incarnate Word	Assistant Professor - Director of Professional Development
Elisa Resendiz	Board Member	Director of Early Childhood Services of KLRN	Early Childhood

Ascension DePaul EHS/HS Policy Council Members

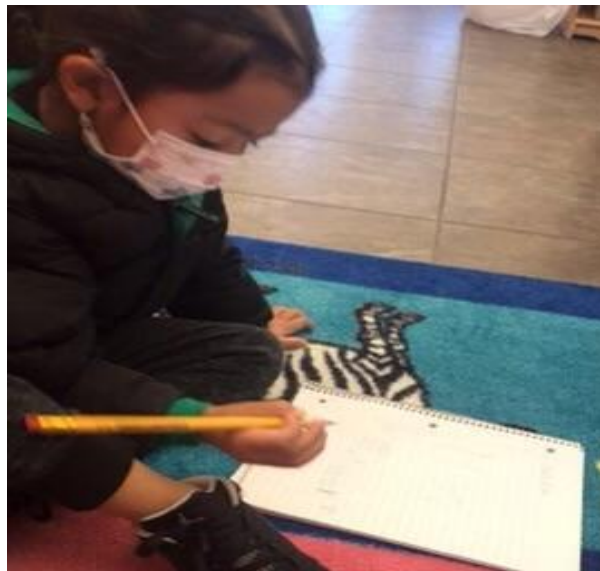
Name	Position	Affiliation
Samantha Rosales	President	Early Head Start/Head Start
Sandra Stanton	Vice-President	Head Start
Angela Delgado	Secretary	Head Start
Debra Martinez	Member	Early Head Start/Head Start
Victoria Owens	Member	Early Head Start/Head Start
Paulita Galvan	Community Representative	Early Head Start/Head Start





Early Head Start

Hours	Structure	Operational Weeks	Number of Classrooms	Total Children Served
7	231 days 1618 hours	45	6	48



Head Start

Hours	Structure	Operational Weeks	Number of Classrooms	Total Children Served
7	149 days 1043 hours	35	3	51

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 in 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	Funded	Quality	T&TA	Rescue	COLA	Total
99	\$1,255,655	0	\$13,440	\$148,250	\$15,319	\$1,432,664

Expenses

Salaries	Contracted	Supplies	Other	T&TA	Non-Federal	Actual Non-Federal
\$1,063,316	\$16,641	\$149,850	\$145,606	\$13,440	\$429,525	\$592,944

Cost Per Child

Program	Number	Total
Early Head Start	48	\$16,136
Head Start	51	\$9,998



Quality Early Learning

THE IMPORTANCE

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 proports, "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, approaches to learning and social-emotional. It 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.



Program Goals

#1:
Implement Child Plus data system to its full potential

2:
Adhere to scheduled dates and required screenings

#3
Implement ongoing progress assessment three times per year

#4
Develop and implement a system to establish family partnership agreements

#5
Stabilize staffing patterns

#6
Develop needed policies to meet Performance Standards

#7
Develop system to improve teacher-child interactions using Practice-Based Coaching

#8
Increase collaborations with ISD's and community agencies

School Readiness Plan

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

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

Head Start Early Learning Outcomes Framework



Cognitive

Early Head Start:

Child learns to use a variety of strategies in problem solving



Social and Emotional

Early Head Start:

Child engages with problem solving skills with other children



Language and Communication

Early Head Start:

Child initiates non-verbal communication
Child recognizes symbols, signs, and words



Perceptual, Motor, Physical Development

Early Head Start:

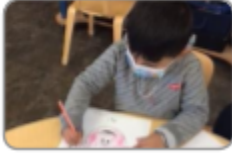
Child uses hands for exploration, play and daily routines



Approaches to Learning

Early Head Start:

Child maintains focus and sustains attention for support



Cognitive

Head Start:

Child engages in scientific talk



Social and Emotional

Head Start:

Child manages emotions with increasing independence



Language and Communication

Head Start:

Child understands the uses of a wide variety of words

Child identifies letters and sounds



Perceptual, Motor, Physical Development

Head Start:

Child uses hands for exploration, play and daily routines



Approaches to Learning

Head Start:

Child manages actions, words, and behavior with increasing independence



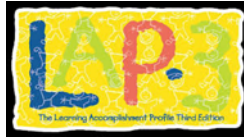
Child Assessment Data

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.



Approaches to Learning	Social Emotional	Language and Communication	Cognition	Perceptual Motor
BOY 65.51	BOY 60.7	BOY 40.48	BOY 65.09	BOY 70.21
EOY 73.95	EOY 74.18	EOY 71.67	EOY 72.91	EOY 79.77





Approaches to Learning	BOY 10.64	EOY 69.5
Social Emotional	BOY 38.30	EOY 72.5
Language and Communication	BOY 8.51	EOY 47.5
Literacy	BOY 6.38	EOY 37.5
Mathematics	BOY 14.89	EOY 52.5
Scientific Reasoning	BOY 25.53	EOY 55
Perceptual Motor	BOY 25.53	EOY 70



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.

Head Start National Average

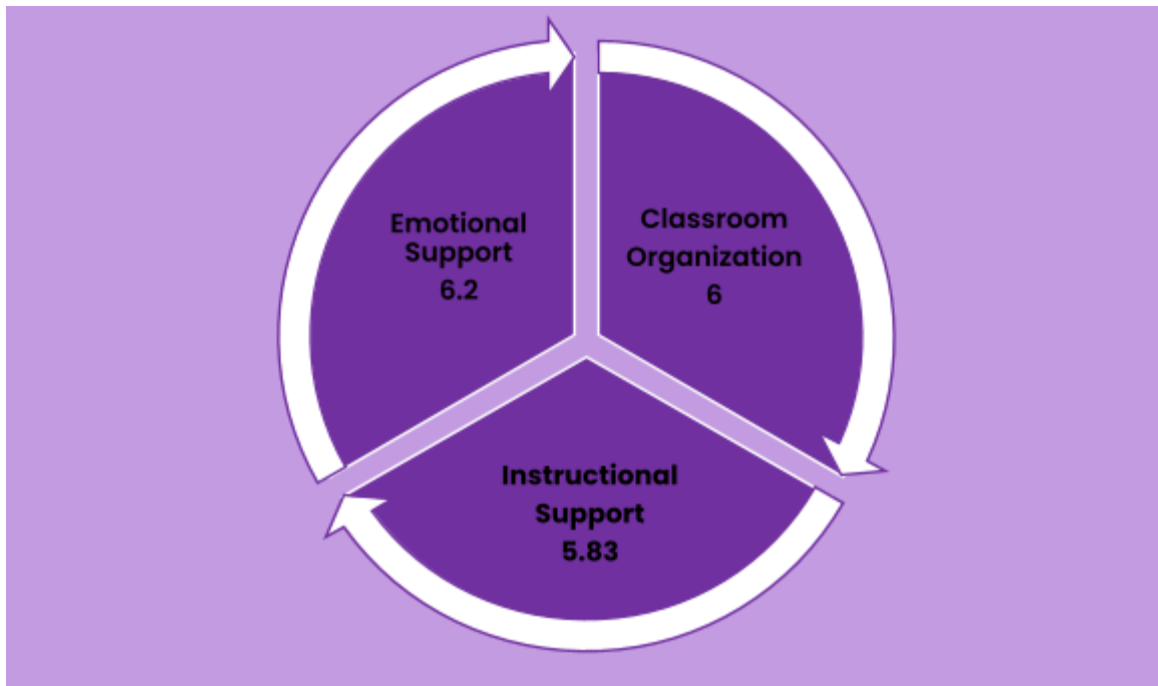
National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores. * Previous large-scale studies of CLASS® have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

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

Average Scores



Accomplishments



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 received their 5-year accreditation award on October 1, 2021. 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.

Texas Rising Star

The Texas Rising Star program offers three levels of quality certification, which are Two-Star, Three-Star, and Four-Star.

Texas Rising Star certification criteria are based on the following types of measures:

- ✓ Structural “met” or “not met” measures are required for certification at any level (Two- Three-, or Four-Star)
- ✓ Qualitative, points-based measures scored on a scale of 0–3 points determine the star level

If an early
meets all the
Texas Rising Star
of the
measures is used
level for each
ultimately for the
measures are
through both
and document

A Texas Rising
assigns each of

categories a star level based on the average score across the points-based subcategory measures. Additionally, each category is assigned a specific weight that is used to calculate the program’s overall star level. Category 2, Teacher-Child Interactions, has the highest weight at 40 percent since teacher-child interactions are known to correlate strongly with high-quality care and positive child outcomes.



learning program
structural measures for
certification, the score
points-based
to determine the star
category and
program. Points-based
scored and awarded
in-person observation
review.

Star assessment
the four certification

Texas Rising Star 4-Star Accreditation

Awarded

October 13, 2021

FAMILY ENGAGEMENT



Family engagement is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. Family engagement focuses on culturally and linguistically responsive relationship-building with key family members in a child's life.

Family Engagement Participation

<i>January</i>	89%
<i>February</i>	85%
<i>March</i>	91%
<i>April</i>	94%
<i>May</i>	96%
<i>June</i>	50%
<i>July</i>	50%
<i>August</i>	100%
<i>September</i>	100%
<i>October</i>	82%
<i>November</i>	86%
<i>December</i>	85%



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