

# DePaul Wesley Children's Center Early Head Start and Head Start



Grant #060CH010757  
Annual Report 2022-2023

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## 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.

## Our Vision

We envision a strong, vibrant Catholic health ministry in the United States which will lead to the transformation of healthcare. We will ensure service that is committed to health and well-being for our communities and that responds to the needs of individuals throughout the life cycle. We will expand the role of laity, in both leadership and sponsorship, to ensure a Catholic health ministry of the future.

## Our Values

- Service of the poor: Generosity of spirit, especially for persons most in need
- Reverence: Respect and compassion for the dignity and diversity of life
- Integrity: Inspiring trust through personal leadership
- Wisdom: Integrating excellence and stewardship
- Creativity: Courageous innovation
- Dedication: Affirming the hope and joy of our ministry



## About Ascension DePaul Services

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 childhood education to low-socio-economic minority families. In 2020, the organization officially changed our name. We were previously known in the San Antonio community as Daughters of Charity Services of San Antonio. The rebranding took place to unify Ascension's 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 and Head Start program is funded to serve ninety-nine children.



## Early Head Start / Head Start 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
Joshua Nieto	Board Chair	General Counsel	Chief Compliance /HIPPA Officer
Elisa Resendiz	Vice Chair	KLRN	Head Start/ Early Child Development
Christine Fernandez	Treasurer	Valero Energy Co.	Finance
Joe Pena	Board member	Frost Bank	Business Administration
Donna Montemayor	Board Member	HEB	Business Administration
Dr. Emma Santa Maria	Board Member	Director of Professional Development	Assistant Professor
Jonathan Turton	Board Member	CEO Texas Vista Medical Center	Healthcare Administration
Alison Cochrane	Board Member	CEO Catholic Community Foundation	Finance
Sister Roseann Aguilar	Board Member	Daughters of Charity / Servant Sister	Healthcare

Ascension DePaul Policy Council Members		
Meagan Lopez	Chair	Early Head Start / Head Start
Elaine Lopez	Secretary	Head Start
Jennifer Villalobos	Member	Early Head Start
Stefanie Insall	Vice Chair	Head Start
Paulita Galvan	Community Rep.	Early Head Start/ Head Start



## Operational Metrics

### *Head Start*

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

### *Early Head Start*

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

## Funding-Budget-Financial Audit

A single audit is currently in the process EY. 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	\$1,309,953		\$13,440		\$68,505	\$1,654,241

### *Expenses*

Salaries	Contracted	Supplies	Other	T&TA	Non-Federal	Actual Non-Federal
\$1,030,691	\$88,349	\$21,898	\$122,945	\$13,991	\$1,277,874	\$398,452

### *Cost per Child*

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



## 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. ADSSA uses the Frog Street curriculum to provide comprehensive educational experiences to children enrolled in our 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.

Quality early childhood education lays the foundation for future learning experiences and continued educational success. 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

## Early Head Start 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

## Head Start Learning Outcomes Framework



### 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

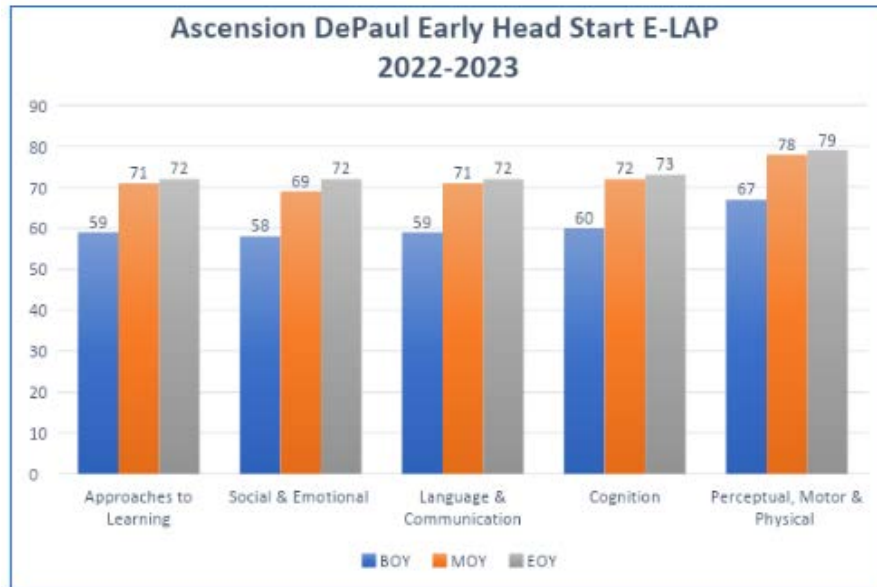


### Approaches to Learning

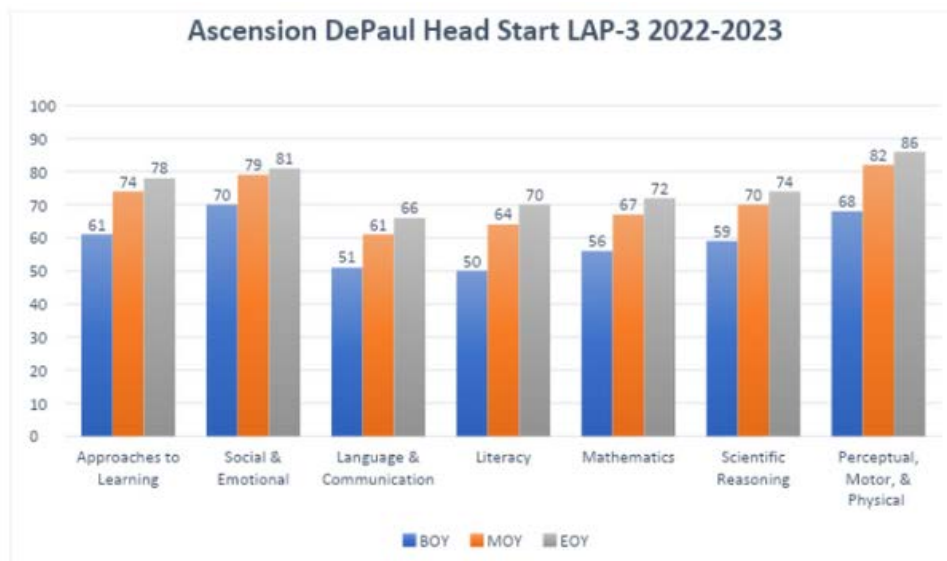
Head Start:

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.



## Classroom Quality Through the Classroom Assessment Scoring System® (CLASS) Lens

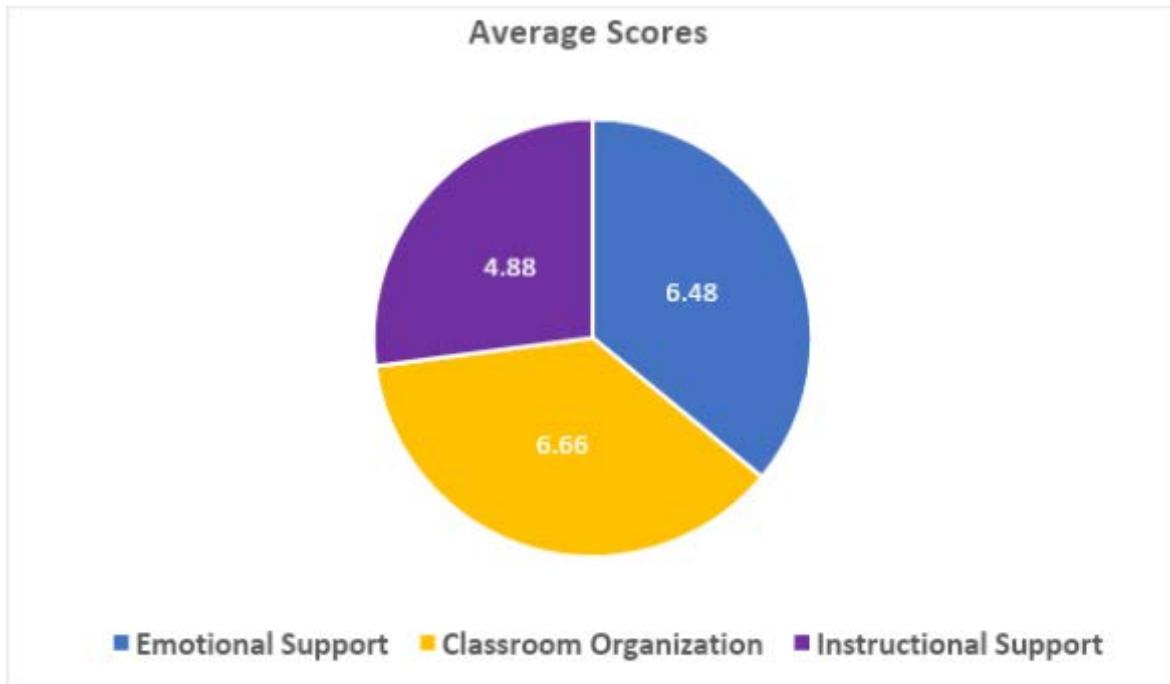
The Office of Head Start revealed, The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning 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



## 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. ADSSA received 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.



## 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*

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



## Contact information

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