Ascension
DePaul Services

DePaul Wesley Children's Center

Early Head Start and Head Start

Grant #06CH012408
Annual Report 2025

Ascension DePaul Services

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Ascension DePaul Services

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

Answering God's call to bring health, healing and hope to all

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

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About Ascension DePaul Services

For over 67 years, Ascension DePaul Services of San Antonio (ADSSA) has been a trusted nonprofit providing primary medical care, dental services, social services, counseling, home visitation, and early childhood education to low-socio-economic and minority families. In 2020, the organization officially changed its name.

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, it added Early Head Start and Head Start to its repertoire of services—complementing the whole-family approach.

The Early Head Start and Head Start programs provide funding support for 99 children.

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Early Head Start / Head Start Shared Governance

Strong leadership and governance are essential for delivering high-quality services in Head Start and Early Head Start programs. Leadership and governance in Head Start are unique and complex, including three separate entities: the Governing Body, the Policy Council, and the program 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
Steve Oswald	Treasurer	Retired	Finance
Joe Pena	Board member	Frost Bank	Business Administration
Rozanna Mendoza	Board Member	Consultant	Business Administration
Justin Thompson	Board Member	Valero	Finance
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 /	Healthcare

Ascension DePaul Policy Council Members		
Jennifer Villalobos	Chair	Head Start
Mayte Robles	Vice Chair	Early Head Start / Head Start
Gabrielle Martinez	Secretary	Head Start
Diana Gonzalez	Member	Early Head Start
TBD	Community Rep.	Early Head Start/ Head Start

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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

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Funding-Budget-Financial Audit

An internal and external audit is conducted annually. 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

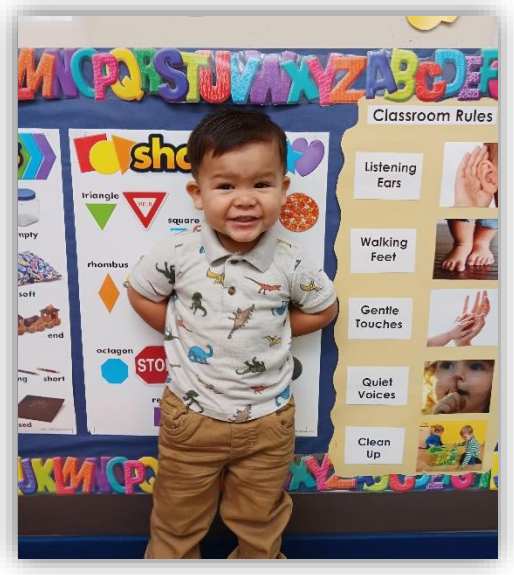
Number	Funded	Quality	T&TA	Rescue	COLA	Total
99	$1,451,306		$13,440			$1,464,746

Expenses

Salaries	Fringe Benefits	Supplies	Other	T&TA	Actual Federal	Actual Non-Federal
$1,250,980	$162,402	$30,321	$174,087	$13,440	$1,464,746	$168,040

Cost per Child

Program	Number	Total
Early Head Start	48	$21,819
Head Start	51	$11,480



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Quality Early Learning

Early childhood encompasses the most formative years of a child's life, during which experiences have a profound influence on brain development. At ADSSA, we utilize the Frog Street curriculum to provide comprehensive educational opportunities for the children enrolled in our program. Dr. Pam Schiller, senior curriculum author, explains that "by age three, a child's brain has achieved 80% of its wiring foundation, and by age five, 90% of that foundation is in place." The primary task of the brain during these early years is to build and strengthen neural connections—connections that are reinforced through repeated, meaningful experiences. The interactions and activities that take place in our classrooms are designed to support and enhance this development.

High-quality early childhood education lays the groundwork for lifelong learning and academic success. Research demonstrates that the experiences children encounter in their earliest years significantly shape their future outcomes, extending well into adulthood. During this critical developmental period, there are "windows of opportunity"—times when the brain is especially receptive to growth in specific learning domains. Children progress systematically across these domains: language, physical, cognitive, approaches to learning, and social-emotional.

Nurturing, responsive relationships in the first years of life are essential to a child's success and to the development of healthy brain circuitry. This underscores the importance of ensuring quality within early learning environments, where educators provide intentional, engaging, and supportive experiences that foster every child's potential.

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Program Goals

Goal 1: Implement Child Plus data system

Progress: Feedback from the FA1 review was used to improve data tracking.

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

Progress: Teachers and managers are meeting timelines and working on tracking mid-year enrollees.

Goal 3: Implement on-going school readiness assessments

Progress: E-Lap and LAP-3 (EOY) assessments were entered into ChildPlus and analyzed for improvement.

Goal 4: Implement Family Partnership Agreements

Progress: The Family Engagement Specialist supported 89% of families to set, complete, and continue goals.

Goal 5: Stabalize staffing within the program

Progress: A full management team is in place, with new processes to enhance service quality.

Goal 6: Create program policies and procedures

Progress: Policies and procedures are complete and approved.

Goal 7: Implement Practice Based Coaching

Progress: Observations and trainings were conducted to provide continuous improvements to teacher–child interactions and child safety.

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

Progress: Partnerships have grown (e.g., Habitat for Humanity, Wellpoint, SA Food Bank).

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School Readiness Plan

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

- 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

Language and Communication:

Child uses an increasing number of words in communication and conversation with others.

Child attends to repeats and uses some rhymes, phrases, or refrains from stories or songs.

Cognition:

Child actively explores people and objects to understand self, others, and objects.

Child develops a sense of number and quantity.

Approaches to Learning:

Child maintains focus and sustains attention with support.

Social-Emotional Development:

Child engages in problem solving skills with other children.

Perceptual, Motor, and Physical Development:

Child uses hands for exploration, play and daily routines.

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Head Start Learning Outcomes Framework

Language and Literacy:

Child understands and uses a wide variety of words for a variety of purposes.

Child identifies letters of the alphabet and produces correct sounds associated with letters.

Cognition:

Child engages in scientific talk.

Child knows number names and the count sequence.

Child asks a question, gathers information and makes predictions.

Approaches to Learning:

Child manages actions, words, and behavior with increasing independence.

Social-Emotional Developement:

Child manages emotions with increasing independence.

Perceptual, Motor, and Physical Development:

Child demonstrates control, strength, and coordination of large and small muscles.

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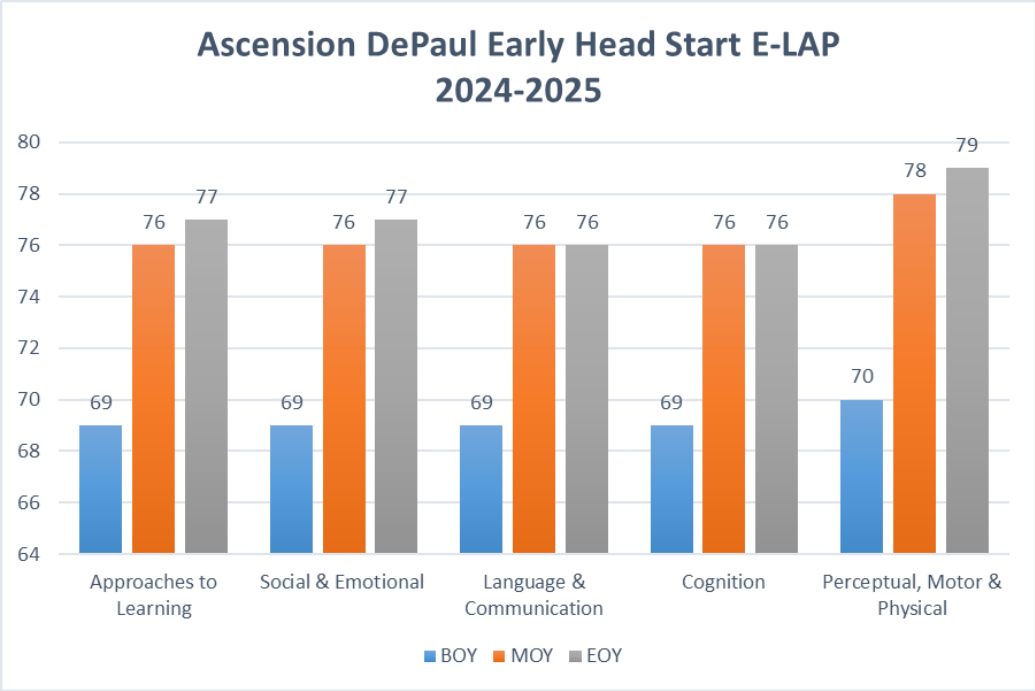
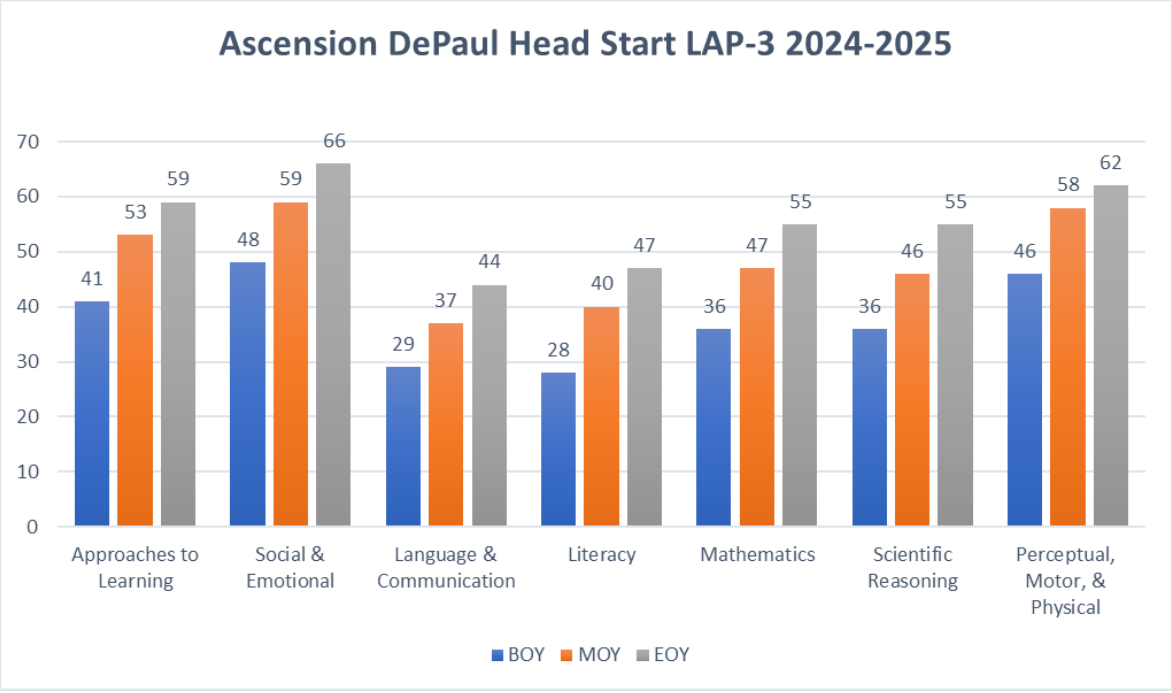
Child Assessment Data



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.



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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

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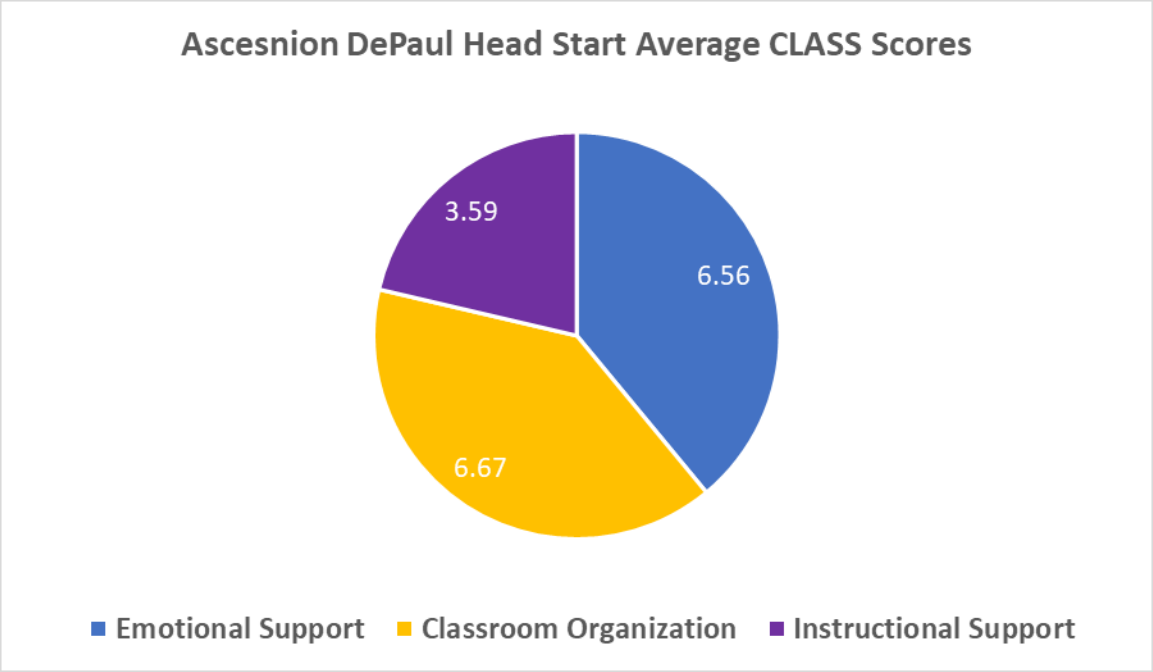

Accomplishments

The **National Association for the Education of Young Children (NAEYC)** is a professional membership organization dedicated to promoting high-quality early learning for all children from birth through age eight by linking early childhood practice, policy, and research. On October 1, 2021, **ADSSA** received a five-year accreditation award from NAEYC. This accreditation supports teachers and staff in building a shared understanding and commitment to excellence in early learning. It also helps families identify programs that provide high-quality, research-based education, giving them confidence that their children are being prepared for future success.

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Family Engagement

Family engagement is a collaborative and strengths-based process in which early childhood professionals, families, and children work together to build positive, goal-oriented relationships. It is a shared responsibility across all levels of our program, grounded in mutual respect for the unique roles and strengths each participant brings. Our approach prioritizes culturally and linguistically responsive connections with the key family members in a child's life, ensuring that every partnership supports children's learning, development, and long-term success.

Family Engagement Participation

January	55%
February	49%
March	54%
April	90%
May	45%
June	52%
July	72%
August	75%
September	44%
October	100%
November	15%
December	50%

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Contact information

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