Ascension
DePaul Services

DePaul Wesley Children's Center

Early Head Start and Head Start

Grant #06CH012408
Annual Report 2026

Ascension DePaul Services

Table of Contents

Mission, vision, values	1
About	2
Governance	3
Metrics	4
Finances	5
Quality early learning	6
Program goals	7
School readiness plan	8
Learning outcomes framework	9
Assessment data	10
Classroom assessment scoring system	11
Accomplishments	12
Family engagement	13
Contact information	14

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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

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 six decades, Ascension DePaul Services of San Antonio (ADSSA) has stood as a trusted nonprofit offering vital primary medical, dental, counseling, social services, home visitation, and early childhood education to underserved and minority families. Formerly known as Daughters of Charity Services of San Antonio, the organization rebranded in 2020 to align with Ascension's four Community Health Ministries across Arkansas, Louisiana, Missouri, and Texas. This transition reaffirmed Ascension's commitment to a whole-family model of care and deepened its dedication to meeting essential community needs.

In San Antonio, ADSSA focuses its efforts on children and families within the South San Antonio and Harlandale Independent School Districts. Enhancing its holistic service model, ADSSA incorporated Early Head Start and Head Start programs into its portfolio in 2019, securing vital federal funding to directly support 99 young learners and their families.

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Early Head Start / Head Start Shared Governance

Strong leadership and governance are essential to delivering high-quality Head Start and Early Head Start programs. ADSSA operates under a unique, tripartite governance model comprising the Governing Body, the Policy Council, and Program Management Staff. Working in close partnership, these three groups provide strategic direction, fiscal oversight, and active leadership to ensure strict compliance with the Head Start Program Performance Standards (HSPPS).

Ascension DePaul Board Members			
Name	**Position**	**Affiliation**	**Expertise**
Elisa Resendiz	Board Chair	KLRN	Head Start/ Early Child Development
Justin Thompson	Vice Chair	Valero	Finance
Joshua Nieto	Board Member	General Counsel	Chief Compliance /HIPPA Officer
Jonathan Turton	Board Member	Consultant	Healthcare Administration
Dulce Arellano	Board Member	KLRN	Early Childhood Education
Guadalupe Cornejo	Board Member	Northwest Vista College	Community Health / Social Services
Alison Cochrane	Board Member	CEO Catholic Community Foundation	Finance
Sister Patricia Huffman	Board Member	Daughters of Charity / Servant Sister	Healthcare

Ascension DePaul Policy Council Members		
Jennifer Villalobos	Chair	Head Start
Mayte Robles	Vice Chair	Early Head Start / Head Start
Celinda Hernandez	Member	Early Head Start
Diana Gonzalez	Member	Early Head Start
Sabina Ortega	Secretary	Community Rep.

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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

Annual internal and external audits are conducted to evaluate ADSSA's financial reporting and operational integrity. Each year, a comprehensive report is issued assessing the organization's internal financial controls and verifying full compliance with applicable laws, regulations, contracts, and grant agreements.

Early Head Start / Head start Budget

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

Expenses

Salaries	Contracted	Supplies	Other	T&TA	Actual Federal	Actual Non-Federal
$1,310,992	$185,933	$70,008	$185,180	$13,440	$1,464,746	$760,483

Cost per Child

Program	Number	Total
Early Head Start	48	$18,156
Head Start	51	$11,569

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Quality Early Learning

The early years of life—from birth to age five—represent a uniquely critical window of human development. During this period, the brain forms more than one million new neural connections every second, reaching approximately 90% of its adult size by age six and constructing the core architecture for all future learning, behavior, and health. Positive environments and secure, nurturing relationships serve as the essential building blocks for this growth, fostering emotional regulation, empathy, and social cooperation. Research consistently demonstrates that high-quality early experiences yield profound, lifelong benefits, including higher academic achievement, increased graduation rates, and better long-term health outcomes. Simple, everyday interactions—such as talking, reading, and playing—lay the groundwork for a child's entire life journey.

To optimize this rapid developmental period, ADSSA utilizes the CLI Engage CIRCLE Curriculum, a comprehensive, research-based framework engineered to boost kindergarten readiness and advance whole-child development. The curriculum balances cognitive growth with social-emotional, language, literacy, math, and physical skills by blending purposeful, teacher-directed lessons with active, play-based learning. Designed to adapt seamlessly to diverse student needs, it offers built-in instructional scaffolding, robust English and Spanish bilingual resources for dual-language learners, and practical family engagement tools that extend learning into the home.

Complementing this instructional model, ADSSA incorporates the Desired Results Developmental Profile (DRDP) assessment, which continuously measures each child's progress through natural routines and play. By focusing on individual strengths and achievements, the DRDP empowers educators to deliver tailored, equitable support while deepening family partnerships.

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Program Goals

Goal 1: Implement ChildPlus data system – Updated modules and refined data entry processes based on FA2 review preparation recommendations to ensure accurate PIR reporting and detailed event tracking.

Goal 2: Adhere to required scheduled screenings – Met all education timelines and established a new tracking process for health requirements to help behind-schedule families get back on track.

Goal 3: Implement ongoing child progress assessments – Completed BOY, MOY, and EOY DRDP and Brigance assessments, logging data in ChildPlus to track individual development.

Goal 4: Implement Family Partnership Agreements – Established partnership agreements and needs assessments for every family while maintaining continuous team support and resource distribution.

Goal 5: Stabilize staffing patterns – Evaluated benefit plans and provided holiday bonuses, staff clothing access, and appreciation gifts to support staff retention and morale.

Goal 6: Create and update program policies and procedures – Revised policies to ensure full alignment with Head Start Performance Standards, FA2 monitoring requirements, and NAEYC standards.

Goal 7: Implement Practice-Based Coaching – Utilized classroom observations and targeted coaching, resulting in full FA2 compliance and CLASS assessment scores exceeding quality thresholds.

Goal 8: Increase collaboration with school districts and community agencies – Expanded partnerships with ISDs, Brighton Center ECI, and OLLU to host free developmental, speech, and hearing evaluation days for families.

Goal 9: Achieve School Readiness goals – Tracked individual progress using Brigance and DRDP assessments, achieving substantial developmental gains across all domains by the end of the year.

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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
- Infant, Toddler, and Three-Year-Old Early Learning Guidelines
- Texas Prekindergarten Guidelines

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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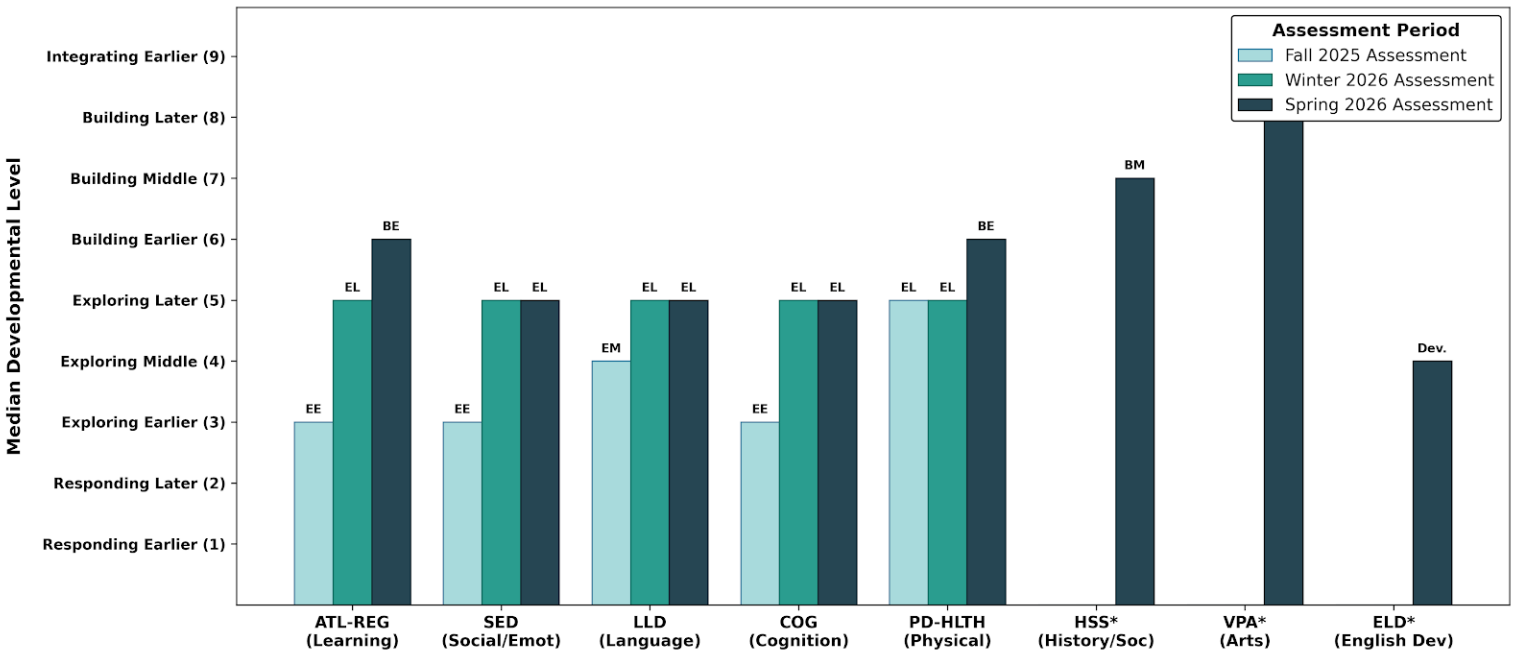
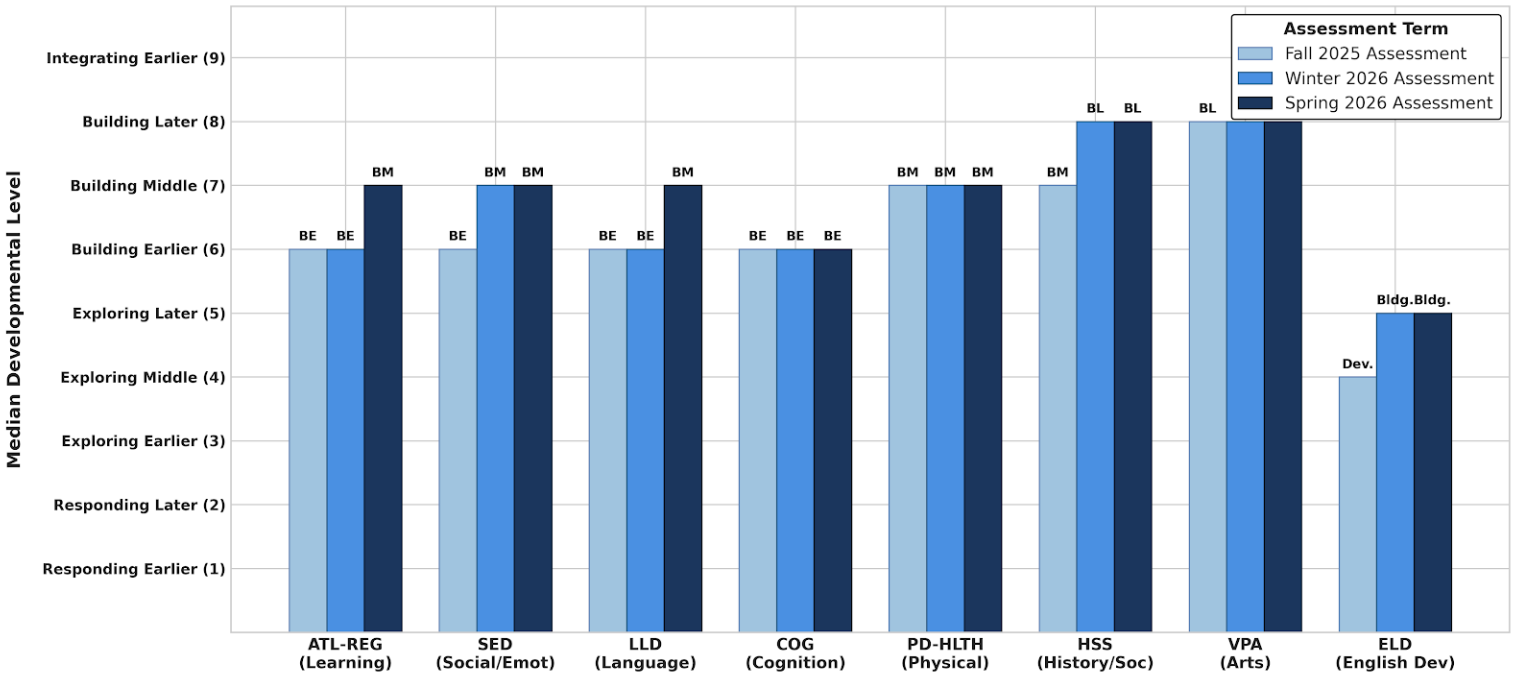
Child Assessment Data

Early Head Start (EHS) 2025-2026 Child Development Growth Across Terms
DePaul-Wesley Children's Center

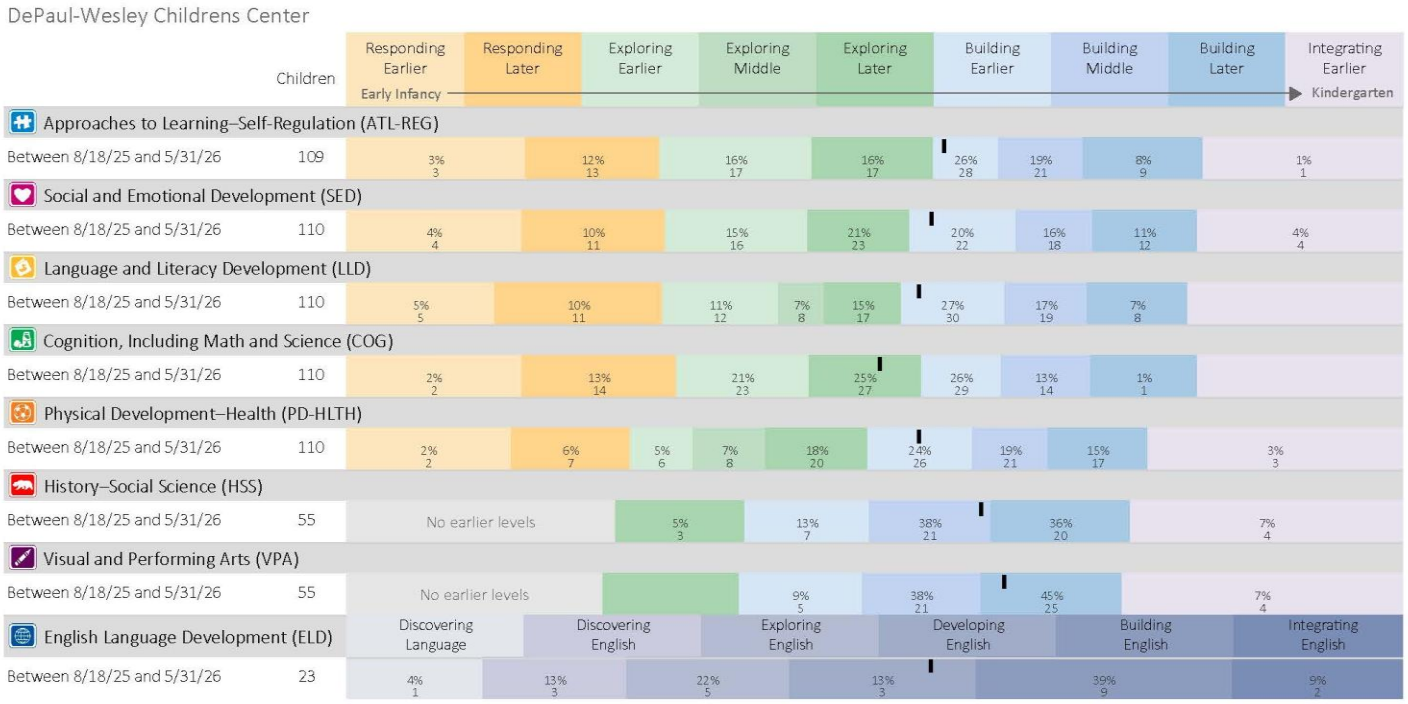


** Note: History-Social Science (HSS), Visual & Performing Arts (VPA), and English Language Development (ELD) were assessed during Spring 2026 for EHS.*

Head Start (HS) 2025-2026 Child Development Growth Across Terms
DePaul-Wesley Children's Center



ADSSA utilizes the Desired Results Developmental Profile (DRDP) assessment tool for Early Head Start and Head Start programs.



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

According to the Office of Head Start (OHS), the Classroom Assessment Scoring System (CLASS®) is an observation-based tool designed to evaluate teacher-child interactions in center-based classrooms. Effective interactions form the cornerstone of early learning and set the stage for long-term school readiness. The CLASS® framework assesses three core domains: Emotional Support, Classroom Organization, and Instructional Support. Each domain contains specific dimensions that capture the nuance of daily classroom interactions—a critical component within a high-quality early childhood program.

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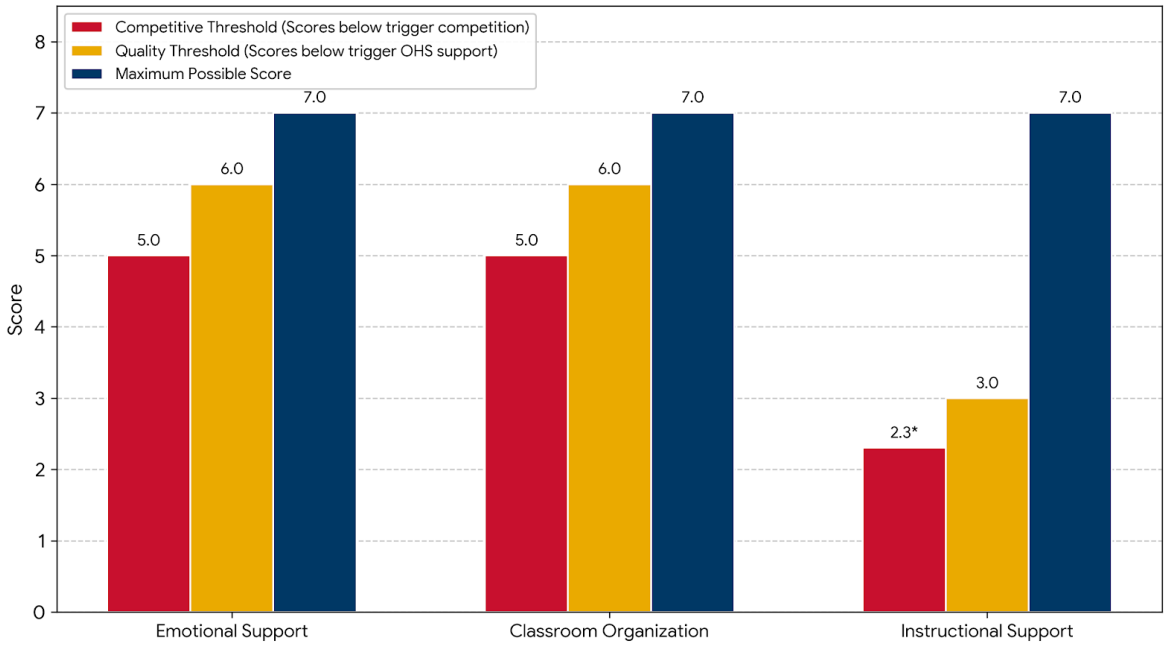
Head Start National Average

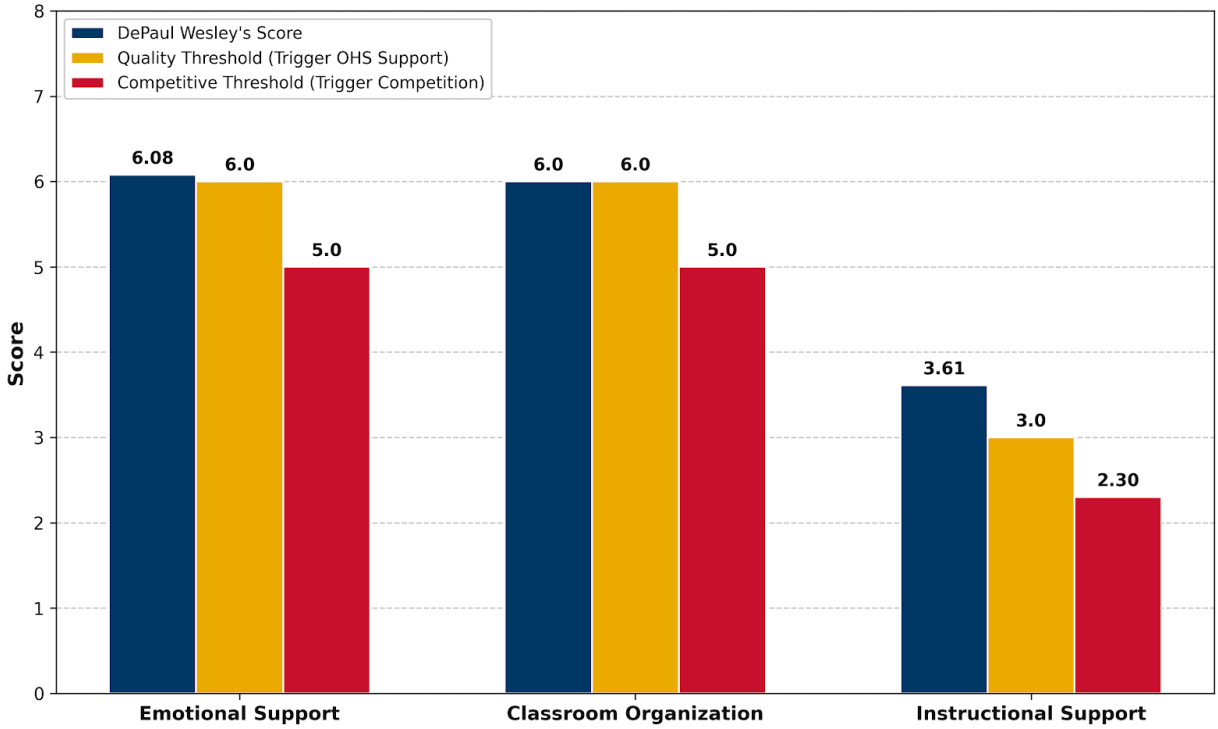
The Office of Head Start (OHS) evaluates program quality using the Classroom Assessment Scoring System (CLASS®) Pre-K tool. Under the Designation Renewal System (DRS), performance is benchmarked against two critical standards: Quality Thresholds, which trigger targeted OHS technical assistance and improvement planning, and Competitive Thresholds, which determine whether a program must re-compete for federal grant funding.

OHS CLASS Thresholds Breakdown (FY 2026)



*Note: Instructional Support Competitive Threshold is 2.3 in FY 2026 (delayed to 2.5 until 2027).

DePaul Wesley's CLASS Results vs. Thresholds



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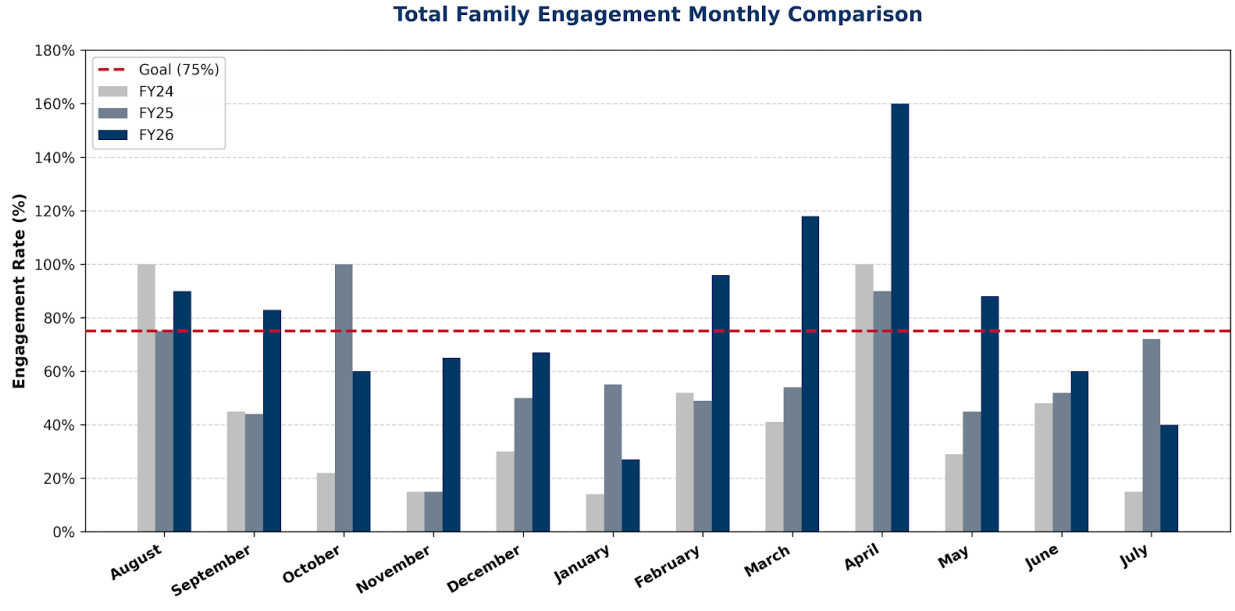
Accomplishments

DePaul Wesley's commitment to excellence was underscored this past year by outstanding achievements in both accreditation and federal monitoring reviews. The program's renewal application was approved with exceptional marks, meeting 100% of required Accreditation+ standards, 98% of total Accreditation+ standards, and 96% of Accreditation+ Unifying Framework standards. Furthermore, DePaul Wesley Early Head Start and Head Start successfully completed the Office of Head Start (OHS) Focus Area Two Review, validating strong operational integrity and high-quality service delivery across education, health, and family support. Demonstrating exceptional classroom quality, DePaul Wesley Head Start also completed the OHS Classroom Assessment Scoring System (CLASS) review with zero findings, achieving scores that exceeded both national quality and competitive thresholds across Emotional Support, Classroom Organization, and Instructional Support.

Family Engagement

Family engagement is a collaborative, strengths-based process where early childhood professionals and families join together to foster positive, goal-oriented relationships. Built on mutual respect for the unique insights every family brings, engagement is a shared responsibility across all levels of our organization. By prioritizing culturally and linguistically responsive connections, we ensure every partnership actively supports children's learning, healthy development, and lifelong success.



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