

Board Meeting Motions  
Thursday, May 21, 2026

|                                                |
|------------------------------------------------|
| <b>1.0 CALL TO ORDER AND REVIEW OF AGENDA:</b> |
| <b>Diane Insley</b>                            |

|                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>READING OF COMMUNITY ACTION MISSION:</b>                                                                                               |
| <b>"Our mission is to help Central Texans achieve economic self-reliance through a wide range of services and community partnerships"</b> |

|                       |
|-----------------------|
| <b>MEETING BEGAN:</b> |
| <b>6:03pm</b>         |

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**2.0 ROLL CALL - Doug Mudd**

**MEMBERS PRESENT:**

| Public Representatives |                | Neighborhood Representatives |                  | Private Group Representatives |                     |
|------------------------|----------------|------------------------------|------------------|-------------------------------|---------------------|
|                        | Juan Mendoza   |                              | Myra Vassian     | X                             | Diane Insley        |
|                        | Brett Bray     | X                            | Karen Lovin      |                               | David Sergi         |
|                        | Rusty Horne    | X                            | Jeremy Sutton    | X                             | Deborah Villalpando |
| X                      | Wayne Thompson | X                            | Steven Hernandez | X                             | Alex Mylius         |
| X                      | Alyssa Garza   |                              | Dominique Holmes | X                             | Clarena Larrota     |

**VISITORS:**

**STAFF PRESENT:**

|   |                     |   |                 |
|---|---------------------|---|-----------------|
| X | Doug Mudd           | X | Stacey Martinez |
| X | Keith Herington     | X | Nancy Hernandez |
| X | Francesca Ramirez   |   |                 |
| X | Mary Helen Martinez |   |                 |
| X | Ruth Salinas        |   |                 |
| X | Megan Campbell      |   |                 |
| X | Danielle Engelke    |   |                 |
|   | Cristal Lopez       |   |                 |



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|                                                                                                                             |                                                                                                                 |               |                 |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------|-----------------|
| <b>3.0 Public Comment Period:</b><br>Diane Insley asked if anyone present would like to make a public comment at this time. | No comments were made.                                                                                          |               |                 |
|                                                                                                                             | <b>Motion to Pass</b>                                                                                           | <b>Second</b> | <b>Approved</b> |
| <b>4.0 Minutes – Diane Insley</b><br>4.1 Board Minutes March 26, 2026 (for approval)                                        | Jeremy                                                                                                          | Karen         | Yes             |
| <b>5.0 Correspondence, for Review and Discussion - Doug Mudd</b>                                                            |                                                                                                                 |               |                 |
| 5.1 Luling CDC Investigation Letter                                                                                         | Our system shows its current, but theirs show it's inactive.                                                    |               |                 |
| 5.2 Hemphill Inspection Letter                                                                                              | No Comments                                                                                                     |               |                 |
| 5.3 Luling Investigation letter                                                                                             | No Comments                                                                                                     |               |                 |
| 5.4 Head Start Monitoring Review report                                                                                     | Not brushing one child's teeth.                                                                                 |               |                 |
| 5.5 Henry Bush CDC Inspection Letter                                                                                        | Fire drills, get the kids up and going for the drill. In the Infant room, the feeding instructions had expired. |               |                 |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|
| 5.6 A. Washington Inspection Letter                                                                                                                                                                                                                                         | No Comments                                                                                                                                                                                                                                                           |        |          |
| <b>6.0 Leadership Programmatic Reports - Mudd</b><br>Written programmatic reports have been emailed to all board members.<br>Bolded items below will be presented verbally. Opportunity for questions for unbolded items.                                                   |                                                                                                                                                                                                                                                                       |        |          |
| <b>6.1 Executive Director - Doug Mudd</b>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                       |        |          |
| <b>6.1.1 Fiscal Sponsorship with HCWHC</b><br>Alex mentioned that there is a lot funding currently becoming available for maternal health.                                                                                                                                  |                                                                                                                                                                                                                                                                       |        |          |
|                                                                                                                                                                                                                                                                             | Motion to Pass                                                                                                                                                                                                                                                        | Second | Approved |
| <b>6.1.2 Community Needs Assessment (for approval)</b><br>Alex agreed that there is a huge need for resource navigation for the public. Diane asked if the needs assessment was online now? Doug said it will be made available to the public on our website once approved. | Karen                                                                                                                                                                                                                                                                 | Steven | Yes      |
| <b>6.2 Human Resources-Ruth Salinas</b>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |        |          |
| <b>6.2.1 May HR Report</b>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |        |          |
| <b>6.2.2 HR Policies and Procedures changes (for review: request approval in July meeting)</b>                                                                                                                                                                              | Karen asked why we needed to address the outside activities, 2 <sup>nd</sup> employment policy? To ensure outside activities don't interfere with CAI work.<br>Diane, addressing the board, added to please make sure everyone is reading the board packet and if you |        |          |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                            | have questions just email Ruth, not everyone. Regarding policy covering 6-month waiting period for a rehire, Diane asked what if the employee left due to needing more money, but then we have a new opening, can they come back before the 6 months? Ruth said yes it would be a case by case situation. Doug said maybe add a side note that they can come back if in good standing. |
| <b>6.3 Agency Financial - Keith Herington</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>6.3.1 Basic Financials</b><br>Mr. Herington reviewed the year-to date basic financial statements as of April 30, 2026                                   | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.2 Grant Financial Report</b><br>Mr. Herington reviewed the year-to date basic financial statements as of April 30, 2026                             | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.3 Head Start Program Budget Reports</b><br>Mr. Herington reviewed the Head Start Budget report and year-to-date expenditures – as of April 30, 2026 | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.4 Head Start In-Kind</b><br>Mr. Herington reviewed the report for the period ending in April.                                                       | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.5 Head Start Program CACFP Report</b><br>Mr. Herington reviewed the report for the period ending in April.                                          | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.6 Credit Card Report</b><br>Mr. Herington reviewed the report for the period ending in April.                                                       | No Comments                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.3.7 Other Credit Card Purchases</b><br>Mr. Herington reviewed the report for the period ending in April.                                              | No Comments                                                                                                                                                                                                                                                                                                                                                                            |

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|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------|----------|
| 6.4 <b>Adult Education</b> – Mary Helen Martinez          | No Comments                                                                                                 |        |          |
| 6.5 Community Services - Francesca Ramirez                | No Comments                                                                                                 |        |          |
| 6.6 Health Services - Stacy Martinez                      | No Comments                                                                                                 |        |          |
| 6.6.1 May Report                                          | Karen wanted to share that she appreciates everything Lydia has done and for staying strong through it all. |        |          |
| 6.6.2 Customer Satisfaction Survey results                | No comments                                                                                                 |        |          |
| 6.7 Head Start – Danielle Engelke                         | Motion to Pass                                                                                              | Second | Approved |
|                                                           |                                                                                                             |        |          |
| 6.7.1. May Board report                                   | No Comments                                                                                                 |        |          |
| 6.7.2 2026-27 Academic Calendar (for Approval)            | Jeremy                                                                                                      | Karen  | Yes      |
|                                                           |                                                                                                             |        |          |
| 6.8 Home Visiting- Mary Bryant                            | No comments                                                                                                 |        |          |
| 6.9 Youth Services-Cristal Lopez                          | No Comments                                                                                                 |        |          |
|                                                           |                                                                                                             |        |          |
| 7.0 Action Items - Review, Discuss and Take Proper Action | Motion to                                                                                                   | Second | Approved |

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Thursday, May 21, 2026

|                                                                                                                                                                                                                                                                 | Pass   |        |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-----|
| <b>7.1 Grant Budget Approvals (2026-27) Doug Mudd</b>                                                                                                                                                                                                           |        |        |     |
| 7.1.1 Burdine-Johnson for Breast Cancer Services \$50K (for Approval)<br>Diane asked if 50k was the limit? Doug replied, "We applied for \$80k last year and didn't receive it, so this year we applied for less for BCS services only, not for staff salaries. | Karen  | Jeremy | Yes |
| 7.1.2 Hays county Grant for Senior Citizen Center-\$28K (for Approval)                                                                                                                                                                                          | Jeremy | Steven | Yes |
| 7.1.3 City of San Marcos HSAB grant for \$22K-Senior Citizen Center (for Approval)                                                                                                                                                                              | Jeremy | Alex   | Yes |
| 7.1.4 City of San Marcos HSAB grant for \$15K for TBRA staff member                                                                                                                                                                                             | Jeremy | Karen  | Yes |
| (for Approval)                                                                                                                                                                                                                                                  |        |        |     |
| 7.1.5 FPC Bonner Fund grant for TBRA staff(\$10K) and BCS Program (\$15K) (for Approval)                                                                                                                                                                        | Jeremy | Karen  | Yes |
|                                                                                                                                                                                                                                                                 |        |        |     |
|                                                                                                                                                                                                                                                                 |        |        |     |
|                                                                                                                                                                                                                                                                 |        |        |     |

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|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------|-------------|
| <b>8.0 Success Story - Stacey Martinez</b>                                                                                             |                                                                        |               |             |
| <b>9.0 Board Member's Opportunity to Share:</b>                                                                                        | <b>No Comments</b>                                                     |               |             |
| <b>10.0 Board President's Report - Diane Insley</b><br><br>Next Board of Directors Meeting:                                            | <b>July 16<sup>th</sup>, 2026</b><br><b>Diane will be on Vacation.</b> |               |             |
| <b>11.0 Adjournment - 7:27pm</b>                                                                                                       | <b>Motion to Adjourn</b>                                               | <b>Second</b> | <b>Pass</b> |
| Diane Insley made the motion to adjourn. Jeremy S. seconded the motion - all were in favor. None opposed. Meeting adjourned at: 7:27pm | <b>Diane</b>                                                           | <b>Jeremy</b> | <b>Yes</b>  |



## Executive Director Report

### Community Development Director

Following a formal recruitment and interview process, Community Action has officially hired Megan Campbell as Community Development Director after serving in the Interim Director role. In this position, Megan will lead the Agency's community development, grantmaking, fund development, and community engagement efforts while strengthening partnerships with funders, stakeholders, and community organizations. Even during her time as Interim Director, Megan has already initiated several important projects, including completing the application process to secure two AmeriCorps VISTA volunteers, writing or coordinating the development of five grant proposals to support Health Services programs, and collaborating with the Community Engagement Committee to develop a stakeholder newsletter template. These early accomplishments reflect the momentum already underway within the department and support the Agency's long-term goals related to resource development, sustainability, and community impact.

### Certified Community Action Professional (CCAP) Credential

The National Community Action Partnership's Certified Community Action Professional (CCAP) credential recognizes individuals who have demonstrated the knowledge and skills necessary to effectively advance the mission of Community Action. The certification encompasses Community Action history and values, leadership, management, and strategies for addressing the root causes of poverty. The Executive Director earned the credential in 2023 and renewed it this year. As part of our commitment to leadership development and organizational excellence, the directors of our Head Start and Adult Education programs have committed to pursuing the CCAP credential this year.

### All Staff Day

Our annual All Staff Day will be held at the San Marcos Activity Center on **Friday, October 23<sup>rd</sup>** 8:30am-4:00pm. This is the only day of the year that our entire staff from the whole agency meet together in one group. This year will be our 43<sup>rd</sup> Annual All Staff Day. Awards for years of service will be given out in the afternoon. All CAICT Board members are invited to attend.

# Human Resources Program Report

6.2



Project Name: HR Program Report  
Board Meeting: July 16, 2026

## Program Name:

Human Resources

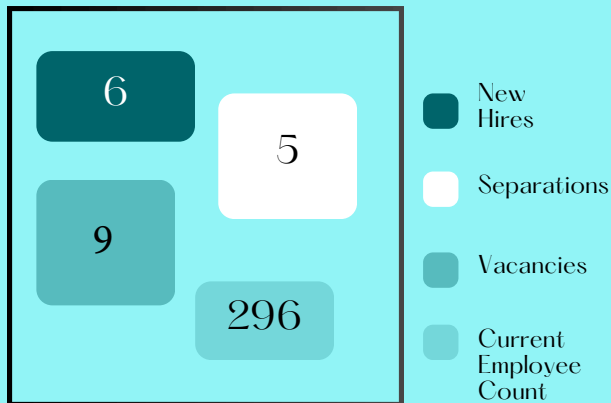
## Board Meeting:

July 16, 2026

## Reporting Period:

05/16/26 – 07/03/26

## Status Update:



## Highlights:

Hired New Payroll Clerk:  
Sasha Alvarado

- 2 years payroll experience
- Administrative Assistant Certification



## In the Works:

CAI Job & Resource Fair

When: TBD

Where: CAI Board Room





| New Hires - Community Action, Inc. of Central Texas<br>Reported on: 7/7/2026 |                                |                               |                             |            |
|------------------------------------------------------------------------------|--------------------------------|-------------------------------|-----------------------------|------------|
| Chabot, Martha Trigg                                                         | 1510017-RASP Part C Case Mgmt  | HIV Case Manager              | Martinez, Stacey Ann        | 06/01/2026 |
| Chandler- Omunagbe, Shalonda                                                 | 1101111-EHS Program Operations | Site Specialist               | Reimann-NeSmith, Lisa Marie | 06/01/2026 |
| Dewitt, Madison RayAnn                                                       | 1101117-EHS Special Operations | Nutrition Outreach Specialist | Zapata, Mylinda             | 06/01/2026 |
| Riley, Haley Symone                                                          | 1509517-RASP Part B Case Mgmt  | Case Manager                  | Martinez, Stacey Ann        | 06/01/2026 |
| Fletcher, Toby                                                               | 1201211-AE Program Operations  | Adult Education Teacher       | Johnson, Sarah              | 06/02/2026 |
| Vande Vorde, Timothy Dru                                                     | 1201211-AE Program Operations  | Adult Education Coordinator   | Martinez, Mary Helen        | 06/29/2026 |

## Active Jobs Detail for Community Action, Inc. of Central Texas

Reported on: 7/7/2026

Date Range: 7/8/2024-7/7/2026

Data Set: All Data

| Job Title                                           | Job ID | Location                 | Department                | Job Status | Date Job Activated |
|-----------------------------------------------------|--------|--------------------------|---------------------------|------------|--------------------|
| <a href="#">Instructional Coach</a>                 | 26-28  | San Marcos, TX           | Early Childhood Education | Active     | 7/7/2026           |
| <a href="#">Head Start Teacher One</a>              | 26-27  | Hays & Caldwell Counties | Early Childhood Education | Active     | 7/2/2026           |
| <a href="#">Parents as Teachers Coordinator</a>     | 26-26  | San Marcos, TX           | Texas Home Visitinig      | Active     | 6/23/2026          |
| <a href="#">Bilingual Parent Educator</a>           | 26-25  | Hays & Caldwell Counties | Early Childhood Education | Active     | 6/23/2026          |
| <a href="#">Program Floater</a>                     | 26-24  | San Marcos, TX           | Early Childhood Education | Active     | 6/23/2026          |
| <a href="#">Early Head Start Teacher</a>            | 26-23  | San Marcos, TX           | Early Childhood Education | Active     | 6/17/2026          |
| <a href="#">ERSEA &amp; Transitions Coordinator</a> | 26-22  | San Marcos, TX           | Early Childhood Education | Active     | 5/19/2026          |
| <a href="#">Early Head Start Teacher</a>            | 26-21  | Luling, TX               | Early Childhood Education | Active     | 5/19/2026          |
| <a href="#">Cook Aide</a>                           | 26-18  | All Counties, TX         | Early Childhood Education | Active     | 4/28/2026          |

Community Action, Inc of Central Texas  
Statement of Financial Position  
June 30, 2026

Item 6.3.1

ASSETS

Current Assets

|                      |                  |
|----------------------|------------------|
| Cash                 | \$ 2,174,343     |
| Grant Receivable     | 857,714          |
| Inventory            | 9,816            |
| Prepaid Expenses     | 4,450            |
| Total Current Assets | <u>3,046,323</u> |

Fixed Assets

|                               |                    |
|-------------------------------|--------------------|
| Buildings & Equipment         | 4,339,686          |
| less Accumulated Depreciation | <u>(3,886,046)</u> |
| Net Fixed Assets              | <u>453,640</u>     |

TOTAL ASSETS \$ 3,499,963

LIABILITIES & NET ASSETS

Current Liabilities

|                                        |                     |
|----------------------------------------|---------------------|
| Accounts Payable & Accrued Liabilities | \$ <u>2,575,534</u> |
| Total Current Liabilities              | <u>2,575,534</u>    |

Total Liabilities 2,575,534

Net Assets

|                        |                |
|------------------------|----------------|
| Unrestricted           | 470,789        |
| Permanently Restricted | <u>453,640</u> |
| Total Net Assets       | <u>924,429</u> |

TOTAL LIABILITIES & NET ASSETS \$ 3,499,963

Community Action, Inc of Central Texas  
Statement of Revenues  
8 Months Ended June 30, 2026

Item 6.3.1

|                               |                                 |
|-------------------------------|---------------------------------|
| Federal & State Grant Revenue | \$ 10,711,253                   |
| Other Grant Revenue           | 20,344                          |
| Fee for Service Revenue       | 10,299                          |
| Fundraising/Donations         | 172,472                         |
| Interest Income               | 9,925                           |
| Program Income                | <u>93,090</u>                   |
| <br>TOTAL REVENUES            | <br>\$ <u><u>12,290,358</u></u> |

Community Action, Inc of Central Texas  
Statement of Functional Expenses  
8 Months Ended June 30, 2026

Item 6.3.1

|                      |                   |
|----------------------|-------------------|
| Salaries             | 6,365,238         |
| Fringe Benefits      | 1,328,349         |
| Supplies             | 429,566           |
| Contractual          | 825,032           |
| Rent                 | 1,009,909         |
| Telephone/Internet   | 74,522            |
| Utilities            | 71,901            |
| Miscellaneous        | 20,336            |
| Insurance            | 134,482           |
| Travel               | 97,570            |
| Maintenance          | 95,749            |
| Other Office Expense | 168,223           |
| Auto Expense         | 14,277            |
| Employee Development | 115,046           |
| Interest & Bank Fees | 2,088             |
| Direct Assistance    | 1,252,107         |
| Grant Awards         | 74,000            |
| Depreciation         | 50,400            |
| TOTAL EXPENDITURES   | <u>12,136,781</u> |

Community Action, Inc. of Central Texas  
Grant Financial Report  
As of June 30, 2026

**Item 6.3.2**

| <b>Community Services</b>       |                                    |                           |                                       |                         |                            |                                   |
|---------------------------------|------------------------------------|---------------------------|---------------------------------------|-------------------------|----------------------------|-----------------------------------|
|                                 | Program                            | 6/1/2026<br>Budget        | Cumulative<br>Expenditures<br>To Date | Budget<br>Balance       | % of<br>Budget<br>Expended | % of<br>Grant Period<br>Completed |
|                                 |                                    |                           |                                       |                         |                            | Grant<br>FYE                      |
| 1                               | CEAP (Energy Assistance) 2026      | \$1,314,301               | \$916,245                             | \$398,056               | 69.71%                     | 49% 12/31/2026                    |
| 2                               | CEAP (Energy Assistance) 2026 SUPP | \$71,200                  | \$0                                   | \$71,200                | 0.00%                      | 49% 12/31/2026                    |
| 4                               | CSBG 2026 Allocation               | \$341,788                 | \$76,412                              | \$265,376               | 22.36%                     | 49% 12/31/2026                    |
| 5                               | Senior Citizens - CAPCO            | \$69,700                  | \$56,457                              | \$13,243                | 81.00%                     | 75% 9/30/2026                     |
| 6                               | Senior Citizens - COSM             | \$24,000                  | \$0                                   | \$24,000                | 0.00%                      | 49% 12/31/2026                    |
| 7                               | Sr Citizens - B Johnson Foundation | \$15,000                  | \$6,298                               | \$8,702                 | 41.99%                     | 49% 12/31/2026                    |
| 8                               | SM Youth Services                  | \$139,166                 | \$50,678                              | \$88,488                | 36.42%                     | 41% 1/31/2027                     |
| 9                               | TX Youth Action Network 24-25      | \$80,000                  | \$49,606                              | \$30,394                | 62.01%                     | 83% 10/31/2026                    |
| 10                              | TBRA City of SM/Southside          | \$40,000                  | \$20,311                              | \$19,689                | 50.78%                     | 45% 12/31/2026                    |
| 11                              | First Presbyterian Church Relief   | <u>\$2,994</u>            | <u>\$0</u>                            | <u>\$2,994</u>          | 0.00%                      | 53% 10/31/2026                    |
| <b>Total Community Services</b> |                                    | <b><u>\$2,098,149</u></b> | <b><u>\$1,176,007</u></b>             | <b><u>\$922,142</u></b> |                            |                                   |

- 1 CEAP Supp 2026 - Will not expend until CEAP 2026 fully expended  
 4 CSBG - Had to complete 2025 funding before starting 2026  
 6 Senior Citizens COSM - Will use these funds when CAPCO funds depleted  
 11 First Presbyterian Church - Funds roll over to new year if unspent.

Community Action, Inc. of Central Texas  
Grant Financial Report  
As of June 30, 2026

**Item 6.3.2**

| Child & Family Services       |                                    | 6/1/2026       | Cumulative           |                | % of            | % of                   |            |
|-------------------------------|------------------------------------|----------------|----------------------|----------------|-----------------|------------------------|------------|
|                               | Program                            | Current Budget | Expenditures To Date | Budget Balance | Budget Expended | Grant Period Completed | Grant FYE  |
| 1                             | ST Davids - Home Visiting          | \$189,995      | \$39,495             | \$150,500      | 20.79%          | 49%                    | 12/31/2026 |
| 2                             | Head Start Program Federal Portion | \$7,629,068    | \$4,651,470          | \$2,977,598    | 60.97%          | 66%                    | 10/31/2026 |
| 3                             | Child Care Food Program            | \$499,905      | \$351,987            | \$147,918      | 70.41%          | 75%                    | 9/30/2026  |
| 4                             | Texas Home Visiting                | \$948,211      | \$746,188            | \$202,023      | 78.69%          | 83%                    | 8/31/2026  |
| 5                             | Texas Home Visitiing ECSB          | \$936,500      | \$881,097            | \$55,403       | 94.08%          | 93%                    | 9/30/2026  |
| 6                             | St Davids HB                       | \$495,000      | \$0                  | \$495,000      | 0.00%           | 25%                    | 3/31/2027  |
| 7                             | Texas School Ready                 | \$94,689       | \$72,040             | \$22,649       | 76.08%          | 91%                    | 7/31/2026  |
| 8                             | Texas Home Visiting - Training     | \$40,000       | \$9,617              | \$30,383       | 24.04%          | 41%                    | 8/31/2026  |
| 9                             | Hygene Closet - HS                 | \$4,902        | \$2,811              | \$2,091        | 57.34%          | 49%                    | 12/31/2026 |
| Total Child & Family Services |                                    | \$10,793,368   | \$110,928            | \$4,051,091    |                 |                        |            |

1 St Davids Home Visiting - Funds will be expended because much lower grant than previous year.

5 Texas Home Visiting ECSB - Funds will continue until fully expended which is expected in September 2026.

7 Texas School Ready - Was without the one staff member for the month of August of 25 for this grant Funds will expire in July and unable to expend due to restrictions on funds

8 Texas Home Visiting - Training Funds are for specific training and have trainings in July and August before funds expire

| Literacy & Workforce Development    |                           | 6/1/2026                        |                         |                      |                             |           |
|-------------------------------------|---------------------------|---------------------------------|-------------------------|----------------------|-----------------------------|-----------|
| Program                             | Current Budget            | Cumulative Expenditures To Date | Budget Balance          | % of Budget Expended | % of Grant Period Completed | Grant FYE |
| 1 Adult Basic Ed. (Fed Share) 25-26 | \$2,005,362               | \$1,627,498                     | \$377,864               | 81.16%               | 50%                         | 6/30/2027 |
| 2 Adult Basic Ed. (EL Civics) 25-26 | \$954,938                 | \$779,680                       | \$175,258               | 81.65%               | 50%                         | 6/30/2027 |
| 3 Adult Basic Ed. - Bastrop Bldg    | \$25,000                  | \$1,375                         | \$23,625                | 5.50%                | 20%                         | 3/31/2027 |
| <b>Total Adult Education</b>        | <b><u>\$2,985,300</u></b> | <b><u>\$2,408,553</u></b>       | <b><u>\$576,747</u></b> |                      |                             |           |

- 1 Adult Basic Ed. (Fed Share) 25-26 Grant has been extended to 6/30/27 but must expend before 26-27 funds can be expended
- 2 Adult Basic Ed. (EL Civics) 25-26 Grant has been extended to 6/30/27 but must be expended before 26-27 fund can be expended



**Community Health Services**

| Program                            | 6/1/2026<br>Current<br>Budget | Cumulative<br>Expenditures<br>To Date | Budget<br>Balance  | % of<br>Budget<br>Expended | % of<br>Grant Period<br>Completed | Grant<br>FYE |
|------------------------------------|-------------------------------|---------------------------------------|--------------------|----------------------------|-----------------------------------|--------------|
| 1 Family Planning - Title X        | \$155,072                     | \$32,786                              | \$122,286          | 21.14%                     | 25%                               | 3/31/2027    |
| 2 Healthy Texas Women - Fee        | \$60,000                      | \$53,003                              | \$6,997            | 88.34%                     | 83%                               | 8/31/2026    |
| 3 HHSC Family Planning - Fee       | \$241,377                     | \$203,435                             | \$37,942           | 84.28%                     | 83%                               | 8/31/2026    |
| 4 HHSC Family Planning - Cat       | \$60,344                      | \$47,207                              | \$13,137           | 78.23%                     | 83%                               | 8/31/2026    |
| 5 Expanded Services                | \$12,000                      | \$2,556                               | \$9,444            | 21.30%                     | 66%                               | 10/31/2026   |
| 6 Ryan White Part - B              | \$79,000                      | \$19,016                              | \$59,984           | 24.07%                     | 25%                               | 3/31/2027    |
| 7 HIV HSS                          | \$429,371                     | \$290,804                             | \$138,567          | 67.73%                     | 83%                               | 8/31/2026    |
| 8 HOPWA                            | \$383,000                     | \$278,805                             | \$104,195          | 72.80%                     | 83%                               | 8/31/2026    |
| 9 Ryan White Part - A              | \$66,671                      | \$24,766                              | \$41,905           | 37.15%                     | 33%                               | 2/28/2027    |
| 10 Ryan White Part - C             | \$101,068                     | \$7,925                               | \$93,143           | 7.84%                      | 49%                               | 12/31/2026   |
| 11 BCCS - Communicare              | \$100,000                     | \$8,060                               | \$91,940           | 8.06%                      | 49%                               | 12/31/2026   |
| 12 BCCS - Community Health Centers | \$29,956                      | \$14,753                              | \$15,203           | 49.25%                     | 83%                               | 8/31/2026    |
| 13 St Davids - We all Benefit      | \$1,000,000                   | \$479,286                             | \$520,714          | 47.93%                     | 87%                               | 9/30/2026    |
| 14 St Davids - Intermediary        | \$375,000                     | \$222,978                             | \$152,022          | 59.46%                     | 75%                               | 12/31/2026   |
| <b>Community Health Total</b>      | <b>\$3,272,859</b>            | <b>\$1,759,076</b>                    | <b>\$1,407,479</b> |                            |                                   |              |
| <b>AGENCY TOTAL</b>                | <b>\$19,149,676</b>           | <b>\$5,454,564</b>                    | <b>\$6,957,459</b> |                            |                                   |              |
| Administrative Cost                | \$1,206,521                   | \$732,403                             | \$474,118          | 60.70%                     | 66%                               | 10/31/2026   |

10 Ryan White Part - C - We received grant 5 months after start date due to funder holdups

11 BCCS- Communicare - Currently waiting on bills from Providers and using other funds for services

12 BCCS- Community Health Centers - Currently waiting on bills from Providers

13 St Davids - We all Benefit - Additional staff were added in year 2 and have planned expenditures in year 2 and expect grant extension

Community Action, Inc. of Central Texas  
Non-Federal Funds  
As of June 30, 2026

**Item 6.3.2**

| Program                       | Beginning<br>6/1/2026 | Revenues         | Expenditures    | Balance<br>6/30/2026 |
|-------------------------------|-----------------------|------------------|-----------------|----------------------|
| HIV Non -Federal/Donor        | 48,202.74             | 179.00           | 3,252.92        | 45,128.82            |
| Community Services - Donor    | 139.86                | 0.00             | 0.00            | 139.86               |
| Agency Non Federal            | 76,815.56             | 4,552.47         | 230.00          | 81,138.03            |
| Breast Cancer Donor           | 13,979.87             | 1,720.20         | 2,580.00        | 13,120.07            |
| AE Non Federal/Donor          | 11,338.37             | 962.50           | 559.12          | 11,741.75            |
| Heath Services Donor          | 2,067.24              | 0.00             | 0.00            | 2,067.24             |
| Head Start Donor              | 4,323.78              | 502.38           | 0.00            | 4,826.16             |
| Head Start Policy Council     | 3,103.80              | 0.00             | 0.00            | 3,103.80             |
| Season for Caring - Daugherty | 1,680.26              | 0.00             | 120.00          | 1,560.26             |
| Season for Caring - Reyna/Fa  | 114,658.14            | 0.00             | 1,335.03        | 113,323.11           |
| Youth Services Donor Fund     | 43.03                 | 0.00             | 0.00            | 43.03                |
| Sr Citizen Donor              | 20,633.85             | 5,345.53         | 322.13          | 25,657.25            |
|                               | <u>296,986.50</u>     | <u>13,262.08</u> | <u>8,399.20</u> | <u>301,849.38</u>    |

## General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 270 - HEAD START PROG 25-26

Report year: 11/1/2025 thru 10/31/2026

Period ending: June 2026

Page: Page 1 of 4

Date: 7/7/2026

Time: 11:34:26 AM

| Account               | -----Monthly-----         |              |              | -----To Date----- |                |                | Annual budget | Unexpended     |                |
|-----------------------|---------------------------|--------------|--------------|-------------------|----------------|----------------|---------------|----------------|----------------|
|                       | Budget                    | Expenditures | Pct          | Budget            | Expenditures   | Pct            |               |                |                |
| Expenditures          |                           |              |              |                   |                |                |               |                |                |
| SALARIES              |                           |              |              |                   |                |                |               |                |                |
| 5000                  | SALARIES                  | \$389,474.00 | \$134,907.25 | 34.64%            | \$3,115,792.00 | \$2,729,114.22 | 87.59%        | \$4,673,713.00 | \$1,944,598.78 |
| Total SALARIES        |                           | \$389,474.00 | \$134,907.25 | 34.64%            | \$3,115,792.00 | \$2,729,114.22 | 87.59%        | \$4,673,713.00 | \$1,944,598.78 |
| FRINGE BENEFITS       |                           |              |              |                   |                |                |               |                |                |
| 5150                  | FICA                      | \$25,981.00  | \$9,847.57   | 37.90%            | \$207,848.00   | \$200,340.35   | 96.39%        | \$311,788.00   | \$111,447.65   |
| 5151                  | HEALTH/LIFE INSURANCE     | \$50,461.00  | \$39,841.89  | 78.96%            | \$403,688.00   | \$336,892.04   | 83.45%        | \$605,563.00   | \$268,670.96   |
| 5152                  | TWC                       | \$7,631.00   | \$3,521.14   | 46.14%            | \$61,048.00    | \$65,914.78    | 107.97%       | \$91,603.00    | \$25,688.22    |
| 5153                  | WORKMENS COMPENSATION     | \$3,348.00   | \$0.00       | 0.00%             | \$26,784.00    | \$0.00         | 0.00%         | \$40,194.00    | \$40,194.00    |
| 5154                  | RETIREMENT PLAN           | \$3,661.00   | \$1,454.32   | 39.72%            | \$29,288.00    | \$26,038.03    | 88.90%        | \$43,966.00    | \$17,927.97    |
| Total FRINGE BENEFITS |                           | \$91,082.00  | \$54,664.92  | 60.02%            | \$728,656.00   | \$629,185.20   | 86.35%        | \$1,093,114.00 | \$463,928.80   |
| TRAVEL                |                           |              |              |                   |                |                |               |                |                |
| 5232                  | OUT-OF-AREA TRAVEL        | \$925.00     | \$0.00       | 0.00%             | \$7,400.00     | \$35,250.94    | 476.36%       | \$11,108.00    | (\$24,142.94)  |
| Total TRAVEL          |                           | \$925.00     | \$0.00       | 0.00%             | \$7,400.00     | \$35,250.94    | 476.36%       | \$11,108.00    | (\$24,142.94)  |
| SUPPLIES              |                           |              |              |                   |                |                |               |                |                |
| 5401                  | OFFICE SUPPLIES           | \$1,258.00   | \$1,509.99   | 120.03%           | \$10,064.00    | \$9,686.52     | 96.25%        | \$15,124.00    | \$5,437.48     |
| 5402                  | PROGRAM SUPPLIES          | \$2,428.00   | \$191.53     | 7.89%             | \$19,424.00    | \$17,079.86    | 87.93%        | \$29,145.00    | \$12,065.14    |
| 5407                  | ERISA SUPPLIES            | \$32.00      | \$0.00       | 0.00%             | \$256.00       | \$384.51       | 150.20%       | \$400.00       | \$15.49        |
| 5408                  | KITCHEN SUPPLIES          | \$2,166.00   | \$358.50     | 16.55%            | \$17,328.00    | \$12,716.66    | 73.39%        | \$26,000.00    | \$13,283.34    |
| 5410                  | STAFF RECOGNITION SUPPLIE | \$0.00       | \$0.00       | 0.00%             | \$0.00         | \$45.33        | 0.00%         | \$0.00         | (\$45.33)      |
| 5411                  | PARENT CENTER SUPPLIES    | \$783.00     | \$69.28      | 8.85%             | \$6,264.00     | \$7,695.39     | 122.85%       | \$9,400.00     | \$1,704.61     |
| 5412                  | STAFF TRAINING SUPPLIES   | \$656.00     | \$2,712.05   | 413.42%           | \$5,248.00     | \$5,777.95     | 110.10%       | \$7,903.00     | \$2,125.05     |
| 5413                  | JANITORIAL SUPPLIES       | \$2,937.00   | \$1,061.94   | 36.16%            | \$23,496.00    | \$16,625.82    | 70.76%        | \$35,250.00    | \$18,624.18    |
| 5415                  | VEHICLE SUPPLIES          | \$24.00      | \$0.00       | 0.00%             | \$192.00       | \$0.00         | 0.00%         | \$300.00       | \$300.00       |
| 5417                  | DENTAL SUPPLIES           | \$41.00      | \$0.00       | 0.00%             | \$328.00       | \$0.00         | 0.00%         | \$500.00       | \$500.00       |
| 5418                  | CHILD EDU.SUPPL./LIBRARY  | \$1,349.00   | \$1,631.23   | 120.92%           | \$10,792.00    | \$12,149.55    | 112.58%       | \$16,200.00    | \$4,050.45     |
| 5421                  | HYGIENIC/1ST AIDE SUPPLIE | \$166.00     | \$124.14     | 74.78%            | \$1,328.00     | \$1,693.91     | 127.55%       | \$2,000.00     | \$306.09       |
| 5422                  | MAINTENANCE MATERIALS     | \$658.00     | \$984.13     | 149.56%           | \$5,264.00     | \$8,121.08     | 154.28%       | \$7,900.00     | (\$221.08)     |

## General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 270 - HEAD START PROG 25-26

Report year: 11/1/2025 thru 10/31/2026

Period ending: June 2026

Page: Page 2 of 4

Date: 7/7/2026

Time: 11:34:27 AM

| Account                        | -----Monthly----- |              |         | -----To Date----- |              |         | Annual budget | Unexpended    |
|--------------------------------|-------------------|--------------|---------|-------------------|--------------|---------|---------------|---------------|
|                                | Budget            | Expenditures | Pct     | Budget            | Expenditures | Pct     |               |               |
| 5423 GLOVES                    | \$0.00            | \$0.00       | 0.00%   | \$0.00            | \$2,240.26   | 0.00%   | \$0.00        | (\$2,240.26)  |
| 5424 POSTAGE & FREIGHT CHARGES | \$107.00          | \$0.00       | 0.00%   | \$856.00          | \$266.24     | 31.10%  | \$1,300.00    | \$1,033.76    |
| 5425 TECHNOLOGY SUPPLIES       | \$416.00          | \$0.00       | 0.00%   | \$3,328.00        | \$601.85     | 18.08%  | \$5,000.00    | \$4,398.15    |
| 5426 MENTAL HEALTH SUPPLIES    | \$33.00           | \$0.00       | 0.00%   | \$264.00          | \$316.61     | 119.93% | \$400.00      | \$83.39       |
| 5427 ADULT ED TEST SUPPLIES    | \$206.00          | \$0.00       | 0.00%   | \$1,648.00        | \$0.00       | 0.00%   | \$2,477.00    | \$2,477.00    |
| 5428 TEXTBOOKS/SUPPLIES        | \$0.00            | \$0.00       | 0.00%   | \$0.00            | \$823.35     | 0.00%   | \$0.00        | (\$823.35)    |
| 5429 DIAPERS                   | \$1,849.00        | \$1,244.84   | 67.33%  | \$14,792.00       | \$14,623.23  | 98.86%  | \$22,200.00   | \$7,576.77    |
| 5451 EQUIPMENT <\$5000         | \$0.00            | \$0.00       | 0.00%   | \$0.00            | \$25,985.83  | 0.00%   | \$0.00        | (\$25,985.83) |
| Total SUPPLIES                 | \$15,109.00       | \$9,887.63   | 65.44%  | \$120,872.00      | \$136,833.95 | 113.21% | \$181,499.00  | \$44,665.05   |
| CONTRACTUAL                    |                   |              |         |                   |              |         |               |               |
| 5507 CONTRACTUAL-BONHAM        | \$19,597.00       | \$0.00       | 0.00%   | \$156,776.00      | \$89,150.97  | 56.87%  | \$235,169.00  | \$146,018.03  |
| 5510 CONTRACTUAL               | \$16,051.00       | \$2,447.34   | 15.25%  | \$128,408.00      | \$104,890.48 | 81.69%  | \$192,645.00  | \$87,754.52   |
| 5550 LITERACY SERVICES         | \$583.00          | \$0.00       | 0.00%   | \$4,664.00        | \$0.00       | 0.00%   | \$7,000.00    | \$7,000.00    |
| 5557 CONTRACTUAL/MENTAL HEALTH | \$208.00          | \$0.00       | 0.00%   | \$1,664.00        | \$0.00       | 0.00%   | \$2,500.00    | \$2,500.00    |
| Total CONTRACTUAL              | \$36,439.00       | \$2,447.34   | 6.72%   | \$291,512.00      | \$194,041.45 | 66.56%  | \$437,314.00  | \$243,272.55  |
| OTHER                          |                   |              |         |                   |              |         |               |               |
| 5601 RENT/BUILDING LEASE       | \$2,557.00        | \$0.00       | 0.00%   | \$20,456.00       | \$11,935.49  | 58.35%  | \$30,703.00   | \$18,767.51   |
| 5602 TELEPHONE                 | \$2,506.00        | \$2,347.46   | 93.67%  | \$20,048.00       | \$20,912.85  | 104.31% | \$30,100.00   | \$9,187.15    |
| 5603 UTILITIES                 | \$5,788.00        | \$6,498.47   | 112.27% | \$46,304.00       | \$51,002.32  | 110.15% | \$69,489.00   | \$18,486.68   |
| 5604 PEST CONTROL SERVICES     | \$541.00          | \$0.00       | 0.00%   | \$4,328.00        | \$6,470.00   | 149.49% | \$6,500.00    | \$30.00       |
| 5606 ALARM FEE                 | \$241.00          | \$301.95     | 125.29% | \$1,928.00        | \$2,845.60   | 147.59% | \$2,900.00    | \$54.40       |
| 5608 REPAIRS/MINOR BLDG.       | \$4,249.00        | \$4,683.07   | 110.22% | \$33,992.00       | \$37,793.99  | 111.18% | \$51,000.00   | \$13,206.01   |
| 5609 INTERNET CONNECTION       | \$1,245.00        | \$1,069.87   | 85.93%  | \$9,960.00        | \$8,004.80   | 80.37%  | \$14,950.00   | \$6,945.20    |
| 5613 INSURANCE/GENL LIABILITY  | \$2,822.00        | \$0.00       | 0.00%   | \$22,576.00       | \$38,318.85  | 169.73% | \$33,868.00   | (\$4,450.85)  |
| 5614 INSURANCE/VEHICLE         | \$1,533.00        | \$0.00       | 0.00%   | \$12,264.00       | \$32,774.00  | 267.24% | \$18,400.00   | (\$14,374.00) |
| 5619 ANNUAL GAS INSPECTION     | \$274.00          | \$0.00       | 0.00%   | \$2,192.00        | \$1,119.26   | 51.06%  | \$3,300.00    | \$2,180.74    |
| 5621 FUEL & OIL                | \$491.00          | \$0.00       | 0.00%   | \$3,928.00        | \$2,660.07   | 67.72%  | \$5,900.00    | \$3,239.93    |
| 5622 VEHICLE LICENSE & REGIST. | \$66.00           | \$0.00       | 0.00%   | \$528.00          | \$222.00     | 42.05%  | \$800.00      | \$578.00      |

## General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 270 - HEAD START PROG 25-26

Report year: 11/1/2025 thru 10/31/2026

Period ending: June 2026

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Date: 7/7/2026

Time: 11:34:28 AM

| Account                        | -----Monthly----- |              |          | -----To Date----- |              |         | Annual budget | Unexpended    |
|--------------------------------|-------------------|--------------|----------|-------------------|--------------|---------|---------------|---------------|
|                                | Budget            | Expenditures | Pct      | Budget            | Expenditures | Pct     |               |               |
| 5623 VEHICLE MAINTENANCE       | \$581.00          | \$501.73     | 86.36%   | \$4,648.00        | \$5,404.73   | 116.28% | \$6,982.00    | \$1,577.27    |
| 5624 VEHICLE INSURANCE         | \$0.00            | \$0.00       | 0.00%    | \$0.00            | \$433.28     | 0.00%   | \$0.00        | (\$433.28)    |
| 5631 PARENT LOCAL TRAVEL       | \$0.00            | \$0.00       | 0.00%    | \$0.00            | \$214.00     | 0.00%   | \$0.00        | (\$214.00)    |
| 5632 STAFF LOCAL TRAVEL        | \$1,623.00        | \$155.15     | 9.56%    | \$12,984.00       | \$7,602.25   | 58.55%  | \$19,500.00   | \$11,897.75   |
| 5633 FOOD/CHILDREN             | \$8,145.00        | \$0.00       | 0.00%    | \$65,160.00       | \$51,533.70  | 79.09%  | \$97,745.00   | \$46,211.30   |
| 5634 FOOD/STAFF TRAINING/MTG.  | \$491.00          | \$0.00       | 0.00%    | \$3,928.00        | \$6,612.46   | 168.34% | \$5,900.00    | (\$712.46)    |
| 5635 PC FOOD/SUPPLIES EXPENSES | \$124.00          | \$0.00       | 0.00%    | \$992.00          | \$1,086.24   | 109.50% | \$1,500.00    | \$413.76      |
| 5640 DATA PROCESSING           | \$474.00          | \$0.00       | 0.00%    | \$3,792.00        | \$3,311.79   | 87.34%  | \$5,700.00    | \$2,388.21    |
| 5643 INDOOR EQUIP.MAINT,       | \$216.00          | \$175.00     | 81.02%   | \$1,728.00        | \$519.08     | 30.04%  | \$2,600.00    | \$2,080.92    |
| 5644 KITCHEN EQUIP. MAINT.     | \$1,816.00        | \$0.00       | 0.00%    | \$14,528.00       | \$14,169.29  | 97.53%  | \$21,800.00   | \$7,630.71    |
| 5645 PLAYGROUND MAINT.         | \$1,666.00        | \$4,326.48   | 259.69%  | \$13,328.00       | \$5,874.47   | 44.08%  | \$20,000.00   | \$14,125.53   |
| 5647 POSTAGE & FREIGHT         | \$16.00           | \$0.00       | 0.00%    | \$128.00          | \$0.00       | 0.00%   | \$200.00      | \$200.00      |
| 5651 ADVERTISING/EMPLOYMENT    | \$29.00           | \$0.00       | 0.00%    | \$232.00          | \$287.97     | 124.13% | \$350.00      | \$62.03       |
| 5652 STAFF LICENSURE           | \$191.00          | \$120.00     | 62.83%   | \$1,528.00        | \$840.00     | 54.97%  | \$2,300.00    | \$1,460.00    |
| 5653 MEMBERSHIP DUES           | \$466.00          | \$0.00       | 0.00%    | \$3,728.00        | \$0.00       | 0.00%   | \$5,600.00    | \$5,600.00    |
| 5655 CONFE. REGIST./FEES/STAFF | \$4,533.00        | \$0.00       | 0.00%    | \$36,264.00       | \$11,489.86  | 31.68%  | \$54,408.00   | \$42,918.14   |
| 5656 LICENSING OF SITES        | \$74.00           | \$0.00       | 0.00%    | \$592.00          | \$803.08     | 135.66% | \$900.00      | \$96.92       |
| 5664 PROFESSIONAL DUES/FEES    | \$0.00            | \$0.00       | 0.00%    | \$0.00            | \$38,874.95  | 0.00%   | \$0.00        | (\$38,874.95) |
| 5667 EMPLOYEE DEVELOPMENT      | \$0.00            | \$0.00       | 0.00%    | \$0.00            | \$2,274.00   | 0.00%   | \$0.00        | (\$2,274.00)  |
| 5670 BACKGROUND CHECKS         | \$183.00          | \$0.00       | 0.00%    | \$1,464.00        | \$86.42      | 5.90%   | \$2,200.00    | \$2,113.58    |
| 5675 MOVING EXPENSES           | \$32.00           | \$0.00       | 0.00%    | \$256.00          | \$0.00       | 0.00%   | \$400.00      | \$400.00      |
| 5685 TUITION FEES              | \$333.00          | \$0.00       | 0.00%    | \$2,664.00        | \$0.00       | 0.00%   | \$4,000.00    | \$4,000.00    |
| 5686 Health & Safety Inspectio | \$314.00          | \$558.00     | 177.71%  | \$2,512.00        | \$2,985.35   | 118.84% | \$3,779.00    | \$793.65      |
| 5689 MISC SHARED EXPENSES      | \$57,217.00       | \$0.00       | 0.00%    | \$457,736.00      | \$378,421.49 | 82.67%  | \$686,615.00  | \$308,193.51  |
| 5694 CHILDPLUS/PAT/BBT         | \$1,037.00        | \$16,156.40  | 1557.99% | \$8,296.00        | \$22,056.40  | 265.87% | \$12,453.00   | (\$9,603.40)  |
| 5695 WEBSITE MAINTENANCE       | \$0.00            | \$0.00       | 0.00%    | \$0.00            | \$337.60     | 0.00%   | \$0.00        | (\$337.60)    |
| 5701 MEDICAL SERVICES          | \$16.00           | \$126.00     | 787.50%  | \$128.00          | \$855.95     | 668.71% | \$200.00      | (\$655.95)    |
| 5704 DENTAL SERV.FOLLOW UP     | \$41.00           | \$0.00       | 0.00%    | \$328.00          | \$0.00       | 0.00%   | \$500.00      | \$500.00      |

## General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 270 - HEAD START PROG 25-26

Report year: 11/1/2025 thru 10/31/2026

Period ending: June 2026

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Date: 7/7/2026

Time: 11:34:30 AM

| Account                      | -----Monthly-----     |                       |               | -----To Date-----       |                         |               | Annual budget           | Unexpended              |
|------------------------------|-----------------------|-----------------------|---------------|-------------------------|-------------------------|---------------|-------------------------|-------------------------|
|                              | Budget                | Expenditures          | Pct           | Budget                  | Expenditures            | Pct           |                         |                         |
| 5710 EMPLOYEE MEDICAL EXAMS  | \$158.00              | (\$15.00)             | -9.49%        | \$1,264.00              | \$159.00                | 12.58%        | \$1,900.00              | \$1,741.00              |
| 5713 STIPENDS/FAM INCENTIVES | \$638.00              | \$0.00                | 0.00%         | \$5,104.00              | \$0.00                  | 0.00%         | \$7,672.00              | \$7,672.00              |
| Total OTHER                  | \$102,727.00          | \$37,004.58           | 36.02%        | \$821,816.00            | \$770,292.59            | 93.73%        | \$1,233,114.00          | \$462,821.41            |
| EQUIPMENT                    |                       |                       |               |                         |                         |               |                         |                         |
| Total EQUIPMENT              | \$0.00                | \$0.00                | 0.00%         | \$0.00                  | \$0.00                  | 0.00%         | \$0.00                  | \$0.00                  |
| <b>Total Expenditures</b>    | <b>\$635,756.00</b>   | <b>\$238,911.72</b>   | <b>37.58%</b> | <b>\$5,086,048.00</b>   | <b>\$4,494,718.35</b>   | <b>88.37%</b> | <b>\$7,629,862.00</b>   | <b>\$3,135,143.65</b>   |
| <b>Excess (Deficit)</b>      | <b>(\$635,756.00)</b> | <b>(\$238,911.72)</b> |               | <b>(\$5,086,048.00)</b> | <b>(\$4,494,718.35)</b> |               | <b>(\$7,629,862.00)</b> | <b>(\$3,135,143.65)</b> |

## General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Fund Expenditure report for: 270 - HEAD START PROG 25-26 (Fund status: Active)

Report year: 11/1/2025 thru 10/31/2026

Period ending: June 2026

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Date: 7/7/2026

Time: 11:31:04 AM

| Account                                   | -----Monthly----- |              |         | -----To Date----- |                |         | Annual budget  | Unexpended   |
|-------------------------------------------|-------------------|--------------|---------|-------------------|----------------|---------|----------------|--------------|
|                                           | Budget            | Expenditures | Pct     | Budget            | Expenditures   | Pct     |                |              |
| <b>Department:</b> 120 IN-KIND            |                   |              |         |                   |                |         |                |              |
| 5000 SALARIES                             | \$32,014.00       | \$32,014.00  | 100.00% | \$256,112.00      | \$256,112.00   | 100.00% | \$384,171.00   | \$128,059.00 |
| 5402 PROGRAM SUPPLIES                     | \$17,940.00       | \$17,940.00  | 100.00% | \$143,520.00      | \$143,520.00   | 100.00% | \$215,280.00   | \$71,760.00  |
| 5510 CONTRACTUAL                          | \$30,609.00       | \$30,609.00  | 100.00% | \$244,872.00      | \$244,872.00   | 100.00% | \$367,311.00   | \$122,439.00 |
| 5601 RENT/BUILDING LEASE                  | \$77,309.00       | \$77,309.00  | 100.00% | \$618,472.00      | \$618,472.00   | 100.00% | \$927,714.00   | \$309,242.00 |
| 5603 UTILITIES                            | \$1,250.00        | \$1,250.00   | 100.00% | \$10,000.00       | \$10,000.00    | 100.00% | \$15,000.00    | \$5,000.00   |
| <b>Total for sub program -----&gt;</b>    | \$159,122.00      | \$159,122.00 | 100.00% | \$1,272,976.00    | \$1,272,976.00 | 100.00% | \$1,909,476.00 | \$636,500.00 |
| <b>Total for program -----&gt;</b>        | \$159,122.00      | \$159,122.00 | 100.00% | \$1,272,976.00    | \$1,272,976.00 | 100.00% | \$1,909,476.00 | \$636,500.00 |
| <b>Total for department 120 -----&gt;</b> | \$159,122.00      | \$159,122.00 | 100.00% | \$1,272,976.00    | \$1,272,976.00 | 100.00% | \$1,909,476.00 | \$636,500.00 |
| <b>Fund Totals</b>                        | \$159,122.00      | \$159,122.00 | 100.00% | \$1,272,976.00    | \$1,272,976.00 | 100.00% | \$1,909,476.00 | \$636,500.00 |

6.3.5

**Child & Adult Care Food Program  
Claim For Reimbursement Summary for June 2026**

02113    Status: Active  
**COMMUNITY ACTION, INC OF CENTRAL TEXAS**  
DBA:  
215 S Reimer Ave Suite 130  
SAN MARCOS, TX 78666-0748  
County District Code: 105  
ESC: 13        TDA Region: 4

| Month/Year Claimed | Adjustment Number | Date Received | Date Accepted | Date Processed | Reason Code |
|--------------------|-------------------|---------------|---------------|----------------|-------------|
| Jun 2026           | 0                 | 07/07/2026    | 07/07/2026    |                | Original    |

**Head Start**

| Contracting Entity Totals        | Meals/Snacks | Federal Rate | Reimbursement Amount |
|----------------------------------|--------------|--------------|----------------------|
| <b>Breakfast</b>                 |              |              |                      |
| Free                             | 2,139        | 2.4600       | 5,261.94             |
| Reduced                          | 0            | 2.1600       | 0.00                 |
| Paid                             | 0            | 0.4000       | 0.00                 |
| <b>Total</b>                     | <b>2,139</b> |              | <b>5,261.94</b>      |
| <b>Lunch</b>                     |              |              |                      |
| Free                             | 2,271        | 4.6000       | 10,446.60            |
| Reduced                          | 0            | 4.2000       | 0.00                 |
| Paid                             | 0            | 0.4400       | 0.00                 |
| CIL                              | 2,271        | 0.3050       | 692.66               |
| <b>Total</b>                     | <b>2,271</b> |              | <b>11,139.26</b>     |
| <b>PM Snack</b>                  |              |              |                      |
| Free                             | 2,131        | 1.2600       | 2,685.06             |
| Reduced                          | 0            | 0.6300       | 0.00                 |
| Paid                             | 0            | 0.1100       | 0.00                 |
| <b>Total</b>                     | <b>2,131</b> |              | <b>2,685.06</b>      |
| <b>Claim Reimbursement Total</b> |              |              | <b>19,086.26</b>     |

| Contracting Entity Claim Reimbursement Totals | Meal Reimbursement | CIL Reimbursement | Totals           |
|-----------------------------------------------|--------------------|-------------------|------------------|
| Current Claim Reimbursement Total             | 18,393.60          | 692.66            | 19,086.26        |
| Previous Claim Reimbursement Total            | 0.00               | 0.00              | 0.00             |
| <b>Net Claim Reimbursement Total</b>          | <b>18,393.60</b>   | <b>692.66</b>     | <b>19,086.26</b> |

[Show Site Meal Details](#)

Created By: KHERINGTON10 on: 7/7/2026 4:00:19 PM    Modified By: KHERINGTON10 on: 7/7/2026 4:09:05 PM



| Payment Information                                                                                                                                                                                                                                                                                                     |                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Payment Due Date<br><b>Jul 20, 2026</b>                                                                                                                                                                                                                                                                                 | For online and phone payments, the deadline is 12 midnight ET, except on the statement closing date when the deadline is 8 p.m. ET. |
|                                                                                                                                                                                                                                                                                                                         | Upcoming statement closing date:<br>July 25, 2026                                                                                   |
| New Balance<br><b>\$40,432.10</b>                                                                                                                                                                                                                                                                                       | Minimum Payment Due<br><b>\$26,932.10</b>                                                                                           |
| <b>LATE PAYMENT WARNING:</b> You are required to pay your minimum payment. If we do not receive your minimum payment by your due date, you may have to pay a late fee of 2.99% of the unpaid portion of your Minimum Payment. You may be subject to additional late fees and your charging privileges may be suspended. |                                                                                                                                     |
| <b>MINIMUM PAYMENT WARNING:</b> If you make only the minimum payment each period or pay any amount less than your full statement balance, you will be charged interest.                                                                                                                                                 |                                                                                                                                     |
| If you would like information about credit counseling services, call 888-326-8055.                                                                                                                                                                                                                                      |                                                                                                                                     |

| Account Summary                           |                      |
|-------------------------------------------|----------------------|
| Previous Balance                          | \$37,350.12          |
| Payments                                  | - \$37,350.12        |
| Other Credits                             | - \$29.98            |
| Transactions                              | + \$40,462.08        |
| Cash Advances                             | + \$0.00             |
| Fees Charged                              | + \$0.00             |
| Interest Charged                          | + \$0.00             |
| <b>New Balance</b>                        | <b>= \$40,432.10</b> |
| Pay Over Time Limit                       | \$15,000.00          |
| Eligible Carry-Over Amount (as of Jun 25) | \$13,500.00          |
| Cash Advance Credit Limit                 | \$1,500.00           |
| Available Credit for Cash Advances        | \$1,500.00           |

| Rewards Summary                       | Rewards as of: 06/25/2026                                                                                   |                                       |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Rewards Balance</b><br>\$3,243.69  | Track and redeem your rewards with our mobile app or on <a href="https://capitalone.com">capitalone.com</a> |                                       |
| <b>Previous Balance</b><br>\$2,436.45 | <b>Earned This Period</b><br>\$807.24                                                                       | <b>Redeemed this period</b><br>\$0.00 |

### Account Notifications

Please check page 7 of this statement for your Account Notifications.

Pay or manage your account at [capitalone.com](https://capitalone.com)

Customer Service: 800-867-0904

See reverse for Important Information



DOUGLAS D MUDD  
COMMUNITY ACTION, INC. OF CENTRAL TX  
PO BOX 748  
SAN MARCOS, TX 78667-0748



Save time, stay informed.  
Discover new features with  
the Capital One Mobile app.

Scan this QR code or say "Hey Siri/Google, download the Capital One Mobile app" to access our top-rated app.

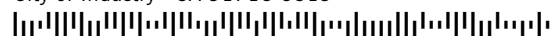
Payment Due Date: **Jul 20, 2026**

Account ending in 7115

|                    |                     |                 |
|--------------------|---------------------|-----------------|
| New Balance        | Minimum Payment Due | Amount Enclosed |
| <b>\$40,432.10</b> | <b>\$26,932.10</b>  | \$ _____        |

Please send us this portion of your statement and only one check (or one money order) payable to Capital One to ensure your payment is processed promptly. Allow at least seven business days for delivery.

Capital One  
P.O. Box 60519  
City of Industry CA 91716-0519



1 5589588446927115 25 00000000000000000000 27

**How can I Avoid Paying Interest Charges?** If you pay your New Balance in full by the due date **each month**, we will not charge interest on any purchase amounts or portions of purchase amounts that are allocated to your Pay Over Time balance. If you have been paying your statement balance in full **without** Interest Charges, but fail to pay your next New Balance in full, we will charge interest on the unpaid Pay Over Time balance. Promotional offers may allow you to pay less than the total New Balance and avoid paying interest on new transactions that post to your purchase balance. See the front of your statement for additional information.

**How is the Interest Charge Determined on my Pay Over Time Balance?** Interest Charges accrue from the first day of the billing period. Interest accrues daily on the unpaid Pay Over Time balance until it is paid in full. Interest accrued during a billing period posts to your account at the end of the billing period and appears on your next statement. You may owe Interest Charges even if you pay the entire New Balance one month, but did not do so the previous month. Once you start accruing Interest Charges, you generally must pay your New Balance in full two consecutive Billing Cycles before Interest Charges stop being posted to your Statement. Interest Charges are added to the Pay Over Time balance.

**Can My Pay Over Time Balance Exceed My Pay Over Time Limit?** While eligible purchase amounts or portions of purchase amounts will not cause your Pay Over Time balance to exceed your Pay Over Time Limit, Interest Charges and fees (other than cash advance fees, if any) will be allocated to your Pay Over Time balance and may cause your Pay Over Time balance to exceed your Pay Over Time Limit. Additionally, any portion of a payment that was originally allocated to your Pay Over Time balance and later returned may be re-allocated to your Pay Over Time balance and could cause your Pay Over Time balance to exceed your Pay Over Time Limit. If your Pay Over Time balance exceeds your Pay Over Time limit, the amount above your Pay Over Time limit may also be subject to interest charges and must be paid in full by the applicable due date.

**Do you assess a Minimum Interest Charge?** We may assess a minimum Interest Charge of \$0.00 for each billing period if your account is subject to an Interest Charge.

**How do you Calculate the Interest Charge?** We use a method called Average Daily Balance (excluding new purchases).

1. First, we take the beginning Pay Over Time balance each day and add the periodic Interest Charge on the previous day's Pay Over Time balance. Then we subtract any payments and credits applied to the Pay Over Time balance as of that day. The result is the daily balance. However, new purchase amounts are not added to the daily balance.

2. Next, we add the daily Pay Over Time balances together and divide the sum by the number of days in the Billing Cycle.

3. At the end of each Billing Cycle, we multiply your Average Daily Balance by the Pay Over Time Purchase daily periodic rate (Pay Over Time Purchase APR divided by 365), and then we multiply the result by the number of days in the billing period. The result is your total Interest Charge for the Billing Cycle.

The Average Daily Balance is referred to as the Balance Subject to Interest Rate in the Interest Charge Calculation section of this Statement.

NOTE: Due to rounding or a minimum Interest Charge, this calculation may vary slightly from the Interest Charge actually assessed.

**How can I Avoid Membership Fees?** If a Renewal Notice is printed on this statement, you may avoid paying an annual membership Fee by contacting Customer Service fewer than 40 days after the annual membership Fee was assessed to request that we close your account. To avoid paying a monthly membership Fee, close your account and we will stop assessing your monthly membership Fee.

**How can I Close My Account?** You can contact Customer Service anytime to request that we close your account.

**How do you Process Payments?** When you make a payment, you authorize us to initiate an ACH or electronic payment that will be debited from your bank account or other related account. When you provide a check or check information to make a payment, you authorize us to use information from the check to make a one-time ACH or other electronic transfer from your bank account. We may also process it as a check transaction. Funds may be withdrawn from your bank account as soon as the same day we process your payment.

**How do you Apply My Payment?** We will apply payments up to your Minimum Payment first to the Pay In Full balance, then to the Pay Over Time balance with the lowest APR (including 0% APR), and then to Pay Over Time balances with higher APRs. We apply any part of your payment exceeding your Minimum Payment to the Pay Over Time balance with the highest APR, and then to any Pay Over Time balances with lower APRs. We apply payments to billed balances before applying them to new transactions posted after the statement closing date.

**Billing Rights Summary** (Does not Apply to Small Business Accounts)

**What To Do If You Think You Find A Mistake On Your Statement:** If you think there is an error on your statement, write to us at:

P.O. Box 30285 Salt Lake City, UT 84130-0285.

In your letter, give us the following information:

- Account information: Your name and account number.
- Dollar amount: The dollar amount of the suspected error.
- Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake. You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors in writing. You may call us or notify us electronically, but if you do we are not required to investigate any potential errors and you may have to pay the amount in question. We will notify you in writing within 30 days of our receipt of your letter. While we investigate whether or not there has been an error, the following are true:
  - We cannot try to collect the amount in question, or report you as delinquent on that amount. The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
  - While you do not have to pay the amount in question until we send you a notice about the outcome of our investigation, you are responsible for the remainder of your balance.
  - We can apply any unpaid amount against your credit limit. Within 90 days of our receipt of your letter, we will send you a written notice explaining either that we corrected the error (to appear on your next statement) or the reasons we believe the bill is correct.

**Your Rights If You Are Dissatisfied With Your Purchase:** If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase. To use this right, the following must be true:

- 1) You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify; and
  - 2) You must not yet have fully paid for the purchase.
- If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: P.O. Box 30285, Salt Lake City, UT 84130-0285. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent.

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ETC-40 08/29/2025



Pay online at capitalone.com



Pay using the Capital One mobile app



Customer Service 800-867-0904

## Changing your mailing address?

You can change your address by signing into your account online or by calling Customer Service.

Any written request on this form will not be honored.

**How do I Make Payments?** You may make your payment in several ways:

1. Online Banking by logging into your account;
2. Capital One Mobile Banking app for approved electronic devices;
3. Calling the telephone number listed on the front of this statement and providing the required payment information;
4. Sending mail payments to the address on the front of this statement with the payment coupon or your account information.

**What is the cutoff time to make a same day payment?**

- ◆ For online and phone payments, payments submitted by 12 midnight ET will typically post on the same day. However, if you pay your bill on your statement closing date, payments made after 8 p.m. ET will post on the following day. Keep in mind, it may take another business day or longer for credit to be available.
- ◆ For mail, as of the business day we receive it, as long as it is received by 5 p.m. local time at our processing center. You must send the bottom portion of this statement and your check to the payment address on the front of this statement. Please allow at least seven (7) business days for mail delivery. Mailed payments received by us at any other location or payments in any other form may not be credited as of the day we receive them.

## Transactions

Visit [capitalone.com](https://capitalone.com) to see detailed transactions.

### DOUGLAS D MUDD #7115: Payments, Credits and Adjustments

| Trans Date                                      | Post Date | Description                          | Amount            |
|-------------------------------------------------|-----------|--------------------------------------|-------------------|
| <b>DOUGLAS D MUDD #7115: Transactions</b>       |           |                                      |                   |
| Trans Date                                      | Post Date | Description                          | Amount            |
| May 26                                          | May 28    | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$546.25          |
| May 28                                          | May 29    | ZOOM.COM 888-799-9666SAN JOSECA      | \$835.62          |
| May 29                                          | May 29    | DIGITALSPACE8887400502NV             | \$13.42           |
| May 29                                          | May 30    | VTG*Village at CollinwHOUSTONTX      | \$185.40          |
| Jun 1                                           | Jun 2     | GOOGLE*SVCSCOMMUNITYACWILMINGTONDE   | \$129.89          |
| Jun 1                                           | Jun 2     | WEB*NETWORKSOLUTIONSJACKSONVILLEFL   | \$234.95          |
| Jun 1                                           | Jun 2     | PY *SM GATEWAY STORAGESAN MARCOSTX   | \$388.31          |
| Jun 2                                           | Jun 3     | RPS*Autumn Chase Ap RDIndianapolisIN | \$1,278.12        |
| Jun 2                                           | Jun 3     | GUARDIANSHIP SERVICESFORT WORTHTX    | \$207.25          |
| Jun 3                                           | Jun 5     | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$366.85          |
| Jun 4                                           | Jun 5     | EVO SPRINGTOWN ECOMMSAN MARCOSTX     | \$86.04           |
| Jun 6                                           | Jun 8     | TST* EVO - SPRINGTOWNSAN MARCOSTX    | \$121.04          |
| Jun 8                                           | Jun 9     | BILT RENT - Willow BriNew YorkNY     | \$126.18          |
| Jun 8                                           | Jun 10    | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$363.40          |
| Jun 10                                          | Jun 11    | EPREMIUM INSURANCEDALLASTX           | \$267.00          |
| Jun 10                                          | Jun 11    | SAN MARCOS UTILITIES512-393-8384TX   | \$212.36          |
| Jun 10                                          | Jun 11    | EXPAY BUS CSR CVGS AGSDALLASTX       | \$776.30          |
| Jun 11                                          | Jun 12    | CITY OF BLANCO (UT)BLANCOTX          | \$7.00            |
| Jun 11                                          | Jun 12    | CITY OF BLANCO (UT)BLANCOTX          | \$200.00          |
| Jun 12                                          | Jun 13    | LA QUINTA MOTOR INNSAUSTINTX         | \$2,753.99        |
| Jun 12                                          | Jun 15    | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$30.20           |
| Jun 17                                          | Jun 19    | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$130.00          |
| Jun 18                                          | Jun 20    | STUDIO 6 SAN MARCOSSAN MARCOSTX      | \$215.00          |
| <b>DOUGLAS D MUDD #7115: Total Transactions</b> |           |                                      | <b>\$9,474.57</b> |

### KEITH HERINGTON #0229: Payments, Credits and Adjustments

| Trans Date | Post Date | Description             | Amount       |
|------------|-----------|-------------------------|--------------|
| Jun 15     | Jun 15    | CAPITAL ONE ONLINE PYMT | -\$37,350.12 |

## Transactions (Continued)

### KEITH HERINGTON #0229: Transactions

| Trans Date                                       | Post Date | Description                          | Amount            |
|--------------------------------------------------|-----------|--------------------------------------|-------------------|
| Jun 1                                            | Jun 2     | HILL COUNTRY SPRINGSAUSTINTX         | \$68.99           |
| Jun 2                                            | Jun 3     | SP IFIXITSAN LUIS OBISCA             | \$149.94          |
| Jun 4                                            | Jun 5     | YSI*THE MERLE ON HOWARPFLUGERVILLETX | \$1,656.46        |
| Jun 6                                            | Jun 8     | ADOBE *ADOBE4085366000CA             | \$14.99           |
| Jun 10                                           | Jun 11    | CCSI CONSENSUSLOS ANGELESCA          | \$209.79          |
| Jun 11                                           | Jun 12    | VTG*Ranch at 1856 AparLEWISVILLETX   | \$154.50          |
| Jun 11                                           | Jun 12    | VTG*Ranch at 1856 AparLEWISVILLETX   | \$515.00          |
| Jun 11                                           | Jun 12    | PIERATTS PHARMACYGIDDINGSTX          | \$108.25          |
| Jun 18                                           | Jun 19    | MYPROJECTORLAMPS.COMMIAMIFL          | \$175.29          |
| <b>KEITH HERINGTON #0229: Total Transactions</b> |           |                                      | <b>\$3,053.21</b> |

### MARY HELEN MARTINEZ #7930: Payments, Credits and Adjustments

| Trans Date | Post Date | Description                 | Amount    |
|------------|-----------|-----------------------------|-----------|
| May 28     | May 30    | WWW.BANNERBUZZ.COMSUWANEEGA | - \$29.98 |

### MARY HELEN MARTINEZ #7930: Transactions

| Trans Date                                           | Post Date | Description                      | Amount            |
|------------------------------------------------------|-----------|----------------------------------|-------------------|
| May 26                                               | May 27    | NCS*GED EXAMBLOOMINGTONMN        | \$1,087.50        |
| May 28                                               | May 29    | H-E-B #243SAN MARCOSTX           | \$237.02          |
| Jun 1                                                | Jun 4     | CASASSan DiegoCA                 | \$2,617.60        |
| Jun 5                                                | Jun 6     | EMBASSY SUITESSAN ANTONIOTX      | \$307.24          |
| Jun 10                                               | Jun 11    | CONNECTABL* CONNECTABLDANVILLEIL | \$500.00          |
| Jun 10                                               | Jun 11    | TALAE2-F92E3T17132051040TX       | \$1,000.00        |
| Jun 15                                               | Jun 16    | WWW.BANNERBUZZ.COMSUWANEEGA      | \$278.92          |
| <b>MARY HELEN MARTINEZ #7930: Total Transactions</b> |           |                                  | <b>\$6,028.28</b> |

### STACEY MARTINEZ #2274: Payments, Credits and Adjustments

| Trans Date | Post Date | Description | Amount |
|------------|-----------|-------------|--------|
|------------|-----------|-------------|--------|

### STACEY MARTINEZ #2274: Transactions

| Trans Date | Post Date | Description                        | Amount   |
|------------|-----------|------------------------------------|----------|
| May 27     | May 28    | QDI*QUEST DIAGNOSTICSNORRISTOWNPA  | \$110.49 |
| May 27     | May 28    | LYFT *RIDE WED 10AMSAN FRANCISCOCA | \$9.99   |
| May 27     | May 28    | LYFT *RIDE WED 12PMSAN FRANCISCOCA | \$6.94   |
| May 27     | May 28    | CITY OF SAN MARCOS5123938383TX     | \$58.96  |
| May 28     | May 29    | BLUEBONNET ELECTRIC COBASTROPTX    | \$191.09 |
| May 28     | May 30    | STUDIO 6 SAN MARCOSSAN MARCOSTX    | \$546.25 |

## Transactions (Continued)

| Trans Date | Post Date | Description                                                                  | Amount     |
|------------|-----------|------------------------------------------------------------------------------|------------|
| May 29     | May 30    | LYFT *RIDE FRI 1PMSAN FRANCISCOCA                                            | \$24.93    |
| May 29     | May 30    | LYFT *RIDE FRI 3PMSAN FRANCISCOCA                                            | \$25.91    |
| May 29     | May 30    | LINGUAMEETING LLC7135748445MS                                                | \$70.00    |
| May 29     | May 30    | LINGROLEARNINGNEW YORKNY                                                     | \$88.50    |
| May 31     | Jun 1     | CENGAGE LEARNING, INC.BOSTONMA                                               | \$121.24   |
| Jun 1      | Jun 2     | LYFT *RIDE MON 10AMSAN FRANCISCOCA                                           | \$29.94    |
| Jun 1      | Jun 2     | LYFT *RIDE MON 8AMSAN FRANCISCOCA                                            | \$33.94    |
| Jun 2      | Jun 3     | LYFT *RIDE TUE 11AMSAN FRANCISCOCA                                           | \$47.91    |
| Jun 2      | Jun 3     | LYFT *RIDE TUE 2PMSAN FRANCISCOCA                                            | \$46.94    |
| Jun 2      | Jun 3     | WM SUPERCENTER #404SAN MARCOSTX                                              | \$400.00   |
| Jun 3      | Jun 4     | PYL*THE LODGE AT LOSTBASTROPTX                                               | \$1,113.26 |
| Jun 4      | Jun 5     | VTG*Ranch at 1856 AparLEWISVILLETX                                           | \$77.25    |
| Jun 4      | Jun 5     | NW HILLS SPECIALTYAUSTINTX                                                   | \$573.00   |
| Jun 4      | Jun 6     | STUDIO 6 SAN MARCOSSAN MARCOSTX                                              | \$502.55   |
| Jun 5      | Jun 5     | NCTC AT UMKC SONHASKANSAS CITYMO                                             | \$1,750.00 |
| Jun 9      | Jun 10    | ZEFFY* NATIONAL AIDSMIDDLETOWNDE                                             | \$450.00   |
| Jun 10     | Jun 11    | LYFT *RIDE WED 7AMSAN FRANCISCOCA                                            | \$21.94    |
| Jun 10     | Jun 11    | LYFT *RIDE WED 9AMSAN FRANCISCOCA                                            | \$19.99    |
| Jun 11     | Jun 12    | LYFT *RIDE THU 1PMSAN FRANCISCOCA                                            | \$15.91    |
| Jun 11     | Jun 12    | LYFT *RIDE THU 11AMSAN FRANCISCOCA                                           | \$19.96    |
| Jun 11     | Jun 12    | VTG*Ranch at 1856 AparLEWISVILLETX                                           | \$623.15   |
| Jun 12     | Jun 12    | LYFT *RIDE FRI 3AMSAN FRANCISCOCA                                            | \$83.99    |
| Jun 13     | Jun 13    | LYFT *RIDE SAT 12AMSAN FRANCISCOCA                                           | \$53.94    |
| Jun 14     | Jun 15    | WM SUPERCENTER #404SAN MARCOSTX                                              | \$200.00   |
| Jun 15     | Jun 16    | WGC*ValeroAMARILLOTX                                                         | \$515.99   |
| Jun 15     | Jun 17    | ECONO LODGESSAN MARCOSTX                                                     | \$160.00   |
| Jun 16     | Jun 17    | ATT BUSINESS UVERSEDALLASTX                                                  | \$53.82    |
| Jun 16     | Jun 17    | BLUEBONNET ELECTRIC COBASTROPTX                                              | \$232.37   |
| Jun 17     | Jun 18    | LYFT *RIDE WED 11AMSAN FRANCISCOCA                                           | \$51.94    |
| Jun 17     | Jun 18    | LYFT *RIDE WED 7AMSAN FRANCISCOCA                                            | \$59.93    |
| Jun 17     | Jun 18    | PAPA JOHN'S #0897SAN MARCOSTX                                                | \$76.75    |
| Jun 17     | Jun 18    | OFFICE DEPOT #689SAN MARCOSTX                                                | \$315.00   |
| Jun 18     | Jun 19    | EXPEDIA 73477353196274SEATTLEWA                                              | \$40.37    |
| Jun 18     | Jun 19    | RMA TOLLIRVINECA                                                             | \$45.96    |
| Jun 18     | Jun 19    | CHILI'S 0428 ECOMMSAN MARCOSTX                                               | \$145.30   |
| Jun 18     | Jun 20    | AMERICAN 00175220251242SEATTLEWA<br>TK#: 00175220251242PSGR: RODRIGUEZGUEVAR | \$367.40   |

Additional Information on the next page

### Transactions (Continued)

| Trans Date                                       | Post Date | Description                                                                                                                       | Amount            |
|--------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                                                  |           | ORIG: ORD, DEST: AUS, S/O: O, CARRIER: AA, SVC: V                                                                                 |                   |
| Jun 18                                           | Jun 20    | AMERICAN 00175220251253SEATTLEWA<br>TK#: 00175220251253PSGR: RODRIGUEZGUEVAR<br>ORIG: AUS, DEST: ORD, S/O: O, CARRIER: AA, SVC: Q | \$189.40          |
| Jun 23                                           | Jun 24    | LYFT *RIDE TUE 3PMSAN FRANCISCOCA                                                                                                 | \$48.95           |
| Jun 23                                           | Jun 24    | LYFT *RIDE TUE 4PMSAN FRANCISCOCA                                                                                                 | \$55.94           |
| Jun 23                                           | Jun 24    | PAPA JOHN'S #0897SAN MARCOSTX                                                                                                     | \$76.75           |
| <b>STACEY MARTINEZ #2274: Total Transactions</b> |           |                                                                                                                                   | <b>\$9,753.84</b> |

#### DANIELLE ENGELKE #4209: Payments, Credits and Adjustments

| Trans Date                                        | Post Date | Description                          | Amount            |
|---------------------------------------------------|-----------|--------------------------------------|-------------------|
| <b>DANIELLE ENGELKE #4209: Transactions</b>       |           |                                      |                   |
| May 27                                            | May 28    | LOWES #00159*SAN MARCOSTX            | \$561.48          |
| Jun 2                                             | Jun 3     | LOWES #00159*SAN MARCOSTX            | \$71.20           |
| Jun 3                                             | Jun 4     | CLOUDBADGING*LEVATA3127656887IL      | \$255.71          |
| Jun 3                                             | Jun 4     | PAPA JOHN'S #0897SAN MARCOSTX        | \$108.95          |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$4.35            |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$12.53           |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$18.66           |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$12.53           |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$82.06           |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$153.63          |
| Jun 3                                             | Jun 4     | TX HHSC CCL FEEAUSTINTX              | \$6.39            |
| Jun 3                                             | Jun 4     | SCHOOL HEALTH CORPORATROLLING MDWSIL | \$664.44          |
| Jun 11                                            | Jun 12    | ELITE EDUHOUSTONTX                   | \$736.25          |
| <b>DANIELLE ENGELKE #4209: Total Transactions</b> |           |                                      | <b>\$2,688.18</b> |

#### MEGAN CAMPBELL #6230: Payments, Credits and Adjustments

| Trans Date                                | Post Date | Description                        | Amount   |
|-------------------------------------------|-----------|------------------------------------|----------|
| <b>MEGAN CAMPBELL #6230: Transactions</b> |           |                                    |          |
| May 26                                    | May 27    | CHEVRON 0371377SAN MARCOSTX        | \$30.46  |
| May 26                                    | May 27    | U-HAULSTORAGE SENSESAN MARCOSTX    | \$69.06  |
| May 28                                    | May 29    | CRACKER BARREL #228 SASAN MARCOSTX | \$174.66 |
| Jun 1                                     | Jun 2     | VISTAPRINT8662074955MA             | \$159.11 |

## Transactions (Continued)

| Trans Date                               | Post Date | Description                                                                      | Amount      |
|------------------------------------------|-----------|----------------------------------------------------------------------------------|-------------|
| Jun 1                                    | Jun 2     | EVENTBRITE PRO SUBSAN FRANCISCOCA<br>\$21.00<br>CAD<br>1.378857518 Exchange Rate | \$15.23     |
| Jun 1                                    | Jun 2     | PY *STORAGE SENSE - SASAN MARCOSTX                                               | \$235.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 17                                   | Jun 19    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 20                                   | Jun 22    | SQ *LAMPPOST OPERATINGSan MarcosTX                                               | \$35.48     |
| Jun 22                                   | Jun 24    | PARENTS AS TEACHERSSAINT LOUISMO                                                 | \$700.00    |
| Jun 23                                   | Jun 25    | IUBL CONFERENCE WEBBLOOMINGTONIN                                                 | \$1,745.00  |
| MEGAN CAMPBELL #6230: Total Transactions |           |                                                                                  | \$9,464.00  |
| Total Transactions for This Period       |           |                                                                                  | \$40,462.08 |
| Fees                                     |           |                                                                                  |             |
| Trans Date                               | Post Date | Description                                                                      | Amount      |
| Total Fees for This Period               |           |                                                                                  | \$0.00      |
| Interest Charged                         |           |                                                                                  |             |
| Interest Charge on Purchases             |           |                                                                                  | \$0.00      |
| Interest Charge on Cash Advances         |           |                                                                                  | \$0.00      |
| Interest Charge on Other Balances        |           |                                                                                  | \$0.00      |
| Total Interest for This Period           |           |                                                                                  | \$0.00      |
| Totals Year-to-Date                      |           |                                                                                  |             |
| Total Fees charged                       |           |                                                                                  | \$0.00      |
| Total Interest charged                   |           |                                                                                  | \$0.00      |



## Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

| Type of Balance         | Annual Percentage Rate (APR) | Balance Subject to Interest Rate | Interest Charged |
|-------------------------|------------------------------|----------------------------------|------------------|
| Pay Over Time Purchases | 25.74% P                     | \$0.00                           | \$0.00           |
| Cash Advances           | 0.00%                        | \$0.00                           | \$0.00           |

**Variable APRs:** If you have a letter code displayed next to any of the above APRs, this means they are variable APRs. They may increase or decrease based on one of the following indices (reported in The Wall Street Journal) as described below.

| Code next to your APR(s) | How do we calculate your APR(s)?              | When your APR(s) will change                                               |
|--------------------------|-----------------------------------------------|----------------------------------------------------------------------------|
| P<br>L                   | Prime Rate + margin<br>3 month LIBOR + margin | The first day of the Billing Cycles that end in Jan., April, July and Oct. |
| D<br>F                   | Prime Rate + margin<br>1 month LIBOR + margin | The first day of each Billing Cycle                                        |

## How Minimum Payment is Calculated

### If balance is less than your pay over time limit

If your balance is less than \$15, your minimum payment will be equal to your balance. Otherwise, your minimum payment will be the greater of \$15 or 10% of your balance plus new cash advance transactions, new interest, and new fees. We also add any past due amounts to your minimum payment.

### If balance is greater than your pay over time limit

100% of your purchase balance in excess of your Pay Over Time Limit, plus 10% of your balance up to the Pay Over Time limit plus new cash advance transactions, new interest, and new fees. We also add any past due amounts to your minimum payment.

## Account Notifications

-  Renewal Notice - This periodic statement provides important information about your rate(s) and how your interest charge is calculated.
-  Please visit [capitalone.com](https://capitalone.com) for your most current Rewards Program Terms and Conditions. You can also find changes to your Rewards by logging into your account and navigating to the Rewards FAQ section.



### Protect yourself from scams.

When dealing with uninvited contacts from people, businesses, or social networking sites, always use caution.

Scan this QR Code with your phone's camera to learn more or visit

[www.capitalone.com/stopscams](https://www.capitalone.com/stopscams)

530486-EN



| Transaction Date | Description             | Category    | Amount  | Code            |
|------------------|-------------------------|-------------|---------|-----------------|
| 6/1/2026         | HILL COUNTRY SPRINGS    | Other Servi | 68.99   | 053-117-5401    |
| 6/18/2026        | MYPROJECTORLAMPS.COM    | Merchandi   | 175.29  | 053-117-5401    |
| 6/1/2026         | WEB*NETWORKSOLUTIONS    | Other Servi | 234.95  | 053-117-5640    |
| 6/6/2026         | ADOBE *ADOBE            | Merchandi   | 14.99   | 053-117-5640    |
|                  | Shared Total            |             | 494.22  |                 |
| 6/11/2026        | CITY OF BLANCO (UT)     | Utilities   | 200.00  | 060-010-5696    |
| 6/11/2026        | CITY OF BLANCO (UT)     | Utilities   | 7.00    | 060-010-5696    |
| 6/11/2026        | PIERATTS PHARMACY       | Health Care | 108.25  | 069-010-5403    |
| 5/29/2026        | LINGROLEARNING          | Other       | 88.50   | 069-010-5600    |
| 5/29/2026        | LINGUAMEETING LLC       | Other       | 70.00   | 069-010-5600    |
| 5/31/2026        | CENGAGE LEARNING, INC.  | Merchandi   | 121.24  | 069-010-5600    |
| 6/8/2026         | BILT RENT - Willow Bri  | Other Servi | 126.18  | 069-010-5601    |
| 6/15/2026        | ECONO LODGES            | Lodging     | 160.00  | 069-010-5611    |
| 6/2/2026         | GUARDIANSHIP SERVICES   | Other Servi | 207.25  | 112-010-5655    |
| 5/29/2026        | DIGITALSPACE            | Internet    | 13.42   | 121-010-5402    |
| 6/10/2026        | EXPAY BUS CSR CVGS AGS  | Phone/Cab   | 776.30  | 121-010-5696    |
| 6/10/2026        | SAN MARCOS UTILITIES    | Utilities   | 212.36  | 121-010-5696    |
|                  | Commuity Services Total |             | 2090.50 |                 |
| 6/4/2026         | EVO SPRINGTOWN ECOMM    | Entertainm  | 86.04   | 183-010-5634    |
| 6/6/2026         | TST* EVO - SPRINGTOWN   | Dining      | 121.04  | 183-010-5634    |
| 6/17/2026        | PAPA JOHN'S #0897       | Dining      | 76.75   | 183-010-5634    |
| 6/23/2026        | PAPA JOHN'S #0897       | Dining      | 76.75   | 183-010-5634    |
|                  | Youth Services Total    |             | 360.58  |                 |
| 6/1/2026         | VISTAPRINT              | Other Servi | 159.11  | 230-010-5402    |
| 5/26/2026        | U-HAULSTORAGE SENSE     | Car Rental  | 69.06   | 230-010-5601    |
| 6/1/2026         | PY *STORAGE SENSE - SA  | Other Travi | 235.00  | 230-010-5601    |
| 5/26/2026        | CHEVRON 0371377         | Gas/Autom   | 30.46   | 230-010-5621    |
| 6/20/2026        | SQ *LAMPPOST OPERATING  | Dining      | 35.48   | 230-010-5634    |
| 6/1/2026         | EVENTBRITE PRO SUB      | Merchandi   | 15.23   | 230-010-5666    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/17/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/22/2026        | PARENTS AS TEACHERS     | Other Servi | 700.00  | 231-010-5655    |
| 6/2/2026         | SP IFIXIT               | Merchandi   | 149.94  | 270-010-25-5401 |
| 6/3/2026         | SCHOOL HEALTH CORPORAT  | Health Care | 425.33  | 270-010-25-5421 |
| 6/1/2026         | PY *SM GATEWAY STORAGE  | Other Travi | 388.31  | 270-010-25-5601 |
| 6/10/2026        | CCSI CONSENSUS          | Other Servi | 69.93   | 270-010-25-5602 |

|           |                                |             |          |                 |
|-----------|--------------------------------|-------------|----------|-----------------|
| 6/3/2026  | CLOUDBADGING*LEVATA            | Merchandi   | 255.71   | 270-010-26-5401 |
| 5/27/2026 | LOWES #00159*                  | Merchandi   | 561.48   | 270-010-26-5402 |
| 6/3/2026  | SCHOOL HEALTH CORPORAT         | Health Care | 219.11   | 270-010-26-5421 |
| 6/10/2026 | CCSI CONSENSUS                 | Other Servi | 34.96    | 270-010-26-5602 |
| 6/3/2026  | PAPA JOHN'S #0897              | Dining      | 108.95   | 270-010-26-5634 |
| 5/28/2026 | ZOOM.COM 888-799-9666          | Phone/Cab   | 65.97    | 270-010-26-5640 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 6.39     | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 153.63   | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 82.06    | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 12.53    | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 18.66    | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 12.53    | 270-010-26-5670 |
| 6/3/2026  | TX HHSC CCL FEE                | Other Servi | 4.35     | 270-010-26-5670 |
| 5/28/2026 | WWW.BANNERBUZZ.COM             | Other Servi | -29.98   | 270-010-27-5402 |
| 6/10/2026 | CONNECTABL* CONNECTABL         | Other       | 500.00   | 270-010-27-5602 |
| 6/11/2026 | ELITE EDU                      | Other       | 736.25   | 270-114-26-5664 |
|           | Head Start/Home Visiting Total |             | 11320.45 |                 |
| 5/28/2026 | CRACKER BARREL #228 SA         | Dining      | 174.66   | 555-010-5634    |
| 6/23/2026 | IUBL CONFERENCE WEB            | Other       | 1745.00  | 555-010-5655    |
| 6/18/2026 | AMERICAN 00175220251253        | Airfare     | 189.40   | 561-010-5232    |
| 6/18/2026 | AMERICAN 00175220251242        | Airfare     | 367.40   | 561-010-5232    |
| 6/5/2026  | NCTC AT UMKC SONHS             | Other       | 1750.00  | 561-010-5655    |
| 6/2/2026  | LOWES #00159*                  | Merchandi   | 71.20    | 570-010-26-5422 |
|           | Health Total                   |             | 4297.66  |                 |
| 6/18/2026 | RMA TOLL                       | Gas/Autom   | 45.96    | 627-010-5231    |
| 6/17/2026 | OFFICE DEPOT #689              | Merchandi   | 315.00   | 627-010-5401    |
| 6/10/2026 | CCSI CONSENSUS                 | Other Servi | 104.90   | 627-010-5602    |
| 6/16/2026 | ATT BUSINESS UVERSE            | Phone/Cab   | 53.82    | 627-010-5602    |
| 5/27/2026 | QDI*QUEST DIAGNOSTICS          | Health Care | 110.49   | 637-010-20-5539 |
| 5/27/2026 | LYFT *RIDE WED 12PM            | Other Travi | 6.94     | 647-031-5627    |
| 5/27/2026 | LYFT *RIDE WED 10AM            | Other Travi | 9.99     | 647-031-5627    |
| 5/29/2026 | LYFT *RIDE FRI 3PM             | Other Travi | 25.91    | 647-031-5627    |
| 5/29/2026 | LYFT *RIDE FRI 1PM             | Other Travi | 24.93    | 647-031-5627    |
| 6/1/2026  | LYFT *RIDE MON 8AM             | Other Travi | 33.94    | 647-031-5627    |
| 6/1/2026  | LYFT *RIDE MON 10AM            | Other Travi | 29.94    | 647-031-5627    |
| 6/2/2026  | LYFT *RIDE TUE 2PM             | Other Travi | 46.94    | 647-031-5627    |
| 6/2/2026  | LYFT *RIDE TUE 11AM            | Other Travi | 47.91    | 647-031-5627    |
| 6/10/2026 | LYFT *RIDE WED 9AM             | Other Travi | 19.99    | 647-031-5627    |
| 6/10/2026 | LYFT *RIDE WED 7AM             | Other Travi | 21.94    | 647-031-5627    |
| 6/11/2026 | LYFT *RIDE THU 11AM            | Other Travi | 19.96    | 647-031-5627    |
| 6/11/2026 | LYFT *RIDE THU 1PM             | Other Travi | 15.91    | 647-031-5627    |
| 6/12/2026 | LYFT *RIDE FRI 3AM             | Other Travi | 83.99    | 647-031-5627    |
| 6/13/2026 | LYFT *RIDE SAT 12AM            | Other Travi | 53.94    | 647-031-5627    |
| 6/17/2026 | LYFT *RIDE WED 7AM             | Other Travi | 59.93    | 647-031-5627    |
| 6/17/2026 | LYFT *RIDE WED 11AM            | Other Travi | 51.94    | 647-031-5627    |

|           |                        |                |          |              |
|-----------|------------------------|----------------|----------|--------------|
| 6/23/2026 | LYFT *RIDE TUE 4PM     | Other Travel   | 55.94    | 647-031-5627 |
| 6/23/2026 | LYFT *RIDE TUE 3PM     | Other Travel   | 48.95    | 647-031-5627 |
| 6/18/2026 | EXPEDIA 73477353196274 | Other Travel   | 40.37    | 651-010-5232 |
| 6/4/2026  | NW HILLS SPECIALTY     | Health Care    | 573.00   | 651-010-5595 |
| 5/27/2026 | CITY OF SAN MARCOS     | Utilities      | 58.96    | 651-010-5603 |
| 5/28/2026 | BLUEBONNET ELECTRIC CO | Utilities      | 191.09   | 651-010-5603 |
| 6/16/2026 | BLUEBONNET ELECTRIC CO | Utilities      | 232.37   | 651-010-5603 |
| 6/18/2026 | CHILI'S 0428 ECOMM     | Dining         | 145.30   | 651-010-5634 |
| 6/2/2026  | WM SUPERCENTER #404    | Merchandise    | 400.00   | 651-010-5636 |
| 6/14/2026 | WM SUPERCENTER #404    | Merchandise    | 200.00   | 651-010-5636 |
| 6/15/2026 | WGC*Valero             | Other Services | 515.99   | 651-010-5639 |
| 6/9/2026  | ZEFFY* NATIONAL AIDS   | Other Services | 450.00   | 651-010-5655 |
| 6/4/2026  | VTG*Ranch at 1856 Apar | Other Services | 77.25    | 663-010-5697 |
| 6/2/2026  | RPS*Autumn Chase Ap RD | Other Services | 38.43    | 663-010-5698 |
| 6/4/2026  | YSI*THE MERLE ON HOWAR | Other Services | 40.40    | 663-010-5698 |
| 6/2/2026  | RPS*Autumn Chase Ap RD | Other Services | 1239.69  | 663-112-5601 |
| 5/26/2026 | STUDIO 6 SAN MARCOS    | Lodging        | 546.25   | 663-112-5611 |
| 5/28/2026 | STUDIO 6 SAN MARCOS    | Lodging        | 546.25   | 663-112-5611 |
| 6/3/2026  | STUDIO 6 SAN MARCOS    | Lodging        | 366.85   | 663-112-5611 |
| 6/4/2026  | STUDIO 6 SAN MARCOS    | Lodging        | 502.55   | 663-112-5611 |
| 6/8/2026  | STUDIO 6 SAN MARCOS    | Lodging        | 363.40   | 663-112-5611 |
| 6/12/2026 | LA QUINTA MOTOR INNS   | Lodging        | 2753.99  | 663-112-5611 |
| 6/12/2026 | STUDIO 6 SAN MARCOS    | Lodging        | 30.20    | 663-112-5611 |
| 6/17/2026 | STUDIO 6 SAN MARCOS    | Lodging        | 130.00   | 663-112-5611 |
| 6/18/2026 | STUDIO 6 SAN MARCOS    | Lodging        | 215.00   | 663-112-5611 |
| 5/29/2026 | VTG*Village at Collinw | Other Services | 185.40   | 663-113-5601 |
| 6/3/2026  | PYL*THE LODGE AT LOST  | Other Services | 1113.26  | 663-113-5601 |
| 6/4/2026  | YSI*THE MERLE ON HOWAR | Other Services | 1616.06  | 663-113-5601 |
| 6/11/2026 | VTG*Ranch at 1856 Apar | Other Services | 623.15   | 663-113-5601 |
| 6/10/2026 | EPREMIUM INSURANCE     | Insurance      | 267.00   | 663-118-5676 |
| 6/11/2026 | VTG*Ranch at 1856 Apar | Other Services | 515.00   | 663-118-5676 |
| 6/11/2026 | VTG*Ranch at 1856 Apar | Other Services | 154.50   | 663-118-5676 |
|           | RASP Total             |                | 15420.87 |              |
| 6/15/2026 | WWW.BANNERBUZZ.COM     | Other Services | 278.92   | 910-010-5402 |
| 6/1/2026  | CASAS                  | Merchandise    | 2617.60  | 910-010-5427 |
| 6/1/2026  | GOOGLE*SVCSCOMMUNITYAC | Phone/Cab      | 32.46    | 910-010-5602 |
| 5/28/2026 | ZOOM.COM 888-799-9666  | Phone/Cab      | 437.81   | 910-010-5640 |
| 6/10/2026 | TALAE2-F92E3T1         | Other          | 1000.00  | 910-010-5653 |
| 6/1/2026  | GOOGLE*SVCSCOMMUNITYAC | Phone/Cab      | 16.23    | 910-111-5602 |
| 5/28/2026 | ZOOM.COM 888-799-9666  | Phone/Cab      | 109.95   | 910-111-5640 |
| 6/5/2026  | EMBASSY SUITES         | Lodging        | 307.24   | 910-115-5232 |
| 6/1/2026  | GOOGLE*SVCSCOMMUNITYAC | Phone/Cab      | 81.20    | 951-010-5602 |
| 5/28/2026 | ZOOM.COM 888-799-9666  | Phone/Cab      | 241.89   | 951-010-5640 |
| 5/26/2026 | NCS*GED EXAM           | Other          | 1087.50  | 981-010-5427 |
| 5/28/2026 | H-E-B #243             | Merchandise    | 237.02   | 981-010-5600 |
|           | Adult Ed Total         |                | 6447.82  |              |

Grand Total

40432.10

| Sum of Amount                       |                 |                           |                |
|-------------------------------------|-----------------|---------------------------|----------------|
| VendorName                          | TransactionDate | ObjectName                | Total          |
| HEB Credit Receivables              | 6/1/2026        | DIAPERS                   | 24.97          |
|                                     |                 | FOOD/CHILDREN             | 261.41         |
|                                     |                 | KITCHEN SUPPLIES          | 2.96           |
|                                     |                 | PARENT CENTER SUPPLIES    | 69.28          |
|                                     | 6/2/2026        | FOOD/CHILDREN             | 67.47          |
|                                     |                 | KITCHEN SUPPLIES          | 6.24           |
|                                     | 6/3/2026        | FOOD/CHILDREN             | 103.01         |
|                                     |                 | KITCHEN SUPPLIES          | 7.44           |
|                                     | 6/4/2026        | FOOD/CHILDREN             | 23.76          |
|                                     | 6/5/2026        | FOOD/CHILDREN             | 39.43          |
|                                     | 6/8/2026        | FOOD/CHILDREN             | 216.66         |
|                                     |                 | KITCHEN SUPPLIES          | 65.46          |
|                                     | 6/9/2026        | FOOD/CHILDREN             | 81.22          |
|                                     |                 | KITCHEN SUPPLIES          | 4.98           |
|                                     | 6/11/2026       | FOOD/CHILDREN             | 152.31         |
|                                     | 6/15/2026       | FOOD/CHILDREN             | 107.24         |
|                                     |                 | KITCHEN SUPPLIES          | 46.56          |
|                                     | 6/16/2026       | FOOD/CHILDREN             | 5.96           |
|                                     | 6/17/2026       | FOOD/CHILDREN             | 111.90         |
|                                     |                 | KITCHEN SUPPLIES          | 40.32          |
| <b>HEB Credit Receivables Total</b> |                 |                           | <b>1438.58</b> |
| Lowes Bus.Acct./SYNCB               | 6/9/2026        | MAINTENANCE MATERIALS     | 167.33         |
|                                     | 6/10/2026       | MAINTENANCE MATERIALS     | 102.38         |
|                                     | 6/11/2026       | MAINTENANCE MATERIALS     | 56.98          |
|                                     | 6/12/2026       | MAINTENANCE MATERIALS     | 16.13          |
|                                     |                 | PROGRAM SUPPLIES          | 146.64         |
|                                     | 6/16/2026       | MAINTENANCE MATERIALS     | 85.49          |
| <b>Lowes Bus.Acct./SYNCB Total</b>  |                 |                           | <b>574.95</b>  |
| SAM'S CLUB DIRECT                   | 6/1/2026        | CHILD EDU.SUPPL./LIBRARY  | 205.38         |
|                                     |                 | DIAPERS                   | 1023.30        |
|                                     |                 | JANITORIAL SUPPLIES       | 966.99         |
|                                     |                 | OFFICE SUPPLIES           | 116.64         |
| <b>SAM'S CLUB DIRECT Total</b>      |                 |                           | <b>2312.31</b> |
| TREVIPAY-WALMART                    | 6/1/2026        | FOOD/CHILDREN             | 8.44           |
|                                     |                 | KITCHEN SUPPLIES          | 23.80          |
|                                     |                 | MAINTENANCE MATERIALS     | 8.47           |
|                                     |                 | VEHICLE MAINTENANCE       | 404.24         |
|                                     | 6/2/2026        | MAINTENANCE MATERIALS     | 27.70          |
|                                     | 6/5/2026        | HYGIENIC/1ST AIDE SUPPLIE | 18.62          |
|                                     |                 | MAINTENANCE MATERIALS     | 14.91          |
|                                     | 6/8/2026        | JANITORIAL SUPPLIES       | 4.97           |
|                                     |                 | KITCHEN SUPPLIES          | 18.47          |
|                                     |                 | MAINTENANCE MATERIALS     | 32.82          |

|                        |           |                          |         |
|------------------------|-----------|--------------------------|---------|
| TREVIPAY-WALMART       | 6/11/2026 | MAINTENANCE MATERIALS    | 14.96   |
|                        | 6/15/2026 | CHILD EDU.SUPPL./LIBRARY | 30.36   |
|                        | 6/16/2026 | PROGRAM SUPPLIES         | 15.97   |
|                        | 6/17/2026 | DIAPERS                  | 49.94   |
|                        |           | JANITORIAL SUPPLIES      | 11.48   |
|                        |           | KITCHEN SUPPLIES         | 32.45   |
|                        |           | PROGRAM SUPPLIES         | 53.91   |
|                        | 6/23/2026 | MAINTENANCE MATERIALS    | 235.12  |
|                        | 6/25/2026 | MAINTENANCE MATERIALS    | 29.64   |
| TREVIPAY-WALMART Total |           |                          | 1036.27 |
| Grand Total            |           |                          | 5362.11 |

### Updates:

- Adult Education Program has been reauthorized and new grant amendments have been signed and submitted. New funding year: July 1, 2026 – June 30, 2027
- Adult Education Program leadership team facilitated strategic planning meetings with area coordinators (June 2) and career pathways team (June 26) which resulted in new program years goals and objectives.
- Career Pathways Team participated in a Career Pathways Symposium facilitated by the Workforce Integration Academy on June 3- June 5, 2026. Team presented a capstone project as a culminating activity.
- Adult Education continues to provide Integrated Education Training (IETs) in Bookkeeping/Quick Books, Phlebotomy, Paraeducator, HVAC, CNA, and Medical Assistant throughout summer months and is currently planning class schedules for the Fall.
- Adult Education data and quality assurance team are closing out 2025-2026 program year and beginning 2026-2027 program year information.
- GED Graduation ceremonies were held in June: San Marcos/Program Wide (June 12) and Bastrop County (June 27).

| Quality Indicator                                                                               | Community Action, Inc. Adult Education Program Progress Report<br>07-07-2026 |                |               |                    |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------|---------------|--------------------|
| <b>Participant Enrollment</b>                                                                   |                                                                              | <b>Current</b> | <b>Target</b> | <b>% of Target</b> |
|                                                                                                 | <b>Reg AEL</b>                                                               | 1,301          | 1,359         | 96%                |
| <b>Participant Enrollment</b>                                                                   |                                                                              | <b>Current</b> | <b>Target</b> | <b>% of Target</b> |
|                                                                                                 | <b>EL Civics</b>                                                             | 560            | 634           | 88%                |
| <b>Intensive Enrollment</b>                                                                     |                                                                              | <b>Current</b> | <b>Target</b> | <b>% of Target</b> |
|                                                                                                 | <b>Reg AEL</b>                                                               | 76             | 64            | 119%               |
| <b>IET (Training)</b>                                                                           |                                                                              | <b>Current</b> | <b>Target</b> | <b>% of Target</b> |
|                                                                                                 | <b>Reg AEL</b>                                                               | 187            | 103           | 182%               |
| <b>IET (Training)</b>                                                                           |                                                                              | <b>Current</b> | <b>Target</b> | <b>% of Target</b> |
|                                                                                                 | <b>EL Civics</b>                                                             | 65             | 21            | 310%               |
| This report indicates enrollment – performance measures will be shared during our annual report |                                                                              |                |               |                    |



Adult Education Board Report  
July 2026

Program wide GED graduation in San Marcos



Adult Education Program State Director,  
Kathv Zarate attending GED Graduation



Career Pathways Team attending Career Pathways  
Symposium



Bastrop County GED Ceremony Student Speakers



Bastrop County GED Graduation Ceremony





# Community Services July 2026 report

## HIGHLIGHTS

Compiled by: Francesca Ramirez

- **CEAP:** As of June 30<sup>th</sup>, 826 households have been assisted with their utility bills and \$789,752 has been pledged to utility companies in Blanco, Caldwell, and Hays Counties with \$358,412 remaining for 2026 to assist additional families.
- 135 applications are still pending to be processed between all counties. Current processing time has shortened to 6 weeks.
- Outreach events are being scheduled for August and September at area resource centers, schools, libraries, and senior living facilities to reach new/2026 first time applicants.



## TOP Program (Transition Out of Poverty)

- One family of 2 is expected to transition at the end of August. One individual was enrolled in June.

## TBRA (Tenant Based Rental Assistance) Program

- 12 clients receiving assistance
- 1 pending to sign lease
- 1 pending inspection
- 3 clients in progress
- 3 client was recertified
- 14 active landlords





# COMMUNITY SERVICES JULY 2026 REPORT

Compiled by: Francesca Ramirez

## HIGHLIGHTS

- The **San Marcos Senior Citizen Center** received a \$5,000 donation from the San Marcos Rotary Club in June.
- At the end of June, the center had a total enrollment of 101 clients.
- Some sponsored events included: A Mariachi performance, a Luau sponsored by social media influencers, Mother's Day Celebration, Juneteenth Celebration, art projects, and a grief support group workshop.
- Center Director, April Huggard and Volunteer Coordinator, Erica Porter worked diligently to put on the Center's first "Senior Prom" which was a HUGE success among the seniors and included the seniors picking their attire, a dance with a DJ, photo ops, refreshments, and crowning of a King and Queen!







# COMMUNITY SERVICES JULY 2026 REPORT

Compiled by: Francesca Ramirez

## HIGHLIGHTS

- The **San Marcos Senior Citizen Center** is collecting items for their 4<sup>th</sup> Annual Christmas in July Campaign. Please use the QR code below to see how you can make a difference.

### COMMUNITY ACTION'S 4TH ANNUAL CHRISTMAS IN JULY CAMPAIGN July 1-July 31



Benefiting The San Marcos Senior  
Citizen's Center

*WISH LIST*



ALL DONATIONS MUST BE DROPPED OFF IN  
PERSON ON JULY 31st FROM 11:00am-1:30pm

Where: 810 Arizona Street  
San Marcos, TX 78666



**MAY & JUNE  
2026**

# REPRODUCTIVE SERVICES

Compiled by Ely Nieto

6.6

## OUR SERVICES

The Family Planning Clinic provides reproductive health care for men and women. These services include well women exams, pregnancy testing, testing and treatment of STIs, routine labs.

## TITLE X CONTRACT GOALS

- Goal: 1329 unduplicated clients
- Contract Term: 04/01/2026 -03/31/27
- to date we have served 458 UDC
- 34% of goal has been met in 1st quarter
- 355 client visits provided this period

## FAMILY PLANNING ACTIVITIES

- June 11 – Outreach at Gary Job Corp
- 105 students participated



# BREAST AND CERVICAL CANCER

Compiled by Lydia Perez

## DIRECT SERVICES

- 25 screenings mammograms
- 25 diagnostic procedures
- 9 women diagnosed with breast cancer enrolled in Medicaid for Breast & Cervical Cancer



## PROGRAM UPDATES

- Partnership with Community Health Centers of South Central Texas (CHCSCT)
- Allows Breast Cancer Program to continue providing screening mammograms, diagnostic mammograms, ultrasounds and Medicaid for Breast and Cervical Cancer enrollment to low income and uninsured women
- Funds fully expended at the end of April 2026



## ACHIEVEMENTS

- Participated in 3 trainings related to assisting clients with Social Security Disability and SSI enrollment.





# RURAL AIDS SERVICES PROGRAM

Compiled by Stacey Martinez

## DIRECT SERVICES

- 110 unduplicated clients active in case management services
- 510 Case management units
- Waitlist for case management services due to 2 staff vacancies
- Client enrollments:
  - Health Insurance: 10 clients – 20 insurance premium payments processed
  - Transportation: 22 UDC clients provided with 48 trips
  - Housing: 25 households assisted w/50 payments processed for assistance
  - Eligibility: 16 clients screened for eligibility

## ACHIEVEMENTS/EVENTS

- Client Viral Suppression Rate: **94%** (Standards of Care Goal is 85%)
- Actively participating in quality management activities to increasing viral suppression rates

## PENDING OUTCOMES

- 2026 Hill Country Ride for AIDS check distribution be held in July.
- Training continues for 2 case managers – Elgin and Georgetown
- State Monitoring (RWB & SS) and HRSA (RWC) to be held in July



# ACCESSING HEALTHCARE PROJECT

Compiled by Shunlee Alvarado.

## PROGRAM INFORMATION

- 2 YR \$1 Million grant from St. David's Foundation
- Focus: To identify and enroll/re-enroll Medicaid eligible clients

## ACTIVITIES

- Attended 4 community outreach events
- Attended 4 community collaboration meetings
- Signed new MOU Communities in Schools (Central Texas)
- Application Data:
  - 130 clients completed Medicaid applications (CommuniCare & CAI) Navigators combined
  - 2 clients referred to other agencies/organizations
  - 5 client enrollment applications pending
  - 36 SNAP applications completed

## KEY UPCOMING ACTIVITIES/GOALS

- Transportation assistance for clients
- Promote SNAP assistance
- Continue outreach events
- Case Management data tracking







# HEAD START REPORT

## JULY 2026

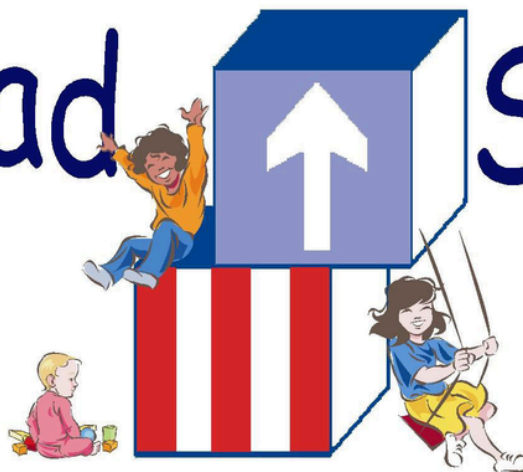
6.7.1

**JUNE AND JULY HAVE BEEN BUSY MONTHS AS WE WRAP UP THE CURRENT YEAR AND PREPARE FOR THE UPCOMING SCHOOL YEAR. FINAL ASSESSMENTS ARE NOW COMPLETE, AND PLANNING FOR ANNUAL TRAINING IS NEARLY FINALIZED.**

**WE'RE EXCITED TO WELCOME DR. SHARON SCALLION-BARRERA AS OUR KEYNOTE SPEAKER FOR ANNUAL TRAINING. HER EXPERTISE IN CHALLENGING BEHAVIORS WILL SUPPORT AND ENRICH OUR STAFF'S PROFESSIONAL DEVELOPMENT AS WE KICK OFF THE NEW YEAR.**

**THIS TIME OF YEAR, WE HAVE A FEW VACANCIES DUE TO CAREER CHANGES. WE ARE ACTIVELY SCREENING AND INTERVIEWING POTENTIAL CANDIDATES.**

# Head Start



# Other news

## Highlights

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- Luling Toddler 3 classroom reopened after water damage repairs were completed
- Hired new Site Supervisor WC - Shalonda Omungabe

## Upcoming Events

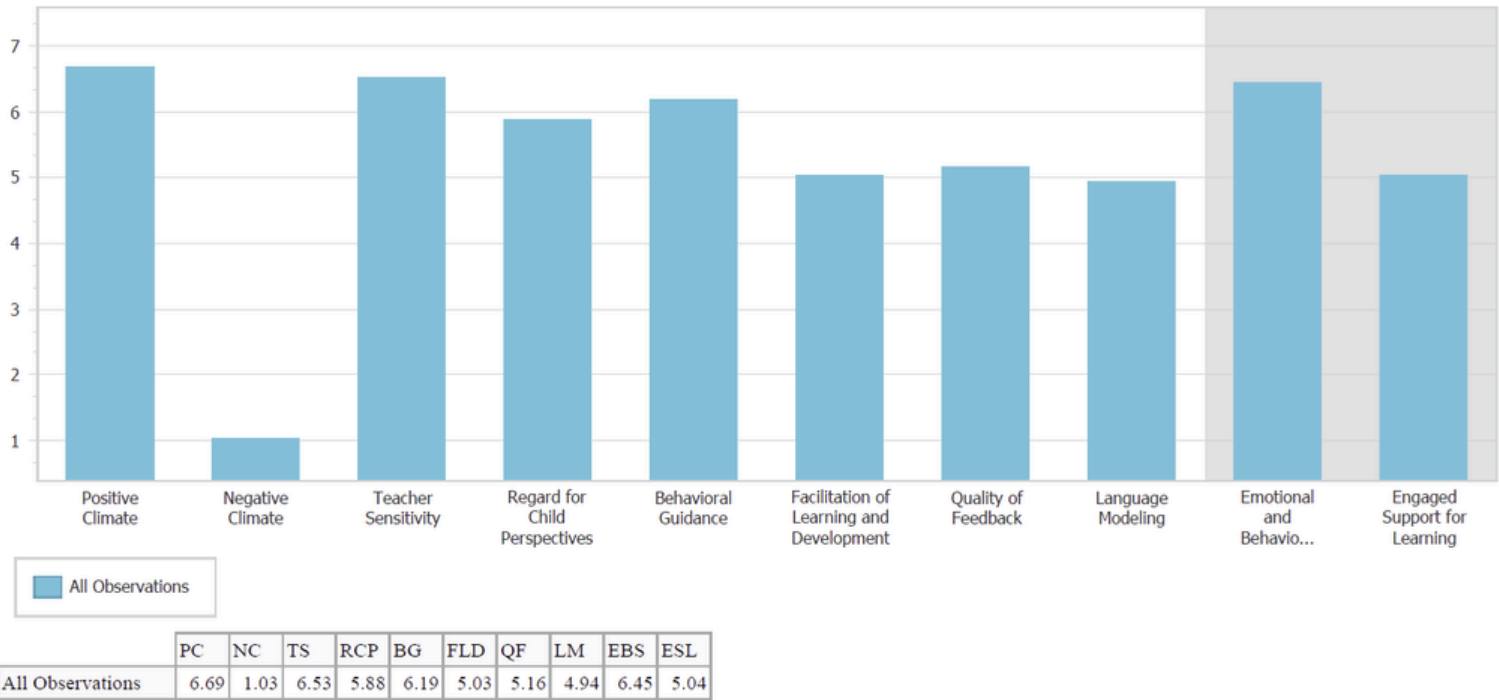
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- **Last day of Early Head Start: July 16, 2026**
- **Frog Street Splash July 30-Aug 1, 2026**
- **Annual Training: August 3-14, 2026**
- **First Day of School August 17, 2026**

# Spring CLASS Scores

6.7.1

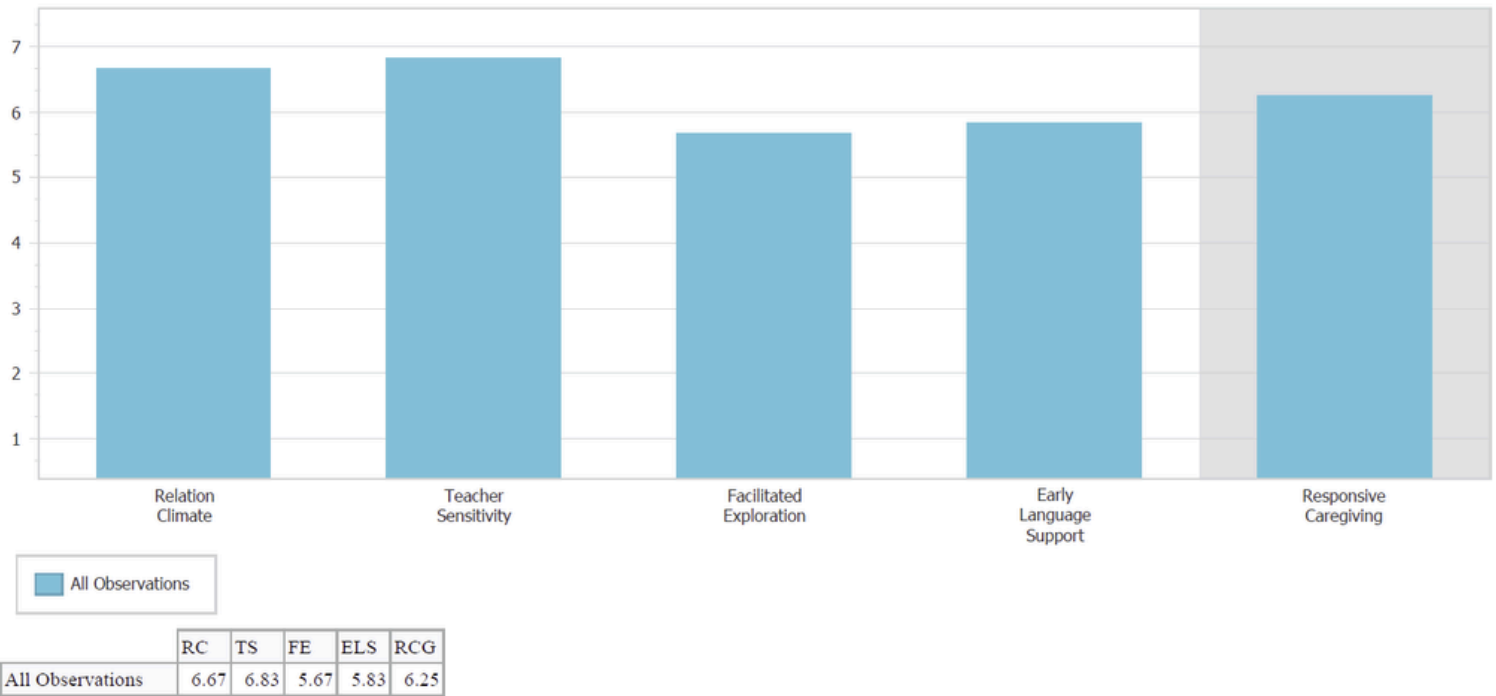
## Toddler



# Spring CLASS Scores

6.7.1

## Infant



# MAY ENROLLMENT & ATTENDANCE

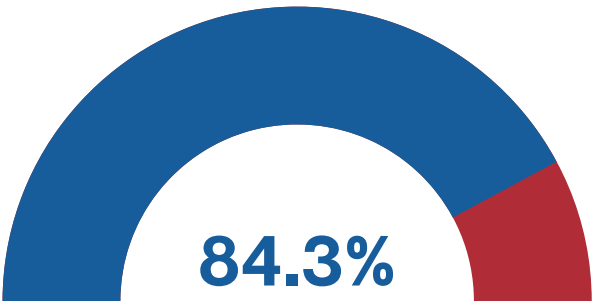
## EARLY HEAD START ENROLLMENT

| Site              | Current/Funded |
|-------------------|----------------|
| A. Washington CDC | 48/48          |
| William Crook CDC | 16/16          |
| Hemphill EHS      | 32/32          |
| Lockhart CDC      | 16/16          |
| Luling EHS        | 39/40          |

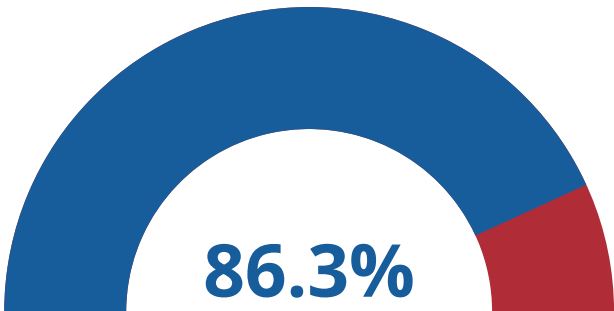
## HEAD START ENROLLMENT

| Site              | Current/Funded |
|-------------------|----------------|
| A. Washington CDC | 15/15          |
| Henry Bush CDC    | 68/68          |
| Bonham PreK       | 59/60          |
| Hemphill HS       | 83/85          |
| Lockhart CDC      | 33/34          |
| Luling CDC        | 34/34          |

## EHS AVERAGE DAILY ATTENDANCE



## HS AVERAGE DAILY ATTENDANCE

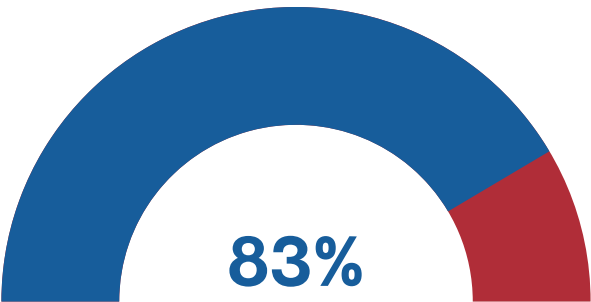


# JUNE ENROLLMENT & ATTENDANCE

## EARLY HEAD START ENROLLMENT

| Site              | Current/Funded |
|-------------------|----------------|
| A. Washington CDC | 47/48          |
| William Crook CDC | 15/16          |
| Hemphill EHS      | 31/32          |
| Lockhart CDC      | 16/16          |
| Luling EHS        | 40/40          |

## EHS AVERAGE DAILY ATTENDANCE



# HEAD START END OF YEAR CELEBRATIONS

## Bonham Graduation









## Henry Bush CDC Moving on Celebration





# Garden Pictures

Radish Tasting Hemphill EHS



















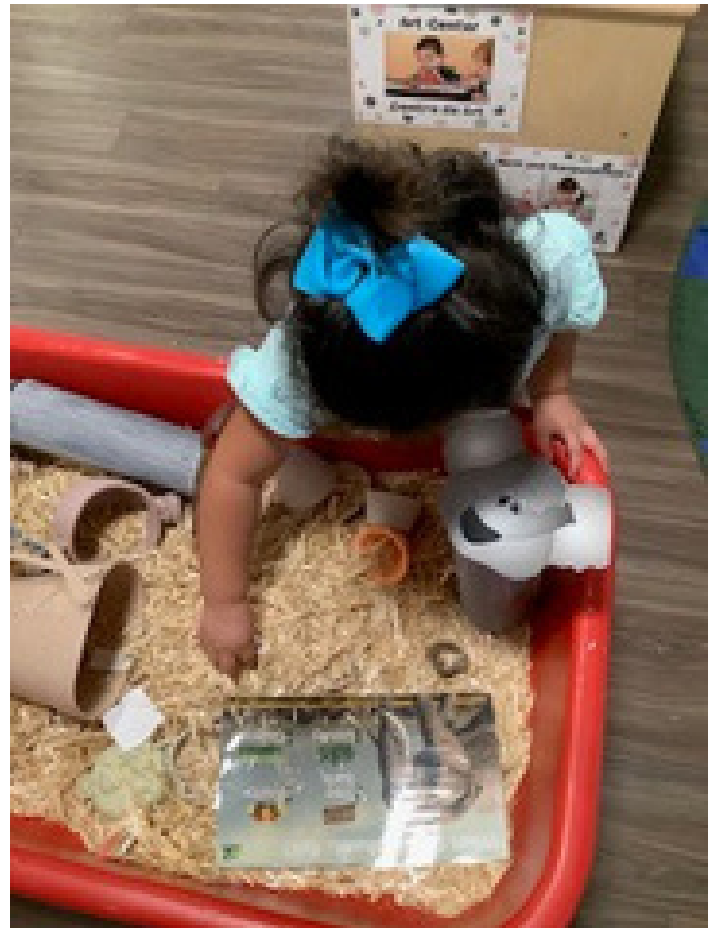


## William Crook Toddlers





# Luling Toddlers









## Head Start Program Self-Assessment 2025-2026

### Section 1: Introduction

Community Action Inc. of Central Texas (CAI) is a community-based non-profit 501 © organization, established in October of 1965 under the War on Poverty initiative created by President Lyndon B. Johnson. Community Action Inc. operated its first Head Start Program, one of the first in the nation, in the summer of 1965. Since then, the CAI Head Start Program has expanded and currently serves 448 children ages zero to five and their families in four communities in Hays and Caldwell counties.

### Mission Statement

Community Action Inc. of Central Texas empowers Central Texans to achieve economic self-reliance through comprehensive services and strong community partnerships.

### Our Beliefs

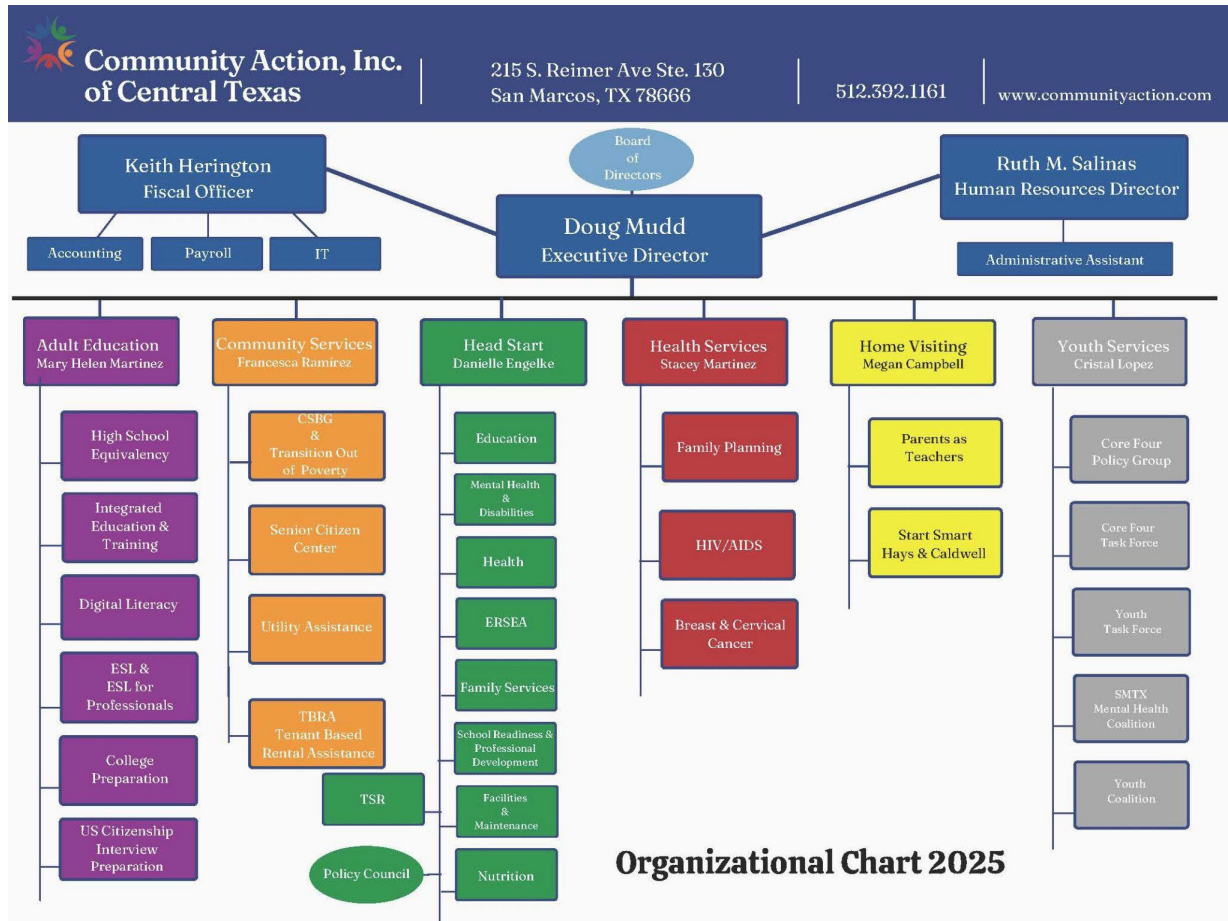
- Every child deserves the opportunity to reach their full potential.
- All children are capable of success.
- We have the power to positively influence a child's future.
- High-quality early education transforms lives and strengthens families.

### Program Governance

Community Action Inc. of Central Texas (CAI) has six areas of operations: Health Services, Head Start, Texas Home Visiting, Community Services, Adult Education, and Youth Services. Each area has a leadership team that is responsible for the achievement of specific outcomes detailed in the Agency's strategic plan. CAI employs over 300 individuals and has an operating budget of over sixteen million dollars. Our vision is to be the lead collaborative agency empowering people for self-sufficiency and wellness to end poverty in Central Texas. Community action is governed by a fifteen-member volunteer Board of Directors. Five members are publicly elected officials or their designees. Five are representatives of low-income communities, and five represent the private sector. Head Start parents are allowed to participate in program governance (Policy Council), parent committees, advisory committees, and/or agency-wide Board of Directors. To this end, parents are provided training to empower them and strengthen their abilities to participate in such groups and feel confident in becoming leaders and advocates in the program and the community as a whole.



**Community Action, Inc.  
of Central Texas**  
— DEVELOPING OPPORTUNITIES —



### Program Goals

The Community Action Inc. of Central Texas Had Start Program has identified three broad program goals for its five-year project period. For this year's self-assessment, CAI has decided to focus on all three of its broad goals, which are:

**Goal 1:** Develop a data-driven organizational culture to improve child and family outcomes.

**Goal 2:** Improve school readiness in Hays and Caldwell Counties and establish systems to ensure teachers receive ongoing support and adequate training in the area of challenging behaviors for them to provide effective classroom management and positive learning environments.

**Goal 3:** Strengthen community collaborations and connections to provide support and resources for children and families in all areas.





## Section II. Methodology

The Head Start Management team began by viewing last year's self-assessment report. Based on ongoing data reports, community assessment data, incident reports, staff and parent survey's we came up with the following areas to focus on in our self-assessment:

Program Management  
 Education Services  
 Health Services  
 Mental Health Services  
 Disability Services  
 Family Services  
 ERSEA  
 Facilities & Maintenance  
 Nutrition

## Design and Team Members

Content Coordinators led collaborative teams—comprising Site Supervisors, Family Advocates, administrative staff, teachers, Policy Council members, and/or Board members—to review and discuss the content areas under their oversight. Meetings were either held on Teams or in Person, depending on availability.

## Data Collection Tools:

Community Assessment - Updated  
 Previous Self-Assessment  
 Application Data  
 Staff & Family Survey Data  
 Assessment Data

## Section III. Key Insights

### Program Strengths:

- Program management
  - 4 Child Plus Administrators- able to maintain Essential Plan
  - Ongoing Monitoring – Monthly Site Visits
  - Health Advisory & Family Engagement Committees - lots of new community connections
  - T&TA Support in Education areas
  - Professional Development – Academy+ was a great investment and helped support professional development for new hires and ongoing trainings for all staff.
- Education Services
  - Communication
  - Coaching has improved over the past year with two Qualified Instructional Coaches
  - School Readiness goals improved



- Health Services
  - Implemented Electronic Medication Authorization forms within Child Plus
  - Streamlined the process for obtaining and maintaining Parent Authorizations
  - Improved accessibility of health records for staff and reduced the risk of missing or incomplete documentation
  - Implemented a monitoring process in Child Plus to track employee health exams, CPR certifications, and TB Questionnaires.
  - Strengthened monitoring of health requirements through Child Plus reports and tracking systems
  - Increased oversight of physicals, dental exams, immunizations, and health screenings to ensure timely follow ups with families.
- Mental Health Services
  - Licensed Mental Health Coordinator on staff
  - Parents opportunity to participate in Positive Solutions for Families Virtual Class
  - Monthly Site Visits to discuss needs or concerns for children
- Disability Service
  - The program meets 10% requirements
  - Hired new Disability Coordinator after 8 months without one
- Family Services
  - Family Engagement events - successful - large turnouts
  - New partnership – Superior Health – Hygiene Closet
  - Renewed Partnership with Foster Grandparent Program
  - Case Management
- ERSEA
  - Maintaining 97% enrollment – released from Under Enrollment plans.
  - Transition Process is working well.
  - ERSEA ongoing monitoring is working and needs no adjustments
- Facilities & Maintenance
  - Operation Request are done in timely manner
  - Policies & Procedures are clear & direct
- Nutrition Services
  - The nutrition staff has good attendance & longevity within the agency
  - Special Diet & Food Sub forms are working appropriately



### **Systematic Issues:**

Staff Attendance – finding coverage  
 Data Entry & tracking  
 Limited time for planning and documentation  
 Increase in Challenging Behaviors & Behavior Incident Reports  
 Communication – following guidance & procedures, staff input

### **Innovation findings/discoveries:**

Additional training from alternate sources would be beneficial to all staff to further their knowledge of child development in the areas of challenging behaviors, mental health, and trauma informed care.

### **Progress in meeting our goals:**

Goal 1: Develop a data-driven organizational culture to improve child and family outcomes. This goal is continuously improving. We are always looking for ways to collect data and analyze it to ensure we are working towards goals and providing quality child care services to our children and families. 4 Child Plus administrators - utilizing the software more and collecting more data.

Goal 2: Improve school readiness in Hays and Caldwell counties and establish systems to ensure teachers receive ongoing support and adequate training in areas of challenging behaviors for them to provide effective classroom management and positive learning environments. This goal is also continuously improving. We have strengthened our coaching model and have two qualify coaches to assist the teaching staff. This past year, we have also added specific trainers in the areas of challenging behaviors to help teachers with strategies and will continue this for future trainings.

Goal 3: Strengthen community collaboration and connections to provide support and resources for children and families in all areas. We currently use an internal referral form to connect families to other parts of the CAI agency for services. We continuously add to our resources list to help connect families to the right resources. This past year we were able to add a new community partner – Superior Health, and create a hygiene closet for Head Start Families and the community as a whole.

## **Section IV. Recommendations**

Based on our findings, we have the following recommendations:

### **Program management:**

Create Ongoing Monitoring Plans for each content in order to ensure all program content, documentation, and data entries are complete, accurate, and in full compliance with HSPPS.  
 Create Coordinator job duties to ensure all duties & responsibilities are understood & followed.  
 Data share-outs for all content areas, not just education. – This was not able to be implemented this past year with government shut down, CLASS Review, and Focus Area 2 Review.  
 Create a plan for scheduled breaks for Teaching staff - New HSPPS



Staffing supports – cozy corners need updating & restocked, continue monthly attendance incentive.

Continue Survey staff to increase input

Professional Development – continue to provide training in areas of challenging behavior & trauma informed care per Staff Survey

### **Education:**

Create planning time for infant teachers

Provide more CLASS training throughout the year utilizing mini class observations

Create an Example guide for parent-child activities that pertain to current themes.

Create ASQ Bags for staff to take on Home Visits

### **Health Services:**

Update CP health events to strengthen documentation on physicals and dentals.

Update CP Medication Authorization forms to reflect more information such as dates that can be used to create to-do list for monitoring purposes.

Strengthen Monitoring in all Health areas by following Ongoing Monitoring Plan.

### **Mental Health Services:**

Provide opportunities for parents to learn more about challenging behaviors and positive behavior strategies.

Improve challenging behavior and mental health referral process

Implement tiered behavior support framework

Increase classroom observations for behavior concerns.

### **ERSEA:**

Develop a process for Family Services Assistant to follow up with all families on the waitlist bi-monthly.

Create a guide for content manual for when additional documentation is needed during application process.

Update procedures to provide clearer guidance regarding the housing cost adjustments

### **Disabilities:**

Define procedures to ensure services are timely and accurate.

Strengthen communication with ISD coordinators to ensure timely responses.

### **Family Services**

Home Visits – Create a new, more specific expectations on deadlines.

Provide examples or reasonable goals for families.

Follow up with Parents that score low on Needs Assessment.

Create new family engagement events in the Caldwell County locations.



**Facility & Maintenance:**

Improve indoor outdoor environments at our sites to make sure all are clean, safe, and welcoming.

Improving Janitorial Services.

Maintaining Classrooms and Playgrounds by ensuring staff are thorough when completing safety checklist so that concerns can be identified and addressed in a timely manner.

**Nutrition:**

Update and combine Food Sub form & Nutrition Screening

Provide training on Meal Time expectations



# Head Start Program Community Assessment 2026



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## I. Executive Summary

### Agency History

Community Action, Inc. of Central Texas (CAICT) is a private, non-profit organization established in 1965 as part of the nationwide Community Action movement created under the Economic Opportunity Act of 1964. Rooted in President Lyndon B. Johnson's War on Poverty, CAICT was formed in response to identified community needs in Hays, Caldwell, and Blanco Counties—particularly access to healthcare and quality childcare.

Through community outreach and collaboration with local leaders, CAICT launched its first programs focused on healthcare services and Head Start, becoming the third Community Action Agency in Texas and the second in the state to operate a Head Start program. These early efforts laid the foundation for a comprehensive approach to addressing poverty and promoting self-sufficiency.

For more than 60 years, CAICT has expanded its services to meet evolving community needs while remaining committed to improving the lives and living conditions of low-income families. Today, CAICT is part of a statewide and national network of Community Action Agencies, employing over 300 staff and administering programs supported by an annual budget of approximately \$17,500,00. The agency continues to play a critical role in strengthening communities by addressing essential needs and reducing barriers to opportunity across Central Texas.

### Agency Mission

The mission of Community Action, Inc. of Central Texas is to help Central Texans improve economic self-reliance through a wide range of services and community partnerships.

### Agency Overview

Community Action, Inc. of Central Texas (CAICT) is committed to supporting low- to moderate-income families across Central Texas by providing a comprehensive range of social services and economic opportunity programs. CAICT's service areas include Early Childhood Education, Health Services, Adult Education, Youth Services, and Community Services. Each program area is overseen by a director who is responsible for achieving measurable outcomes aligned with the agency's strategic plan.

CAICT's Head Start and Early Head Start programs deliver continuous, intensive, and comprehensive child development and family support services to economically disadvantaged families with children from birth to five years of age. These programs promote school readiness by supporting children's cognitive, social-emotional, and physical development within a positive learning environment. Services include early learning, health and nutrition services, and family well-being supports.



Annually, CAICT serves 448 children from birth to five years of age through seven Head Start and Early Head Start Child Development Centers located in Hays and Caldwell Counties, ensuring families have access to high-quality early childhood education and comprehensive support services.

### Service Areas

#### *Hays County*

Hays County has an estimated total population of approximately **268,638 residents** as of the most recent U.S. Census population estimates, making it one of the fastest-growing counties in Texas. Between 2024 and 2025, the county experienced an estimated **annual population growth rate of approximately 3–4 percent**, continuing a multi-year trend of rapid growth. [\[census.gov\]](https://www.census.gov/programs-surveys/acs/) <https://www.census.gov/programs-surveys/acs/>

According to the **2024 American Community Survey (ACS)**, approximately **12 percent of Hays County residents live below 100 percent of the Federal Poverty Level (FPL)**, representing tens of thousands of individuals experiencing economic hardship. Poverty disproportionately impacts families with children, highlighting continued need for comprehensive early childhood, health, and family support services. [\[censusreporter.org\]](https://censusreporter.org), [\[datausa.io\]](https://datausa.io)

Hays County is increasingly diverse. Approximately **50 percent of residents identify as White (non-Hispanic)**, **about 4–5 percent identify as Black or African American**, **2 percent as Asian**, and small percentages identify as Native American or other racial groups. Additionally, **approximately 40 percent of the population identifies as Hispanic or Latino (of any race)**. [\[censusreporter.org\]](https://censusreporter.org), [\[datausa.io\]](https://datausa.io)

Linguistic diversity is also significant. An estimated **24.7 percent of residents age five and older speak a language other than English at home**, which underscores the importance of culturally and linguistically responsive services, particularly in early childhood education, health access, and family engagement efforts.

#### *Caldwell County*

Caldwell County has an estimated population of **48,669 residents** based on **July 1, 2024 U.S. Census population estimates**. According to the **2024 American Community Survey (ACS)**, approximately **13.189 percent of Caldwell County residents live below 100 percent of the Federal Poverty Level (FPL)**, representing more than **6,000 individuals** experiencing economic hardship. Poverty rates are higher among children, with approximately **17 percent of children under age 18** living below the poverty level. [\[census.gov\]](https://census.gov), [\[censusreporter.org\]](https://censusreporter.org)

### Combined Population: Hays & Caldwell Counties

As of **July 1, 2024**, an estimated **268,638 people lived in Hays County** and **48,669 in Caldwell County**, for a combined population of approximately **317,307 residents**. Children

under age five represent a significant portion of the population most impacted by early childhood service needs. Using Census age-distribution estimates, approximately **19,896 children under age five** reside across the two-county service area—**approximately 3,250 in Caldwell County and 16,646 in Hays County**. [[census.gov](https://www.census.gov)], [[census.gov](https://www.census.gov)]

#### Caldwell County Race, Ethnicity, & Language

Caldwell County is a predominantly Hispanic/Latino community. Approximately **57 percent of residents identify as Hispanic or Latino (of any race)**. Among racial groups, approximately **34–35 percent identify as White (non-Hispanic)**, **4–5 percent as Black or African American**, **about 1 percent as Asian**, and small percentages identify as Native American, multiracial, or other racial categories. [[censusreporter.org](https://www.censusreporter.org)], [[datausa.io](https://datausa.io)]

Language diversity presents a notable service consideration. An estimated **34.4 percent of Caldwell County residents age five and older speak a language other than English at home**, underscoring the need for bilingual and culturally responsive early childhood, health, and family engagement services. [[census.gov](https://www.census.gov)]

#### Hays & Caldwell County Education Status, Health Care coverage, Unemployment

According to the **2024 American Community Survey (ACS) 5-Year Estimates**, educational attainment varies significantly between the two counties. In **Hays County**, approximately **92.0% of adults age 25 and older have completed a high school education or higher**, compared to **approximately 82.0% in Caldwell County**. Higher education attainment is substantially higher in Hays County, where **43.2% of adults hold a bachelor's degree or higher**, compared to **19.3% in Caldwell County**. [[fred.stlouisfed.org](https://fred.stlouisfed.org)], [[fred.stlouisfed.org](https://fred.stlouisfed.org)], [[fred.stlouisfed.org](https://fred.stlouisfed.org)]

Access to health coverage for children remains critical across both counties. In **October 2024**, a total of **28,056 children were enrolled in Children's Medicaid across Hays and Caldwell Counties**. This figure includes **all children under age 18** and is **not disaggregated by age**, limiting the ability to isolate enrollment for children birth to five; however, it demonstrates the continued reliance on publicly funded health coverage among families with children in the service area. [[medicaid.gov](https://www.medicaid.gov)]

Labor market conditions in both counties reflect relatively low unemployment. According to **U.S. Bureau of Labor Statistics (BLS) Local Area Unemployment Statistics**, the **unemployment rate in April 2025 was 3.0% in Hays County and 3.2% in Caldwell County**, indicating generally strong employment conditions while still reflecting economic vulnerability for certain populations.

## II. CAI Child Development Centers

| Center                 | Address                                      | County   | Funded Enrollment                        |
|------------------------|----------------------------------------------|----------|------------------------------------------|
| Henry Bush CDC         | 722 S. McKie, San Marcos, TX 78666           | Hays     | 68 – Head Start                          |
| A. Washington CDC      | 103 Hays St, San Marcos, TX 78666            | Hays     | 48 – Early Head Start                    |
| A. Washington CDC      | 103 Hays St, San Marcos, TX 78666            | Hays     | 15-Head Start                            |
| Bonham Prekindergarten | 1225 Texas Highway 123, San Marcos, TX 78666 | Hays     | 60 – Head Start                          |
| William Crook CDC      | 1205 Davis, San Marcos, TX 78666             | Hays     | 16 – Early Head Start                    |
| Hemphill CDC           | 3995 E. FM 150, Kyle, TX 78640               | Hays     | 32 – Early Head Start<br>85 – Head Start |
| Luling CDC             | 104 W. Newton, Luling, TX 78648              | Caldwell | 40 – Early Head Start<br>34 – Head Start |
| Lockhart CDC           | 1808 W. San Antonio, Lockhart, TX 78644      | Caldwell | 16 – Early Head Start<br>34 – Head Start |

Total slots for Head Start 296 and Early Head Start 152

Combined 448 slots for Community Action Inc. of Central Texas

## III. Child Care Operations by County Based on Texas Department of Health and Human Services Childcare Search

In Caldwell County, there are only 11 licensed child care centers (including 2 run by the program) with only 3 centers not located in Lockhart, TX (2 in Luling and 1 in Martindale). Additionally, 3 of the 9 centers that are not run by the program accept childcare subsidies.

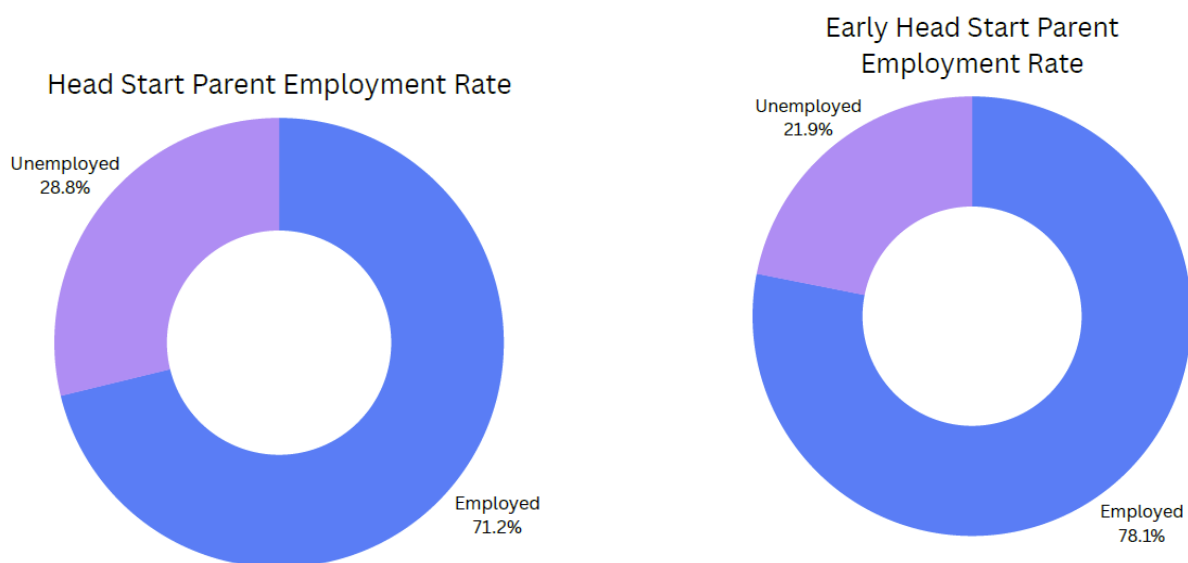
In Hays County, there are 152 licensed child care centers with 76 of those centers accepting child care subsidies in addition to the 5 centers run by the program. Publicly funded Pre-K is provided at Hays CISD, San Marcos ISD, Lockhart ISD, and Luling ISD for qualifying 4-year-old children, and due to this, the program does not serve 4-year-old children other than the 60 children who were dually enrolled in Head Start and San Marcos ISD during the 2025-2026 school year. The home visiting program for Hays and Caldwell Counties is also run by Community Action, Inc. and currently serves 160 families in Hays County and 40 families in Caldwell County.

## IV. Community Resource List

The Community Resource List is updated regularly for the program to ensure resources are current and staff understand the process to support the clients. The Community Resource List is broken down by community and nature of resource as well as the process in which families need to apply or acquire from within. The Family Service Director maintains the Resource list and distribution of the list to appropriate staff and families.

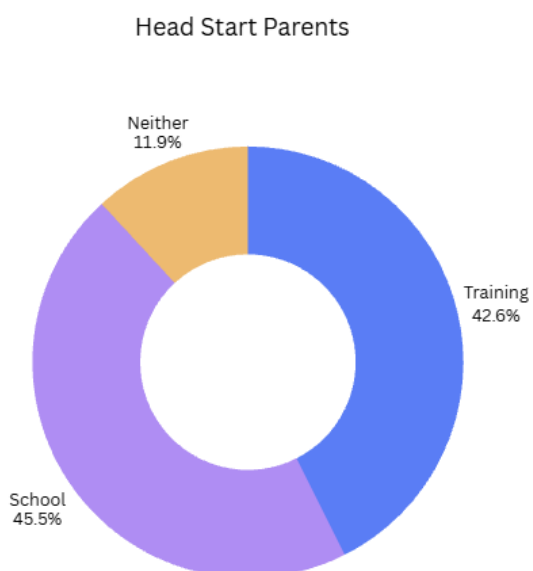
## V. Work, School and Training Schedules of Parents with Eligible Children

All currently enrolled families of SY 2025/2026 were polled on their employment status. Currently the majority of parents are employed in both programs.

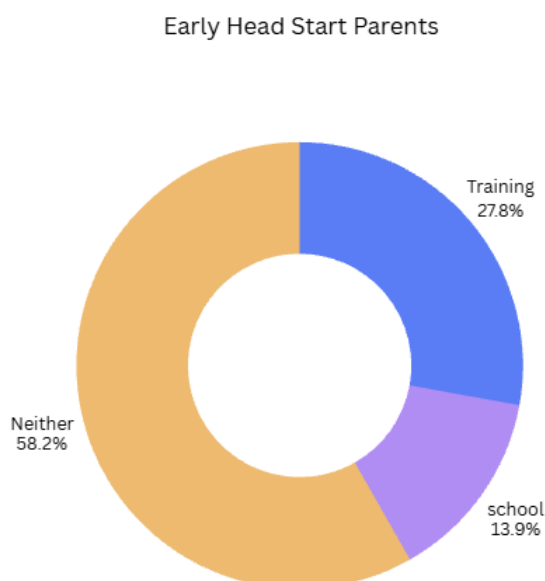


Currently, the majority of parents and guardians in Early Head Start are not seeking post-secondary education or job training. For Head Start more parents are in training or school than at the start of enrollment.

### Head Start Parents



### Early Head Start Parents

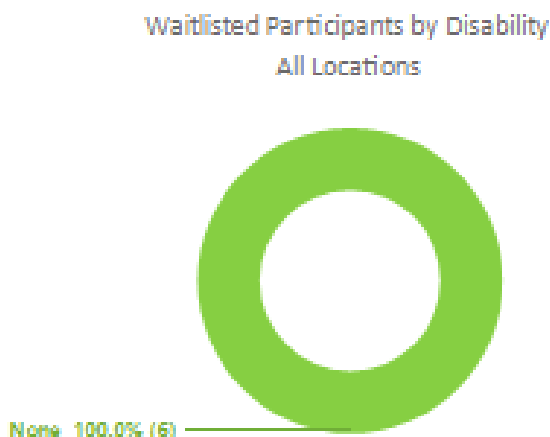
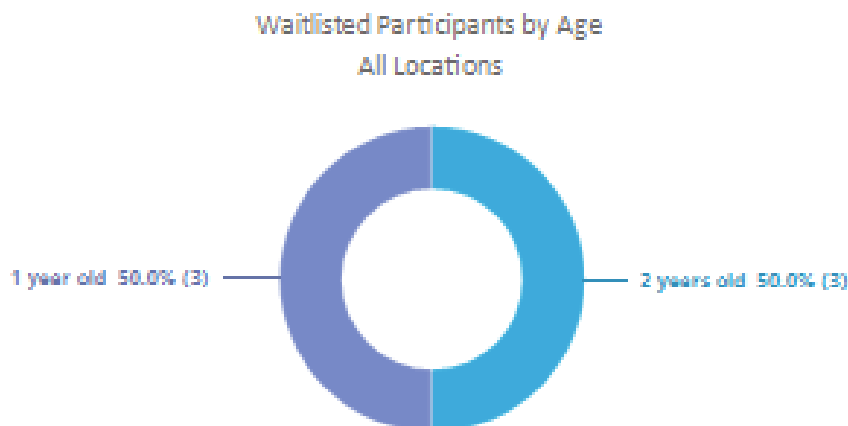
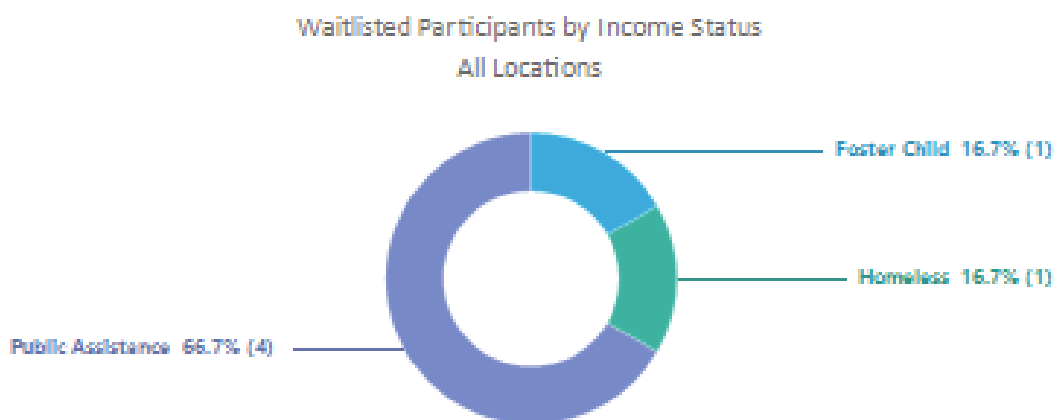




## VI. Demographic information for eligible infants, toddlers, preschool age children

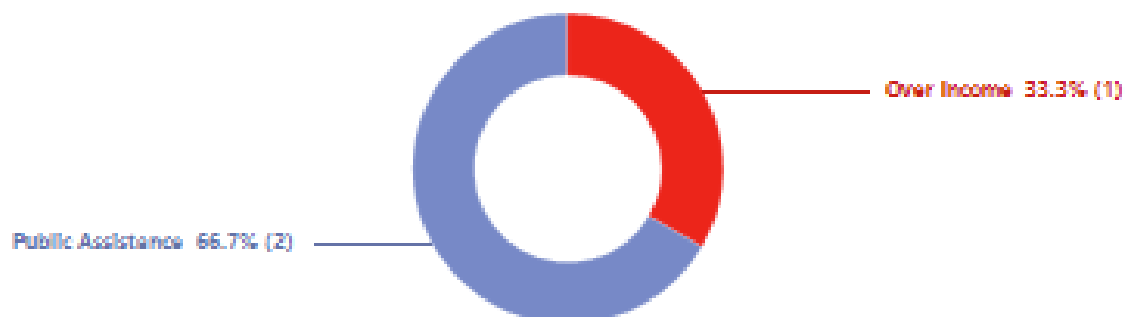
CAI Head Start utilizes Child Plus software for all data management needs for applicants. Child Plus allows families to apply online and submit required documentation. The software provides the agency accessibility for the continuous monitoring of data. The 2025/20256 applications are as follows:

### *Early Head Start – Waitlisted and potential applications*

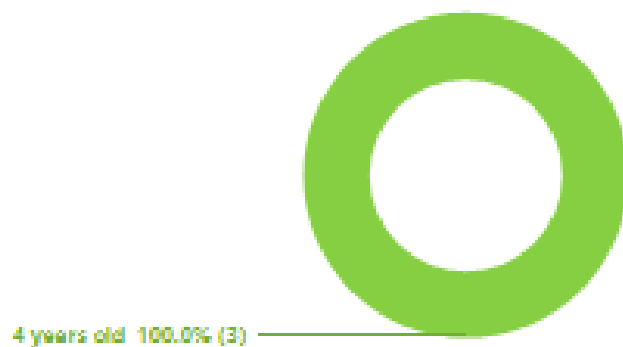


### Head Start – Waitlisted and Potential applications

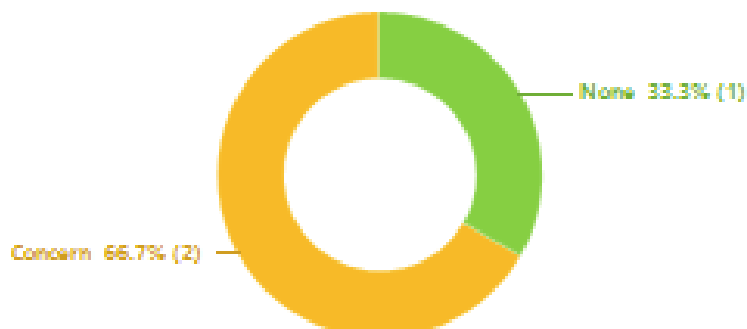
Waitlisted Participants by Income Status  
All Locations



Waitlisted Participants by Age  
All Locations

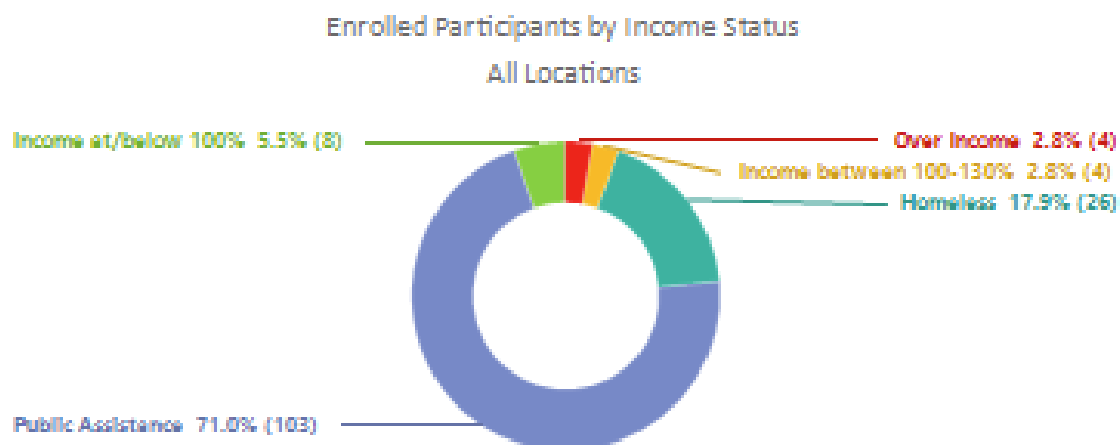


Waitlisted Participants by Disability  
All Locations



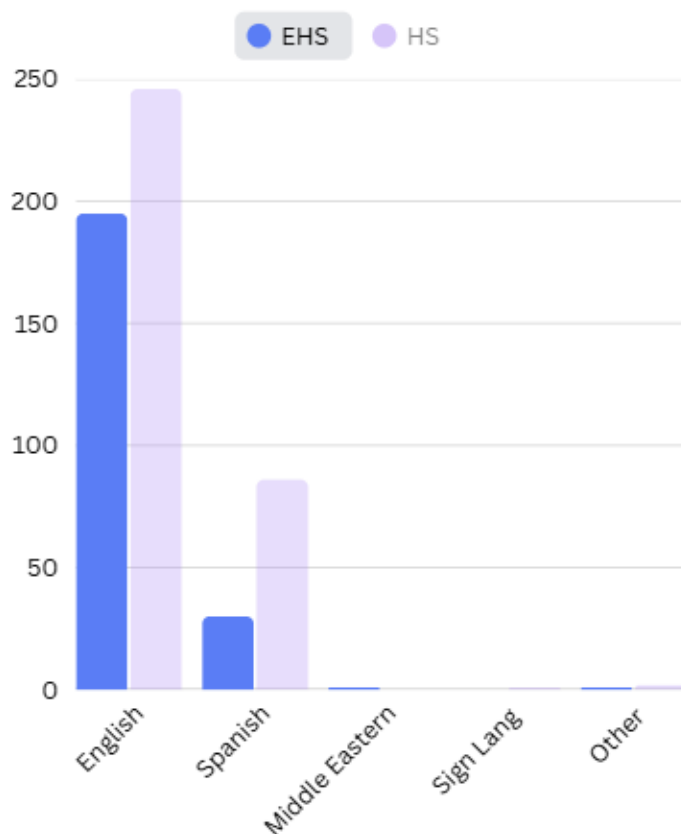
### Current income status for enrolled children

#### Early Head Start



### Current Primary Language of enrolled children

#### Early Head Start and Head Start



## **VII. Information about the Education, Health, Nutrition, and Social Service Needs of Eligible Children and their Families**

The Mid-Year Parent Survey is sent to families to inquire about their satisfaction and services used in the program. The results are reviewed, shared and assessed to drive program training and decisions.

The results highlight families are highly satisfied with the program in which they entrust their children to Head Start. The program has supported families in both taking on and maintaining employment. Child nutrition as well as general child development is the most requested parent education opportunities requested.

Suggestions from parents were for extended hours and building improvements for some of our locations.

## **VIII. Strengths of the Community**

Hays County has a large variety of social service agencies, non-profits (including CAICT), sliding-scale medical facilities, and local houses of worship in the Wimberley, San Marcos, Kyle-Buda, and Dripping Springs areas to combat poverty with emergency one-time rent, utility assistance, food distribution assistance, medical assistance and other services on a limited basis. There is a large hospital in San Marcos and one in Kyle, and requests for medical services are rapidly expanding into the county from Austin and San Antonio. As a result of this growth, the counties have experienced new home construction, traffic congestion, and a greater demand for public services. School districts in Hays County include the San Marcos Consolidated, Dripping Springs Independent, Wimberley Independent, and Hays Consolidated Independent school districts.

Higher education in Hays County includes one four-year institution, Texas State University, in San Marcos. Austin Community College operates three distance learning centers that offer basic and Early College Start classes, along with testing centers for online classes.

CAICT has several community partners in Caldwell County who provide resources for low-income families needing assistance. Nonprofits and other human service organizations in the county include WIC, All Saints' Episcopal Church, Caldwell County Salvation Army, Society of St. Vincent de Paul, Alpha Seventh-Day Adventist program, Seton Healthcare Network of Caldwell County, Caldwell County Christian Clothing Closet, Lockhart Housing Authority, and many others.

All school districts within the CAI Head Start service area provide full day prekindergarten for children age 4. Qualifications are as follows:

- is unable to speak and comprehend the English language; or
- is educationally disadvantaged (which means a student eligible to participate in the national free or reduced-price lunch program); or
- is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
- is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
- is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
- is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Section 262.201, Family Code
- is the child of a person eligible for the Star of Texas Award as: a peace officer under Section 3106.002, Government Code; a firefighter under Section 3106.003, Government Code; or an emergency medical first responder under Section 3106.004, Government Code

School districts continue to support student social emotional wellbeing and have begun providing either campus level or grade level parent liaisons to facilitate the support of the child and family.

CAI Head Start is a founding member of Start Smart Hays & Caldwell (SSHC) empowering parents to help with their child's success. The coalition continues to grow and reach child care providers, early childhood intervention agencies and schools to provide families current practices to support their child's development. The goal of this initiative is to work with community leaders, schools and families to support positive interactions between caregiver and child to promote healthy brain development, early literacy and reading skills. This statewide initiative is dedicated to promoting and improving reading skills. For more information, visit

<http://www.startsmarthayscaldwell.org/>

## **IX. Gaps in Community Resources**

Hays and Caldwell counties have gaps in their communities in the areas of healthcare provider shortages, affordable housing, rental assistance programs and funding, rising homelessness, lack of public transit options, notable food insecurities, lack of behavior health services, and disconnected youth services in Caldwell county. These areas can affect eligible children by creating barriers to health care, disrupted learning, absenteeism, inconsistent attendance, lower parent engagement, malnutrition, behavioral issues, harder to coordinate referrals or access benefits.



## **X. Conclusion**

The need for quality early childhood education is abundant in both Hays and Caldwell Counties with a focus on children ages 0-3. Families continue to seek affordable child care in the rural areas and with the increase in development and cost of living, the options are limited.

Data from last school year trends with the increase in families living below the poverty guideline thresholds and a significant increase in families experiencing homelessness. Hays County officials are working to find a solution to the lack of affordable housing that is causing a dire need for rental assistance in these communities.

Community Action Inc. of Central Texas continues to be innovative and strive to bring resources to our communities such as Tenant Based Rental Assistance, Youth Task Force, Adult Education, Texas Home Visiting, Health Services, and Head Start Services.

## Procedure changes for 2026-2027:

**All procedure manuals had a Service plan updated and added to the front of the manual & a new ongoing monitoring plan added at the end of the manual.**

Facilities & Maintenance - anything green was additional language added for clarification

Mental Health - Revamped all procedures

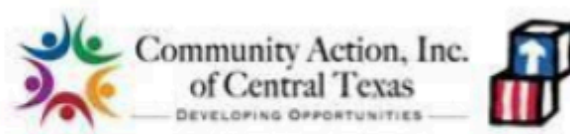
Disability - Revamped all procedures

Education - added Sensory Bin Procedure, Family Style Dining, Potty Training Contract Procedure in Education Procedures

Family Services - new Family Partnership Services Procedure - Changes highlighted in yellow

ERSEA - Added two new guides - highlighted in Yellow - a few word changes for clarification - highlighted yellow

Nutrition - combined two forms - nutrition Screening & Food sub form



# Head Start Program

## Facilities & Maintenance Procedure Manual

**Effective Date (s) of Facilities & Maintenance Policies & Procedures**

The effective date of all Facilities & Maintenance policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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## **Facilities & Maintenance Service Plan**

### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.47, 1302.31(D), 1303.70, 1303.71, 1303.72, 1303.73, 133.74, 1303.75

### **TEXAS CHILD CARE LICENSING STANDARDS:**

Subchapter S - Safety Practices, Subchapter T - Physical Facilities, Subchapter U - Indoor and Outdoor Active Play Space and Equipment, Subchapter W - Fire Safety & Emergency Practices, Subchapter X - Transportation.

### **CARING FOR OUR CHILDREN STANDARDS:**

3.4.3.1, 3.4.6.1, Chapter 5, Chapter 6, 9.2.4.3/ 9.2.4.5, 9.4..1.12, 10.4.2.1

## **I. Approach**

Community Action, Inc. of Central Texas Head Start provides safe, accessible, and developmentally appropriate environments that support high-quality services for children, families, and staff. Classrooms and playgrounds meet Head Start, childcare licensing, and Caring for Our Children standards, offering adequate space and learning opportunities that promote children's growth and development.

The program maintains secure indoor and outdoor environments through regular safety monitoring, facility maintenance, and annual staff training on emergency preparedness procedures. Head Start is committed to inclusive services by ensuring facilities, playgrounds, and learning environments are accessible to children and families with disabilities and by providing accommodations as needed.

Transportation services are coordinated through local school district partnerships for eligible children, while Family Advocates work with families to identify and address transportation barriers through the Family Partnership Process. Through ongoing assessment and continuous improvement, Head Start strives to provide safe, welcoming, and accessible environments that support positive outcomes for all children and families.

## **II. GOAL**

The goal of our program is to maintain a safe, secure, and healthy environment for all children, families, and staff at all times while promoting a culture of safety awareness. The program provides children and families with ongoing education in pedestrian, transportation, and personal safety to build knowledge, develop safe practices, and support injury prevention both at school and in the community.

## **III. SCHOOL READINESS**

The Head Start Approach to School Readiness recognizes that children are ready for school, families are prepared to support their children's learning, and schools are ready to welcome and educate children. To support this approach, Head Start maintains facilities that are clean, safe, and well-maintained. Through ongoing monitoring, the program ensures that classrooms and learning environments provide adequate space, lighting, ventilation, and other conditions that promote the health, safety, learning, and development of every child.

Head Start also partners with families to promote safety beyond the classroom. During home visits, teachers provide education on emergency preparedness and home safety practices. In addition, children and families receive pedestrian safety training within 45 days of enrollment,

and teachers reinforce safety concepts through monthly classroom lessons and activities. These efforts help build a culture of safety while supporting children's overall well-being and readiness for school.

#### **IV. SAFE ENVIRONMENTS**

The safety of children is the Head Start Program's highest priority. Through active supervision, staff remain engaged, attentive, and responsive to children at all times, creating safe learning environments, maximizing learning opportunities, and ensuring children are never left unattended.

The program is committed to maintaining full compliance with Head Start Program Performance Standards, Texas Child Care Licensing Minimum Standards, Caring for Our Children guidelines, CACFP requirements, local health and sanitation regulations, fire and safety codes, and all other applicable federal, state, and local requirements. All centers maintain current licenses, certificates of occupancy, and required health and safety inspections.

Head Start ensures that facilities are clean, safe, well-maintained, and conducive to children's learning and development. Regular cleaning, ongoing facility monitoring, routine maintenance, and timely repairs help provide healthy learning environments. The program also maintains smoke-free facilities and follows all regulations related to environmental safety, including lead, radon, water quality, and the safe use of chemicals and pesticides.

To support the safety of all children, transportation services are provided in partnership with local school districts for eligible dually enrolled children. The program collaborates with transportation providers to ensure compliance with applicable Head Start and state transportation requirements and to promote the safe transport of children to and from school.

Through active supervision, regulatory compliance, facility maintenance, environmental safety practices, and transportation partnerships, Head Start provides safe, healthy, and high-quality environments that support positive outcomes for children and families.

#### **V. MONITORING SYSTEMS**

Head Start maintains a comprehensive health and safety monitoring system to ensure all facilities provide safe, healthy, and developmentally appropriate environments for children. Staff conducts daily safety inspections of classrooms, hallways, buildings, and playgrounds to identify and address potential hazards, with concerns reported immediately for corrective action.

The program utilizes multiple monitoring tools, including daily, monthly, semi-annual, and annual facility and playground inspections, emergency preparedness reviews, and health and safety assessments. Within the first 45 days of each program year, a comprehensive Health and Safety Screener is completed to evaluate compliance with Head Start Performance Standards, Texas Child Care Licensing requirements, Caring for Our Children guidelines, and other recognized safety standards.

Facility safety data, emergency practice documentation, and inspection reports are tracked through ChildPlus and reviewed regularly by the Facilities & Maintenance Coordinator to ensure timely follow-up, continuous compliance, and a safe learning environment for all children, families, and staff.

## **VI. ASSESSMENT & DATA EVALUATION**

Community Action, Inc. of Central Texas Head Start Program uses Ongoing Monitoring Plans, assessments, and evaluations to improve program quality and effectiveness and ensure that all children are School Ready. Community Action, Inc. of Central Texas Head Start uses a structured, data-driven approach to manage safety & facility requirements by integrating timelines, ongoing monitoring, and coordinated follow-up systems. Data is tracked and monitored through the ChildPlus database management system, allowing the Facilities & Maintenance Coordinator to oversee completion of checklists, required safety inspections, and follow-up services.

## **VII. PLANNING**

Community Action, Inc. of Central Texas Head Start Program uses program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment to plan and improve services. The Facilities & Maintenance Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.

## **VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

Head Start promotes child and family safety through ongoing communication, family engagement, and community partnerships. Safety information is shared through family boards, parent meetings, and take-home materials to help families create safe environments at home and in the community. The program maintains compliance with all Head Start Program Performance Standards, Texas Child Care Licensing requirements, and other applicable health and safety regulations, including required postings and notifications within each center.

Families are encouraged to actively participate in program planning and continuous improvement through the Head Start Self-Assessment process, volunteering opportunities, and ongoing feedback regarding facilities and playgrounds. Head Start also collaborates with local school districts, contractors, emergency preparedness agencies, and community organizations to support safe and effective program operations. By building on each family's strengths and needs, Head Start connects families with community resources, provides transportation support when needed, and maintains a strong focus on the safety and well-being of children and families in all services provided.

## **X. DATA MANAGEMENT & RECORD KEEPING**

Community Action, Inc. of Central Texas Head Start uses a comprehensive data management system (ChildPlus) to track, monitor, and evaluate safety & maintenance requirements and services. The system captures detailed information on checklists, inspections, and operation requests that the Facilities & Maintenance Coordinator monitors to ensure compliance and identify areas needing attention. Facilities, maintenance, and safety documentation is maintained electronically and supported by required hard-copy records, which are securely stored at each center. This structured approach ensures facilities remain up to date on requirements and supports timely follow-up on identified needs while maintaining compliance with program and

state requirements. Head Start uses a thorough yet streamlined approach to record keeping throughout the program.

# Safety



## Safety Procedure at ISD Sites Procedure

**Policy: Safety Procedure at ISD Sites-** All areas of the facility will be kept in a manner that ensures the area is hazardous free at all times and follows appropriate practices to keep children safe during an emergency at the site. Failure to follow the Safety Procedure at ISD Sites will result in disciplinary action.

**Guidance: Head Start Performance Standards:** 1302.47, 1302.31, 1303.74

**Child Care Licensing Minimum Standards:** 746.4101-4103, 746.5202, 746.5204, 746.5205, 746.4309, 746.5209, 746.5303, 746.5307, 746.5313, 746.5315, 746.5317, 746.5319, 746.3701, 746.5531, 746.5533, 746.5535, 746.5537, 746.5101, 746.5103, 746.5105, 746.5101, 746.5315, 746.5319, 746.5201, 746.5311, 746.5309, 746.5207, 746.5305

**Caring for Our Children Standards** 3.4.3.2, 5.2.9.5, 9.2.4.3, 3.4.3.2, 5.2.51, 9.4.15, 5.1.4.1, 5.1.1.11, 5.1.3.2, 9.2.4.5, 9.4.1.16, 10.4.2.1, 6.1-6.4, 10.4.2.1, 5.2.2.4, 5.6.0.1

The purpose of this procedure is to ensure the safety and security of children during transitions between activities and throughout their time in care.

### **Procedure:**

#### **Equipment and Materials:**

All toys used in the classroom must be durable and free from hazardous characteristics, including sharp or rough edges and toxic paint.

#### **All Classrooms Safety**

1. Staff will use ISD provided orange safety kits.
2. A diagrammed evacuation plan will be posted near exits in each classroom and throughout the building
3. Facility exits are clearly marked with visible EXIT signs. Aisles, hallways, and other exits are kept free of obstacles.
4. All electrical outlets accessible to children will have protective caps in place when outlets are not in use.
5. All stairways, hallways, and corridors must have 3 feet of free walk through access at all times. Storage of supplies or equipment is not permitted in these areas.
6. Restrooms designated as an ADA restroom cannot have any items stored in it.

7. All entrances to the building will be kept free of obstacles.
8. An emergency light source (flashlight or automatic emergency lighting) will be available at all times. If you are counting a flashlight as your Emergency Lighting, then you must post the “Flashlight” label where you are storing the flashlight.
9. Firearms, knives, bows and arrows and other weapons are prohibited. Only Law Enforcement Officials who are certified to carry a firearm on duty may have a firearm on the premises of the center.
10. Outdoor equipment and supplies used both at and away from the center are to be safe and well maintained.
11. Read labels of any item that you bring into the classroom and follow their guidelines (example “keep out of reach of children”), **post charts below in every classroom.** Items of potential danger to children or any other agent (flammable liquids, toxic material, aerosols, detergents, etc.) must:
  - Be kept in the original containers with original label intact, indicating contents
  - Be stored in an area not used by children
  - Be stored separately from food and food service equipment
  - Be secured by a child-proof lock
  - Not to be purchased unless approved by the Facilities Coordinator.

| <b>Locked Cabinet</b>                                                                                                                                                                                                                                                                                                                            | <b>Keep Out of Reach of Children</b>                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bleach Water Mixture (in labeled containers)<br>Dry Eraser Spray<br>Dust Buster<br>Spray Paint<br>Goo Gone<br>Cleanser-Comet<br>All Purpose Cleaner-409<br>Glass Cleaner-Windex<br>Bleach-Clorox<br>Detergent-Cheer-Tide<br>Neutral Cleaner Packets<br>Furniture Polish<br>Bedding Spray-Lice Treatment<br>Liquid Paper<br>Carpet Cleaner<br>Ops | Medications<br>First Aid Kits<br>Disinfectant Spray-Lysol Spray-Air Wick<br>Hand Lotion<br>Body Lotion<br>Body Spray<br>Time Mist Spray<br>Baby Lotion<br>Baby Oil<br>Baby Powder<br>Destin<br>Baby Orajel<br>Alcohol<br>Alcohol Wipes<br>Antiseptic Solution or Wipes |

## Playground Safety Procedures

**Playground safety is of foremost importance in preventing childhood accidents. Routine safety inspections and rules will be established and maintained at all sites. Staff will thoroughly inspect all area of the playground each day prior to the children's outdoor time.**

**This check will include but not be limited to a search for the following hazards:**

- Gates are closed and in good working order. Bungee cords, etc may be used to secure gates if needed.
  - Materials/equipment, tricycles, etc. are put on the playground for children to use.
  - Needles, glass and other sharp objects. Gloves should be used when picking up objects that are unsanitary. For the safety of yourself and others, remember to wash your hands immediately afterwards.
  - Suspicious persons who do not have any legitimate reason for being in or around the playground area.
  - Dangerous equipment that may cause falls, pinching, cuts, scrapes, bruises, and/or puncture wounds or serious injuries.
  - Other dangers may include: poisonous or hazardous foliage, including sharp branches, thorns, poisonous mushroom, bee or wasp nests and wood structures that have sharp splinters, bolts, nails, etc.
1. Family Advocate/Site Supervisor will complete the Monthly Playground Checklist and enter into Child Plus on a monthly basis.
  2. Staff will **routinely** go over playground safety rules with children and consistently reinforce the rules.
  3. If at any time during the daily playground check or when children, staff and volunteers are on the playground and a snake is seen. The playground will be evacuated and Animal Control will be called. Family Advocate/Site Supervisor will then contact Facilities Coordinator or Program Director to let them know of the situation.
  4. Staff must be strategically located on the playground so that they are on opposite sides of the play structure and situated so that all the children are within view at all times.

## Emergency Practice

All sites will have an annual fire inspection.

Uploaded in Child Plus under Site Safety

Fire extinguishers will be hung in every classroom. Provided by Head Start Program. The Pre-K Principle will contact the Fire Marshall for inspection.

### **Fire Extinguishers**

All sites have fire-extinguishers or fire-extinguishing systems located in the building approved by state or local fire marshals. There is a fire extinguisher in every classroom. Fire-extinguisher or fire-extinguishing systems are inspected monthly by Family Advocate/ Site Supervisor and documented on Emergency Practices form.

All Head Start sites, including ISD sites, will have fire-extinguishers inspected annually. First priority is to remove children from the facility safely and quickly. Fighting a fire is secondary to the safe exit of the children, staff, parents and volunteers.

Staff are trained and provided with written instructions on how to operate a fire extinguisher annually.

### **Smoke Detectors**

All Head Start sites, including ISD sites have smoke detectors. Smoke detectors are located in buildings approved by the state or local fire marshal. There is a smoke detector in every classroom. Provided by Head Start Program, if needed.

Family Advocate/Site Supervisor will check smoke detectors monthly and document in Child Plus under Emergency Practice. Family Advocate/ Site Supervisor will complete and submit Operations Requests if needed to repair / replace smoke detectors. Unless a smoke detector is provided by ISD.

### **Carbon Monoxide Detectors**

Family Advocate/Site Supervisor will check the carbon monoxide detector and document on the Emergency Practice Form and document in Child Plus under Emergency Practice.

One carbon monoxide detector per classroom. ISD sites will have a carbon monoxide detector in each Head Start classroom. Provided by Head Start Program.

### **Emergency Evacuation**

Family Advocate/Principle will consult with the Fire Marshall to create and post safe evacuation routes. Safe evacuation routes will be established, illustrated and posted at each exit in the classroom.

Head Start Classrooms on ISD campuses will follow the Emergency Evacuation Procedure for their ISD campus.

### **Severe Weather**

All tornado warnings must be sheltered in place for severe weather. Children, staff, parents and volunteers must go to designated areas until warning has passed. This will be documented by the Family Advocate/Site Supervisor in Child Plus.

### **Lock-Down**

**All exterior doors are locked every day at all times.**

- Classrooms at ISD sites follow the ISD's procedure for keeping their classroom doors locked at all times. ISD sites have a check in policy before anyone can enter their buildings.
- Staff at ISD sites, will follow the ISD Lockdown Procedure.

### **Pedestrian Safety Training**

**Purpose:** The purpose of this Pedestrian Safety Training Program is to educate Head Start children and their parents on essential pedestrian safety practices. Through age-appropriate instruction, and hands-on activities the program aims to build awareness, promote safe walking habits, and reduce the risk of pedestrian injuries. By empowering both children and their caregivers with the knowledge and skills needed to navigate streets and crosswalks safely, we support the overall well-being and independence of our families within the community.

### **Procedure:**

Pedestrian safety education must be provided to children and parents within the first 45 days of the program year. Children will receive safety training during classroom lessons with the teaching staff. Parents will receive safety training during enrollment with the Family Advocate. Handouts can be located on the Community Action Inc., of Central Texas website for families to reference. Training for parents and children is documented in Child Plus.

In addition to emergency evacuation procedures, it is critical for children to learn and practice safety procedures on:

- Safe riding practices
- Boarding and leaving a vehicle
- Crossing the Street
- Danger zones around the vehicle



## Emergency Practices Procedure

**Policy: Emergency Practices-** All staff and consultants follow appropriate practices to keep children safe during an emergency at the site. Failure to follow the emergency practices procedure will result in disciplinary action.

**Guidance:** Head Start Performance Standards 1302.47, 1302.31, 1303.74

Child Care Licensing Minimum Standards 746.4101-4103, 746.5202, 746.5204, 746.5205, 746.4309, 746.5209, 746.5303, 746.5307, 746.5313, 746.5315, 746.5317, 746.5319, 746.3701, 746.5531, 746.5533, 746.5535, 746.5537, 746.5101, 746.5103, 746.5105, 746.5101, 746.5315, 746.5319, 746.5201, 746.5311, 746.5309, 746.5207, 746.5305

Caring for Our Children Standards 3.4.3.2, 5.2.9.5, 9.2.4.3, 3.4.3.2, 5.2.51, 9.4.15, 5.1.4.1, 5.1.1.11, 5.1.3.2, 9.2.4.5, 9.4.1.16, 10.4.2.1

### **Procedure:** Emergency Practices

The purpose of this procedure is to ensure the safety and security of children during transitions between activities and throughout their time in care.

Site Safety is discussed and reviewed each August prior to school starting. The Facilities & Maintenance Coordinator will meet with each site supervisor to review annual inspections.

### **Fire**

The first priority is to remove children from the facility safely and quickly. Fighting a fire is secondary to the safe exit of the children and staff.

#### **Fire Extinguishers**

- Each classroom will have one fire extinguisher
- Collaboration sites may also have a fire-extinguishing system
- All preventative measures are approved by the state and local fire marshal.
- Staff are trained during onboarding and provided with written instructions on how to operate a fire extinguisher annually.

#### **Smoke Detectors**

- All Head Start sites, including ISD sites have smoke detectors.
- Smoke detectors are located in buildings approved by the state or local fire marshal. There is a smoke detector in every classroom.
- Site Supervisor will complete and submit Operations Requests if needed to repair / replace smoke detectors.

### **Carbon Monoxide Detectors**

One carbon monoxide detector is placed at each center and are checked monthly by the Site Supervisor.

### **Fire Drills**

- Fire drills will be conducted monthly. Staff will practice fire drill exiting from both exit doors in their classroom throughout the school year.
- In the case of a real fire, and adults and children cannot evacuate from either of their exit doors, then they will exit from a window, even to the extent of breaking the window to exit.
- Once everyone has safely evacuated the building, then staff members will call 911.
- The Site Supervisor or person in charge will conduct a sweep of the center to make sure that no people are left in the building. Once the Site Supervisor or person in charge has arrived at the outside designated location, then evacuation time will stop. Evacuation must be completed in 3 minutes or less. If the person in charge is a teacher in the classroom, then Family Advocate will go with the classroom so that the person in charge can conduct a sweep of the center.
- Fire drills will be documented by Site Supervisor/Family Advocate on the Emergency Practices form and in Child Plus under the Emergency Practice tab.
- All staff are informed and trained about all aspects of the fire drill prior to assisting in the evacuation process.
- Children will learn about fire safety and practice how to follow the teacher's instructions during a drill.

### **Infants during a Fire Drill**

- Infants that cannot walk yet and/or are unsteady on their feet will ride in an evacuation crib from the classroom.
- If infants are on the playground at the time of a fire drill, then they will be quickly strapped back into their stroller or bye-bye buggy to their designated evacuation location.
  - A stroller and /or bye bye buggy will be used to evacuate the playground or porch.

### **Severe Weather**

All tornado warnings must use the Shelter In-Place for severe weather. Children, staff, parents and volunteers must go to designated areas until warning has passed. The center must conduct a Severe Weather with sheltering in place drill every 3 months. This will be documented on the Emergency Practice form and in Child Plus.

### Secure Buildings

- All exterior doors are locked every day at all times.
- Exterior doors that are used by families/staff/community have a doorbell to let staff know that they are at the door. At each door bell, there is a sign giving instructions about using the doorbell, etc.
- When the doorbell rings, staff will go to the door, asking people to identify themselves before opening the door.
  - If you do not know who they are, then ask them why they need access to the building. If there is a window by the door, staff can look through the window to check that it is a parent or staff person, etc.
  - If there is a peephole on the door, staff can look through the window to check that it is a parent or staff person, etc.
  - If you feel comfortable, then allow them inside the building.
- Classroom doors have door chime sensors that will send out a chime sound when a door opens. The chime alerts those inside that someone has either entered or exited the classroom.
- Classrooms at ISD sites follow the ISD's procedure for keeping their classroom doors locked at all times. ISD sites have a check in policy before anyone can enter their buildings.
- All windows and doors located at the center will not be propped open for ventilation, unless they have properly fitted screens to keep out flies, insects, and other pests, and doing so does not create a safety or security concern.
- As staff go outside of the building to go to playgrounds, etc. staff will need to take a key to be able to have access back into the building.
- In the event of a live Lockdown, staff will follow the Lockdown Procedure in the Emergency Preparedness Plan.
  - ISD classrooms will follow the ISD Lockdown Procedure.

### Lock-Down with Shelter in Place

- Children, staff, parents, and volunteers must go to designated areas in their classroom until the warning has passed.
- If there is time, close all blinds, and turn off the lights. Keep children and adults as quiet as possible.
- Sites must conduct a Lock-Down with Sheltering in place drill every 3 months.
  - Drills are documented on the Emergency Practice form and in Child Plus.
- Family Advocates, Site Supervisor, and any other staff, parents, and volunteers not in a classroom at the time of real Lock-Down with Shelter in Place will lock themselves in their offices with blinds closed and lights off.

## Individual Safety Plan

Individual Safety Plans are created for children with disabilities or those who need specific support to evacuate. Plans are made to ensure the children can safely and quickly exit the facility with their classroom.

- Safety Plans are created with the Facilities Coordinator, and Site Supervisor. Plans are located in Child Plus under the Health module.
- The Disability Coordinator will attend the Safety Plan meeting, if needed.
- Children will not be allowed to enter the center until the Safety Plan is in place.
- All children regardless of previous enrollment status will be reviewed and plans will be created as needed
- Teachers will post plans in a visible area in the classroom and substitute folder

## Inspections

| Task                                        | Timeline | Person Responsible | Action                                                                            |
|---------------------------------------------|----------|--------------------|-----------------------------------------------------------------------------------|
| Review fire extinguishers                   | Monthly  | Site Supervisor    | Documented on Emergency Practices Form and in Child Plus under Emergency Practice |
| Review smoke/carbon detector                | Monthly  | Site Supervisor    | Documented on Emergency Practices Form and in Child Plus under Emergency Practice |
| Fire Inspection                             | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |
| Fire Extinguishers Inspection               | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |
| Gas Inspections, <i>if applicable</i>       | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |
| Vent-A-Hood, <i>if applicable</i>           | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |
| Health Inspection                           | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |
| Fire Alarm Inspection, <i>if applicable</i> | Yearly   | Site Supervisor    | Inspection uploaded in Child Plus under Site Safety                               |

## Evacuations

The Site Supervisor will consult with the Fire Marshal to create safe evacuation routes. Safe evacuation routes will be established, illustrated, and posted at each exit in the classroom.

Emergency Evacuations are also detailed in the Emergency Preparedness Plan. **Note:** if a practice drill or actual emergency shows inadequate response from staff or children, the Site Supervisor is responsible to identify the problem area and improve performance with support staff and children.

Supervision of Children During all Drills or Evacuations:

- Staff will follow all transition and tracking procedures as they exit and return to the building.
- Staff will count and visually identify each child has crossed any threshold they must pass to evacuate or return to the building.

Transition Forms in the event of a true emergency:

- At the top of the Drills/Other column write in your evacuation location, [example-Activity Center]
- Upon arrival of the evacuation location, the teacher will initial the Drills/Others column.
- Parents will sign in the Parent/Caregiver column to pick up children at the evacuation location and put the time in and the time out column on the Sign In/Out form.
- Members of the Head Start Management Team and /or other agency staff who are at the site during an Emergency Evacuation will evacuate with the classroom and help supervise children.
  - They will not take over any duties that have already been assigned to center staff to eliminate confusion on who is doing what, etc.

## Flame Retardant Materials

- Staff will refrain from hanging curtains in our Head Start centers to ensure compliance of the fire marshal. Blinds are acceptable.
- The Site Supervisor will request Banfire Fire Retardant Spray from Facilities Coordinator.
- Banfire Retardant Spray will be applied to all types of materials in all classrooms.

To use Banfire:

- Site Supervisor will spray Banfire on the item or surface, begin treatment, let dry, and then repeat.
- You may also dip the items and allow them to drip dry, although the fabric will become stiff.
- In all applications, allow material to air-dry completely.
- If using Banfire to fire retard clothing, carpeting and other fabrics, it is recommended that Banfire be reapplied after washing, as some of the product's effectiveness will



be diminished due to washing. Once treated, the product is effective until washed out.

- Personal Protection Measures will be followed when applying Banfire
- Application of Banfire will not be applied when children are present.
- The Site Supervisor will complete the Certificate of Flame Resistance and post at their site.

According to 807.4 Acceptance criteria and reports. Where required to exhibit improved fire performance, curtains, draperies, fabric hangings and other similar combustible decorative materials suspended from walls or ceilings shall be tested by an approved agency and meet the flame propagation performance criteria of Test Method 1 or Test Method 2, as appropriate, of NFPA 701 or exhibit a maximum rate of heat release of 100 kW when tested in accordance with NFPA 289, using the 20 kW ignition source. Reports of test results shall be prepared in accordance with the test method used and furnished to the fire code official upon request.

## Playground Safety Procedures

**Policy: Playground Safety Procedures-** The purpose of this procedure is to ensure staff inspect the active play space and equipment daily before children begin play to ensure there are no hazards present. Staff must clean, and maintain the building, grounds, and equipment to protect the health of the children. Failure to follow the Playground safety procedure will result in disciplinary action.

**Guidance:** Head Start Performance Standards: 1302.47, 1302.31, 1302.21

Child Care Licensing Minimum Standards: 746.4601, 746.4807, 746.4807, 746.4809, 746.4813, 746.4901, 746.4905, 746.4907, 746.4951-4955

Caring for Our Children Standards: 6.1-6.4

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### **Procedure:** Playground Safety Procedures

**Purpose:** Playground safety is of foremost importance in preventing childhood accidents. Routine safety inspections and rules will be established and maintained at all sites. Staff will thoroughly inspect all areas of the playground each day prior to the children's outdoor time.

The daily playground safety checklist is completed daily by an assigned center staff who walks the playground to check for safety issues. Any hazards identified will be corrected, or noted and communicated with the Site Supervisor. Each teacher is responsible to make sure the playground is safe before taking children outdoors by checking the daily playground checklist and doing their own quick visual sweep of the playgrounds.

This check will include but not be limited to a search for the following hazards:

- Gates are closed and in good working order. Bungee cords, etc. may be used to secure gates if needed.
- Materials/equipment, tricycles, etc. are put on the playground for children to use.
- Needles, glass and other sharp objects. Gloves should be used when picking up objects that are unsanitary. For the safety of yourself and others, remember to wash your hands immediately afterwards.
- Suspicious persons who do not have any legitimate reason for being in or around the playground area.
- Dangerous equipment that may cause falls, pinching, cuts, scrapes, bruises, and/or puncture wounds or serious injuries.
- Other dangers may include: poisonous or hazardous foliage, including sharp branches, thorns, poisonous mushroom, bee or wasp nests and wood structures that have sharp splinters, bolts, nails, etc.
- The loose-fill surfacing materials (mulch) will be maintained with a depth of 6 inches.
- Equipment support post or plastic borders will be marked to indicate the depth of the loose-fill material.

- Sand boxes will be covered to avoid hazards such as; contamination from neighboring animals, broken glass, and other sharp objects that can easily be hidden within the sand play area. Sandboxes should be opened daily and be accessible to the children during outdoor play.

### Repairs

If repairs are needed Site Supervisor/Family Advocate will complete Operations Request in Child Plus and send an email to Facilities Coordinator.

### Snakes/Animals

If at any time during the daily playground check or when children, staff and volunteers are on the playground and a snake is seen. The playground will be evacuated and Animal Control will be called. Site supervisor or Person in Charge will then contact Facilities Coordinator or Program Director to let them know of the situation.

### Active Supervision

- Staff must be strategically located on the playground so that they are on opposite sides of the play structure and situated so that all the children are within view at all times.
- Staff will **routinely** go over playground safety rules with children and consistently reinforce the rules.
- Outdoor Ratios and group size: Staff-child ratios for outdoor settings will be determined by the age of the majority of children and the needs of the children present.
  - Two Early Head Start classrooms may maintain three Teachers on the playground if no more than nine children are present. If more than nine children are present, then 4 Teachers will be assigned.
  - Two Head Start classrooms may maintain two Teachers on the playground if no more than 17 children are present. If more than 17 children are present more Teachers will need to be assigned.

### Transitions

- All classrooms will follow the Transition procedures to and from the playground.
- Classroom staff will use strollers and/or buggies to transition to and from the playground if necessary.

## Safe Environment Procedure

**Policy: Safe Environment Procedure-** All areas of the facility will be kept in a manner that ensures the area is hazardous free at all times. Failure to follow the safe environment procedure will result in disciplinary action.

**Guidance:** Head Start Performance Standards: 1302.47, 1302.31

Child Care Licensing Minimum Standards: 746.4601, 746.3407, 746.2401, 746.2415, 746.2501, 746.2601, 746.3427, 746.3701

Caring for Our Children Standards: 5.2.4-5.2.4.6, 5.2.9.8-5.2.9.11, 5.3, 5.4, 6.1, 6.2, 6.4,

**Purpose:** All staff are responsible for ensuring the safety of the children daily. Staff will thoroughly inspect all play areas.

### Equipment and Materials:

The Site Supervisors and teachers are responsible to inspect materials and equipment for unsafe children's products. The United States Consumer Product Safety Commission maintains an ongoing list of unsafe children's products on their website at <https://www.cpsc.gov/Recalls>. Site Supervisors will complete the Children's Product Certification form annually and keep in the CCL binder onsite.

All toys used in the classroom must be durable and free from hazardous characteristics, including sharp or rough edges and toxic paint. We do not accept donated equipment, toys, supplies etc. for use in our centers. If staff need materials, supplies, equipment they will need to request them to their Site Supervisor and an **Education** Supply Request and/or an Operations Request will be submitted.

All Early Head Start materials must pass the choke tube test. **The Early Head Start classrooms will have a choke tube tester in the classroom.** In the 3-year-old classrooms, if a child has sensory issues, then that 3-year-old classroom will need to follow the Early Head Start classroom requirements and use the choking tube when setting up their classroom.

In the event a problem of a correctable issue, (water hose left in front entrance, entrance mat not lying flat, electrical cords, etc.) is noted, steps will be taken to correct it immediately.

If corrections of the problem warrant assistance from maintenance, the area will be marked/partitioned/blocked inaccessible until maintenance corrects the problem.

The following checklists are taken to ensure a safe environment but not limited to:

- **Daily Building Grounds Safety Checklists**
  - Completed daily and entered into Child Plus
- **Daily Playground Safety Checklist**
  - Completed daily and reviewed by the Site Supervisor

- **Monthly Playground Checklist**
  - Completed monthly and entered into Child Plus
- **Semi-Annual Playground Inspection**
  - Completed twice a year and entered into Child Plus

The following checklists are taken to ensure a safe classroom but not limited to:

- **Daily Classroom Safety Checklists**
- This checklist is posted in every classroom. The classroom teacher will complete the checklist every morning by 7:15 AM.
  - Once the checklist is completed for the day, then the teacher will put their initials in the appropriate day column. The Site Supervisor/person in charge will check in every classroom each day by 8AM that the Daily Classroom Safety Checklist is completed and initial on the appropriate day column for all classrooms for their site.
  - Completed forms will be kept at the center until the end of the school year.
- Disaster Kits will be maintained and be readily accessible to staff, but kept out of reach of children.
- Evacuation totes are readily available at all sites for the use of neighboring sites when needed.
- A diagrammed evacuation plan will be posted near exits in each classroom and throughout the building.
- Bungee cords and signs on playground gates or any gates needed to protect children.
- Facility exits are clearly marked with visible EXIT signs.
- Aisles, hallways, and other exits are kept free of obstacles.
- All electrical outlets accessible to children will have protective caps in place when outlets are not in use.
- All stairways, hallways, and corridors must have 3 feet of free walk through access at all times. Storage of supplies or equipment is not permitted in these areas.
- **Storage closets or metal storage cabinets that are accessible to children will need to remain locked during operating hours.**
- Restrooms designated as an ADA restroom cannot have any items stored in it.
- Bouncers are not allowed in classrooms unless there is a medical need. Children under IDEA (Individuals with Disabilities Education Act) will need documentation to justify need and will get approval from the Disability Coordinator.
- All trash cans have lids.
- Children are not allowed in the kitchen area.
- All birth to 3-year-old classrooms will be free of push pins, thumb tacks, staples, paperclips; no exceptions (see Classroom, Playground Safety Procedure)
- Only panel electric strips (with surge protection) are to be used as extension cords and they cannot be attached to other extension cords; instead they are to be plugged into the existing wall outlet.



- The classroom will be free of dangling electrical cords and dangling blinds.
- An emergency light source (flashlight or automatic emergency lighting) will be available at all times.
- Firearms, knives, bows and arrows and other weapons are prohibited. Only Law Enforcement Officials who are certified to carry a firearm on duty may have a firearm on the premises of the center.
- Outdoor equipment and supplies used both at and away from the center are to be safe and well maintained.
- Poisonous plants are not allowed.
- a. Lists of Poisonous Plants and Non-Poisonous Plants are kept in an orange folder located in every classroom.
- b. Staff will need to learn/know the names of any plants that are in the classroom/playground, anywhere that children could be on the site. Staff will label any plants that are in the classroom/playground, anywhere that children could be on the site.

### **Safe Environment Chart**

The Safe Environment Chart is posted in each classroom. The purpose is to keep children safe from potentially hazardous materials. All labels should be read on any item that is brought into the classroom and all recommended guidelines to be followed. Items of potential hazardous materials to children or any other cleaning agent (flammable liquids, toxic material, aerosols, detergents, etc.) must:

- Be kept in the original containers with original label intact, indicating contents
- Be stored in an area not used by children
- Be stored separately from food and food service equipment
- Be secured by a child-proof lock
- Not to be purchased unless approved by the Facilities Coordinator.

| Items to be locked in a cabinet              |                                           |                 |                                  | Items to be kept out of reach of children    |  | Monitoring |
|----------------------------------------------|-------------------------------------------|-----------------|----------------------------------|----------------------------------------------|--|------------|
| Bleach Water Mixture (in labeled containers) |                                           |                 |                                  | Medications                                  |  |            |
| Dry Eraser Spray                             |                                           |                 |                                  | First Aid Kits                               |  |            |
| Dust Buster                                  |                                           |                 |                                  | Disinfectant Spray-Lysol Spray-Air Wick      |  |            |
| Spray Paint                                  |                                           |                 |                                  | Hand Lotion                                  |  |            |
| Goo Gone                                     |                                           |                 |                                  | Body Lotion                                  |  |            |
| Cleanser-Comet                               |                                           |                 |                                  | Body Spray                                   |  |            |
| All Purpose Cleaner-409                      |                                           |                 |                                  | Time Mist Spray                              |  |            |
| Glass Cleaner-Windex                         |                                           |                 |                                  | Baby Lotion                                  |  |            |
| Bleach-Clorox                                |                                           |                 |                                  | Baby Oil                                     |  |            |
| Detergent-Cheer-Tide                         |                                           |                 |                                  | Baby Powder                                  |  |            |
| Neutral Cleaner Packets                      |                                           |                 |                                  | Destin                                       |  |            |
| Furniture Polish                             |                                           |                 |                                  | Baby Orajel                                  |  |            |
| Bedding Spray-Lice Treatment                 |                                           |                 |                                  | Alcohol                                      |  |            |
| Liquid Paper                                 |                                           |                 |                                  | Alcohol Wipes                                |  |            |
| Carpet Cleaner                               |                                           |                 |                                  | Antiseptic Solution or Wipes                 |  |            |
| Oops                                         |                                           |                 |                                  |                                              |  |            |
| Step                                         | Task                                      | Timeline        | Person Responsible               | Action                                       |  |            |
| 1                                            | Daily Building & Grounds Safety Checklist | Daily           | Site supervisor/Person in Charge | Completed in Child Plus                      |  |            |
| 2                                            | Daily Classroom Safety Checklist          | Daily           | Teachers                         | Reviewed by Site Supervisor/Person in Charge |  |            |
| 3                                            | Monthly Playground Checklist              | Monthly         | Site supervisor/Person in Charge | Completed in Child Plus                      |  |            |
| 4                                            | Semi-Annual Inspection                    | Once a semester | Facilities Specialist            | Completed in Child Plus                      |  |            |

### Emergency Preparedness Plan

**Policy: Emergency Preparedness Plan-** All staff and consultants follow appropriate practices to keep children safe during an emergency at the site. Failure to follow the emergency preparedness plan procedure will result in disciplinary action.

**Guidance:** Head Start Performance Standards 1302.47, 1303.74

Child Care Licensing Minimum Standards 746.1303, 746.4101-4103, 746.501, 746.5201, 746.5202, 746.5204, 746.5205, 746.4309, 746.5209, 746.5303, 746.5307, 746.5313, 746.5315, 746.5317, 746.5319, 746.3701, 746.5531, 746.5533, 746.5535, 746.5537, 746.5101, 746.5103, 746.5105, 746.5101, 746.5315, 746.5319, 746.5201, 746.5311, 746.5309, 746.5207, 746.5305  
Caring for Our Children Standards 3.4.3, 3.4.3.2, 5.2.9.5, 9.2.4.3, 3.4.3.2, 5.2.51, 9.4.15, 5.1.4.1, 5.1.4.2, 5.1.1.11, 5.1.3.2, 9.2.4.5, 9.2.4.6, 9.2.4.7, 9.4.1.16, 10.4.2.1, 5.2.2.4, 5.6.0.1,

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**Procedure:** Emergency Preparedness Plan

The purpose of this procedure is to provide an overview of potential crisis situations and the staff's responsibility in case of such an event. It also provides staff with the information needed and the procedures to follow in such an event.

**Center:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

**Phone:** \_\_\_\_\_

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## INTRODUCTION

This plan will provide an overview of potential crisis situations and the responsibility of the staff in case of such an event. It also provides staff with the information needed and the procedures to follow in such an event.

It is strongly urged that all employees, whether permanent or temporary and all volunteers familiarize themselves with the evacuation plans and procedures for the individual centers as designated.

In the event of a crisis when evacuation is necessary, as required.

This plan is a guide for the staff and other personnel to follow until the authorities arrive and take control of the situation. At all times it is the authorities, when present (police, fire, sheriff, Red Cross, etc.), who are in control and their directives take precedence over all others.

By familiarizing yourself with this plan, you will be better prepared to understand the different situations and when to perform the following:

**In-Place Evacuation (Lock Down):** Keeping children and staff in place, but securing the location for the emergency at hand (i.e.: tornado, chemical release, fallen utility wire, etc.)

**On-Site Evacuation:** Movement of children and staff out of buildings affected and released to other areas on campus.

### **Dealing with the Media:**

Should there be any media personnel asking for information they are to be directed to speak to the Executive Director who is the designated spokesman for Community Action Inc. Head Start. No staff or other person shall answer any questions asked by the media and the media should be moved away from the area of children.

### **Drills and Procedures**

Each employee at the facility should be made familiar with the plan and trained in his/her responsibilities within the plan on an annual basis. New employees will receive this review during their orientation period at the center.

- By code, fire drills are required to be performed one (1) time per month.
- Drills for all other scenarios will be conducted every three months by the Site Supervisor/ Family Advocate.
- All drills are to be recorded on the Emergency Practice form that includes a detailed summary of any concerns or necessary changes along with recommendations for the changes. The Emergency Practice form is posted at the center.



## **EMERGENCY NUMBERS AND PROCEDURES**

### **IN THE EVENT OF A CRISIS CALL: 911 FIRST**

And then notify the Main Office:  
HS Admin Office - 512.396.3395 ext. 228 or 225  
Or  
Village Main - 512.392.1161 ext. 328 or 311

#### **Preparedness:**

All staff will be trained annually before the first day of school. Any staff hired after the first day of school will be trained during orientation.

#### **Response:**

The following process will be followed:

- A. The Site Supervisor/ Person in charge will call the local authorities (911) giving them the nature of the emergency and the address of the center.
- B. The Site Supervisor/ Person in charge contacts the Facilities Coordinator (512) 396-3395 ext. 225 or Head Start Director (512) 396-3395 ext. 228 and announces an emergency is declared at \_\_\_\_\_ Center.
- C. The Head Start Director or Facilities Coordinator will notify the Executive Director.
- D. When necessary, the Site Supervisor/ Person in charge will call the parents or guardians explaining the situation as necessary and how to proceed using the updated roster sheets from Child Plus and phone numbers for the center involved.
- E. The Site Supervisor/Person in charge will monitor the phones until the crisis has been deemed safe and secure.

#### **Recovery:**

Check with authority in charge to make sure it is safe to use utilities.

Conduct an inventory of damages, once staff is allowed back into the facility.

After an emergency situation has been addressed, families will be offered the opportunity to come together and capture the lessons learned. A Parent Education Opportunity and/or small group workshop will be provided to assist families in adjusting their emergency plans to include lessons learned during the recent emergency. This includes inspecting emergency disaster kits to replenish supplies and add any new items not previously included.

## Emergency Evacuation Procedure

### Preparedness:

All staff will be trained annually before the first day of school.  
 Any staff hired after the first day of school will be trained during site orientation  
 Find out the risk of fire by learning about the history of wildfires in your area.  
 Learn and teach safe fire practices.  
 Always be ready for an emergency evacuation.

### Response:

#### A. General Information

The safety of the students and staff at a Child Care Facility is the highest priority. The purpose of this directive is to provide procedures to be followed by the staff of a Child Care Facility to ensure the safety of the children and staff in the event of an emergency.

In the event of an emergency the Head Start Director will be notified as soon as possible regarding the situation and the response on it.

In the event of an emergency the Head Start Director may require that all staff members on duty remain at work or return to work until the situation is no longer deemed an emergency.

Emergency Evacuation Procedure in response to fire, flood, severe storms, or any natural disaster.

Emergency Evacuation floor plan of the center, and the Center Emergency Evacuation Plan will be posted at Center by the Site Supervisor's office.

1. The Site Supervisor will complete the Center Emergency Evacuation Plan for their site and post it in several locations accessible to all staff, a copy is put in the Emergency Preparedness Plan and a copy sent to the Facilities Coordinator. This plan will include how children younger than 24 months, children who have limited mobility or who otherwise may need assistance will be evacuated and relocated to the designated safe area or alternate shelter.
2. The Site Supervisor will complete the Parent Emergency Evacuation Information form at the beginning of each school year.
3. A location outside of the building where staff and children will meet to ensure everyone has exited the center safely must be established by the Site Supervisor and communicated to all staff.
4. A location inside the center will be identified where all staff and children take shelter from threatening weather.
5. Upon notification of the Facilities Coordinator and/or Head Start Program Director the following procedures will be put into action. The Facilities Coordinator will call an "Evacuation Status Emergency" for the center involved.

During evacuation of the building:

- Use a designated evacuation route and ensure that the group stays together.
- In the event that this is a true evacuation and not a drill, staff will initial in the OUT column of the Drills/Others column. At the top of the Drills/Other column write in your evacuation location, example-Activity Center, etc. When you get to the evacuation location you initial them in the Drills/others column. When parents pick up their children at the evacuation location, the parents will sign in the Parent or Caregivers Signature column and put the time in the Transition Tracking form column.
- One staff will lead the children to the exit while the other will follow and check rooms for other children and adults.
- A head count and the Transition Tracking form will be checked to ensure that all children are accounted for.
- The Site Supervisor or Person in Charge will make sure that all children and adults are accounted for.
- The Alternate Location Notice will be completed and posted on the outside of the main exterior door of the center.
- For safety drills and real emergencies that result in evacuating the center, teachers will take Disaster Kits, and Emergency cards with them to the relocation site.
- In the event of an evacuation from the playground that results in moving the children to the Relocation Site, disaster kit supplies from the evacuation tote will be brought to them by the management team.
- The Site Supervisor will notify the Facilities & Maintenance Coordinator and the Head Start Program Director

6. Notification of parents:

- During enrollment, parents must be informed of the designated relocation sites, should the Head Start Center need to be evacuated.
- At enrollment, parents will be given the completed Parent Emergency Evacuation Information form.
- In the event of an evacuation of a site and consultation with emergency personnel and Head Start main office, parents will be contacted and provided with instructions.

7. Disaster kits:

- Each classroom will have a disaster kit backpack with the following items: food (breakfast bars), water packets, A.M. / F.M. radio, flashlights with batteries, small First Aid kit, baby wipes, 10 pairs of gloves, whistle, green light glow stick, emergency thermal blanket, toilet paper, tissue, hand sanitizer, and duct tape. Classrooms with infants and young toddlers will also have diapers, bottles and formula, if needed. Teachers will check Disaster Kit backpack monthly and document it on the Disaster Kit Checklist.
- The disaster kit (backpack) must be located in a visible place.
- For safety drills and real emergencies that result in evacuating the center, teachers will take Disaster Kits, and Emergency consent forms with them to the relocation site.

- In the event of an evacuation from the playground that results in moving the children to the Relocation Site, disaster kit supplies from the evacuation tote will be brought to them by staff.

## **B. Fire**

The Site Supervisor will consult with the Fire Marshall to create and post safe evacuation routes. Safe evacuation routes will be established, illustrated and posted at each exit in the classroom.

1. Head Start Classrooms on ISD campuses will follow the Emergency Evacuation Procedure for their ISD campus.
2. Evacuate the area of the fire (always stay low as smoke and heated gasses collect near the ceiling first).
3. Activate the fire alarm.
4. Call 911, indicating the need for assistance from the fire department and law enforcement. Other communication networks should be identified and utilized in the event that the fire has caused the fire system to be out of order.
5. If possible, the Site Supervisor will designate a person, or persons, to go to the nearest intersection to direct the fire department vehicles to the scene.
6. Evaluate the situation; determine quickly, If possible, the size, nature, and location of the fire within the facility.
7. Upon the arrival of the fire department the Site Supervisor shall establish contact with the Senior Fire Department official and coordinate subsequent activities with him/her.
8. Make certain that all children and staff are accounted for and safe. Move to other locations as required. A fire deemed in any way to be a threat to the safety of the children or staff calls for the evacuation to the outside area, away from the building.
9. All windows and doors in the facility should be closed, and all electrical switches and breakers turned off. However, do not waste time doing this if the condition is an emergency.
10. Any of the above steps may be done simultaneously as the number of staff on duty permits. The decision not to follow any of these steps is justifiable when there is an imminent danger.
11. Staff will count children as they are lining up to exit the classroom, teachers at the back of the line will make sure that all of the children have exited the classroom, then staff will count the children once they are outside of the classroom. If staff and children have to travel through other parts of the building then they will count children entering and leaving each area. Once staff and children have arrived at an outside designated location, staff will count the children again and visually identify them before initialing them on Transition Tracking form. After the fire drill or other evacuations are complete, staff and children will return to the classroom and teacher will have a teaching partner receive the children in the classroom, as they visually identify them and initial next to their name on Transition Tracking form.
12. There will be a plan in place for Children with Disabilities and /or Behavioral concerns, so that they can safely and quickly exit the facility with their classroom. Once the child is enrolled in the program then the Safety Plan form will be completed with the Facilities

Coordinator in Child Plus under Health. The Disability Coordinator will attend Safety Plan meetings, if needed. Children will not be allowed to enter the center until the Safety Plan is in place. If a child has already been in the center and their situation has changed, where they need a Safety Plan, then the Site Supervisor will notify Facilities Coordinator immediately, so that a meeting can be scheduled.

13. At the top of the Drills/Other column write in your evacuation location, example-Activity Center, etc. When you get to the evacuation location you will then put your initial in the Drills/others column. When parents pick up their children at the evacuation location, the parents will sign in the Parent or Caregivers Signature column and put the time in the Time Out column on the Transition Tracking form.
14. If Management Team and /or other agency staff are at the site during an Emergency Evacuation true evacuation or drill, then they will go with children. They will not take over any duties that have already been assigned to staff, so there will be no confusion on who is doing what, etc.
15. If the fire is small, and the facility's fire extinguisher may be used to put it out, then staff may attempt to put the fire out. Regardless of the size of the fire the building should be evacuated with children and staff. Although there should be no hesitation regarding the use of fire extinguishers, the fighting of any fire by staff should be undertaken only if there is no imminent danger. Each staff member should be trained on how to use fire extinguishers. Even if fire is put out by a fire extinguisher the local fire department must be called to evaluate the situation. All staff, children and families cannot enter the building until they are given the all clear by the local fire department.
16. The nature of the fire is a key factor in determining a course of action. Smoke color may indicate the potential danger of the situation as follows:
  - **Yellow smoke** may indicate the presence of toxic gasses. Evacuation should proceed immediately
  - **Gray Smoke** with brown wisps is indicative of an electrical fire. Evacuate Immediately.
  - **Gray-black smoke** is indicative of primary fire. The first priority remains evacuation of the immediate area. Staff members may attempt to extinguish the fire only if there is no severe danger of smoke inhalation.
17. Ensure that no re-entry is attempted until authorized by the local fire department.

### **Recovery:**

Check with the local fire department to make sure it is safe to use utilities.

Conduct an inventory of damages, once the local fire department has allowed staff back into the facility. See **Appendix A**.

## CENTER EMERGENCY EVACUATION PLAN

Center: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

**As Site Supervisor of this facility, I assume responsibility for this plan, for providing emergency services as indicated below and for instructing staff as needed.**

\_\_\_\_\_  
**Site Supervisor**

\_\_\_\_\_  
**Date**

Assignments During an emergency (use reverse side if additional space is required)

| Name of Staff | Title                            | Assignment                                                |
|---------------|----------------------------------|-----------------------------------------------------------|
| 1.            | Site Supervisor/Person in Charge | Direct evacuation & person count                          |
| 2.            | Family Advocate/Floater          | Handle First Aid, as needed                               |
| 3.            | Family Advocate                  | Telephone Emergency numbers                               |
| 4.            | Teaching Staff                   | Children with limited mobility (see Child Safety Plan)    |
| 5.            | Teaching Staff                   | Children needing extra assistance (see Child Safety Plan) |

Emergency Names and Telephone Numbers (Call 911)

|                                         |  |
|-----------------------------------------|--|
| Non-emergency Police/Sheriff Department |  |
| Physicians                              |  |
| Hospital                                |  |
| Dentist                                 |  |
| Crisis Center                           |  |
| Poison Control                          |  |
| Other:                                  |  |

Temporary Relocation Site(s)

| Name and Address | Telephone |
|------------------|-----------|
| 1.               |           |
| 2.               |           |

- Emergency evacuation plans are posted in each classroom.
- First Aid Kits are clearly labeled in the facility.
- The Site Supervisor will complete the Alternate Location Notice form and post it on the outside of the main entrance door.
- Parents are provided with the Parent Emergency Evacuation Information form during enrollment.
- Disaster Kit backpacks are located in visible places and marked. Site Supervisor/Teachers will check for expiration dates monthly, using the Disaster Kit Checklist.



**ALTERNATE LOCATION  
NOTICE**

**PARENTS DUE TO \_\_\_\_\_  
WE HAVE PLACED THE FOLLOWING CHILDREN IN AN ALTERNATE LOCATION**

**FOR MORE INFORMATION**

**CALL \_\_\_\_\_ AT \_\_\_\_\_**

| CHILD's LAST NAME and FIRST INITIAL |  |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |

**Do Not Remove**

**PAGE \_\_\_\_\_ OF \_\_\_\_\_**

## NOTICIA DE LUGAR ALTERNATIVO

PADRES: LOS NIÑOS SE LOS HAN LLEVADO A UN LUGAR ALTERNATIVO POR LA  
SIGUIENTE RAZÓN: \_\_\_\_\_

LLAME A \_\_\_\_\_ A ESTE NUMERO \_\_\_\_\_ PARA OBTENER MAS  
INFORMACIÓN.

| CHILD's LAST NAME and FIRST INITIAL |  |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |

## INFORMACIÓN ESENCIAL DE EMERGENCIA

NO LO QUITE

PAGINA \_\_\_\_\_ DE \_\_\_\_\_

## **Severe Weather**

### **Inclement Weather**

#### **A. TORNADO/SEVERE WEATHER WATCHES**

##### **Preparedness**

All staff will be trained annually before the first day of school. Any staff hired after the first day of school will be trained during site orientation.  
Be alert to changing weather conditions.  
Look for approaching storms.

##### **Response**

##### **Tornado WATCH**

1. Upon approach of thunderstorms, cease any outdoor activity that would delay seeking shelter.
2. Bring all person(s) inside the building(s).
3. Account for all children, staff, and guest(s). Staff will use the transition and tracking form.
4. Take all precautions included in a Thunderstorm Watch, and in addition:  
Monitor sky conditions. If you see a dark, funnel-shaped cloud, seek shelter, and, if possible, call 911 and report it.

##### **Recovery**

Continue to be alert to changing weather conditions. **See Appendix A.**

#### **B. TORNADO/SEVERE WEATHER WARNINGS**

##### **Preparedness**

All staff will be trained annually before the first day of school. Any staff hired after the first day of school will be trained during site orientation.  
Be alert to changing weather conditions.

The following signs may mean that a tornado is approaching:

- ☞ A dark or green-colored sky
- ☞ A large, dark, low-lying cloud
- ☞ Large hail
- ☞ A loud roar that sounds like a freight train.

**Response:****TORNADO WARNING**

1. If outside, bring all person(s) inside the building(s).
  2. Account for all children, staff, and person(s). All tornado warnings must be sheltered in place for severe weather. Children, staff, parents and volunteers must go to designated areas until warning has passed. The center must conduct a Severe Weather with sheltering in place drill every 3 months. This will be documented on the Emergency Practice form and in Child Plus.
  3. Staff will use the Transition Tracking form.
  4. Site Supervisor/Person in charge and Family Advocate will monitor radio/internet/television continuously.
  5. Staff will monitor sky conditions continuously. If you see a dark, funnel-shaped cloud, seek shelter, and, if possible, **call 911** and report it.
  6. Turn off all utilities, if time permits.
- 

**Recovery**

After the storm, assessing injuries and addressing them properly is the first priority. Taking general safety precautions, inspecting the damage, safety during cleanup efforts, and helping children recover are important next steps.

- Be careful when entering any structure that has been damaged.
- Be aware of hazards from exposed nails and broken glass.
- Do not touch downed power lines or objects in contact with downed lines.
- Cooperate fully with public safety officials. See Appendix A.

In the event of an emergency occurrence and after emergency situations have been addressed, families will be offered the opportunity to come together and capture the lessons learned. A Parent Education Opportunity and/or small group workshop will be provided to assist families in adjusting their emergency kits to replenish supplies and add any new items not previously include

## FLOOD PLAN

### Preparedness:

All staff will be trained annually before the first day of school.

Any staff hired after the first day of school will be trained during site orientation.

If a site has flooded in the past or has the potential to flood, then the site will practice flood evacuation.

Practice of the flood evacuation route for the site in the fall and the spring of the school year.

### Response:

When Flash Flood conditions are forecast, the following guidelines shall be used:

- A. Contact the Head Start Director and/or the Facilities Coordinator.
- B. Stayed tuned to local radio, internet and TV stations.
- C. If possible, move records and valuable equipment to higher floors. Store chemicals where flood waters can't reach them and cause contamination.
- D. Contact the Program Director to get permission to close the center, so parents can start picking up their children.
- E. Prepare the children for possible evacuation.
- F. Safe area to be evacuated to is: \_\_\_\_\_
- G. Safe route there is: \_\_\_\_\_  
\_\_\_\_\_
- 1. If a facility is in a low-lying area and vulnerable to flooding, evacuation will be immediate.
- 2. Evacuation is to follow the safest route possible (Listen to Weather and news reports for routes). Maintain voice contact among staff and ensure all children and staff are accounted for.
- 3. If time and conditions permit, unplug all electrical appliances.
- 4. All loose outdoor articles are to be brought in or tied down, if there is time.
- 5. Doors will remain locked at all times.

### Recovery

Do not return to the center until emergency personnel have given the permission that it is alright to return.

See Appendix A.

Taking general safety precautions, inspecting the damage, safety during cleanup efforts, and helping children recover are important next steps.

Be careful when entering any structure that has been damaged.

Be aware of hazards from exposed nails and broken glass.

Do not touch downed power lines or objects in contact with downed lines. Cooperate fully with public safety officials.

## **GAS AND DOWNED ELECTRICAL LINES**

### **Preparedness**

All staff will be trained annually before the first day of school.

Any staff hired after the first day of school will be trained during site orientation.

### **Response**

#### **A. Gas Leak**

1. If any staff member or student smells gas, act quickly.
2. Evacuate the building immediately.
3. **DO NOT TURN ANY ELECTRICAL SWITCHES ON OR OFF, ELIMINATE ALL FLAMES, INCLUDING PILOT LIGHTS.**
4. Move as far away from the building as possible.
5. Once outside and clear of the building Site Supervisor/Person in Charge or designee should call the local Fire Department or Gas Company \_\_\_\_\_
6. Call Head Start Office immediately: 512-396-3395 ext. 225 and notify Facilities Coordinator.
7. Do not re-enter the building until you have been given the all clear from the local Fire Department or Gas Company.

#### **B. Downed Electrical Lines**

Never get near any wire that is down on the ground – it may be live. Immediately call the local authorities via their local number \_\_\_\_\_ to report it. They will notify the proper agencies responsible for the wire to make repairs.

If they determine that for safety reasons an evacuation is necessary, then perform the following:

1. Evacuate all children and staff to the designated Safe Spot as listed.
2. Make the call Head Start Office immediately: 512-396-3395 ext. 225 and notify Facilities Coordinator
3. Wait for the all clear from the authorities or designated person in charge from Head Start.

### **Recovery**

See Appendix A.



## **BOMB THREAT- GENERAL PROCEDURES**

### **Preparedness**

All staff will be trained annually before the first day of school.

Any staff hired after the first day of school will be trained during site orientation.

### **Response**

#### **A. SUSPICIOUS PACKAGES**

1. Any bomb threat should be treated as real until proven otherwise.
2. Unidentified or suspicious objects should be reported to authorities, DO NOT ATTEMPT TO OPEN, stay clear of it at all times.
3. Site Supervisor/Family Advocate, or designee should contact the Program Director.
4. Evacuation should be to your safe area outside of the building.
5. Site Supervisor/ Family Advocate, or designee should identify themselves to the law enforcement authorities upon their arrival to keep communications open; no other employees or volunteers should interfere with this procedure.
6. Upon arrival of law enforcement authorities, the Site Supervisor/ Family Advocate, or designee will assist with the search (i.e., unlocking doors, providing them with a copy of the floor plan, and identifying strange or suspicious packages).
7. Only upon receiving the all clear from the authorities will you then be allowed re- entry into the building.

#### **B. TELEPHONE THREAT**

1. The staff member that received the call should tell another staff member that a bomb threat is in progress so that:
  - a) The building can be immediately evacuated and proceed to the designated Safe Spot.
  - b) Local law enforcement may be contacted via 911. If no other line is available, use a cell phone.
2. The receiver of the call should keep the caller on the line as long as possible.
3. Information should be recorded on the Bomb threat Form (See Appendix A) as soon as possible.

Information sheets are to be kept near the phone, and used specifically to record the following information:

a) The exact time the call was received: \_\_\_\_\_

b) The caller's exact words:

\_\_\_\_\_

\_\_\_\_\_

c) A description of the caller's voice: \_\_\_\_\_

**TELEPHONE THREAT, CONTINUED**

4. If the call receiver has the time and opportunity, he/she should ask the caller for:
  - a) The location of the bomb: \_\_\_\_\_
  - b) The exact time of the explosion: \_\_\_\_\_
  - c) A description of the nature and appearance of the bomb: \_\_\_\_\_
  - d) The caller's name and location: \_\_\_\_\_

At all times, keep your voice calm and in control.

**C. WRITTEN THREAT**

1. The staff member receiving the written threat should handle it as little as possible and should save all materials including any envelope or other container.
2. Local law enforcement should be contacted first, followed by the Head Start Director and Facilities Coordinator.
3. The building should be evacuated until it is determined that there is no danger and the all clear has been given.
4. All material involved in the threat should be turned over to the authorities.

**Recovery**

**See Appendix A**

## BOMB THREAT INFORMATION FORM

Exact time of call: \_\_\_\_\_ Date of Call: \_\_\_\_\_

Exact words of caller \_\_\_\_\_

### Questions to Ask

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to explode? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

### Describe Caller's Voice:

|               |         |         |                 |       |         |
|---------------|---------|---------|-----------------|-------|---------|
| Male/Female   | Age     | Calm    | Disguised       | Nasal | Angry   |
| Broken        | Stutter | Slow    | Sincere         | Lisp  | Rapid   |
| Giggling Deep | Crying  | Squeaky | Stressed Accent | Loud  | Slurred |
| Excited       | Normal  |         |                 |       |         |

### Threat Language

|                        |            |                          |
|------------------------|------------|--------------------------|
| Well Spoken (educated) | Irrational | Message Read or Recorded |
| Foul/Vulgar            | Incoherent |                          |

If the voice is familiar, whom did it sound like? \_\_\_\_\_

Were there any background noises? \_\_\_\_\_

Remarks made by the Caller: \_\_\_\_\_

Name of person completing this form \_\_\_\_\_ and contact information \_\_\_\_\_

## **IRATE INTRUDER / LOCKDOWN / LOCKOUT PROCEDURE**

### **Preparedness**

All Staff will be trained annually before the first day of school.

Any staff hired after the first day of school will be trained during site orientation.

### **Response**

In the event that a person has gained access to the building and is agitated, then use the following procedures:

- Speak to the individual in a calm and relaxed tone, no matter how loud they become
- Try to get the person to walk away from the area of any children so as not to frighten them
- Take children to the playground or outside to a safe area.

If the person becomes dangerous or threatening:

Use the code phrase below immediately and make sure the staff have heard you:

***"The Rabbit has gotten out of the cage!"***

***This will alert other staff in the building to call 911.***

### **Lockdown (Locks, Lights, out of sight) Shelter in Place**

Lockdown is called when there is a threat inside the building.

Children, staff, parents and volunteers must go to designated areas in their classroom until warning has passed.

If there is time, close all blinds, and turn off the lights. Keep children and adults as quiet as possible. Wait for the First Responder or Site Supervisor / staff in charge to unlock doors or announce the Lockdown has ended.

The site must conduct a Lock-Down with Sheltering in place drill every 3 months. This will be documented on the Emergency Practice form and in Child Plus.

Site Supervisor/ Family Advocate or any other staff, parents and volunteers not in a classroom at the time of Lock-Down with Shelter in Place will lock themselves in their offices with blinds closed and lights off.

### **Lockout (secure the Perimeter)**

Exterior doors are locked at all times.

Lockout is called when there is a threat outside the building

Return inside from the playground, if needed.

Check children in following Sign in-sign out Procedure

Continue activities in the classroom, with no changes.

Increase situational awareness.

### **Recovery**

**See Appendix A.**

## HATE ACTS

### Preparedness

All staff will be trained annually before the first day of school.

Any staff hired after the first day of school will be trained during site orientation.

### Response

#### A. Upon Discovery of Written Concerns

1. **Upon discovery, the teacher/staff will contact the Site Supervisor immediately.**
2. The Site Supervisor notifies the Head Start Director, Director of Human Resources, and the local Police department.
3. The Director of Human Resources/Head Start Director and/or police will photograph any markings, drawings, or other evidence.

#### B. Rumors of Potential Violence

1. Receive information and then contact the immediate supervisor.
2. Site Supervisor/Family Advocate designee and staff member will discuss rumor and determine if further inquiry is necessary.
3. If further investigation is required, the Head Start Director must be contacted immediately and given the appropriate information.
4. The Head Start Director and Director of Human Resources will make final determination on what course of action will be taken.

#### C. Shooting Incident

If in the event there is a shooting incident in the near vicinity of a center:

1. The school will immediately go into a lock-down.
2. Site Supervisor/Family Advocate designee will immediately **call 911**
3. Site Supervisor/Family Advocate designee will then make a call to Head Start Director and notify them of the event.
4. Staff will close blinds, turns off lights, etc.
5. When the situation is under control, the police will knock on the door and ID themselves by sliding a card under the door. Before opening the door, you may call the City Police or local Sheriff's Department to verify that the person is an officer. They call the officer over the radio to verify he is there and awaiting access. Upon confirmation over the phone you may then open the door.
6. A debriefing will be called by the Head Start Program Director and a meeting will be held after the event.

#### Should the intruder be inside the building:

1. Try to safely evacuate the children and staff as quickly as possible.
2. If you are not able to get everyone out, those who remain in the building shall try to position themselves as close as possible to an exit, or near a window so authorities can see them.

**D. Suspicious Person/Vehicle**

If in the event there is a person or vehicle that is suspicious in nature, follow these procedures:

1. Site Supervisor or designated staff person to immediately call the local authorities.
2. While the call is being placed, someone should write down important details of information for the police (this would include make, model, and color of car; any visible damage to the car; identifiable markings such as window decals, bumper stickers, etc. color of car interior (if possible); license plate number and state of issuance.
3. Should there be someone in or near the car, give a description of the person's facial features, clothing, actions, etc.
4. If available, try to find a reference to use as an indicator for the height of the person.
5. If they were spoken to, what did they say and what type of accent, if any.
6. Should that person leave prior to the arrival of the police, give them as much information as possible, including the direction in which the car left.

**Recovery****See Appendix A**

In the event of an emergency occurrence and after emergency situations have been addressed, families will be offered the opportunity to come together and capture the lessons learned. A parent Education Opportunity and/or small group workshop will be provided to assist families in adjusting their emergency plans to include lessons learned during the recent emergency. This includes inspecting emergency kits to replenish disaster kit supplies and add any new items not previously included.



**SUSPICIOUS PERSON/VEHICLE NOTE FORM**

1. Facial features of person (i.e. mustache/beard, scars): \_\_\_\_\_

Any other distinguishing marks or features (example tattoos):

2. Clothing person is wearing: \_\_\_\_\_

3. Shoes/sneakers, sandals, color, etc. \_\_\_\_\_

4. If spoken to, what, if any, remarks were made? Accent? \_\_\_\_\_

**If in a vehicle, then note the following:**

1. Year, make model and color of car: \_\_\_\_\_

2. License plate number and state of issuance: \_\_\_\_\_

3. If any damage or visible markings, such as bumper stickers, window decals, etc.: \_\_\_\_\_

4. Color of interior \*(if possible): \_\_\_\_\_

5. If the vehicle had left before police arrived, in what direction did they travel? \_\_\_\_\_

6. Try to make note of time frames of the existence of the above person/vehicle and if the person/vehicle has been noticed at any other time prior to this event. \_\_\_\_\_

## Appendix A

### MENTAL HEALTH RECOVERY PLAN

#### POLICY:

Each Head Start classroom will have an emergency/disaster preparedness plan in the event of fire, earthquake, severe storm, or other natural disaster. They will practice safety drills for fire, natural disasters, and pedestrian safety. (*also see: Emergency Preparedness Plan*)

*This policy relates to Head Start Performance Standards 1302.47(b)(8)*

#### RATIONALE:

Ensure that social services and mental health support are available to all students and staff in the Head Start setting and integrate this support into other Head Start programs.

Staff and students who function well socially and emotionally are apt to perform better academically. Part of Head Start's educational mission is to promote social and emotional functioning as well as school readiness.

#### PROCEDURE:

Activities include, but not limited to:

1. Engage in behavioral health promotion to enhance day-to-day mental and behavioral functioning and promote resilience following crisis, emergencies or disasters.
2. Teachers will plan learning activities, discussions and demonstrations that will increase children's knowledge and prepare them to respond safely in an emergency situation. These activities, discussions and demonstrations will be included and documented in the lesson plans.
3. Develop, disseminate and utilize wellness information from newsletters, staff bulletins, handouts, program activities, behavioral health education, and guidance materials.
4. Mental Health Coordinator, Mental Health Consultants, or other trained staff will utilize Mental Health First Aid (MHFA) and/or Psychological First Aid (PFA).
  - A. MHFA is similar to Red Cross First Aid in that the goal is to quickly triage, put a "bandage" on an injury, and then refer for professional intervention. MHFA teaches lay/community individuals to identify risk factors, warning signs, and symptoms for a range of mental health problems, including comorbidity with substance use disorders. It provides understanding of the impact and prevalence of mental health problems; and provides an overview of common support and treatment resources for those with a mental health problem.
  - B. PFA is an evidence-informed approach that is built on the concept of human resilience. PFA aims to reduce stress symptoms and assist in a healthy recovery following a traumatic event, natural disaster, public health emergency, or even a personal crisis. Interventions provided after the aftermath of a disaster is designed to assist victims and/or responders to become emotionally and psychologically stabilized after the event.
5. Secure mental health services for children, families, and staff members, as needed.

## **FAMILY ENGAGEMENT**

### **Preparedness**

In an effort to assist families in preparing for emergencies, families will be offered various opportunities to learn about emergency planning. In the monthly program newsletter for parents, families will receive information about the importance of emergency planning, the protective measures to take before, during and after an emergency, the importance of practicing the plan, and how to build a kit to have in the event of an emergency.

### **Family Involvement**

In addition to providing regular written information, families will also be offered educational opportunities to receive hands-on training on how to make a Family Disaster Plan, Evacuation Plan, and building a supplies kit.

During the enrollment and school start process, Family Advocates will review all program policies and procedures including providing parents with the Parent Emergency Evacuation Information for the center in which their child receives services to inform them of the plan of action should the center itself experience the need for an emergency evacuation. As part of the family partnership process, Family Advocates conduct home visits to follow up on the family's strength and needs assessment and engage parents in a goal setting process that includes the opportunity for discussion and sharing of information about family well-being (health and safety). Family Advocates also may pull resources from the Parents as Teachers resource and Nurturing Parenting curriculum that includes planning for an emergency and creating a safe home environment for their child.

### **Recovery**

In the event of an emergency occurrence and after emergency situations have been addressed, families will be offered the opportunity to come together and capture the lessons learned. A Parent Education Opportunity and / or small group workshop will be provided to assist families in adjusting their emergency plans to include lessons learned during the recent emergency. This includes inspecting emergency kits to replenish supplies and add any new items not previously included.

As part of the recovery process, Family Advocates communicate with families via phone and conduct home visits to assess and assist the family with their immediate needs. Family Advocates will make the appropriate referrals to community agencies to assist families in meeting their needs and will complete follow up with families to ensure that those referrals are meeting the family needs as expected, or if another referral is more appropriate. Family Advocates will ensure that families have all information needed to access these community resources and will, when necessary, assist families in gathering needed information in order to access these resources.

# Transportation

## Transportation

**Policy: Transportation-** Head Start Staff works individually to support any family with transportation needs, primarily by using the family partnership agreement and goal-setting processes to identify action steps and help families achieve desired outcomes in this area. Failure to follow the Transportation Procedure will result in disciplinary action

**Guidance:** Head Start Performance Standards 1303.70, 1303.71, 1303.72, 1303.73, 1303.74, 1303.75  
 Child Care Licensing Minimum Standards 746.5601, 746.5603, 746.5605, 746.5607, 746.5609, 746.5611, 746.5613, 746.5615, 746.5617, 746.5619, 746.5623, 746.5625, 746.5627  
 Caring for Our Children Standards 6.5.1, 6.5.1.2, 6.5.2, 6.5.2.2, 6.5.2.3, 6.5.2.4, 6.5.2.5, 6.5.2.6, 6.5.3

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### Procedure: Transportation

The purpose of this procedure is to guide staff when transporting families in the agency vehicle.

#### A. TRANSPORTATION SERVICES

1. Community Action shall assist clients with their transportation needs provided the client is enrolled in a program that considers transportation as an allowable expense for the following reasons: Policy Council Meeting, medical, and dental appointments, medication pick-up, access to various social services, pick-up and deliver children with disabilities to home/center, and to assist clients to fulfill their self-sufficiency goals.
2. Community Action transportation assistance will only be provided after all other options for transportation have been exhausted. The client and staff will proceed with the following options in the order they are listed.
  - a. Clients will arrange for transportation at their own expense, driving themselves, or relying on family and friends to transport them.
  - b. Clients will be referred to public transportation within their area when reasonable and appropriate.
  - c. When clients have a vehicle available to them but no means to purchase gas, gas vouchers in the amount of \$10 or more as appropriate for the length of the proposed trip, may be offered by some programs.
    - i. Case Managers purchase gas vouchers and forward sales receipts to the program director monthly.
    - ii. Gas vouchers are stored in a locked file cabinet in the Case Manager's office. Only the Case Managers have access to the cabinet keys
    - iii. The distribution of gas vouchers is reported in the manner appropriate to the program that is distributing the voucher.
    - iv. Clients are allowed gas vouchers for two trips a month. Additional gas vouchers may be distributed at the Case Manager's discretion in response to special circumstances.
  - d. When clients have no means of arranging their own transportation and the use of public transportation is not available or appropriate, staff can be available to transport clients in agency owned or leased vehicles.
  - e. Programs with Transportation Aids will rely upon the TA's to schedule and provide transportation as outlined in their job descriptions.
  - f. Policy Council members who meet the income eligibility guidelines and who travel out of town to attend Policy Council meetings, will be provided monetary assistance (amount predetermined based on the community they live in) immediately after the meeting.
  - g. Transportation provided in agency vehicles will be coordinated as follows:
    - i. Agency cars are coordinated with the staff at the specific site where the car has been assigned. Causal employees are not allowed to drive agency vehicles.

- ii. The Community Action car and van fleet is coordinated by the Facilities Coordinator. Keys are available at the facility where the vehicles are parked. Vehicles are to be refueled, with regular unleaded fuel, using the Fuelman card and pin number that is assigned to staff members.
- h. Transportation of clients by staff members in non-agency owned/leased vehicles is not allowed.
- I. Transportation provided in agency owned vehicle will be conducted as follows:
  - i. Community Action does not provide direct transportation services to clients in need of emergency medical care. Staff will contact 911 to request emergency medical transportation if necessary.
  - ii. Drivers will not physically bear the weight of any adult individual while getting to and from, into and out of vehicles. If a client requires this type of assistance, every attempt will be made to assist the client in accessing transportation services that can provide the required physical assistants.
  - iii. Community Action employees will transport children in car seats that are provided by Community Action only.
  - iv. Cars and vans cannot be used to transport children to and from the Head Start centers.
  - v. Agency vehicles will not be parked at the homes/property of agency staff.
  - vi. Staff will **only** transport clients, and staff in agency vehicles.

Drivers should care for the vehicle, as if it were their own personal property. Staff will remove any trash, personal items, food, etc. from the vehicle each time that they use the vehicle. No trash, personal items, food, etc. should be left in the vehicle overnight. If the vehicle needs to be professionally cleaned then staff will submit an Operations Request in Child Plus. Facilities Coordinator will then assign Operations Request to Facilities Specialist to complete the request.

## **B. DRIVER RESPONSIBILITIES**

1. Staff providing transportation services in agency owned vehicles will carry a valid Texas Driver's License.
2. Drivers are responsible for inspecting vehicles prior to trip to ensure inspection and License stickers are current.
3. Drivers will report any vehicle mal function and/or expired sticker/proof of insurance to Facilities Coordinator.
4. Drivers are responsible for the safety and well-being of passengers.
5. Drivers will follow all Department of Public Safety laws and regulations.
6. Drivers will follow the Community Action Drug and Alcohol-Free Workplace policy and the Tobacco Free Workplace Policy as outlined in the Guidelines for Personnel Management, Policies and Practices.
7. If transporting a child without their legal guardian, then a second staff member must ride with the child and driver (staff).
8. All children age 12 and under must ride in the back seat of the vehicle.
9. Drivers will not permit passengers to use tobacco products during the transport and will not transport clients under the influence of alcohol and/or illegal drugs.
10. When transporting children, the following must be adhered to:
  - Drivers will always use their seat belts and require that all passengers use their seat belts.
  - Children less than 50 pounds will be required to sit in an appropriate child restraint seat that is provided by the agency.
  - Staff are not allowed to use the client's car seats.
  - Second staff member's (if needed) seat belt must be in place before the vehicle is in motion.



- Anytime that a child is transported (car/van/bus) current emergency card must go with the child. This includes teen parents less than 16 years of age.
  - Children weighing 50 pounds or less will use appropriate child restraint systems.
  - Infant carriers: used from birth to 12 months, or weight of 20 pounds. The carrier, facing the rear of the vehicle, is fastened by the bus safety belt. Infants should ride backwards in a carriage, which later is converted into a forward-facing seat for toddlers.
  - Toddler seats: for children who can sit up without support (about 20-40 pounds), with the child facing forward.
  - Convertible seats: can be used from birth to about age four, or a weight of about 40 pounds.
  - Booster seats: face forward, and are designed as a transition from toddler to adult safety belts, for children weighing 30-80 pounds.
11. Drivers will report citations to their immediate supervisor.
    - a. Failure to report to one's immediate supervisor will result in disciplinary action.
    - b. All violations will be paid by the driver. The driver is responsible for payment of violations if he/she is at fault.
  12. Drivers will pull over before answering or making a call on a cellular phone. The driver will not answer the cell phone while driving the bus for any reason.
  13. These cell phones are for agency business only; the number should not be shared with personal friends or family members. If family or friends need to get in touch with the driver, they can call their work site and leave a message.
  14. While talking on the cell phone be aware of confidential and sensitive topics and treat them accordingly.
  15. No staff driving or in charge of an agency vehicle shall permit it to stand unattended without stopping the engine, and removing the key.
  16. The driver will never leave a child or children unattended in the vehicle.
  17. Drivers will observe all posted speed limits and obey all road and parking laws.
  18. Transportation Logs will be complete for every trip.

### **ACCIDENT WHILE TRANSPORTING CLIENTS**

1. Driver will evaluate for injuries: If anyone is injured, call 911 for an ambulance.
2. The driver will determine if it is safe for the clients to remain in the vehicle.
3. The driver will contact the immediate supervisor and the supervisor will contact the site where the driver picked up the vehicle and inform the person who coordinated the use of the vehicle. The supervisor will coordinate efforts if someone is needed to come to the accident site to provide client transportation.
4. The driver will contact the Police: discuss the details of the accident with the Police officer only, and not with other drivers who were involved in the accident.
5. Take and give information: If another vehicle is involved, the driver will get another motorist's name, address, driver's license number, vehicle license plate number, name and telephone number of his/her insurance company. The driver will share this same information with the other motorist. (Complete Vehicle Accident Report)
6. The driver will get the names and phone numbers of any adult witnesses at the scene.
7. The driver will provide all information (Vehicle Accident Report) to the Facilities Coordinator, will file the accident report with the insurance company and follow up with the company's claim department.

## FUELING OF VEHICLES

Vehicles are to be refueled, with regular unleaded fuel, using the WEX card and pin number that is assigned to staff members. WEX fuel cards are locked in a PII box in the van. WEX fuel receipt will be turned into the Facilities Coordinator by each Friday at 5:00 pm.

- All vehicles are fueled at stations that accept WEX Cards, with assigned WEX cards
- All vehicles use regular unleaded fuel.
- Do not put premium fuel in the vehicles.
- The level in all vehicles should always be  $\frac{1}{2}$  tank of gas or over. Never should a vehicle get to the  $\frac{1}{4}$  mark.
- Vehicles should always be left full during long break periods of time.
- The driver will **never** put fuel in the vehicle while children are in the vehicle.

| # | Task                          | Person Responsible | Timeline                  |
|---|-------------------------------|--------------------|---------------------------|
| 1 | Turn in WEX fuel receipts     | Staff              | End of the week           |
| 2 | Transportation Logs completed | Staff              | Each time vehicle is used |

## Pedestrian Safety Education Training

**Policy: Pedestrian Safety Education Training-** Programs must collaborate with parents to help learn about appropriate vehicle and pedestrian safety for keeping children safe. Failure to follow the pedestrian safety procedure will result in disciplinary action.

### **Guidance: Head Start Performance Standards: 1302.46(b)(1)(v)**

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**Purpose:** The purpose of this Pedestrian Safety Training Program is to educate Head Start children and their parents on essential pedestrian safety practices. Through age-appropriate instruction, and hands-on activities the program aims to build awareness, promote safe walking habits, and reduce the risk of pedestrian injuries. By empowering both children and their caregivers with the knowledge and skills needed to navigate streets and crosswalks safely, we support the overall well-being and independence of our families within the community.

### **Procedure:**

Pedestrian safety education must be provided to children and parents within the first 45 days of the program year. Children will receive safety training during classroom lessons with the teaching staff. Parents will receive safety training during enrollment with the Family Advocate. Handouts can be located on the Community Action Inc., of Central Texas website for families to reference. Training for parents and children is documented in Child Plus.

In addition to emergency evacuation procedures, it is critical for children to learn and practice safety procedures on:

- Safe riding practices
- Boarding and leaving a vehicle
- Crossing the Street
- Danger zones around the vehicle

# Operation

## Operations Request Procedure

**Policy: Operations Request Procedure-** Staff must ensure hazards or defects identified during inspections are removed or repaired promptly, and must arrange for the protection of the children or prohibit the use of hazardous equipment until the hazards can be removed or repairs can be made. Failure to adhere to the Operations request procedure will result in disciplinary action as outlined in the Progressive Discipline

**Guidance:** Head Start Performance Standards: 1302.47, 1302.31  
 Child Care Licensing Minimum Standards: 746.4751, 746.3407  
 Caring for Our Children Standards: 5.3, 6.1, 6.2

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**Purpose:** The purpose of this procedure is to ensure staff inspect the active play space and equipment daily before children begin play to ensure there are no hazards present. Staff must clean, and maintain the building, grounds, and equipment to protect the health of the children.

### Procedure:

Operations Request is completed in Child Plus:

Go to Management, click on Operations Request, click on the (green) tab labeled “Add Operations Request” and fill information.

Facilities Coordinator/ Facilities Specialist will add Operations Request numbers.

### For Repairs/concerns-Repairs/Construction Request

Complete form with Requested Date-Requested by:

Check one:

- **Priority Emergency:** Needs attention immediately.
  - Examples: No heat or A/C; flooding; smell gas
- **Priority Urgent:** Needs attention the same day.
  - Examples: Unable to use the playground until equipment repaired; vandalism; broken gate; toilet not working.
- **Priority ASAP:** Light bulbs replaced; hang shelves, etc.
- **Priority Non-Critical:** Preventive maintenance; new construction, etc.

Check-Site and Classroom. If it is not a classroom, then check the location of the repair needed. Give a detailed problem/description of work/repair/service needed. A picture can also be uploaded, if needed **For**

### Equipment replacement/purchase- Equipment Request

- **Priority Emergency:** Safety Hazard
- **Priority Urgent:** Child with a disability cannot start until equipment is purchased. Unsafe for children to be in the classroom, etc.

- **Priority ASAP:** Can do without for a few days, but need it as soon as possible.
- **Priority Non-Critical:** Would like to have, if budget allows. Wish list, etc.

6.7.4

Check-Site and Classroom. If it is not a classroom, then check the location of the repair needed.

If requesting equipment to be replaced or requesting new equipment include; size, color, catalog, catalog page number and catalog item number.

Give a detailed description of why you are requesting new equipment/description of equipment/why needs to be replaced, etc. A picture of broken equipment and/or picture from catalog can be up loaded, if needed.

**Examples of equipment to repair/replace/purchase new:**

|                                |                             |                                        |
|--------------------------------|-----------------------------|----------------------------------------|
| Cabinets/ Built-in Cabinets    | Shelving for classroom      | Ceiling fan                            |
| Spray Bottles with pumps       | Labels for spray bottles    | Free standing fan                      |
| Rugs/Carpets/Floor mats        | Playground equipment        | Changing Table                         |
| Batteries                      | Canopy/shade                | Strollers                              |
| Disaster Kit Supplies          | Emergency Crib              | Bye-Bye Buggy                          |
| Tables for children or adults  | Cribs                       | Bye-Bye Buggy Cover                    |
| Chairs for children or adults  | Cribs mattress              | Changing table pad                     |
| Clock                          | Crib Sheets                 | Tricycles                              |
| Step stools for children       | Step stools for adults      | Play-Refrigerator/stove/sink           |
| Cubbies-free standing          | Cubbies-hanging             | Dry Erase Board                        |
| Bungee cords                   | Magnetic boards             | Carpet for Word Wall                   |
| Magnets                        | Velcro                      | Walking Ropes                          |
| Resting Mats                   | Resting Mat covers/blankets | Glider Chair                           |
| Cabinet for Spray Bottles      | File Cabinet-2 or 4 drawers | File Cabinet Lock                      |
| Child-proof locks for cabinets | Plug covers                 | Disaster kit/ Evacuation Tote supplies |
| Clear packing tape             | Safety Gate Latch           | Choke Tubes                            |

Please remember when you send in a request for new equipment, we may not always be able to purchase the equipment due to budget, etc.

**Maintenance Use Only-is completed by Facilities Coordinator/ Facilities Specialist. Do not complete an Operations Request form for the following:**

- Mowing is contracted with a landscaper.
- A/C filters are changed monthly by Facilities Specialists.
- Cleaning is provided Monday-Friday by a janitorial services company
- Pesticide treatment provided by The Bug Master

**In case of an emergency call Facilities Coordinator, if she cannot be reached, center staff will contact Facilities Specialist and/or Head Start Program Director.**

| # | Task                                                   | Person Responsible                               | Timeline            |
|---|--------------------------------------------------------|--------------------------------------------------|---------------------|
| 1 | Complete Operations Request in Child Plus              | Staff Person                                     | As needed           |
| 2 | Print out and assign Operation Request from Child Plus | Facilities Coordinator                           | Daily               |
| 3 | Complete Operations Request                            | Facilities Specialist and Facilities Coordinator | As soon as possible |
| 4 | Enter completed information in Child Plus              | Facilities Specialist and Facilities Coordinator | As soon as possible |



## Shredding Documentation Procedure

**Policy: Shredding Documentation Procedure-** Shredding documents ensures that any personal information, such as medical records, contact details, or financial information, cannot be accessed or misused by unauthorized individuals.

Failure to follow the Shredding Documentation Procedure will result in disciplinary action.

**Guidance:** Head Start Performance Standards: 1303.24

Child Care Licensing Minimum Standards: 746.603; 746.803; 746.907;

Caring for Our Children Standards: 9.4

**Purpose:** This policy is a guide for staff on the steps to take to destroy confidential information.

**Procedure:**

### **To shred documents at centers or Head Start administration office:**

1. Agency staff shredding documents at their center or office must complete the *Document Destruction Record* form before documents are shredded.
2. Only the following documents can be shredded at the center or offices:
  - o Copy of a document that is no longer needed
  - o Any paperwork with client information on it (notes from a meeting, etc.)
  - o Application documents, which could include income verification, etc.
  - o Copies of the original documents containing any client information or meeting notes
3. Agency staff must send in the *Document Destruction Record* Q office.

### **Documents sent to the warehouse for shredding:**

#### **onsite form to the Facilities Coordinator's**

- XI. Site Supervisor must complete the *Document Destruction Record* Offsite form and tape it to the inside of the lid of the box.
- XII. Documents that need to be shredded must be sent to the warehouse in a box.
  - A. The box must be labeled on the outside lid and the side of the box with the *Outside of the Shredding Box* form.
  - B. All boxes sent to the warehouse that are not completed correctly will be returned to the center for corrections.
- XIII. Center staff will submit an Operations Request for boxes to be picked up.
- XIV. Facilities Specialists must review and confirm the number of boxes and files on the Operations Request at pickup.
- XV. Facilities Specialist will transport boxed files to the Village Warehouse
- XVI. Facilities Coordinator will review to ensure that all boxes delivered have required documentation.
- XVII. Once all of the above has been completed the box will be stored with shredding boxes until destruction date.
- XVIII. Once shredding is completed Facilities Coordinator will document the date of shredding on the *Document Destruction Record* Offsite form.

### **Child Care Licensing**

- o All child care licensing documentation is kept at the center for 2 years after the child's last day.
  - o Documentation includes sign in/out forms, staff sign in/out, meal count, attendance, etc.)

- The child file must stay onsite for 3 months after the child's last day in care. 6.7.4
- Files may be archived and prepared prior to removal.
- After 3 months, files may be sent to be archived according to agency policy.

### **Document Destruction**

1. Community Action, Inc. of Central Texas will schedule agency shredding.
2. Facilities Coordinator will notify the Facilities Specialist of the date to ensure that the team is present.
3. Facilities Coordinator completes the Document Destruction form and attaches the roster to it.
4. Completed Document Destruction forms with attached rosters are filed with the Facilities Coordinator.

### Facility & Maintenance Ongoing Monitoring Plan

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive facility & maintenance services that are developmentally appropriate, culturally responsive, and linguistically inclusive. These services are designed to promote each child's overall well-being, support optimal growth and development, and strengthen school readiness. The Facilities & Maintenance Ongoing Monitoring Plan provides continuous oversight to ensure that all required facility & maintenance safety practices are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 1302.47, 1302.31(D), 1303.70, 1303.71, 1303.72, 1303.73, 133.74, 1303.75

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring facilities & maintenance services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including safety monitoring and facility maintenance monitoring. Through an ongoing system of oversight and continuous quality improvement, CAI Head Start ensures timely, coordinated, and responsive facility & maintenance services for all children and families.

| <b>Area Monitored</b>                          | <b>Frequency</b>            | <b>Follow-Up / Oversight/ Monitoring Tool</b>                                 |
|------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------|
| Daily Building and Ground Safety Checklist     | Daily in Child Plus         | CP Report # 1015 Daily Building and Grounds Checklist Completion              |
| Monthly playground safety checklist            | Monthly in Child Plus       | Internal monitoring/ TO-DO List, Facilities Monthly Monitoring Checklist 26 → |
| Emergency Practice                             | Monthly in Child Plus       | CP Report # 6869- monitoring by site                                          |
| Facility Checklist                             | Semi-annually in Child Plus | Internal monitoring/ TO-DO List, Facilities Monthly Monitoring Checklist 26 → |
| Playground Safety Checklist                    | Semi-annually in Child Plus | Internal monitoring/ TO-DO List, Facilities Monthly Monitoring Checklist 26 → |
| Classroom safety checklist                     | Semi-annually in Child Plus | Internal monitoring/ TO-DO List, Facilities Monthly Monitoring Checklist 26 → |
| Pedestrian Safety                              | First 45 days               | CP Report # 5000                                                              |
| Individual Safety Plans/Special Diaper Request | As needed                   | CP Report # 4015                                                              |

|                           |                       |                                                                           |       |
|---------------------------|-----------------------|---------------------------------------------------------------------------|-------|
| Site Safety Inspections   | Monthly in Child Plus | Site Safety Child Plus module/ TO-DO List, Inspections due within 45 days | 6.7.4 |
| WEX Fuel Receipts/Billing | Monthly               | WEX Business Account                                                      |       |
| Operations Request        | Daily in Child Plus   | CP Report # 1217- open operations request                                 |       |

# Resources & Checklist

- [Snakes on playground](#)
- [Poisonous Plants & Non-poisonous Plants](#)
- [Program Supply Request](#)
- [Outside of the Shredding Box](#)
- [Document Destruction ONSITE Record](#)
- [Document Destruction OFFSITE Record](#)
- [Center Emergency Evacuation Plan](#)
- [Parent Emergency Evacuation Information- english](#)
- [Parent Emergency Evacuation Information- spanish](#)
- [Alternate Location Notice- english](#)
- [Alternate Location Notice- spanish](#)
- [Transportation Logs](#)
- [Vehicle Accident Report](#)
- [Bomb Threat Form](#)
- [Suspicious Person- Vehicle Form](#)
- [Daily Building and Grounds Checklist](#)
- [Daily Classroom Safety Checklist](#)
- [Daily Playground Safety Checklist](#)
- [Monthly Playground Checklist](#)
- [Disaster Kit Checklist](#)
- [Evacuation Tote Checklist](#)
- [Emergency Practices Form](#)
- [Pedestrian Safety Handout- english](#)
- [Pedestrian Safety Handout- spanish](#)





# Head Start Program 2026-2027 Mental Health Policies & Procedures

**Effective Date of the Mental Health Policies & Procedures**

The effective date of all Mental Health policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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## **Mental Health Service Plan**

### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.33, 1302.45, 1302.46, 1302.93

### **CHILDCARE LICENSING STANDARDS**

### **CARING FOR OUR CHILDREN STANDARDS**

2.1.1.4, 2.2.0.1, 2.2.0.8

#### **I. GENERAL APPROACH**

Community Action Inc. of Central Texas Head Start Program maintains a Mental Health Services Plan. The Plan is updated annually using information gathered from the Community Needs Assessment for CAI, the Self-Assessment completed by staff and community partners, and information acquired during annual planning by the management team, to ensure that our program meets the mental health needs of children, families, and staff. Infant and Early Childhood Mental Health (IECMH) describes mental health as a child's developing ability to form secure relationships, express and regulate emotions, and explore the world with confidence while feeling safe and supported (Zero to Three, 2017). The purpose of this plan is to describe the integration of mental health services into all components of the Head Start Program. That all Head Start families receive high-quality, individualized mental health services that address any concerns or needs they may have for themselves or their children, with consistency and equity across all programs.

The Program is committed to providing high-quality mental health services to children, families, and staff, in alignment with all applicable Head Start Performance Standards. To support the timely identification of, and effective response to, concerns related to a child's mental health, the Program employs a dedicated Mental Health Coordinator. This individual brings expertise in working with families of infants, toddlers, and preschool-aged children.

The Mental Health Coordinator provides on-site support for individual classrooms and children. Following the Tier system of support for children, families, and staff, sites and classrooms with more severe behavioral and other mental health-related concerns receive more frequent visits and support, which may include observations, coaching and feedback, consultations, and participation in Student/Family Reviews. To prevent mental health or behavioral challenges, the Mental Health Coordinator, Education Team, and Site Supervisor collaborate to ensure all classroom environments include nurturing and responsive caregiving relationships and age-appropriate materials and environments.

#### **II. GOAL**

The Program aims to promote the physical and mental well-being of children and families by supporting early identification of mental health needs, encouraging staff and family engagement in services, reducing stigma around seeking help, and connecting families to community resources so they feel comfortable accessing support both during and after their time in the program.

### III. SCHOOL READINESS

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. To support children in reaching school readiness goals and positive child outcomes around mental health and social-emotional development, research-based curriculum resources are utilized in the classrooms. The following are curriculum resources available for use in the Head Start and Early Head Start classrooms:

- Dr. Becky Bailey's **Conscious Discipline**, a research-based program, is used in all Head Start classrooms. Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning. It incorporates the latest brain research to help teachers and parents understand why children behave the way they do and how to respond in a way that supports the social-emotional development of the child and is also sensitive to any trauma the child might have experienced.
- **The Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children** (hereafter referred to as "The Pyramid Model") provides a tiered framework for evidence-based practices that support young children's development of social-emotional skills. The Pyramid Model, developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social and Emotional Intervention (TACSEI), includes several resources for supporting children through targeted social or emotional skill instruction and is used in all Head Start classrooms.

Additionally, the Program has chosen to use Frog Street Curriculum in all Head Start classrooms. Frog Street is a research-based curriculum with a strong emphasis on social-emotional development. It incorporates Conscious Discipline for Infants, Toddlers, and 3-year-olds versions as part of a comprehensive classroom management system so children feel supported, cared for, and are ready to learn. The curriculum has tools built in to help young children learn healthy ways to reduce stress, interact appropriately with peers, and practice social skills.

To supplement mental health services, research-based curricula are utilized for family support services as well. Family Advocates and the Mental Health Coordinator have resources to enhance the parent-child relationship based on family strengths, interests, and needs.

- **Parent Powered** is a Family Engagement Program that helps community organizations and schools strengthen partnerships with families and caregivers from birth through grade 12 to improve student engagement, attendance, academics, and mental health with additional trauma resources.

As families prepare to transition out of the Program, the Mental Health Coordinator provides support to staff and families of children with mental health needs to empower families to advocate for their child's needs in their next environment.

#### **IV. SAFE ENVIRONMENTS**

It is of the utmost importance to the Program to keep all Head Start children safe while they are in care. For this reason, safety and safe environments are considered the responsibility of all agency employees, consultants, and volunteers. In terms of the mental health content area, the Mental Health Coordinator will support children, families, and staff when the Emergency Preparedness Plan is implemented. The Mental Health Coordinator supports children and families with recovery and accessing appropriate mental health services needs resulting from an emergency.

#### **V. MONITORING SYSTEMS**

The Program maintains the highest standards for the quality of services to children and families. In the mental health service area, this means monitoring and supporting children and families in the following areas:

- Coordination with Teachers, Family Advocates, and Site Supervisors
- Individual cases specific to children and families with identified concerns
- Group and individual parent education on mental health issues
- Coordination with disability services and education services.
- Utilization of community partners for mental health services to children and families.

The Mental Health Coordinator uses ChildPlus to monitor the mental health content area regularly to ensure that children/ family needs are being met in a timely manner and that all Head Start Performance Standards and Program procedures are being followed.

Based on monitoring findings the Mental Health Coordinator conducts monthly monitoring meetings with each Site Supervisor and Family Advocate team to discuss findings, address concerns, and plan for services.

#### **VI. ASSESSMENT & DATA EVALUATION**

The Program uses monitoring systems, assessment & evaluation to improve program quality and effectiveness, to ensure that all children are Pre-K/Kindergarten ready. Assessments provide valuable information about each child's strengths and needs and give a snapshot of whether the child's social emotional development is on track. It helps inform curriculum planning, teaching, and individualizing for each child across all Head Start Early Learning Outcomes Framework domains.

The Program's methods for identifying mental health concerns do not occur in isolation but rather as part of a comprehensive approach throughout the year. Addressing mental health concerns includes ongoing communication and support with families and staff throughout the process.

#### **VII. PLANNING**

The program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment are used to plan and improve services. The Mental Health Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.



**VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

**IX. FAMILY & COMMUNITY ENGAGEMENT**

The Program works collaboratively with parents to engage in a variety of individual, group, and community-based educational experiences that promote mental wellness, prevent mental illness, support the identification of mental health needs, and engage in treatment when needed. The Program uses the Head Start Parent, Family, and Community Engagement Framework (PFCE Framework) as the foundation to support outcomes for families and for children.

**X. DATA MANAGEMENT & RECORD KEEPING**

The Program utilizes a system of record-keeping and reporting designed to allow the Mental Health Coordinator, along with the Education Team and Head Start Program Director, to easily monitor completion of mental health services, observations, and areas of concern. ChildPlus allows the Program to capture the date, provider, results, and pertinent notes on all mental health events.

## ASQ:SE-2 Procedure

**Policy:** The program will complete a social-emotional screening for all enrolled children using an approved screening tool within required timelines to support the early identification of social-emotional strengths, behavioral concerns, emotional regulation needs, and relationship concerns. Failure to adhere to the ASQ:SE:2 Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.33;1302.45]  
Caring for Our Children Standards [2.1.1.4]

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### Procedure: ASQ:SE-2

**Purpose:** This procedure outlines requirements for the administration, documentation, review, and follow-up of the ASQ:SE-2 screening process. Social-emotional screening helps identify children's strengths and determine whether additional monitoring, consultation, classroom support strengthening, intervention, or referral may be needed.

#### Administering ASQ:SE-2 Parent Screening

**Responsible Staff:** Teacher

**Timeline:** First Home Visit

#### During the first home visit, teachers will:

- Complete the ASQ:SE-2 with the family during the first home visit. Online completion is preferred when available.
- Review the screening for completeness.
- Document any parent concerns related to social-emotional, emotional or behavioral development identified during the ASQ:SE-2 and obtain sufficient information to understand the concern.
- Enter ASQ:SE-2 results into ASQ Online within 1 week of completion and print results and give to the family.
- Document completion on the 45-Day Tracking Sheet.
- Notify the Mental Health Coordinator by email that the screening has been completed and is ready for review.

#### Mental Health Coordinator Review & Screening Outcomes

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 2 weeks of Teacher notification

#### The Mental Health Coordinator (MHC) will:

- Enter ASQ:SE-2 results into ChildPlus within 2 weeks of notification.
- Review screening results.
- Determine whether additional follow-up is needed.

### **Parent Concerns Identified During Screening**

#### **The Mental Health Coordinator will:**

- Create a follow-up action for the Family Advocate under the ASQ:SE-2 event in ChildPlus.

#### **The Family Advocate will:**

- Follow up with the family within 2 weeks.
- Discuss concerns identified by the family.
- Document all communication and outcomes in the ASQ:SE-2 event in ChildPlus

#### **If the family continues to have concerns:**

- The Family Advocate will document the discussion.
  - Update the action status to "MHC Follow-Up."
  - Create a follow-up action for the Mental Health Coordinator.

All additional documentation will be maintained under the Mental Health tab in ChildPlus.

#### **If the family no longer has concerns:**

- The Family Advocate will update the status to "ASQ:SE-2 Parent Concern Closed."
- Document discussion and outcome in ChildPlus.

### **Screening Results Within Expected Range**

If screening results fall within the expected range and no significant concerns are identified:

- Results will be documented in ChildPlus.
- Teachers will continue implementing Education-led Classroom Management (Tier 1) support.
- Ongoing monitoring will continue through routine classroom practices.

### **Screening Results Indicating Concern**

If screening results fall within the monitoring or referral range or if significant concerns are identified through parent or teacher input:

#### **Within 2 weeks of notification, the Mental Health Coordinator will:**

- Discuss concerns with teaching staff & provide strategies to implement in the classroom.
- Complete a classroom observation when concerns require additional review.
- Gather additional family input if needed
- Review available documentation.
- Determine whether continued Education-led Classroom Management (Tier 1), Tier 2 support, rescreening, or additional monitoring is appropriate.

### **Teacher Concerns After Initial Screening**

If a teacher identifies social-emotional concerns after the initial ASQ:SE-2 screening has been completed and the 45-day enrollment period has passed, the teacher will notify the Site Supervisor and MHC by email that there is a teacher concern.

#### **Within 1 week of notification, the Mental Health Coordinator will:**

- Review available documentation.
- Discuss concern with teacher
- Determine next steps.
- Create an action under the original ASQ:SE-2 event in ChildPlus using Communication as the Action Type.
- Document recommendations and follow-up instructions.

**Rescreening**

A rescreen will only be completed when directed by the Mental Health Coordinator. Rescreening may be recommended when additional information is needed, concerns remain unclear, concerns emerge after the initial screening period, or progress monitoring indicates continued concern.

**If a rescreen is required:****Teachers will:**

- Complete the rescreen using the same ASQ:SE-2 age interval.
- Complete the rescreen within 1 week of notification.
- Notify the Mental Health Coordinator by email that the rescreen has been completed.

**The Mental Health Coordinator will:**

- Enter the rescreen as a new ASQ:SE-2 event in ChildPlus.
- Review results.
- Determine appropriate next steps.

**Rescreen Outcomes****If the child passes the rescreen:**

- The Mental Health Coordinator will close the action with the reason: (MH) Rescreen Passed.
- Teachers will continue implementing Education-led Classroom Management (Tier 1) support and ongoing monitoring.

**If rescreening results fall within the monitoring or referral range:****The Mental Health Coordinator will:**

- Contact the family within 3 days.
- Review results with the family.
- Gather family input.
- Discuss recommendations and next steps.
- Initiate an Internal Mental Health Service Request when ongoing mental health involvement is needed.
- Begin Tier 2 review and support planning.
- Complete additional observation, consultation, or support planning activities.

The Tier 2 Intervention Procedures will be followed when Tier 2 support is initiated.

**Immediate Support Determination**

The Mental Health Coordinator may initiate observation, consultation, intervention review, safety planning, referral coordination, or an Internal Mental Health Service Request at any point in the screening process when concerns indicate immediate support may be needed.

Screening results are considered alongside parent input, teacher input, observations, and other available information when determining next steps.

**Monitoring**

The Mental Health Coordinator will monitor completion of ASQ:SE-2 screenings and review all associated observations, consultations, rescreens, referrals, follow-up activities, and documentation in ChildPlus.

| <b>Action</b>                                                            | <b>Responsible Staff</b> | <b>Timeline</b>                        |
|--------------------------------------------------------------------------|--------------------------|----------------------------------------|
| Complete ASQ:SE-2 & document parent concerns                             | Teacher                  | First Home Visit                       |
| Enter ASQ:SE-2 into ASQ Online, print screening results & give to family | Teacher                  | Within 1 week                          |
| Notify MHC that screenings are complete                                  | Teacher                  | Upon completion of screenings          |
| Enter ASQ:SE-2 into ChildPlus, review results & determine next steps     | MHC                      | Within 2 weeks of teacher notification |
| Follow-up with family on parent concerns                                 | FA                       | Within 2 weeks                         |
| Complete ASQ:SE-2 rescreen when directed                                 | Teacher                  | Within 1 week of notification          |
| Review ASQ:SE-2 rescreen results                                         | MHC                      | Upon completion                        |
| Contact family following failed ASQ:SE-2 rescreen                        | MHC                      | Within 3 days                          |
| Initiate Tier 2 review if needed                                         | MHC                      | As determined by review                |

**Note:** Instructional Coaches and the Education Service Director are the only approved staff authorized to add a child profile in ASQ Online. Staff needing a child added should contact their Instructional Coach.

## **Internal Mental Health Service Requests Procedure**

**Policy:** The program provides internal mental health consultation, intervention support, family support, and referral coordination services to address social-emotional, behavioral, emotional regulation, participation, family, and wellness concerns identified through screening, observation, consultation, intervention review, family request, or staff request. Failure to adhere to the Internal Mental Health Service Requests and External Referral Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.45; 1302.46]  
Caring for Our Children Standards [2.1.1.4]

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### **Procedure: Internal Mental Health Service Requests and External Referral**

**Purpose:** This procedure outlines the process for initiating, documenting, monitoring and closing Internal Mental Health Service Requests for children, families and staff.

An Internal Mental Health Service Request is used when the Mental Health Coordinator involvement extends beyond routine consultation and includes ongoing assessment, intervention planning, classroom consultation, family support, progress monitoring, or other mental health services provided by the program.

The Internal Mental Health Service Request serves as the primary way for documenting, tracking mental health services in ChildPlus.

#### **When to Initiate an Internal Mental Health Service Request**

An Internal Mental Health Service Requests may be initiated when concerns require ongoing Mental Health Coordinator involvement beyond routine classroom support and brief consultation.

Requests may be initiated through:

- ASQ:SE-2 follow-up
- Teacher concerns
- Family concerns
- BIR review
- Tier 2 review
- Tier 3 review
- Family request for support
- Staff request for consultation
- Mental Health Crisis response
- Mental Health Coordinator recommendation

An active Internal Mental Health Service Request remains open while services, consultation, intervention, monitoring, referral coordination, or follow-up activities are being provided.

A new service request is not required when a child moves from Tier 2 to Tier 3 supports.



The Mental Health Coordinator is responsible for reviewing, updating, monitoring, and closing Internal Mental Health Service Requests in accordance with program procedures.

### **Child Internal Mental Health Service Request Process**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 2 days of identified need

The Mental Health Coordinator will:

- Create an Internal Mental Health Service Request in ChildPlus under the Mental Health tab.
- Document the reason for the request and summarize identified concerns
- Review available information
- Determine the appropriate level of support
- Develop a plan for ongoing services

Services may include:

- Classroom observation
- Classroom consultation
- Tier 2 interventions
- Tier 3 interventions
- Safety planning
- Home visits with family consultation
- Brief emotional support
- Short-term mental health services with program scope
- Staff consultation

The Mental Health Coordinator may increase, decrease, modify, intensify, transition, or discontinue services based on progress, family input, intervention response, safety concerns and other relevant information.

All services, contacts, observations, consultations, recommendations, and follow-up activities will be documented in ChildPlus under the Mental Health Tab.

### **Family Internal Mental Health Service Requests**

**Responsible Staff:** Family Advocate and Mental Health Coordinator

When a family requests support or staff identify family concerns, the Family Advocate will:

- Notify the Mental Health Coordinator by email.
  - **Subject Line:** Internal Mental Health Service Request
  - **Body:** CP# and a brief summary of concerns.
- Document the request in the Family Services tab of ChildPlus.

**Within 3 days, the Mental Health Coordinator will:**

- Create an Internal Mental Health Service Request.
- Contact the family.
- Gather additional information
- Determine appropriate support
- Coordinate follow-up with the Family Advocate as appropriate.

**Family services may include:**

- Family consultation
- Home visits
- Parenting support
- Mental Health education
- Brief emotional support
- Resource coordination
- Ongoing follow-up

The Mental Health Coordinator may collaborate with the Family Advocate and other appropriate staff to coordinate services and support implementation.

Family support services may be provided through phone calls, virtual meetings, office meetings, home visits, family conferences, or other approved methods.

All contacts, services provided, recommendations, referrals, follow-up activities, and outcomes will be documented in ChildPlus under the Mental Health tab.

**Staff Internal Mental Health Support Requests**

**Responsible Staff:** Staff Member / Mental Health Coordinator

Staff may request support directly from the Mental Health Coordinator using the approved scheduling process that includes Google schedule link or QR code.

Staff support requests may be related to classroom challenges, stress management, wellness concerns, reflective practice, difficult situations, professional support needs, or other mental health-related concerns.

Staff support services may be provided through individual meetings, consultation sessions, coaching, wellness activities, training, or other approved methods of support.

The Mental Health Coordinator will determine appropriate support options based on the identified need.

Documentation will be completed in ChildPlus under Personnel Tab in accordance with staff confidentiality requirements.

**Monitoring and Follow-Up**

Active Internal Mental Health Service Requests will be reviewed periodically and at least monthly when ongoing services are being provided. The Mental Health Coordinator is

responsible for monitoring service delivery, intervention progress, and follow-up needs associated with active Internal Mental Health Service Requests.

Based on ongoing review, the Mental Health Coordinator may:

- Continue current services and supports.
- Modify intervention strategies or support activities.
- Increase or decrease the intensity of services.
- Recommend additional observation, consultation, or intervention.
- Initiate referral coordination.
- Close the Internal Mental Health Service Request when appropriate.

### **Closure of Internal Mental Health Service Requests**

The Mental Health Coordinator is responsible for determining when an Internal Mental Health Service Request may be closed.

Internal Mental Health Service Requests may be closed when:

- Follow-up activities have been completed.
- Goals have been achieved.
- Support needs have stabilized.
- Services transition to another process or support plan.
- The family declines services.
- The child exits the program.
- Community services have been established, when appropriate.
- Mental Health Coordinator involvement is no longer needed.

Prior to closure, the Mental Health Coordinator will review available documentation, intervention outcomes, service activities, and follow-up efforts to determine whether additional services or supports are needed.

Closure summaries and closure status will be documented in ChildPlus under the Mental Health Tab.

## **Community Mental Health Referral Procedure**

**Policy:** The program recognizes that some children, families, and staff may benefit from mental health services beyond those available through Head Start. When appropriate, the program will assist with identifying community-based mental health resources, making referrals, reducing barriers to accessing services, and coordinating follow-up in partnership with families. Failure to adhere to the Community Mental Health Referral Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.45; 1302.46]  
Caring for Our Children Standards [2.1.1.4]

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### **Procedure: Community Mental Health Referral**

**Purpose:** This procedure outlines the process for recommending, coordinating, documenting, monitoring and closing Community Mental Health Referrals for children, families and staff. A Community Mental Health Referral is initiated when a child, family member or staff member may benefit from mental health services beyond those available through the Head Start program. Community mental health services are intended to go alongside, not replace the mental health supports through the program.

#### **Community Mental Health Referrals**

A Community Mental Health Referral is used when a child, family, or staff member may benefit from services beyond those available through the Head Start program.

External referrals may be recommended as a stand-alone support or in combination with ongoing Head Start mental health services.

Participation in community-based services does not replace program support unless otherwise determined through service planning.

#### **Family Advocate Responsibilities**

When a Community Mental Health Referral is recommended, the Family Advocate will:

- Create a Mental Health Referral in the Family Services tab of ChildPlus.
- Document the reason for the referral.
- Create an action for the Mental Health Coordinator to review the referral.
- Support communication with the family regarding referral recommendations and next steps, as directed by the Mental Health Coordinator.
- Assist families in addressing barriers to accessing services, when appropriate.

#### **Mental Health Coordinator Responsibilities**

The Mental Health Coordinator will:

- Review the Mental Health Referral.
- Review available documentation and gather additional information as needed.
- Determine appropriate community-based mental health referral options.
- Document referral recommendations and follow-up actions in ChildPlus.

- Provide referral information and recommendations to the Family Advocate for follow-up with the family.
- Assist with identifying community providers

The Mental Health Coordinator and Family Advocate will collaborate to support family engagement, reduce barriers to services, and promote successful connection to recommended community mental health services.

### **Monitoring and Follow-Up**

The Family Advocate and Mental Health Coordinator will monitor active Community Mental Health Referrals and provide follow-up as appropriate.

### **Closure of Community Mental Health Referrals**

The Mental Health Coordinator and Family Advocate will collaborate to monitor referral progress and determine when community referral follow-up may be closed.

External referral follow-up may be closed when:

- Connection to services has been confirmed.
- The family declines referral services.
- Referral is no longer needed.
- The child or family exits the program.
- Community services have been established and ongoing follow-up is no longer needed.

When referral follow-up is closed, documentation may include:

- Referral outcome.
- Connection status.
- Family participation status.
- Follow-up activities completed.
- Remaining recommendations, when applicable.

## Behavior Incident Report Procedure

**Policy:** Behavior incident documentation procedure supports the identification, monitoring, and response to behavioral, social-emotional, emotional regulation, participation, and safety concerns that affect classroom functioning, learning, relationships, or well-being. Failure to adhere to the Behavior Incident Report Documentation Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.31; 1302.45]  
Child Care Licensing Minimum Standards [746.2803; 746.2805]  
Caring for Our Children Standards [2.2.0.8]

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### Procedure: Behavior Incident Report (BIR)

**Purpose:** Behavior documentation helps staff identify behavioral concerns, social-emotional needs, emotional regulation challenges, participation concerns, and safety issues that may require additional classroom support strengthening, consultation, intervention, or referral.

Behavior Incident Report (BIR) is used to document behavioral, social-emotional, emotional regulation, participation, peer interaction, and safety concerns observed in the classroom. Documentation must remain objective, factual, and focused on observable behaviors and staff responses.

### Behavior Incident Report (BIR)

**Responsible Staff:** Teacher

**Timeline:** By end of school day

Behavior Incident Report (BIR) will be completed when behavioral, emotional, social-emotional, participation, peer interaction, emotional regulation, or safety concerns require documentation, monitoring, follow-up, or intervention planning.

### Examples may include, but are not limited to:

- Difficulty with transitions
- Emotional dysregulation
- Difficulty with self-regulation
- Repeated frustration
- Withdrawal from peers or activities
- Difficulty separating from caregivers
- Repeated peer conflict requiring teacher support
- Difficulty participating in classroom routines
- Emotional distress
- Attention or engagement concerns
- Physical aggression
- Verbal aggression

- Elopement
- Property destruction
- Self-injurious behavior
- Unsafe behavior
- Safety concerns
- Significant classroom disruption

**Teachers will:**

- Complete **all** required sections of the BIR.
- Complete family communication documentation when applicable.
- Inform Site Supervisor via email of BIR
- Sign the report.

If staff are unsure whether documentation is needed, the Site Supervisor should be consulted the same day.

**Site Supervisor Review**

**Responsible Staff:** Site Supervisor

**Timeline:** As needed

**The Site Supervisor will:**

- Review the report.
- Clarify information when needed.
- Recommend and document classroom support strategies in appropriate note section in ChildPlus.
- Sign BIR

**Adjustment Period**

Children may need time to adjust to classroom routines, expectations, relationships, and environments when entering the program or returning from a school break.

During the first 4 weeks following enrollment and for 1 week following return from a school break, teachers will continue implementing Education-led Classroom Management (Tier 1) practices, including:

- Relationship-building
- Classroom routines
- Emotional regulation support
- Transition support
- Positive behavior support strategies

The Behavior Incident Report may be used during adjustment periods to document concerns requiring monitoring, support, or follow-up.

**Monitoring and Follow-Up**

Site Supervisors will review BIRs weekly through ChildPlus Report BIR2.



The Mental Health Coordinator will monitor reports weekly and determine when additional classroom support, consultation, intervention review, observation, referral, or mental health follow-up is needed.

### **Immediate Support Determination**

The tiered intervention process is intended to guide support planning while allowing flexibility when immediate safety or mental health concerns are present.

If behavior involves:

- Physical aggression
- Significant emotional dysregulation
- Elopement
- Unsafe behavior
- Significant classroom disruption
- Safety concerns

The Site Supervisor will notify the Mental Health Coordinator no later than the end of the school day.

The Mental Health Coordinator, in collaboration with program leadership when appropriate, may determine that immediate intervention, observation, consultation, safety planning, referral, Tier 2 support, or Tier 3 support is necessary based on the severity, frequency, intensity, or safety impact of concerns observed.

Intervention procedures are not required to occur in a strict sequence when immediate action is necessary for safety or stabilization.

The Mental Health Coordinator may recommend bypassing standard timelines when concerns involve:

- Immediate safety risks
- Significant emotional or behavioral dysregulation
- Repeated aggression or unsafe behavior
- Severe classroom disruption
- Trauma-related concerns
- Behaviors significantly interfering with participation or functioning
- Other concerns requiring immediate intervention or coordinated support

All decisions regarding accelerated intervention or procedural modification will be documented in ChildPlus under the mental health tab.

## **Positive Behavior Support Family Partnership Planning Procedure**

**Policy:** The program values family partnership and recognizes that collaboration between families and program staff strengthens children's social-emotional development, emotional well-being, participation, relationships, learning, and success. Failure to adhere to the Positive Behavior Support Parent Partnership Planning Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.34; 1302.45]

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### **Procedure: Positive Behavior Support Family Partnership Planning**

**Purpose:** The Positive Behavior Support Family Partnership Plan is used to strengthen collaboration between families and program staff when ongoing concerns require coordinated planning, intervention, or monitoring. The planning process helps families and staff identify strengths, develop shared goals, and coordinate support strategies across home and school settings.

#### **When a Positive Behavior Support Family Partnership Plan May Be Initiated**

A Positive Behavior Support Family Partnership Plan may be initiated when:

- Tier 2 support is being considered or implemented.
- Tier 3 intervention is being considered or implemented.
- Repeated behavioral, social-emotional, emotional regulation, participation, or safety concerns are identified.
- Family concerns are identified.
- Program staff determine additional collaboration would benefit the child.
- The Mental Health Coordinator recommends coordinated planning with the family.

#### **Partnership Planning Meeting**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 1 week of determining a plan is needed

The Mental Health Coordinator will coordinate a Positive Behavior Support Family Partnership Planning meeting.

Participants will include:

- Parent/Guardian
- Family Advocate
- Mental Health Coordinator
- Site Supervisor
- Other program staff as needed

#### **Family Advocate Responsibilities**

The Family Advocate will:

- Support family engagement and participation.
- Participate in planning and follow-up activities when appropriate.

- Assist with addressing barriers to participation.

### **Plan Development and Documentation**

The Positive Behavior Support Family Partnership Plan will document:

- Child strengths
- Family strengths and supports
- Areas of concern
- Shared goals
- Agreed-upon support strategies
- Family input
- Program supports
- Follow-up plans

The completed plan will be maintained in ChildPlus in the Mental Health Tab.

### **Review and Follow-Up**

The Positive Behavior Support Family Partnership Plan may be reviewed during Tier 2 reviews, Tier 3 reviews, consultation meetings, family meetings, or other support planning activities.

The plan may be revised based on:

- Child progress
- Family input
- Intervention response
- Changes in support needs
- New concerns or recommendations

Family participation is encouraged throughout the process. If a parent or guardian declines participation, intervention and support services will continue, and efforts to engage the family will be documented according to program procedures.

### **Education-led Classroom Management (Tier 1)**

Education-led Classroom Management (Tier 1) practices are outlined in the Education Policies and Procedures Manual.

The program uses the Pyramid Model as the foundation for universal classroom practices that support children's social-emotional development, emotional regulation, positive relationships, and behavioral success. Conscious Discipline strategies are integrated throughout classroom practices to strengthen connection, emotional regulation, problem-solving, and positive behavior.

The Mental Health Coordinator (MHC) collaborates with Education staff to support implementation of these practices and may provide consultation, classroom observation, coaching, intervention recommendations, and other support when behavioral, social-emotional, participation, or classroom concerns are identified.

## Tier 2 Targeted Social-Emotional Support Procedure

**Policy:** Tier 2 provides structured short-term support when Education-led Classroom Management (Tier 1) practices are not sufficient to address a child's ongoing social-emotional or behavioral needs. Failure to adhere to the Tier 2 Targeted Social-Emotional Support Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.31;1302.45]  
Child Care Licensing Minimum Standards [746.2803]

### Procedure: Tier 2 Targeted Social-Emotional Support Procedure

**Purpose:** Tier 2 support provides early intervention when children demonstrate behavioral or social-emotional concerns requiring support beyond Education-led classroom management (Tier 1) practices.

The goals of Tier 2 support are to:

- Strengthen targeted classroom support strategies
- Improve emotional regulation
- Address concerns early
- Prevent escalation of challenging behavior
- Determine whether more intensive intervention is needed

The Mental Health Coordinator (MHC) leads Tier 2 review and intervention planning in collaboration with classroom staff, Site Supervisors, and education support staff.

Tier 2 intervention planning may include strengthening or modifying Education-led Classroom Management (Tier 1) practices through consultation with the Mental Health Coordinator.

Behavior Incident Reports are used to document behavioral, social-emotional, emotional regulation, participation, peer interaction, and safety concerns and may be used as part of Tier 2 and Tier 3 review processes.

The presence of 3 related BIRs does not automatically result in Tier 2 intervention but will trigger a review of the child's needs and current supports.

#### When Tier 2 Review Begins

Tier 2 review may begin when documentation, screening results, classroom observations, or staff concerns indicate that Education-led Classroom Management (Tier 1) supports are not adequately addressing a child's social-emotional, behavioral, participation, or regulation needs.

**Indicators that may prompt a Tier 2 review include, but are not limited to:**

- 3 related BIRs
- Screening results indicating continued concern
- Concerns identified through classroom observation or consultation
- Family concerns regarding the child's social-emotional or behavioral functioning
- Recommendation from the Mental Health Coordinator

The Mental Health Coordinator (MHC) will review available information and determine whether Tier 2 intervention, continued monitoring, consultation, observation, mental health service request, or other supports are appropriate.

### **Tier 2 Review Process**

#### **Site Supervisor Review and Observation**

**Responsible Staff:** Site Supervisor

**Timeline:** Within 2 days of the 3rd related BIR

A Site Supervisor observation is required when Tier 2 review is initiated due to 3 related BIRs.

#### **The Site Supervisor will:**

- Review BIR, and related documentation
- Complete a classroom observation using the Behavior Observation Checklist in ChildPlus under the Education Tab.
- Notify the Mental Health Coordinator by email when documentation is complete
  - Email notification will include:
    - **Subject Line:** SS Behavior Observation Complete
    - **Body of Email:** CP# and date observation was completed

During the observation, the Site Supervisor will observe without intervening unless immediate action is required due to a safety concern.

#### **Mental Health Coordinator Review and Referral Initiation**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 3 days of Site Supervisor notification

#### **The MHC will:**

- Review available documentation, including BIRs, observations, screening results, and consultation notes.
- Review Site Supervisor observation findings.
- Consult with the teaching staff and the Site Supervisor if needed
- Complete a classroom observation within 1 week.
- Determine appropriate next steps.

#### **Tier 2 Support Determination**

After MHC observation, MHC will meet with the Education Services Director to discuss next steps. Once MHC has met with the Education Services Director, MHC will schedule a SFR with teachers, Family Advocate, Site Supervisors, Instructional Coach within 1 week of MHC classroom observation to inform of next steps.

#### **If Education-led Classroom Management (Tier 1) support is recommended:**

**The Education Services Director will assign an Instructional Coach to:**

- Complete an observation within 1 week, if needed
- Review documentation in ChildPlus

- Recommend classroom support strategies
- Support implementation
- Conduct follow-up observation within 2–3 weeks
- Notify MHC of ongoing concerns

**Teachers will:**

- Implement recommended strategies
- Continue completing BIRs, when appropriate

**If MH support is needed:**

- The MHC will initiate Tier 2 support by entering in a Mental Health Service Request

**Positive Behavior Support Plan and Implementation**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 1 week of Mental Health Service Request completion

The Mental Health Coordinator (MHC) will develop a Positive Behavior Support Plan before implementation begins..

**The Mental Health Coordinator will:**

- Review available documentation and data
- Gather family input, when appropriate
- Document agreed-upon family strategies
- Develop the Positive Behavior Support Plan
- Enter Positive Behavior Support Plan in ChildPlus
- Review the plan with the teacher and Site Supervisor
- Obtain required signatures

Teaching staff are responsible for implementing agreed-upon strategies consistently throughout daily classroom routines and activities. Teachers will document bi-weekly progress using the teacher note box of the Positive Behavior Support Plan in ChildPlus.

Site Supervisors will document weekly progress using the Supervisor note box of the Positive Behavior Support plan. The Site Supervisor will provide coaching, support, and follow-up as needed to support successful implementation of Tier 2 intervention strategies.

Monitoring will include review of implementation, use of strategies, child response to intervention, and consistency of support.

The Mental Health Coordinator will document all Tier 2 reviews, observations, consultation activities, progress reviews, plan updates, and outcomes in ChildPlus under the Mental Health Tab.

BIRs will continue to be completed during Tier 2 support, when appropriate.



### **Family Collaboration and Support Planning**

A Positive Behavior Support Parent Partnership Plan will be developed when Tier 2 support is initiated and may also be used when additional home-school collaboration is needed.

The Mental Health Coordinator (MHC) will determine when a Positive Behavior Support Parent Partnership Plan is appropriate and will collaborate with the Site Supervisor and Family Advocate throughout the planning process.

Refer to Positive Behavior Support Parent Partnership Plan Procedure.

### **Tier 2 Monitoring Period**

**Responsible Staff:** Mental Health Coordinator

The Mental Health Coordinator will:

- Review bi-weekly progress monitoring documentation
- Review weekly Site Supervisor implementation reviews
- Review BIRS
- Provide consultation, coaching, and implementation support as needed
- Conduct additional observations when needed
- Monitor intervention implementation and child progress

The Mental Health Coordinator will review implementation progress approximately 1 week after intervention initiation and complete formal Tier 2 progress reviews at approximately 2 weeks, 4 weeks, and 6 weeks, unless an alternative review schedule is determined based on the child's needs. Progress reviews will be documented in ChildPlus .

At the 6-week review, the Mental Health Coordinator will determine whether Tier 2 supports should be continued, modified, intensified, faded, discontinued, or referred for Tier 3 intervention review based on the child's progress and ongoing needs.

The Mental Health Coordinator may adjust timelines, monitoring frequency, review schedules, or intervention procedures when additional support or immediate intervention is necessary based on the child's needs or safety concerns.

### **Progress Review**

The Mental Health Coordinator will review progress with classroom staff and involved support staff using Behavior Incident Reports (BIRs), progress monitoring documentation, classroom observations, implementation feedback, and intervention data.

### **Improvement Observed**

- Continue successful strategies.
- Gradually reduce targeted intervention support.
- Transition to Education-led Classroom Management (Tier 1) supports continued monitoring, as appropriate.

**Partial Improvement**

- Revise the Tier 2 Support Plan.
- Continue intervention and monitoring.
- Increase consultation or coaching support as needed.

**Limited Improvement**

- Revise intervention strategies.
- Additional observation, consultation, or assessment.
- Initiate Tier 3 review in accordance with MH-08 Tier 3 Intensive Individualized Support Procedures.
- Continue Tier 2 intervention until Tier 3 recommendations are determined.

**Significant Safety or Mental Health Concerns**

- Immediate intervention review.
- Safety planning, when needed.
- Additional consultation.
- Community referral coordination, when appropriate.
- Other actions determined appropriate by the Mental Health Coordinator and program leadership.

**Tier 2 Targeted Social-Emotional Support Process Summary**

| <b>Action</b>                                                           | <b>Responsible Staff</b>                                         | <b>Timeline</b>                                                          |
|-------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------|
| Site Supervisor Review & Observation                                    | Site Supervisor                                                  | Within 2 days of 3rd related BIR                                         |
| MHC Review & Observation                                                | MHC                                                              | Within 3 days of Site Supervisor notification; observation within 1 week |
| Tier 2 Support Determination                                            | MHC                                                              | Following MHC observation                                                |
| Student/Family Review (SFR)                                             | MHC                                                              | Within 1 week of MHC observation                                         |
| Education-Led Classroom Support (Tier 1) Strengthening (if recommended) | Education Services Director, Instructional Coach, Teaching Staff | Observation within 1 week; follow-up within 2–3 weeks                    |
| Mental Health Service Request (if needed)                               | MHC                                                              | As determined through review process                                     |
| PBSP Development                                                        | MHC                                                              | Within 1 week of Mental Health Service Request                           |
| Family Partnership Planning                                             | MHC, Family Advocate, Site Supervisor                            | As appropriate during Tier 2 process                                     |

|                               |                                  |                                                |
|-------------------------------|----------------------------------|------------------------------------------------|
| PBSP Implementation           | Teaching Staff & Site Supervisor | Daily following PBSP development               |
| Teacher Progress Monitoring   | Teaching Staff                   | Every 2 weeks                                  |
| Site Supervisor Monitoring    | Site Supervisor                  | Weekly                                         |
| MHC Monitoring & Support      | MHC                              | Ongoing                                        |
| Initial Implementation Review | MHC                              | Approximately 1 week after PBSP implementation |
| Formal Progress Reviews       | MHC                              | Approximately 2, 4, and 6 weeks                |
| 6-Week Outcome Decision       | MHC                              | Approximately 6 weeks after implementation     |

### **Tier 3 Intensive Individualized Support**

**Policy:** Tier 3 provides individualized intervention for children whose social-emotional or behavioral needs continue despite Tier 2 support or when concerns significantly interfere with safety, participation, relationships, emotional regulation or classroom functioning. Failure to adhere to the Tier 3 Intensive Individualized Support Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.31;1302.45]  
Child Care Licensing Minimum Standards [746.2803]

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#### **Procedure: Tier 3 Intensive Individualized Support Procedure**

**Purpose:** Tier 3 intervention provides individualized support when targeted intervention and classroom support strategies are not enough to address ongoing social-emotional, behavioral participation, or safety concerns.

The goals of Tier 3 support are to:

- Identify child strengths and factors contributing to behavior or emotional responses
- Teach replacement skills and emotional regulation strategies
- Strengthen staff response and implementation strategies
- Reduce concerns affecting participation, relationships, learning or safety
- Improve emotional regulation, classroom participation and overall success within daily routines and activities

The Mental Health Coordinator (MHC) leads Tier 3 review, assessment, intervention planning, implementation support and progress monitoring in collaboration with classroom staff, families, and program leadership.

#### **When Tier 3 Begins**

Tier 3 review begins when documentation, progress review, assessment findings, or significant concerns indicate that individualized intervention is needed.

Tier 3 may be considered when:

- Tier 2 strategies have been implemented with limited progress
- Social-emotional or behavioral concerns continue to significantly disrupt classroom participation, peer relationships, learning or classroom functioning
- Concerns involve repeated or significant safety risks
- Emotional regulation difficulties continue despite targeted intervention and support
- Withdrawal, distress, or behavioral patterns interfere with daily participation in routines and activities
- Individualized intervention is needed to support successful classroom participation and progress
- Assessment findings indicate a need for individualized intervention planning

An Internal Mental Health Service Request initiated during Tier 2 will remain active throughout Tier 3 intervention. A new internal mental health service request is not required unless a separate concern or additional area of support is identified.

### **Mental Health Coordinator Review**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Within 1 week of Tier 3 determination

The Mental Health Coordinator will complete a review process to gather information needed to support intervention planning and determine appropriate behavioral, social-emotional, emotional regulation, participation, safety, and classroom support needs.

As part of the review process, the Mental Health Coordinator will:

- Complete a classroom observation with a Functional Behavioral Assessment (FBA).
- Review current and previous intervention strategies, progress monitoring data, and support efforts.
- Review available documentation, including BIRs, screening results, service requests, observations, consultation records, and previous support plans, as applicable.
- Gather family input and teacher feedback as needed.
- Collect additional information needed to support intervention planning.
- Complete additional consultation, assessment, observation, or information-gathering activities, as determined appropriate.

Assessment findings, recommendations, and intervention planning information will be documented in ChildPlus and used to guide development of the Positive Behavior Support Plan (PBSP).

### **Student/Family Review (SFR)**

#### **Team Review and Planning**

**Responsible Staff:** Mental Health Coordinator (MHC)

**Timeline:** Within 1 week review completion

When Tier 3 intervention is initiated, the Mental Health Coordinator will coordinate a SFR to discuss assessment findings, identify support needs, gather team input, and review the Positive Behavior Support Plan (PBSP) draft.

Participants may include:

- Teacher
- Site Supervisor
- Family Advocate
- Instructional Coach
- Disabilities Coordinator, when applicable
- Other program staff, consultants, or service providers, when appropriate

Family participation and agreed-upon home strategies will be documented as part of intervention planning. Disabilities staff will participate when developmental concerns, behavioral concerns, existing support plans, or special education services require additional coordination.

Recommendations, decisions, and next steps discussed during the SFR will be documented in ChildPlus and used to finalize the Positive Behavior Support Plan (PBSP).

### **Positive Behavior Support Plan (PBSP)**

**Responsible Staff:** Mental Health Coordinator

**Timeline:** Finalized within 3 days of the SFR; implementation meeting held within 1 week of SFR

Following the SFR, the MHC will develop and finalize the Positive Behavior Support Plan (PBSP) based on:

- Functional Behavioral Assessment (FBA) findings
- Classroom observations
- Intervention data
- Family input
- SFR recommendations
- Other relevant documentation and information gathered during the review process

When safety concerns are identified, the Mental Health Coordinator will work with the Facilities & Maintenance Coordinator to develop an individualized Safety Plan in collaboration with staff and families. Safety Plans will be reviewed and updated as needed based on changes in behavior, intervention response, or safety concerns.

Once finalized, the Mental Health Coordinator will schedule a PBSP review and implementation meeting with the teaching staff and Site Supervisor.

### **During the implementation meeting, the Mental Health Coordinator will:**

- Review the finalized PBSP with teaching staff and the Site Supervisor.
- Review implementation expectations, support strategies, and progress monitoring procedures.
- Obtain required signatures.
- Answer questions and clarify responsibilities related to plan implementation.
- Establish the date for the initial PBSP progress review.
- Upload the finalized PBSP to the Education tab in ChildPlus.

### **Family Collaboration and Support Planning**

A Positive Behavior Support Partnership Plan will be developed when Tier 3 support is initiated and may also be used when additional home-school collaboration is needed.

The Mental Health Coordinator (MHC) will determine when a Positive Behavior Support Partnership Plan is appropriate and will collaborate with the Site Supervisor and Family Advocate throughout the planning process.

Refer to Positive Behavior Support Parent Partnership Plan Procedure.

### **Tier 3 Monitoring Period**

**Responsible Staff:** Teachers, Site Supervisor, Mental Health Coordinator

Teaching staff are responsible for implementing agreed-upon strategies consistently throughout daily classroom routines and activities. Teachers will document bi-weekly progress using the teacher note box of the Positive Behavior Support Plan in ChildPlus.

Site Supervisors will document weekly progress using the Supervisor note box of the Positive Behavior Support plan. The Site Supervisor will provide coaching, support, and follow-up as needed to support successful implementation of Tier 2 intervention strategies.

Monitoring will include review of implementation, use of strategies, child response to intervention, and consistency of support.

The Mental Health Coordinator will document all Tier 3 reviews, observations, consultation activities, progress reviews, plan updates, and outcomes in ChildPlus under the Mental Health Tab.

BIRs will continue to be completed during Tier 3 support, when appropriate.

The Mental Health Coordinator will:

- Review weekly progress monitoring documentation
- Review weekly Site Supervisor implementation reviews
- Review BIRS
- Provide consultation, coaching, and implementation support as needed
- Conduct additional observations when needed
- Monitor intervention implementation and child progress

The Mental Health Coordinator will review implementation progress approximately 1 week after intervention initiation and complete formal Tier 3 progress reviews at approximately 2 weeks, 4 weeks, and 6 weeks, unless an alternative review schedule is determined based on the child's needs. Progress reviews will be documented in ChildPlus .

At the 6-week review, the Mental Health Coordinator will determine whether Tier 3 supports should be continued, modified, intensified, faded, discontinued, or referred for Tier 2 intervention review based on the child's progress and ongoing needs.

The Mental Health Coordinator may adjust timelines, monitoring frequency, review schedules, or intervention procedures when additional support or immediate intervention is necessary based on the child's needs or safety concerns.

### **Progress Review**

The Mental Health Coordinator will review progress with classroom staff and involved support staff using Behavior Incident Reports (BIRs), progress monitoring documentation, classroom observations, implementation feedback, and intervention data.



**Improvement Observed**

When progress is demonstrated and identified concerns have decreased:

- Continue successful strategies.
- Continue current PBSP support.
- Gradually reduce intensive monitoring.
- Consider fade-down planning.
- Consider transition to Tier 2 or Tier 1 support when appropriate.

**Partial Improvement**

When some progress is demonstrated but concerns continue to impact participation or functioning:

- Revise the PBSP, as needed.
- Continue intervention and monitoring.
- Increase consultation, coaching, or implementation support.
- Continue Tier 3 intervention.

**Limited Improvement**

When limited or no progress is demonstrated:

- Revise intervention strategies.
- Complete additional assessment, observation, or information gathering.
- Increase consultation and implementation support.
- Develop expanded support planning.
- Continue Tier 3 intervention.
- Consider referral coordination.

**Significant Safety or Mental Health Concerns**

When concerns involve safety risks, significant emotional distress, severe behavioral concerns, or increased mental health needs:

- Conduct an immediate SFR
- Review or revise the Safety Plan, when applicable.
- Implement other actions determined appropriate by the Mental Health Coordinator and program leadership

### Tier 3 Intensive Individualized Support Process Summary

| Action                        | Responsible Staff                                          | Timeline                                       |
|-------------------------------|------------------------------------------------------------|------------------------------------------------|
| Tier 3 Need Identified        | MHC                                                        | Ongoing                                        |
| Tier 3 Determination          | MHC                                                        | Following Tier 2 review or assessment findings |
| MHC Review & Assessment       | MHC                                                        | Within 1 week of Tier 3 determination          |
| SFR                           | MHC                                                        | Within 1 week of review completion             |
| PBSP Development              | MHC                                                        | Finalized within 3 days of SFR                 |
| Safety Planning (if needed)   | MHC & Facilities/Maintenance Coordinator                   | As needed                                      |
| PBSP Implementation Meeting   | Mental Health Coordinator, Teaching Staff, Site Supervisor | Within 1 week of SFR                           |
| Family Partnership Planning   | MHC, Family Advocate, Site Supervisor                      | As appropriate during Tier 3 process           |
| PBSP Implementation           | Teaching Staff & Site Supervisor                           | Daily following PBSP development               |
| Teacher Progress Monitoring   | Teaching Staff                                             | Every 2 weeks                                  |
| Site Supervisor Monitoring    | Site Supervisor                                            | Weekly                                         |
| MHC Monitoring & Support      | MHC                                                        | Ongoing                                        |
| Initial Implementation Review | MHC                                                        | Approximately 1 week after PBSP implementation |
| Formal Progress Reviews       | MHC                                                        | Approximately 2, 4, and 6 weeks                |
| 6-Week Outcome Decision       | MHC                                                        | Approximately 6 weeks after implementation     |

## **Mental Health Crisis Response Procedure**

**Policy:** The program will establish, follow, and practice procedures to maintain safety during a mental health crisis involving a child, family member, or staff member. Failure to adhere to the Mental Health Crisis Response Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards  
[1302.45;1302.47(b)(7)(i);1302.102(d)(1)(ii)]  
Child Care Licensing Minimum Standards [746.3703; 746.307]  
Caring for Our Children Standards [9.2.4.1]

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### **Procedure: Mental Health Crisis Response Procedure**

**Purpose:** The Mental Health Crisis Response Procedure is intended to protect the safety of children, families, and staff through immediate response, supervision, communication, and follow-up during crisis situations.

Staff will respond to crisis situations using calm, clear, and consistent procedures. Staff will use developmentally appropriate de-escalation and co-regulation strategies while maintaining safety.

All program staff, volunteers, and community partners share responsibility for maintaining the safety and well-being of children participating in the program.

Children enrolled in collaboration sites with local school districts or community partners will also receive services in accordance with partner site safety procedures when applicable. The Head Start Program will coordinate with partner sites while continuing to coordinate support for the child and family

#### **Definition of a Mental Health Crisis**

A mental health crisis includes situations in which a child, family member, or staff member:

- Expresses intent to harm self
- Expresses intent to harm others
- Demonstrates behavior indicating immediate emotional distress or loss of behavioral control
- Engages in behavior creating immediate safety concern

All statements, threats, gestures, or behaviors suggesting harm will be treated seriously and responded to immediately.

Staff will not independently assess the validity or seriousness of statements suggesting harm and will follow crisis response procedures immediately.

### Immediate Crisis Response Decision Grid

| Step | Situation / Question                                                                                                                | Required Action                                                                                | Responsible Staff      | Timeline                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------|------------------------------|
| 1    | Child, family member, or staff member makes a statement, gesture, threat, or exhibits behavior suggesting self-harm, harm to others | Remain calm and immediately notify the Site Supervisor or Principal                            | Staff observing crisis | Immediately                  |
| 2    | Individual remains emotionally unstable or behavior presents concern                                                                | Maintain continuous supervision & reduce access to potentially harmful objects or unsafe areas | SS /Assigned Staff     | Immediately                  |
| 3    | Immediate safety risk present?                                                                                                      | Determine whether emergency response is needed                                                 | SS /Principal          | Immediately                  |
| 4A   | YES-Immediate danger present                                                                                                        | Call 911                                                                                       | SS / Principal         | Immediately                  |
| 4B   | NO-Immediate danger not present                                                                                                     | Continue supervision and contact MHC                                                           | SS                     | Immediately                  |
| 5    | Mental Health Coordinator notified                                                                                                  | Complete risk assessment & determine next steps                                                | MHC                    | Immediately                  |
| 6    | Program leadership needed                                                                                                           | Notify Program Director                                                                        | SS                     | ASAP                         |
| 7    | Parent/guardian needs contact                                                                                                       | Contact family & arrange conference if appropriate                                             | MHC                    | Same day                     |
| 8    | Risk assessment indicates additional planning is needed                                                                             | Develop safety plan with family when indicated                                                 | MHC                    | Same day / follow-up meeting |
| 9    | Incident complete                                                                                                                   | Complete ChildPlus incident documentation                                                      | Staff involved / SS    | Same day                     |
| 10   | External reporting required                                                                                                         | Follow program reporting procedures                                                            | Program Director       | Within required timelines    |
| 11   | Follow-up needed                                                                                                                    | Provide referral, consultation, or continued support                                           | MHC/FA                 | Ongoing until stabilized     |

## **Documentation and Follow-Up**

### **Incident Documentation**

**Responsible Staff:** Staff involved / Site Supervisor

**Timeline:** Same day

A ChildPlus incident report will be completed as soon as possible following the crisis event.

Documentation will include:

- Factual description of the event
- Immediate actions taken
- Supports or interventions provided
- Individuals notified
- Actions initiated following the incident

### **External Reporting**

**Responsible Staff:** Program Director

**Timeline:** Within required timelines

When required, the Program Director will complete external reporting through Head Start systems or other required reporting processes.

Required external reporting, including child protection reporting when applicable, will follow program reporting procedures and applicable reporting timelines.

### **Follow-Up Support**

**Responsible Staff:** Mental Health Coordinator / Family Advocate

Following the immediate crisis response, additional services and supports will be provided as needed to support stabilization, classroom participation, and ongoing safety planning.

Follow-up support may include:

- Referral to mental health services
- Staff consultation
- Safety planning
- Community resource connection
- Classroom support recommendations
- Additional observation or monitoring
- Revision of intervention strategies or support plans
- Staff debriefing or reflective support following crisis situations

The Family Advocate will assist with family communication, referral access, and coordination of community resources when needed. The Mental Health Coordinator will monitor intervention and support activities until immediate concerns have stabilized and appropriate supports are in place.

## Staff Wellness Procedure

**Policy:** The program recognizes that staff well-being is important to maintaining supportive learning environments for children and families. Staff members play an important role in supporting the development and well-being of young children and their families. Failure to adhere to the Staff Wellness Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.93]

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### Procedure: Staff Wellness

**Purpose:** This procedure outlines how the program promotes staff well-being, resilience, and access to wellness resources, consultation, and supportive services within program scope.

The program promotes staff wellness through consultation, wellness activities, professional development, and access to mental health resources.

The Mental Health Coordinator (MHC) supports staff wellness activities, reflective consultation, and emotional well-being support within program scope.

### Program-Wide Staff Wellness Supports

The program will provide activities and resources intended to support staff well-being and reduce workplace stress.

Wellness supports may include, but are not limited to:

- Wellness materials and training
- Stress management and resilience-building resources
- Wellness activities during staff meetings or training
- Employee wellness information
- Wellness initiatives available through employee benefits
- Staff appreciation and morale-building activities

### Site-Based Wellness Planning

Each site will develop a Staff Wellness Action Plan (SWAP) at the beginning of the program year. Site wellness planning will be completed collaboratively by site staff and site leadership to support staff morale, resilience, and workplace wellness.

Plans may include:

- Staff wellness activities
- Professional development related to wellness
- Morale-building activities
- Staff-selected wellness goals

Each site will submit its Staff Wellness Action Plan to the Mental Health Coordinator within 45 school days of the beginning of the program year.

The Mental Health Coordinator will review site wellness plans and provide feedback, when needed.

Staff Wellness Action Plan (SWAP) activities will also be reviewed during monthly site visits with the Site Supervisor.

### **Staff Wellness Support Process**

**Responsible Staff:** All Staff

Staff will participate in wellness reflection activities throughout the year.

These activities are intended to strengthen awareness of stress, resilience, self-care practices, and personal wellness priorities

These activities may include:

- Wellness surveys
- Resilience reflection tools
- Wellness goal-setting activities
- Staff wellness discussions

### **Mental Health Coordinator Responsibilities**

The Mental Health Coordinator will:

- Support implementation of Staff Wellness Action Plans (SWAPs).
- Provide consultation, resources, and wellness support within program scope.
- Coordinate wellness activities and wellness education opportunities.
- Assist with identifying additional support resources when requested.
- Review staff wellness trends and needs to support program-wide wellness planning.
- Maintain documentation according to program procedures.



### **Mental Health Ongoing Monitoring Plan**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality mental health services that are developmentally appropriate, culturally responsive, and linguistically inclusive. These services are designed to promote each child's overall well-being, support social-emotional development, and strengthen school readiness. The Mental Health Ongoing Monitoring Plan provides continuous oversight to ensure that all mental health practices are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 45 CFR 1302.45, 1302.46, 1302.93

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive Mental Health services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including an ongoing system of oversight and continuous quality improvement. CAI Head Start ensures timely, coordinated, and responsive mental health services for all children and families.

| Area Monitored                          | Frequency           | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                  |
|-----------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Applications                            | Weekly              | Mental Health Coordinator will check the ChildPlus To-Do List <b>26/27 Incomplete needs Mental Health Review</b> to review applications that may need mental health eligibility points. |
| ASQ-SE 45 Day Requirement               | Weekly              | Mental Health Coordinator will check the ChildPlus To-Do list ASQ-SE 45 Days Requirement                                                                                                |
| ASQ-SE Follow-Up                        | Weekly              | Mental Health Coordinator will check the ChildPlus To-Do list ASQ-SE Follow-Up Needs                                                                                                    |
| Behavior Incident Reports (BIR)         | Weekly              | MHC will check the ChildPlus BIR2 report                                                                                                                                                |
| Internal Mental Health Service Requests | Monthly             | MHC will check the ChildPlus Report 4015 (MH Active Caseload filter)                                                                                                                    |
| Positive Behavior Support Plans         | Weeks 1, 2, 4, 6    | MHC will complete progress monitoring and implementation observations and documentation                                                                                                 |
| PBSP Progress Monitoring                | Weekly              | MHC will verify teacher, SS, and MHC documentation completion                                                                                                                           |
| Family Partnership Plans                | Monthly             | MHC will review completion and follow-up                                                                                                                                                |
| Site Visits                             | Monthly             | MHC will complete site visits and documentation in ChildPlus Internal Monitoring                                                                                                        |
| Student Family Review                   | As needed<br>Weekly | MHC will participate in SFR's as needed. ChildPlus to-do list - SFR's that need Education/Disability/ MH Support will be checked by MHC Weekly to complete any necessary follow-ups.    |

**Staff Mental Health Monitoring**

| <b>Area Monitored</b> | <b>Frequency</b>         | <b>Follow-Up / Oversight/<br/>Monitoring Tool</b> |
|-----------------------|--------------------------|---------------------------------------------------|
| Staff MH Tracking Log | Monthly                  |                                                   |
| Site Wellness Plan    | First 45 Days<br>Monthly |                                                   |
|                       |                          |                                                   |
|                       |                          |                                                   |

## Mental Health Resources

### Mental Health Definitions

**Behavior Incident Report (BIR):** Documentation used to record significant behavioral, safety, social-emotional, participation concerns or recurring behaviors that may require follow-up, monitoring, or additional support. Parent/guardian signature is required.

**Challenging Behavior:** Behavior that interferes with a child's participation, learning, relationships, managing feelings, or safety and indicates that additional teaching or support may be needed.

**Classroom Climate:** The overall emotional environment of the classroom, including relationships, routines, interactions, engagement, and the sense of safety and belonging experienced by children and staff.

**Community Mental Health Referral:** A referral to a community-based mental health provider when a child, family member, or staff member may benefit from services beyond those available through the Head Start program. Community services may be provided alongside ongoing Head Start mental health support.

**Conscious Discipline:** A relationship-based social-emotional and classroom management approach used to support connection, managing feelings, problem-solving, and positive classroom relationships.

**Co-Regulation:** Support provided by an adult to help a child manage feelings, regain calm, and return to participation through connection, guidance, and responsive interaction.

**Cozy Corner:** A designated classroom support area used to teach and practice calming strategies, managing feelings, and co-regulation skills. Cozy Corners are never used for punishment, exclusion, or time-out.

**Family Partnership:** A collaborative process in which families and program staff work together to identify strengths, priorities, concerns, and goals while supporting child and family success.

**Feeling Buddies:** Classroom tools used to help children recognize feelings, practice calming strategies, solve problems, and build social-emotional skills through guided instruction and play.

**Functional Behavioral Assessment (FBA):** A structured process used to better understand a child's behavior by identifying patterns, possible triggers, environmental factors, and support needs to guide individualized planning.

**Instructional Coach (IC):** Program staff who provide classroom coaching, feedback, and implementation support to teaching staff. Instructional Coaches collaborate with Education and

Mental Health staff to strengthen classroom practices and support successful implementation of social-emotional and positive behavior support practices.

**Internal Mental Health Service Request (IMHSR):** The formal process used to request Mental Health Coordinator involvement, consultation, observation, support planning, monitoring, referral coordination, family support, or other mental health-related services.

**Labeled Praise:** Specific, positive feedback that tells a child exactly what they did well in order to encourage and strengthen positive skills and behaviors.

**Managing Feelings:** A child's ability to recognize, express, and respond to emotions in ways that support participation, relationships, learning, and problem-solving.

**Mental Health Consultation:** A collaborative process in which the Mental Health Coordinator partners with staff and families to provide observation, guidance, coaching, support planning, and recommendations that strengthen children's social-emotional development, participation, and success.

**Mental Health Coordinator (MHC):** The staff member responsible for coordinating mental health services, providing consultation and coaching, supporting individualized planning, monitoring progress, and coordinating referrals and family support across the program.

**Mental Health Crisis:** A situation in which a child, family member, or staff member experiences emotional distress or a safety concern requiring an immediate response, support, assessment, or follow-up in accordance with program procedures.

**Mental Health Observation:** A structured observation used to better understand a child's participation, relationships, classroom interactions, strengths, and support needs to guide consultation and support planning.

**Participation:** A child's ability to engage successfully in classroom routines, learning activities, relationships, and daily experiences with appropriate support.

**Positive Behavior Support (PBS):** A proactive, relationship-based approach that focuses on preventing challenges, teaching new skills, encouraging positive behavior, and providing supportive responses to promote participation, relationships, and success.

**Positive Behavior Support Family Partnership Plan:** A collaborative planning document used to strengthen home-school communication, identify family priorities and successful strategies, and support consistency between home and school when additional social-emotional or behavioral support is needed.

**Positive Behavior Support Plan (PBSP):** An individualized support plan developed collaboratively by education staff, families, and the Mental Health Coordinator to strengthen a child's participation, relationships, communication, ability to manage feelings, and safety.

Positive Behavior Support Plans are organized using the Prevent–Teach–Reinforce–Respond (PTRR) Framework, which guides prevention, skill teaching, encouragement, and supportive adult responses.

**Positive Behavior Support Plan (PBSP) Snapshot:** A brief summary of key PBSP goals, supports, strategies, and staff responses designed to provide quick-reference guidance for classroom staff implementing the PBSP.

**Positive Reinforcement:** Encouragement, recognition, or positive feedback provided after a desired skill or behavior to increase the likelihood that it will occur again.

**Prevent–Teach–Reinforce–Respond (PTRR) Framework:** A four-part Positive Behavior Support framework used to guide individualized support planning, implementation, and progress monitoring.

- **Prevent:** Arrange the environment, routines, and supports to promote success and reduce the likelihood of challenges.
- **Teach:** Intentionally teach and practice the social-emotional, communication, and participation skills the child needs to be successful.
- **Reinforce:** Recognize, encourage, and acknowledge the child's use of new skills and positive participation.
- **Respond:** Provide calm, supportive, and consistent adult responses that help the child manage feelings, regain participation, and continue learning.

**Progress Monitoring:** An ongoing process of reviewing observations, documentation, implementation, and child progress to determine whether supports are effective and whether adjustments are needed.

**Protective Factors:** Individual, family, classroom, or community strengths that promote resilience, healthy development, and positive outcomes despite stress or adversity.

**Pyramid Model:** An evidence-based framework that promotes children's social-emotional development through universal classroom practices, targeted supports, and individualized supports. The program uses the Pyramid Model as the foundation for classroom practices and Positive Behavior Support planning.

**Reflective Consultation:** A collaborative conversation that encourages staff to reflect on classroom experiences, relationships, challenges, strengths, and support strategies in order to strengthen practice and promote professional growth.

**Safety Plan:** A written plan developed collaboratively when a child requires additional support to maintain emotional or physical safety. The plan identifies prevention strategies, adult responses, supports, monitoring, and follow-up to promote safe participation at school.

**Social-Emotional Competence:** A child's ability to manage feelings, build relationships, communicate effectively, solve problems, and participate successfully in social situations and daily routines.

**Social-Emotional Screening:** A process used to identify children who may benefit from additional support or monitoring.

**Teacher Proximity:** A proactive support strategy in which an adult intentionally stays physically close to a child to provide encouragement, guidance, and support before a child needs additional support.

**Tier 1 – Education-Led Classroom Supports:** Universal classroom practices and supports provided for all children to promote participation, relationships, managing feelings, and social-emotional development. Tier 1 includes predictable routines, relationship-based practices, social-emotional instruction, and positive behavior support strategies.

**Tier 2 – Targeted Social-Emotional Supports:** Targeted supports provided when Tier 1 classroom supports are not sufficient to address ongoing social-emotional, participation, relationships, communication, or behavior concerns.

**Tier 3 – Intensive Individualized Supports:** Individualized supports provided when concerns continue despite targeted supports or when participation, social-emotional, behavioral, or safety concerns require individualized planning and ongoing monitoring.

**Trauma-Informed Practices:** Relationship-based practices that recognize the impact of stress and adversity while promoting emotional safety, trust, connection, collaboration, and supportive responses.

**Mental Health Support Process Map**

| Step                                                                                  | Approximate Timeline                         |
|---------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Tier 1 Education-led Classroom Supports</b>                                        | Ongoing                                      |
| <b>Concern Identified</b>                                                             | As concerns emerge                           |
| <b>Site Supervisor Observation</b>                                                    | Within 2 working days of the 3rd related BIR |
| <b>Internal Mental Health Service Request (IMHSR)/Consult with Education Director</b> | Same day or within 2 working days            |
| <b>MHC Information Gathering</b>                                                      | Within 2–3 working days of IMHSR             |
| <b>MHC Observation &amp; Consultation</b>                                             | Within 1 week of IMHSR                       |



|                                                             |                                                                  |
|-------------------------------------------------------------|------------------------------------------------------------------|
| <b>Determine Appropriate Supports</b>                       | Following observation                                            |
| <b>Student/Family Review (SFR)</b>                          | Within 1 week of observation                                     |
| <b>Positive Behavior Support Family Partnership Meeting</b> | During support planning                                          |
| <b>Develop PBSP</b>                                         | Within 1 week of SFR                                             |
| <b>PBSP Implementation Meeting</b>                          | Before implementation begins                                     |
| <b>Implement Supports</b>                                   | Daily                                                            |
| <b>Initial Implementation Review</b>                        | Approximately 1 week after implementation                        |
| <b>Progress Monitoring</b>                                  | Approximately 2, 4, and 6 weeks after implementation             |
| <b>Review &amp; Next Steps</b>                              | Approximately 6 weeks after implementation (or sooner if needed) |
| <b>Service Closure</b>                                      | When goals are achieved                                          |

#### **Guiding Principle**

Mental Health Services are individualized and flexible. Not every child will move through every step or require the same level of support. The goal is always to strengthen children's participation, relationships, social-emotional development and success within their everyday learning environment.

#### **Tiered Social-Emotional & Behavioral Support System**

| <b>Tier</b>                                      | <b>Purpose</b>                                                                                                                           | <b>Examples of Supports</b>                                                                                                                                                                                                                                                  |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier 1 – Education-Led Classroom Supports</b> | Universal supports provided for all children to promote participation, relationships, managing feelings, & social-emotional development. | <ul style="list-style-type: none"> <li>● Pyramid Model practices</li> <li>● Conscious Discipline strategies</li> <li>● Positive behavior guidance</li> <li>● Prevention-focused classroom practices</li> <li>● Relationship-based &amp; trauma-informed practices</li> </ul> |

|                                                    |                                                                                                     |                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tier 2 – Targeted Social-Emotional Supports</b> | Targeted consultation, intervention, & progress monitoring for children needing additional support. | <ul style="list-style-type: none"> <li>● Mental Health consultation</li> <li>● Classroom observation</li> <li>● Family collaboration</li> <li>● Targeted social-emotional skill instruction</li> <li>● Individualized classroom strategies</li> <li>● Progress monitoring</li> <li>● Ongoing consultation &amp; follow-up</li> </ul> |
| <b>Tier 3 – Intensive Individualized Supports</b>  | Intensive, individualized planning & coordinated intervention.                                      | <ul style="list-style-type: none"> <li>● Functional Behavioral Assessment (FBA)</li> <li>● Individualized Positive Behavior Support Plan (PBSP)</li> <li>● Intensive progress monitoring</li> <li>● Frequent Mental Health consultation</li> <li>● Team collaboration</li> <li>● Family collaboration</li> </ul>                     |



# Head Start Program Disability Policies & Procedures 2026-2027

**Effective Date (s) of Disability Policies & Procedures:** The effective date of all Disability policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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## **Disability Service Plan**

### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.60, 1302.61, 1302.62, 1302.11, 1302.13, 1302, 1302.31, 1302.32, 1302.33, 1302.44, 1302.63, 1302.70, 1302.71, 1303.92, 1303.91, 1302.92, 1303.21, 1302.22, 1303.75

### **CHILDCARE LICENSING STANDARDS**

746.123(57), 746.201(10), 746.2201, 746.2202

### **CARING FOR OUR CHILDREN STANDARDS**

1.1.1.1 - 1.1.1.5, 1.4.1.1/1.4.2.3, 2.1.1.4

### **I. GENERAL APPROACH**

Community Action Inc. of Central Texas Head Start Program maintains a Disabilities Services Plan. The Plan is updated annually using information gathered from the Community Needs Assessment for CAI, the Self-Assessment completed by staff and community partners, and information acquired during annual planning by the management team, to ensure that our program meets the needs of children with disabilities. The purpose of this plan is to describe the integration of children with disabilities in all components of Head Start services and to clarify how our resources are used efficiently and effectively to serve children with disabilities and their families. The goal of CAI is to enroll children with disabilities in the Program at a rate of at least 10% of total enrollment and to serve them in a comprehensive environment, in addition to integrating children with disabilities into all components of the Program. The purpose is to prepare parents of children with disabilities to be their child's primary advocate and to provide the center staff with the knowledge to effectively integrate services for children with disabilities into their classroom activities.

The program serves a varied population with a wide range of cultural, socioeconomic, and linguistic backgrounds. Each family is served in a unique, customized service delivery to meet each family's unique needs. The families have input at all levels of the plan development. Specific information about parents' needs is collected when the Family Advocate and/or Disabilities Coordinator meet with the parents to determine the specific needs of the family upon entering the program, or upon the diagnosis of the child. Ongoing information is collected when meeting with parents on an as-needed basis throughout the program year. In addition, families provide information about their specific needs in the area of disabilities (and across all content areas) during the Family Needs Assessment and Family Partnership Agreement.

### **II. GOAL**

The goal is to provide high-quality education in a supportive environment where every child and family is valued. All children, including those with disabilities, participate in daily activities alongside their peers. This approach encourages relationships, a sense of belonging, and access to the experiences children need to learn and grow.

### **III. SCHOOL READINESS**

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

CAI Head Start is committed to providing high-quality educational services in a supportive, accessible environment to eligible children with any disabilities through its Head Start Program. As per Part C and Part B of the Individuals with Disabilities Act (IDEA) the program is open to serving children who are suspected of or have been diagnosed with developmental delays in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development or adaptive development, such as children who range from mild articulation difficulties to children with severe motor and cognitive delays who are served cooperatively with Early Childhood Intervention, birth to 3 years Program (ECI), and Local Education Agency (LEA). This approach allows children, even those with severe developmental delays, to be in a supportive setting with age-appropriate peers to the maximum extent possible. The least restrictive environment (LRE) is carefully considered for each Head Start child with a disability, and the determination of the appropriate setting is made in an Admission, Review, Dismissal (ARD) or Individual Family Service Plan (IFSP) meeting on an individualized basis.

Comprehensive and differentiated instruction is highly encouraged at all times during program hours. The Disability Coordinator works closely with the teachers to integrate any treatment or program modifications into the environment, curriculum, and group activities that otherwise occur in the classroom. Therapists, ECI case managers, and LEA providers are encouraged to come into the HS/ EHS setting to treat the children and share their methods and activities with the teachers so they can be continued throughout the day/week as needed.

The program ensures that services to children are highly individualized. The Disability Coordinator, in collaboration with the family, LEA/ECI staff, and Private providers, works with center teachers and the Education Team, composed of the Education Service Director and Instructional Coaches, to make necessary modifications to ensure that children with special needs can participate in the full range of curriculum and program activities. Sometimes this means a smaller teacher-student ratio is necessary to help the child reach his/her individualized goals. The Disability Coordinator works with the center staff and the Education Team to determine if support is needed in the classroom to help the child meet his/her individualized goals and to be able to participate in all areas of the HS curriculum (large group, small group, centers, meals). The goal is for the child to learn skills to be able to be self-sufficient in the classroom setting with the regular teacher-child ratio. Effective transition practices have been developed that focus on the individual needs of all children and families, keeping in mind the developmental, social, physical, and emotional differences of those children and families within the



community.

#### **IV. SAFE ENVIRONMENTS**

Children with a learning disability, speech or language disorder, hearing or visual impairment, physical disability, autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), or other types of impairment may need special accommodations or modifications in the classroom. The program holds strict guidance to keep all children safe while they are in care. For this reason, safety and safe environments are considered the responsibility of all agency employees, consultants, and volunteers. The Disability Coordinator is consistently monitoring for any safety concerns when visiting sites. The Disability Coordinator communicates any observed safety concerns to the Site Supervisor, center staff, and the Facilities & Maintenance Coordinator.

**Making Services Accessible:** As children with disabilities enter our program, the Head Start Program Director, Facilities & Maintenance Coordinator, and Disability Coordinator assess the buildings and playgrounds where the children will be attending school to determine if any changes need to be made to ensure accessibility for all students.

**Securing of Appropriate Materials and Equipment:** During the program year, the Disability Coordinator confers with the Program Director on proposed purchases of equipment, specialized furniture, or materials to serve children with Individualized Education Plans (IEPs)/Individualized Family Service Plans (IFSPs). On an annual basis, the budgeting process is used to identify and allocate the resources required to provide appropriate materials and equipment specific to the needs of the children we serve. The Disability Coordinator works closely with ECI programs, LEAs, Medicaid, private insurance programs, and private home health agencies to ensure resources are being used efficiently and effectively to provide materials for children with disabilities. All community resources are explored before HS purchases specialized equipment.

**Modified Program Options:** Modifications are made for Head Start children receiving services from an ISD by allowing them to attend the ISD program for half of the day and the Head Start program for the other half.

#### **V. MONITORING SYSTEMS**

In the disability service area, we use an Ongoing Monitoring Plan to assess all disability services. The primary tool for disability monitoring is the Program's Data Management System (ChildPlus), which shows the number of children with suspected and diagnosed disabilities and whether we are successfully making 10% of enrollment slots available for such children.

#### **VI. ASSESSMENT & DATA EVALUATION**

The program will use the Ongoing Monitoring Plan, assessments, & evaluations to improve program quality and effectiveness, to ensure that all children are Pre-K/Kindergarten ready. Assessments provide valuable

information about each child's strengths and needs and give a snapshot of whether the child's development is on track. It helps inform curriculum planning, teaching, and individualizing for each child across all Head Start Early Learning Outcomes Framework domains.

In addition, the program uses research-based developmental screenings to identify suspected disability or developmental concerns.

- Ages and Stages Questionnaire-3 (ASQ-3) *screenings* are used for newly enrolled children within 45 days of program entry. If potential concerns are identified on the screener, children receive follow-up.
- During enrollment, the Disability Coordinator works in collaboration with the Family Advocate to schedule a follow-up initial meeting with the parent(s) to determine the best way to address any concerns noted on the application and complete disability forms that support follow-ups.
- Follow up concerns of children whose screening scores and/or parental concerns indicate the possible need for additional screening or further evaluation;
- Referral for evaluation, made to the LEA, Part C Agency, or private agencies of children whose suspected disabilities are clear, extreme, and/or persistent, and
- ❑ Follow up with parents and the LEA or Part C Agency to determine the status of referrals.

## **VII. PLANNING**

The program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment are used to plan and improve services. The Disability Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.

## **VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

The disability service program promotes strong partnerships with families and community agencies to support the individual needs of children with disabilities or suspected delays.

## **X. DATA MANAGEMENT**

CAI Head Start utilizes a system of record-keeping and reporting designed to allow the Disability Coordinator to easily monitor the status of children with suspected or diagnosed disabilities and Individual Family Services Plans (IFSP)/Individual Education Plans (IEPs). ChildPlus is a technology application that allows us to capture the date, provider, results, and pertinent notes on disabilities.

**For specific details, refer to the Head Start Disability Procedure manual.**

## Identifying Children with a Disability and/or Developmental Delays

**Policy:** Community Action Inc. of Central Texas is committed to identifying and supporting children with disabilities or developmental delays in accordance with the Head Start Program Performance Standards (HSPPS), the Individuals with Disabilities Education Act (IDEA), and other applicable federal, state, and local regulations. Failure to adhere to the Identifying Children with a Disability and/or Developmental Delays Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standard: 1302.33

Child Care Licensing: 746.2202

Caring for Our Children, CFOC: Chapter 8

### **Procedure: Identifying Children with a Disability and/or Developmental Delays.**

**Purpose:** The purpose of this policy is to establish a systematic, comprehensive, and timely process for identifying children enrolled in the Head Start program who have disabilities or developmental delays. Early identification ensures that children receive appropriate support and services to promote their school readiness and overall well-being.

**At Application:** If a family applies for the program with an existing IEP or IFSP or private therapy goals, the Family Advocate will collect all relevant documentation with the student's application and upload it into Child Plus under enrollment attachments.

When the application is complete, the Family Advocate will change the status to **Needs Disability Review**. The application will now show on the Needs Disability Review to-do list in Child Plus. This will prompt the Disability Coordinator to review the application and necessary documentation. The Disability Coordinator will assign the appropriate flag to the participant and assign appropriate eligibility points. The Disability Coordinator will move all disability documents from the enrollment tab to the disability tab in Child Plus. The Disability Coordinator will then add the IFSP or IEP under the corresponding tab. The Disability Coordinator will then change the application status to **ERSEA Administrative Review**. The Family Service Administrative Assistant will then complete a quality and assurance review of the application. The ERSEA Coordinator will complete the final review of the application and place the participant on the waitlist.

If any new updated documentation is received prior to selection, the ERSEA Coordinator will notify the Disability Coordinator via email to review the documentation and application.

**At Enrollment:** If a child is selected for the program with an IEP or IFSP, or private therapy goals, the Family Advocate will collect any updated documentation pertaining to the IEP or IFSP, or private therapy goals. The Family Advocate will upload any disability documents to the disability attachment tab in Child Plus. The Family Advocate will send the Disability Coordinator an email identifying new documents that have been uploaded for review. The Family Advocate will complete the Permission to Exchange Confidential Information Form

with the parent/guardian, specifically for Disability Services (EX: ISD, ECI, Private therapy).

Upon receiving the IEP or IFSP documents, the Family Advocate, in collaboration with the Site Supervisor, will schedule a **Student Family Review** to meet with teachers, Disability Coordinator, and any relevant content coordinator to gather additional information about the disability before the child starts the program.

**WITHIN 10 DAYS OF ENROLLMENT:**

Within 10 days of the child's enrollment, the Disability Coordinator will set up meetings with the Site Supervisor and teachers who serve the student to discuss and develop the **Child's IEP/IFSP Individual Learning Plan** to implement the IEP, IFSP, or private therapy goals into the lesson plan. The Plan will be monitored monthly by the Site Supervisor and the Disability Coordinator to ensure monthly progress notes are entered and to make any necessary adjustments to the plan.

**THROUGHOUT THE SCHOOL YEAR:**

The Disability Coordinator will monitor the student's progress and IEP/IFSP goals monthly throughout the school year, as well as attend ARD meetings and coordinate services. The Family Advocate or Site Supervisor may attend ARD meetings when the Disability Coordinator is unavailable to attend.

## **Identifying Children with a Disability Concern Procedure**

**Policy:** Community Action Inc. of Central Texas is committed to identifying and supporting children with possible disabilities or developmental delays in accordance with the Head Start Program Performance Standards (HSPPS), the Individuals with Disabilities Education Act (IDEA), and other applicable federal, state, and local regulations. Failure to adhere to the Identifying Children with a Disability Concern Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this policy is to establish a systematic, comprehensive, and timely process for identifying children enrolled in the Head Start program who may have disabilities or developmental delays. Early identification ensures that children receive appropriate support and services to promote their school readiness and overall well-being.

**Guidance:** Head Start Performance Standard: 1302.33  
 Child Care Licensing: 746.2202  
 Caring for Our Children CFOC: Chapter 8

### **Procedure: Identifying children with a disability concern**

**At Application:** If a child applies for the program with a suspected disability or developmental concern (ex: Dr. note, WCC exam, physical, or private therapy), the Family Advocate will collect all relevant documentation with the student's application and upload it into Child Plus under enrollment attachments.

When the application is complete, the Family Advocate will change the status to **Needs Disability Review**. The application will now show on the Needs Disability Review to-do list in Child Plus. This will prompt the Disability Coordinator to review the application and necessary documentation. The Disability Coordinator will assign the appropriate concern flag to the participant and assign appropriate eligibility points. The Disability Coordinator will then open a disability concern. The Disability Coordinator will then change the application status to **ERSEA Administrative Review**. The Family Service Administrative Assistant will then review and complete a quality assurance review of the application. The ERSEA Coordinator will complete the final review of the application and place the participant on the waitlist.

If any new updated documentation is received before selection, the ERSEA Coordinator will notify the Disability Coordinator via email to review the documentation and application.

**At Enrollment:** If a child is selected for the program with documentation of a concern, the Family Advocate will collect any updated documentation about the concern. The Family Advocate will upload any documents to the disability attachment tab in Child Plus. The Family Advocate will send the Disability Coordinator an email identifying that new documents have been uploaded for review. The Family Advocate will complete the Permission to Exchange Confidential Information Form with the parent/guardian. Specifically for

## Disability Concerns

Upon receiving documents, the Family Advocate, in collaboration with the Site Supervisor, will schedule a **Student Family Review meeting** with teachers, the Disability Coordinator, and any relevant content coordinator to gather additional information about the disability concern before the child starts the program. A disability concern will be added in Child Plus by the Disability Coordinator.

### **PARENT CONCERN:**

If a parent has a concern identified as a disability/ developmental concern, the Family Advocate/Site Supervisor will schedule a Student Family Review with teachers, the Disability Coordinator, and any relevant coordinator to gather more information. Next steps will be determined based on the information provided. If needed, a disability concern and Flag will be added in Child Plus by the Disability Coordinator. The Disability Coordinator will monitor the follow-up needed for the concern. If no additional information is obtained, the Disability Coordinator will reach out to the Parent to follow up and provide additional guidance. The Disability Coordinator will initiate the referral process if needed using the Referral Process Procedure.

**TEACHER CONCERN:** If a teacher has a concern, in collaboration with the Family advocate/Site Supervisor, a Student Family Review will be completed to address and document the concern. ASQ-3 and ASQ: SE-2 results will be reviewed. The Site Supervisor will complete a General Observation form under the Education tab in Child Plus within 5 days of the concern. The Site Supervisor will enter observation notes and strategies to address the concern under the General Observation Form under the Education Tab in Child Plus. The Site Supervisor will complete another Student Family Review to discuss the observation and review strategies for teachers to use. Teachers will implement the strategies for 2 to 4 weeks. The Site Supervisor will complete a second observation after the required implementation time and follow up with teachers. If further action is needed, the Site Supervisor will add an action on the SFR to reflect status - Needs Education/Disability/ MH Content Area Support for the Disability Coordinator to follow up. The SFR will then show on the SFR's that need Education/Disability/MH Support To-Do List in Child Plus. Based on SFR notes, the Instructional Coach and/or Disability Coordinator will visit the class to complete an observation within 1 week of the notification.

Upon completion of the observation, a Student Family Review will be completed with the teacher, Site Supervisor, the Disability Coordinator and/or Instructional Coach, and Family Advocate to discuss observation results and /or areas of concern. The meeting will occur within **1 week** of the completed observation. During the follow-up meeting, it will be determined by Disability Coordinator if further intervention is appropriate or if an external referral needs to be completed.

## Referral Process

**Policy:** Community Action Inc. of Central Texas is committed to identifying and supporting children with possible disabilities or developmental delays in accordance with the Head Start Program Performance Standards (HSPPS), the Individuals with Disabilities Education Act (IDEA), and other applicable federal, state, and local regulations. Failure to adhere to the Referral Process Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this policy is to establish a systematic, comprehensive, and timely process for referring children enrolled in the Head Start program who may have disabilities or developmental delays. Early identification ensures that children receive appropriate support and services to promote their school readiness and overall well-being.

**Guidance:** Head Start Performance Standard: 1302.33  
 Child Care Licensing: 746.2202  
 Caring for Our Children CFOC: Chapter 8

### **Procedure: Referral Process**

When a child has been identified following the Identifying Children with a Disability Concern procedure, the Family Advocate will initiate the referral process.

1. The Family Advocate will meet with the family to discuss the concern, referral options (Doctor, ISD, ECI, and/or private therapy), and the referral process.
2. The Family Advocate will give the appropriate referral documents to the family.
3. The Family Advocate will document the referral step in Child Plus under the Disability Concern.
4. The Family Advocate will **follow up with the family in 2 weeks** and document notes in Child Plus under the Disability Concern. The Family Advocate will continue to follow up monthly and document notes under Disability Concern until the concern is closed.
5. The Disability Coordinator will monitor the referral process monthly to identify additional needs (communication with LEA/ECI and parents). The Disability Coordinator will follow up with the Family Advocate and parents if needed after the initial 2 weeks and document notes in Child Plus under the Disability Concern.
6. When paperwork has been submitted, and services are determined, the Disability Coordinator will close the Disability Concern and/or add an IEP or IFSP in Child Plus. The Disability Coordinator will update the participant flag as needed.



## **Child IEP/IFSP Individual Learning Plan Procedure**

**Policy:** The program policy is to ensure individual learning plans are created for children who have an IEP or IFSP for staff to implement strategies to achieve the child's goals. Failure to adhere to the Child IEP/IFSP Learning Plan Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of Individual Learning Plans is to provide a structured, personalized approach to support each child's unique developmental needs, interests, strengths, and learning goals. Individual Learning Plans serve as a tool to ensure that all children, including those with disabilities or developmental delays, receive intentional, responsive, and positive learning experiences that promote school readiness across all domains of development.

**Guidance:**

Head Start Performance Standard: 1302.33

Child Care Licensing: 746.2202

Caring for Our Children CFOC: Chapter 8

### **Procedure: Child IEP/IFSP Individual Learning Plan Procedure**

1. The Family Advocate received documentation of an IEP or IFSP; they will email the Disability Coordinator informing the documents have been uploaded into Child Plus.
2. The Disability Coordinator has **10 school days** to meet with the Site Supervisor and Teachers to review IEP/IFSP goals and create the Child's IEP/IFSP Learning Plan in Child Plus, located under the Education Tab. For returning children, the Disability Coordinator will meet with teachers and the Site Supervisor within **10 school days** for the new school year.
3. Staff signatures that are captured in this meeting are an acknowledgement that the staff.
  - Understand that a copy of the entire IEP/IFSP/ Private Agency Goal Plan is located in ChildPlus as an attachment under the Disability tab.
  - Understanding the information contained in ChildPlus is CONFIDENTIAL and can only be used to help plan for the child's educational goals.
  - Understand the goals and how to integrate and document the goals into the lesson plan.
  - Understand that they will be working with the Disability Coordinator to ensure integration of the child's goals in the daily activities.
  - Understand that they can get further information by talking with the parent/guardian, the therapist providing the services, and the Disability Coordinator for additional support and planning.
  - Understand that after getting any additional information from the parent/therapist, it is communicated to the appropriate staff (FA, SS, and/or DC) and documented under Teacher Notes in the Education Tab.
  - Classroom Staff understands that they will provide a **MONTHLY** progress update in Child Plus on the current Child IEP/IFSP Individual Learning Plan under progress notes.

### **Disability Ongoing Monitoring Plan**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality disability services that are developmentally appropriate, culturally responsive, and linguistically inclusive. These services are designed to promote each child's overall well-being, support optimal growth and development, and strengthen school readiness. The Disability Ongoing Monitoring Plan provides continuous oversight to ensure that all required disability practices and services are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 1302.33, 1302.60-63

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring disability services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including enrollment record review, completion of disability paperwork, follow-up of identified needs, and continuous monitoring of disability services and referrals. Through an ongoing system of oversight and continuous quality improvement, CAI Head Start ensures timely, coordinated, and responsive disability services for children and families.

| Area Monitored            | Frequency                            | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                             |
|---------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Applications              | Weekly                               | DC will check the ChildPlus To-Do List <b>26/27 Incomplete needs Disability Review</b> to review applications that may need disability eligibility points.                         |
| Enrollment<br>IFSP /IEP   | Enrollment<br>Ongoing                | Family Advocates will email notifying Disability Coordinator of new documentation. Site Supervisor will schedule SFR and include Disability Coordinator                            |
| Individual Learning Plans | Within 10 days of receiving IFSP/IEP | DC will create an Individual Learning Plan in ChildPlus under the Education Tab and review with SS and teaching staff.                                                             |
|                           | Monthly                              | The DC will follow up monthly to ensure that teachers are entering progress notes under the ILP in ChildPlus.                                                                      |
| Student Family Reviews    | As needed                            | DC will participate in SFR's as needed. ChildPlus to-do list - SFR's that need Education/Disability/ MH Support will be checked by DC Weekly to complete any necessary follow-ups. |
|                           | Weekly                               |                                                                                                                                                                                    |
|                           |                                      |                                                                                                                                                                                    |



# Head Start Program

## Education Policies & Procedure Manual

### 2026-2027

**Effective Date (s) of Education Policies & Procedures**

The effective date of all Education policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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## Education Service Plan

Guidance: Head Start Performance Standards: 1301.5; 1302.20-1320.34;1302.47;  
1302.50-1302.53;1302.70-1302.72; 1302.90-1302.92;1302.100-1302.103

Child Care Licensing Minimum Standards: Subchapter H; Subchapter I; Subchapter J; 746.3407;  
746.2901-746.2911; 746.4201-4217; 746.4601-4609

Caring for Our Children Standards: Chapters 1 & 2

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### **I. GENERAL APPROACH**

The Head Start Program provides equal access to educational services to all children enrolled in the Program. To meet the needs of diverse learners, the Program provides training to teaching staff on collecting student data, including child development and family engagement outcomes, and then uses this data to inform classroom instruction and support to meet the needs of every child.

The Head Start Program respects and recognizes the parent/guardian as the unique first and best teacher of their own child. Families are invited to come into the classrooms to lead or join in classroom activities or celebrations; to participate in education opportunities aligned with the student and family goals; to volunteer with a wide range of activities at the center; and to serve on a governance or advisory committee or council to support the oversight of The Head Start Program.

The Head Start Program partners with families at least four times a year to meet for parent conferences and home visits. In addition, families may join or request to hold a student-family review meeting to facilitate the sharing of information about children and applicable family information. During these meetings, the children's unique needs are identified, and strategies are determined to support the children's development. In the classroom, staff works with children to reinforce and diversify their approaches to ensure that they are always growing and developing.

### **II. GOAL**

The Head Start Program seeks to provide education services, including tailored instruction and developmental support that serve every child's individual needs. Through data-driven and individualized instruction and care, it is the Program's goal to prepare every child for the social, emotional, and academic rigor of kindergarten.

### **III. SCHOOL READINESS**

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

The Head Start Program creates and utilizes school readiness goals that are driven by student data and serve as a roadmap for teachers to ensure that children are school-ready. The goals are created and utilized in the following way:

- Student achievement data is analyzed at least three times each school year.
- Areas of growth in student achievement data are sorted and aligned with the five central domains of the Early Learning Outcomes Framework.
- Goals are selected based on the Early Learning Outcomes Framework.

PC & BOARD APPROVED



- Best practices and expectations are assigned to each domain area and serve as the catalyst for achieving student goals.
- Professional development training is aligned to each domain and set of goals to ensure that the Program is properly equipping staff to meet the needs of all students.
- Data is reviewed throughout the school year to measure progress on the school readiness goals.
- Goals are reviewed and revised annually based on data from the previous program year.

#### **IV. SAFE ENVIRONMENTS**

The Head Start Program has multiple monitoring systems in place to ensure that the child development centers are safe and welcoming environments for children and families to learn in. Teachers, Site Supervisors, and kitchen staff all utilize daily checklists to ensure that their work sites meet the required standards of safety, as specified in the Head Start Performance Standards, Texas Child Care Licensing, and Caring for Our Children.

The Education Team helps to maintain safe classroom environments by providing teaching staff with training on age-appropriate materials, activities, and classroom layout during annual training, prior to the start of the school year. The Education Team will complete CIRCLE Classroom Environment Checklists for all of our classrooms. These observation tools provide concrete areas of strength and areas for growth that the Education Team can use to support staff development.

#### **V. MONITORING SYSTEMS**

In the Education Service area, we use an Ongoing Monitoring Plan to assess all Education services. The primary tool used for ongoing monitoring of education services is ChildPlus, the Database Management System, where reports in the Education section can be reviewed. The system consolidates up-to-date information to monitor several critical indicators:

- Completing 45 Day requirements - ASQ & ASQ SE
- CIRCLE Classroom Environmental Checklist
- CLASS results
- Ongoing Classroom Monitoring Tool
- Monthly Site Visits

#### **VI. ASSESSMENT, CURRICULUM, SCREENING, & DATA EVALUATION**

Community Action, Inc. of Central Texas Head Start Program uses Ongoing Monitoring Plans, assessments, and evaluations to improve program quality and effectiveness and ensure that all children are School Ready.

The Program utilizes student achievement data, developmental screening, and classroom observations to measure student progress and teacher effectiveness. These specific data points allow the Program to individualize support for children to meet their specific needs and to provide tailored support to teaching staff in their areas of needed growth.

The following classroom observation tools are used to assess teacher/classroom effectiveness:

Early Head Start - Infant Toddler CIRCLE Classroom Environment Checklist: The Classroom Environment Checklist (CEC) focuses on the presence and quality level of instructional planning tools, meaningful literacy and print centers and materials, and the overall design and management of the classroom and individual centers. The tool is aligned with the selected Head Start Program assessment and therefore provides valuable instructional support to teachers when setting up and reflecting on their classrooms.

Head Start – CIRCLE Classroom Environment Checklist: The Classroom Environment Checklist (CEC) focuses on the presence and quality level of instructional planning tools, meaningful literacy and print centers and materials, and the overall design and management of the classroom and individual centers. The tool is aligned with the selected Head Start Program assessment and therefore provides valuable instructional support to teachers when setting up and reflecting on their classrooms.

Early Head Start – Infant/Toddler Classroom Assessment Scoring System (CLASS): The Infant/Toddler Classroom Assessment Scoring System (CLASS) is an observation tool that focuses on the effectiveness of classroom interactions among teachers and infants/toddlers. Infants/Toddlers thrive when teachers are nurturing and responsive to their needs and provide frequent and engaging opportunities to learn.

Head Start – Classroom Assessment Scoring System (CLASS): CLASS is a flexible tool that focuses on the heart of great teaching: the teacher-student interactions proven to drive learning and development. CLASS helps child-care providers nurture children's early learning while responding to their needs. As children enter preschool, their sense of themselves is grounded in and dependent on relationships. CLASS helps preschool teachers foster a secure, supportive base for learning and exploration.

The following developmental screeners and assessments are utilized to determine children's readiness to learn and measure ongoing progress and development:

Ages and Stages Questionnaire, Third Edition (ASQ-3): The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month and 5 ½ years. Ages & Stages Questionnaires, Third Edition (ASQ-3) is a developmental screening tool designed for use by early educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly, and creates the snapshot needed to catch delays and celebrate milestones.

Ages and Stages Questionnaire: Social Emotional, 2nd Edition (ASQ: SE-2™): is a parent-completed, highly reliable system focused solely on social-emotional development in young children. Accurately identifying behavior through ASQ: SE-2 paves the way for next steps—further assessment, specialized intervention, or ongoing monitoring, for example—to help children reach their fullest potential during their most formative early years.

Early Head Start – Desired Result Developmental Profile (DRDP): The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday

environments is a recommended practice for early childhood assessments. The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).

CLI Engage, CIRCLE Progress Monitoring System (Pre-K): The CIRCLE Progress Monitoring System is a user-friendly and technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skills.

The Head Start and Early Head Start Programs utilize research-based curricula to ensure that children are receiving the most effective learning experience possible. Early Head Start and Head Start Curriculum: The Frog Street curriculum is designed around the latest scientific early brain development research. This year-round program focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration. Frog Street, created by Dr. Pam Schiller, incorporates Dr. Becky Bailey's Conscious Discipline®. The curriculum is aligned with the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Head Start Early Learning Outcomes Framework.

## **VII. PLANNING**

Community Action, Inc. of Central Texas Head Start Program uses program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment to plan and improve services. The Health Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.

## **VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

The Head Start Program works collaboratively to include families and the community in all aspects of the Program planning and implementation. Specifically, the education services engage families and the community as follows:

Ongoing Daily Support for Student Achievement: Head Start staff involve families in children's learning every day. Weekly lesson plans include a Home Connections component that encourages families to participate in learning activities at home. This partnership strengthens family engagement, supports children's development, and extends learning beyond the classroom.

**X. DATA MANAGEMENT & RECORD KEEPING**

The Head Start Program uses the ChildPlus data management system as the primary record-keeping system. The Education tab in Child Plus houses student data, including the developmental screening results and language assessment results.

# Classroom Environment

## Classroom Environments & Learning Centers

**Policy:** This policy is to guide Teachers in setting up classroom environments that are nurturing, safe spaces to support the development of all young children. Failure to adhere to the Classroom Environments & Learning Centers Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.31; 1302.32; 1302.33]  
Child Care Licensing Minimum Standards [746.2201; 746.2203; 746.2417; 746.2507; 746.2607]  
Caring for Our Children Standards [2.1.1; 2.1.1.2; 2.1.1.8; 2.1.2.3; 3.1.3.1-3.1.3.2]

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### Procedure: Classroom Environments and Learning Centers

**Purpose:** Classroom environments are nurturing, safe spaces that support the development of all young children. They include classrooms, hallways, areas where transitions take place, areas for caregiving routines, and outdoor areas. Learning environments are well-organized, safe from hazards, and supervised settings. Environments offer the chance for student choice, student leadership, free and guided play, exploration, and experimentation. They integrate home cultures and are flexible to support the changing ages, interests, and characteristics of a group of children over time. When setting up the environment, the health and safety of the children are of utmost importance. The learning centers are set up to engage and teach children.

Learning centers are updated **monthly** to reflect the current Frog Street themes, areas identified for growth through individual and class-level student data, and the children's interests.

Each classroom must ensure the following:

- Sufficient duplicates of popular items are available to minimize conflict and promote engagement.
- All shelves and storage areas in centers are labeled with both pictures and descriptions in the home language and in English.
- Each center includes accessible reading materials, including books that support the center's theme and activities.

**Classroom Set-up:** Teachers will use a variety of tools to support the setup of their classrooms. These tools provide developmentally appropriate guidance for creating fun, safe, and enriching environments for children ages 0–5. Based on the age group they serve, Teachers will utilize the following resources:

- **Early Head Start:**
  - Infant and/or Toddler Frog Street Curriculum: Teachers are expected to read and follow the teacher guides to determine the appropriate materials for instruction, based on the themes and specific activities outlined.
  - CIRCLE Classroom Environment Checklist: Teachers will use this tool to ensure their classroom environment is intentionally designed to support instruction. The environment will be monitored three times per school year, in accordance with the Education Monitoring procedure.

- ASQ-3: Teachers will review the ASQ-3 screener appropriate for the age of the children in their classroom. During the first weeks of school, they will ensure the classroom environment is intentionally designed to support the developmental skills assessed by the screener.
- Desired Results Developmental Profile (DRDP) - Teachers will use the DRDP reports provided on children's developmental progress across all domains.
- IEP/IFSP/Private Therapy goals - Teachers will use a child's goals to set up the classroom in ways that support the learning and development of children with disabilities.
- **Head Start:**
  - Frog Street 3's Curriculum: Teachers are expected to read and follow the teacher guides to determine the appropriate materials for instruction, based on the themes and specific activities outlined.
  - CIRCLE Classroom Environment Checklist: Teachers will use this tool to ensure their classroom environment is intentionally designed to support instruction. The environment will be monitored three times per school year, in accordance with the Education Monitoring procedure.
  - ASQ-3: Teachers will review the ASQ-3 screener appropriate for the age of the children in their classroom. During the first weeks of school, they will ensure the classroom environment is intentionally designed to support the developmental skills assessed by the screener.
  - CLI Progress Monitoring Data - Teachers will use the CLI reports provided on children's developmental progress across all domains.
  - IEP/Private Therapy goals - Teachers will use a child's goals to set up the classroom in ways that support the learning and development of children with disabilities.

**Learning Centers:** The classroom learning areas include:

- Block center: Includes **at least 3** different types of block.
- Dramatic play: The dramatic play area should include baby dolls, dress-up clothes, and pretend play items. Teachers will ensure the following:
  - **At least four** play items are accessible that reflect a variety of backgrounds, experiences, or traditions.
  - **At least four** age-appropriate dramatic play toys are available, including dolls and soft animals.
  - Materials represent everyday life, such as household routines, work roles, and modes of transportation.
- Library: A quiet area stocked with **at least 10** books from a range of genres, such as fiction, nonfiction, narrative, counting, and ABC books. The collection should feature a variety of characters, settings, and topics to reflect different life experiences and interests.
- Cozy Corner: A quiet area with soft seating, emotional posters/books, etc. The use of this area is modeled by Teachers during the first two weeks of school and throughout the school year as needed. Please see the Classroom Management procedure for more information.



- Science: Includes nature books, sensory items, magnifying glasses, etc., including authentic materials that provide an opportunity to experience the natural world or natural objects.
- Sensory Table: The sensory table must be available daily and include a variety of items for children to touch, explore, and investigate. Materials should be rotated at least monthly—or sooner—to align with children's interests and to maintain sanitary conditions. All sensory materials must be nontoxic and large enough to avoid choking hazards. Sensory tables must be supervised at all times. Please see the Sensory Table procedure for more information.
- Art: Includes crayons, markers, paint, play-dough, paper, & etc. Teachers will ensure that **at least 1** drawing material is accessible for children 12 months and older.
- Math and Manipulatives: Includes manipulatives for counting, sorting, and making patterns, etc.
- Music and Movement: Includes a variety of musical toys and/or instruments, including store-bought and handmade instruments.
  - EHS & HS Classrooms - Teachers will ensure a variety of music materials are accessible in the classroom. Materials must be accessible through the learning day.
  - Kindermusik (All HS & EHS classrooms) - Teachers will ensure to plan at least **3 days** of Kindermusik on the lesson plan using the Kindermusik resources.
- ABC: (Head Start Only) Include **4 or more** alphabet or phonological activities.
  - Examples include puzzles, rhyming games, alliteration games, cards that segment words into syllables, folder games, etc.
- Writing: (Head Start Only) Include various writing utensils and paper, chalkboards, magnet letters, journals, etc.

**\*The Writing and ABC centers are different and need to be two separate centers.**

- Letter Wall: (Head Start only) Words are added monthly and are related to theme and interest to children in English and Home Language.
  - Children's names with pictures are posted on the wall to begin the year and updated as needed. Example: when a new child enrolls or name changes, transition into a new classroom, etc.
  - The letter wall will be at children's eye level.
  - All words will have pictures/icons.
- Outside Learning Centers: Includes items that connect to the classroom theme and centers to build learning, and help to develop children's skill levels.

#### **Additional Classroom Requirements:**

- Circle Area: The area must be large enough to comfortably accommodate all children, allowing them to sit and engage in activities without crowding.
  - Participation during circle time should be encouraged, but children must never be forced to sit. Alternative ways to engage should be offered when needed.
- Visual Daily Schedule: located at children's level that includes words with pictures/icons for each activity in order.
  - Student lead preferred and referenced by Teachers.

- Meaningful print: (EHS) the use of meaningful print, paired with pictures or objects, and posted at **children's eye level** throughout the classroom.
  - Examples include children's names, labels for containers or shelves, visual schedules, feelings posters, family photos that are labeled, etc.
- Authentic print: (HS) ensures that there is a variety of authentic print throughout the classroom that is accessible to children and posted at **children's eye level** throughout the classroom. Examples include shared or interactive writing, read-aloud pocket charts, theme-related print, etc.
- Variety of Representations: Include **at least 10** positive and easily visible examples of different people, cultures, or experiences, with at least one example in each of the following categories:
  - Books
  - Displayed pictures
  - Accessible play materials
- Family photos: Photos of children and their families visible that are on children's level in one or more places in the classrooms.
  - This can include a family book, family tree, or soft blocks, or other ways to display children's families.
- Children's artwork: At least **4 recent** examples of children's artwork displayed at children's eye level in the classroom and hallway directly outside the classroom, if available.

Restrictive devices, like bumbos, bouncers, are not to be used at our sites. If one of these devices is found at a site, please remove it.

## Nap/Rest Time & Infant Safe Sleep

**Policy:** This policy aims to ensure that nap/rest time in the classroom provides a safe and supportive environment for the rest and well-being of young children. Failure to adhere to the Nap/Rest Time & Infant Safe Sleep Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.21; 1302.31; 1302.32; 1302.33; 1302.47]  
Child Care Licensing Minimum Standards [746.2401; 746.2426-2429; 746.3407; 746.2901-746.2911; 746.4201-4217; 746.4301-43157; 746.4501-4509; 746.4601-4609]  
Caring for Our Children Standards [3.1.1; 3.1.4; 3.1.4.2; 5.2.9.14; 5.4.5]

### Procedure: Nap/Rest Time & Infant Safe Sleep

**Purpose:** The purpose of a Nap/Rest Time & Infant Safe Sleep procedure in a classroom setting is primarily to ensure the well-being and optimal development of young children. Establishing this procedure helps create a predictable routine for children, which is important for their sense of security and comfort in the classroom environment.

Nap times are an important part of a growing child's day. Nap times are to be scheduled around instructional time, outdoor time, meal times, and snack time. All children should participate in some form of instructional activities in the afternoon.

**Please use the chart below and plan your daily schedule accordingly.**

| Age               | SLEEP/REST            | TRANSITION (to and from) |
|-------------------|-----------------------|--------------------------|
| Birth to 9 months | As Needed             |                          |
| 9 to 18 months    | 1 hour and 45 minutes | 15 minutes               |
| 18 to 36 months   | 1 hour and 30 minutes | 15 minutes               |
| 36 months plus    | 1 hour and 15 minutes | 15 minutes               |

- **Staff must encourage children to rest but cannot force them to sleep.**
- Children who are unable to sleep/rest **after one hour** must be offered a quiet alternative activity until nap/rest time is over. The activity can be completed on the mat or in another supervised area in the room. Examples of activities are reading a book, snuggling with a soft toy, or a puzzle. iPads/tablets are **not** an allowed activity.
- Children's head/face **must not** be covered while sleeping. If a child covers their own face/head, please remove the sheet off the child's face.
- Children can never be confined to a restrictive device to force them to sleep or rest.
- Mats are to be kept **three (3) feet apart** from all angles and mat maps must be posted. Mats should be placed head to toe rather than side by side to decrease the spread of germs.
- Mats must have a number on them; a mat number list is posted with the child's name and mat number. This designates a mat for each child, without putting the child's name on the mat.
- A child should never sleep on a bare uncovered surface.

- Mats must be arranged to provide a sufficient walk and workspace for staff between each mat.
  - Mats cannot block entrances.
  - Mats must be arranged for staff to have access without having to walk on or over the mats of other children.
  - Staff must never step over a child. Staff should always walk around a child.
  - Mats must be adequately arranged so that all children can be supervised from anywhere in the classroom.
- **Mats must not be set up during other activities, such as during a meal time or left in place to interfere with children's activity space.**
- Shoe Removal: Children will **not be** allowed to remove their shoes. In case of an emergency evacuation, children will need to be able to evacuate as quickly as possible.
- Lighting: Staff may lower lighting to create a calm, soothing environment, provided that adequate lighting is maintained to ensure continuous visual supervision of all children.
  - Lighting is considered adequate when a person entering the room can see clearly without needing time for their eyes to adjust.
  - Infant Classrooms: Lighting must be sufficient for staff to clearly observe each infant's face, including skin color, breathing, and pacifier placement (if used), at all times.
- When a child wakes up in a crib, staff must promptly remove the child and engage them in other appropriate activities.
- Each child's blanket, sheet, and any special sleep item (for example: sleep sacks) should be stored separately from those of other children.
- **Children under 18 months of age must have both Teachers actively supervising them at all times, including when children are sleeping/napping.**
  - Staff who are counted in ratio must be fully engaged in supervision and may not use electronic devices, complete paperwork, lesson plans, or engage in other tasks that distract from direct supervision while in the classroom.
- **For children over 18 months of age (Toddler & Head Start), one Teacher may actively supervise the group while the other classroom staff member completes tasks** such as using an electronic device for work-related purposes or preparing paperwork/lesson plans—provided this occurs **inside the classroom** and the supervising Teacher maintains full visual supervision of all children.
  - At no time should supervision be compromised. Staff must remain responsive and ready to support one another as needed.
- **In Head Start and Toddler classrooms (for children over 18 months), one Teacher may step out of the classroom for no more than five minutes during naptime,** provided the other staff member remains present and actively supervising.
  - The Teacher stepping out must **remain within the building** and be readily available to return if needed.
- Staff should never have their backs to children, including during nap/rest time.

To support classrooms with children under 18 months of age, the site's program floater should step in to allow one Teacher time to complete necessary tasks such as lesson planning, documentation, or other required items. If a program floater is not available, a teaching staff member from a classroom serving children 18 months and older should temporarily switch classrooms and assume active supervision responsibilities in the younger classroom. This ensures the younger classroom teacher has dedicated time to complete work-related tasks during nap time.

**Infant Safe Sleep Practice:**

- Infants up to 12 months of age must be placed in a supine position (completely on their back) for every nap or sleep time, in accordance with safe sleep guidelines.
  - The only exception is if the infant's primary care provider has completed and signed a Sleep Exception Form from Child Care Licensing, indicating that an alternative sleep position is medically necessary. The completed Sleep Exception Form must be uploaded into ChildPlus under the Enrollment tab - Attachments section.
- Infants must be placed to sleep in a safe sleep environment, which includes:
  - A firm crib mattress covered with a tight-fitting sheet
  - A safety-approved crib that meets current standards
  - No monitors, wedges, or positioning devices may be used unless specifically approved in writing by the infant's primary care provider.
  - No items are permitted in the crib except for a pacifier without a clip or attachment.
- Infants will not nap or sleep in a car seat, bean bag chair, playpen, bouncy seat, infant seat, high chair, or play yard. If the infant falls asleep in any of these devices, the Teacher must immediately move the infant, placing them on their back in their crib.
- Only one infant should be placed in a crib at a time.
  - The only exception is when using an evacuation crib during an emergency evacuation drill or for a real emergency evacuation.
- If the infant arrives at the center asleep in a car seat, the family/guardian or Teachers must immediately remove the sleeping infant from the car seat and place them on their back in the infant's crib.
  - If a family/guardian lays the child in the crib, the parent must still abide by Child Care Licensing policies.
- Bibs must be removed while the infant is sleeping in the crib.
- Toys including mobiles and other types of play equipment that are designed to be attached to any part of the crib must be kept out of safe sleep environments.
- The temperature in the room is comfortable for a lightly clothed adult and check the infants to ensure that they are comfortably clothed (not overheated or sweaty).
- Staff cannot swaddle an infant to sleep or rest on any surface at any time unless there is a signed Sleep Exception Form stating that the infant can be swaddled while sleeping.

- Infants will be directly observed by sight and sound at all times, including when they are going to sleep, sleeping, or waking up.
- All cribs are kept at least 2 feet apart.

**Shoe Covers:** All adults must wear shoe covers before entering play areas designated for infants 12 months of age or younger. Adults and infants in these areas should wear either shoes with shoe covers or shoes designated exclusively for use within the infant play area. Socks alone are not permitted at any time.

**Crib Labels:** Cribs are to be labeled with a first name and age in months (example: Lisa - 9 months).

- If a child is able to roll over, label the crib with “Able to Roll Over.”

## Dual Language Modeling

**Policy:** The purpose of this policy is to establish guidelines and procedures for the implementation and operation of dual language classrooms within Head Start programs. Dual language classrooms aim to support the development of bilingualism and biliteracy in young children while promoting cultural understanding and academic success. Failure to adhere to the Dual Language Modeling procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.311302.32; 1302.31; 1302.34]

Child Care Licensing Minimum Standards [746.2201; 746.2203; 746.2205; 746.2209; 746.2401; 746.2417; 746.2501; 746.2507; 746.2601; 746.2607]

Caring for Our Children Standards [2.1.1; 2.1.1.8]

### Procedure: Dual Language Modeling

**Purpose:** The Head Start Program recognizes the important role that language plays in a child's overall development. To support this, the program provides instruction in each child's home language whenever possible. The goals of the Early Head Start and Head Start Language Model are:

- Children will develop their home language.
- Children will be introduced to a second language.
- Children will gain an appreciation for different ways of speaking and communicating.
- Children will build a strong sense of identity and self-confidence.

**All Children:** At the time of enrollment, the Family Advocate will meet with the family to determine the child's home language and document it into Child Plus under the Enrollment tab. Every effort is made to place the child with a Teacher that speaks the child's home language.

**Early Head Start Classroom Language Model:** All infants and toddlers who have a home language other than English are placed in a classroom where at least one of the Teachers is bilingual and speaks the child's home language:

- This Teacher will be identified as the primary caregiver and will provide nurture, support, and instruction in that language.
- Depending on the language needs of all the children in the classroom, Teachers will expose all children to both English and Home Language throughout the day and at appropriate times.

**Head Start Classroom Language Model:** The approach to providing instruction in more than one language is based on the needs of the children and their families and the language skills of the teaching staff. Because of this, each classroom approach is slightly unique.

All Head Start classrooms will use one of the following models:

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**English Instruction:** All children speak English.

- A bilingual Teacher is not required to teach.
- The language of instruction is English and all instruction occurs in English.

**English with Home Language Instruction:** Less than ½ of the class speak a language other than English.

- One or both Teachers are bilingual.
- The language of instruction is English and all instruction occurs in English except small group instruction, which is provided in Home Language to children who speak this language.
- During whole group instruction (Circle, center, table activities, outdoor play, and meals) Teachers will speak to all children in the language of the child's choice.
- All classrooms are required to post classroom labels in English and Home Language with both words and pictures.
- All classrooms are required to prepare lesson plans to include English and Home Language instruction.
- During home visits, center visits, and parent volunteering, Teachers should take the opportunity to speak with families about the language model. This is a great opportunity to share ideas and invest families in the value and importance of developing two languages.

**Dual-Language Instruction:** More than ½ the class speak a language other than English

- One or both Teachers are bilingual
- There are two languages of instruction, English and Home Language.
- All classrooms are required to post classroom labels in English and Home Language with both words and pictures.
- All classrooms are required to prepare lesson plans to include English and Home Language instruction.
- During home visits, center visits, and during parent volunteering, Teachers should take the opportunity to speak with families about the language model. This is a great opportunity to share ideas and invest families in the value and importance of developing two languages
- Teachers alternate English and Home Language instruction each part of the day and each day of the week (see sample daily schedule below). The schedule will be posted on the parent wall in the room.

| Week A |     |       |     |      |     |       |     |      |     |
|--------|-----|-------|-----|------|-----|-------|-----|------|-----|
| Mon.   |     | Tues. |     | Wed. |     | Thur. |     | Fri. |     |
| AM     | PM  | AM    | PM  | AM   | PM  | AM    | PM  | AM   | PM  |
| HL     | Eng | Eng   | HL  | HL   | Eng | Eng   | HL  | HL   | Eng |
| Week B |     |       |     |      |     |       |     |      |     |
| Mon.   |     | Tues. |     | Wed. |     | Thur. |     | Fri. |     |
| AM     | PM  | AM    | PM  | AM   | PM  | AM    | PM  | AM   | PM  |
| Eng    | HL  | HL    | Eng | Eng  | HL  | HL    | Eng | Eng  | HL  |

**Instructional Models by Community and Center:** The language model used at each center is determined based on the language needs of the children who attend the center. At the selection meeting for each center, children will be placed in a classroom with Teachers who meet their language needs. At that time, the dual language model will be established and Teachers will be trained accordingly.

**American Sign Language and Other Home Languages:** Children who speak American Sign Language or another home language will be supported in their language acquisition. In the event there is not a Teacher who speaks the home language of all children, the child's family members will be invited to the classroom during instructional time to expose the home language to the classroom and to help with instructional planning. The Teachers and center staff will also work with community resources to gain more knowledge about the home language and to integrate it into the classroom. Teachers will work to include text and experiences related to the home language and culture throughout the classroom. Intentional planning for the instruction will occur in the lesson plan.

**Language Acquisition Assessment:** The Head Start Program will assess all children who are Spanish-dominant or bilingual (Spanish-English). Should the program have students who speak another language other than Spanish or English, appropriate accommodations will be made to assess and provide instruction. The Circle Progress Monitoring assessment will be used for 3 and 4 year old students in the Head Start Program who are identified as language learners. Language acquisition for both English and Spanish will be tracked for every child identified and will be shared with families.

In the event students enroll in the program who speak a home language other than English or Spanish, the Head Start Program will work with community resources to identify an additional language acquisition assessment.

**Bonham:** Bonham Pre-K students are tested by the ISD in the spring of their prekindergarten year to determine language acquisition growth using the LAS Links assessment.

**Data Documentation:** The Circle Progress Monitoring assessment results will be stored in the CLI website.

## Sensory Bin Procedure

**Policy:** It is the policy of the Early Head Start and Head Start program that sensory bins and sensory activities be used to support children’s learning and development through safe, hands-on exploration. All sensory activities must be developmentally appropriate, intentionally planned, actively supervised, and aligned with classroom learning goals. Failure to adhere to the Sensory Bin Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.31; 1302.32; 1302.33]  
 Child Care Licensing Minimum Standards [746.2201; 746.2203; 746.2417; 746.2507; 746.2607]  
 Caring for Our Children Standards [2.1.1; 2.1.1.2; 2.1.1.8; 2.1.2.3; 3.1.3.1-3.1.3.2; 6.3.5.2]

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### Procedure: Sensory Bin Procedure

**Purpose:** Sensory bins provide children with hands-on opportunities to explore, discover, and learn through touch, movement, sight, sound, and problem-solving. Sensory experiences support cognitive development, language growth, fine motor skills, creativity, self-regulation, and social-emotional learning. Sensory bins must always be developmentally appropriate, intentionally planned, and supervised to ensure the safety and well-being of all children.

**Planning and Preparation:** Teachers will review and update sensory bin materials regularly to ensure activities remain engaging, culturally responsive, developmentally appropriate, and aligned with current classroom learning objectives and children’s interests.

Teachers will:

- Plan sensory bin activities that align with lesson plans, developmental goals, and individual child needs.
- Ensure all materials are age-appropriate and safe for the age group being served.
- Consider allergies, choking hazards, and individual sensory sensitivities before introducing materials.
- Introduce sensory bins with clear expectations and modeling.
- Rotate materials regularly throughout the school year to maintain engagement and interest.

### Supervision Requirements:

- Sensory bins must always be directly supervised by staff.
- Children may never be left unattended while using sensory materials.
- Teachers must remain close enough to observe children’s interactions and intervene immediately if unsafe behavior occurs.
- Materials must be removed immediately if they become unsafe, contaminated, broken, or damaged.

**Approved Sensory Bin Material:** Materials must be large enough to prevent choking and safe for mouthing and age appropriate.

|                                                                          |                           |                                               |
|--------------------------------------------------------------------------|---------------------------|-----------------------------------------------|
| Large fabric scraps                                                      | Soft balls                | Large scoops and cups                         |
| Water                                                                    | Ice cubes                 | Large sponges                                 |
| Silicone kitchen tools                                                   | Safe textured materials   | Large pom-poms (only with direct supervision) |
| Washcloths                                                               | Large plastic animals     | Shredded paper                                |
| Scarves and ribbons                                                      | Sand                      | Kinetic sand                                  |
| Large natural items such as: pinecones, large rocks, leaves, wood slices | Feathers                  | Soil                                          |
| Measuring cups and funnels                                               | Toy animals and figurines | Plastic food                                  |
| Rice                                                                     | Colored pasta             | Dried beans                                   |
| Oatmeal                                                                  | Cornmeal                  | Tongs                                         |

**Prohibited Sensory Bin Materials:** All prohibited items that are listed in the Classroom Safe Environments - Classroom Safety/Choking Hazards Procedure.

**Cleaning and Sanitizing Procedures:** Teachers must follow all program health, sanitation, and licensing guidelines when cleaning sensory bins and ensure cleaning supplies are stored out of children's reach at all times. Teachers will:

- Clean and sanitize bins before and after use.
- Wash reusable materials regularly according to sanitation procedures.
- Replace materials immediately if soiled or contaminated.
- Store sensory materials in labeled containers with lids.
- Discard materials that cannot be properly sanitized.

**Sensory bins must be emptied immediately after use and may not be left standing overnight.**

**Safety Considerations:** The following items are things to consider when using the sensory bin in the classroom. Teachers must:

- Conduct daily visual safety checks of sensory materials.
- Monitor children for unsafe behaviors such as throwing, eating inappropriate items, or placing materials in noses or ears.
- Follow active supervision practices at all times.
- Adapt materials for children with disabilities or sensory sensitivities.
- Ensure all materials comply with local licensing regulations and Head Start Performance Standards.

## Family Style Dining In Education Procedure

**Policy:** It is the policy of Head Start and Early Head Start to implement Family Style Dining practices that promote healthy eating habits, independence, social-emotional development, school readiness, and positive mealtime experiences for all children. Failure to adhere to the Family Style Dining in Education Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.31; 1302.32; 1302.33]  
 Child Care Licensing Minimum Standards [746.2201; 746.2203; 746.2417; 746.2507; 746.2607]  
 Caring for Our Children Standards [2.1.1; 2.1.1.2; 2.1.1.8; 2.1.2.3; 3.1.3.1-3.1.3.2]

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### Procedure: Family Style Dining in Education

**Purpose:** The purpose of the Family Style Dining Policy is to establish consistent mealtime practices within Head Start and Early Head Start classrooms that support children's overall growth and development. Family Style Dining provides children with opportunities to build independence, develop social and communication skills, practice healthy eating habits, and participate in meaningful interactions during meals and snacks. Mealtimes are recognized as an extension of the learning environment where children are encouraged to make choices, engage in conversation, and develop self-help skills in a safe, supportive, and respectful setting.

**Family Style Dining Requirements:** All classrooms serving meals or snacks will implement Family Style Dining practices that are developmentally appropriate for the age group being served.

Children will be encouraged to:

- Serve themselves with assistance as needed
- Make choices about food portions
- Participate in conversations during meals
- Practice appropriate table manners
- Assist with meal setup and cleanup when appropriate

Teachers will provide supervision and support throughout the meal service process.

**Teachers Responsibilities:** All Teachers are responsible for the following:

- Creating a positive and respectful mealtime environment
- Modeling healthy eating behaviors and table manners
- Encouraging children to try foods without pressure or coercion
- Supporting children's independence and self-help skills
- Following all sanitation, food handling, and safety procedures
- Monitoring children for allergies and dietary restrictions
- Promoting meaningful conversations during mealtimes

Teachers shall not:

- Force or pressure children to eat

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- Use food as punishment or reward
- Shame or criticize children regarding eating habits
- Withhold food from children
- Allow unsafe mealtime practices

**Infant & Toddler Feeding Practice:** Feeding practices will be individualized based on each child's developmental needs and feeding plan.

- Staff will respond to children's hunger and fullness cues.
- Toddlers will participate in Family Style Dining routines when developmentally appropriate.
  - Teachers will provide close supervision and hands-on support to help toddlers develop self-help skills such as serving food, pouring drinks, using utensils, passing serving bowls, and cleaning up after meals.
- Bottle feeding shall never occur while a child is lying down or unattended.

**Health, Safety & Sanitation:** All staff must comply with the following requirements:

- CACFP meal service requirements
- State licensing regulations
- Program health and sanitation procedures
- Allergy and dietary accommodation plans

All classrooms must:

- Sanitize tables before and after meals following the Sanitation & Cleaning Procedure
- Ensure proper handwashing procedures following the Handwashing Procedure
- Maintain food at safe serving temperatures
- Closely supervise children during meals following the Active Supervision Procedure
- Prevent choking hazards and unsafe behaviors

**Training & Monitoring:** Teachers will receive ongoing training and coaching related to:

- Family Style Dining practices
- Nutrition education
- Mealtime supervision
- Health and safety procedures

Program Management may monitor implementation through:

- Classroom observations
- Coaching visits
- Licensing reviews
- Health and safety monitoring

# Assessments



## Child Goal Setting

**Policy:** This policy aims to promote the development of goal-setting skills among children, fostering a sense of personal responsibility and achievement within the classroom environment. Failure to adhere to the Child Goal Setting Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.31; 1302.33; 1302.34]  
 Child Care Licensing Minimum Standards [746.2431; 746.2509]  
 Caring for Our Children Standards [2.1.1.4; 2.3.1; 2.3.1.2; 2.3.2; 2.3.2.2; 2.3.2.3]

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### Procedure: Child Goal Setting

**Purpose:** The purpose of setting goals for children is instrumental in fostering empowerment, motivation, skill development, and personal growth. It creates a structured framework for learning and achievement, enhancing children's educational experiences and preparing them for future challenges and successes.

**Child Goal Setting:** At the first Home Visit, Teachers will share a copy of the CLI developmental checklist with the family, using the appropriate age group, to help choose a goal for the beginning of the school year.

- The Child Goal must align with Head Start Early Learning Outcomes Framework.
- Teachers will guide families when choosing a child's goal.
- Families may not use potty-training as a goal, as goals selected must be educational in nature.
- Teachers will share any updates to the Child Goal with parent/guardian at each home visit and parent conference.
- If the Child Goal has been mastered, Teachers will work with parent/guardian to create a new Child Goal during this time.
- For children with IEP/IFSP or private therapy goals, Teachers will choose goals from those documents so that progress for that child is properly aligned with their abilities and any accommodations needed.

**Child Goal Documentation:** The Child Goal will be documented into Child Plus under the Education tab > Add Event > Child Goal. In the Description space, Teachers will label which goal the child is working on.

- Teachers will use the following format:
  - Focus area: Cognitive development (example)
  - Child goal: Being able to know/name body parts (example)
  - Time frame: By next parent conference (example)
  - Activity: Sing the song Head, Shoulders, Knees, and Toes (example)
- A new Child Goal will be created each time a child has mastered a goal in Child Plus.
- A new Child Goal entry will be entered into Child Plus at each Parent Conference or Home Visit.
  - If a child is still working on the previous goal, Teachers will enter a new Child Goal event and enter in the Description space, Child Goal continued.

## ASQ3 - Child Screening & Assessments

**Policy:** It is the policy of our agency to perform a developmental screening on all children using an approved screening tool within the required timeframe to support early identification of developmental delays and to facilitate timely intervention services. Failure to adhere to the ASQ3 - Child Screening & Assessment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.33]

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### Procedure: Child Screening and Assessments - ASQ3

**Purpose:** This policy outlines the procedures for conducting developmental screenings and assessments for all enrolled children to identify any developmental delays or concerns promptly.

#### During the First Home Visit:

- Teachers will complete the ASQ3 with the family. (If able, online data entry will be the best.)
- Teachers have 1 week to enter the ASQ3 data into ASQ Online for each child enrolled in their classroom.
- Teachers will document on the 45 day Tracking Sheet that each ASQ3 has been completed with the family for each child enrolled in their class.
- Teachers will inform the Site Supervisor that the ASQ3 has been completed for a child and needs to be reviewed by the Instructional Coach for data entry into Child Plus.
- The Site Supervisor will email the Instructional Coach that the ASQ3 has been completed.
- The Instructional Coach will have two weeks to enter all results from the ASQ3 into Child Plus.

#### For Parent Concerns on ASQ3:

- Teachers will note the concern on the parent questions portion of the assessment, making sure to get as much detail about the concern as needed to understand the concern.
- The Instructional Coach will create an action for the Family Advocate to follow up with the family under the ASQ3 event in the Education tab on Child Plus.
- The Family Advocate will have two weeks to follow up with the family to address any concerns from the Parent Response questions. The Family Advocate will follow the **Identifying Children with Disability Concern procedure** under the Disabilities if the concern is related to a development disability and will change the status to “ASQ - Parent Concern Closed” and add any notes discussed with the family. All documentation will now be documented under the disabilities tab.
  - If a family no longer has concern, the Family Advocates will change the status to “ASQ - Parent Concern Closed” and add any notes discussed with the family.
- If the child has a current IEP/ISFP, the Instructional Coach will close the concern with reason “Already receiving services.”
- If the child already has a disability concern open for the same type of concern, the Instructional Coach will close the concern with the reason “Disability concern already in place. Closing this concern.”

**Passing Scores:**

- If the child scores all in the white or gray domains, then the score is considered passing. The Teacher will continue providing support and individualizing using Frog Street and DRDP (EHS) or CIRCLE Progress Monitoring - CLI (HS) on the lesson plan.

**Failing Scores:**

- For children who fail the screener (in one or more areas in the black domain), the Instructional Coach will create an action under the ASQ3 event in CP for themselves. The Instructional Coach has 2 weeks after the ASQ3 has been entered into Child Plus to:
  - will observe the child
  - discuss concerns with Teachers
  - recommend strategies for Teachers
- The Instructional Coach will use the General Observation Tool to recommend strategies and monitor implementation of the strategies given to Teachers.
- The Teacher will implement strategies for 2-3 weeks and record outcomes on the General Observation Tool.
- The Site Supervisor will monitor that strategies are continuously being implemented by the Teachers. Site Supervisor will use the General Observation Tool already used by the Teachers to record their observations and any strategies given.
- After 3-4 weeks of the strategies being implemented, the Instructional Coach and Teachers will work together to determine if there is still a concern.
- If there is no longer a concern, the Instructional Coach will close the concern with the reason:
  - “Individualized strategies have been implemented for “x” amount of weeks; staff have observed the child in failed domains and have determined there is no longer a concern. Teachers will continue to monitor the child’s progress using ongoing Education Monitoring Procedure (DRDP/ CLI)”.
- If there still continues to be a concern, the Instructional Coach will instruct the Teacher to follow the Teacher concerns portion below.

**Teacher concerns (after the 1st 45 days):**

- Rescreening of Child: If a Teacher has a developmental concern after the initial passing ASQ3 has been completed with the parents at the First Home Visit and the 45-day enrollment period has passed, the Teacher will notify their Site Supervisor. The Site Supervisor will conduct a Student Family Review with the Teachers, Family Advocate, and Instructional Coach to discuss the Teacher’s concerns.
  - The Instructional Coach will determine next steps and may instruct the Teacher to complete a rescreen using the same age interval of the ASQ3. A rescreen should only be conducted when directed by the Instructional Coach.
  - The Instructional Coach will create an Action under the 1st ASQ3 using Communication as the Action Type. The Instructional Coach will use the description as “Teacher Concern” and add any notes given to Teachers. (Example: Instructing Teachers to rescreen the child, no rescreen needed, etc.)
  - If a rescreen is required, the Teacher must complete the rescreen within one (1) week of receiving notification. Upon completion, the Teacher will notify the Instructional Coach via

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email. The Instructional Coach is responsible for entering the updated ASQ3 scores as a new event in ChildPlus.

- If the child passes the second ASQ3 screener, the Instructional Coach will close the action with reason “(Education) Re-screen Passed.”
- The child passed the rescreen and staff no longer have concerns. Teachers will continue to monitor the child’s progress using ongoing Education Monitoring Procedure (DRDP/ CLI)”.
- If the child fails the second ASQ3 screener, the Instructional Coach will schedule an SFR within 1 week with the Family Advocate, Site Supervisor, Teachers and the parent(s) to share the results with the parent. **The FA will follow the Identifying Children with Disability Concern procedure under the Disabilities.**
- The Instructional Coach reviews all ASQ3 Results in Child Plus by monitoring the ASQ-3 Instructional Coach Follow-Up Do List in ChildPlus.

| What                                                        | Who                           | When                                                                   |
|-------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------|
| ASQ3                                                        | Teachers                      | Completed at 1st Parent Conference - entry within 1 week in Child Plus |
| Email to IC that completed ASQ3 are waiting for Data Entry  | Site Supervisor               | Upon notification of completion                                        |
| Child Plus Data Entry                                       | Instructional Coach           | 2 weeks                                                                |
| Parent Concern referral process                             | Family Advocate               | 2 weeks                                                                |
| If a child has an IEP/ISFP, close concern.                  | Instructional Coach           | Within 2 week of child being screened                                  |
| If a child has a related disability concern, close concern. | Instructional Coach           | Within 2 week of child being screened                                  |
| Observe child if child fails                                | Instructional Coach           | 2 weeks of Child Plus notification                                     |
| Implement strategies                                        | Teacher                       | 2-3 weeks                                                              |
| Strategy results documentation in Actions                   | Instructional Coach           | After the 2-3 weeks of documented implementation of strategies.        |
| Determining if there is still a concern                     | Teacher & Instructional Coach | 2-3 weeks                                                              |
| Closing concern                                             | Instructional Coach           | After it has been determined there no longer is a concern.             |
| Rescreens                                                   | Teacher                       | Once assigned by IC                                                    |

|                                                                   |                     |                                      |
|-------------------------------------------------------------------|---------------------|--------------------------------------|
| Closed Rescreen Concern                                           | Instructional Coach | After 2nd screener has been passed   |
| Schedule SFR                                                      | Instructional Coach | Within 2 weeks of failed rescreening |
| Follow the Identifying Children with Disability Concern procedure | Family Advocate     | At time of SFR                       |

Note: Instructional Coaches and the Education Service Director are the only approved staff to add a child's profile on ASQ Online. If you need a child added, please email your Instructional Coach.

## CIRCLE Progress Monitoring System

**Policy:** The purpose of this policy is to establish guidelines and procedures for the implementation of the Circle Progress Monitoring System within Head Start classrooms. CIRCLE is designed to assess and track children's development across multiple domains to ensure they are meeting developmental milestones and to inform instructional planning and support. Failure to adhere to the CIRCLE Progress Monitoring System Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Standard Performance Standards [1302.32; 1302.102; 1302.33] Caring for Our Children [2.1.1.4; 2.3.2.1]

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### Procedure: CIRCLE Progress Monitoring System

**Purpose:** The CIRCLE Progress Monitoring System (<https://cliengage.org/static/>) is a user-friendly, technology-driven tool that enables a Teacher to quickly assess a child's progress in a particular skill area. The simple yet reliable data collection prompts Teachers to focus on lessons that target their students' least developed skills. This online assessment will be used to measure school readiness skills for **all Head Start children**.

#### Direct Assessments include:

- Rapid Letter Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Rapid Vocabulary
- Book & Print Awareness

#### Observation-Based Assessments include:

- Social & Emotional Development
- Physical Health & Development
- Story Retell & Comprehension
- Mathematics
- Science
- Social Studies
- Early Writing
- Speech Production & Sentence Skills
- Approaches to Learning
- Motivation to Read

**CIRCLE Progress Monitoring System:** Head Start Teachers will assess students three times a year. (Beginning, Middle, & End) Screening dates will be provided by the Education Service Director and the TSR Coordinator.

- Children who enroll after the 2nd week of any wave, will not be required to complete testing.
- Teachers will use the generated reports to address individual student and class needs, weekly lesson plans, and activities to include learning centers, outdoor play, etc.
- They will also use this information to determine home connection activities.
- This information will also allow Teachers to create targeted small groups of children with similar achievement levels in various content areas.
- If a child's home language is something other than English, the Teacher must screen the child in their home language if noted in Child Plus with a lime green flag.

**CIRCLE Classroom Environment Checklist:** All classrooms will use the CIRCLE Classroom Environment Checklist to set up the classroom for the new school year and to maintain throughout the year. The TSR Coordinator will conduct all the TSR classrooms and the Instructional Coach will conduct the checklist for all non-TSR classrooms. The checklist will be conducted three times a year, beginning, middle, and end. A copy will be kept in the teacher binder.

**Preferred Screening Environment:**

- Make an effort to ensure that assessments are completed in a work space that is comfortable and relatively quiet. Minimize distractions.
- Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Progress Monitoring System tasks.
- You will need a computer, laptop, or tablet that has a reliable Internet connection.
- Place the computer in a position that allows you to operate the keyboard while you and the child look at the screen. (Note: The child should not see the screen during the phonological awareness assessments)

**Sharing Data with Families:** Families will be given a copy of the Student Report for Parents for each of the three monitoring waves of testing. This report will be given to each of the families at the conferences following the latest wave.

- Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online: Printing Parent Reports: <https://public.cliengage.org/training/support/how-to-guides/printing-parent-reports/>



## Desired Results Developmental Profile (DRDP)

**Policy:** The purpose of this policy is to establish guidelines and procedures for the implementation of the Desired Results Developmental Profile within Early Head Start classrooms. DRDP is designed to assess and track children's development across multiple domains to ensure they are meeting developmental milestones and to inform instructional planning and support. Failure to adhere to the Desired Results Developmental Profile Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Standard Performance Standards [1302.32; 1302.102; 1302.33] Child Care Licensing Minimum Standards [746.2201, 746.2203, 746.2205]

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### Procedure: Desired Results Developmental Profile (DRDP)

**Purpose:** The DRDP is a formative assessment instrument administered in natural settings through Teacher observations, family observations, and examples of children's work.

The Comprehensive view is the tool that our program will be using. The comprehensive view allows Teachers to assess their students in all areas.

- DRDP tracks the progress and interventions of infants and toddlers with Individualized Family Service Plans (IFSP).
- DRDP provides individual and group reports on children's development progress across all domains related to all areas of the Infant/Toddlers Learning and Developmental Foundations.

**The 5 Domains of the DRDP:** There are 5 Domains for the Infant/Toddler Comprehensive view of the DRDP.

- Approaches to Learning-Self Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- Cognitive (COG)
- Physical Development-Health (PD-HLTH)

**DRDP Observations-** Each Teacher will:

- Collect at least **two observations per measure** with evidence (artifact/record/video/picture) for each domain before each rating period for each child.
- **No more than 4 measures** are to be used on one observation at a time.
- Over 50% of all observations must have evidence (artifact/record/video/picture) for each domain before each rating period for each child.
- Teachers will continuously make weekly observations for each child regardless of children's attendance or start date.
- The Child Progress **Report 5022** will be used to address individual student needs.
- The Group Progress **Report 5042** will be used to address class needs for small groups.

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- Both the **Child Progress Report** and the **Group Progress Report** will be used to plan weekly lesson plans, individualization and accommodations, and learning activities.

**Rating Periods:** The DRDP is set up with 4 waves. Each wave will consist of 6-7 weeks of observations and 1 week for rating.

**DRDP dates** are provided on the Academic calendar each year.

**To Rate:**

- Ensure the correct wave is selected.
- Teachers will rate each measure using the observations that are associated with that measure.
  - Each measure must have 2 observations before you can rate that measure.
  - Elect Not to Rate – Only the Education Service Director will be able to “Elect Not to Rate.”
    - Attendance report 2305 to check attendance for each child.
    - A child must have lower than 60% attendance to be “Elect Not to Rate.”

Note: Dates will be given by the Education Service Director for children that enroll after the first day of a wave. Children that enroll after the date given will not be required to be rated but observations will be required.

**Transitions:** When a child transitions into another class, the previous Teacher will ensure that all observations have been entered. If the child transitions during a rating week, the previous Teacher will rate the child.

**Child Plus Data Documentation:** All Teachers will enter weekly observations for each child they are responsible for. Teachers will split the class in half and will be responsible for 3-4 children and their weekly observations.

Teachers will continue to make and enter observations each week for the full observation period during each wave.

**Record Keeping:**

- A copy of the **Parent Report 5024** will be given to families at the Parent Conference and Home Visit following the latest assessment wave.
- The **Child Progress Report 5022** will be used to address individual student needs.
- The **Group Progress Report 5042** will be used to address class needs for small groups.

| Task                          | Person(s) Responsible      | Timeline                                                  |
|-------------------------------|----------------------------|-----------------------------------------------------------|
| Child Observations            | Teachers                   | Weekly                                                    |
| Entering data into Child Plus | Teachers                   | Weekly                                                    |
| Generate reports              | Teachers                   | After the rating period has been finalized. - Report 5024 |
| Observation monitoring        | Site Supervisor            | Weekly - Report 5004                                      |
| Observation monitoring        | Instructional Coach        | Monthly - Report 5004                                     |
| Elect Not to Rate selections  | Education Service Director | At the end of the rating period                           |
| Parent Reports                | Teachers                   | After each Rating week - Report 5024                      |

# Documentation

## Education Documentation & Monitoring

**Policy:** The purpose of this policy is to establish guidelines and procedures for the ongoing monitoring of educational activities and outcomes within Head Start programs. Failure to adhere to the Education Documentation Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1303.21; 1303.2, 1304.20]  
 Child Care Licensing Minimum Standards [746.601]  
 Caring for Our Children Standards [9.4.2]

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### Procedure: Education Documentation

**Purpose:** Education monitoring aims to ensure the delivery of high-quality early childhood education that promotes school readiness and supports the development of children from low-income families.

#### Educational Documentation:

| Resource/Report Location                                                       |
|--------------------------------------------------------------------------------|
| Biting resources Education Folder in Flash Drive                               |
| Potty Training resources Education Folder in Flash Drive                       |
| Potty-Training Contract Child Plus module under Education tab                  |
| School Readiness Goals Education Folder in Flash Drive                         |
| CLASS observation scores Child Plus under Management tab                       |
| CLI Environmental Checklist Child Plus under Management tab                    |
| Home Visits/Parent Conferences Child Plus under Education tab                  |
| DRDP Parent Report (EHS Only) Child Plus Mobile Report 5024                    |
| ASQ3 scores in ASQ Online and Child Plus                                       |
| ASQ:SE-2 in ASQ Online and Child Plus                                          |
| CIRCLE Progress Monitoring & Child Reports on the CLI Engage Website (HS Only) |
| Behavior Incident Report Child Plus under Education tab                        |
| IEP/IFSP Individual Learning Plan under the Education in Child Plus            |

**Child's Education Portfolio (Head Start Only):** Throughout the school year the Teachers will collect information on each child to evaluate the child's growth and development, inclusive of work samples, anecdotal observations and ongoing assessment information. The Teachers will collect work samples for each child each month, beginning in **October**. The information collected will be placed in each child's Education Portfolio.

Monthly sample entries to include at least **2** of the following per month:

- Writing sample (example: first name)
- Work sample with connection to the child's goal or learning outcomes.
  - Work samples are **NOT** meant to be collected for every child in one area on the same day; rather samples should be collected when a child demonstrates growth in that area.
  - Purposeful art: Art work may reflect drawings, painting, collage or other creations
- Work samples will be placed in each child's portfolio in order from beginning of the school year to the end of the school year.
- Teachers may use a camera to obtain pictures of the children's demonstrated growth in a particular domain.
- Teachers may write the child's description of and/or reflections of his/her drawings, artwork or other creations (dictation).
- The Education Portfolio will be kept in the classroom in a place that is accessible to parents.
- At the end of the school year, the child's work samples will be given to the parents.
- The Child's Education Portfolio will be monitored by the Site Supervisor throughout the school year.

**EHS classrooms:** The DRDP Portfolio will be used for collecting observations and is accessible through Child Plus Mobile. Please refer to the DRDP procedure for more information.

**Site Supervisor Monitoring of Classrooms:** The following monitoring will take place on an ongoing basis:

- **Lesson Planning:** Lesson planning time is provided each week; lesson plans are completed on time; taught as planned; follows daily schedule; and the environment is age-appropriate, updated, safe, and related to theme.
- **Team Work:** Review each Teacher's responsibilities, planning time schedule, and check in with Teachers on relationship and communication.
- **Active Supervision:** ratio is maintained, zoning maintained, environment is safe; sweeping, and Teachers are actively supervising all children.
- **Ongoing Parent Communication:** Review Learning Genie monthly to ensure Teachers are sending proper documentation of child goal progress, home connection activities, and daily activities such as nap, meal times, and diapers/potty incidents.
- **Ongoing Classroom Monitoring:** Complete 2 observations per classroom. Completed on Child Plus.

- Use Child Plus **report 5004** to verify each week that Teachers are continuously entering observations for the DRDP.
- Use Child Plus **report 2565** to verify all home visits and conferences are completed and entered on time.
- Use **report BIR2** to review Behavior Incident Report information and follow up with the Teacher weekly.

**Education Team shared Monitoring:** The Education Team will review all new ASQ3 results, review progress on intervention strategies (for children who failed screener); review behavior incident reports, classroom screenings and assessments, and communication between families and Teachers as needed during the calendar time of the assessment being implemented.

- The Education Service Director will review in Child Plus as needed, and discuss with either the Teachers or the Site Supervisor to follow up on areas of need.
  - o DRDP percentages
  - o CLI percentages
  - o CLASS scores
  - o All 45 Day Educational Requirements
  - o Environment Checklist Concerns
  - o Outstanding follow up for Family Advocates and Site Supervisor

**Ongoing Classroom Monitoring Tool:** All classrooms will be monitored using the Ongoing Classroom Monitoring Tool in Child Plus under Management.

- **Conscious Discipline:** Cozy corner (Toddlers and HS only); Awareness of emotion; Breathing Techniques (HS); Responsive caregiving (EHS)
- **Active supervision:** ratio maintained; transition & tracking completed accurately; environment is safe; Teachers use zones to actively supervise; class age and number of children posted.
- **Review Safe Environments:** materials safe and age appropriate; labels on all common items (pictures and words).
- **Diaper Changing:** Teachers are providing a safe and appropriate environment for diaper changes, children are safe and away from harm, hand washing after each diaper change, sanitizing occurs after each diaper change
- **Transitions:** Teachers are using the Transition and Tracking form, following the procedures correctly, Name to Face completed
- **Note section:** Observer will enter any notes if follow-up is needed.

The Site Supervisor will use this tool to monitor classrooms twice a month for each classroom. Instructional Coaches will use this tool to monitor classrooms twice a semester for each classroom.

**Curriculum Fidelity:** All classrooms will be monitored using the Curriculum Fidelity in Child Plus under Management.

- **Appropriate Instruction:** current approved lesson plan posted; daily schedule posted; instruction matches lesson plan and schedule.
- **Teacher Interactions:** engaged in learning; both Teachers involved in tasks.
- **Learning Centers:** have a working management system in place, children are engaged in learning through centers,



- **Theme Related Materials:** Materials are evident throughout the classroom.

The Education Service Director & Instructional Coaches will use this tool to monitor classrooms once a semester for each classroom.

**45 Day Tracking Sheet:** The purpose of the 45 Day Tracking Sheet is to ensure all children enrolled in Early Head Start and Head Start receive ongoing monitoring of educational progress during the first 45 days of enrollment.

Teachers will use this form to ensure that children enrolled in their classroom remain up to date on all required educational documents, screenings, assessments, and follow-up actions within the required timelines.

The following items will be tracked using the 45 Day Tracking Sheet:

- 1st Home Visit completion date
- 2nd Home Visit scheduled date
- 1st Parent Conference scheduled date
- 2nd Parent Conference scheduled date
- ASQ3 completion date
- ASQ-SE completion date
- Allergy Plan (if needed)
- Safety Plan (if needed)
- SFR New Enrollee completion date
- 45 Days Date
- Child Pedestrian Training completion date

Site Supervisors will monitor the 45 Day Tracking sheet monthly.

| <b>Task</b>                                                                                                                                                                                                                                          | <b>Person Responsible</b>                               | <b>Timeline</b>              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------|
| Review, analyze, and action plan the results of the ASQ3 Developmental Screener ( <b>CP2515</b> )                                                                                                                                                    | Education Service Director                              | Early Fall and ongoing       |
| Collect classroom-level environmental and Teacher-child interaction (CLASS) data & CIRCLE Classroom Environmental Checklist; debrief results with Teachers; action plan with staff for improvements to classroom environments ( <b>CP5630-5620</b> ) | Education Team, Site Supervisors, Instructional Coaches | Fall, Winter, and mid-spring |
| Monitor all classrooms using Ongoing Classroom Monitoring Tool                                                                                                                                                                                       | Site Supervisor                                         | Twice a month                |
| Monitor all classrooms using Ongoing Classroom Monitoring Tool                                                                                                                                                                                       | Instructional Coaches                                   | Twice per semester           |
| Curriculum Fidelity                                                                                                                                                                                                                                  | Education Service Director<br>Instructional Coaches     | Once per semester            |
| Monitor Behavior Incident Report ( <b>BIR2</b> )                                                                                                                                                                                                     | Site Supervisor                                         | Weekly                       |
| Monitor Behavior Incident Report ( <b>BIR2</b> )                                                                                                                                                                                                     | Mental Health Coordinator                               | Weekly                       |

|                                                                                                                                                             |                                                |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|
| Review and monitor parent conference and home visit completion to ensure that all students have received two of each type of parent meeting <b>(CP2565)</b> | Site Supervisor and Education Service Director | Quarterly and after each conference period |
| Learning Genie monitoring - Ongoing Parent Communication                                                                                                    | Site Supervisor                                | Monthly                                    |
| DRDP Observations Report 5004                                                                                                                               | Site Supervisor<br>Instructional Coaches       | Monthly                                    |
| 45 Day Tracking Sheet                                                                                                                                       | Teachers                                       | When a child Enrolls                       |
| 45 Day Tracking Sheet Monitoring                                                                                                                            | Site Supervisors                               | Monthly                                    |

## Lesson Plans

**Policy:** This policy is to establish guidelines and procedures for writing comprehensive and developmentally appropriate lesson plans within Head Start programs. Failure to adhere to the Lesson Plan Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standard [1302.30-1302.34]

Child Care Licensing Minimum Standards [746.2203; 746.2205; 746.2209; 746.2201; 746.2207]

Caring for Our Children Standards [2.1.1.1-2.1.3.6; 2.4.1.1; 3.1.5.3]

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### Procedure: Lesson Plans

**Purpose:** All Head Start classrooms will implement the Frog Street Curriculum and have a weekly lesson plan that is developmentally appropriate. All Head Start Teachers are responsible to ensure appropriate and comprehensive planning is completed weekly to support child development and learning.

**Teaching Teams:** Will meet weekly during the weekly planning time to discuss and develop planning for the upcoming week. The following must be considered when planning:

- Each child's development needs, assessment information, strengths, interests, language, backgrounds, and learning style.
- Curriculum resources that will be needed.
- Changes to the environment and materials.
- Encourage parents to share input or ideas to be included in the development of the lesson plan.
- Use the Home Connection section of the lesson plan to provide ways to continue learning and make connections in each child's home life. (See Parent & Family Engagement in Education & On-Going Communication procedure for more information.)
  - Teachers will send home the Frog Street Family Connection letters provided by the curriculum, which is located in the Frog Street Portal.
- Individuating must be highlighted example: (NL, LMRN)
- When saving a lesson plan, save as Last Name, Date (Example: Reimann, Aug 24-28)
- **Submit completed lesson plans to the assigned Instructional Coach at least two weeks prior to the Wednesday before the lesson is delivered.**
  - If corrections are needed, the Instructional Coach will return the lesson plan to the Teachers for revisions. The corrected lesson plan must be resubmitted by the following Friday, one week later.
- Post approved, with Instructional Coach's digital/handwritten signature, lesson plan in the classroom on the Parent Board for viewing by Monday morning of the current week.

### Site Supervisor:

- Provides Teachers weekly planning time. Times will vary by site.
- Observe classroom teaching to ensure the weekly lesson plan is being implemented.

- Ensure a current and approved lesson plan is posted in the classroom Monday morning of the current week.

#### **Instructional Coaches:**

- Instructional Coach will upload all lesson plans into Google Drive under the Lesson Plan folder by end of day Friday.
  - Including individualization for each child, curriculum resources are being implemented and plans are being followed.
- Work with the Site Supervisor to ensure curriculum practices and daily resources are being implemented, and lesson plans are being implemented.
- Work collaboratively with Teachers that do not meet lesson plan requirements by providing activities, resources, and individual technical assistance depending upon area of need.

**Lesson Plans:** Infant, Toddler, and 3's each have their own unique lesson plan template. Lesson plan templates can be found in the Education folder.

- The Supplemental page will be included on the infant, toddler, and 3's lesson plan. The supplemental page must include:
  - Supplemental Activities
  - Individualization for children with IEP/IFSP
  - TSR- For Teachers participating in TSR (EHS & HS), and activities used as a result of CLI Testing (HS only) for individualization
  - Transitions
  - Baby Doll Circle Time- 3x per week
  - Home Connections
  - Small Groups
  - Kindermusik - 3x per week

| Task                                              | Person Responsible                     | Timeline                                                                                                                    |
|---------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Lesson Plans                                      | EHS – EHS Teachers<br>HS – Teacher 1   | Weekly                                                                                                                      |
| Lesson Plans submitted to Instructional Coach     | Teachers                               | Wednesday                                                                                                                   |
| Lesson Plan Monitoring                            | Instructional Coach                    | Returned to Teachers if needed                                                                                              |
| Lesson Plan implementation                        | Teachers                               | Daily                                                                                                                       |
| Lesson Plan implementation                        | Site Supervisor<br>Instructional Coach | At least twice a month, On-going Classroom Monitoring tool<br>At least twice a semester, On-going Classroom Monitoring tool |
| Uploading Lesson Plan to google folder            | Instructional Coach                    | By Friday a week later                                                                                                      |
| Lesson Plan training, referred by Site Supervisor | Instructional Coach                    | As needed                                                                                                                   |

### **Sub Folder**

**Policy:** This policy is to establish guidelines and procedures for maintaining classroom substitute folders to ensure continuity of care, supervision, and instruction during staff absences. Failure to adhere to the Sub Folder Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standard [1302.92]

Child Care Licensing Minimum Standards [746.1401]

Caring for Our Children Standards [1.5.0.1; 1.5.0.2]

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#### **Procedure: Sub Folder**

**Purpose:** The purpose of the Sub Folder Procedure is to ensure that all required documentation for enrolled children is organized, accessible, and maintained in accordance with Head Start Program Performance Standards, licensing regulations, and agency policies. Sub folders allow staff to efficiently track and monitor each child's progress, health requirements, family engagement, and individualized services.

All classrooms will have a sub folder in case of one staff member's absence.

Teachers are responsible for the lesson plans which guide and direct the substitute throughout the day. This includes but is not limited to:

- Assigning child activities to manage
- Assigning materials to prep that are needed for instruction
- Assigning sanitation of tables and toys

Site Supervisors are responsible for providing the Substitute Teacher with center orientation and training on all operations (active supervision, safety, education, health, and nutrition content) that are relevant and specific to the classroom and center. The Site Supervisor must provide the "Sub Folder" to the substitute Teacher and must ensure that it is properly read and reviewed.

- The Site Supervisor is responsible for ensuring that the sub reviews the sub folder prior to beginning work in the classroom.
- Verification that the Sub Folder has been reviewed and is documented in the sub folder on the log.
- Site Supervisors receive the Sub Folder at the end of the day for the sub.

Sub Folders must include:

- Front cover - this includes the Title "Sub Folder," Teacher's name and classroom, the current school year
- Substitute Folder Log
- Classroom Daily Schedule
- Center Map
- Bad Weather Drill Procedure
- Fire & other Emergency Procedures

- Nap Mat & Mat Chart
- Sanitation Procedure
- Hand washing Procedure
- Classroom Roster with pictures listed in order of youngest to oldest
  - Update as the children's age change
- Sub Folders are to remain with the Site Supervisor when not in use by a sub

# Safety



## Active Supervision

**Policy:** This policy is to establish guidelines and procedures for the implementation of active supervision practices within Head Start programs. Failure to adhere to the Active Supervision Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.21; 1302.47, 1302.90]  
 Child Care Licensing Minimum Standards [746.1203; 746.1205; 746.1601; 746.1609; 746.1613; 746.2911]  
 Caring for Our Children Standards [1.1.1; 2.2; 2.2.0.1]

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### Procedure: Active Supervision

**Purpose:** All Head Start and Early Head Start inside a classroom must directly supervise infants, toddlers, and preschoolers at all times during all daily routines, including sleeping, eating, and diapering or bathroom use. Active supervision includes six strategies that are essential for creating safe environments and allowing children to explore their environments safely. Active supervision requires focused attention and intentional observation of children at all times. Programs that use active supervision never leave children unattended.

- Active Supervision posters, English and Spanish, will be posted in every classroom.

#### The six strategies of Active Supervision are:

1. **Set up the environment:** Classroom staff set up the environment so they have clear sightlines and access to children. The height and arrangement of furniture and equipment allow effective monitoring and supervision of children at all times.
2. **Position Staff:** Classroom staff carefully plan where they will position themselves in the environment to prevent harm to children. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Classroom staff stay close to children who may need additional support.
  - Zoning organizes classroom staff by assigning specific roles and duties for the day or during a specific time of day, such as free play or outdoor time.
  - Classroom staff should separate the classroom or playground into zones.
3. **Scan and count:** Classroom staff are always able to account for the children in their care. They continuously scan the entire environment so everyone knows where each child is and what they are doing. They count the children frequently and use name-to-face recognition by visually identifying each child. This is especially important during transitions when children are moving from one location to another.
  - All Head Start classroom staff will use a white board posted in the classroom to keep a current number count of the children for that classroom. Classroom staff should update the count throughout the day as children come and go.
  - Classroom staff will use the Daily Transition and Tracking form to keep track of children when moving from one place to another.
  - When providing coverage, the staff member taking responsibility for the children must ask the following questions before assuming responsibility of the children:
    - The number of children in the class and the youngest and oldest child.

- Any pertinent information about any children pertaining to child safety.
4. **Listen:** Classroom staff listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may signify reason for concern. Centers may employ additional strategies to safeguard children. For example, bells added to doors may alert staff when a child leaves or enters the room.
    - All classroom doors will have a child door knob guard, or a door alarm or bells installed so that when a door is opened an alarm will alert classroom staff that it was opened.
    - Ensure the volume of music or any other noise does not prevent you from hearing a child who needs support or redirection.
  5. **Anticipate children's behavior:** Classroom staff use their knowledge of each child's development and abilities to anticipate what they will do. Classroom staff who know what to expect are better able to protect children from harm.
  6. **Engage and redirect:** Classroom staff provide individualized, responsive caregiving and intervene when children are unable to problem-solve on their own. They may offer different levels of assistance or redirection depending on each individual child's needs.

\*Classroom Staff may include Teachers, Teacher Assistants, Casuals, Family Advocates, Site Supervisors, Admin Assistants, and Coordinators. Anyone that has received the Active Supervision training may be counted in ratio at times.

**Additional Resources:**

<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/active-supervision>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/active-supervision-handout.pdf>

## Classroom Safe Environments – Classroom Safety/Choking Hazards

**Policy:** This policy is to ensure the creation and maintenance of safe learning environments within Head Start classrooms, focusing specifically on preventing choking hazards and addressing other safety concerns that may affect the well-being of children. Failure to adhere to the Classroom Safe Environments - Classroom Safety/Choking Hazards Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standard [1302.47]  
Child Care Licensing Minimum Standards [746.2415; 746.2401; 746.2501]  
Caring for Our Children Standards [6.4.1.2]

### Procedure: Classroom Safe Environments - Classroom Safety/Choking Hazards

**Purpose:** The purpose of this policy is to safeguard the well-being and physical safety of children enrolled in Head Start programs by establishing clear guidelines and procedures to prevent choking hazards and ensure a safe classroom environment.

**Choking Hazards in the Classroom and on the Playground:** The key to keeping children safe is Active Supervision (see Active Supervision procedure for further guidance).

- A commercial choke tube or empty toilet paper roll can be used to test toys and objects in the classroom. If the object easily passes through the tube, a child may choke on it and such toys or objects must be removed from the children's access.
- All Early Head Start materials must pass the choke tube test. In the 3-year-old classrooms, if a child has sensory issues, then that 3-year-old classroom will need to follow the Early Head Start classroom requirements and use the choking tube when setting up their classroom.
- Frogstreet materials that are small enough to fit into the choke tube are allowed for Head Start Classrooms only during supervised small group time.
- If you are unsure about the safe use of a material, please contact the Facilities and Maintenance Coordinator or Instructional Coach/Education Service Director BEFORE using it in the classroom.

Items that may **NOT** be used in the classroom or playground:

- Toys or objects with removable parts with a diameter less than one and one-quarter inches and a length between one inch and two and one-quarter inches.
- Balls and toys with spherical, egg shaped objects, or elliptical parts that are smaller than one and three quarters inches in diameter.
- Toys with sharp points and edges
- Broken toys
- Plastic bags
- Styrofoam objects and similar products
- Coins
- Rubber or latex balloons
- Safety pins
- Thumb Tacks

- Staples
- Clothes pins
- Paper Clips
- Marbles
- Small magnets (Magnet must measure larger than 2 inches across)
- Foam blocks, books, or objects (EHS ONLY)
- Latex gloves
- Bulletin board tacks
- Glitter
- Shaving Foam
- Non-toxic bubbles
- Store bought playdough (see note below)
- Water beads/orbeez
- Broken toys or cracked plastic items

Note: Playdough - must be Heat-Treat Flour handmade playdough.

**Microwave Heat-Treated Flour Playdough** recipe for quick and easy preparation!

### **Ingredients:**

- 2 cups all-purpose flour (heat-treated)
- ½ cup salt
- 2 tbsp cream of tartar
- 1 ½ cups water
- 2 tbsp vegetable oil
- Food coloring (optional)

### **Instructions:**

#### **Heat-Treat the Flour in the Microwave:**

- Place the **flour** in a **microwave-safe bowl**.
- Heat in **30-second intervals**, stirring after each, for a total of **1-2 minutes** until the flour reaches 165°F (74°C).
- Let it cool completely before using.

#### **Make the Playdough:**

- In a large microwave-safe bowl, mix the **heat-treated flour**, salt, and cream of tartar.
- Add **water, oil, and food coloring** (if using), then stir well.
- Microwave the mixture in **30-second intervals**, stirring after each, for about **1-2 minutes** until it thickens into dough.

#### **Knead & Store:**

- Let it cool slightly, then knead until smooth.
- Store in an **airtight container** or ziplock bag for up to **2 weeks**.

## **Early Head Start Buggy Ride/Walk Procedure**

**Policy:** This policy is to establish guidelines and procedures for conducting safe and beneficial buggy rides or walks for infants and toddlers enrolled in Early Head Start programs. Failure to adhere to the Early Head Start Buggy Ride/Walk Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.47]

Child Care Licensing Minimum Standards [746.2407; 746.2425; 746.4001]

Caring for Our Children Standards [2.1.1.6; 5.3.1.9]

### **Procedure: Early Head Start Buggy Ride/Walk Procedure**

**Purpose:** Buggy rides and walks provide opportunities for children to explore their environment, develop gross motor skills, and promote positive interactions with caregivers and peers.

All Early Head Start and Head Start children will play outdoors twice a day. Buggy rides are used in the following circumstances:

Teachers should schedule a nature ride connected to the indoor classroom learning:

- Walk can be used to collect leaves, sticks, and other natural things to create collages or use as a nature activity.
- Walks can encourage children's curiosity for their surroundings.
- Teachers should constantly talk to and sing to children to continue language development.
- Teachers need to be engaged in pointing out and describing what the children are seeing and hearing.
- The walk needs to be documented on the lesson plan and approved by the Site Supervisor.
- Buggy rides will last no longer than **15 minutes**.
- The ground is too wet for children to walk.
- EHS children must walk on the sidewalk not in the street or through parking lots, to get to the playground. All buggy ride routes must be approved by the Site Supervisor prior to taking a walk.

While on a buggy ride, the following standards must be maintained:

- Children are not allowed to help carry the first aid kits.
- Teachers will prepare in advance the posting for the outside of the classroom door, which includes the names of all children and staff who went for the walk.
- Teachers must take a walkie-talkie to connect with other staff if needed.
- The Daily Transition and Tracking form must be used for all transitions.
- Children will not be fed or given drinks, including bottles, while riding in the buggy. Food and drink may only take place in the classroom.

PC & BOARD APPROVED

**Concerns with Equipment:** In the event the buckles, wheels, or any other part of the stroller or buggy is not functioning or fitting a child in the proper way, alert the Facilities & Maintenance Coordinator immediately. Do not attempt to fix the equipment.

## Outdoor Play

**Policy:** This policy outlines the importance, guidelines, and procedures for ensuring safe, regular, and developmentally appropriate outdoor play for children enrolled in Head Start programs. Failure to adhere to the Outdoor Play Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Caring for Our Children Standards [3.1.3, 6.1]  
 Child Care Licensing Minimum Standards [746.2206, 746.2417]  
 Head Start Performance Standards [1302.2]

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### Procedure: Outdoor Play

**Purpose:** Outdoor play is essential for the physical, cognitive, social, and emotional development of young children. Outdoor play is a required part of a child's day, weather permitting.

#### Licensing and Minimum Standards requirements for outdoor play:

- All children that are served must have a minimum of two outdoor play times.
- Children 13 months and older must have a minimum of 60 total minutes of outdoor play.
- Infants 12 months and under must play outside, but only as long as the infant can tolerate the weather. There is no recommended time limit per licensing.
- For infants, buggy rides alone do not count solely as their only outdoor time. They must be given access to time on an age appropriate playground.
- Per our Buggy Ride procedure, infants may not be in a buggy longer than 15 minutes.
- All outdoor activities must be documented on the daily schedule.
- Any supplementary outdoor activities, outside the normal routine must be documented on a lesson plan and permission given from a Site Supervisor. Example: Nature Walks
- All staff must use active supervision during any outdoor play activities.
  - This includes the use of zoning. Teaching staff will work together to assign zones on the playground that each staff member will cover. Staff will ensure that they are moving around and scanning in their zone so that all areas and potential hazards are covered, avoided, and addressed quickly.

**Weather Considerations:** While the state of Texas does not have any required temperature restrictions, it is recognized that certain temperatures may be uncomfortable and unsafe for children to play outside. This can include extreme cold and heat, as well as adverse weather patterns like thunder, tornadoes, extreme wind, and pollution. Temperatures under 40 degrees Fahrenheit and over 90 degrees Fahrenheit are generally considered temperatures where consideration may need to take place for children's ability to play safely outside. The Site Supervisor is to make the final call on what is an appropriate temperature for that site, with the exception of the program director, who may override that decision. The Site Supervisor may also



determine that outdoor play is restricted to a shortened time period, rather than none, so that children still get the benefit of outdoor play.

## Child Supervision - Teacher to Child Ratio

**Policy:** The purpose of this policy is to ensure the safety, well-being, and optimal development of children through appropriate supervision and maintaining suitable Teacher-to-child ratios in all Head Start programs. Failure to adhere to the Child Supervision - Teacher to Child Ratio Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.21]  
 Child Care Licensing Minimum Standards [Subchapter E, Division 1; Division 2]  
 Caring for Our Children Standards [1.1.1.2]

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### Procedure: Child Supervision - Teacher to Child Ratio

**Purpose:** The purpose of this procedure is to ensure no child is left alone or unsupervised at any time, to prevent injury and maintain quality child care. Ratios will remain the same whether inside or outside.

**Indoor Ratios and group size:** Active supervision and safety of the children is everyone's responsibility.

| Number of Classroom staff | Number of Children Ages of Children |
|---------------------------|-------------------------------------|
| 2*                        | 8 Under 18 months                   |
| 2*                        | 8 18 months-3 years old             |
| 2*                        | 17 3-5 years old                    |

\*There must always be two (2) staff members present at all times.

\*Early Head Start classrooms may maintain 9 children with a minimum of three Teachers.

**Nap Time Ratio:** Classrooms with children 18 months or younger must have two staff members at all times.

- For brief absences during naptime, Head Start and Toddler classrooms (over 18 months), may allow a Teacher for no more than five minutes to step out of the room.

**Outdoor Ratios and group size:** Staff-child ratios for outdoor settings will be determined by the age of the majority of children and the needs of the children present.

- Two Early Head Start classrooms may maintain three Teachers on the playground if no more than nine children are present. If more than nine children are present, then 4 Teachers will be assigned.
- Two Head Start classrooms may maintain two Teachers on the playground if no more than 17 children are present. If more than 17 children are present more Teachers will need to be assigned.

**Substitutes and Volunteers:**

- Substitutes may be counted in the Child/Teacher ratio but are to never be left alone with children or placed in charge of a classroom.
- Volunteers are to never be counted in the Child/Teacher ratio.

**Bonham:** Bonham Head Start does not fall under Texas Child Care Licensing and does not need to meet Minimum Standards ratios. Bonham must meet all Head Start Performance Standards and have no more than 20 children enrolled in any class.

## Transitions & Tracking

**Policy:** This policy is to ensure the safety, security, and well-being of all children under our care during transitioning between activities, throughout their time in our centers. This policy outlines procedures for effective transition management and tracking of children's movement. Failure to adhere to the Transition & Tracking of Children procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.90]

Child Care Licensing Minimum Standards [746.1203; 746.1205; 746.1613; 746.2911]

Caring for Our Children Standards [ 2.2; 2.2.0.1]

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### Procedure: Transitions & Tracking of Children

**Purpose:** The purpose of this procedure is to ensure the safety and security of children during transitions between activities and throughout their time in care - including implementing effective methods for tracking children's movements within their environment.

#### Transitioning Children to and from the Classroom:

- When transitioning outside of the classroom:
  - Staff will call children to line up.
  - Staff will position themselves with one at the front of the line and one at the back.
  - The staff member at the front of the line is responsible for the transition and tracking form.
  - The front staff member will complete name-to-face recognition, count the children, and document the count on the transition and tracking form.
  - The staff member at the back of the line will then repeat name-to-face recognition and count the children back to the front staff member.
  - The staff member at the back will complete a sweep of the classroom to ensure no child is left behind.
  - Staff will verify that the number of children matches the number recorded on the dry-erase board.
- When returning to the classroom:
  - Staff will call children to line up.
  - Staff will position themselves with one at the front of the line and one at the back.
  - The staff member at the front of the line is responsible for the transition and tracking form.
  - The front staff member will complete name-to-face recognition, count the children, and document the count on the transition and tracking form.
  - The staff member at the back of the line will repeat name-to-face recognition and count the children back to the front staff member.
  - The staff member at the back will complete a sweep of the playground to ensure no child is left behind.

- Staff will complete a name-to-face check and count at every threshold along the transition route.
- Upon arrival in the classroom, staff will verify that the number of children matches the number recorded on the dry-erase board.
- Use of walking safety rings is mandatory during all transitions outside of the classroom.
  - These rings are used to ensure children are safely guided while walking to and from playground areas and during any off-site or hallway transitions. Staff must ensure all children are holding onto the walking ring and are actively supervised at all times.
- The use of walking safety rings are required to be used during safety drills for children who are walking.
  - Non-walking children will use the safety cribs, and children with disabilities or children who need an alternative safety plan will be provided a stroller or other method of transportation deemed necessary by the management team.
- When classrooms transition to the playground, buggy rides, or other outside learning times, Teachers will take medication bags with them if children with health and safety plans need their required items/medications while away from the classroom.
- For safety drills and real emergencies, Teachers will take Disaster Kits with them that provide life-saving items. These items may include food rations, water, and other first-aid equipment.
- In the event of an evacuation that results in moving the children to the Relocation Site, supplies will be brought to them by staff. The Site Supervisor will notify the Facilities and Maintenance Coordinator and the Head Start Program Director.
- In the event staff need assistance during transitioning children, they will use walkie-talkies to call for assistance.

**Daily Transition Tracking of Children:** All transitions will be tracked using the **Daily Transition Tracking Form**.

- The Daily Transition Tracking Form will be monitored by the Site Supervisor or Person In Charge. Site Supervisor or Person In Charge will review, initial, and date in the space labeled Site Supervisor Daily Check & Date. The Site Supervisor or Person In Charge will ensure that the Daily Transition Tracking Form is completed correctly at the end of each day.
- Staff will turn in all Daily Transition Tracking Forms at the end of the week to the Site Supervisor.

Staff will use this form to:

- Ensure that all children are supervised at **all** times.
- Ensure all individuals in the building are evacuated, in case of an emergency.
- Keep track of child-staff ratios.
- Plan for staff coverage and program planning.
- Document Daily Health Checks
- Track Professional Services provided

**Daily Transition and Tracking form:**

- Staff will write the date, center name, and classroom # on the Daily Transition & Tracking Form each day before children arrive.
- Children's names should be pre-typed into the section labeled – Child's first and last name.
  - Staff will indicate the beginning time, arriving time, and location in the blanks provided once arriving at the final location.
  - Both staff will name & count the children out loud, compare the totals with the number on the dry-erase board, and recount if necessary.
  - Staff will write the total number of children in the space labeled Total for each transition made during the day.
  - Staff will conduct a name-to-face check & count at 9:00 am and write the total # present in the space labeled Classroom AM # Check.
  - Staff will conduct a name-to-face check & count during nap time and write the total # of children in the Nap # Check space on the Daily Transition and Tracking Form.
- Once at the arrival area (playground, safe location during emergencies), staff will conduct a name-to-face check & count using the Daily Transition & Tracking Form, marking each child as the name is called out loud before releasing children.
- All professional services and all CAI staff will sign a child out using the Daily Transition & Tracking Form using time and initials before a child will be removed from the class for services and when the child is returned to the classroom. Professional services will not use the iPad to sign a child out.
- Staff will use the Daily Transition and Tracking Form to document safety drills in the columns labeled Drills/Other Out/In. Staff will conduct a name-to-face check and count. They will mark each child as the name is called out loud during three specific times: when they transition to a safe area, when they arrive at the safe area before returning to the classroom, and after they return to the classroom.
- All Daily Transition & Tracking forms will be turned in to the Site Supervisor at the end of each week.
- The Daily Transition & Tracking Form will be monitored by the Site Supervisor or Person In Charge. The Site Supervisor or Person In Charge will check all Daily sign-in/Sign-out forms at the end of each day.

**End of the Day:** At the end of the day, the Site Supervisor or Person In Charge will ensure that all children have been signed out by their family, guardian, or transportation staff.

**\*Failure to complete the form daily and during transition times will result in disciplinary action up to and including suspension and/or termination.**

| Task                             | Person Responsible | Timeline |
|----------------------------------|--------------------|----------|
| Daily Sign-In/Sign-Out Form      | Staff              | Daily    |
| Daily Transition & Tracking Form | Staff              | Daily    |

|                                                                                           |                                     |                                            |
|-------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|
| Monitoring of the Daily Sign-In/Sign-Out Form (paper form or on Tablet), Child Plus entry | Site Supervisor or Person In Charge | Daily – End of Day                         |
| Monitoring of the Daily Transition & Tracking Form                                        | Site Supervisor or Person In Charge | Daily – End of Day                         |
| Monitoring of the Daily Transition & Tracking Form                                        | Instructional Coach                 | Twice a semester - Ongoing Monitoring Tool |



# Health/Sanitization in Education

## Animals in the Classroom

**Policy:** This policy outlines the guidelines and procedures for incorporating animals into the classroom environment. Failure to adhere to the Animals in the Classroom procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Caring for Our Children Standards [3.2.2.1; 3.4.2; 3.4.2.2; 3.4.2.3]  
Child Care Licensing Minimum Standards [746.3415; 746.3417; 746.3901; 746.3903; 746.3905]

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### Procedure: Animals in the Classroom

**Purpose:** Children can learn a lot from animals, and it's important to make sure they stay safe and healthy while they're learning. If you plan to have an animal in your classroom, whether it's a class pet or for a hands-on learning experience, be aware of the risks and how to prevent illness. You can help kids enjoy and learn from animals while staying healthy.

The only animal allowed in any of our Head Start or Early Head Start classrooms is a fish. If classrooms are going to have a fish, the following must be followed:

#### Care for Animals:

- Teachers will clean the tank bi-monthly and as needed.
- Used fish tank water must be disposed of in sinks that are not used for food preparation or used for obtaining water for human consumption.
- Disposable gloves must be used when cleaning fish tanks and hands washed immediately after cleaning is finished.
- Children are not to be involved in the cleaning of a fish tank.
- Fish tanks must be enclosed and kept out of reach of children.
- Fish food must be kept out of reach of children.
  - Children should not be allowed to feed animals directly from their hands.

**Hand Washing:** Teachers must wash hands immediately after:

- Cleaning fish tank
- Feeding the fish

**Documentation:** Site Supervisors are to notify parents in writing that a classroom has a fish.

- Teachers will date and sign each cleaning using the Fish Tank Bi-Monthly Cleaning Checklist.
  - This checklist is to be posted near the fish tank at all times.
- Site Supervisors will check the Fish Tank Bi-Monthly Cleaning Checklist every month.

\*Bonham Head Start classrooms will follow ISD procedures for animals in the classroom.

### Fish Tank Bi-Monthly Cleaning Checklist

Please enter the date and initials of the person cleaning the fish tank. Please post near the fish tank.

|            | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July |
|------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1st        |     |      |     |     |     |     |     |     |     |     |      |      |
| 2nd        |     |      |     |     |     |     |     |     |     |     |      |      |
| SS<br>Int. |     |      |     |     |     |     |     |     |     |     |      |      |

PC & BOARD APPROVED

## Diapering and Toileting in Education

**Policy:** This policy outlines the procedures and guidelines for diapering and toileting to ensure the health, safety, and dignity of all children. Failure to adhere to the Diapering & Toileting procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.3]

Child Care Licensing Minimum Standards [746.3111; 746.2507; 746.3415; 746.4421; 746.2401; 746.2431; 746.3421]

Caring for Our Children Standards [3.2; 3.2.1.4]

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### Procedure: Diapering and Toileting in Education

**Purpose:** Parents and Teachers need to form a partnership to help children feel comfortable with bodily functions and become competent toilet users. Whether the child is in diapers, approaching potty training, actively potty training, or uses the toilet independently, the first step helping children with their development is to partner with parents and to ask about their approach to diapering and toileting.

Additionally, program staff are primarily responsible for keeping children safe and comfortable. During diapering and toileting, Teachers are responsible for:

- Using developmentally appropriate language.
- Using the terms vagina, penis, and butt or bottom with children helps to empower children to use the biologically correct terms for their body and to break down the stigma behind these words.
- Asking permission to change a diaper or assist with toileting.
- Telling the child what assistance is being provided.
- Remaining patient when potty accidents occur.
- Communicating toileting support to families daily.
- Being respectful of the parents' cultural and familial beliefs when it comes to toileting behavior.
- Discussing diapering and toileting procedures with all families at the first home visit.

**Training and Staff Responsibilities:** While the Diapering and Toileting procedure is under Health, the Education Team and Site Supervisors are responsible for teaching the diapering procedure. Site Supervisors are responsible for monitoring and supervising staff during diapering and toileting with children and also for ensuring that all staff share relevant information known about children that might impact how they are supported with this routine as well as how the Teachers set routines for care.

Teachers are responsible for safely and appropriately supporting children with diapering and toileting. Communication with families must occur daily to ensure families are aware of daily bathroom routines and accidents as they happen.

Family Advocates are responsible for sharing family information with center staff to ensure that everyone has the needed information to put plans in place to safely and appropriately care for children.

Substitute Teachers are allowed to change diapers and support toileting. Every Substitute Teacher must be completely trained on the diapering and toileting procedure and must be closely supervised when completing these tasks. Substitute Teachers are never to be left alone with children for any reason.

In classrooms where staff and children must share the bathroom (Hemphill, Building D), an internal manual lock, located at the top of the door, well out of the reach of children, will be used by Teachers

only when they enter the bathroom for personal use. This lock will allow staff to lock themselves inside the bathroom, ensuring that children do not enter. It is the staff's responsibility to ensure they use this lock every time they enter the bathroom for personal use. The lock will never be used when assisting a child with the bathroom. Teachers will be limited to a five-minute bathroom break away from the classroom. If the Teachers need a longer break due to illness, accident, etc. the staff must contact the Site Supervisor for classroom coverage assistance.

**Preparing the Toileting Routines and Classroom Environment:**

- In classrooms with multiple toilets, gender separation will be enforced.
- Staff must ensure they are aware of and consider parent's guidance, concerns, or information from student family reviews related to toileting. Plans must be put in place to accommodate all children's needs
- If one child in the classroom must use the restroom alone, all children in that classroom will use the restroom alone. A written plan must be created to facilitate the bathroom procedure in classes where this is the case.

**For sites with classrooms without internal toilets: (ex. Luling)**

- Restroom breaks need to be more organized and be scheduled at least three times on the daily schedule. Teachers must supervise children in restrooms, ensuring full visibility and complete frequent check-ins, asking "Do you need help?" "Is everything ok?" "Going potty is a private time. Give your friends space right now."

**For sites with internal toilets in the classroom:**

- Teachers must closely supervise children in restrooms by standing by the doorway where they are able to help watch the classroom yet also able to hear and ask questions of the child in the bathroom.
  1. If a child indicates that they need help using the toilet, staff can help the child. However, this help will be limited to helping to change clothes after an accident, helping to clean a child, etc. and the help will align with the potty-training support that was discussed with families at the first home visit.
  2. Before entering the restroom to assist a child, the Teachers must inform the Co-teacher of the movement and the Co-teacher will adjust supervision of the class accordingly.
  3. Teachers will ask the child "Do you need help?"
  4. Teachers will support the child, talking through what is happening.
  5. Lastly, Teachers will inform parents about the help via the Learning Genie.

**Preparing for Diaper Changing:**

- NEVER leave a child unattended on a changing table.
- The caregiver hand must remain on the child or the caregiver must be facing the child and within an arm's length of the child.
- Ensure all needed supplies are at the changing table prior to bringing the child to the table.
- Ensure the changing table is in the main area of the classroom, not in a bathroom or closet, and visible at all times to both Teachers.

Always try to make diapering fun by talking to and making eye contact with babies. This can be an intimate time when the baby feels special and important. Listening and talking or babbling to one another also promotes language development by laying the groundwork for the start of developing conversation.

Please follow the steps as outlined in the Diapering and Toileting Procedure under the Health procedures.

**Communicating with Families:** Children of all ages will receive daily information throughout the day via Learning Genie about diaper changes and potty accidents.

**Potty Training Children:** Families with potty-training children will meet with program staff to complete the Potty-Training Contract in Child Plus. Staff and families will follow the Potty Training Contract Procedure. The contract is a plan that will determine the actions of the staff and the family and will help them to work together to support the child. In the meeting, Teachers, parents, Site Supervisor, and the Family Advocate will share information about the child and create a plan of support that will be utilized at home and at school. Potty-training children will not be allowed to use Pull-Ups during this process. Families of potty-trained children will receive a message on Learning Genie regarding the potty accident if the child has an accident at school.

## Potty Training Contract Procedure

**Policy:** This policy outlines the procedures and guidelines for potty training to ensure the health, safety, and dignity of all children. Failure to adhere to the Potty Training Contract procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.3]

Child Care Licensing Minimum Standards [746.3111; 746.2507; 746.3415; 746.4421; 746.2401; 746.2431; 746.3421]

Caring for Our Children Standards [3.2; 3.2.1.4]

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### Procedure: Potty Training Contract

**Purpose:** The purpose of the Potty Training Contract is to establish a collaborative partnership between families and education staff to support a child's success during the potty training process. Potty training is most effective when it is developmentally appropriate, guided by family readiness, and reinforced consistently across home and school settings. This agreement ensures open communication, shared expectations, and a unified plan that prioritizes the child's emotional well-being, dignity, and growing independence. Through teamwork and consistency, families and staff create a positive, supportive, and stress-free experience that builds confidence and promotes long-term success.

Before Potty Training Begins, the child must meet the following indicators, showing that the child is ready to begin potty training:

- Stays dry for at least 1-2 hours
- Show awareness of being wet/soiled
- Can pull pants up/down (with minimal help)
- Show interest in the toilet

**Teachers, the Family Advocate, the Site Supervisor, and families** will meet during the Student Family Review to discuss the Potty Training Contract. During this meeting, the team will review the child's readiness to begin potty training, discuss what potty training practices are currently taking place at home, clarify expectations for both home and school, and collaboratively complete the Potty Training Contract in ChildPlus. Potty-training children will not be allowed to use Pull-Ups during this process.

Inside the classroom, Teachers will:

- Prompt based on the agreed schedule
- Use consistent language
- Encourage independence
- Keep potty routine calm and neutral
- Document attempts, successes and accidents through Learning Genie

Families will:

- Follow the same plan at home
- Send adequate clothing
- Notify staff of changes (illness, sleep regression, new stressors)
- Practice consistently on weekends

If the plan is not working, potty training may be paused if:

- The child has consistent accidents for 2+ weeks with no progress, and must be documented.
- The child resists sitting or becomes distressed
- The child shows fear of toilet
- Major life change occurs that affects potty training
- Medical concerns arise.

If paused, it must be agreed upon by the family, Teachers, and Site Supervisor. The potty training contract can be revisited in 4-6 weeks.

**Things to consider:**

- Children that enroll into the program that are already potty trained do not need a potty contract.
- When a child enrolls in the program, Teachers will discuss potty training options during the first home visit. We believe children should first become comfortable and adjusted to their new learning environment before officially beginning potty training. The SFR can be scheduled 3-4 after the child's first day of enrollment with the families, Teachers, Site Supervisor, and Family Advocate to create the potty training contract on Child Plus.

**Program Guiding Principles:** Our program believes that potty training is most successful when it is family-led and guided by each child's individual readiness rather than age expectations. We recognize that accidents are a natural and expected part of the learning process and should be approached with patience and encouragement. Consistency between home and school is essential to helping children feel secure and confident as they develop this new skill. Above all, we are committed to ensuring that every child is treated with respect and dignity throughout the potty training journey, creating a positive and supportive experience for all.



## Screen Time

**Policy:** This policy outlines the guidelines for appropriate screen time usage in the classroom to ensure it supports educational goals and promotes healthy development in children. Failure to adhere to the Screen Time procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.32]  
 Child Care Licensing Minimum Standards [746.2205b;746.2207]  
 Caring for Our Children Standards [2.2.0.3; 3.1.3]

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### Procedure: Screen Time

**Purpose:** Screen time/digital media (TV/Video, computer, tablets, or video games) should not be used with children ages 2 and younger in early care and education settings. For children ages 3 to 5 years, total exposure to digital media should be limited to 1 hour per day of high-quality programming\*, and viewed with an adult who can help them apply what they are learning to the world around them.

\*Designed with child psychologists and educators to meet specific educational goals.

Digital Media will not be used during the following times in any Head Start classrooms:

- Meal Times (Breakfast, Lunch, or Snack)
- Nap/Rest Time – please see Nap (Rest) Time and Infant Safe Sleep Practices procedure

Teachers must have:

- All screen time activities must be written into the weekly lesson plan.
- All screen time activities must relate to educational goals.
- All digital media devices must be turned off when not in use.

**Communication with parents:** Teachers will communicate with parents/guardians about the use of screen time/digital media in the home at each parent conference and educational home visit.

- Teachers can educate parents/guardians about alternative activities that families can do with their children beyond screen time.

# **Classroom Management**

## Classroom Management (Tier 1)

**Policy:** All classrooms will implement Tier 1 universal classroom practices aligned with the Pyramid Model and Conscious Discipline to promote emotional regulation, positive behavior, and supportive classroom communities. Failure to adhere to the Classroom Management procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1302.31;1302.45]  
Child Care Licensing Minimum Standards [746.2401;46.2407]  
Caring for Our Children Standards [2.2.0.1; 2.2.0.6]

### Procedure: Classroom Management - Tier 1 Practices

**Purpose:** Tier 1 practices create safe, predictable, relationship-based classroom environments that support children's social-emotional development and help prevent challenging behavior.

These practices support all children through consistent routines, supportive relationships, and social-emotional learning experiences. Tier 1 practices are implemented throughout the day and serve as the foundation of the program's classroom management systems.

Classroom practices are based on developmentally appropriate strategies aligned with the Pyramid Model, Conscious Discipline, and relationship-based practices that reflect the age and developmental needs of children enrolled in the program.

**Daily Classroom Expectations:** Teachers will maintain classroom environments that promote safety, consistency, engagement, and positive behavior.

#### Teachers will:

- maintain consistent daily routines and schedules
- establish and reinforce clear classroom expectations
- prepare children for transitions using cues, visuals, or verbal reminders
- organize classroom spaces to encourage participation and learning
- use calm and respectful communication with children and families
- respond consistently during routines, transitions, and guidance situations
- support children through co-regulation, emotional coaching, and developmentally appropriate guidance strategies

**Relationship and School Family Practices:** Teachers will use relationship-based and School Family practices throughout the day to build connections, strengthen relationships, and encourage positive peer interactions. School Family practices help create a safe, caring, and supportive classroom where children feel valued, included, and emotionally safe. Through daily routines, activities, and interactions, children learn how to build relationships, manage emotions, solve problems, and work together respectfully.

**Teachers are expected to:**

- greet children and families during arrival and departure
- acknowledge children's efforts and positive interactions
- model respectful communication and problem-solving
- encourage kindness, empathy, and cooperation
- support children in developing emotional regulation and relationship skills

When these daily interactions and routines put into place, children are encouraged to practice skills such as:

- recognizing and managing emotions
- using kind and respectful communication
- building friendships and positive relationships
- solving problems peacefully
- showing empathy, cooperation, and encouragement
- following routines and classroom expectations

Teachers will model, teach, and reinforce these skills throughout the day to help children develop confidence, self-control, responsibility, and a sense of belonging within the classroom community.

**Required Daily Social-Emotional Practices:** The following social-emotional practices will be implemented daily as part of classroom routines and instruction. Practices should be embedded throughout the day using developmentally appropriate strategies aligned with Conscious Discipline, the Pyramid Model, and relationship-based practices.

**Brain Smart Start:** Brain Smart Start activities will occur daily to promote connection, regulation, attention, and classroom readiness. This includes:

- Uniting activity
- Breathing activity
- Connection activity
- Daily commitment
  - Teachers will teach, model, and reinforce the Frog Street daily commitment throughout classroom routines and interactions.

**Wish Well Board:** Teachers will guide children in daily Wish Well participation to encourage empathy, connection, and classroom community.

**Safekeeper Ritual:** The Safekeeper Ritual will be used consistently to reinforce classroom safety, connection, and shared responsibility.

- Teachers will state: "My job is to keep you safe. Your job is to help keep it safe."

**Friends and Family Board:** Teachers will use classroom and family photos to strengthen relationships, emotional security, connection, and a sense of belonging within the classroom community.

**Cozy Corner:** Each classroom will maintain a Cozy Corner to help children practice calming strategies, emotional regulation, and co-regulation skills. The Cozy Corner must remain accessible and available throughout the classroom day.

During the first two weeks of school, Teachers will:

- Introduce the Cozy Corner and what it is used for.
- Model the correct way to use the Cozy Corner
- Teach children how to safely and appropriately use the Cozy Corner during calm and teaching moments.

The Cozy Corner should be opened for independent child use after children have been taught expectations, routines, and calming strategies.

**Cozy Corner required materials include:**

- My 5 Steps
- I Calm
- I Feel
- Caring Connections
- Feeling Buddies and accompanying book

**When using the Cozy Corner, Teachers will:**

- teach children how to appropriately use the Cozy Corner during calm periods
- guide children in choosing calming strategies
- model breathing and emotional regulation techniques
- support children in returning to classroom participation
- use Feeling Buddies to strengthen emotional regulation skills
- provide co-regulation support when children need adult assistance calming and re-engaging

The Cozy Corner will not be used for punishment, exclusion, seclusion, or time-out.

**Classroom Management (Tier 1) Monitoring:** The Mental Health Coordinator (MHC) will complete a Tier 1 implementation checklist:

- within the first 45 calendar days of the program year
- once during the second semester
- additional times as needed when classroom concerns are identified

Classroom Management Tier 1 practices should be implemented consistently across classroom staff, routines, and settings to support predictability, emotional safety, and positive social-emotional development.

# **Parent Communication/Engagement**

## Parent/Family Engagement in Education and On-going Communication

**Policy:** This policy aims to foster meaningful parent and family engagement in the education process and establish effective, ongoing communication between the school and families. Recognizing that parents and families play a critical role in the academic success and well-being of students, this policy outlines strategies to build strong partnerships and facilitate regular, open, and transparent communication. Failure to adhere to the Parent/Family Engagement in Education and On-going Communication procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1301.2; 1301.4; 1302.34; 1302.42; 1302.50; 1302.51; 1302.52]  
 Child Care Licensing Minimum Standards [746.601; 726.1401]  
 Caring for Our Children Standards [2.3.1; 2.3.2; 2.3.3]

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### Procedure: Parent/Family Engagement in Education and On-going Communication

**Purpose:** Center-based programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education. The Head Start Program works collaboratively to include families and the community in all aspects of the Program planning and implementation.

**On-going Daily Support for Student Achievement:** Head Start staff support student achievement daily by involving families in the learning process. Teachers include Home Connections in weekly lesson plans to encourage family participation and extend learning from the classroom to the home.

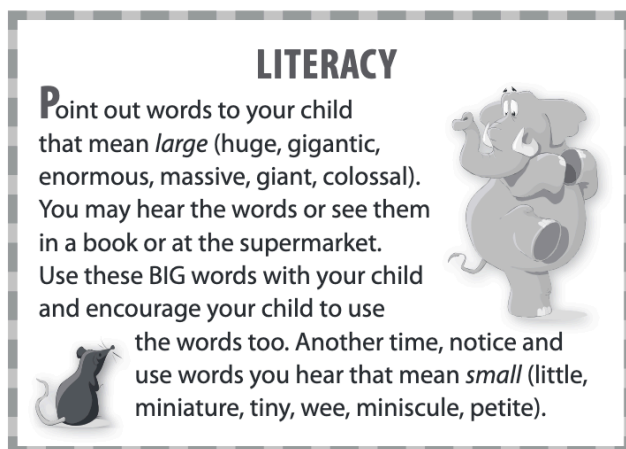
**Center Newsletter:** Site Supervisors send home a monthly newsletter that correlates with the monthly Frog Street themes and other events going on at the site or within the agency. The Site Supervisor, Family Advocate, and Teachers will contribute a section to the newsletter.

- The newsletter will contain the following information:
  - Monthly themes
  - Center Activities/Classroom Activities
  - Classroom Notes
  - Volunteer Opportunities

### HS & EHS-Weekly Evidence of Progress Towards Child Goals

- All classrooms will send a picture/video of each child that shows evidence of progress towards the child's goal and communicates follow up activities that could be done at home.
- There must be a note/directions on how parents can connect the activity to the child's goal.
- Example: Child's goal - Learn more vocabulary words.  
 Home Connection: (From Theme 3 Color, Size, & Shape) Families, To help your

child grow their vocabulary, try the activity from Frog Street our curriculum.



|                | Evidence towards goal   | Glance into the Classroom | Monthly Monitoring |
|----------------|-------------------------|---------------------------|--------------------|
| All classrooms | Biweekly - Individually | Weekly - Whole Class      | Site Supervisor    |

**Parent Conferences and Home Visits:** Teachers and families will meet at least four times a year to explicitly discuss children's progress in the classroom. Two of the visits must take place inside the family's home or in another community location and the other two visits will take place at the center. Teachers will make every effort to conduct the first home visit prior to the child beginning school at the center.

During the conferences, Teachers will share screening and assessment results and updates, share updates on goals, check-in on Home Connections, answer questions the family may have about issues like potty-training, new babies in the house, difficult transitions, and serve as a general resource for families. Teachers will also seek to learn about the child from the family, always respecting the family as the first and best teacher. (see the Home Visit-Parent Conference Procedure for more information)

**Classroom Parent Board:** Each classroom will maintain a parent board that includes all of the following information:

1. Current lesson plan
2. Daily schedule
3. Food menu
4. Classroom newsletter
5. Planning time invitation\*
6. Volunteer opportunities



7. Head Start School Readiness Goals/EHS School Readiness Goals
8. Theme Home Connection
9. Upcoming Parent/Child Activity (name of activity, purpose, date, time, location)
  - \*The planning time invitation for parents will include the date and time of your planning period. This will allow parents to engage in goal planning for their child.

**Home Connections:** Teachers will use the Family Connection letters that are provided by the Frog Street Curriculum for each theme.

- Teachers will give families a copy of the letter to match the theme.
- Teachers will document this on the weekly lesson plan under the Home Connection section on the weekly lesson plan.

**Parent Volunteers:** Below is a list of some of the ways families can help:

- Setting the Classroom Environment: After identifying the theme for the month, include any requested materials in the monthly classroom or center newsletter. Invite families to volunteer their time to construct or prepare materials for instructional time.
- Class Parent: Work with the Class Parent to identify a day/time to plan together for Parent/Child Activities. Use classroom data to identify areas of focus for the upcoming weeks. Utilize your Class Parent as a resource for developing Home Connection activities. Families will be a valuable partner in ensuring Home Connection activities are routine-friendly and parent-friendly.

### Home Visit-Parent Teacher Conference

**Policy:** This policy aims to strengthen the partnership between educators and families through effective home visits and parent conferences. By fostering open communication, collaboration, and mutual respect, we strive to support the educational and developmental needs of every child, ensuring their success and well-being. Failure to adhere to the Home Visit-Parent Teacher Conference procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.34]  
Child Care Licensing Minimum Standards [746.601]

### Procedure: Home Visit/Parent Teacher Conference

**Purpose:** Program staff are required to complete two parent conferences and two home visits with the parents or guardians of all students enrolled in the Early Head Start and Head Start programs. The visits are to take place within each school year that the child is enrolled in a program. These parent meetings are special times when Teacher can:

- Get to know the child and family
- Learn strategies for how to work best with the child
- Share resources for how to connect the learning done at school and at home
- Update the family on the child's goal progress

### Home Visit Documentation:

EHS: Both Teachers will complete conferences and home visits for the children who are assigned to their care.

HS: The lead Teacher and Teacher assistant will work together to complete all home visits and parent conferences. The Teacher assistant will be responsible for leading  $\frac{1}{3}$  of the home visits and parent conferences throughout the school year.

**\*In the event of a staff vacancy, the Site Supervisor is responsible for assisting the remaining Teacher with the completion of the home visits and parent conferences for the class.**

**Setting an Appointment with Family:** Teachers should communicate with families in person, via phone, text message, or a written note requesting to set up a meeting at the family's convenience. All attempts to set up the parent conferences and home visits should be documented in the event notes section of the parent conference event in Child Plus.

Teachers will complete the parent meetings in the following sequence:

|                       |                |                |                                   |
|-----------------------|----------------|----------------|-----------------------------------|
| 1st Parent Conference | 1st Home Visit | 2nd Home Visit | 2 <sup>nd</sup> Parent Conference |
|-----------------------|----------------|----------------|-----------------------------------|

**In the event Teachers struggle to set a meeting with the family, Teachers should complete the following steps:**

1. Make three attempts to schedule the meeting with the family for the conference or home visit. Document each attempt, noting why the meeting could not happen.
2. Communicate with the Family Advocate and the Site Supervisor to get suggestions and support to communicate with the family.
3. If the parent misses the appointment or is reluctant to have the Teacher come to the house, the Teacher may offer an alternative location for the visit (library, McDonalds, etc.) As a last resort, the Teacher may set up a phone meeting and complete the conference. All attempts to set the meeting must be documented in the event note for the conference or home visit.

**Discussion during Meeting:** The conversation during the parent meeting should be guided by the parent conference form, with Teachers taking notes on important information that families share or questions that are asked. Teachers will share updates on the child's goal and progress in other indicators at every meeting. Teachers will also provide resources as needed to support families at home.

**Children that Enroll Mid-Year:** Children that enroll in the program mid-year are still entitled to parent conferences. The table below outlines the sequence of parent meetings that Teachers should schedule with families, based on when the child enrolls in the program.

Teachers and Site Supervisor will work together to create a shortened schedule for children enrolled later in the school year.

| Parent Conference and Home Visit Expectations Based on Child Enrollment Date |                                                                                                                                    |                                                                       |                                                     |                       |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------|-----------------------|
| Date of Child Enrollment                                                     | 8/17/26-10/30/26                                                                                                                   | 11/2/26-1/29/27                                                       | 2/1/27-4/30/27                                      | After 5/3/27          |
| EHS/HS Conference Sequence                                                   | 1 <sup>st</sup> Parent Conference<br>1 <sup>st</sup> Home Visit<br>2 <sup>nd</sup> Home Visit<br>2 <sup>nd</sup> Parent Conference | 1st Parent Conference<br>1 <sup>st</sup> Home Visit<br>2nd Home Visit | 1st Parent Conference<br>1 <sup>st</sup> Home Visit | 1st Parent Conference |

**Documenting the Visit:** Teachers are required to enter all conference notes into the Parent Conference or Home Visit Event in Child Plus following the visit. At Bonham, Head Start staff will complete this task.

**Monitoring:**

| <b>Task</b>                                                                   | <b>Person Responsible</b> | <b>Timeline</b>                                                |
|-------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------|
| Complete all conferences and home visits and document it into Child Plus.     | Teachers                  | One week after completing the Home Visit or Parent Conference. |
| Ensure that all conferences and home visits have been entered into Child Plus | Site Supervisors          | Use Report 2515 monthly                                        |

# Staffing

## Practice Based Coaching

**Policy:** This policy outlines the guidelines and procedures for implementing practice-based coaching (PBC) in the educational setting. Failure to adhere to the Practice Based Coaching procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.91; 1302.92(c)]

### Procedure: Practice Based Coaching

**Purpose:** Our Head Start program provides ongoing professional development to support Teachers as they implement effective practices that lead to positive outcomes for children.

#### Practice Based Coaching Model

**Overview:** Each year, the Head Start Program reviews Teacher, child, and classroom level data to determine priorities for the next school year.

| Component 1: Shared Goals and Action Planning                                                                                                                    | Component 2: Focused Observations                                                                                                                                                                                     | Component 3: Reflecting on and Sharing Feedback about Teaching Practices                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess needs.<br>Set goals for coaching.<br>Create an action plan to guide coaching.<br>Review and update goals and action plan throughout coaching partnership. | Gather information through observation.<br>Record information about the observation.<br>Use support strategies to learn more about the practice or to improve or refine teaching practices (coach models or prompts). | Discuss and reflect on observation and progress.<br>Share and consider feedback.<br>Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.). |

Each Instructional Coach and Coachee team will meet to develop two goals, one SMART goal and one professional development goal.

#### Practice-Based Coaching at a Glance:



#### Component 1: Set Priorities, Collect and Review Data, Establish Shared Goals, and Action Plan

### Typical Coaching Cycle:

- Needs Assessment: All teaching staff will be completed beginning of the year during annual training and upon hiring.
- Initial Meeting: Introductions, relationship building, explanation of model, review data, coaching agreement, create 2 shared goals, and complete action plan.
- Observation: The purpose of the Observation part of practice-based coaching is to closely examine specific teaching practices and interactions within the classroom environment. By doing so, Instructional Coaches can provide targeted feedback and support to educators, helping them refine their instructional techniques, deepen their understanding of student needs, and ultimately enhance student learning outcomes.
- Reflection Meeting: Discuss and reflect on observations, share feedback, consider progress on strategies, discuss to impact on teaching practices, make adjustments as needed
- Coaching tools: Instructional Coaches will implement a variety of teaching methods to help better guide the coachees. Available options but not limited to:
  - o Video Recording, either self or observing videos of Teachers performing specific skills at the desired level
  - o Observe other sites/Teachers that may demonstrate a high level in the desired specific skill
  - o Refer to HeadStart.gov website to watch specific 15 minute In-Service suites suitable for desired skill and iPD courses.
  - o Assign literature pertinent to desired skill set

**Share Goals & Action Planning:** Teaching staff with significant challenges identified through data collection and the Professional Development Plan process will begin intensive coaching. The Instructional Coach and coachee will meet to develop a professional development goal and a SMART goal. Together, they will review data, celebrate strengths, and identify priority growth areas. The team will use the Action Plan form to outline goals, action steps, responsibilities, needed resources, and timelines. A classroom observation date and time will also be scheduled to allow the Instructional Coach to observe the targeted teaching practices.

Following the meeting, both the Instructional Coach and the Teacher will maintain a copy of the Action Plan form to serve as a roadmap for their next steps.

### Component 2: Observation

Necessary forms: Action Plan/Follow-up template, coaching resources, laptop, and calendar  
Observation allows for the Teacher and the Instructional Coach to bring their action plan to life. The strength of the previous collaborative planning meeting will be demonstrated during the observation, where Instructional Coaches will have the opportunity to see the plan implemented in the classroom and to observe how the Teacher is responding to the changes.

Classroom Data Collection and Use: The Instructional Coach will conduct focused observations based on the goal identified in the Action Plan/Follow-Up template. Observation notes may include Teacher and child interactions, classroom changes, and other information related to

progress toward the goal. All notes will be documented on the General Coaching Log form in the ChildPlus database prior to and during the observation.

### **Component 3: Reflection and Feedback**

Following the focused observation, the Instructional Coach and Teacher will schedule a follow-up meeting to discuss the observation where the Instructional Coach will share evidence gathered during her observation and both will assess the level at which the goal has been achieved.

If the team collectively agrees that the goal is at least 80% met, then the action planning cycle for the goal will be considered complete and the team will begin action planning for the next goal. If the goal is considered less than 80% met, the Instructional Coach and the Teacher will develop the next steps and adjust the action plan to reflect new strategies and approaches to the goal.

Description of Reflection: Reflection allows for both the Instructional Coach and the Teacher to look back on the plan they created and to determine the next steps. Together the team will reflect on the children's responses to the implemented teaching practices. The Teacher will reflect on her instruction and how it relates to her goal. The Instructional Coach will reflect on the observed staff and child interactions, staff strengths and perspective, instruction and activities, and children's response to the environment. In total, this exercise allows Instructional Coaches and Teachers to gain insight and discuss the effectiveness of the practices implemented to develop plans for the continuing coaching partnership.

After reflecting on the observation conducted, both by the Instructional coach and Teacher, they will provide feedback about their reflections and the resulting discussion will determine the outcome of the coaching cycle. When providing feedback, the Instructional Coach will strategically ask clarifying and probing open-ended questions to push the Teacher's prior reflections, mindset, and perspective.

|   | <b>Task</b>                                                                                                                                                                                                                                                                    | <b>Person(s) Responsible</b>                       | <b>Timeline</b>                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------|
| 1 | <b>Collect Beginning of Year (BOY) and On-Going Data:</b><br><u>Early Head Start:</u> CIRCLE Classroom Environmental Checklist;<br>Infant/Toddler CLASS; Child assessments<br><u>Head Start:</u> CIRCLE Classroom Environment Checklist;<br>Preschool CLASS; Child assessments | Education Service Director & Instructional Coaches | First 45 days                      |
| 2 | <b>Analyze data.</b> Collected data will be used to identify Teacher goals, determine Teachers who need intensive coaching, and drive individual improvement plans.                                                                                                            | Education Team                                     | Ongoing                            |
| 3 | <b>Select Teachers based in need of coaching.</b> Decide the type of coaching needed (Intensive, TSR, etc..)                                                                                                                                                                   | Education Team                                     | Ongoing                            |
| 4 | <b>Meet with the Teacher, to establish relationships and partnership, and clearly define roles.</b>                                                                                                                                                                            | Instructional Coach and Teacher                    | 1 <sup>st</sup> visit (each cycle) |



|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------|
|    | <ul style="list-style-type: none"> <li>•Present and review data, review self-assessment</li> <li>•Contract, coaching forms</li> <li>•Discuss strengths and goal</li> <li>•Set goal; discuss next steps; set appointment for first observation</li> </ul>                                                                                                                                                                                                                                           |                                                    |                                            |
| 5  | <b>Conduct focused observations:</b> <ul style="list-style-type: none"> <li>•Watch and listen</li> <li>•Record information about the observation</li> <li>•Use coaching strategies</li> </ul>                                                                                                                                                                                                                                                                                                      | Instructional Coach                                | 2 <sup>nd</sup> visit and weekly as needed |
| 6  | <b>Give resources/strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Instructional Coach                                | As needed                                  |
| 7  | <b>Debrief/ discuss observations, progress with goal:</b> <ul style="list-style-type: none"> <li>•Reflect on observation and progress</li> <li>•Give and receive feedback</li> <li>•Problem-solve</li> <li>•Use coaching strategies</li> </ul>                                                                                                                                                                                                                                                     | Instructional Coach and Teacher                    | Each visit                                 |
| 8  | <b>Debrief/discuss observations and progress with goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | Instructional Coach                                | Each visit                                 |
| 9  | <b>Child Plus documentation of collaboration reflection, and progress with goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                | Instructional Coach and Teacher                    | Each visit                                 |
| 10 | <b>Collect Data from coaching cycle:</b><br><u>Early Head Start:</u> CIRCLE Classroom Environment Checklist; Infant/Toddler CLASS;and Teacher identified goals<br><u>Head Start:</u> CIRCLE Classroom Environment Checklist; CLASS; CIRCLE Progress Monitoring; and Teacher identified goals<br><br><b>Collect On-going Data:</b><br>Education and Site Supervisor Monitoring and Anecdotal notes. Collected data will be used to identify Teachers in need of one-on-one, peer, or self-coaching. | Instructional Coach and Education Service Director | At next scheduled data collection          |
| 11 | <b>Evaluate coaching cycle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Education Service Director                         | Ongoing                                    |
| 12 | <b>Share data with Education Team, Policy Council, and Board</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | Education Team                                     | Ongoing, EOY                               |

### Types of Coaching:

**Universal Coaching:** This tier focuses on providing foundational support to all educators, ensuring they have access to essential coaching resources and guidance. This can be presented in the following ways but are not limited too:

- Professional Development Workshops
- Online Resources and Training Modules
- Peer Collaboration

**Targeted Coaching:** This tier offers more focused support to educators who need additional assistance beyond universal resources. This can be presented in the following ways but are not limited too:

- Individualized Coaching Plans
- One-on-One Coaching Sessions
- Modeling and Co-Teaching

**Intensive Coaching:** This tier is designed for educators who require intensive support to address significant challenges or to refine advanced skills. This can be presented in the following ways but are not limited too:

- Intensive Observation and Feedback
- Data-Driven Instruction
- Sustained Support and Mentorship

**Other Types of Coaching: Site Supervisor** - A Site Supervisor will receive coaching if:

|                               |                                                      |                                                       |                                               |
|-------------------------------|------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------|
| <b>One or more is checked</b> | New to Head Start or Early Head Start or our program | Transitioned from another position within the program | Recommended by Supervisor or Program Director |
|-------------------------------|------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------|

## Professional Development Plan

**Policy:** This policy that our Head Start program is committed to the continuous professional development of its teaching staff. All staff members are required to participate in an Individualized Professional Development Plan (IPDP) that supports their professional growth, aligns with program goals, and meets regulatory and accreditation standards. Failure to adhere to the Professional Development Plan procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start ACT 648A(8)(f) Staff Qualifications & Development

### Procedure: Professional Development Plan

**Purpose:** To establish a systematic and consistent approach to professional development for Head Start teaching staff, ensuring ongoing growth and enhancement of skills, knowledge, and competencies necessary to provide high-quality education and care to children. Failure to adhere to the Professional Development Plan procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Professional Development Plans:** Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on Teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

Our Head Start Program provides ongoing professional development to support Teachers and staff as they implement effective practices that lead to children being kindergarten ready. All staff members who provide direct services to children will work with their Site Supervisor to develop a Professional Development Plan annually as a part of their Annual Performance Evaluation.

The staff member and their supervisor will develop a SMART goal and create an Action Plan outlining the steps they will take to improve in the selected area. Adjustments to the plan will be made as needed, based on the relevant data.

| What?                         | Who?                                                        | When?              |
|-------------------------------|-------------------------------------------------------------|--------------------|
| Professional Development Plan | All full time staff who provide direct services to children | Beginning of year  |
| SMART Goal & Action Plan      | Staff member & Site Supervisor                              | At time of meeting |

**Action Plan Form:** Staff members are required to use the SMART Goal & Action Plan Form to document their professional development objectives and the strategies they will employ to achieve them.

This form ensures that goals are Specific, Measurable, Achievable, Relevant, and Time-bound, providing a clear framework for progress. By detailing the steps and resources needed for improvement, the Action Plan facilitates structured and effective growth. Regular updates and reviews of this form will help track progress and make necessary adjustments, ensuring continuous professional development aligned with program goals.

### **Education Ongoing Monitoring Plan**

The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality education services that are developmentally appropriate, culturally responsive, and linguistically inclusive. These services are designed to promote children's cognitive, language, literacy, social-emotional, and physical development while supporting school readiness and positive learning outcomes. The **Education Services Ongoing Monitoring Plan** provides continuous oversight to ensure that all required education practices are implemented with fidelity and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:**

- Head Start Program Performance Standards: **45 CFR 1302.31, 1302.32, 1302.33, 1302.34, 1302.35, 1302.102(b)**
- Head Start Year-at-a-Glance Guide – [headstart.gov](http://headstart.gov)

**Purpose:**

The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive education services that promote school readiness and support each child's growth and development across all learning domains. This plan outlines the systems and processes used to ensure effective implementation and compliance with the Head Start Program Performance Standards, including monitoring curriculum fidelity, individualized instruction, lesson planning, child assessment completion, school readiness goals, learning environment quality, family engagement in education, and implementation of effective teaching practices. The plan also includes ongoing monitoring of education records, classroom observations, coaching and professional development, developmental screenings, assessment timelines, and data-driven decision-making. Through a system of continuous oversight and continuous quality improvement, CAI Head Start ensures that education services remain intentional, responsive, developmentally appropriate, and aligned with federal requirements to support positive outcomes for all children and families.

| Area Monitored                                                                                                           | Frequency                         | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Classroom Environment                                                                                                    | Beginning,<br>Middle, End         | Instructional Coach will complete CIRCLE Classroom Environment Checklist on <a href="https://cliengage.org/home/Dashboard/sign-in">https://cliengage.org/home/Dashboard/sign-in</a>                                                     |
| Home Visits & Parent Conferences                                                                                         | 1st Parent Conference,<br>Ongoing | ChildPlus Report 2565 - Education Event Status<br>Child Plus Report 2515 - Education Requirements                                                                                                                                       |
| 45 Day Requirements <ul style="list-style-type: none"> <li>ASQ</li> <li>ASQ SE</li> <li>45 day tracking sheet</li> </ul> | 1st Parent Conference,<br>Ongoing | ChildPlus Todo lists ASQ-3 Due, ASQ-3 Parent Concern Follow-up, ASQ-3 Instructional Coach Follow-up, ASQ-SE Due, ASQ SE Follow up<br><br>Education Service Director - Child Plus Report 2515                                            |
| Curriculum Fidelity                                                                                                      | 1x a semester                     | Education Service Director in Child Plus                                                                                                                                                                                                |
| Ongoing Classroom Monitoring Tool                                                                                        | 2x a semester,<br>2x a month      | Instructional Coaches 2x a semester in Child Plus<br><br>Site Supervisors 2x a month in Child Plus                                                                                                                                      |
| Lesson Plans                                                                                                             | Weekly                            | Lesson plans are emailed to Instructional Coaches 2 weeks before the date of implementation. IC will upload approved lesson plans into Google Drive.<br><br>Site Supervisors will monitor that lesson planning time is provided weekly. |
| Sub Folder                                                                                                               | Monthly,<br>ongoing               | Site Supervisors will monitor Sub Folders.                                                                                                                                                                                              |

|                              |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behavior Incident Reports    | Weekly                                               | ChildPlus Report BIR2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Active Supervision           | Ongoing                                              | Site Supervisors will monitor that ratios are maintained, zones are maintained, environments are safe, sweeping, and teachers are actively supervising all children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Transition and Tracking Form | Daily, twice a semester                              | <p>The Site Supervisor will complete a check twice a day on Transition and Tracking form.</p> <p>Instructional Coaches will complete a check twice a semester on the Transition and Tracking form using the Ongoing Monitoring Tool.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Daily Sign-in/Out form       | Daily, twice a semester                              | The Site Supervisor will complete a check twice a day on Daily Sign-in/out form.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| DRDP                         | 4 Waves (Fall, Winter, Spring, & Summer),<br>Ongoing | <p>Teachers complete observations on all children in their classroom for 6-7 weeks and rate the children on the last week of wave.</p> <p>Teachers will use Child Plus Report 5022 Child Progress to address individual student needs.</p> <p>Teachers will use Child Plus Report 5042 to address class needs for small groups.</p> <p>Teachers will use Child Plus Parent Report 5024 after each rating.</p> <p>Child Plus Attendance Report 2305 for Elect Not To Rate for low attendance - Education Service Director</p> <p>Site Supervisors use Child Plus Report 5004 to monitor % of observations completed weekly.</p> <p>Instructional Coach and Education Service Director use Child Plus Report 5004 to monitor % of observations completed monthly.</p> |

|                                |                                          |                                                                                                                                                                                                                                        |
|--------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLASS Scores                   | Within 2 weeks of completed observations | ChildPlus Reports 5630 - PreK, 5622- Infants, 5632 - Toddlers                                                                                                                                                                          |
| Ongoing Parent Communication   | Ongoing, monthly                         | Site Supervisors will review monthly that teachers are sending documentation of child goal progress, home connections activities, and daily activities.                                                                                |
| Child's Education Portfolio    | Throughout the school year               | Site Supervisor will monitor the portfolio throughout the school year.                                                                                                                                                                 |
| CLI Progress Monitoring System | Beginning, Middle, End                   | Teachers complete assessment on all children in their classroom.<br><br>Site Supervisors monitoring for completion for all children enrolled at site.<br><br>TSR Coordinator monitors completion for all TSR participating classrooms. |
| Circle Environmental Checklist | Beginning, Middle, End                   | Instructional Coach will complete CIRCLE Classroom Environment Checklist on <a href="https://cliengage.org/home/Dashboard/sign-in">https://cliengage.org/home/Dashboard/sign-in</a>                                                    |
| Student Family Review          | As needed                                | ESD and/or IC will participate in SFR's as needed. ChildPlus to-do list - SFR's that need Education/Disability/ MH Support will be checked by ESD/ IC Weekly to complete any necessary follow-ups.                                     |
| Site Staff Meetings            | Monthly                                  | ChildPlus Management Tab - Center Staff Meeting - Education Services Director will check for proper documentation of staff meeting & agenda topics and follow up with Site Supervisors as needed.                                      |





# Head Start Program

## Family Services Policies & Procedures

### Manual

**Effective Date (s) of Family Service Policies & Procedures**

The effective date of all Family Services policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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**Head Start Performance Standards:**

1301.3-1301.5, 1302.34, 1302.46, 1302.50-1302.53, 1302.62, 1302.70-1302.72, 1302.92

**Childcare Licensing Standards:**

746.501, 746.1311

**Caring For Our Children Standards:**

1.4.5.2, 3.4.4.1

**I. General Approach**

Community Action, Inc. of Central Texas – Head Start Program incorporates parent and family engagement strategies into all systems and program services to support family well-being and enhance children’s learning and development. The program strongly believes that parents and family members are more likely to become actively engaged partners in their child's growth and education when they establish and maintain relationships with program staff grounded in mutual trust and respect. Through collaborative efforts, staff and families work together to build trusting relationships and share responsibility for promoting positive outcomes for children and families.

**II. GOALS**

- Increase parent participation in family events, workshops, and program activities.
- Strengthen parents' confidence in supporting their child's learning at home, including parent-child, in-kind, and agency-wide activities.
- Increase parent involvement in decision-making through policy councils, committees, and parent leadership opportunities.
- Help families identify and achieve their personal, educational, and employment goals.
- Connect families with resources for housing, food, healthcare, mental health, and financial assistance.
- Promote family self-sufficiency through referrals, coaching, and goal-setting.

**III. SCHOOL READINESS**

The Program recognizes parents as their children’s primary teachers and nurturers and implements intentional strategies to engage parents in their children’s learning.

The Program ensures both parents, mother and father, have access to information about their child, and the information is understandable and meaningful. Families and staff develop an ongoing two-way communication that incorporates the unique cultural, ethnic, and linguistic backgrounds of families.

Head Start and Early Head Start centers engage families in opportunities to build relationships with other parents during parent activities created to promote child learning and development. Monthly, teachers hold a parent-child activity in the classroom tied to the classroom’s developmental progress. Class data is reviewed to identify the lowest-scoring domain across all children. This domain is chosen to create a parent/child activity that supports parent-child relationships and fosters parental confidence and skills in promoting children’s learning and development in that low-scoring domain.

**IV. SAFE ENVIRONMENTS**

Community Action, Inc. of Central Texas is committed to maintaining a safe and healthy environment in all community & center activities planned for families. We ensure that:

- Locations are safe and close to the majority of the families that we serve
- The food and drinks that are provided are healthy, prepared following the Head Start and Nutrition standards.
- When big activities happened, we had security and potty restrooms for everyone when the activities were completed in city parks.

## V. MONITORING SYSTEMS

The Program maintains the highest standards for the quality of services to children and families. As Program staff work towards developing relationship-based, positive, goal-oriented relationships with families and provide responsive, culturally-sensitive support to families, the **Family Services Director** will provide support to Program staff in:

- Building program staff's family engagement.
- Identifying family engagement practices that will promote participation from mothers, fathers, grandparents, and other key family members.
- Conducting family assessments to guide case management services to families.
- Conducting meetings every month with the Family Advocate Team to review the caseload and family needs and to offer training.
- Implementation of Parent Powered, Learning Genie, including In-Kind
- Child Abuse Procedures
- Student Family Reviews

## VI. ASSESSMENT & DATA EVALUATION

The Program uses monitoring systems, assessment & evaluation to improve program quality and effectiveness, to ensure that all children are Kindergarten-ready. Assessment of the family's strengths and needs related to family engagement outcomes begins at application, is solidified at enrollment through the completion of a family assessment, and continues through family visits. A mid-year parent survey is completed to analyze how we are doing our work from the parents, and this helps us to make changes to improve services to the community.

## VII. PLANNING

The Program implements a planning process for using data to identify program strengths and needs and continually evaluate compliance with program performance standards and progress towards achieving program goals. We have created the Family Services committee that has the most experienced Family Services staff to help develop activities and discuss engagement needs at the different centers where we serve families.

## VIII. PROFESSIONAL DEVELOPMENT

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

All the Family Services Team members have the Family Service Credential that equips them to work with families, providing case management and crisis intervention to support families.

Every month, we have FA meetings to discuss content needs and requirements, including professional development, depending on the topic and the needs of that month. Every year, we provide annual training with different topics, including those that are required by OHS.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

6.7.4

### Policy Council

The Program maintains a Policy Council responsible for guiding the program at the agency level. The council includes one parent representative and one alternate from each site. Members are elected in September and serve a one-year term from October through September of the following year. The Policy Council's responsibilities include overseeing ongoing monitoring results, reviewing data related to school readiness goals, managing the program budget, overseeing employee onboarding and termination processes, and performing additional duties as assigned.

### Parent Committee

The program establishes and maintains a parent committee composed of parents of currently enrolled children. The parent committee guides staff in the development and implementation of local program policies, activities, and services. Parents have the opportunity to serve as Class Parents for their child's classroom. Class Parents collaborate with classroom teachers to plan and facilitate Parent/Child Activities and encourage the participation of other parents. Additionally, Class Parents serve as liaisons between the Parent Committee and the Program's Policy Council.

### Program Volunteers

Program volunteers play a vital role in ensuring the smooth operation of our program. Volunteers are not included in the child-to-caregiver ratio and must not be left alone with children.

We have both part-time and full-time volunteers:

Part-time volunteers are community professionals who provide training and support to families. They assist on an occasional basis, volunteering less than twice a month.

Full-time volunteers are regular volunteers who assist more frequently, participating more than twice a month.

### Agency-Wide Parent Meeting

The agency-wide Parent Meeting happens twice during the school year. As part of the process of involvement, parents meet together to talk about the specific topic and discuss expectations for the school year. The second meeting happens at the beginning of the second semester to make sure that parents have all the tools needed to continue the learning process with their children and that children are ready for kindergarten.

### Head Start Family Dance

The program acknowledges the importance of supporting families' social networks as a key component in promoting children's well-being. The Head Start Family Dance was established to provide an opportunity for parents from different centers to connect with other families, fostering diverse community relationships. Active parental involvement in children's activities allows for valuable observations of their interactions and development, enhancing understanding and support.

We offer a DJ, photobooth, food, and drinks with a theme that is scheduled for the dance.

### Fall Festival

In October, we complete the Fall Festival for all sites in the program. With this activity, every site has a table where an activity is planned to be completed with the children and parents. For the festival, we offer food, drinks, a jumping castle, and activities to be completed in a park or the facility selected for that year.

### Movie Nights

Parents and families who maintain strong connections with friends, relatives, and their local community are better equipped to meet their basic needs, achieve their goals, and effectively support their children's development. Movie nights provide a valuable opportunity for families to come together, engage with one another, and interact with Family Advocates and center staff.

### Father Engagement

The Program incorporates a father-friendly environment where fathers feel welcomed, valued, and respected. Fathers can participate in the Family Assessment, Partnership Agreement, Policy Council, and Parenting Education.

## **X. COMMUNITY PARTNERSHIPS**

The Program works with community organizations to support families' interests and needs and to encourage parent and family engagement in children's learning. Staff and families collaborate with community, health, mental health, social service, and school partners to build peer networks, to link families and children to needed services, and to support successful transitions for children and families

## **XI. DATA MANAGEMENT & RECORD KEEPING**

Community Action, Inc. of Central Texas Head Start uses a comprehensive data management system (ChildPlus) to track, monitor, and support family engagement in the services that are offered by the Family Services Department. Also, the program uses Learning Genie to track in-kind and parent participation in the activities that happen throughout the year.

**Policy:** This policy sets the requirements to maintain the safety of children at all times. All program staff, volunteers, and community partners are expected to be responsible for the health and welfare of all children participating in the Head Start Program.

**Guidance:** Head Start Performance Standards 1302.92(b)(2)

Child Care Licensing – Minimum Standards 746.1303(a)(3);746.1309(d)

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### **Procedure: Reporting Child Abuse and Neglect**

**Purpose:** This policy offers staff guidelines on completing the report of child abuse and neglect to the appropriate authorities as soon as the abuse or neglect is reported. It explains the steps of making the report and how staff must work when receiving a child's outcry.

### **Family Code**

*Texas law requires that any person suspecting that a child has been abused or neglected must immediately make a report. If there is an emergency, call 911 and then call the DFPS Texas Abuse Hotline at 1-800-252-5400. You can also make a report online at [www.txabusehotline.org](http://www.txabusehotline.org). Professionals must make a report no later than the 48th hour after first suspecting a child has been abused or neglected or is a victim of an offense under Section 21.11, Penal Code. A professional may not delegate to or rely on another person to make the report (Texas Family Code, Section 261.101). Professionals, including teachers, nurses, doctors, day-care employees, and others who are either licensed by the state or work in a facility licensed or operated by the state and who have direct contact with children in the course of their job (Texas Family Code, Section 261.101).*

### **Staff Training**

All Early Childhood staff and volunteers will receive training upon hire in methods for identifying and reporting suspected child abuse and neglect that comply with Texas law. In addition, staff will annually receive training in:

- Factors indicating a child is at risk of abuse or neglect;
- Warning signs indicating a child may be a victim of abuse or neglect;
- Procedures for reporting child abuse or neglect; and
- Information about community organizations with training programs available to staff, children, and parents.

All early childhood staff and volunteers will sign a statement verifying the completed training date upon completion of child abuse training during onboarding training.

### **Reporting a suspected child abuse and/or neglect**

The person who first suspects abuse and/or neglect must complete all reports of suspected child abuse and/or



neglect. ***Call the local law enforcement agency or 911 immediately if you suspect an emergency or life-threatening situation\****. The Online Texas Abuse Hotline should NOT be used in urgent or emergencies. Ensure the child's safety; do not release the child to a suspected abuser; ensure that the abuser does not have access to any children in care. Staff are prohibited from taking pictures of injuries to a child. **Staff will stay calm and will not ask leading questions.** We can't question the child or **ask who did it**. The appropriate way to address this is "What happened there?" and only one time. We can't repeat the questions. Before we can disclose to the parents what was observed, please ensure that you receive guidance from the Site Supervisor or the Family Services Director. If a report needs to be made, the disclosure section should be avoided to maintain the confidentiality of the situation. All notes must be entered in the case notes in Child Plus on the Family Services tab. We shouldn't use any names for any part of the body of the children. We will use the correct names of the part of the body that we are referring to. Staff completes the Report of Suspected Child Abuse, and then the Site Supervisor will file it in the confidential binder.

#### **Reporting a suspected child abuse by a CAI staff member to a child**

- Immediately inform the Site Supervisor.
- The Site Supervisor needs to notify the Head Start Program Director.
- We can't wait or hold any staff allegations. They need to be reported as soon as they happen.
- Do not talk about any staff allegations with other co-workers.
- We are not investigators; our role is to report the abuse allegations.
- The witness or the person whom the child talks about the abuse first is the one who will report to CPS and the police (as needed).
- After completing the report, the SS or FA will file the document in the confidential binder. Every site must have a confidential binder in the Site Supervisor's office and always available for the PIC.

#### **Emergency or life-threatening situations, including but not limited to:**

- Injury to a child aged 5 or under or serious injury to any age child.
- Immediate need for medical care (including a suicidal child).
- Sexual abuse where the perpetrator has access or will have access to the child shortly.
- A child aged 5 or younger who is alone or is likely to be left alone in the next 24 hours.
- Any other situation you feel requires a response within 24 hours.

| <b>Action</b>                                                                                                                                                                     | <b>Person Responsible</b>                      | <b>Timeline</b>                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------|
| <b>Call the local law enforcement agency or 911 immediately if you suspect an emergency or life-threatening situation*</b>                                                        | The person who suspected abuse and/or neglect. | Immediately.                                               |
| Make a report to DFPS by calling the Texas Abuse Hotline at 1.800.252.5400 or submitting an online report at <a href="http://www.txabusehotline.com">www.txabusehotline.com</a> . | The person who suspected abuse and/or neglect. | Immediately (after contacting law enforcement, if needed). |
| Notify the child's parent/guardian by phone if the parent/guardian is not a                                                                                                       | Site Supervisor or Family Advocate.            | Immediately (after contacting law                          |

|                                                     |                  |                                           |
|-----------------------------------------------------|------------------|-------------------------------------------|
| suspect.                                            |                  | enforcement, if <sup>6.7.4</sup> needed). |
| Notify Child Care Licensing about the incident.     | Site Supervisor  | By the end of the business day.           |
| Notify the Office of Head Start Region VI via HSES. | Program Director | By the end of the business day.           |

### Law Enforcement and DFPS CPS Visit

The CAI Program will cooperate fully with Law Enforcement and the DFPS CPS investigation.

In the event a Law Enforcement and/or DFPS CPS Investigator visits the CAI Child Development Center:

| Action                                                                                                                                        | Person Responsible                                      | Timeline                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------|
| Upon arrival, the PD Detective may inform staff that they will be taking custody of the child for their safety, and the staff will cooperate. | Site Supervisor and all Child Development Center Staff. | Immediately.                    |
| DFPS CPS Investigator will sign in on the Confidential Binder, Sign-in located in the Site Supervisor's office.                               | Site Supervisor or Family Advocate                      | When visiting the center.       |
| Staff will make a photocopy of the DFPS CPS Investigators' badge.                                                                             | Site Supervisor or Family Advocate                      | Immediately upon arrival.       |
| DFPS CPS investigator will be provided a private place to meet with the child and/or staff.                                                   | Site Supervisor or person in charge.                    | Immediately upon request.       |
| Ensure that the parent/guardian is informed.                                                                                                  | Site Supervisor or Family Advocate.                     | By the end of the business day. |

### Confidentiality

The program staff will maintain the confidentiality of all information and records about the incident. Reports of child abuse or neglect are confidential and immune from civil or criminal liability if the report is made in “good faith” and “without malice.” The person making the report can request that their identity be kept confidential.

### Support for Parent/Guardian and CAI staff

All efforts will be made to support the family during the investigation process. Assigned Family Advocates will offer support and resources to ensure ongoing assistance and services as needed. The Family Services Director and the Mental Health Coordinator will provide resources and support for families and staff involved in the incident.

- Failure to follow the Child Abuse Procedure will result in the application of Progressive Discipline<sup>6,7,4</sup>, including Suspension and/or Termination.

### Reporting Checklist

| Action                                                                                                                                                                                                  | Person Responsible                                                           | Date and Time Completed | Additional Information |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------|------------------------|
| Make a child abuse report to CPS.                                                                                                                                                                       | The first person to receive the Outcry or witness the abuse.                 | Immediately             |                        |
| If the allegation is against a staff member, the Head Start Director and HR Director need to be informed as soon as the allegation or outcry occurs.                                                    | Site Supervisor                                                              | Immediately             |                        |
| Notify CCL                                                                                                                                                                                              | Site Supervisor                                                              | By end of Day           |                        |
| Complete the Report of Suspected Child Abuse. SS or FA will file the document in the center's confidential binder. At the end of the year, all the documentation needs to be filed in the child's file. | The first person to receive the Outcry or witness the abuse/ Site Supervisor | By end of Day           |                        |
| Notify OHS                                                                                                                                                                                              | Program Director                                                             | Within 7 Days           |                        |

## Student Family Review Procedure

**Policy:** This policy ensures that all concerns identified during the school year are discussed and addressed promptly.

**Guidance:** Head Start Performance Standards 1302.102(b), 1302.50 (6), 1302.102(c)(1)-(2)(i)

### Procedure: Student Family Review

**Purpose:** To ensure all pertinent parties are communicated relevant information about a family's needs and strengths, the Program incorporates Student/Family Reviews as a planning and action process. The Student/Family Reviews are utilized to review the child and family's information, including discussion of family crises, transitions, or other recent developments with the family and strategies for individualizing that child at home and in the classroom.

#### Planning

Student/Family Reviews are scheduled and conducted monthly at each site and primarily involve the Family Advocate, Site Supervisors, the child's teacher, the content coordinator, and parents when applicable. The review of the family includes an Action Plan with timeframes and key staff identified for follow-up.

#### Confidentiality

- All information shared is to remain confidential
- Meetings are conducted in a setting that ensures confidentiality
- Discussions are on a need-to-know basis and relevant to the child's goal/family outcome. Discussions about child/family situations will not occur outside the meeting, in hallways, staff work areas, etc.
- Meetings with parents or collaborating community organizations will not include discussions of other children/families in the classroom/center.

Student/Family Review Meetings will be held:

- **In the first meeting** before school starts, all the children will be discussed, and Site Supervisors and Family Advocates will use the SFR's New Enrollee event on the Education tab in Child Plus.
- **Children with concerns need to use only the Monthly SFR's event on Child Plus.**
- **Monthly**, program staff and collaborating community organizations review progress on the child's goal/family's goal and outcome. SS/FA will use the monthly SFR event on Child Plus in the Education tab. Only children with concerns will be discussed.  
**The teacher visit needs to be completed before the SFR's.**
- Teachers need to email the Site Supervisors and Family Advocates with the Child Plus numbers of the children about whom they have concerns by the 5th of each month to prepare for the monthly SFRs.
- As part of the transition planning process
- **Twice a year with the Head Start Management team:**  
The first meeting will be in October, and the second in February. In the first meeting, all children with concerns will be discussed. In the second meeting, only children with concerns will be reviewed.

Documentation of the meeting includes:

- All Student/Family Review meetings must be documented on Child Plus SFR events on the Education Tab.

Children with an upcoming transition will include identifying the child's goals needed for a successful transition.

- Follow-up documentation on Action Plan items entered before the next meeting  
**Children/families not making progress at the prior month's meeting will be discussed again in the following month.** Updates on the Action Plan will be documented on the previous month's entry. The action item will be closed once it is identified as complete.
- Action Plan items involving Content Coordinators will be emailed to the appropriate person within two (2) days of the meeting.

### **Monitoring**

- The Family Services Director will run CP report #2565 monthly to review the completion and documentation of the Student/Family Review on CP.
- Site Supervisors will include SFRs in the weekly meetings.
- Content Coordinators will run the CP report monthly to review action items in their content area.
- The Management Team will discuss any SFRs pending in the Monthly Visits.

| # | Task                                                                                                                                    | Person Responsible                                               | Timeline                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------|
| 1 | Student/Family Review meeting scheduled that includes Family Advocate, Teachers, Site Supervisors, and additional staff as appropriate. | Site Supervisor                                                  | Monthly                  |
| 2 | Report CP #2125 will be printed and used as a roster.                                                                                   | Site Supervisor                                                  | Before the SFR meeting   |
| 3 | Only children with concerns will be called to discuss the progress of the child's goal/family goal.                                     | Site Supervisor                                                  | At each meeting          |
| 4 | An in-depth discussion will be conducted on the child/family not making progress on the goal.                                           | Site Supervisor, Family Advocate, Teachers, Content Coordinators | At each meeting          |
| 5 | Documentation will be made in Child Plus: Education – Events – Student Family Review and the SFR's New Enrollee for new enrollees.      | Site Supervisors                                                 | At each meeting          |
| 6 | Action Plans will be developed for children and families that are not progressing toward their goals or family outcomes.                | Site Supervisor, Family Advocate, Teachers, Content Coordinators | At each meeting          |
| 7 | Immediate support is needed from the Content Coordinators will be communicated via email                                                | Family Advocate                                                  | Within 2 days of meeting |

|   |                                                                                                                              |                                |                                                                          |
|---|------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------|
| 7 | Follow-up documentation on the Action Plan will be made on the same entry by or before the identified action item timeframe. | Action Plan Responsible Person | By Action Item <sup>6.7.4</sup> deadline; before next A month's meeting. |
|---|------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------|

## Learning Genie Ongoing Communication Parent Communication Procedure

**Policy:** This policy ensures that parents understand their responsibility to be involved in their children's education by supporting program initiatives and parent-child activities.

**Guidance:** Head Start Performance Standards [1301.2; 1301.4; 1302.34; 1302.42; 1302.50; 1302.51; 1302.52]  
 Child Care Licensing Minimum Standards [746.601; 726.1401]  
 Caring for Our Children Standards [2.3.1; 2.3.2; 2.3.3]

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**Procedure:** Learning Genie Ongoing Communication Parent Communication.

**Purpose:** Center-based programs must structure education and child development services to recognize parents' roles as lifelong educators and encourage parents to engage in their children's education. The Head Start Program works to involve parents in their children's classroom experiences.

### **Family and Community Engagement:**

Center-based programs must structure education and child development services to recognize parents' roles as children's lifelong educators and encourage parents to engage in their children's education. The Head Start Program works to involve parents in their children's classroom experiences.

### **Ongoing Daily Support for Student Achievement:**

The Head Start Program staff work daily to include families in the learning process. Children benefit when more caring adults are invested in their learning; families benefit from further solidifying their place as the child's first and best teachers; and Teachers benefit from extending learning opportunities and real-life connections to children beyond the time they are in the classroom.

### **Ongoing Parent Communication:**

All Families with children enrolled in the EHS/HS program must be provided regular updates communicating their child's progress. Learning Genie will be used to communicate with families throughout the school year as follows:

- **Parent Sign Up**

Family Advocates and Site Supervisors will support parents in uploading the Parent version of the Learning Genie app, creating an account, and linking it to the classroom. This should occur during the first Home Visit.

- **EHS & HS-Daily Communication/Learning Genie:**

All infant and toddler classrooms will enter the following items daily into Learning Genie using the Learning Genie app on the classroom iPad. For More guidance, see (Parent and Family Engagement and Ongoing Communication Procedure in the Education Manual).

- Diaper changes - All Age Groups
- Meals
- Bottles (Infants only)
- Sleep
- Potty accidents
- Children's pictures or video (EHS weekly, HS Bi-weekly)

- **In-Kind Services Documentation**

- Site Supervisors will send In-Kind activities weekly through Learning Genie according to the children's age.
- Site Supervisors should monitor parent completion of the In-Kind activities and offer support in using the App as needed.

- **Point of Clarification**

- Parent Powered is our research-based Parent Education Program, and Learning Genie is our Parent Communication tool.
- All teachers and teaching assistants will equally share the responsibility for all Ongoing Parent Communication initiatives.

- **School Messages Guidance:**

-Health Content:

- Exposure Notices
- Immunizations reminders
- Physical and Dental reminders
- **Health Resources Approved by Health Coordinator.**

-Family Services:

- Classroom Closures
- Home Visit Reminders
- Family Activities

-Educations

- Daily Communication
- Home Connections
- Parent conference/Home visit sign-ups/reminders

|            | <b>Individual Child Goal Communication with In-Kind Documentation</b> | <b>Glance Into the Classroom with In-Kind Documentation</b> | <b>Frog Street At Home Connection In-Kind Documentation</b> |
|------------|-----------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| <b>EHS</b> | Weekly                                                                | Every Other Week                                            | Infants-Monthly<br>Toddler-Weekly                           |
| <b>HS</b>  | Every Other Week                                                      | Every Other Week                                            | Weekly                                                      |



**Policy:** This policy supports the program's goal of increasing In-Kind participation and the importance of having parents involved in the classroom.

**Guidance:** Head Start Performance Standards [ 1302.50, 1303.4].

---

**Procedure:** In-Kind Procedure for Parent Participation

**Purpose:** Volunteer services are an integral part of the Head Start program. Professional and technical personnel, consultants, and others, such as Head Start parents, may provide volunteer services.

- To count a volunteer's time as a match, the volunteer must provide a service to the program without getting paid.
- Parent Meeting sign-in forms are due by the 5<sup>th</sup> of each month.
- **The forms need to have all the required signatures and every section completed before they are sent to the office. Incomplete forms will not be accepted and will be returned.**

**Activities that we can count as In-Kind**

Policy Council Meeting

Parent-Child Activity

Parent Meetings

Pre-Recording Volunteers' Videos

Any service that the parents provide for free to the program.

**Required Hours by site**

- Every center is responsible for completing **23 hours** every month.

**Learning Genie Program**

- Site Supervisors will assign the parents one activity every week using the Learning Genie program, according to the child's age.

**Policy:** The Family Partnership Services Procedure supports Family Services staff in the process of completing all family services that families receive from our agency during the school year. This includes home visits, family goals, and family needs.

**Guidance:** Head Start Performance Standards 1302.50, 1302.52

---

### **Procedure: Family Partnership Services Procedure**

**Purpose:** To ensure all families can be engaged during the school year and receive the support that is needed according to their individual situation.

**Family Partnership Process:** These services must implement and include the family partnership process to complete the Family Need Assessment and the Family Goal to support family well-being, family safety, health, and economic stability, and to foster parental confidence.

- We must identify family strengths and needs using the Parent, Family & Community Engagement Framework.
- Individualized Services for Families: Identify interests, review individual progress, create and revise goals, and track needs and goals to ensure that they are met and adjust strategies as needed.
- Offer activities that can support parent-child relationships.
- Help families to achieve their Family Goals.

**Family Goals Follow-Up Steps:** A monthly CP entry will be required for all families. The Goals need to be followed on a monthly basis with families to ensure compliance and Family Advocate support. Every follow-up needs to have an “Add an action” on the FPA event on Child Plus. Any issues or family concerns need to be discussed with the Family Services Director.

**FA Visit event on Child Plus:** This event will be completed for every parent visit that FA receives for a family's needs. This includes gas, clothing, funds, requests, or any other needs that come from the parents.

#### **1st Home/Center Visit**

- This visit needs to be completed at their home
- Family Need Assessment
- Family Partnership Agreement
- Parent Powered Flyer
- Learning Genie Flyer
- 1st Home Visit & FPA event on Child Plus needs to be completed

#### **2nd Home/ Center Visit**

- Follow-up on Family Goals
- Need Identify
- In-kind follow-up
- 2nd Home Visit event on CP

#### **3rd Home Visit/Center Visit**

- Family Need Assessment (Post) & scoring

- Closing Family goals on CP, including the day of closure, progress, and goals results
- Home Visit Form
- PRE-K/ Kindergarten Transition (Education Event)
- 3rd Home Visit event on CP

6.7.4

### Family Services Ongoing Monitoring Plan

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality family services and case management that are culturally responsive and linguistically inclusive. These services are designed to promote each family's overall well-being, support optimal growth and development, and strengthen school readiness. The Family Service Ongoing Monitoring Plan provides continuous oversight to ensure that all required family services practices are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 1301.2-1301.5, 1302.34, 1302.46, 1302.50-1302.53, 1302.62, 1302.70-1302.72, 1302.92

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive family services that promote the overall well-being, growth, and school readiness of enrolled children and families. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including enrollment documentation, family goals, needs assessments, Family partnership agreements, and required meetings.

| Area Monitored                                                                                                                  | Frequency                         | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrollment <ul style="list-style-type: none"> <li>• New Enrollee SFR's</li> <li>• Permission to Exchange Information</li> </ul> | Before child starts at the center | ChildPlus participation records: once an email is sent from FA that child enrollment is complete, FSD will review the child's online record for completion of the New Enrollee SFRs and Permission to Exchange forms.                                                                           |
| 90 Day Requirements <ul style="list-style-type: none"> <li>• Family Goals</li> <li>• Family Needs Assessment</li> </ul>         | Within 90 days                    | FSD will review Family Goals and Family Needs Assessments on a weekly basis to offer guidance to the Family Advocate Team.<br><br>Child Plus Report: 4220, 4230,4110<br><br>To-do list- Family Assessment Due/past due                                                                          |
| Family Partnership Agreement                                                                                                    | Ongoing                           | FSD will review Family Goals every week to offer guidance to the Family Advocate Team. After reviewing the goals, FSD will sign them and provide feedback to the FA's.<br><br>Child Plus Report: FPA2<br>To-do list- Family Goals Closure Expected                                              |
| Family Advocate Meetings                                                                                                        | Monthly                           | The Family Advocate Team meets every month in the Village. FSD leads the meeting and works with the agenda. Management Team is invited as well to discuss different topics and department needs.<br><br>Agenda & minutes are used to monitor and follow up on duties that need to be completed. |

|                                                 |                         |                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Genie                                  | Daily<br><br>As needed  | <p>6.7.4</p> <p>FSD will enter and delete all employee changes on Learning Genie, including teaching placements and Family Advocates.</p> <p>Every week, FSD will review the In-Kind hours and approve the activities on Learning Genie.</p>                                       |
| Site Supervisor/Family Advocate Weekly Meetings | Weekly                  | Site Supervisors and Family Advocates will schedule their weekly meeting on Mondays and share the Google Doc with the FSD.                                                                                                                                                         |
| Monthly Visit                                   | Monthly                 | FSD will schedule a monthly meeting with Site Supervisors and Family Advocates. In this meeting, we discuss SFR, parent concerns, and Family Services referrals. Information is entered in Monthly Site Visits in Internal Monitoring in ChildPlus                                 |
| Student Family Reviews                          | As needed<br><br>Weekly | <p>FSD will participate and lead Management SFRs as needed.</p> <p>ChildPlus to-do list - SFR's that need Social Services Content Support will be checked by FSD Weekly to complete any necessary follow-ups. Child Plus report: 9955a</p>                                         |
| Site Parent Meetings                            | Monthly                 | <p>All sites are required to conduct a Parent Meeting with a different topic every month. Father engagement, health, budget &amp; finance, mental health, and child abuse prevention are discussed every year.</p> <p>Child Plus: Internal Monitoring to follow up on meetings</p> |

|                         |                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy Council Meetings | 1st Site Meeting<br><br>Monthly | In the first Site Parent Meeting, FSD will participate in every meeting to select the new PC representatives for each site. Every site needs to have a Policy Council representative and a Policy Council Alternate. During the months, FSD & Executive Assistant will continue working with PC members to ensure their attendance and support the Head Start Program Director at the meetings. |
| Hygiene Closet          | Monthly                         | Through Superior Health Plan, we had some funds to offer hygiene items for free to the community. Family Services Director and Family Services Assistant purchase items and put them together for the monthly closet.                                                                                                                                                                           |

6.7.4



# Head Start Program

## ERSEA & Transition Policies & Procedures

### Manual



**Effective Date (s) of ERSEA & Transition Policies & Procedures**

The effective date of all ERSEA & Transition policies & procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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| Eligibility Criteria w/ Acceptable Documentation  | p. 61 |
| Application Status Guide                          | p. 64 |
| Application Tracking Module Guide                 | p. 67 |
| Child Plus Attendance Guide                       | p. 68 |
| OHS Income Guide                                  | p. 69 |
| Application Guide: Child Plus                     | p. 70 |
| Emails - Enrollment & Withdrawals                 | p. 74 |
| Transition Schedule                               | p. 74 |
| Transition Duties                                 | p. 74 |
| Selection & Enrollment Guide                      | p. 74 |
| Age Out of EHS Flyer                              | p. 74 |

## **ERSEA & TRANSITION SERVICE PLAN**

### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.11-1302.18

### **CHILDCARE LICENSING STANDARDS**

746.501-746.521, 746.601- 746.609

### **CARING FOR OUR CHILDREN STANDARDS**

2.2.0.8, 9.2.4.7, 9.2.4.8, 9.4.2.1

#### **I. GENERAL APPROACH**

The Head Start program provides comprehensive services to the neediest children and families regardless of race, gender, disability, or creed in accordance with Head Start Performance Standards.

#### **II. GOAL**

The goal of ERSEA & Transition services within Community Action, Inc. of Central Texas Head Start/Early Head Start Program (CAI-Head Start) is to recruit, select, and enroll income-eligible children into the program. Using the program selection criteria to ensure the selection of children and their families who are most in need of Head Start Services to support those children and families once they enter into services.

#### **III. SCHOOL READINESS**

To prepare children to succeed in kindergarten, the Program enrolls and provides comprehensive services to the neediest children and their families by supporting enrollment and attendance in an early childcare program.

#### **IV. SAFE ENVIRONMENTS**

The Facilities & Maintenance Coordinator and the Site Supervisor create a Safety Plan for enrolled children with disabilities. When a child is unexpectedly absent from school, the Program staff follow procedures to ensure the safety of children, to determine the child's well-being, and to ensure the child is in a safe environment.

#### **V. MONITORING SYSTEMS**

Community Action, Inc. of Central Texas has developed a system of Quality Assurance and Monitoring to oversee the processing of the applications for the eligibility determination. Community Action, Inc. of Central Texas Head Start uses a comprehensive data management system (ChildPlus) to track and monitor applications, enrollments, and attendance.

The ERSEA and Transition Coordinator monitors the program enrollment to ensure slots are filled within 30 days of a program vacancy. Each site maintains a waitlist of a minimum of 10% of its funded enrollment. When a site's waitlist falls below this number, the ERSEA and Transition Coordinator will collaborate with site staff to implement recruitment efforts to obtain completed applications to raise this number to the 10%

mandate.

When average daily attendance falls below 90% for a given month, the ERSEA and Transition Coordinator uses the data management system reports to analyze the causes and patterns of absenteeism and works with the Family Advocates and Site Supervisors to identify action steps, including individual follow-up with families as needed. In addition, the results of the analysis are brought to the attention of the management team for program planning. Reports are also presented to the program's Policy Council every month and reported to the CAI-CT Board of Directors at their bi-monthly meetings.

## **VI. ASSESSMENT & DATA EVALUATION**

ERSEA & Transition services use an Ongoing Monitoring plan, assessments & evaluations to improve program quality to ensure that all children are Pre-Kindergarten and Kindergarten ready. Child Plus, a database management system, is used to track applications, eligibility determination records, attendance of children, center waitlist, selection and enrollment of children, and for recruitment purposes.

## **VII. PLANNING**

The program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment are used to plan and improve services. The ERSEA & Transitions Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.

## **VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

The ERSEA and Transition Coordinator trains program staff on determining eligibility each year. Staff signs the Misrepresentation and Falsification of Program Eligibility Employee Statement, acknowledging that any perpetuation of fraud by a Family Advocate or staff member will result in the termination of that employee. Community Action, Inc. of Central Texas also completes training for its Head Start Policy Council Representatives as well as for its Board of Directors regarding eligibility.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

Community Action, Inc. of Central Texas collaborates with San Marcos Consolidated Independent School District (SMCISD) to co-enroll four-year-old children at Bonham Prekindergarten School. SMCISD and CAI-Head Start collaborate to serve the co-enrolled families. Due to the makeup of the San Marcos CISD, which includes some portions of Guadalupe County, CAI-Head Start also recruits in the Rancho Vista and Redwood communities. Children in these areas can benefit from preschool services within the community where they will be attending public school, where an alternate Head Start Program does not otherwise serve these areas.

CAI-Head Start serves children ages zero to three years old on the campus of Hemphill Elementary of Hays CISD. Recruitment efforts in these collaborations center on coordination with the appropriate school personnel.

CAI-Early Head Start serves children ages zero to three on-site at William Crook CDC. CAI-Early Head Start collaborates with Hays Caldwell Women's Shelter and Marla's Place to serve the needs of children who live within the transitional housing at Marla's Place. Recruitment efforts in this collaboration center on coordination with appropriate staff from Hays Caldwell Women's Shelter and Marla's Place.

Recruitment efforts include collaborating with local agencies with common client populations, which include the Hays Caldwell Women's Shelter, local public housing authorities, health clinics and providers, and other social service agencies that work with the neediest populations.

## **X. DATA MANAGEMENT & RECORD KEEPING**

Community Action Inc. of Central Texas uses ChildPlus to enter and track all components of ERSEA content. The database offers an online application and allows staff to update family information as needed. The database management system allows the program to select children based on eligibility criteria and income.

After completing the enrollment, Family Advocates create a child file in which child's information will be filed. Documents include:

- Enrollment and Authorization
- Emergency Card
- Birth Certificate
- Health Statement for Participation
- Immunization record
- Infant Safe Sleep (when age appropriate)
- TB Screening
- Parent Handbook Receipt
- Receipt of Parent Rights
- Food Allergy Action Plan (if applicable)

Center-based attendance is recorded by teachers using the Child Plus Attendance application on tablets in the classroom, with a paper form for backup to use if needed. Site attendance is monitored by Site Supervisors using the data management system. Average daily attendance for the month is documented in the data management system, and reports are run from this data to identify individual problems with absenteeism.

# Eligibility

## Eligibility Interview Procedure

**Policy:** This policy is to set guidelines for necessary supporting documentation and verification of information required to determine eligibility into the program. This policy outlines procedures for agency staff to process applications within the program's database management system. Failure to adhere to the Eligibility Interview Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.12]

Child Care Licensing Minimum Standards [746.603, 746.605]

Caring for Our Children Standards [8.4.0.3, 9.2.1.5]

### Procedure: Eligibility Interview Procedure

**Purpose:** This policy aims to set guidelines for completing eligibility interviews to ensure the proper verification of eligibility into the program. This policy identifies expectations for agency staff to process applications effectively.

Community Action, Inc. of Central Texas (CAI) Head Start Program conducts an eligibility interview with each family to verify submitted documentation, complete the Application Supplement, and review the online application submitted through Child Plus. These interviews are conducted by program staff, including the Family Advocate, Family Advocate Assistant, and, when necessary, the Family Services and ERSEA Administrative Assistant. All communication and interview notes are thoroughly documented in *ChildPlus*. While eligibility interviews are typically conducted in person, accommodations are made to conduct interviews by phone if in-person attendance presents a barrier to the family completing the application process.

The Eligibility Interview reviews the following:

|                    |                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Module | <ul style="list-style-type: none"> <li>● Information entered by the family.               <ul style="list-style-type: none"> <li>○ Family contact information</li> <li>○ Primary Language in the household</li> <li>○ Verification of home address</li> <li>○ Verification of household size</li> </ul> </li> <li>● Program staff make adjustments and notes as necessary.</li> </ul> |
| Enrollment Module  | <ul style="list-style-type: none"> <li>● Verification of income</li> <li>● Verification of age</li> <li>● Immunization record</li> <li>● Medical records</li> <li>● Program staff make adjustments and notes as necessary</li> </ul>                                                                                                                                                  |

|                        |                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Supplement | <ul style="list-style-type: none"> <li>• TEA Locator to verify that the family is within the service area</li> <li>• Additional questions to complete the application</li> <li>• Program staff make adjustments and notes as necessary</li> </ul> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

After the Eligibility Interview is conducted, program staff finalize the following information:

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Module | <ul style="list-style-type: none"> <li>• Family Income <ul style="list-style-type: none"> <li>○ Request additional documentation as necessary: Statement of No Income, Declaration of Income, Informal Child Support, Housing Questionnaire</li> </ul> </li> <li>• Eligibility Verification Form</li> </ul>                                                                                                                   |
| Enrollment Module  | <ul style="list-style-type: none"> <li>• Eligibility</li> <li>• Eligibility Criteria</li> <li>• Eligibility Notes</li> <li>• Change the status of the application to <i>ERSEA Administrative Review</i> <ul style="list-style-type: none"> <li>○ If needed, application status may be changed to <i>Needs Disability Review, Needs Mental Health Review, Needs Disability and Mental Health Review</i></li> </ul> </li> </ul> |

The Family Service & ERSEA Administrative Assistant will review:

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Module | <ul style="list-style-type: none"> <li>• Family Income</li> <li>• Eligibility Verification Form</li> <li>• TEA Locator</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Enrollment Module  | <ul style="list-style-type: none"> <li>• Eligibility</li> <li>• Eligibility Criteria</li> <li>• Eligibility Notes</li> <li>• Application Supplement</li> <li>• Change application status to Ready for Review</li> <li>• If incomplete, the Family Service &amp; ERSEA Administrative Assistant makes notes in Eligibility Notes and changes status to ERSEA Administrative Review- Pending. The Family Advocate makes corrections. <ul style="list-style-type: none"> <li>○ Report 2002 will be used to review the application needs for a site.</li> <li>○ Family Advocates will refer to the To-Do List - ERSEA Administrative Reviewed - Pending or ERSEA Reviewed - Needs EVF.</li> </ul> </li> </ul> |

The Disability & Mental Health Coordinator will review applications in which eligibility criteria are awarded. The application is reviewed for the following:

|                   |                                                                                                                                                              |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrollment Module | <ul style="list-style-type: none"> <li>• Medical records</li> <li>• Therapy notes</li> <li>• Diagnosis</li> <li>• Individual Education Plan (IEP)</li> </ul> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Individual Family Service Plan (IFSP)</li> <li>• If complete, The Disability &amp; Mental Health Coordinator will change application status to <i>Ready for Review</i></li> <li>• If incomplete, The Disability &amp; Mental Health Coordinator will change the application status to <i>Disability &amp; Mental Health Review - Pending</i> and make notes in the Enrollment notes box.</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The ERSEA & Transition Coordinator will review:

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application Module | <ul style="list-style-type: none"> <li>• Family Income</li> <li>• Eligibility Verification Form</li> <li>• TEA Locator</li> <li>• Flag for Court Documentation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Enrollment Module  | <ul style="list-style-type: none"> <li>• Eligibility</li> <li>• Eligibility Criteria</li> <li>• Eligibility Notes</li> <li>• Application Supplement</li> <li>• Change application status to Complete &amp; Verified.</li> <li>• If complete, the application goes to Waitlist status.</li> <li>• If incomplete, the ERSEA &amp; Transition Coordinator makes notes in Enrollment Notes and the Family Advocate makes corrections. <ul style="list-style-type: none"> <li>○ Report 2002 will be used to review status and application needs as well as the To-Do List - ERSEA Reviewed - Pending or ERSEA Reviewed - Needs EVF.</li> </ul> </li> </ul> |

### Application Process & Timeline Procedure

**Policy:** This policy is to provide a framework for agency staff to process applications as they are submitted through the database management system. These standards provide guidance on the appropriate manner for verifying eligibility and outline a timeline of events that should occur from a family's initial application to the child's first day of enrollment. Failure to adhere to the Application Process & Timeline Procedure will result in disciplinary action as outlined in the Progressive Discipline procedure.

**Guidance:** Head Start Performance Standards [1302.12, 1302.14]

Child Care Licensing Minimum Standards [746.603a, 746.605]

Caring for Our Children Standards [9.4.1.2, 9.4.1.3]

### Procedure: Application Process & Timeline Procedure

**Purpose:** This procedure offers steps to be taken by agency staff after an application is submitted to ensure the application is completed, reviewed for eligibility, and placed on the waitlist. This procedure includes instructions for appropriately documenting contact with families and notifying necessary staff about application status.

Applications are processed at the center in which the family is applying by the Family Advocate and if present, the Family Advocate Assistant. The Family Service Assistant will support each center as needed.

|   | Steps                           | Timeline               | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|---------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Parent/guardian applies online. | Within 2 business days | <ul style="list-style-type: none"> <li>• The Family Advocate reaches out to the family acknowledging the application has been received and informs the family of any pending documentation requirements via phone call, email, Child Plus, and if necessary, text message.</li> <li>• All contact is documented in Child Plus in the Application Tracking Module.</li> </ul> <p><a href="#">Application Tracking Module Guide</a></p> <p><a href="#">Application Status Guide</a></p> |

|   |                                                                                                  |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Family Advocate continues to contact the family to obtain supporting documents.                  | One time per week after first contact has been made; 3 contacts maximum | <ul style="list-style-type: none"> <li>• The Family Advocate reaches out to the family to obtain necessary supporting documents via phone call, email, Child Plus, and if necessary, text message.</li> <li>• All contact is documented in Child Plus in the Application Tracking Module.</li> <li>• The Family Advocate will change the application status to <i>Family Not Interested</i> after 3 attempted contacts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3 | The parent/guardian submits all documentation.                                                   | Within 5 business days                                                  | <ul style="list-style-type: none"> <li>• Family Advocate schedules Eligibility Interview               <ul style="list-style-type: none"> <li>➤ If the application is complete, change the Application Status to <i>ERSEA Administrative Review</i>.</li> <li>➤ If the application is incomplete, FA requests further documentation and changes the Application Status to <i>Incomplete</i>.</li> <li>➤ Notifications of incomplete documentation are made by phone, email, and if necessary, text message.</li> <li>➤ All contact is documented in Child Plus in the Application Tracking Module.</li> </ul> </li> <li>• Incomplete applications are reviewed <b>weekly</b> and contact is made in an attempt to complete the application.</li> <li>• Application Status is changed to <i>Family Not Interested</i> after 3 attempts to contact for supporting documentation.</li> </ul> <p><a href="#">Eligibility Interview Procedure</a><br/> <a href="#">Eligibility Review Guide</a></p> |
| 4 | Family Advocate finalizes application; changes Application Status to <i>ERSEA Administrative</i> | Within 5 business days                                                  | <ul style="list-style-type: none"> <li>• The Family Services &amp; ERSEA Assistant will review               <ul style="list-style-type: none"> <li>➤ If complete, the application goes to Ready to Review.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|   |                                                                                                                                                                                                                                                                    |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Review if no further action is needed.                                                                                                                                                                                                                             |                        | <ul style="list-style-type: none"> <li>➤ If incomplete, the Family Services Assistant makes notes in Enrollment Notes and the Family Advocate makes corrections. <ul style="list-style-type: none"> <li>○ Family Service &amp; ERSEA Assistant notifies the Family Advocate by changing Application Status to <i>ERSEA Administrative Review - Pending</i>.</li> <li>○ Report 2002 will be used to review status and application needs and the To-Do List - ERSEA Administrative Reviewed - Pending or ERSEA Reviewed - Needs EVF.</li> </ul> </li> </ul>                                               |
| 5 | <p>If an application needs a Mental Health and/or Disability Review, the application status changes to the appropriate status.</p> <ul style="list-style-type: none"> <li>➤ <i>Needs Disability Review</i></li> <li>➤ <i>Needs Mental Health Review</i></li> </ul> | Within 5 business days | <ul style="list-style-type: none"> <li>● The Mental Health and/or the Disability Coordinator will review <ul style="list-style-type: none"> <li>○ If complete, the application goes to <i>Ready for Review</i> for the ERSEA &amp; Transition Coordinator to review</li> <li>○ If incomplete, notes are made in the Enrollment Notes and the application goes to <i>Disability &amp; Mental Health Review - Pending</i>.</li> <li>○ Report 2002 will be used to review status and application needs and the To-Do List - <i>Disability &amp; Mental Health Review - Pending</i>.</li> </ul> </li> </ul> |
| 6 | When an application has the <i>Ready for Review</i> status after a Mental Health/Disability Review or Family Service & ERSEA Admin Review, the final review will be conducted.                                                                                     | Within 5 business days | <ul style="list-style-type: none"> <li>● ERSEA &amp; Transition Coordinator will review <ul style="list-style-type: none"> <li>○ If complete, the application goes to Waitlist status.</li> <li>○ If incomplete, make notes in Enrollment Notes and change status to ERSEA Reviewed - Pending, and the Family Advocate will make corrections.</li> <li>○ Report 2025 will be used to review status and application needs and the To-Do List - ERSEA Reviewed - Pending or ERSEA Reviewed - Needs EVF.</li> </ul> </li> </ul>                                                                            |

|   |                         |                                                    |                                                                                                                                                                                                                                                                                                                                   |
|---|-------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | Selection is conducted. | Within 5 business days if slots need to be filled. | <ul style="list-style-type: none"> <li>ERSEA &amp; Transition Coordinator will be selecting to fill the vacancy. The Site Supervisor, Family Advocate, and Content Coordinators are invited to attend as needed.</li> <li>Child Plus Report 2025 is used to determine the Waitlist in which the children are selected.</li> </ul> |
|---|-------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### After a Selection:

|   | Steps                             | Timeline               | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|-----------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The family is notified.           | Within 3 business days | <p>The Enrollment Procedure will be followed. Steps include:</p> <ul style="list-style-type: none"> <li>➤ Family Advocate completes enrollment in person with the child's parent or legal guardian</li> <li>➤ Family Advocate creates the Child File</li> </ul> <p>Within 5 days of the completion of enrollment:</p> <ul style="list-style-type: none"> <li>➤ Teacher completes First Home Visit</li> <li>➤ Student Family Review is conducted.</li> </ul> <p>Site Supervisor or Family Advocate obtains final approval and start date from ERSEA &amp; Transition Coordinator via email.</p> |
| 2 | The child starts in the classroom | By the end of the day  | Family Advocate emails ERSEA & Transition Coordinator to inform the child has entered the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|  |  |  |                                                                   |
|--|--|--|-------------------------------------------------------------------|
|  |  |  | classroom. Child Plus will be updated to reflect enrolled status. |
|--|--|--|-------------------------------------------------------------------|

# Recruitment

## Recruitment Procedure

**Policy:** This policy intends to identify expectations for agency staff to recruit income-eligible children throughout the year to maintain full enrollment and waitlist requirements. This policy identifies methods for recruitment and collaboration with community partners who may assist in locating eligible children for the program. Failure to adhere to the Recruitment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.13, 1302.14]

Child Care Licensing Minimum Standards [746.501]

Caring for Our Children Standards

### **Procedure: Recruitment Procedure**

**Purpose:** This procedure outlines the expectations for recruiting eligible children into the program, focusing on recruitment during the Spring and Summer months. It specifies community partners that may support the recruitment process and includes a recruitment plan initiated by the ERSEA & Transition Coordinator.

Recruitment and outreach efforts are completed by the Family Advocate team to target families experiencing the greatest need for Head Start services in Hays and Caldwell counties throughout the year. The program pays special attention to families who are experiencing homelessness, receiving public assistance (SNAP, SSI, TANF), have a child in foster care or involvement with DFPS, or have a child with a disability. The Spring and Summer see the largest effort to recruit for the upcoming school year to ensure full enrollment on day one of services for the following school year. Applications for the following school year typically open in April and are accepted throughout the school year to maintain a healthy waitlist for each site.

Collaborating community partners include but are not limited to:

- Texas Department of Family Services
- Hays Caldwell Women's Center
- Any Baby Can
- Mental Health & Disability Centers - Bluebonnet Trails
- San Marcos Consolidated Independent School District
- Hays Consolidated School District
- Lockhart Independent School District
- Luling Independent School District

### **Recruitment Plan**

# Selections



## Selection Procedure

**Policy:** This policy outlines the selection process for eligible children to fill vacancies in the program as a new school year commences or as slots become available throughout the year. This policy defines the prioritization of selected children to fill vacancies as it relates to the eligibility criteria. Failure to adhere to the Selection Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standard [1302.14]  
 Child Care Licensing Minimum Standard [746.603a]  
 Caring for Our Children Standard [9.4.1.2, 9.4.1.3]

### **Procedure: Selection Procedure**

**Purpose:** This policy examines classifications for eligibility of children who may enter the program. This policy defines how vacancies are filled and which staff are in attendance for selection meetings.

### **Eligibility Criteria**

Eligibility Criteria are set and approved by the Head Start Policy Council and CAI Board of Directors. The eligibility criteria give priority to children in foster care, those experiencing homelessness, and families receiving public assistance like the Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), and Temporary Assistance for Needy Families (TANF). Children who are receiving special education services under the Individuals with Disabilities Education Act (IDEA) or early intervention services are also given priority.

### **Selections**

For Early Head Start, children must be between the ages of 0 and 3 at the time of enrollment, while Head Start requires children to be at least 3 years old and no older than 5 at enrollment. Selections are made within age parameters to ensure compliance with Texas Child Care Licensing ratios. Vacant spots are filled within thirty calendar days, in accordance with Head Start Program Performance Standards.

Selections are made to fill vacancies as needed. The ERSEA & Transition Coordinator arranges selections in coordination with the Site Supervisor and Family Advocate within 5 days of a vacancy becoming available. The program's database management system, Child Plus, tracks applications for selections using Report 2025, monitoring information such as income status, eligibility criteria, and rankings based on these factors.

**Steps After A Selection Occurs:**

1. A Family Advocate may contact a family to schedule enrollment after the ERSEA & Transition Coordinator has sent the selection email to the management team, Site Supervisor, and Family Advocate.
2. The Family Advocate is required to reach out to the family within three business days and document each contact attempt in the enrollment notes in Child Plus.
  - a. If the Family Advocate encounters difficulty scheduling an enrollment with the family after 3 contact attempts within a week, they must inform the ERSEA & Transition Coordinator, who will then provide the family with a deadline. If the family remains unresponsive, the program may proceed to re-select and fill the vacancy.

## **Determining, Verifying, and Documenting Eligibility Procedure**

**Policy:** This policy identifies eligibility guidelines for accepting children into the program based on age, income, and other significant qualifying factors. This policy outlines mechanisms where agency staff collect documentation and verify eligibility to process applications in the database management system effectively. Failure to adhere to the Determining, Verifying, and Documenting Eligibility Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.12]

Child Care Licensing Minimum Standards [746.603, 746.605]

Caring for Our Children Standards [8.4.0.3, 9.2.1.5]

### **Procedure: Determining, Verifying, and Documenting Eligibility Procedure**

**Purpose:** This procedure aims to provide agency staff with systematic guidance for determining, verifying, and documenting eligibility to properly identify families who are eligible for the program. This procedure provides specific instructions on criteria for those who may or may not qualify for services.

Applications are processed at the center level in the program database system, Child Plus, by the Family Services team including the Family Advocate, Family Advocate Assistant, and as needed the Family Services & ERSEA Administrative Assistant. Once all documentation is collected, an eligibility interview is conducted in person, by telephone, or virtually. Selection criteria are assigned, and the applications are reviewed by the ERSEA & Transition Coordinator.

Each application has an eligibility determination record found in Child Plus including a signed Eligibility Verification Form documenting the eligibility status and documentation used to verify eligibility to the program. Acceptable documentation is listed [here](#) to assign eligibility criteria.

All children must have documentation to verify their age. Early Head Start serves children from zero to three. An Early Head Start child must be an infant or toddler younger than three years old. Head Start serves children ages three and four. Head Start children must be at least three years old or turn three years old by the date of enrollment. Head Start children enrolled in public school pre-kindergarten must be four years old on or before September 1.

All staff who process applications including Family Advocates and Family Advocate Assistants are trained during their onboarding process and yearly thereafter. All staff who process applications including Family Advocates and Family Advocate Assistants sign the Eligibility Training Acknowledgement after they receive training.

A pregnant woman or a child is eligible if:

- The family's income is equal to or below the poverty line; or,

- The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments, Supplemental Security Income, or Supplemental Nutrition Assistance Program,
- The child is homeless,
- The child is in foster care.

If the family does not meet a criterion, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment. Children in this section are considered over-income.

| Head Start        |     | Early Head Start  |     |
|-------------------|-----|-------------------|-----|
| Funded Enrollment | 296 | Funded Enrollment | 152 |
| Allotted 10%      | 30  | Allotted 10%      | 16  |

A program may enroll an additional 35 percent of participants whose incomes are below 130 percent of the poverty line if the program meets all of the criteria described in 1302.12(d).

| Head Start        |     | Early Head Start  |     |
|-------------------|-----|-------------------|-----|
| Funded Enrollment | 296 | Funded Enrollment | 152 |
| Allotted 35%      | 104 | Allotted 35%      | 46  |

ChildPlus tracks applications to ensure children who are income eligible, in foster care, experiencing homelessness, and receiving public assistance are selected before those in the ten percent and thirty-five percent allotments of those exceeding the poverty income guidelines.

# Enrollment

## Enrollment Procedure

### Policy:

This policy is to provide expectations for staff to complete enrollment in an effective and timely manner. This policy gives guidance for documentation needed for both the Child File and Child Plus and processes that will be shared with families during enrollment. Failure to adhere to the Enrollment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.15]

Child Care Licensing Minimum Standards [746.501.13]

Caring for Our Children Standards [9.2.1.3]

### Procedure: Enrollment Procedure

**Purpose:** The following procedure instructs staff to effectively enroll children into the program and make families aware of program expectations that they will follow upon entry. This procedure demonstrates tasks to be completed before a child is cleared to begin receiving services.

The Family Advocate completes the following with the family at enrollment. Enrollments are completed in person to acquire parent/guardian signatures. A child is considered enrolled once they attend the center. The date of enrollment starts the timeline for 45 and 90 day deadlines.

### Steps to Completing Enrollment

1. The Family Advocate meets with the parent/guardian to complete enrollment paperwork.
2. The Family Advocate will then email the Site Supervisor, teachers, and ERSEA & Transition Coordinator to notify them when enrollment has been completed.
3. The teachers meet with the parent/guardian to complete the First Parent Conference.
  - Parent Conferences are to be completed prior to the child starting in the center and within **5 days** from the completion of enrollment.
4. A Student Family Review will be completed with the Site Supervisor, Family Advocate, teachers, and as needed, Content Coordinators within **5 days** from the completion of enrollment.
  - Add as *SFR - New Enrollee* in Child Plus.

All required support plans must be completed with Content Coordinators prior to the Student Family Review.
5. A child may start once approval from the ERSEA & Transition Coordinator has been granted.

Documentation to be completed with family at the enrollment visit:

| ERSEA & Transitions   |                                              |                          |
|-----------------------|----------------------------------------------|--------------------------|
| Form                  | Completion Instructions                      | Filing Instructions      |
| Welcome to Head Start | Family Advocate reviews with parent/guardian | Give to parent/guardian. |

|                                                                                                                        |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrollment and Authorizations                                                                                          | Family Advocate completes with parent; Parent/guardian signs                                                                                                                           | <ul style="list-style-type: none"> <li>▪ Enter in Child Plus</li> <li>▪ Print and file in Child File.</li> </ul>                                                                                                                                                                                              |
| Emergency Card                                                                                                         | Family Advocate fills in with parent/guardian; parent/guardian signs. <ul style="list-style-type: none"> <li>▪ Obtain parent/guardian ID if one still needs to be uploaded.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Save original in Emergency Card folder on CAI computer network</li> <li>▪ Upload Emergency Card &amp; Parent/Guardian ID to Child Plus under Education tab</li> <li>▪ Give copies to Site Supervisor and Teacher</li> <li>▪ Original filed in Child File.</li> </ul> |
| Parent Handbook                                                                                                        | <ul style="list-style-type: none"> <li>▪ Family Advocate reviews with parent/guardian.</li> <li>▪ Family Advocate will show the family how to access online.</li> </ul>                | Families can locate online or request a paper copy.                                                                                                                                                                                                                                                           |
| Parent Handbook Receipt & Acknowledgement                                                                              | Parent/guardian signs.                                                                                                                                                                 | Upload to Child Plus Under the Enrollment Tab.<br>Original Filed in Child File.                                                                                                                                                                                                                               |
| Parent Agreement Contract                                                                                              | <ul style="list-style-type: none"> <li>▪ Family Advocate reviews with parent/guardian; Parent/guardian signs</li> </ul>                                                                | Upload to Child Plus Under the Enrollment Tab.                                                                                                                                                                                                                                                                |
| Receipt of Parent Rights                                                                                               | Family Advocate reviews with parent/guardian.<br>Parent/Guardian signs                                                                                                                 | Parent Rights document located online - link is on the receipt form<br>Upload to Child Plus under the Enrollment tab<br>Original filed in the Child file.                                                                                                                                                     |
| Transition Event - New Enrollee                                                                                        | Family Advocate enters after completion of Enrollment                                                                                                                                  | Event entered in Child Plus under the Education tab                                                                                                                                                                                                                                                           |
| Community Action Inc. of Central Texas Camera Acknowledgement ( <b>Not applicable to William Crook CDC or Bonham</b> ) | Family Advocate completes with parent; Parent/guardian signs                                                                                                                           | Event entered in Child Plus under Enrollment tab.                                                                                                                                                                                                                                                             |
| <b>William Crook CDC Only</b><br>William Crook CDC Camera Acknowledgement                                              | Family Advocate Completes with parent;<br>Parent/Guardian signs                                                                                                                        | <ul style="list-style-type: none"> <li>▪ Enter in Child Plus</li> </ul>                                                                                                                                                                                                                                       |
| <b>Health</b>                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                               |
| <b>1 year and older only-</b><br>TB Screening Questionnaire                                                            | Parent/Guardian signs                                                                                                                                                                  | <ul style="list-style-type: none"> <li>▪ Enter in Child Plus</li> <li>▪ Print &amp; file in Child File</li> </ul>                                                                                                                                                                                             |
| <b>Infants 0-18m and children who use a crib regularly only-</b><br>Infant Safe Sleep Policy                           | Parent/Guardian signs                                                                                                                                                                  | Upload to Child Plus<br>File original in Child File                                                                                                                                                                                                                                                           |
| Safe Sleep Environment                                                                                                 | Family Advocate reviews with parent/guardian.                                                                                                                                          | Located online or parent can request paper copy                                                                                                                                                                                                                                                               |

|                                                                   |                                                                                                     |                                                                                                                                                                                           |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How Lead Affects Your Child's Health                              | Family Advocate reviews with parent/guardian.                                                       | Located online or parent can request paper copy                                                                                                                                           |
| Lead Risk Questionnaire                                           | Family Advocate completes an event in Child Plus.                                                   | Event entered in Child Plus under Health tab.                                                                                                                                             |
| Health Statement for Participation                                | Parent takes to Health Professional to be signed and returned to center or signs parent statement.  | <ul style="list-style-type: none"> <li>▪ Uploads to Child Plus under Health tab</li> <li>▪ File in Child File</li> </ul>                                                                  |
| Immunization Record                                               | Parent provides a copy.                                                                             | <ul style="list-style-type: none"> <li>▪ Uploads to Child Plus under Immunizations</li> <li>▪ File in Child File</li> </ul>                                                               |
| Secondhand Tobacco Smoke and the Health of Your Family            | Family Advocate reviews with family                                                                 | Located online or parent can request paper copy                                                                                                                                           |
| Child Health History                                              | Family Advocate completes in Child Plus.                                                            | <ul style="list-style-type: none"> <li>▪ Upload supporting documentation to Child Plus in Health - Attachments tab</li> <li>▪ Health Coordinator enters Health Plan, if needed</li> </ul> |
| Permission to Exchange Confidential Information                   | Family Advocate reviews and completes based upon information learned from family during Enrollment. | <ul style="list-style-type: none"> <li>▪ Upload into Health tab</li> <li>▪ File in Family Service Binder</li> </ul>                                                                       |
| Flu Information                                                   | Family Advocate reviews with family.                                                                | Give to Parent                                                                                                                                                                            |
| <b>Early Head Start Only</b><br>Vision and Hearing Questionnaires | Family Advocate completes each document with family.                                                | Upload in Child Plus under Health attachments. Create an event under Health in Child Plus.                                                                                                |
| <b>Education</b>                                                  |                                                                                                     |                                                                                                                                                                                           |
| CLI Milestone Developmental Checklist                             | Family Advocate reviews with family.<br>Parent reviews for first teacher visit.                     | Give to parent                                                                                                                                                                            |
| <b>Facilities &amp; Maintenance</b>                               |                                                                                                     |                                                                                                                                                                                           |
| Pedestrian Safety Training for Parents                            | Family Advocate review with parents                                                                 | <ul style="list-style-type: none"> <li>▪ Document in Child Plus under Transportation for parent</li> <li>▪ Located online or parent can request paper copy</li> </ul>                     |
| Emergency Evacuation Information                                  | Family Advocate reviews with parents                                                                | Give to parent                                                                                                                                                                            |
| <b>Nutrition</b>                                                  |                                                                                                     |                                                                                                                                                                                           |
| WIC Fact Sheet                                                    | Family Advocate reviews with parent                                                                 | Located online or parent can request a paper copy                                                                                                                                         |



|                                                                                                            |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| USDA Building for the Future                                                                               | Family Advocate reviews with parent                                                                                                                                                                                                                                       | Located online or parent can request a paper copy                                                                                                                                                                                                                                              |
| CACFP Information                                                                                          | Family Advocate reviews with parent                                                                                                                                                                                                                                       | Located online or parent can request a paper copy                                                                                                                                                                                                                                              |
| CACFP Complaint Form                                                                                       | Family Advocate reviews with parent                                                                                                                                                                                                                                       | Located online or parent can request a paper copy                                                                                                                                                                                                                                              |
| Food Substitution Form                                                                                     | <p>1. Family Advocate completes in Child Plus with input from parent; parent signs</p> <p>a. If a Yes is generated for Food Substitution Form regarding special diet, a Food Substitution Agreement is signed</p> <p>b. Obtain doctor's note to confirm substitution.</p> | <ul style="list-style-type: none"> <li>Entered in Child Plus</li> <li>If needed, the Food Substitution Agreement is uploaded to attachments on the Health tab.</li> <li>Upload doctor's note to the Health tab and notify Nutrition Coordinator by setting event status to monitor.</li> </ul> |
| <b>Bonham Only-<br/>Nutrition Screening</b>                                                                | <b>Family advocate completes based on family need.</b>                                                                                                                                                                                                                    | <b>Entered in Child Plus under Nutrition.</b>                                                                                                                                                                                                                                                  |
| <b>Mental Wellness</b>                                                                                     |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
| Permission to Exchange Confidential Information                                                            | <p>Family Advocate reviews and completes based upon information learned from parents during the conversation.</p> <p>A separate form must be completed for each agency working with the child; parent/guardian signs.</p>                                                 | <ul style="list-style-type: none"> <li>Upload to Child Plus Mental Health tab</li> <li>Send original to MH&amp;D Coordinator.</li> </ul>                                                                                                                                                       |
| <b>Disabilities</b>                                                                                        |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
| <i>Only completed when points were received for concerns or when child is currently receiving services</i> |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
| Permission to Exchange Confidential Information                                                            | Family Advocate reviews and completes for each agency child receives services.                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Upload to Child Plus Disability tab</li> <li>Place the original in Family Service Binder.</li> </ul>                                                                                                                                                    |
| IEP/IFSP                                                                                                   | IEP/IFSP current documentation                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>* Upload IEP/IFSP under Disability tab</li> <li>* Make sure we have goals</li> </ul>                                                                                                                                                                    |
| <b>Family Services</b>                                                                                     |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
| Permission to Exchange Confidential Information (if applicable)                                            | Family Advocate reviews and completes based upon information learned from parent.                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Upload to Child Plus Family Services tab</li> <li>Place the original in Family Service Binder.</li> </ul>                                                                                                                                               |

## Emergency Card Procedure

**Policy:** This policy is to describe measures taken to ensure the safety of children in the program while creating and updating emergency cards throughout the year. This policy gives staff a framework for where the emergency card should be filed. Failure to adhere to the Emergency Card Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.15]

Child Care Licensing Minimum Standards [746.605, 746.4101]

Caring for Our Children Standards [9.2.1.3]

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### Procedure: Emergency Card Procedure

**Purpose:** This procedure is designed to protect the safety of children in the program by identifying authorized individuals allowed to pick up the child from the center. It outlines the process for utilizing, creating, and updating emergency cards, which are completed in collaboration between parents and agency staff during enrollment and throughout the year.

#### Use of Emergency Card

An emergency card is utilized by program staff to ensure the safety of enrolled Head Start children when staff are releasing children to a trusted adult at the end of the day. Program staff must verify that the person picking up is listed on the emergency card. The person picking up the child must be at least 16 years of age and be able to present a photo ID to verify their identity. Program staff must upload a copy of the photo ID to Child Plus under the Education tab by either using their agency issued iPad or making a physical copy.

#### When a Person is Not Listed on an Emergency Card

When someone is picking up who is not listed on the emergency card, a parent must call the center and give **2 staff members** the name of the person picking up. After three emergency pick-ups that person's name must be added to the emergency card. Any person listed to pick up the child must be at least 16 years old and have a photo ID.

#### At Enrollment

1. The Family Advocate fills out an Emergency Card using a PDF fillable document with the parent.
  - a. Family Advocate and parent sign.
  - b. Emergency Card is saved for future use in a shared drive on the CAI network.

2. The Family Advocate makes copies for the Site Supervisor and teacher.
3. The Family Advocate uploads into Child Plus under the Education tab - Attachments in Child Plus.
4. The Family Advocate adds each emergency contact in Child Plus under the Application tab > Child's name in Child Plus > Add emergency contact - Name, relationship, contact information, and home address, click the boxes *Emergency Contact & Release to*.
  - If there are shared emergency contacts for multiple children in the same family, you may add the individuals under *Family Information* in Child Plus.
5. The original Emergency Card is filed in the Child File.

### **Updates throughout the year**

What constitutes an update? Any time a parent/guardian:

- Adds or removes a name for pick-up
- Edits a phone number
- Edits an address
- Edits medical concerns

1. The parent notifies the Site Supervisor or Family Advocate of needed changes.
2. The Site Supervisor or Family Advocate pulls the saved Emergency Card from the shared drive on the CAI network and updates as needed.
  - a. Print and sign with parent/guardian.
3. The person making the changes copies for the Site Supervisor/Family Advocate and teacher.
4. The person making the changes uploads into Child Plus under the Education tab – Attachments in Child Plus.
5. The staff making the changes makes edits to the emergency contacts listed under the Application tab > Child's name in Child Plus > Add emergency contact - Name, relationship, contact information, and home address, click the boxes *Emergency Contact & Release to*.
  - If there are shared emergency contacts for multiple children in the same family, you may add the individuals under *Family Information* in Child Plus.
6. An updated card is filed in the Child File.

## Re-Enrollment Procedure

### Policy: Re-Enrollment Procedure

This policy guides agency staff in re-enrolling all returning children for the following program term. This policy lists completion and filing instructions for necessary documentation so that children will be prepared to enter services for the following program term. Failure to adhere to the Re-Enrollment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.15]

Child Care Licensing Minimum Standards [746.609]

Caring for Our Children Standards [9.2.1.3, 9.2.2.1]

### Procedure: Re-Enrollment Procedure

**Purpose:** This policy intends to instruct agency staff to complete the required documentation necessary for the following school year. The Re-Enrollment Procedure aims to create a smooth transition for children who will return for the following program year.

Family Advocates complete re-enrollment with all possible returning children. The ERSEA & Transition Coordinator will direct Family Advocates to begin re-enrollments which typically occur in the Spring and Summer. The following documentation will be completed:

| Form                                                    | Completion Instructions                                                                                         | Filing Instructions                                        | Content Area |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------|
| Re-Enrollment                                           | Family Advocate completes in Child Plus under Enrollment tab with parent/guardian.                              | Print signed copy from Child Plus and place in Child File. | ERSEA        |
| Parent Handbook Acknowledgment for Upcoming School Year | Family Advocate reviews parent handbook with parent/guardian. Parent/guardian will sign an acknowledgment form. | Upload in Child Plus; File in Child File.                  | ERSEA        |
| Parent Agreement Contract                               | Family Advocate reviews;                                                                                        | Upload under enrollment in Child                           | ERSEA        |

|                                                                                                                                                             |                                                                  |                                                                                                                  |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------|
|                                                                                                                                                             | parent/guardian signs.                                           | Plus. Provide parent with signed copy.                                                                           |                     |
| Community Action Inc. Camera Acknowledgement ( <b><i>Not applicable to William Crook CDC or Bonham</i></b> )                                                | Family Advocate reviews with parent. Parent signs in Child Plus. | No filing; in Child Plus.                                                                                        | ERSEA               |
| Health Statement for Participation (Parent or Physician signed)<br>If there is no physician signed on file, <b>must</b> be obtained before next school year | Family Advocate reviews with parent/guardian.                    | Upload in Child Plus; File in Child File.                                                                        | Health              |
| Pedestrian Safety Training for Parents                                                                                                                      | Family Advocate review with parent/guardian.                     | Document in Child Plus under the Transportation tab for parent. Located online or parent can request paper copy. | Operations & Safety |
| Infant Safe Sleep Policy ( <i>Infants only, 0-12m or if child is not walking</i> )                                                                          | Family Advocate reviews and parent/guardian signs.               | File in Child's File.                                                                                            | Education           |
| TB Screening Questionnaire (1 year and older only at start of school year)                                                                                  | Family Advocate completes with parent/guardian.                  | Print signed copy from Child Plus and place in Child File.                                                       | Health              |
| Lead Risk Questionnaire                                                                                                                                     | Family Advocate reviews and parent/guardian signs.               | No filing; in Child Plus.                                                                                        | Health              |
| Health History                                                                                                                                              | Family Advocate completes in Child Plus with parent/guardian.    | No filing; in Child Plus.                                                                                        | Health              |

|                                                 |                                                                                                                               |                                                                                           |                                                          |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Food Substitution                               | Family Advocate completes in Child Plus with input from parents and writes the school year in the description box (26-27 SY). | No filing; in Child Plus.                                                                 | Nutrition                                                |
| Permission to Exchange Confidential Information | Family Advocate completes based on family needs.                                                                              | Upload to the appropriate tab in Child Plus. Place the original in Family Service Binder. | Health, Mental Health, Disabilities, and Family Services |
| <b>Henry Bush to Bonham Only</b>                |                                                                                                                               |                                                                                           |                                                          |
| HS Nutrition Screening                          | Family Advocate completes with input from the parent; parent signs.                                                           | No filing; complete in Child Plus Health Tab.                                             | Nutrition                                                |

# Attendance

## **Attendance Procedure**

**Policy:** This policy is to ensure the safety of children in our program by outlining a process that agency staff will follow when a child does not arrive at school. This policy examines procedures for effective attendance tracking and monitoring to promote regular attendance of program participants. Failure to adhere to the Attendance Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.16]

Child Care Licensing Minimum Standards [746.631]

Caring for Our Children Standards [9.2.4.10, 6.5.2.1, 9.4.2.2]

### **Procedure: Attendance Procedure**

**Purpose:** The purpose of this procedure is to promote regular attendance and ensure the safety of children by making contact with families when a child is absent. This procedure lays out a framework for methods used to track daily attendance and identify measures taken by agency staff when attendance concerns arise.

### **Attendance Expectations**

To promote regular attendance, children and families are highly encouraged to meet the 90% threshold similar to that of the partnering school districts with truancy requirements. Attendance expectations are discussed at enrollment and throughout the school year. Attendance strategies and support are individualized for families. Extended absences due to transportation, health, and family crises are approved by the ERSEA & Transition Coordinator.

### **Documenting Attendance**

Attendance is taken daily within one hour of the center start time by the Site Supervisor. All absences and communication with family are documented in the program database management system, Child Plus. Entries made are in the Attendance module on the day the absence occurred and all communication for that absence is documented in the notes section. Ongoing communication related to general attendance is made in the Attendance Follow-Up section.

Daily attendance is taken by the teacher using the Child Plus Attendance tab. In the event of internet issues, a paper log is also in the classroom. The Site Supervisor reviews attendance within one hour of the center opening. Parents are responsible for notifying the center if their child will be absent via in-person the day before, phone, text, email, or messaging through the parent communication system.

### **If no contact within one hour of opening:**

- The Site Supervisor reaches out by phone call, text, email, or messaging through the



parent communication system.

- If no contact with the family has been made after one hour, the Family Advocate will reach out via phone call, text, email, or messaging through the parent communication system.
- The Family Advocate will make a home visit on the morning of day three of no contact with the family.
- If the family is still unreachable by the program after the home visit is conducted, the Family Advocate will notify the ERSEA & Transition Coordinator. The ERSEA & Transition Coordinator will attempt to re-engage the family through sending an attendance letter via Child Plus. The Home Visit made by the Family Advocate will be documented under Attendance Follow-Ups in Child Plus, and if needed Family Profile Case Notes.

### **Extended Period of No Contact**

If the child misses 3 school days in a row and there is no contact with the center, staff will complete a home visit to ensure the well-being of the family. The ERSEA & Transition Coordinator will be notified via email.

If the child misses 5 school days in a row and there is no contact with the center, the family is notified of a deadline for the child to return to school. A deadline will be discussed and family will be notified.

If the child misses 10 school days in a row and there is no contact after multiple attempts, the slot will be considered abandoned. The program will consider this a vacancy and fill it accordingly.

### **School District Partnerships**

#### Bonham Pre-Kindergarten Attendance Schedule

Children dually enrolled with Bonham Pre-Kindergarten are subject to school district truancy laws and are notified at enrollment with the school district. School district personnel work with Head Start staff to support regular attendance.

| <b>Classroom</b>                        | <b>Person Responsible</b> | <b>Duties</b>                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prekindergarten 4's including Inclusion | Family Advocate           | <ul style="list-style-type: none"> <li>• The teacher takes attendance and reports to the ISD registrar</li> <li>• Check-in with the ISD teacher regarding absences</li> <li>• Report any information to the ISD Registrar by 9:30</li> <li>• Enter notes and attendance in Child Plus by the end of the day</li> </ul> |

Attendance information may be given to the ISD Registrar in two ways:

1. Via email with only the child's information to adhere to FERPA and track the information for truancy purposes.
2. Via paper form provided by the ISD registrar to adhere to FERPA and track the information for truancy purposes.

[Child Plus Attendance Code Guide](#)

## Late Pick-Up Procedure

**Policy:** This policy delineates procedures for sustaining ongoing communication between necessary staff about late pick-ups. This policy is to document and closely monitor families where late pick-ups are chronically occurring to provide individualized support strategies to these families. Failure to adhere to the Late Pick-Up Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.47(5)(iii-iv)]  
 Child Care Licensing Minimum Standards [746.1205, 746.631, 746.501(2)]  
 Caring For Our Children Standards [9.2.4.10, 6.5.2.1, 9.4.2.2]

### **Procedure: Late Pickup Procedure**

**Purpose:** The purpose of this procedure is to monitor chronic late pick-ups and guide staff about properly documenting these occurrences in Child Plus. The following procedure provides a series of steps to staff intervening when late pick-ups become excessive.

### **Guidelines for Late Pick Ups**

A late pick-up occurs when the child is picked up after the center closes. For all community sites, that time is 2:35 pm. Sites on school campuses vary in closure and all parents and guardians are notified at enrollment

In the case of a late pick-up, the lead teacher and one other staff member, either the Site Supervisor or Family Advocate, must remain with the child until they are picked up. If no family contact has been made for 30 minutes past pick-up time, including all names listed on the Emergency Card, this is considered abandonment. The Site Supervisor will call the police and inform the ERSEA & Transition Coordinator. If the Site Supervisor is not available, the staff who are present will proceed with the necessary steps.

The following shows steps to be taken when continual late pick-ups occur. Additional steps may be taken to individualize family support. Steps may be accelerated to support the family and program staff.

Site Supervisors are responsible for the monitoring of late pick-ups monthly and will notify the ERSEA & Transition Coordinator on the fourth late pick up. Documentation for family contacts is significant for all staff to develop individualized support for families.

CP Monitoring can be completed using Services > Change List > Custom Filter > Check Attendance Code = Late Pick Up > View participants' individual attendance

| #                   | Task | Person Responsible / Staff Action | Timeline |
|---------------------|------|-----------------------------------|----------|
| First / Second Time |      |                                   |          |

|                    |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
|--------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1                  | The parent signs child out giving the reason for being late                                  | <ul style="list-style-type: none"> <li>Teacher documents in Child Plus               <ul style="list-style-type: none"> <li>Attendance &gt; Attendance Follow-Up &gt; Follow-up type - Late Pickup</li> </ul> </li> <li>Information documented in Notes for that day:               <ol style="list-style-type: none"> <li>Reason for being late</li> <li>Time of pick up</li> </ol> </li> </ul> | At pick up                     |
| 2                  | Teacher notifies Site Supervisor and Family Advocate via email                               | <ul style="list-style-type: none"> <li>Family Advocate checks in with the family and gives support as needed and documents in Child Plus - Attendance Follow-up</li> </ul>                                                                                                                                                                                                                       | Next day                       |
| <b>Third Time</b>  |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| 1                  | The parent signs the child out giving the reason for being late                              | <ul style="list-style-type: none"> <li>Teacher documents in Child Plus               <ul style="list-style-type: none"> <li>Attendance &gt; Attendance Follow-Up &gt; Follow-up type - Late Pickup</li> </ul> </li> <li>Information documented in Notes for that day:               <ol style="list-style-type: none"> <li>Reason for being late</li> <li>Time of pick up</li> </ol> </li> </ul> | At pick up                     |
| 2                  | The Site Supervisor and Family Advocate meet with the family to discuss recent late pick-ups | <ul style="list-style-type: none"> <li>The site supervisor documents the visit in Child Plus as an Attendance Follow-up</li> <li>Family Advocate provides support as needed and documents in Child Plus - Attendance Follow-up</li> <li>Pick-up plans are discussed, created, and documented in Child Plus Attendance - Follow-up</li> </ul>                                                     | Within two days of late pickup |
| <b>Fourth Time</b> |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| 1                  | The parent signs child out giving the reason for being late                                  | <ul style="list-style-type: none"> <li>Teacher documents in Child Plus               <ul style="list-style-type: none"> <li>Attendance &gt; Attendance Follow-Up &gt; Follow-up type - Late Pickup</li> </ul> </li> <li>Information documented in Notes for that day:               <ol style="list-style-type: none"> <li>reason for being late</li> <li>time of pick up</li> </ol> </li> </ul> | At pick up                     |
| 2                  | ERSEA & Transition Coordinator is notified via email                                         | Site Supervisor                                                                                                                                                                                                                                                                                                                                                                                  | Next day                       |
| 3                  | The ERSEA Coordinator sends the family a late pick up letter.                                | <ul style="list-style-type: none"> <li>ERSEA &amp; Transition Coordinator will document in Child Plus - Attendance Follow-up</li> </ul>                                                                                                                                                                                                                                                          | Day that letter was sent.      |
| <b>Fifth Time</b>  |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                |
| 1                  | The parent signs child out                                                                   | <ul style="list-style-type: none"> <li>Teacher- Documents in Child Plus</li> </ul>                                                                                                                                                                                                                                                                                                               | At pick                        |

|   |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 |                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|   | giving the reason for being late                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Attendance &gt; Attendance Follow-Up &gt; Follow-up type - Late Pickup</li> <li>Information documented in Notes for that day:               <ol style="list-style-type: none"> <li>Reason for being late</li> <li>Time of pick up</li> </ol> </li> </ul> | up             |
| 2 | ERSEA & Transition Coordinator is notified                                                                                                                                                                                                                                        | Site Supervisor                                                                                                                                                                                                                                                                                 | Next day       |
| 3 | ERSEA & Transition Coordinator, Family Advocate, and Site Supervisor meet with the family to discuss the continuation of late pick-ups. The following may be considered: <ul style="list-style-type: none"> <li>Late Pick-Up Contract</li> <li>Termination of Services</li> </ul> | ERSEA & Transition Coordinator will document in Child Plus Attendance Follow-up and upload Late Pick-Up Contract if applicable.                                                                                                                                                                 | Day of meeting |

\*Site Supervisors and Family Advocates will need to meet with families prior to ERSEA & Transition Coordinator to discuss possible support strategies.

### **How to Enter in Child Plus**

Attendance Follow-Up ...

|                   |                  |   |
|-------------------|------------------|---|
| Due Date          | 3/28/2025        |   |
| Follow Up Reason  | Late Pickup      | ▼ |
| Responsible Staff | Cortez, Caroline | ▼ |
| Completed Date    | 3/28/2025        |   |

Notes Add Notes

3/28/2025 2:21 p.m. Cortez, Caroline ERSEA & Transition Coord Coordinator  
 The child was picked up at 2:45 PM. When asked, Mom stated that she had overslept from working overnight.  
 <end of entry>

For documentation purposes, families are granted a 5-minute grace period. Teachers should only document a late pick-up past 2:35 pm for all community sites. Child Plus automatically changes the child's status to "Late Pick Up".

1. Click on Add Follow-Up in the Attendance tab in Child Plus
2. Fill in each box.
  - a. Due Date - date of occurrence
  - b. Follow up Reason - Late Pickup
  - c. Responsible Staff - staff entering occurrence
  - d. Completed date - date of occurrence
  - e. Notes - Record the time the child was picked up, along with the family's provided excuse. If no reason is given by the family, teachers will request a reason for documentation purposes. Avoid documenting "The parent did not provide a reason".

## Chronic Attendance Procedure

**Policy:** This policy outlines expectations for agency staff to identify patterns of chronic absenteeism among children involved in our program and create individualized support to re-engage these families. This policy defines the implementation of Attendance Success Plans to provide effective and ongoing communication regarding attendance to families. Failure to adhere to the Chronic Attendance Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:** Head Start Performance Standards [1302.16]  
Child Care Licensing Minimum Standards [746.1203]  
Caring for Our Children Standards [9.2.4.10]

### **Procedure: Chronic Attendance Procedure**

**Purpose:** This procedure aims to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

#### Attendance Monitoring

Attendance is reviewed on an ongoing basis. The ERSEA & Transition Coordinator works with the center staff to identify patterns, support those with chronic absences, and ways to engage families.

Child Plus Reports used to track attendance:

- 2305 - Monthly Attendance
- 2306- Participant Attendance Percentage
- 2330 - Consecutive Absences

#### Attendance Letters

Attendance letters are sent at the discretion of the ERSEA & Transition Coordinator and are the first formal step in addressing attendance concerns with families on an individual level. These letters demonstrate the current attendance rate for a child to encourage families in improving their consistency with bringing their child to school. With this letter, the ERSEA & Transition Coordinator will request a meeting with the Site Supervisor, Family Advocate, and the parent/guardian to address concerns with a strengths-based approach. The program will connect families with support services as needed.

#### Attendance Contracts

After meeting with families to support regular attendance, an Attendance Contract may be used to re-engage a family if there has been no improvement in the child's attendance. Attendance contracts are sent at the discretion of the ERSEA & Transition Coordinator and may entail the suspension or termination of services.

The ERSEA & Transition Coordinator will review attendance on a monthly basis for children in the program who are experiencing attendance issues, using the Child Plus report 2306. At their discretion, the coordinator may send attendance letters and implement attendance contracts to help re-engage families with chronic absenteeism. Site Supervisors and Family Advocates may be requested to arrange and participate in attendance meetings with the ERSEA & Transition Coordinator and families at their respective sites.

#### Attendance Success Plan

- Created by the Family Advocate when a child falls below 90% after enrolled for 60 days & after 60 days of the second semester.
- Plans are individualized to meet the family's needs
- ERSEA & Transition Coordinator may attend planning meetings as needed to support both the Family Advocate, Site Supervisor, and family. ERSEA & Transition Coordinator will monitor monthly any children starting after the start of the School year to ensure attendance plans are conducted accordingly.
- Follow-ups will be done at the end of semesters
- Family Advocates will document in Child Plus:
  - Upload into Attendance module - Attachments
  - Enter visit under Attendance Follow-up
    - Add Follow-up > Attendance Plan > Date completed > brief description of visit
  - Make a copy for the family to have

Within the first 60 days of program operation or from a child's enrollment date when starting mid-year, the Head Start Program will review individual child attendance data. In October, the Head Start Program will review individual child attendance data for attendance rates where children are at risk of missing ten percent of program days. The Head Start Program will review individual child attendance data again during Spring Break to identify any new children who are at risk of missing ten percent of program days. After each review, Family Advocates will complete an attendance success plan with families to develop and implement appropriate strategies to improve individual attendance.

The Family Advocate will meet with the family four times yearly to complete Attendance Success Plans and follow-ups. The Family Advocate will review patterns, offer strategies to improve attendance and follow up at the end of the semester to review results. Support and strategies will continue throughout the year as needed. All documentation will be in Child Plus in the Attendance module.



**Schedule for Attendance Success Plans**

|                          | <b><u>Attendance Plan Meeting</u></b> | <b><u>Attendance Plan Follow-Up</u></b> |
|--------------------------|---------------------------------------|-----------------------------------------|
| <b><u>Semester 1</u></b> | After 60 Days- End of October         | January- After the Semester Ends        |
| <b><u>Semester 2</u></b> | After 60 Days- Spring Break           | End of May- Before HS Program Ends      |

[Attendance Plan Strategies for Family Advocates](#)

# Transitions

### 30-Month Transition-Exit out of Early Head Start Procedure

**Policy:** The objective of this policy is to provide continuity of care as children age out of the Early Head Start Program. This policy directs staff to complete documentation with the family to provide an adequate transition and lays out a timeline for children to exit the program. Failure to adhere to the 30-Month Transition-Exit out of Early Head Start Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance: Head Start Performance Standards [1302.70]

Child Care Licensing Minimum Standards [746.603]

Caring for Our Children Standards [9.2.2.1, 9.2.2.2]

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#### **Procedure:** 30 Month Transition-Exit out of Early Head Start Procedure

**Purpose:** This procedure breaks down the process for children who turn three years old during the program term and will have to exit the program. The following document instructs agency staff on measures to take as the child nears their third birthday to allow for a smooth transition.

The 30M Transition is completed for all children scheduled to age out of Early Head Start on their 3<sup>rd</sup> birthday.

- To ensure the most appropriate placement and service following participation in Early Head Start, the transition meeting is held with the family at least six months prior to the child's third birthday.
- In order to provide continuity of care, children who turn 3 during the school year will be able to remain in the center until the end of the current semester if there is no opportunity to transition into Head Start.  
For example, a child who turns 3 in October will be allowed to remain in the center until the December break. A child who turns 3 in March will be able to remain in the center until May when the Head Start program year ends.
- All families are encouraged to apply for Head Start. The application for Head Start is valid for the current school year. The EHS Family Advocate completing the 30 Month Transition will complete the application with the family.
- Head Start selection is not guaranteed and all children will be placed on the waitlist.
- An additional 30 days may be granted if the child is in the referral process with their local education agency and they have not met to discuss the findings of the evaluation. This request must be approved by the ERSEA & Transition Coordinator and Mental Health & Disability Coordinator and should be discussed before informing the family.
- Child Plus Report 2516 will monitor children who are due and/or past due.

#### **To document in Child Plus**

## 30M Transition Event Guide – Education tab

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30M Transition Event            | <ul style="list-style-type: none"> <li>▪ Family Advocate completes with parent/guardian.</li> <li>▪ Entered in Child Plus.</li> </ul>                                                                                                                                                                                                                                                            |
| Status                          | <ul style="list-style-type: none"> <li>▪ 30M Transition in Progress – you’ve started the event but not completed it with family</li> <li>▪ Completed – met with family to discuss</li> </ul>                                                                                                                                                                                                     |
| Closed Date                     | <ul style="list-style-type: none"> <li>▪ Date you met with family</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| Transition Takes Place Date     | <ul style="list-style-type: none"> <li>▪ Date the semester ends</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| Description of family resources | <ul style="list-style-type: none"> <li>▪ Strengths family has to support the transition of the program</li> </ul>                                                                                                                                                                                                                                                                                |
| Child Care Subsidy              | <ul style="list-style-type: none"> <li>▪ CCS – provided by Texas Workforce Commission</li> <li>▪ Is income-based for parents working or in school</li> <li>▪ Typically operating on a waitlist</li> </ul>                                                                                                                                                                                        |
| Texas Home Visiting             | <ul style="list-style-type: none"> <li>▪ CAI program providing in-home/virtual parent education</li> <li>▪ Parent Educator provides comprehensive case management for entire family</li> <li>▪ Inter-Agency Referral</li> </ul>                                                                                                                                                                  |
| Disability & Mental Health      | <ul style="list-style-type: none"> <li>▪ Reach out to the Disability &amp; Mental Health Coordinator for individualized guidance.</li> <li>▪ If receiving services through ECI (Bluebonnet Trails or Any Baby Can, a 30M transition will also be conducted with their case manager.</li> <li>▪ Services for the child will stop at age 3.</li> </ul> <p><a href="#">ECI to LEA Flowchart</a></p> |

|                         |                                                                                                                                                                                                                                                                                                                                |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Family Services         | <ul style="list-style-type: none"> <li>▪ Families in crisis would be families experiencing homelessness, have an open CPS case, immediate need for food/shelter, etc.</li> <li>▪ Do other agencies know of the upcoming transition?</li> <li>▪ The situation should be noted but prioritized to support the family.</li> </ul> |
| Final Day of Transition | <ul style="list-style-type: none"> <li>▪ Last day of school before winter break in December or last day of HS school year in May</li> </ul>                                                                                                                                                                                    |

[Transition ECI to LEA](#)

### Transition to Pre-K/Kindergarten Procedure

**Policy:** The Head Start program will prepare children and families for the next step in their educational journey by working collaboratively with families, local educational agencies (LEAs) and community partners to implement transition plans that support each child's developmental, educational, and emotional needs.

**Procedure:** Transition to Pre-K/Kindergarten Procedure

**Purpose:** To ensure a smooth and supportive transition for children and families as they exit the Head Start program and enter pre-kindergarten or kindergarten, fostering the continuity of learning, development, and family engagement.

**Guidance:** Head Start Performance Standards [1302.71]

Child Care Licensing Minimum Standards [746.603]

Caring for Our Children Standards [9.2.2.1, 9.2.2.2]

When a child is exiting the Head Start program at the end of the program year, the Family Advocate will complete the Transition to Pre-K/Kindergarten event under Education in Child Plus during the third home visit. This transition is to support the family who will be entering into Pre-K or Kindergarten services and promotes a smooth transition when children enter local educational agencies (LEAs).

#### To document in Child Plus:

|                                 |                                                                                                                                                                           |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transition to PreK/Kindergarten | <ul style="list-style-type: none"> <li>Family Advocate completes with parent/guardian.</li> <li>Entered in Child Plus.</li> </ul>                                         |
| Status                          | <ul style="list-style-type: none"> <li>In Progress – you've started the event but not completed it with family</li> <li>Completed – met with family to discuss</li> </ul> |
| Agency Worker                   | <ul style="list-style-type: none"> <li>Family Advocate name</li> </ul>                                                                                                    |
| Event Notes                     | <ul style="list-style-type: none"> <li>Small summary of your visit with the family.</li> </ul>                                                                            |
| Date                            | <ul style="list-style-type: none"> <li>Date of completion with the family.</li> </ul>                                                                                     |
| Transitioning To                | <ul style="list-style-type: none"> <li>Select Pre-K or Kindergarten (Bonham only)</li> </ul>                                                                              |
| School District                 | <ul style="list-style-type: none"> <li>Select respective school district child is transitioning to</li> </ul>                                                             |
| Registration                    | <ul style="list-style-type: none"> <li>Status dropdown; School contact info; Any notes</li> </ul>                                                                         |
| Health & Nutrition              | <ul style="list-style-type: none"> <li>Will the child need further documentation?</li> </ul>                                                                              |

|           |                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Education | <ul style="list-style-type: none"> <li>• Answer questions about IDEA services and language surveys required for school districts.</li> </ul> |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

### **Children with Disabilities**

Special attention will be given to ensuring children with disabilities have a coordinated transition, including participation by special education personnel and updates to their IEPs as necessary.

### **Cultural and Linguistic Responsiveness**

Transition plans will reflect the cultural and linguistic backgrounds of children and families, incorporating appropriate language services and culturally sensitive practices.

# **Archiving & Record Keeping**

### **Child File Archiving Procedure**

**Policy:** The purpose of this procedure is to provide staff with comprehensive guidance on the proper archiving and preparation of child files for storage. It includes specific instructions for the separate archiving of designated files.

**Procedure:** Child File Archiving Procedure

**Purpose:** This procedure breaks down the process of archiving child files for children who are exiting Early Head Start or Head Start. This procedure ensures that a child's records are archived together sufficiently in case it is necessary to retrieve these records. Failure to follow the Child File Archiving Procedure will result in disciplinary action as outlined by the Progressive Discipline Procedure.

**Guidance:** Head Start Program Performance Standards [1303.24

Child Care Licensing Minimum Standards [746.603

Caring for Our Children Standards

### **Archiving by Program**

#### **Returning Children**

- If the child is currently enrolled in EHS/HS and will be returning, the child file stays on site. Staff must insert the 'previous program years' document in the existing child file and begin assembling the file for the next school year on top.
- Family Advocates must wait until the program year has ended for the respective program to file the documentation for the next school year.

#### **Children Exiting Mid-Year**

- Files for children who exit the EHS or HS program during the school year must be disassembled and stored on site until the center conducts its archiving process.

### **Program Transitions**

#### **Early Head Start to Head Start:**

- If a child attended EHS during the school year and is selected for HS, the entire EHS file must be disassembled and placed in a large brown envelope.
- This envelope will remain with the child's new HS file.
- If the child transfers to a different site, the EHS file must accompany them.
- EHS and HS files must remain separate, but can be stored together.
- The receiving HS Family Advocate will create a new HS file with updated program information.

#### **Site to Site Transfers – same program**

- For children transferring between sites, (e.g., Henry Bush to Bonham) files must be transferred no later than July 1.



- A transfer day will be coordinated by Family Advocates.
- Files do not need to be disassembled in this case.

### **File Collection & Storage – Operations Coordinator**

#### **Preparation**

- Site Supervisor must request boxes and envelopes via Child Plus from the HS Office Manager.
- Child records from the Child's File should be placed in a large brown envelope and labeled on the top left corner with the following:
  - Center Name
  - School Year
  - Child's name CPID #
  - Date of birth
  - Date of the initial enrollment and exit date.

#### **File Order Inside Envelope**

- Records should be in the following order:
  - Child File contents
  - Family Service Binder contents (if applicable)
  - Confidential Binder contents (if applicable)
  - OHS Reporting Module from Child Plus (if applicable)

#### **Box Organization**

- Envelopes must be placed inside boxes with the official File Archiving Box label.
- Do **not** write directly on the outside of the box.
- Attach a classroom roster (using **Child Plus Report 2125**) to the inside lid of each box. Tape only the four corners.

#### **File Pick Up**

- Site Supervisor must submit an **Operations Request Form** to arrange a pick up by Operations Specialist.
- The Operations Specialist will verify the number of boxes and files listed on the form at pickup and deliver them to the center storage facility: The Village Warehouse.

### **TRANSPORTATION INFORMATION – Operations Coordinator**

- Site Supervisor will turn in all logs by July 1.
- All files will be taken to the Village Warehouse to be archived.

#### **Village Warehouse- Archiving Process:**

- Operations Coordinator will complete the following:

- Child File Archiving Checklist to ensure that the envelopes are properly archived.
- Place envelopes in locked filing cabinets, and ensure that **RED DOT** files are stored accordingly.
- Remove classroom rosters from the box and file them with the files in the locked cabinets.
- Label the filing cabinet drawer with center name and year(s)
- ALL Records must be retained for **3 years** after archived with an exception of special circumstances (see Documentation Retention Chart).
- Keys to file cabinets stored at the Head Start Administrative offices.
- Only Management Staff have access to the children's files once they have been archived.
- Information that is to be shredded but not archived will sent to the warehouse in a box. The box will be labeled on the outside lid and outside of the box with the Outside of the Shredding Box form. (see Shredding/Destruction Procedure)
- All boxes sent to be archived that are not completed correctly will be returned to the center for corrections.

### **RED DOT FILES – Program Director Oversight**

Files for children flagged in ChildPlus with a **red flag** must have a red dot on the envelope.

Label these envelopes with:

- Center Name
- School Year
- Child's name/CP ID #
- Date of birth
- Date of the initial enrollment and exit dates.
- Highlight the child's name in pink on the classroom roster taped inside the box.

Red Dot Records/Special Circumstances include records that contain information that may pose a future liability to the agency:

- Legal disputes involving the agency
- Injuries requiring EMS or hospitalization of a client while seeking or receiving services at a Community Action Inc. site or while being transported in an agency vehicle.
- Reports of suspected abuse/neglect involving agency staff
- Suspension or termination of services for a participant
- Any time an OHS Report was made about a participant

### **Storing Red Dot Files**

- These files should be archived with all other files, but a listing of red files should be forwarded to the Head Start Program Director using Child Plus **Report 4015**.
- Operations Coordinator will remove those files from the center box and file in a separate filing cabinet with a red dot. (Separate roster must be maintained for these files).
- Red Dot Files are stored in a separate locked cabinet marked with a red dot and retained for 3 years. A separate roster must be maintained for these files.

### **Mental Health & Disabilities**

- Center staff must upload all related documentation to the corresponding Child Plus tabs including:
  - IEP/IFSP
  - Service pages
  - Progress notes and reviews
  - Monthly individual service logs
  - Permission to exchange confidential information
- Once uploaded, original paper documents may be shredded according to the File Destruction Procedure.

### **File Destruction - Operations Team**

- File destruction is scheduled twice a year by the Head Start Program Director, who will schedule the shredding company, and inform the Operations Coordinator.
- The Operations Coordinator will notify the Operations Specialist of the date to ensure that the team is present.
- The Operations Coordinator will remove files for shredding according to the shredding and destruction procedure.
  - Files are removed with the envelopes.
  - Operations Coordinator completes the Document Destruction form and attaches the roster to it.
  - Completed Document Destruction form (with attached roster) is filed in a binder located in the office of the Operations Coordinator.

### **Record Keeping Procedure**

**Policy:** This policy is to ensure that the program maintains accurate, secure, and legally compliant records for all enrolled children, including those in foster care and children experiencing homelessness.

Guidance: Head Start Performance Standards [1303.22, 1303.23, 1303.24]

Child Care Licensing Minimum Standards [746.601, 746.603]

Caring for Our Children Standards

#### **Procedure:** Record Keeping Procedure

**Purpose:** To ensure that the program maintains secure and confidential maintenance of records in accordance with the Office of Head Start Performance Standards and Child Care Licensing Minimum Standards.

#### **Standard Documentation Requirements For All Children:**

The following must be maintained for 3 months after the child exits care:

- Child-care enrollment agreement and admission information
- Emergency Contact Details
- Health statement
- Immunization records
- Authorization of emergency medical care
- TB Screening and testing information
- Vision and hearing screening results
- Licensing incident/illness report form
- Daily tracking system for when care begins and ends
- Medication administration records (Maintained for 3 months after administering)
- Individual care instructions from a health care professional as needed

#### **Maintenance and Security**

- All child's records are to be stored in a locked file cabinet or secure digital database accessible only to authorized personnel
- Staff must maintain confidentiality in compliance with FERPA, HIPAA, and Texas DFPS confidentiality laws.

#### **Access to Child Records**

- In the state of Texas, it is the right of a parent to view their child's educational information if they are listed on the birth certificate, unless explicitly stated on custody/court documentation.

- The program must obtain a parent's written consent to the appropriate party before the it may disclose personal information from child records
- Disclosure of child records without parent/guardian consent can happen in such instances:
  - Agency personnel or a federal or state entity that is auditing or evaluating child development programs and ensuring compliance
  - Appropriate parties to address a disaster, health or safety emergency, or a serious health or safety risk such as a severe food allergy
  - Complying with a judicial order or lawfully issued subpoena; as long as the program makes a reasonable effort to notify the parent/guardian
  - A caseworker from a state or local child welfare agency who has the right to access information of a foster care child
  - Appropriate parties to address suspected or known child maltreatment and is consistent with application federal, state, and local laws on reporting child abuse and neglect
- Any person who views a child's record must sign the confidential sign-in
- The ERSEA & Transition Coordinator will conduct Bi-Annual audits of child files to ensure compliance

### **Definitions:**

**Foster Care Child:** A child placed in the care of a certified foster home including kinship placements under the Texas Department of Family and Protective Services (DFPS).

**Child Experiencing Homelessness:** A child who lacks a fixed, regular, and adequate nighttime residence, per the McKinney Vento Definition.

### **Provisions:**

#### **Foster Care**

- Allow a 30-day grace period for submitting immunization records
- Accept DFPS Placement Authorization in place of birth certificate (if unavailable) and parent/guardian signature
- Court orders or placement agreements must be kept confidential and securely stored

#### **Child Experiencing Homelessness**

- Allow a 30-day grace period for submitting immunization records
- Accept a parent/guardian statement when formal records are temporarily unavailable
- Waive proof of residency and proof of birth if not available
- Work with local McKinney-Vento liaison at the public school district to obtain documentation and support

### **ERSEA Ongoing Monitoring Plan**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive services to the neediest children and families regardless of race, gender, disability, or creed in accordance with Head Start Performance Standards. These services are designed to promote each child's overall well-being, support optimal growth and development, and strengthen school readiness. The ERSEA Ongoing Monitoring Plan provides continuous oversight to ensure that all required Head Start Program Performance Standards are implemented effectively in the areas of Eligibility, Recruitment, Selection, Enrollment, and Attendance.

**Guidance:** Head Start Program Performance Standards: 1302.11-1302.18

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive ERSEA Services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including application review, recruitment, selection, enrollments, and attendance. Through an ongoing system of oversight and continuous quality improvement, CAI Head Start ensures timely, coordinated, and responsive ERSEA services for all children and families.

| Area Monitored                                                                 | Frequency                                | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Applications <ul style="list-style-type: none"> <li>Eligibility</li> </ul>     | Daily                                    | ERSEA Coordinator will use ChildPlus Todo lists - 26/27 to see where applications are in the process and review and waitlist any completed applications.                                                                                      |
| Recruitment <ul style="list-style-type: none"> <li>Recruitment plan</li> </ul> | March - Aug<br>for new SY<br><br>Ongoing | ERSEA Coordinator will create a Recruitment plan for new school years starting in March and assign duties to Family Advocates. Events throughout the year will be assigned as needed.                                                         |
| Selections                                                                     | As needed                                | ERSEA Coordinator will schedule selections with site staff as needed due to withdrawals, drops, or age-outs.<br><br>Selections will ensure we meet the 30 day requirement to fill vacancies.                                                  |
| Enrollment                                                                     | Weekly<br><br>Ongoing                    | ERSEA Coordinator will check enrollments for proper documentation completion after they receive an email from Family Advocates needing a start date. Start dates will not be given until every step of the Enrollment Procedure is completed. |
| Attendance                                                                     | Monthly                                  | ChildPlus reports <ul style="list-style-type: none"> <li>2301- Average Daily Attendance</li> <li>2305 - Monthly Attendance</li> <li>2330 - Consecutive Absences</li> </ul>                                                                    |
| Student Family Reviews                                                         | As needed                                | ERSEA Coordinator will participate in SFR's as needed. ChildPlus to-do list - SFR's that need Social Services Content Support will be checked by ERSEA Coordinator Weekly to complete any necessary follow-ups.                               |

# Resources & Guides



### **Eligibility Interview Guide**

The Eligibility Interview is conducted with the parent/guardian after all documentation is submitted. The following steps are taken to ensure all information submitted is correct.

Once documentation is received, set up a phone call or set up in-person appointment to review eligibility information with the family.

#### ***Completed with the family in-person or on call:***

1. Start on the Application Tab.
  - Confirm the number of individuals living in the household.
  - Confirm home address, phone number, and email address.
  - Review & verify all information for each person listed in the household.
  - Correct information as needed and document each update in the corresponding notes box.
2. In the Enrollment tab, add an Application Supplement.
  - Inform the family before starting the Application Supplement that the following questions are personal and may be sensitive to answer. If they need to reschedule to allow a more private call, do so.
  - Ask and answer questions in the module
  - Summarize information provided by family in application supplement.

#### ***Completed after the call:***

3. In the Enrollment tab, enter the Eligibility Criteria.
  - Add all eligibility points based on interview responses and documentation provided
  - Add notes – Household number, parental status, other applicable criteria the child received point for e.g., Disability, SNAP, open CPS case, etc.
4. Check to see if all Eligibility boxes have been entered
  - Application Date - date family applied
  - Application status - Status determines the next steps of the application
  - Eligibility date - date income & eligibility reviewed
  - Number in Family - should match the Application Tab and Family Information
  - This child is eligible to participate
    - ◆ Yes - the child is income-eligible

- ◆ No - family is over-income
- Type of eligibility interview conducted
  - ◆ In-person- completed on site
  - ◆ Telephone- completed via telephone or virtual call
- Documentation used to determine
  - ◆ Click on all documentation used
  - ◆ Documentation used on EVF must accurately match what the program verified eligibility with
  - ◆ If using a Statement of No Income, Declaration of Income, CPS Documentation, or other document not listed, check Other
    - Add applicable document in the explain box
- 5. Verify income under Family Information
  - Complete Family Composition portion, number in family, number in household, parental status, and relationships to participants
  - Complete income verification for all adults listed on application
  - Family Member- Amount- Verification- Note- Income notes if applicable.
- 6. In the Application tab, sign the Eligibility Verification Form (EVF).
  - Only complete once the Eligibility section & Family Income have been entered.
  - Once signed, EVF is stored in the Application tab under the applicant's name.

To sign EVF:

1. Go to the Application tab
2. Click on Review, Sign, or Print application (bottom of screen)
3. On the *Review, sign, and print* screen choose the following:
  - a. Enrollment records
  - b. Click on the applicant in the Enrollment records for the program term in which the family is applying
  - c. Click OK
4. Click on 2. Review - ensure info on the app is correct.
5. Click on 3. Sign - Staff Signature
6. Sign name
7. Hit save.

**Head Start Income Guidelines  
School Year 2026-2027**

| <b>2026 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA</b>  |                          |
|-------------------------------------------------------------------------------------------|--------------------------|
| <b>Persons in family/household</b>                                                        | <b>Poverty guideline</b> |
| 1                                                                                         | \$15,960                 |
| 2                                                                                         | \$21,640                 |
| 3                                                                                         | \$27,320                 |
| 4                                                                                         | \$33,000                 |
| 5                                                                                         | \$38,680                 |
| 6                                                                                         | \$44,360                 |
| 7                                                                                         | \$50,040                 |
| 8                                                                                         | \$55,720                 |
| For families/households with more than 8 persons, add \$5,680 for each additional person. |                          |

### Head Start Eligibility Criteria School Year 2026-2027

| Income                                                                                                                                                                                                                    |                |                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria                                                                                                                                                                                                                  | Points Awarded | Documentation Needed                                                                                                                                                 |
| Homeless                                                                                                                                                                                                                  | 100            | → McKinney-Vento ISD Paperwork<br>→ CAI Housing Questionnaire<br>→ Letter from shelter                                                                               |
| Foster Placement                                                                                                                                                                                                          | 100            | → CPS Paperwork<br>◆ Safety Plan depending on limitations                                                                                                            |
| Public Assistance <ul style="list-style-type: none"><li>• TANF - Temporary Assistance to Needy Families</li><li>• SSI - Supplemental Security Income</li><li>• SNAP - Supplemental Nutrition Assistance Program</li></ul> | 100            | → Current Award Letter <ul style="list-style-type: none"><li>◆ TANF</li><li>◆ SNAP</li><li>◆ SSI</li></ul>                                                           |
| 0-100% of Poverty Guideline                                                                                                                                                                                               | 40             | → Tax Return<br>→ W2 (for all jobs worked)<br>→ 1099 (contract work)<br>→ CAI Declaration of Income<br>→ CAI Statement of No Income<br>→ Excessive Housing Documents |
| 101-130% of Poverty Guideline                                                                                                                                                                                             | 20             |                                                                                                                                                                      |
| 130+% of Poverty Guideline                                                                                                                                                                                                | 0              |                                                                                                                                                                      |
| Parental Status                                                                                                                                                                                                           |                |                                                                                                                                                                      |
| Two Parent Household                                                                                                                                                                                                      | 0              | → Parent Testimony                                                                                                                                                   |
| Single Parent Household                                                                                                                                                                                                   | 10             |                                                                                                                                                                      |
| Education/Employment Level                                                                                                                                                                                                |                |                                                                                                                                                                      |
| Single Parent in school or working                                                                                                                                                                                        | 10             | → Parent Testimony                                                                                                                                                   |
| Single Parent unemployed/not working                                                                                                                                                                                      | 0              |                                                                                                                                                                      |
| Two Parents, both in school or working                                                                                                                                                                                    | 10             |                                                                                                                                                                      |
| Two Parents, one in school or working                                                                                                                                                                                     | 0              |                                                                                                                                                                      |
| Two Parents - both unemployed                                                                                                                                                                                             | 0              |                                                                                                                                                                      |
| Disability/Developmental Concerns                                                                                                                                                                                         |                |                                                                                                                                                                      |

|                                                                                                                             |    |                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------|
| Head Start - current Individual Education Program (IEP)<br>Early Head Start - current Individual Family Support Plan (IFSP) | 15 | → IEP/IFSP<br>→ Full ARD                                                                   |
| Diagnosed (no current IEP/IFSP)/Concerns noted by Medical Doctor/Private Agency                                             | 5  | → Physical/Well child exam<br>→ Doctor's note<br>→ Previous Progress Notes                 |
| <b>Mental Wellness</b>                                                                                                      |    |                                                                                            |
| In current services                                                                                                         | 15 | → Note from provider<br>→ Prescription                                                     |
| Previous services or diagnosis (within last 12 months)                                                                      | 5  | → Note from provider<br>→ Prescription                                                     |
| <b>Supplemental Criteria</b>                                                                                                |    |                                                                                            |
| Domestic Violence (within last 12 months)                                                                                   | 10 | → Police report<br>→ Letter/note from HCWC<br>→ Letter/note from physician                 |
| Current Open case with CPS                                                                                                  | 10 | → CPS placement paperwork<br>→ Letter from caseworker                                      |
| Primary Language in home not English                                                                                        | 10 | → Parent Testimony                                                                         |
| No Health Insurance                                                                                                         | 10 | → Parent Testimony                                                                         |
| Substance Abuse (within last year)                                                                                          | 10 | → Letter/note from HCWC<br>→ Letter/note from physician/counselor                          |
| Teen Parent (@ time of application)                                                                                         | 5  | → Confirm age in Child Plus                                                                |
| Guardian (no placement paperwork)                                                                                           | 5  | → Parent Testimony                                                                         |
| Not Receiving Services At Community Action, Inc.                                                                            | 5  | → Parent Testimony                                                                         |
| Not using WIC                                                                                                               | 5  | → Parent Testimony                                                                         |
| Moved more than 2x in last 12 months                                                                                        | 10 | → Parent Testimony                                                                         |
| Parent Incarcerated (within last 12 months)                                                                                 | 10 | → Jail Record<br>→ Picture of inmate ID<br>→ Mail w/Texas Department Corrections inmate ID |
| Is the child currently enrolled (EHS) or has been enrolled in EHS or HS in the past year?                                   | 15 | → Confirm in Child Plus                                                                    |

|                                                                                                                                                                                           |    |                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------|
| Current sibling Enrolled in HS/EHS                                                                                                                                                        | 10 | → Confirm in Child Plus                       |
| Recent deportation of parent/guardian (within last 12 months)                                                                                                                             | 10 | → Jail Record<br>→ Immigration letter         |
| Ongoing Medical Condition (household)                                                                                                                                                     | 5  | → Doctor's note<br>→ Physical notes           |
| Recent loss of parent/guardian/sibling (within last 12 months)                                                                                                                            | 10 | → Death certificate<br>→ Obituary             |
| Currently Deployed parent/guardian (within last 12 months)                                                                                                                                | 10 | → Letter from commanding officer/orders       |
| Currently employed with CAICT                                                                                                                                                             | 10 | → ERSEA confirms with HR                      |
| <b>Henry Bush Supplemental Criteria</b>                                                                                                                                                   |    |                                               |
| Currently living in Chapultepec Apartments                                                                                                                                                | 20 | → Proof of Residency<br>→ Letter from Housing |
| Currently living in HCWC Marla's Place                                                                                                                                                    | 25 | → Proof of Residency<br>→ Letter from Housing |
| <b>William Crook CDC - Housing Supplemental Criteria</b>                                                                                                                                  |    |                                               |
| Resident<br>- Currently living at Marla's Place                                                                                                                                           | 75 | → Proof of Residency<br>→ Letter from Housing |
| Non-resident receiving on-site services<br>- Family receiving services as a client of HCWC<br>- Services include counseling/case management<br>- Participant can either be child or adult | 50 | → Statement from HCWC                         |
| Non-resident/former client<br>- Former client who received services from HCWC in the past year<br>- Participant can either be child or adult                                              | 25 | → Statement from HCWC                         |
| Children 0-1 years old at the time of enrollment                                                                                                                                          | 10 | → Statement from HCWC                         |

## Application Status Guide

### Complete & Verified

- Family Advocate (FA) reviewed and signed Eligibility Verification Form (EVF)
- ERSEA & Transition Coordinator has reviewed
- Approved and assigned to Waitlist

### Ready for Review

- ERSEA & Family Service Assistant has reviewed
- Signals ERSEA & Transition Coordinator to review

### ERSEA Reviewed – Pending

- ERSEA & Transition Coordinator reviewed but not ready for waitlist approval
- Notes for follow-up are found in the Enrollment Notes

### ERSEA Administrative Review

- Family Advocate has completed applications
- EVF signed
- ERSEA & Family Service Assistant will review for Q&A

### ERSEA Administrative Review -Pending

- ERSEA & Family Service Assistant reviewed but not ready for final ERSEA & Transition Coordinator review

### Needs Disability Review

- The application is ready for review but will need a review by the Disability Coordinator
- The Family Advocate
  - Current IEP or IFSP Diagnosed
  - No IEP or IFSP
  - Note by medical provider
    - Documentation must be uploaded

### Needs Mental Health Review

- Application is ready for review but will need a review by the Mental Health Coordinator
  - In current services
  - Not in services/diagnosis in the past 12 months
    - Documentation must be uploaded

**Mental Health Review - Pending**

- The application has been reviewed but more information is needed by the Mental Health Coordinator

**Disability Review - Pending**

- The application has been reviewed but more information is needed by the Disabilities Coordinator

**Employee App**

- For children whose parent is employed with Community Action Inc.
- Must have parent/staff fill out the Employment Verification Form

**FNI – Family Not Interested**

- No longer wants to apply or is not returning phone calls/emails/texts after three attempts.

**HS- Rollover EHS to HS app**

- For children who apply for EHS who are age-eligible for HS
- ERSEA & Transition Coordinator will adjust accordingly

**I – Incomplete****IE – Incomplete, Needs Eligibility Review****INB – Incomplete, Needs Verification of Birth****INC – Incomplete, Needs Income Verification****IU – Incomplete, Documents Need Uploading**

- Missing documentation
- It helps you sort who needs what is still needed to complete the application

**New Family Pre-Application**

- Newly submitted
- Needs review
- Needs documentation



### Outside Service Area

- The child lives outside the service area; not eligible.

### Not Age Eligible

- Too old or young for the program; not eligible
  - If it needs to be a different center or program - Email the ERSEA Coordinator & ERSEA and Family Service Assistant for adjustments

### Helpful Hints:

- Run CP Report 2025 or 2002 by site and program year to help sort
- Running it by Application status allows you to focus on the specifics.
- Child Status – New
- Application Status - Sort by specific need

## **Application Tracking Module Guide**

### **Initial Application Tracking Details**

Program Term - Select the program term in which the applicant is applying

Initial Application - Date of initial application

1st Contact - Date of first contact

Staff who contacted family - name of FA/FAA

Type of contact with family - select what kind of contact was made

Application status - select the appropriate status for the application

If the application is completed- select ERSEA Admin Review

### **Additional application Tracking Details**

If needed:

2nd Contact - Date of second contact

Staff who contacted family - name of FA/FAA

Type of contact with family - select what kind of contact was made

Application status - select the appropriate status for the application

3rd Contact - Date of third contact

Staff who contacted family - name of FA/FAA

Type of contact with family - select what kind of contact was made

Application status - select the appropriate status for the application

- Contact after the first three times will be noted in the Application Tracking Notes
- After the third attempt to contact for supporting documentation, the FA/FAA may change the application status to Family Not Interested (FNI)

### **Eligibility/Enrollment Tracking**

Eligibility interview - date of eligibility conducted

Staff who completed eligibility interview - name of FA/FAA

Type of interview - select what kind of interview was conducted

Does the application need to be reviewed by a Mental Health/Disability Coordinator - Select yes or no

### **Admin Use Only**

Date of Mental Health/Review by MH/D Coordinator

ERSEA Review Status - ERSEA & Transition Coordinator will select the appropriate status

ERSEA Verification Notes - ERSEA & Transition Coordinator will add accordingly

## Child Plus Attendance Code Guide

## Attendance Codes

| Code    | Definition                             |
|---------|----------------------------------------|
| Present | The child is in the classroom          |
| Absent  | The child is absent from the classroom |

## Absence Reason Codes

| Code                             | Definition                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Attending other childcare        | The child is at another daycare                                                                                             |
| Doctor/Dental Appointment        | The child has a doctor/dental appointment                                                                                   |
| Immunizations - Not up to Date   | Prior notice has been given to the family; the child needs shots<br>Health Services & ERSEA Coordinators will give guidance |
| No call/no show                  | No contact from family                                                                                                      |
| Parent Choice                    | The parent decided to keep the child home due to non-exclusionary symptoms or another reason                                |
| Personal - See Family Case Notes | Sensitive information<br>Ongoing crisis to be noted in Family Case Notes                                                    |
| Receiving ISD Services           | The child is absent from attending PPCD/Special Education services                                                          |
| Sick                             | The child is excluded for illness                                                                                           |
| Therapy Visit                    | The child is attending a therapy visit at home or with the provider                                                         |
| Transportation issues            | No transportation to and/or from school                                                                                     |

### **OHS Income Guide**

#### **OHS Considers as Income:**

- Wages
- Business Income
- Public Assistance (SNAP, TANF, SSI)
- Unemployment Compensation
- Pension/Annuity Payments
- Gifts that exceed the threshold of taxable income: \$19,000 (2026)
- Military Income

#### **OHS Does Not Consider Income:**

- Social security benefits
- Veteran's benefits
- Alimony
- Child Support
- Grants/Scholarships

## **Application Guide: Child Plus**

### **Required Documents:**

Verification of age, income, or other categorical qualifier

- Birth Certificate
  - May accept other types of documentation if the family cannot provide the original birth certificate
- Proof of Income
  - Tax Form 1040
  - Tax Form 1099
  - W2
  - Paystubs (All from 2025)
  - CAI Declaration of Income
  - CAI Statement of No Income
- Public Assistance
  - Supplement Nutrition Assistance Program (SNAP)
  - Supplemental Security Income (SSI)
  - Temporary Assistance For Needy Families (TANF)
- Experiencing Homelessness
  - Letter from shelter/transitional housing
  - McKinney-Vento Verification from the local school district
  - CAI Housing Questionnaire
- Foster Care
  - Department of Family and Protective Services (DFPS)
    - Placement Summary
    - Placement Authorization
  - Foster Care Reimbursement

### **Processing an Application in Child Plus**

1. **Contact the family** to request the required documents
2. **Document contact** attempts in *Application Tracking Module*

Example:

**Add Application Tracking**

**Initial Application Tracking Details**

Program Term  
 HS 2025-2026

Initial application  
 02/01/25

1st Contact  
 02/05/25

Staff who contacted the family  
 Cortez, Caroline

Type of Contact with the family  
 Phone Call

Application Status After FA 1st Contact  
 Incomplete, Documents...

☐ If status is Ready For Review, Stop Here and Check this box

- a. Repeat steps 1-2 every week until documentation is received, up to 3 contact attempts
    - i. Be sure to use different forms of contact: call, text, email
  - b. After 3 contact attempts, change application status to *Family Not Interested* if required documentation has not been received
3. Once the required documents have been submitted
  - a. Contact the family to complete/schedule the eligibility interview
4. Eligibility Interview
  - a. Verify family contact information: Phone number, email, and living address
  - b. Verify that the family lives within the service area using the **TEA Locator**
  - c. Verify the number in the household
    - i. Ask the family, "Can you verify who all currently lives in the household?"
    - ii. "Are you financially supporting all members of the household?"
      1. Add family members if applicable
  - d. Complete the application supplement **fully**
    - i. Fill out all information- including text boxes
  - e. Request any applicable supporting documentation from the application supplement
5. Summarize the application supplement in both
  - a. Interview Notes
  - b. Eligibility Notes

Example:

Single parent home, employed, 5 person HH, temporarily living with friends due to economic hardships, home language is English, yes WIC, yes SNAP, yes Medicaid, yes CAI services - sibling enrolled in EHS. No disability or mental health concerns.  
 <end of entry>

6. Complete Eligibility under the participation record with all documentation used to verify eligibility

**Eligibility ...**

|                                   |                             |                            |           |
|-----------------------------------|-----------------------------|----------------------------|-----------|
| Application Date                  | 2/01/2026                   | Eligibility Date           | 2/11/2026 |
| Application Status                | ERSEA Administrative Review | Number in Family           | 4         |
| Application Number                |                             | Eligibility Income         | \$ 0      |
| Participation Year <sup>PIR</sup> | 1                           | 0% of Poverty Level        |           |
| Eligible to Participate           | Yes                         | Documentation Used         | Other     |
| Interview Type                    | Audio or Video Call         | Explain                    | SNAP      |
| Income Status <sup>PIR</sup>      | SNAP (Public Assistance)    | Documentation of No Income |           |

### 7. Verify income under Family Information

**Family Income** [Add/Edit](#)

|                            |                  |                     |     |
|----------------------------|------------------|---------------------|-----|
| Verification By            | Cortez, Caroline | SNAP <sup>PIR</sup> | Yes |
| Verification Date          | 3/02/2026        | WIC <sup>PIR</sup>  | No  |
| TANF Status <sup>PIR</sup> | No               | WIC ID              |     |
| SSI <sup>PIR</sup>         | No               |                     |     |

**Income Sources**

| Family Member | Amount  | Per | Annual Amount | Description | Verification  | Note |
|---------------|---------|-----|---------------|-------------|---------------|------|
| Parent Name   | \$ 0.00 |     | \$ 0.00       |             | SNAP Docum... |      |
|               | \$ 0.00 |     | \$ 0.00       |             |               |      |

- a. Ensure all parents/guardians are listed if applicable
8. Use the Housing Cost Calculator if applicable

|                                 | Payment Amount | Payments Per Year |
|---------------------------------|----------------|-------------------|
| Mortgage/Rent                   | \$ 1,450.00    | 12 Payments ▾     |
| Renters or Homeowners Insurance | \$ 12.50       | 12 Payments ▾     |
| Property or Renter's Taxes      | \$ 0.00        |                   |
| Electricity                     | \$ 0.00        |                   |
| Gas                             | \$ 0.00        |                   |
| Water                           | \$ 0.00        |                   |
| Sewer                           | \$ 0.00        |                   |
| Trash/Waste Removal             | \$ 15.00       | 12 Payments ▾     |
| <b>Eligibility</b>              |                |                   |
| Total Household Income          | \$75,000.00    |                   |
| Total Housing Costs             | \$17,730.00    |                   |
| 30% of Total Household Income   | \$22,500.00    |                   |
| Do Costs Exceed 30% of Income   | No             |                   |

9. Use Family Information to verify the number in family
10. Sign EVF
11. Change application status to one of the following
  - ☐ Incomplete, Needs Documentation (Pending supporting documents)
  - ☐ ERSEA Administrative Review (Ready for 1st review)
  - ☐ Needs Mental Health Review (Review of MH services)
  - ☐ Needs Disability Review (Review of Disability services)



**Canva links**

[Emails - Enrollment & Withdrawals](#)

[Transition Schedule](#)

[Transition Duties](#)

[Selection & Enrollment Guide](#)

[Exit Out of EHS Flyer](#)



## **Head Start Program**

# **Nutrition Policies & Procedures Manual**

**Effective Date (s) of Nutrition Policies and Procedures**

The effective date of all Nutrition Policies and Procedures described in this manual is August 1, 2026. If a policy is added or modified after this date, the effective date of the new/revised policy will be indicated parenthetically immediately following the policy heading.

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## Nutrition Services Plan

### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.44, 1302.46

### **CHILDCARE LICENSING STANDARDS**

Subchapter Q/ 746.3301-3321

### **CARING FOR OUR CHILDREN STANDARDS**

4.2.0.3-4.9.0.1

#### **I. GENERAL APPROACH**

Community Action, Inc. of Central Texas Head Start is committed to providing high-quality nutrition services to children and families. This Service Plan guides the Program Nutrition Coordinator in ensuring compliance with Head Start Program Performance Standards, Child Care Licensing Standards, Caring for Our Children Standards, CACFP requirements, and applicable state and local regulations. The plan outlines key nutrition responsibilities, identifies responsible staff, establishes monitoring schedules, and promotes collaboration with other program coordinators to support comprehensive services throughout the year.

#### **II. GOALS**

CAI Head Start strives to promote a positive health and nutrition status for all enrolled in the program. It also provides or helps provide young children and their families with nutritious foods, health and nutrition education, and assistance in accessing on-going support services. The following goals for this upcoming program year are outlined below.

- ☐ Provide higher quality nutrition services to children and families. Improving quality of services will include a focus on providing nutrition education, nutrition counseling, nutrition resources, and connecting families to food assistance (WIC, etc.), and/or specialists (lactation consultant, etc.).
- ☐ Improve monitoring systems across all components related to nutrition services. This includes, but is not limited to, monitoring of kitchen sanitation, food production as well as nutrition screenings and follow-ups.
- ☐ Establish opportunities to compile data and utilize information to determine and fulfill needs throughout the program.
- ☐ Strengthen current community relationships and establish new partnerships across Hays and Caldwell County.

#### **III. SCHOOL READINESS**

CAI Head Start recognizes that school readiness includes preparing children for school, supporting families in their children's learning, and partnering with schools to ensure children are ready to succeed. Nutrition services play an important role in this approach by promoting healthy development, socialization, and learning through positive mealtime experiences.

The program uses developmentally appropriate feeding practices, including individualized feeding for infants and family-style dining for toddlers and preschool-aged children. Mealtimes provide opportunities for children to develop healthy eating habits, practice social skills, make choices, build independence, and strengthen motor skills.

Head Start promotes a positive and relaxed mealtime environment where children are encouraged—but never forced—to try new foods. Staff model healthy eating behaviors, support weekly nutrition education activities, and recognize that children's appetites and preferences vary. Food is never used as a reward or punishment.

The Nutrition Coordinator collaborates with staff to ensure all children receive safe, nutritious meals that meet their individual needs, including medically required diets, food allergies, intolerances, and disability-related feeding accommodations. Through these practices, nutrition services support children's health, growth, learning, and overall school readiness.

#### **IV. SAFE ENVIRONMENTS**

Community Action, Inc. of Central Texas is committed to maintaining a safe and healthy nutrition environment for all enrolled children. Nutrition services prioritize food safety, injury prevention, and developmentally appropriate feeding practices by following recognized health and safety standards.

Key safety practices include:

- Serving foods that minimize choking risks in accordance with American Academy of Pediatrics recommendations.
- Properly labeling bottles and cups to ensure identification while avoiding potential choking hazards.
- Feeding infants and toddlers based on their individual developmental readiness and feeding skills.
- Providing safe storage, handling, and staff education related to breast milk.
- Ensuring children have access to safe drinking water throughout the day.
- Working closely with food service staff and vendors to ensure all meals and snacks are safe, nutritious, and of high quality.
- Developing individualized food allergy plans through collaboration among families, teaching staff, site supervisors, kitchen staff, and the Program Nutritionist.
- Maintaining compliance with all food safety, sanitation, licensing, and permit requirements.
- Purchasing food and water only from approved, safe, and reliable vendors.

Through these practices, the program promotes the health, safety, and well-being of children while ensuring compliance with applicable health and nutrition regulations.

#### **V. MONITORING SYSTEMS**

Community Action, Inc. of Central Texas Head Start program is committed to providing the highest-quality services to children and families. In the area of Nutrition Monitoring, this means, but is not limited to the following:

- Completing 90 requirement - Height & Weights

- CACFP records and meal counts
- CACFP Monitoring Reviews
- Special Diets
- Allergy Plans
- Infant feeding forms
- Food Sub forms

## VI. ASSESSMENT & DATA EVALUATION

Community Action, Inc. of Central Texas Head Start uses ongoing monitoring, assessments, and evaluations to support children's healthy development and school readiness. The program collects and reviews health screening results, growth data, family nutrition habits, child feeding practices, and prenatal nutrition information to identify strengths and areas of need.

This information helps teachers, Family Advocates, kitchen staff, and the Nutrition Coordinator individualize services, provide nutrition education and support, address potential nutrition concerns, and improve program practices. Data is regularly reviewed to ensure children and families receive the services needed to support positive health and nutrition outcomes.

## VII. PLANNING

Community Action, Inc. of Central Texas Head Start Program uses program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment to plan and improve services. Nutrition Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed. s:

## VIII. PROFESSIONAL DEVELOPMENT

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos

## IX. FAMILY & COMMUNITY ENGAGEMENT

Community Action, Inc. of Central Texas Head Start is committed to providing high-quality nutrition education and support to children and families as part of its Family Engagement services. The program offers nutrition education through parent meetings, small group learning opportunities, educational handouts, newsletters, the *Parents as Teachers* curriculum, and community presentations. The Program Nutritionist serves as the primary resource for nutrition education, with additional support from community partners when available.

Parents are encouraged to discuss their child's nutritional status with program staff during home visits, including changes in food preferences, dietary habits, mealtime behaviors, and growth measurements. Families may also consult with the Program Nutritionist regarding nutrition-related concerns. For children ages 0–3, parents receive daily information about their child's eating, sleeping, and elimination patterns.

The program supports enrolled nursing mothers by providing prenatal nutrition education, nutrition counseling, food assistance referrals when needed, and information on the benefits of

breastfeeding. For families who choose to breastfeed in center-based programs, accommodations are provided, including private breastfeeding spaces and appropriate breast milk storage.

To support breastfeeding accessibility, all centers maintain designated breastfeeding areas and follow procedures for the proper storage, handling, and labeling of breast milk and formula to ensure children's health and safety.

### **Community Partnerships**

Community Action, Inc. of Central Texas Head Start promotes strong community partnerships to support children's nutrition and family well-being. The program collaborates with local school districts to ensure compliance with meal service and food safety requirements at dual-enrollment sites. Families are actively engaged in nutrition-related decision-making through leadership opportunities, training, mentoring, and program planning.

Program leaders and the Nutrition Coordinator work with staff, families, and community partners to strengthen family engagement, use data to improve services and outcomes, identify and address service gaps, connect families to community resources and leadership opportunities, and collaborate through local coalitions to ensure families receive the support needed to achieve their goals.

## **X. DATA MANAGEMENT & RECORD KEEPING**

Community Action, Inc. of Central Texas Head Start uses a comprehensive data management system (ChildPlus) to track, monitor, and evaluate children's nutrition requirements and services. The system captures detailed information on food substitution forms, allergy plans, meal counts, infant feeding forms, and communication with families, allowing the Nutrition Coordinator to monitor compliance and identify areas needing attention.

Nutrition documentation is maintained electronically and supported by required hard-copy records, which are securely stored at each center. This structured approach ensures children remain up to date on preventive care and supports timely follow-up on identified health needs while maintaining compliance with program and state requirements. Several forms, such as Meal Production Records and Meal Count forms, are kept in hard copy form and not in ChildPlus.



# **Child and Adult Care Food Program (CACFP)**

## **Kitchen Record Keeping Procedure**

**Policy:** All Head Start centers will participate in the Child and Adult Care Food Program (CACFP). Head Start Performance Standards mandate that a program grantee must use funds from the United States Department of Agriculture (USDA) child nutrition programs as the primary source of payment for meal services. Community Action, Inc. of Central Texas participates in the USDA Child and Adult Care Food Program (CACFP) This policy is to set guidelines for kitchen record keeping. This policy outlines procedures for agency staff to follow in order to ensure proper documentation of content related to nutrition. Failure to adhere to the Kitchen Record Keeping Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** Contracting entities (CE) must demonstrate, by way of record keeping: all food items used in preparation of meals meet CACFP requirements as creditable food items; exhibit compliance with the meal patterns and operations of a nonprofit food service; all substitutions are creditable and comply with meal patterns; all food receipts and invoices match all required food service documentation forms; have all required documentation on file and ready for review. Kitchen Record Keeping will overview the following subtopics: Meal Production Records, Meal / Snack Substitution Logs, Leftover / Recycled Food Logs, Daily Temperature Logs, and Physical Inventory.

**Guidance:**

Child and Adult Care Food Program (CACFP) Policy Handbook:

4114.1 Meal Production Record

4114.2 Leftover/Recycle

7470 Documentation Requirements

Minimum Standards for Child-Care Centers

§746.3413 Subchapter R, Health Practices, Sanitizing/Dishwasher Temperature

USDA Food & Nutrition Services Instruction 796-2, Exhibit B, Food Costs: Inventory

**Procedure:** Kitchen Record Keeping

### **I. MEAL PRODUCTION RECORDS**

Per CACFP Policy Handbook, CAI Head Start Cooks must document each meal prepared on the weekly Meal Production Record. Each CAI Head Start Cook is responsible for:

- Completing Meal Production Records after each meal is prepared
- Documenting amounts served, must be measurable and replicable (e.g. 7 lb. Bananas, 11 lb. Oranges, 28 oz. Kix Cereal)
- Documenting all Special Diet and Allergy substitutions, in designated area
- Legible documentation written in permanent ink
- For mistakes: Draw line through item and initial next to item (no whiteout)
- Placing completed Meal Production Records in Agency Mail by the following Monday morning (e.g. Cycle 2 will be placed in mail on Monday of Cycle 3)
  - Please send to: Food Service Lead at the HSO
  - The Food Service Lead and Nutrition Coordinator will work together to review all Meal Production Records monthly to ensure accuracy. If any mistakes are found,

the Food Service Lead and Nutrition Coordinator will meet with Kitchen Staff to correct and provide technical assistance.

## II. MEAL/SNACK SUBSTITUTION LOG

CAI Head Start Cooks must document all changes made to the posted CAI Daily Regular Cycle Menu. Each Cook is responsible for:

- Contacting Program Nutritionist before menu substitution of:
  - Meat/meat alternates
  - Grains
  - Milk
  - Multiple components
  - Entire meal
- Substituting appropriate food items in place of menu items (e.g. vegetable for vegetable, fruit for fruit)
- Guaranteeing substitutions are CACFP credible
- Documenting on the Meal/Snack Substitution Log when menu substitutions are made
  - The site the meal/snack is being substituted
  - The date of the substitution
  - The menu item being substituted
  - The food item being served in place of the menu item
  - Signature of employee making the substitution
  - Marking if the substitution was approved by the Program Nutritionist
- Stapling completed Meal/Snack Substitution Log to the back of the Meal Production Records (when applicable)
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## III. LEFTOVER/RECYCLED FOOD

Per CACFP Policy Handbook, CAI Head Start Cooks must document all leftover food that will be recycled in their child-care center. This includes all individually wrapped food that is shelf stable, has remained unopened, and is free of damage. Each Cook is responsible for:

- Documenting on the Leftover/Recycled Food form all unopened individually wrapped items that have been returned to the kitchen
  - The date the food items was prepared (same as *Date First Served*)
  - The date the food item was first served (same as *Date Prepared*)
  - The description of food item(s) (e.g. “Peach Cup”, “Club Cracker”, etc.)
- Documenting on the Leftover/Recycled Food form the date the returned food items are reserved
  - Documenting on the Leftover/Recycled Food form the amount served of the recycled food item
- Posting Leftover/Recycled Food form in a visible and accessible area (e.g. clipped to the commercial refrigerator)
- Storing returned food items where they are easily identifiable as returned items (storing in separate bag with like food items)
- Placing completed Leftover/Recycled Food form in Agency mail at the end of each month, **after all required boxes are filled**

- **Please send to: Food Service Lead at the HSO**

#### IV. DAILY TEMPERATURE LOGS

Per Texas Food Establishment Rules and Minimum Standards for Child-Care Centers, CAI kitchens are required to record daily temperatures of food service refrigerators, freezers and dishwashers to ensure adequate cooling and sanitizing temperatures. Designated CAI kitchen employees must:

- Record daily temperature of food service refrigerator(s), along with date, time and employee's initials, upon arrival to CAI kitchen
  - Each food service refrigerator must have a Daily Temperature Log posted on refrigerator door
- Record daily temperature of food service freezer(s), along with date, time and employee's initials, upon arrival to CAI kitchen
  - Each food service freezer must have a Daily Temperature Log posted on freezer door
- Record daily temperature of dishwasher, along with date, time and employee's initials, before running the first cycle (must allow dishwasher to come to proper temperature before taking and recording temperature)
  - Each food service dishwasher must have a Daily Temperature Log in the Kitchen Binder
- Keeping completed Daily Temperature Logs in Kitchen Binder until the end of the school year

#### V. PHYSICAL INVENTORY

Per USDA Food & Nutrition Services Instructions and CACFP Policy Handbook, CAI Head Start Cooks must conduct a physical inventory of all Head Start food items, excluding milk and fresh produce. CAI Head Start Cooks must complete physical inventories two times per school year, once in November and once in March. CAI Head Start Cooks are responsible for the following task:

- Filling in the name of the child-care center the inventory is being conducted
- Filling in the date of the inventory
- Recording all food items in their child-care center's kitchen (excluding milk and fresh produce) onto the Physical Inventory form
- Recording a description of how the items is packaged (e.g. can, packet, cup, etc.)
- Recording the size or unit of the item (e.g. #10, oz., lb., etc.)
  - These sizes and units must be measurable amounts
- Recording the number of food items you have in stock
- Placing the finished Physical Inventory form in Agency mail when completed
  - **Please send to: Food Service Lead at the HSO.**

## **Kitchen Employee Standards**

**Policy:** This policy outlines the standards that all kitchen employees are expected to follow and maintain. Failure to adhere to the Kitchen Employee Standards will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this CAI Head Start Kitchen Employee Procedures is to ensure uniform standards with Community Action Inc., of Central Texas policies and procedures and to maintain compliance with local and state regulatory departments.

**Guidance:**

Community Action Inc., of Central Texas Personnel Manual: Guidelines for Personnel

Texas Food Establishment Rules

Applicable City and County Health Departments

**Procedure:** Kitchen Employee Standards

### **I. PAYCOR & TIMESHEETS**

CAI kitchen employees must enter time worked and submit timesheets in the following order:

- All time worked must be recorded on the employee's timesheet in Paycor on a daily basis
- Timesheets are due biweekly on CAI paydays (every other Friday)
- Must contact CAI's Technology Coordinator (Lupe Saucedo) when unable to log into personal Paycor account

### **II. TIME OFF**

CAI kitchen employees must abide by the following expectations when calling in sick and requesting time off:

- Calling in sick
  - Must notify Nutrition Coordinator as soon as you are feeling unwell
  - For day-of call ins, call the Nutrition Coordinator by 5 A.M.
  - Will need MD note to return to work if out for 3 or more consecutive days
- Requesting time off for planned events (doctor appointments, weddings, etc.):
  - Need at least 2 weeks advance notice
  - Must request off in Paycor or inform Nutrition Coordinator by text or phone call
  - Time off will require approval

### **IV REQUIRED PAPERWORK (COOKS & COOK FLOATER ONLY)**

CAI Head Start Cooks must complete and submit all required paperwork in a timely manner. Please refer to the [Kitchen Record Keeping Policy](#) for further instructions.

### **V. CELL PHONES**

CAI kitchen employees may use their personal cell phones during work hours, but must abide by the following expectations:

- Keep personal phone calls and text messaging to a minimum
  - Personal phone calls and text messaging should not be excessively long or disruptive
  - Personal phone calls and text messaging should not interfere with daily work tasks
- No use of personal cell phones while passing through child-care center classrooms
- After personal cell phone use, CAI kitchen employees must wash their hands before returning to work

## **VI. MUSIC**

CAI kitchen employees may play music while in their child-care center's kitchen, but must abide by the following expectations:

- Music must not disrupt other activities in the child-care center; this includes children's meal times, nap times and play times along with teachers' planning periods
- The volume of the music should not interfere with communication between cooks, cook aids, and other child-care center employees
- Music lyrics must be free of vulgar language and explicit content

## **VII. FOOD & DRINKS**

CAI kitchen employees may bring outside food and drink to consume during work hours, but must abide by the following expectations:

- All food and drinks must be consumed at their desk or other designated eating areas
  - These eating areas must be at least 6 feet from kitchen production areas
- All food and drinks will not be consumed while preparing meals and plating meals, with the exception of stepping away quickly to consume their personal drinks
- After consuming all food and drinks, CAI kitchen staff must wash their hands before returning to work
- Gum or hard candies may not be consumed while preparing meals and plating meals

## **VIII. PERSONAL HYGIENE & DRESS CODE**

Per Texas Food Establishment Rules, CAI kitchen employees must:

- Keep their fingernails trimmed, filed, and maintained so the edges and surfaces are cleanable and not rough. Fingernails must be free from nail polish. Acrylic nails, nail extensions, and / or nail jewels are not allowed.
- Wear no jewelry on their arms and hands
  - Only a plain ring, such as a wedding band, may be worn while preparing food
- Wear clean outer clothing to prevent contamination of food, equipment, utensils, etc.
- Have sleeves covering their underarm areas. Long pants must be worn in all CAI kitchens.
- Wear closed toe shoes that are slip-resistant at all times in CAI kitchens

- Tie back hair (if applicable) and wear a hairnet or cap at all times in CAI kitchens

The following clothing items are considered inappropriate and are prohibited per Community Actions Inc., of Central Texas's dress code policy:

- Exposed undergarments (ex. sheer material, loose fitting, etc.)
- Camisoles/tank tops without a shirt/jacket worn over
- Low-cut tops exposing cleavage
- Bare midriff or half shirts
- Bedroom attire, such as pajama bottoms
- See-through clothing
- Low rising jeans
- Tights without a long tunic
- Attire with messages or illustrations that are obscene, vulgar, violent and/or advertise alcohol or other products which prohibit minors from using

## **IX. GLOVES**

CAI kitchen employees must wear gloves while handling all food; this does not just include ready-to-eat food items. CAI kitchen employees must change their gloves when they:

- Become dirty or torn
  - Switch tasks
  - After four continuous hours
  - After touching your hair or face
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### **CACFP Infant Meal Production Records**

**Policy:** All Head Start centers will participate in the Child and Adult Care Food Program (CACFP). Head Start Performance Standards mandate that a program grantee must use funds from the United States Department of Agriculture (USDA) child nutrition programs as the primary source of payment for meal services. Community Action, Inc. of Central Texas participates in the USDA Child and Adult Care Food Program (CACFP)

Failure to adhere to the CACFP Infant Meal Production Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** Infant teachers will document children present for the day and who were offered a meal and/or snack. They will complete infant meal production records daily after every meal and/or snack. Infant Meal Production records will stay on file for 3 years per CACFP requirements.

**Guidance:**

Child and Adult Care Food Program 4337.3

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**Procedure:** CACFP Infant Meal Production Records

1. Obtain a blank infant meal production record and fill out all sections completely for that meal and/or snack.
2. Make sure to document all children who are present for the corresponding meal and snack. If a child is absent, still write their name in the box and write “absent” in the “Food items used” column.
3. Keep in a secure confidential binder until the end of the month.
4. At the end of the month, collect all infant meal production records and route to program nutritionist or nutrition specialist.

Infant meal production records will remain on file for 3 years in the Food Service Lead’s office.

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## CACFP Complaints Procedure

**Policy:** All Head Start centers will participate in the Child and Adult Care Food Program (CACFP). Head Start Performance Standards mandate that a program grantee must use funds from the United States Department of Agriculture (USDA) child nutrition programs as the primary source of payment for meal services. Community Action, Inc. of Central Texas participates in the USDA Child and Adult Care Food Program (CACFP). This policy outlines the steps to completing a complaint with the CACFP program. Failure to adhere to the CACFP Complaint Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

**Guidance:**

Child & Adult Care Food Program 6120, 6160, 6220, 6260

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**Procedure:** CACFP Complaints Procedure

1. Any staff member of Community Action Inc. has the obligation of ensuring a complaint is reported and processed appropriately, if any person receiving services of Community Action Inc, reports to them. **Any person alleging discrimination has the right to file complaint within 180 days of the alleged discriminatory action.**
2. The person receiving the complaint must report the concern to the Program Nutritionist immediately. If the Program Nutritionist is not available, the staff member must report the complaint to the corresponding Site Supervisor.
3. When the complaint is **verbal**, the staff member receiving the complaint must obtain and write up the following information:
  - a. a. Name, address, and telephone number or other means of contacting the complainant,
  - b. b. The specific location and name of the organization participating in the CACFP,
  - c. c. The nature of the incident or action that led to the complaint of discrimination,
  - d. d. The basis on which the complainant believes discrimination exists (race, color, national
  - e. origin, age, disability or sex.),

- f. e. The names, telephone numbers, titles, and business or personal address of persons that
  - g. may have knowledge of the alleged discriminatory action, and
  - h. f. The date(s) during which the alleged discriminatory action(s) occurred or, if continuing the duration of such action(s).
4. If the complaint is written, please make a copy of the complaint before forwarding to:

USDA Food and Nutrition Service  
Attn: Regional Civil Rights Director  
1100 Commerce St.  
Dallas, Texas 75242

**Note: The copy of the complaint should be sent to the Nutrition Coordinator immediately.**

- 5. Once the Program Nutritionist and/or the Site Supervisor is aware of the complaint, they will fill out the USDA Program Discrimination Complaint Form.
- 6. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html) and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.
- 7. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410  
Fax: (202) 690 7442  
Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

**Note: The person receiving Community Action Inc. services has the right to file the complaint on their own if they choose. Please provide a copy of the USDA Program Discrimination Complaint Form as well as how to submit the completed form and online information. (Provide all information that is part of #6 & #7 procedure steps.)**

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## CACFP Civil Rights Training

**Policy:** All Head Start centers will participate in the Child and Adult Care Food Program (CACFP). Head Start Performance Standards mandate that a program grantee must use funds from the United States Department of Agriculture (USDA) child nutrition programs as the primary source of payment for meal services. Community Action, Inc. of Central Texas participates in the USDA Child and Adult Care Food Program (CACFP). This policy outlines required Civil Rights training for Head Start Staff. Failure to adhere to the CACFP Civil Rights Training Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** A Contracting Entity (CE) must complete Civil Rights training prior to program participation and annually thereafter. In addition, CEs must ensure that all staff that perform key CACFP activities and all sponsored sites, if applicable, are trained in civil rights requirements prior to program participation and annually thereafter. This includes Site Supervisors, Teachers, Cooks, Program Nutritionist and all other deemed applicable.

All staff will complete Civil Rights Training in August. All staff hired throughout the school year will need to complete the Civil Rights Training. Civil Rights Training is on the New Center Staff Orientation Checklist. This checklist is to be done prior to staff members' first day of work. To meet the Civil Rights training requirements, CEs may use the training developed by TDA located on the TDA website at <http://www.squaremeals.org>.

**Guidance:** Child & Adult Care Food Program Section 6150

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### Procedure: CACFP Civil Rights Training

1. Go to the Civil Rights Training by entering the link below into your browser:

<http://www.squaremeals.org/FandNResources/Training/OnlineEducationandSelfStudy.aspx>

Click on the “Civil Rights” box. Click on Civil Rights - English for the training to be in English or Civil Rights - Spanish for training to be in Spanish.

If unable to connect to the link, you can access the training by going to [squaremeals.org](http://www.squaremeals.org) > F&N Resources > Training > Online Education and Self Study > Civil Rights Courses > English or Spanish. Sign in. If you forgot your password, click ‘forgot password’ and follow the necessary steps. If you do not have an account, register for an account.

2. Start the course from the beginning. Be sure the course you have started is titled ‘Civil Rights in Child Nutrition Programs’. Complete the course. Be sure to do all pre and post tests. Be sure the volume is on and up so you can follow along with the audio. The training is approximately 1 hour long.
3. Complete the survey to receive your certificate.
4. Once the course is complete, click ‘download certificate’ in the top right-hand corner.
5. Download your certificate and email the PDF file to the Nutrition Specialist.

**You may not begin working until this certification is complete. This is not optional.**

### Daily Meal Count and Attendance Record Procedure

**Policy:** This policy is to outline the required documentation of meal counts and daily attendance for the CACFP Program. Failure to adhere to the Daily Meal Count and Attendance Record Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** A Contracting Entity (CE) must document daily attendance and daily meal count. The two must be indicated separately as they are not the same. The sponsor must require corrective action and disallow any meals if there are discrepancies and/or if meals claimed are in excess of attendance.

**Guidance:**

Child & Adult Care Food Program Section 4342

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**Procedure:** Daily Meal Count and Attendance Record

1. The lead teacher will download a blank Daily Meal Count and Attendance Record (form H1535) from the Community Action ShareFile.
2. The teachers will fill out the form by first filling in identifying information. Identifying information includes the Names of Site/Center, Classroom Number, Month, and Year. The name of the CE and the CE ID will be pre-populated on the document.
  - a. The lead teacher will fill out the names of the children enrolled in their classroom under the column "Participant's Name". The names should be in alphabetical order with the format Last Name, First Name.
  - b. Write in the participant's age in the age column. Use "y" for years or "m" for months. Ex) Smith, John 8m
  - c. Fill in the day and date starting with Monday and ending with Friday. Monday – Friday will be written on each form even if there are days when the centers are closed (holidays, conferences, etc.).
3. The attendance columns are represented by "At.". Attendance is to be taken every day. A child should be counted present if they are at the site for any amount of time. If a child is present, mark the child's At. Column with an "X".
4. The meal count section is to be filled out after every meal/snack. To be exact, it is to be filled out after a child has received all of the required meal components so that the meal is counted at the "point of service". The meals that we serve are Breakfast (B), Lunch (L), and PM snack (P). Place and "X" in the box to indicate the meal/snack that was served to that child.
5. In addition to the paper Daily Meal Count and Attendance Record, use the classroom's tablet to check the meal that the child is receiving using the Child Plus App.
6. Calculate totals. Enter the totals for each column of each day.
  - a. "At." = Total number of children who were present at any time that day.
  - b. "B" = Total number of breakfasts served in that classroom on that day.
  - c. "L" = Total number of lunches served in that classroom on that day.
  - d. "P" = Total number of PM Snacks served in that classroom on that day.
  - e. "Number of Program Participant Meals to be Claimed" = represents the number of children enrolled in that classroom that received a meal. Hint: drop down the total numbers you just calculated.

- f. “Number of Program Staff and Non-Program Meals” = represents the total number of meals served to teachers, casuals, parents, or any other visitor that received a meal and that is NOT currently enrolled in the Head Start Program. This number is often “2” since there are two teachers per classroom.
7. At the end of the week (Friday afternoon), the Daily Meal Count and Attendance Record will be turned into the Site Supervisor. The Site Supervisor must sign off and date the form. Note: Full Head Start Classrooms will have two forms because there will be more than 15 children per classroom.
8. If a mistake is made, it is best practice to reprint a blank sheet and start over. Do not use white-out to correct a mistake.
9. Site Supervisor will cross-check the Daily Meal Count Sheet with the Attendance Tab in Child Plus. If any discrepancies are found, the Site Supervisor will consult with teachers and determine which is correct. Once corrected, the Site Supervisor will upload a copy of all Daily Meal Count and Attendance Forms that were collected from each classroom in the center. The copies will be uploaded to the Community Action ShareFile titled “Meal Count Sheets” and dropped in the corresponding month. These must be uploaded by Wednesday of the following week in order for the reimbursement process to begin.
10. The Daily Meal Count and Attendance Forms will remain on file with the Program Nutritionist in a secure location for a minimum of 3 years.
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## Leftover and Excess Food Procedure

**Policy:** All Head Start centers will participate in the Child and Adult Care Food Program (CACFP). Head Start Performance Standards mandate that a program grantee must use funds from the United States Department of Agriculture (USDA) child nutrition programs as the primary source of payment for meal services. Community Action, Inc. of Central Texas participates in the USDA Child and Adult Care Food Program (CACFP). This policy is to ensure staff are properly handling leftover and excess food. Failure to adhere to the Leftover and Excess Food Procedure will result in disciplinary actions as outlined in the Progressive Discipline Procedure.

**Purpose:** CEs and sites that have food remaining after a meal service may use those food items for future meals under the following conditions:

- State and local health department requirements must be met.
- Food must be held at the proper temperature.
- Food can be recycled one time.
- Food that has been served using any meal service style cannot be recycled unless it is individually wrapped or self-contained.

**Guidance:** Child and Adult Care Food Program, 4114.2

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### **Procedure:** Leftover and Excess Food

Food that has left the kitchen cannot be saved or reused unless it is individually wrapped or self-contained (for example: bananas, oranges, half pint milk cartons, fruit cups, crackers). Food that is individually wrapped or self-contained and that comes back to the kitchen must be held at the proper holding temperature, meaning that half pint milk cartons must be stored in class refrigerators that hold a temperature of 41° F or cooler while waiting to be picked back up by the kitchen. Individually wrapped items that meet above CACFP criteria may be recycled one time. Food items that do not meet above CACFP criteria will be discarded on site.

Excess food in the classrooms should be limited. Teachers must ensure that children receive the minimum amount of all food components. Kitchens will provide some extra food per classroom in case a child drops their food and/or in case a child is wanting an extra serving of a food item. Teachers will serve themselves the minimum amount of each food component in order to demonstrate positive meal time behaviors and model healthy social interactions around the table. Teachers may have additional servings as long as they ensure that children have access to additional food components if there is a need or request for more. Excess food that is not eaten should be thrown away or returned to the kitchen. Food, beverages, and supplements (pediasure, formula, etc.) should not be given to any parent/guardian to take home with their child unless approved by the Nutrition Team. In addition, food, beverages, and supplements should not be taken home by any Community Action staff member, casual, volunteer, or intern. Staff members violating this policy may be subject to disciplinary actions up to and including termination. Excess food in the kitchen that has remained in the kitchen and that has met the above criteria may be recycled one time. Documentation of recycled food will be done by kitchen staff and will be maintained on CACFP form H1568. All food that doesn't meet above criteria will be discarded.

Excess is defined as an amount of something that is more than necessary. A classroom may have excess food if the cook planned for full enrollment numbers but there was low attendance for the day due to inclement weather.

Leftovers are defined as something that remains unused or unconsumed.

Teachers with children who are picked up during snack time are encouraged to talk to parents about picking up their child after snack. Children that have not begun eating their snack at the center may not be marked on the Daily Meal Count and Attendance form and may not take their snack home. Only snacks that are eaten at school may be marked for reimbursement and may be taken home.

Children who are picked up at snack time may only take their one individual snack. They may not take excess milk, food/snacks or PediaSures. Teachers are to remind parents that children should not finish their snack while in the car but instead at home where they can be supervised.

## **SNACK RETURN**

### Shelf-Stable Food Items

All individually wrapped items that do not need to be held at 41°F or cooler, must be returned to your center's kitchen. Place all unopened items in the classroom's designated snack bin and return to the kitchen. All dirty silverware will need to be placed in the sink with at least 1-2 inches of water. This must be done at the end of each day.

**Hemphill Head Start Portables:** Please hold the snack bin in the classroom for kitchen staff to retrieve in the morning.

### Perishable Food Items:

#### **Hemphill Classrooms with Refrigerators:**

All individually wrapped items (e.g. yogurt cups and half pint milks) that need to be held at 41°F or cooler, must be held in your classroom refrigerator. These items will be retrieved daily by your center's kitchen staff.

#### **All Other Centers:**

Return all perishable food items in the snack bin.

## **Daily Nutritional Needs For Children**



## Daily Nutritional Needs and CACFP Meal Patterns

**Policy:** As caregivers, the agency is required to ensure that all children's nutritional needs are being met during program hours. This policy outlines the ways in which Community Action Inc. (CAI) are ensuring the Head Start Performance Standards are being met. Failure to adhere to the Daily Nutritional Needs and CACFP Meal Patterns Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:**

As the Head Start Program Performance Standards states,

*“(ii) Ensure each child in a program that operates for six hours or more per day receives meals and snacks that provide one half to two thirds of the child’s daily nutritional needs, depending upon the length of the program day.”*

**Guidance:**

Child and Adult Care Food Program (CACFP) Policy Handbook:

4114.1 Meal Production Record

4114.2 Leftover/Recycle

7470 Documentation Requirements

Minimum Standards for Child-Care Centers

§746.3413 Subchapter R, Health Practices, Sanitizing/Dishwasher Temperature

USDA Food & Nutrition Services Instruction 796-2, Exhibit B, Food Costs: Inventory

**Procedure:** Daily Nutritional Needs and CACFP Meal Patterns

### MEAL PATTERNS

All CAI Head Start and Early Head Start programs are in session for 7 hours a day. Per the Head Start Performance Standards, it is required that each child is offered  $\frac{1}{2}$  -  $\frac{2}{3}$  of their daily nutritional needs (based on age). The following are the Child and Adult Care Program meal patterns in which all CAI Head Start and Early Head Start programs abide by:

#### Infant (0 - 5 months) Meal Pattern

Infants within this age range are not developmentally ready to begin solid table foods. Infants in care will receive 4 - 6 ounces of breastmilk and/or formula as needed. Infants are fed on demand. Once a child turns 6 months of age, they will gradually begin table foods. This is monitored through the [Infant Feeding Form](#) which is completed every 30 days or when a change has been made to the infant's diet. Please refer to the [Infant Feeding Policy and Procedure](#) for more insight on feeding infants.

**Infant (6 - 11 months) Meal Pattern**

|                                 | <b>Breakfast</b>                      | <b>Lunch</b>                          | <b>Snack</b>                                           |
|---------------------------------|---------------------------------------|---------------------------------------|--------------------------------------------------------|
| <b>Milk</b>                     | 4 - 6 ounces<br>breastmilk or formula | 4 - 6 ounces<br>breastmilk or formula | 4 - 6 ounces<br>breastmilk or formula                  |
| <b>Meat and Meat Alternates</b> | 0 - 4 tablespoons                     | 0 - 4 tablespoons                     | NA                                                     |
| <b>Vegetables</b>               | 0 - 2 tablespoons                     | 0 - 2 tablespoons                     | 0 - 2 tablespoons                                      |
| <b>Fruits</b>                   | 0 - 2 tablespoons                     | 0 - 2 tablespoons                     | 0 - 2 tablespoons                                      |
| <b>Grains</b>                   | 0 - 4 tablespoons<br>infant cereal    | 0 - 4 tablespoons<br>infant cereal    | 0 - 4 tablespoons; ½<br>slice bread; 0 - 2<br>crackers |

**Toddler (1 - 2 years) Meal Pattern**

|                                   | <b>Breakfast</b> | <b>Lunch</b> | <b>Snack</b> |
|-----------------------------------|------------------|--------------|--------------|
| <b>Milk</b>                       | 4 ounces         | 4 ounces     | 4 ounces     |
| <b>Meat &amp; Meat Alternates</b> | ½ ounce          | 1 ounce      | ½ ounce      |
| <b>Vegetables</b>                 | ¼ cup            | ⅛ cup        | ½ cup        |
| <b>Fruits</b>                     | ¼ cup            | ⅛ cup        | ½ cup        |
| <b>Grains</b>                     | ½ ounce          | ½ ounce      | ½ ounce      |

**Toddler (3 - 5 years) Meal Pattern**

|                                   | <b>Breakfast</b> | <b>Lunch</b> | <b>Snack</b> |
|-----------------------------------|------------------|--------------|--------------|
| <b>Milk</b>                       | 6 ounces         | 6 ounces     | 6 ounces     |
| <b>Meat &amp; Meat Alternates</b> | ½ ounce          | 1 ½ ounce    | ½ ounce      |
| <b>Vegetables</b>                 | ½ cup            | ¼ cup        | ½ cup        |
| <b>Fruits</b>                     | ½ cup            | ¼ cup        | ½ cup        |
| <b>Grains</b>                     | ½ ounce          | ½ ounce      | ½ ounce      |

The following are additional requirements per the CACFP:

- I. One grain per day must be whole-grain rich.
- II. Yogurt must not exceed 23 grams of sugar per 6 ounces.
- III. Milk or an approved milk substitute must be offered at every breakfast and lunch. Milk substitutes will be approved via MD note or by the Program Nutritionist.
- IV. Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week.

Click [here](#) to access links to the current USDA CACFP Meal Pattern requirements for all ages.

## **V. NUTRITIONAL NEEDS & ANALYSIS**

The daily nutritional needs for children can be found in the [2020 - 2025 Dietary Guidelines for Americans](#).

Menus are analyzed biannually to determine that  $\frac{1}{2}$  -  $\frac{2}{3}$  of nutritional needs are being met each day. Menus are analyzed via Nutritionist Pro software and are typically conducted by Texas State University Dietetic Interns. All analyzed menus are filed in the “Menus, Recipes, and Nutrient Analysis” binder, kept by the Program Nutritionist.

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## Infant Feeding Procedure

**Policy:** As caregivers, the agency is required to ensure that all children's nutritional needs are being met during program hours. This policy outlines the ways in which Community Action Inc. ensures the Head Start Program Performance Standards pertaining to infant feeding are met. Failure to adhere to the Infant Feeding Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:**

As the Head Start Program Performance Standards states,

*“(iv) Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements outlined ... and ensure infants and young toddlers are fed on demand to the extent possible;*

*(v) Ensure bottle-fed infants are never laid down to sleep with a bottle;*

*(viii) Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors”*

**Guidance:**

Head Start Standard 1302.44

Caring for our Children Standards 4.3.1.2

Child Care Licensing Minimum Standards 746.2419

**Procedure:** Infant Feeding

### FEEDING INFANTS

Parents of children between 0 - 12 months will complete an [Infant Feeding Form](#) every 30 days until the child is entirely on table foods. The purpose of the Infant Feeding Form is to determine a child's individual developmental readiness as well as ensuring foods remain consistent both at home and at centers. The Infant Feeding Form can be found in the ShareFile. Formula requested on the Infant Feeding Form cannot be changed for 30 days without a doctor's note.

The following are signs that a child is developmentally ready to start solid foods:

- Able to sit in a high chair/feeding seat or has good head control
- Opens mouth when food comes their way; watches others eat and is eager to be fed
- Moves food from spoon to mouth/throat
- Doubles in weight

Examples of when a doctor's note is needed:

- When infant cereal is requested before 4 months of age
- When the guardian is requesting infant cereal to be served in a bottle
- When infant cereal is being declined by parents after 6 months of age
- When table food is being requested before 8 months of age
- When cow's milk or plant-based milk is being requested before 12 months of age

- When infant formula is being requested after 12 months of age
- When infant formula is being requested that is not iron-fortified
- When the guardian is requesting a change in infant formula

The following are requirements when feeding infants:

- The CACFP infant meal pattern will be followed.
- All food provided to infant classrooms will be diced into ¼” - ½” pieces to prevent choking.
- The earliest that infant food such as infant cereal, fruits, and vegetables will be offered is 6 months of age.
- The earliest that table food will be offered is 8 months of age.
- Infants will not be offered juice until 12 months of age. No child should receive juice without a doctor’s note and the approval of the Program Nutritionist.
- All surfaces will be sanitized using the program’s Sanitation Procedures.
- Hands will be washed in the hand washing sink, following the Hand Washing Procedure.
- Food will only be prepared using the food preparation sink.

For additional guidelines on feeding infants, see [Feeding Infants in Child and Adult Care Program](#), published by the USDA.

## FEEDING ON DEMAND

All infants are required to be fed on demand. Feeding on demand means that the caregiver will listen to and observe an infant’s verbal and non-verbal cues to decide whether or not an infant needs to be fed. Infants being fed on demand will not have to abide by a certain feeding time schedule. When infants are hungry they are to be fed and when infants are refusing to be fed they are never to be forced. Feeding infants on a strict schedule can cause over/under consumption.

Possible hunger cues:

- Moving head from side to side with mouth open
- Sucking fingers / lips
- Smacking / licking lips
- Restlessness, fidgeting
- Fussing, crying

Possible Fullness Cues:

- Becoming drowsy
- Stopping / slowing down of sucking
- Releasing breast or bottle
- Turning head away
- Keeping mouth closed when food is brought to their mouth

## BOTTLE FEEDING & PREPARATION

- Infants are never to be laid down with a bottle.

- An infant being bottle-fed must be closely monitored at all times during the feeding.
- Infants through 6 months will be held while drinking from a bottle.
- Infants who are able to hold their own bottle must be seated at the mealtime table or in a highchair located near the table when drinking from a bottle.
- Infants must not be allowed to walk around the room with a bottle.

Head Start and ISD's will provide formulas consistent with the WIC Program's guidelines and what the parent is providing at home until a child is one year of age. At age one, whole cow's milk will be provided unless a parent has a current doctor's note stating otherwise.

Head Start will provide bottles for all infants. Bottles will be prepared in the following way:

1. Wash hands with soap and water.
2. Prior to making a bottle, wash and sterilize all bottle equipment (nipple, ring, bottle, and cap) appropriately. See the next section on acceptable washing and sterilization methods.
3. Bottles will be prepared only as needed.
4. Communication to parents about feedings will be delivered via Learning Genie. A chart may be kept in the classroom with the date, child's name, name of formula being used, and time the bottle was prepared. The time that the bottle was prepared is also the same time that the child begins feeding. (See next page for bottle preparation chart). This bottle prep chart should not take the place of the Learning Genie communication but it should act as an aide to keep the infant teachers organized.
5. If using "ready to feed" or concentrated formula, wash the top of the formula can, then open. If using powder or concentrated formula, follow directions on the can for the amount of water to be used. Only use the scoop provided in the container to scoop formula in the bottle. Formula powder will be kept in the original containers and will be labeled with the date it is opened. Hemphill EHS will use bottled water, all other centers will use tap water.
6. Label the bottle or sippy cups for any child using a marker with the child's first name and last initial. Allow the marker to completely dry before using. The bottle will need to be re-labeled as the marker wears off.
7. Put formula left in "ready to feed" cans in a labeled air-tight container. Label the container with date and type of formula. This can be stored in the refrigerator for up to 48 hours. Refrigerator temperature should be 32-41 degrees Fahrenheit. A thermometer should be in the refrigerator and freezer; and a temperature log should be kept daily to record temperatures.
8. If needed, bottles will be warmed using a bottle warmer or held under warm running water. A microwave will never be used to warm bottles.
9. Discard any formula left in bottles after feeding within one hour. Formula will be discarded immediately and the bottle and nipple will be rinsed and stored separately from clean bottles. The one hour time limit begins at the time the bottle was prepared.
10. Formula and water will be the only liquids served in bottles.

Infants will start a gradual transition off of formula and onto cow's milk between 12-13 months. It is recommended by the program's Health Advisory Committee that a child be weaned from the bottle by age 1.

Please see the [Bottle Preparation Chart](#).

## I. WASHING & STERILIZING BOTTLES

Prior to making a bottle, wash all equipment (nipple, ring, bottle, and cap) in the dishwasher or by hand. Scrub with a bottle brush so that all parts to the bottle are cleaned before sterilizing.

If sterilizing by hand, place bottles in enough water to completely cover and boil for 5 minutes. Nipples and bottles will be replaced as needed. If a stove or dishwasher is not available, bottles will be sterilized using a microwave bottle sterilizer. Let bottles air dry. Keep sterilized bottles in a clean container with a lid.

## II. STORAGE OF BREAST MILK

The following are steps to ensure breast milk is being stored properly and safe to consume:

- Freshly expressed breastmilk may be stored in the refrigerator for no more than 48 hours.
- Breast milk may be frozen, but should first be thawed in the refrigerator.
- Frozen breast milk should be used within 3 months if stored in the freezer compartment of a refrigerator. Breast milk stored in a deep freezer is good for up to 6 months.
- Thaw frozen milk in the refrigerator or warm water just before feeding. Thawed milk must be used within 24 hours.
- All bottles must be labeled with the child's first name and last initial, date milk was expressed, date milk was thawed (if frozen), and how milk was stored (freezer or refrigerator).
- Any breast milk left in the bottle after feeding will be discarded within 1 hour.
- Each site has a designated breast feeding area.
- The following are the CDC Human Milk Storage Guidelines:

|                             | Storage Location and Temperatures                            |                                  |                                                                        |
|-----------------------------|--------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------|
| Type of Breast Milk         | Countertop<br>77°F (room temp) or colder                     | Refrigerator<br>40°F             | Freezer<br>0°F or colder                                               |
| Freshly Expressed or Pumped | Up to <b>4 hours</b>                                         | Up to <b>4 days</b>              | Within <b>6 months</b> is best<br>Up to <b>12 months</b> is acceptable |
| Thawed, Previously Frozen   | <b>1-2 hours</b>                                             | Up to <b>1 day</b><br>(24 hours) | NEVER refreeze human milk after it has been thawed                     |
| Leftover (Post-Feeding)     | Use within <b>2 hours</b> after the baby is finished feeding |                                  |                                                                        |

For more guidance on breastmilk storage and handling, please visit the [CDC recommendations](#).

### **III. LACTATION RESOURCES**

Located in the Sharefile, under the Community Resources Folder, there is a [Lactation Resources](#) document as well as a [WIC Lactation Resources](#) document. Please provide these resources to mothers seeking help with lactation. Caretakers may also be referred to the Program Nutritionist with any additional concerns.

If mothers opt to breastfeed during program hours, they are welcome to do so. Each site must provide a private, comfortable space to all mothers who choose to breastfeed during program hours.

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## Monthly Infant Feeding Form Procedure

**Policy:** As caregivers, the agency is required to ensure that all children's nutritional needs are being met during program hours. This policy ensures teaching staff are following the proper steps to complete the required monthly infant feeding forms for children under 12 months of age. Failure to follow the Monthly Infant Feeding Form Procedure will result in disciplinary action as outlined in the progressive discipline procedure.

**Purpose:** Infant teachers must collect and review feeding instructions with parents/guardians every 30 days from birth to 12 months. Written feeding instructions ensure that all caregivers have a clear understanding of what to feed an infant.

**Guidance:**

Child Care Licensing Standards 746.2421 and 746.801

Child and Adult Care Food Program Handbook 4114.4: Infant Feeding Preference

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**Procedure:** Monthly Infant Feeding Form

1. Obtain a [Monthly Infant Feeding Form](#) and complete with parent/guardian at first home visit. Make sure parent/guardian signs and dates form.
  2. Sign into ChildPlus and click on the child's name that you are entering. Go to the 'Health' section and click on 'Events'. Add an event by clicking on 'Add Event'. Find 'Infant Feeding Form' and click on it. Begin adding information. A parent signature is not necessary if a signature was obtained on the hard copy. If interviewing the parent and entering data directly into ChildPlus, a signature is necessary on the ChildPlus electronic form.
  3. Status will be determined once you obtain all information. Select 'Completed' if the child does not require any specialized feeding. Select 'Monitor' if the child requires attention from the Nutrition Team. When in doubt, select 'Monitor' and email Nutrition Coordinator and/or Food Service Lead. If it is discovered that the infant has developed an allergy or intolerance or requires a specialized diet, please refer the parent / guardian to the Family Advocate so a [Food Substitution Form](#) can be completed. Notify the Nutrition Team.
  4. Complete form monthly after the first parent teacher conference until the child has turned 12 months. This form is to be done monthly to ensure introduction of foods and amount is consistent at home and at the center. The exception to completing this form after 12 months is if the child is still on infant formula and/or baby food after the age of 12 months.
  5. Once complete, save the event. If the parent / guardian fills out a hard copy, upload the form into the 'Attachments' tab in the 'Health' section of ChildPlus.
-

## Mealtime Environment Expectations Procedure

**Policy:** As caregivers, the agency is required to ensure that all children's nutritional needs are being met during program hours. This policy is to provide the expectations for staff to follow during meal times. Failure to follow the Mealtime Environment Expectations Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to clearly define the expectations and requirements of how mealtimes should operate in the classrooms.

**Guidance:**

Caring for Our Children Standards 4.3.2.2, 4.5.0.4, 4.5.0.11

Head Start Performance Standards 1302.44

Child and Adult Care Food Program 4170 - 4172, 4132

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**Procedure:** Mealtime Environment Expectations

### I. MEAL TIME PROCEDURE

Prior to meals being served, all tables must be sanitized.

| Step | Task                                                                                                                                                                          | Whose Involved                         | Notes                                                                                                                                                                                                                                                                                                                                                          |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Begin washing hands when the food arrives.                                                                                                                                    | Children, Teachers, & Supporting Staff |                                                                                                                                                                                                                                                                                                                                                                |
| 2    | Seat children                                                                                                                                                                 | Teachers & Supporting Staff            | Children should not have to wait to be served for more than 5 minutes after being seated at the table.                                                                                                                                                                                                                                                         |
| 3    | At around 2-3 years of age, children will serve themselves the bread, fruit, vegetable items and the milk. Wearing disposable gloves, Teachers will plate up the other items. | Children, Teachers, & Supporting Staff | Serving amounts are based on the Child and Adult Food Program (CAFP) and ChildCare Licensing (CCL) guidelines. Second servings will be offered on fruit, vegetables, and milk. Third servings will be offered on vegetables. Children do not need to have had all items or tasted all of the items on their plate to receive an additional serving of an item. |
| 4    | The Meal Count should be taken at point of service, once all food components                                                                                                  | Teachers & Supporting Staff            | See <a href="#">Daily Meal Count &amp; Attendance Record Procedure</a>                                                                                                                                                                                                                                                                                         |

|  |                                  |  |  |
|--|----------------------------------|--|--|
|  | have been served to every child. |  |  |
|--|----------------------------------|--|--|

## II. ADDITIONAL MEALTIME PRACTICES

The following bullet points are additional mealtime practices and should be practiced during every meal and snack.

- Children will be encouraged, but never forced to eat. Children have the right to decline a particular food. However, staff should encourage the child to try the food and to have it on their plate.
- Head Start Teachers or other adults included in the child/staff ratio will sit down with children during meals and eat with the children. In CAI operated kitchens, all adults will follow the same menu and serving sizes as the 3-5 year old menu. In ISD operated kitchens, adults will be served an adult meal from the school district's kitchen.
- EHS teachers will sit down, supervise and eat with the children during mealtimes.
- Meal time should not be rushed. It is required that children are given a minimum of 20 minutes to eat for breakfast and lunch.
- When children are finished eating, they should be allowed to clear their place setting, wash their hands, and start on an independent activity.
- Water will be made available to children throughout the whole day, including mealtimes. Water should be verbally offered to children during mealtimes.
- Mealtimes should be filled with open ended discussions. Discussions about the meal and other foods are acceptable. Discussions pertaining to the child's life are acceptable. Discussions during mealtime can begin once everyone is served and seated.
- Food should never be used as a reward or a punishment. Children have the right to have access to a full meal and snacks regardless of their behaviors.

### Breakfast for Late Arrivals Procedure

**Policy:** As caregivers, the agency is required to ensure that all children's nutritional needs are being met during program hours. This policy outlines the guidelines to serve children who arrive at centers late at breakfast. Failure to adhere to the Breakfast for Late Arrivals Procedure will result in disciplinary action as outlined in the progressive discipline procedure.

**Purpose:** As the Head Start Performance Standard states, *"serve all children in morning center-based settings who have not received breakfast upon arrival at the program a nourishing breakfast"*.

**Guidance:**

Head Start Standard 1302.44

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**Procedure:** Breakfast For Late Arrivals

#### I. ARRIVAL TIMES AND FOODS SERVED

Each site must serve and complete breakfast between the times of 7:45 am - 8:45 am (EHS) or 8:00 am - 9:00 am (HS) per Community Action Inc. 's (CAI) Child and Adult Food Program (CACFP) application.

| EHS                |                                                      |
|--------------------|------------------------------------------------------|
| Time Arrived       | Food Served                                          |
| 7:45 am - 8:45 am  | Follow the menu                                      |
| 8:45 am - 10:00 am | Cereal bowl with 4 oz milk <b>or</b> dry cereal bowl |
| 10:00am - 10:30am  | 4 oz fruit cup or 4 oz fresh fruit                   |

| HS                  |                                                      |
|---------------------|------------------------------------------------------|
| Time Arrived        | Food Served                                          |
| 8:00 am - 9:00 am   | Follow the menu                                      |
| 9:00 am - 10:00 am  | Cereal bowl with 4 oz milk <b>or</b> dry cereal bowl |
| 10:00 am - 10:30 am | 4 oz fruit cup or 4 oz fresh fruit                   |

Children arriving after the classroom has gone outside will be served their late breakfast outside.

Infants arriving after 8:45 AM, who need a breakfast, will be given formula and/or foods that are consistent with their current meal pattern.

Examples include:

- Breastmilk or Infant Fortified Formula
- Infant fortified cereals
- Baby foods

It is important to note that if a child arrives late, it is the teacher's responsibility to ask the parent and/or guardian if the child has already eaten breakfast that morning. If the parent and/or guardian shares that the child has already eaten breakfast, they may not need to be served an additional breakfast.

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## Full Access to Water Procedure

**Policy:** As caregivers, the agency is required to ensure that all children’s nutritional needs are being met during program hours. This policy sets guidelines for staff to follow in order to provide children access to water throughout the day. Failure to follow the Full Access to Water Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** As the Head Start Performance Standard states, all agencies must “*make safe drinking water available to children during the program day*”. This procedure will outline the ways in which each agency provides drinking water to children in their care throughout the day.

**Guidance:**

Head Start Standard 1302.44 Child Nutrition

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**Procedure:** Full Access to Water

### I. SUPPLIES

Each classroom should have one 2-gallon insulated jug in which they will fill with water in the morning and transport to their classrooms. If for any reason a classroom does not have a 2-gallon water jug, they will use the tap water from the sink located in their classroom. In addition, each classroom should have disposable paper cups to use for when the children request water. Every agency should have access to ice-cube trays to keep the water cool throughout the day. If for any reason the agency does not have access to the items listed above, please contact the Site Supervisor or Program Nutritionist.

### II. ACCESS TO WATER

If a classroom does not have a 2-gallon water jug, during breakfast and lunch, the kitchen will send a cold pitcher of water to the classrooms. Children should not only have access to water in their classrooms, but on the playground, as well. Each playground should have at minimum one 2-gallon water jug as well as disposable cups. Every child should be offered water and given water per request at all times throughout the day. No request for water by a child should be declined.

### III. ENSURING THE WATER IS SAFE

When there is a concern about a CE’s water safety, it must be reported to the Operations Coordinator immediately. The city in which the agency is located will be notified and sent to test the water’s safety as soon as possible.

## No Outside Food or Drink Procedure

### **Policy: No Outside Food or Drink**

Outside food or drink is prohibited in all Head Start (HS) and Early Head Start (EHS) classrooms. Outside food or drink will not be permitted during classroom celebrations (e.g. birthdays, holidays, award ceremonies) or assemblies. Failure to follow the No Outside Food or Drink Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

### **Guidance:**

Community Action Inc. of Central Texas

- 
- If outside food or drink is seen in a child's possession upon arrival to HS or EHS classroom, the outside food or drink will be immediately transferred to the parent/guardian at check-in.
  - If outside food or drink is seen in a child's possession during HS or EHS classroom hours, the outside food or drink will be returned to the child's backpack for the duration of classroom hours.
  - If outside food or drink is discovered in a child's backpack in a HS or EHS classroom, the outside food or drink will remain in the child's backpack for the duration of classroom hours.

\*\* If an unaffiliated CAI person is granted access into a center, they must ensure they do not bring in any food or drink into the center. CAI staff will ask the person to return food or beverage to the vehicle before granting entry into the center.

## **Food Safety**



## Choking Hazards & Prevention Procedure

**Policy:** As caregivers, the agency is required to ensure that all food service operations are conducted in the safest manner. This policy outlines the potential choking hazards and choking prevention strategies for children ages 0-5 years. Failure to follow the Choking Hazards & Prevention Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to ensure the safety of all children in our care and to prevent any choking hazards or incidents during hours of operations.

**Guidance:**

Centers for Disease Control (CDC)

American Academy of Pediatrics

WIC

USDA Infant Feeding & Nutrition Guide

### **Procedure:** Choking Hazards & Prevention

#### **I. CHOKING HAZARDS**

Choking hazards can be food, toys, and other everyday items. The following list contains the most common choking hazards that are not food:

- Coins
- Buttons
- Toy with small parts
- Small balls, marbles
- Balloons
- Small hair accessories
- Pen or marker caps
- Batteries
- Refrigerator magnets
- Dog food

The following list contains the most common food choking hazards. Food that is served uncooked, whole, or cut into certain shapes and sizes could be a choking hazard. These foods, in its whole form, should not be given to children 4 years or younger:

- Hot dogs, meat sticks, or sausages
- Nuts and seeds
- Whole chunks of meat or cheese, including string cheese
- Whole grapes and cherry/grape tomatoes
- Hard or sticky candy
- Popcorn
- Corn chips and potato chips
- Pretzels
- Whole beans (mash beans for children under 12 months)

- Chunks of peanut butter or other nut butters
- Uncut raw fruits or vegetables, especially carrots, apples, cherries, berries, and melon balls, green peas
- Whole pieces of canned fruit, such as whole peaches
- Uncut dried fruits and vegetables, such as raisins
- Crackers or breads with seeds
- Chewing gum
- Chewy fruit snacks
- Marshmallows

## **II. CHOKING PREVENTION**

Choking can be prevented by practicing the following:

- Food should be cut up no more than ½ “.
- Feed children slowly.
- Avoid giving infant teething medication before meals.
- Solids and liquids should not enter the mouth at the same time.
- Cook and serve foods to meet the needs of the child’s development.
- Avoid hard, sticky, or hard foods that are difficult to chew or swallow.
- Have the child sit up straight while eating (no laying down, crawling, or walking).
- Have the child sit in a high chair or other safe chair.
- Avoid letting children eat while in the car or stroller.
- Keep mealtimes calm. Avoid distractions, disruptions, or rushing.
- Pay close attention to what the child is putting in their mouth.
- Watch the child at all times while they are eating.
- Routinely review CPR and choking training practices and procedures.

## **III. ADDITIONAL RESOURCES**

[USDA Reducing the Risk of Choking in Young Children During Mealtimes](#)

[WIC Infant Nutrition and Feeding Guide](#), page 120

[CDC Choking Hazards](#)

[American Academy of Pediatrics, Choking Prevention](#)

## Dishwasher Maintenance Procedure

**Policy:** As caregivers, the agency is required to ensure that all food service operations are conducted in the safest manner. This policy provides guidelines to staff on how to maintain the kitchen dishwashers to ensure longevity of equipment. Failure to follow the Dishwasher Maintenance Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** Detailed procedure on maintaining the kitchen dishwashers.

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### **Procedure:** Dishwasher Maintenance

The dishwasher should always be drained, rinsed, and turned off at the end of every day.

#### **Draining**

1. To drain the dishwasher, hold down the drain icon until you can hear the machine begin to drain. If the dishwasher is not draining, try leaving the door slightly open.
2. Allow all the water to drain from the dishwasher before removing any parts. This will take a couple of minutes.

#### **Rinsing**

1. Remove the following parts: white filter lid, white filter, metal cover.
2. Rinse all parts with warm water and clean with soap if necessary. Food particles, hair, and dirt could be trapped in the parts.
3. Use a clean, dry paper towel to wipe down the inside of the dishwasher. There should be no food particles left in the machine.

#### **Turning Off**

1. To turn off the dishwasher, hold down the power button.
2. Leave the dishwasher door slightly open so the inside can air dry overnight.

### **Using Scale Kleen**

Scale Kleen will be used once a week to clean the dishwasher and remove any hard water build up. When using Scale Kleen, wear gloves.

1. Drain the dishwasher. Remove all parts.
  2. Once the dishwasher is drained, add about 1 cup of Scale Kleen.
  3. Run the dishwasher on a three minute cycle. Repeat this 2-3 times.
  4. Drain the dishwasher to see if another round of Scale Kleen is needed. It may be necessary to pour the Scale Kleen directly onto the build up spot.
  5. Repeat the above process until all build up is gone.
  6. Once the dishwasher is clean, drain one more time and run 1-2 cycles with clean water. This is to be sure all no chemicals are left in the machine. Leave the door open overnight to allow the dishwasher to air dry.
-

## Kitchen Sanitization Procedure

**Policy:** As caregivers, the agency is required to ensure that all food service operations are conducted in the safest manner. This policy is used to ensure staff are sanitizing the kitchen area properly for the health and safety of all children and staff. Failure to adhere to the Kitchen Sanitization Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** Kitchen counters, appliances, carts, and bins should be sanitized throughout the day. The following will outline acceptable bleach concentrations and sanitizing methods.

### **Procedure: Kitchen Sanitization**

#### **Preparing a Bleach Solution**

1. Locate the red sanitizing bucket. No other containers should be used for bleach solutions.
2. Fill the bucket to the fill line with warm water.
3. Measure out 1 tablespoon of bleach. There should be a one tablespoon specifically dedicated to measuring out bleach.
4. Add 1 tablespoon of bleach to the warm water.

A clean, washable rag will need to be used. Once a rag becomes visibly dirty, switch it out with a new, clean rag.

A new bleach solution will need to be made if -

- It has been longer than 2 hours
- The bleach water becomes foggy and opaque
- There are food particles floating in the bleach water

The following methods of sanitization are **not** acceptable -

- Pre-made bleach solutions bought from a store
- Clorox wipes
- Disinfectant sprays

### **Cleaning and Sanitizing Carts, Bins, and Countertops**

#### **Carts**

- All carts should be sanitized after each meal service (breakfast and lunch).

#### **Bins**

- All dish and snack bins should be washed with soap and warm water as well as sanitized after each meal service (breakfast, lunch, and snack). Bins are allowed to be put in the dishwasher.

#### **Countertops**

- Countertops should be sanitized throughout the day, as necessary. Countertops should be wiped down with warm water and soap, then sanitized with bleach solution. This includes splatter that may be on appliances, cabinets, and walls

## **Child Nutrition and Health**

### **Nutrition Services & Follow Ups Procedure (Enrollment, In Center Care, and Continuing Monitoring)**

**Policy:** Through Child Care Licensing Minimum Standards and Head Start Standards, the Community Action, Inc. of Central Texas Nutrition Department has the responsibility to collect health data on every child enrolled in the program and to follow-up with the caregiver and/or program coordinators on said data, if necessary. This policy is to ensure staff are following up with all children and families in the area of nutrition services. Failure to adhere to Nutrition Services & Follow up Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to outline the steps that the Nutrition Team takes to screen and follow-up on all children and families enrolled into the program. This procedure will mention several services the Nutrition Team provides and gives an overall idea of what is to be expected.

**Guidance:**

Child Care Licensing Minimum Standards

Caring for Our Children Standards

Head Start Standard 1302.40, 1302.42

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**Procedure:** Nutrition Services & Follow Ups (Enrollment, In Center Care, and Continuing Monitoring)

**AT ENROLLMENT**

| Step | Task                                                                                                                                                                                               | Whose Involved                                                                           | Notes                                                                                                                                                                                                       |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Infants 0 - 12 months will have an Infant Feeding Form completed.                                                                                                                                  | Teachers & Parents                                                                       | See 'Monthly Infant Feeding Form Procedure' & 'Monthly Infant Feeding Form'                                                                                                                                 |
| 2    | <b>All</b> children will have a Food Substitution Form completed at enrollment and re-enrollment, even if the child does not have any allergies, intolerances, or does not require a special diet. | Family Advocates & Parents                                                               | See 'Food Substitution Form Procedure'<br><br>* If the child requires a food substitution, set the status to 'monitor'.<br>If the child does not require a food substitution, set the status to 'complete'. |
| 3    | Children who require a food substitution while in the center will have a Food Substitution Agreement completed.                                                                                    | Family Advocate & Parents of children requiring a food substitution while in the center. | See 'Food Substitution Agreement'                                                                                                                                                                           |

**WHEN A CHILD ENTERS THE CENTER**

| Step | Task                                                                                                                                                                                                                     | Whose Involved                                                               | Notes                                                                                                                                                                          |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Depending on the allergy or intolerance declared on the Food Substitution Form, parents ‘ / guardians <b>may be required to provide documentation from a medical professional within 7 days of notifying the center.</b> | Nutrition Coordinator, Family Advocate & Parent                              | If a note from a medical professional is requested and not provided, food substitutions may not be accommodated.                                                               |
| 2    | Based on the child’s needs, all children requiring a food substitution will be reviewed and assigned a special diet menu and/or food alternative and will be added to the Special Diet Chart.                            | Nutrition Coordinator, Food Service Lead, Site Supervisor.                   | All necessary Special Diet Menus will be posted in the kitchen and classroom. Each classroom must confidently post the Allergy List reflecting the children in that classroom. |
| 3    | For children 0 months - 3 years, heights and weights will be obtained from their latest well child exam.                                                                                                                 | Nutrition Coordinator & Family Advocate                                      |                                                                                                                                                                                |
| 4    | For children 3 - 5 years, heights and weights will be completed in the center.                                                                                                                                           | Nutrition Coordinator, Food Service Lead                                     | All heights and weights obtained will be entered into ChildPlus.                                                                                                               |
| 5    | Regularly scheduled nutrition activities will be scheduled for children, families and staff.                                                                                                                             | Nutrition Coordinator, Food Service Lead, Family Advocates & Teaching Staff. |                                                                                                                                                                                |

**THROUGHOUT THE YEAR**

| Step | Task                                                                                | Whose Involved                           | Notes                                                               |
|------|-------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------|
| 1    | Children considered to be below the 5th percentile for their height and weight will | Nutrition Coordinator, Food Service Lead | Mental Health/Disability Coordinator and Health Coordinator will be |

|   |                                                                                                                                                                                                                             |                                                                            |                                                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|   | have their measurements taken again within 30 days of the original measurement.                                                                                                                                             |                                                                            | informed.                                                                                                                           |
| 2 | If a child continues to be underweight, a Parent-Nutrition Conference will be scheduled.                                                                                                                                    | Nutrition Coordinator & Parents                                            | Mental Health/Disability Coordinator and Health Coordinator will be informed.                                                       |
| 3 | Children considered 'At Risk' for being overweight will have their measurements taken again within 90 days of the original measurement.                                                                                     | Nutrition Coordinator, Food Service Lead                                   | Mental Health/Disability Coordinator and Health Coordinator will be informed.                                                       |
| 4 | Unless clearly addressed at a well child exam, a Parent-Nutrition Conference will be scheduled for any child who is considered obese.                                                                                       | Nutrition Coordinator, Food Service Lead, Site Supervisor                  | This will occur within 90 days of measurement.<br><br>Mental Health/Disability Coordinator and Health Coordinator will be informed. |
| 5 | Any nutrition concern brought to the attention of any staff and/or listed on the Nutrition Screening Form and/or Well Child Exam will be discussed with parents. This will include if a child has had low iron in the past. | Nutrition Coordinator, Food Service Lead, Site Supervisor, Family Advocate | This can be via 1:1 Parent-Nutrition Conference, an educational handout, or a center wide parent meeting.                           |



# Monitoring

## **Continuing Monitoring (CACFP Monitor Reviews, Kitchen Quality Assurance, Classroom Observations)**

**Policy:** Through Child Care Licensing Minimum Standards and Head Start Standards, the Community Action, Inc. of Central Texas Nutrition Department has the responsibility to collect health data on every child enrolled in the program and to follow-up with the caregiver and/or program coordinators on said data, if necessary. This policy ensures that continuing monitoring is completed by the Nutrition Team throughout the school year to ensure all policies and procedures are being followed. Failure to adhere to the Continuing Monitoring (CACFP Monitor Reviews, Kitchen Quality Assurance, Classroom Observations) will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to set guidelines for continuing monitoring to be done throughout the year to ensure all policies and procedures are being followed.

### **Guidance:**

Child and Adult Care Food Program 4337

Head Start Standards 1302.44

Community Action Inc. of Central Texas Nutrition Team

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**Procedure:** Continuing Monitoring (CACFP Monitor Reviews, Kitchen Quality Assurance, Classroom Observations)

## **I. CACFP MONITOR REVIEWS**

The Child and Adult Care Food Program (CACFP) is responsible for reimbursing all meals served to Early Head Start and Head Start children within Community Action Inc.

As stated in the ‘Instructions for CACFP - Child Care Center Review’ created by the Texas Department of Agriculture, “Reviews are used not only to determine compliance with Program requirements but also to verify and validate the documentation the site has provided the sponsor, identify training needs and identify any trends that may lead to deficiencies. This allows the sponsor to forecast the needs of the site and better manage the program to ensure integrity”.

CACFP Monitor Reviews are to be conducted three times per program year with no more than six months in between each review. All sites must be evaluated three times per program year and have a complete Monitor Review on file for each evaluation. All CACFP Monitor Review visits are unannounced.

To view the CACFP Monitor Review form and instructions, visit [squaremeals.org](http://squaremeals.org) or view the PDF file [here](#).

## **II. Nutrition Monitoring**

Nutrition Monitoring consists of a review in both the Kitchen and the classroom and are completed unannounced four times per year at each site, except Bonham. The classroom portion of the monitoring is completed two times per year at Bonham. The kitchen portion covers six areas: Employee Health, Sanitation, Cross Contamination, Food Safety, Time/Temperature Control, and Required Documentation.

The Classroom portion consists of a classroom observation and is selected at random to observe an entire meal from start (the cart arriving at the room) to finish (clean up). The purpose of this review is to evaluate and identify any discrepancies in policies or procedures during meal time. This review consists of three sections: Handwashing, Meal Time, and Infants (conducted for infant rooms only).

All discrepancies found during the review will be discussed with the teachers or cook in the observed center as well as the Site Supervisor.

To view the Nutrition Monitoring tool, click [here](#).

## **Accommodations in Nutrition Services**

## **Accommodations in Nutrition Services Procedure (IEP, IFSP, Speech, Occupational & Physical Therapy Needs, Feeding Therapies, Disabilities)**

**Policy:** This policy sets guidelines for how the program is to make accommodations in Nutrition Services and meets the Head Start Program Performance Standards and CACFP regulations. Failure to adhere to the Accommodations in Nutrition Services Procedure will result in disciplinary actions as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to provide guidance in the area of accommodations in Nutrition Services.

As the Head Start Program Performance Standards states,

*1302 Subpart D - Child Nutrition*

*(a) Nutrition service requirements. (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities.*

As the Child & Adult Care Food Program - Child Care Centers Handbook states,

*4113.2 Children/Infants with Disabilities*

*CEs and sites are required to provide meal component substitutions to a disabled child/infant when supported by a medical statement signed by a licensed physician or a State recognized medical authority.*

This document will address the ways in which Community Action Inc. (CAI) are ensuring the above standards.

### **Guidance:**

Head Start Standard 1302.44

Child & Adult Care Food Program - Child Care Centers Handbook

4113.2 Children/Infants with Disabilities

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**Procedure:** Accommodations in Nutrition Services (IEP, IFSP, Speech, Occupational & Physical Therapy Needs, Feeding Therapies, Disabilities)

## **I. COLLABORATION**

CAI Head Start Nutrition Services collaborates with all CAI Head Start Coordinators, outside providers/agencies and Head Start parents/guardians to ensure all Head Start and Early Head Start children are accommodated during meal and snack times for their individual needs.

CAI HS Nutrition Services collaborates with the following CAI Head Start content areas:

- Health
- Mental Health & Disabilities

- Family Services
- Eligibility, Recruitment, Selection & Attendance (ERSEA) & Transitions
- Education
- Operations & Safety

CAI Head Start Nutrition Services collaborates with the following outside providers/agencies:

- Registered Dietitians & Nutritionists
- Physicians & Physician Assistants
- Dentists & Dental Professionals
- Registered Nurses
- Physical Therapists
- Occupational Therapists
- Speech Therapists
- Texas Department of Agriculture
- Texas Health & Human Services

### **III. ACCOMMODATIONS**

In order for CAI Head Start Nutrition Services to provide accommodations during meal and snack times, a request from any of the following provides must be kept on file:

- Registered Dietitian & Nutritionist
- Physician & Physician Assistant
- Dentist & Dental Professionals
- Registered Nurse
- Physical Therapist
- Occupational Therapist
- Speech Therapist
- CAI Head Start Health Coordinator
- CAI Head Start Mental Health & Disabilities Coordinator

Once a request has been filed, CAI Head Start Nutrition Services will provide, but not limited to, the following accommodations:

- Milk Substitutions
- Therapeutic, Mechanical and Individualized Special Diets
- Special Utensils, Plates & Drinkware
- Special Bottles & Nipples
- Prescribed Infant & Toddler Formulas
- Bibs & other protective wear
- Purchasing of needed Kitchen Equipment

### Food Substitution Form Procedure

**Policy:** A program must meet the nutritional needs of and accommodate feeding requirements of each child, including children with special dietary needs and children with disabilities. During enrollment and re-enrollment, the Family Advocate completing the enrollment process will complete the Food Substitution Form that is located in ChildPlus in order to obtain any special diet information from the guardian. Failure to adhere to the Food Substitution Form Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to provide guidance on completing food substitution forms.

**Guidance:**

Head Start Standard 1302.44 Child Nutrition

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**Procedure:**

1. Sign in to ChildPlus and click on the child's name that you are enrolling. Go to the 'Health' Section and click on 'Events'. Add an event by clicking on 'Add Event'. Find the 'Food Substitution' event and click on it. Begin adding information.
2. 'Event Date' will be the day the Food Substitution Form is being completed.
3. Status will be determined once you obtain all information. Select 'Completed' if the child does not follow any special diet or does not have food allergies/intolerances. **Select 'Monitor' if the child does follow a special diet or does have food allergies / intolerances.** Do NOT select 'Monitor-Complete'; this is for the Nutrition Coordinator and Food Service Lead to select once allergy plans are created and staff are informed about the allergy and / or special diet.
4. It is not necessary to add an 'Event Note', however, this space may be used to add a short memo such as what milk replacement child drinks.
5. Begin to ask parents / guardians the following questions after the 'Events Notes' text box. Infant related questions are only for children 0-12 months of age. Please leave these questions blank if you are not enrolling a child that is 0-12 months of age. **Select 'Monitor' for all infants.**
6. Please indicate the food restriction by checking the boxes or by writing in the food item in the blank text box.

**Note:** 'Dairy' includes milk, cheese, yogurt, sour cream and butter. This is a separate box from 'Milk', which is specific to the fluid that we drink.

**Note:** There is a difference between a Food Allergy and a Food Intolerance. An allergy is an immune response whereas an intolerance is usually a digestive response.

9. Indicate the severity of the allergy, what triggers the allergy, and the response the child will have if exposed to the allergen.. This is a requirement in order to complete the form.

10. Indicate whether the child is on a special diet. This is not the same as having an allergy; this is referring to special diets for other medical reasons. **For example:** the child is Diabetic, has Celiac Disease, or other conditions that may require them to follow a specific meal pattern. Please write in the text box below what medical condition the child has and / or what type of diet the child must follow.

11. The 'Prevention Plan' will indicate the steps to be taken to make sure the child will not be exposed to the allergy and / or intolerance while in the center. An 'Emergency Plan' will be needed if the allergy is severe and the child requires an EpiPen or other medication to treat an allergic reaction. Please fill in the correlated fields. Please request that parents / guardians provide an allergy plan from the child's medical provider if they require medication to treat an allergic reaction.

12. Have the parent / guardian sign the Food Substitution Form to verify that they were a part of this enrollment form and provided the above information.

13. You can now change the status of the event (see #3.) Select the 'Save' button. You will see the Food Substitution Form in the 'Health Events' main screen. **The Nutrition Coordinator and Food Service Lead will receive an email once the form is saved and the status of the form is 'Monitor'.** Information will be reviewed. The Nutrition Coordinator will determine if more information is needed and/or documentation from the child's physician. The child will be added to the Special Diet chart. All updated Allergy/Special Diet Charts will be uploaded to ShareFile and a notification will be emailed to the Site Supervisor. Teacher and Site Supervisor signatures will be captured once they review and acknowledge the child's information that is on the Food Substitution Form.

The Food Substitution Form should be completed with the parent / guardian yearly.

Please provide the [Food Substitution Agreement Form](#) to the parent / guardian and obtain their signature if the child has any type of restriction, intolerance, allergy, or special diet. Depending on the substitution or special diet, parents / guardians will need to have the child's physician complete a Food Allergy Action Plan within 7 days. If medication is required to be in the center, additional medical documentation will be needed.



## Updating Allergy and Special Diet Lists Procedure

**Policy:** This policy outlines the guidelines to updating allergies and special diets for all children enrolled in the Head Start Program. Failure to Adhere to the Updating Allergy and Special Diet Lists Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Purpose:** The purpose of this procedure is to give staff step by step guidance on updating allergy and special diet forms to ensure children are receiving the proper nutrition services from the Head Start Program.

### **Guidance:**

Head Start Standard 1302.44

Child & Adult Care Food Program - Child Care Centers Handbook

4113.2 Children/Infants with Disabilities

### **Procedure: Updating Allergy Lists Procedure**

- All children should have a [Food Substitution Form](#) on file via ChildPlus. This form is filled out during enrollment and re-enrollment. The purpose of this form is to inform the Nutrition Team of any allergies or intolerances a child may have.
- During re-enrollment (a child transferring schools or beginning a new program year), a new Food Substitution Form must be filled out.

#### **Step 1: Notified of Allergy via ChildPlus**

- ❖ Each day the Nutrition Team will receive an email from ChildPlus with Food Substitution Forms under the status 'Monitor'.
- ❖ If a Food Substitution Form's status is 'Monitor', this means the child either has not yet been added to the allergy list **or** a doctor's note has not been received and more information is needed from the parent.

#### **Step 2: Review Food Substitution Form via ChildPlus**

- ❖ Open ChildPlus and search for the child using their CPID or first name and last name.
- ❖ Go to the 'Health' tab.
- ❖ Find the most recently completed Food Substitution Form. The status should be set to 'Monitor'.
- ❖ Open the Food Substitution Form and scroll down to see the allergy. This form should give information about the nature of the allergy and the Family Advocate who completed the form.

#### **Step 3: Adding a Child to an Allergy List**

- ❖ Locate the most recently updated Allergy List for the center in which the child attends. (search within personal files or download from ShareFile).
- ❖ Open Word.
- ❖ Add the child's name, classroom number, allergy, whether or not a doctor's note is on file, the allergy plan, and reaction / response.
- ❖ Update the date in the footer. This informs the reader of the last time the Allergy List was updated.

- ❖ Save the updated Allergy List as a new document. Name the document with the center name, program year, and date it was updated. For example: Luling\_Allergy List\_21-22\_05-18-2022.

#### **Step 4: Upload to ShareFile**

- ❖ Open ShareFile > Allergies & Special Dites > Click the site you are updating.
- ❖ Delete the previous Allergy List by clicking the checkbox and then clicking the trash can.
- ❖ Click the blue circle plus sign in the top right corner > upload > drag the updated Allergy List.
- ❖ Complete the upload then open the Allergy List to make sure it is correct.
- ❖ Once the Allergy List is open, click 'Share' on the right. When the share window pops up, click 'Send to specific people'.
- ❖ In the 'To' textbox, type in everyone's email address who you would like to notify. Double check that the email addresses are correct.
- ❖ Title the 'Subject' as "Updated (center name) Allergy List".
- ❖ Send.
- ❖ Open Outlook and email the recipients that you have uploaded a new Allergy List for their site. Do NOT send the Allergy List via email - it must be sent using ShareFile only. Remind Site Supervisor and other staff to distribute new copies to all classrooms and the kitchen and to obtain signatures. They may need to be reminded to shred all old Allergy Lists.

#### **Step 5: Making a Note in ChildPlus**

- ❖ Pull up the child who you added to the Allergy List.
- ❖ Go to the 'Health' tab > Food Substitution Form.
- ❖ If a doctor's note is on file and the Allergy List has been updated, change status to 'Monitor-Complete'. If a child has an Allergy, their Food Substitution Form should never be marked as 'Complete'.
- ❖ Scroll down to 'Event Notes'. Timestamp the note by clicking the little clock right above the paragraph box. This is where you will type the details of what the Nutrition Team is doing for this child.
- ❖ Click 'Save'.

Be sure to notify kitchen staff. There is a 'Staff Initials' column on each Allergy List. Kitchen and Teaching Staff must write their initials in this column each time an Allergy List is updated. You may have to directly ask the Site Supervisor to share the updated list with the kitchen staff.

It is recommended that you keep all past Allergy Lists on file for documentation purposes.

#### **Status Review**

**Monitor:** The Family Advocate will choose 'Monitor' as the status when they are enrolling or re-enrolling a child with an allergy, intolerance, or special diet. The status will remain 'Monitor' as long as A) the child has not yet been added to the allergy list, B) a medical note is needed, or C) more information on the allergy, intolerance, or special diet is needed. ChildPlus will send out an email daily showing all children who currently have their status set to 'Monitor'.

**Monitor-Complete:** This status is for the Nutrition Coordinator or Food Service Lead only. All children with an allergy, intolerance, or special diet will have their status set to

‘Monitor-Complete’ once they have been A) added to the allergy list and staff have been notified, B) a doctor’s note has been provided, if needed, and C) no additional information is required. The ‘Monitor-Complete’ status tells the Nutrition Team that this child does have an allergy, intolerance, or special diet, and all necessary steps have been completed.

**Complete:** This status is used to show that a Food Substitution Form has been completed and the child does not have any allergies, intolerances, or special diets. Family Advocates may set the status to ‘Complete’ if there are no nutritional concerns.

### **Nutrition Ongoing Monitoring Plan**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality nutrition services that are developmentally appropriate and culturally responsive.. These services are designed to promote each child's overall well-being, support optimal growth and development, and strengthen school readiness. The Nutrition Ongoing Monitoring Plan provides continuous oversight to ensure that all required Nutrition practices are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 1302.44, 1302.46

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive Nutrition services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including enrollment record review, completion of required nutrition services, ongoing follow-ups on special diets, feeding forms, and height and weight measurements. Through an ongoing system of oversight and continuous quality improvement, CAI Head Start ensures timely, coordinated, and responsive nutrition services for all children and families.

| Area Monitored                                                                                      | Frequency                 | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrollment <ul style="list-style-type: none"> <li>Food Substitution Form</li> </ul>                 | Enrollment<br><br>Ongoing | ChildPlus Todo list - Food Substitution Monitor to identify children that may need accommodations to meals.                                                                                                                                                                        |
| Special Diets                                                                                       | Ongoing                   | Sharefile - Nutrition Coordinator creates special diet charts based on Food Substitution Forms and necessary accommodations. Special Diet charts are created as a Word Document and kept in the K drive and uploaded to the Share File. Child Plus Report 4015 is used to monitor. |
| Infant Feeding Forms                                                                                | Weekly                    | ChildPlus Todo List - Infant Feeding Forms. Nutrition Coordinator checks Todo list weekly and emails teaching staff if a form is due or past due.                                                                                                                                  |
| Allergy Plans, if needed.                                                                           | Ongoing                   | If needed, allergy plans will be requested from the child's Primary Care Physician and uploaded to Child Plus. Child Plus Report 4015 is used to monitor.                                                                                                                          |
| 90-day requirements <ul style="list-style-type: none"> <li>Height &amp; Weights</li> </ul>          | Within 90 Days            | ChildPlus Report 3011 for Head Start children.<br><br>ChildPlus Todo list - Growth Assessment Due                                                                                                                                                                                  |
| CACFP Monitoring Reviews                                                                            | 3 times per year per site | Nutrition Coordinator maintains a spreadsheet in Google with dates CACFP Monitoring Reviews are completed at each site. The spreadsheet is shared with the Program Director. A Binder is kept in the NC office with hard copies of the CACFP Monitoring Reviews.                   |
| Nutrition Monitoring <ul style="list-style-type: none"> <li>Classrooms</li> <li>Kitchens</li> </ul> | 4 times per year          | NC will use the Nutrition Monitoring Tool to complete observations in the classrooms & kitchen and follow up with staff as needed. The Completed Monitorings are kept in a binder in the NC office.                                                                                |

|                                    |                     |                                                                                                                                                                                                                                                                          |
|------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CACFP Meal Count/Attendance Sheets | Weekly              | Sharefile - Site Supervisors upload completed Meal Counts to the appropriate folder in the Sharefile. NC uses CP Report 2310 to cross-check the classroom Meal Count Attendance sheet before the Fiscal Office sends the claim into the Texas Department of Agriculture. |
| Student Family Review              | As needed<br>Weekly | NC will participate in SFR as needed. ChildPlus to-do list - SFR's that Health/Nutrition Content Support will be checked by NC Weekly to complete any necessary follow-ups.                                                                                              |

## Resources

### Forms/Guides

[Accepting Deliveries](#)  
[Bottle Preparation Chart](#)  
[Breakfast for Late Arrivals Cheat Sheet](#)  
[CACFP Information\\_English](#)  
[CACFP Information\\_Spanish](#)  
[CACFP Monitor Review \(H1606\)](#) (for Nutrition Coordinator / Food Service Lead use only)  
[CACFP Physical Inventory](#)  
[Daily Appliance Temperature Log](#)  
[Daily Meal Count and Attendance Record Cheat Sheet](#) (In the Shared File)  
[Daily Meal Count and Attendance Form](#) (In the Shared File)  
[End of Year Closing Tasks\\_Kitchen](#)  
[End of Year Closing Tasks\\_Teachers](#)  
[Food Allergy Action Plan](#)  
[Food Substitution Agreement\\_English](#)  
[Food Substitution Agreement\\_Spanish](#)  
[Heights and Weights Chart](#)  
[Infant Meal Production Record, Blank](#)  
[Kitchen Cleaning Schedule](#)  
[Kitchen Staff Coverage Flowchart](#)  
[Meal / Snack Substitution Log](#)  
[Meal Production Record, Blank](#)  
[Monthly Infant Feeding Form\\_English](#)  
[Monthly Infant Feeding Form\\_Spanish](#)  
[Nutrition Monitoring](#) (for Nutrition Coordinator / Food Service Lead use only)  
[Nutrition Continuing Monitoring](#) (for Nutrition Coordinator / Food Service Lead use only)  
[Record of Recycled Food](#)  
[Food Allergy/Special Diets Flow Chart](#)



# Head Start Program

## Health Procedure

### Manual



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## Health Service Plan 2026-2027

### **Head Start Program Performance Standards:**

1302.42, 1302.43, 1302.46, 1302.47, 302.41, 1302.15(e)

### **Child Care Licensing Standards:**

746.603, 746.605, 746.611, 746.613, 746.615, 746.623, 746.627, 746.629, 746.701- 709, 746.3401 - 3425, 746.3501-3611, 746.3801 - 3819, 746.4001-4003

**Caring For Our Children:** 1.4.1.1/1.4.1.3, 1.4.3.1, 2.1.1.4, 3.1.5.1, 3.2.1.4, 3.2.2.1, 3.3.0.1, 3.2.3.4, 3.4.4.3, 3.4.5.1, 3.5.0.1, 3.6.1.1, 3.6.1.4, 3.6.3.1 /3.6.3.2, 3.6.3.3, 5.6.0.1, 7.2.0.1, 7.2.0.2, 7.2.0.3

### **I. GENERAL APPROACH**

Community Action, Inc., of Central Texas Head Start Health Services uses a comprehensive, family-centered, and preventive approach to ensure children receive necessary health care and families are supported in maintaining wellness. Through coordinated systems, community partnerships, and ongoing monitoring, programs promote early identification of health needs, timely follow-up, and the development of healthy habits that support school readiness and lifelong well-being.

### **II. GOAL**

Our goal is to ensure all enrolled children receive timely, comprehensive health, dental, and developmental services by maintaining accurate documentation, strengthening monitoring systems, and partnering with families to address health needs and follow-up care in accordance with the Head Start Program Performance Standards.

### **III. SCHOOL READINESS**

The Head Start Approach to School Readiness means that children are ready for school, families are prepared to support their children's learning, and schools are prepared for children.

The Head Start program provides comprehensive health services to ensure every child is ready to learn. Children enter the program at varying developmental levels and with diverse health needs, and our program is committed to meeting each child where they are. Through early identification and intervention, we address health and developmental concerns promptly, promoting optimal growth and well-being. Our program supports families by guiding them through developmental screenings, referrals, and access to appropriate services, ensuring children receive timely care and treatment. By taking a proactive, family-centered approach, health services are integrated into the overall program to support school readiness and ensure that health-related concerns do not impede children's learning and development.

As part of our commitment to school readiness, all children receive vision and hearing screenings within their first 45 days of enrollment, as required by the Office of Head Start. These screenings help identify potential concerns that could impact a child's ability to learn, communicate, and participate successfully in the classroom. If a concern is identified, we promptly notify families, refer them to their primary care physician or appropriate specialist for further evaluation, and provide ongoing follow-up and support to ensure recommended services are received. Early identification and intervention help remove barriers to learning, allowing children to fully engage in classroom activities, develop language and literacy skills, interact with peers, and enter school healthy, confident, and ready to succeed.

#### IV. SAFE ENVIRONMENTS

Community Action, Inc. of Central Texas Head Start places the highest priority on protecting the health and safety of the children we serve. To support this commitment, the program has developed health and safety procedures that are clear, consistent, and aligned with the Head Start Program Performance Standards, Texas Department of Family and Protective Services Minimum Standards for Child-Care Licensing, and the *Caring for Our Children* guidelines for classrooms located in Head Start centers.

The program maintains written procedures in the following key areas to ensure safe, effective, and responsive practices:

- Medical Emergency Plan
- Immunization Requirements
- Exclusion Due to Illness
- Child Incident, Injury, and Illness Reporting
- Medication Administration
- Handwashing
- Sanitation and Cleaning
- Diapering

These procedures provide staff with clear guidance to promote children's health, prevent the spread of illness, and ensure timely and appropriate responses to health and safety concerns.

#### V. MONITORING SYSTEMS

In the Health Service area, we use an Ongoing Monitoring Plan to assess all Health services. The primary tool used for ongoing monitoring of health services is ChildPlus, the Database Management System, where reports in the Health section can be reviewed. The system consolidates up-to-date information to monitor several critical indicators:

1. **Completing 45- and 90-day requirements**—How many children have had all required well-child checks and screenings, including Lead, Hemoglobin, TB, developmental, hearing, and vision
2. **Up-to-date physical exams, dental exams, and immunizations**
3. **Incident/injury reports**
4. **Staff Health requirements - health exams, TB screenings, & CPR**

The Health Coordinator reviews all well exam, physical, and dental documentation to ensure that data is entered into the Database Management System accordingly. This allows the Health Coordinator to determine current priorities in areas such as the following:

- **Refer** children for evaluation/treatment, e.g., for issues identified through the screenings, and follow up to ensure treatment occurred.
- **Communicate** with families, providers, Family Advocates, and other staff as needed for internal coordination.
- **Update** individual referrals in the Database Management System as needed.

- **Ensure that Health Plans** are in place for children who suffer from chronic diseases such as asthma, seizures, diabetes, and allergies.

## **VI. ASSESSMENT AND DATA EVALUATION**

Community Action, Inc. of Central Texas Head Start Program uses Ongoing Monitoring Plans, assessments, and evaluations to improve program quality and effectiveness and ensure that all children are School Ready.

Community Action, Inc. of Central Texas Head Start uses a structured, data-driven approach to manage health screenings and requirements by integrating timelines, ongoing monitoring, and coordinated follow-up systems. The program collects and verifies key health information within defined timeframes (30, 45, and 90 days) to ensure children are connected to medical and dental homes, receive required screenings, and are up to date on preventive care.

Data is tracked and monitored through the ChildPlus database management system, allowing the Health Coordinator to oversee completion of screenings, immunizations, and follow-up services. Screening results, provider documentation, and immunization records (including data accessed through ImmTrac) are regularly reviewed to identify gaps or health concerns.

Assessment is ongoing and multi-sourced, incorporating screening results, classroom observations, developmental assessments, and parent input. When concerns are identified, they are discussed through structured team reviews, and individualized follow-up plans are developed and tracked within the data system.

The program uses this data to guide referrals, monitor service completion, and ensure children receive timely treatment and ongoing care. Continuous communication with families and collaboration among staff support compliance with EPSDT requirements and Head Start Program Performance Standards, while ensuring that health needs are addressed and monitored throughout the child's enrollment.

## **VII. PLANNING**

Community Action, Inc. of Central Texas Head Start Program uses program data from Ongoing Monitoring, Community Needs Assessment, Parent and Staff Survey, and Self Assessment to plan and improve services. The Health Coordinator assists with planning by meeting with center staff, parents, and the management team to discuss data and possible changes that may be needed.

## **VIII. PROFESSIONAL DEVELOPMENT**

The Program provides professional development opportunities for staff based on the data from Ongoing Monitoring and the Planning Process. Typical training opportunities include Annual Training, New Hire Training, staff meetings, parent meetings, during center visits, articles, webinars, and videos.

## **IX. FAMILY & COMMUNITY ENGAGEMENT**

Community Action, Inc. of Central Texas Head Start engages families as active partners in supporting children's health through consistent communication and individualized support. Staff provide families with information about required health services at enrollment, obtain consent for screenings, and share results and any identified

concerns. Ongoing communication ensures families understand requirements and can access needed services, while refusals are documented and addressed through continued education.

Families are encouraged to participate in appointments, follow up on referrals, and build knowledge of preventive care and healthy practices. Through collaboration with the Health Coordinator, Family Advocates, and Site Supervisors, the program supports families in meeting health requirements and promoting overall well-being.

### **Community Partnerships**

Community Action, Inc. of Central Texas Head Start's Health Services Advisory Committee (HSAC) provides guidance on health-related needs for children, pregnant women, and families. The committee includes staff, parents, and community health professionals who meet biannually and are available for consultation as needed.

HSAC supports the program by offering recommendations on health policies, procedures, and services; advising on child health concerns and emergency plans; and contributing to staff training. Its focus is to strengthen access to health resources and ensure the program effectively addresses a wide range of health issues impacting families.

To support children's health and school readiness, we collaborate with local health clinics, pediatric providers, and dental offices to help families ensure their children remain up to date with the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) schedule. When families experience barriers to obtaining preventive health services—such as not qualifying for Medicaid or private insurance, or being unable to afford out-of-pocket costs—our program works with community partners to provide access to needed medical and dental services. Through these partnerships, the program may cover the cost of approved preventive services, such as well-child exams or dental visits, when other funding sources are unavailable. By reducing financial barriers and connecting families with community resources, we help ensure children receive timely preventive care, address health concerns early, and remain healthy, safe, and ready to learn.

## **X. DATA MANAGEMENT & RECORDKEEPING**

Community Action, Inc. of Central Texas Head Start uses a comprehensive data management system (ChildPlus) to track, monitor, and evaluate children's health requirements and services. The system captures detailed information on screenings, exams, immunizations, health conditions, follow-up care, and communication with families, allowing the Health Coordinator to monitor compliance and identify areas needing attention.

Health documentation is maintained electronically and supported by required hard-copy records, which are securely stored at each center. This structured approach ensures children remain up to date on preventive care and supports timely follow-up on identified health needs while maintaining compliance with program and state requirements.

# Operational Policies

### **Illness and Exclusion Criteria Procedure**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) excludes children from care when necessary to protect the health of all children and staff. This policy follows the guidance from Texas Child Care Licensing (CCL) and the national health and safety resource Caring for Our Children. Staff are expected to adhere to this procedure to ensure child safety. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing Standards: §746.3601 – §746.3606

Caring for Our Children (CFOC): 3.6.1.1

Head Start Program Performance Standards: 45 CFR §1302.47(b)(4)(i)

**Purpose:** This procedure supports communication between parents, healthcare providers, and program staff while promoting a safe, communicable disease-free environment. CAI follows the illness exclusion guidance provided in Caring for Our Children to determine when a child should be excluded or may safely remain in care.

**Procedure: Determining Exclusion**

The Site Supervisor or designated Person in Charge will determine if a child should be sent home based on the following criteria:

1. A child will be excluded if:
  - The child is unable to participate comfortably in regular activities.
  - The illness requires more care than staff can provide without compromising the health and safety of others.

The child shows symptoms or conditions requiring exclusion, such as:

- Fever of 100 degrees (tympenic) or higher with behavior changes or other signs of illness
- Uncontrolled diarrhea (two or more episodes in 24 hours)
- Vomiting (two or more episodes in 24 hours)
- Rash with fever or uncontrolled drainage
- Lethargy (e.g., not eating or drinking)
- Abnormal breathing
- Mouth sores with drooling
- Diagnosis of a communicable disease by a healthcare professional

**When a Child Becomes Ill in Care**

If the illness does not require immediate emergency care:

| Task                                     | Person Responsible                  |
|------------------------------------------|-------------------------------------|
| Contact the parent to pick up the child  | Site Supervisor or Person in Charge |
| Care for the child apart from others     | Site Supervisor or Person in Charge |
| Provide supervision and appropriate care | Site Supervisor or Person in Charge |

|                                          |                                     |
|------------------------------------------|-------------------------------------|
| Parent signature is obtained at pickup   | Site Supervisor or Person in Charge |
| Ensure proper handwashing and sanitation | All Staff                           |

If the illness requires immediate medical attention or hospitalization:

| Task                                   | Person Responsible                  |
|----------------------------------------|-------------------------------------|
| Call emergency medical services (EMS)  | Site Supervisor or Person in Charge |
| Administer first aid/CPR as needed     | Trained Staff                       |
| Contact the child's parent             | Site Supervisor or Person in Charge |
| Maintain supervision of other children | Classroom Staff                     |

### **Returning to Care**

Children may return to the center when:

- They are symptom-free for 24 hours without the use of medication, or
- A healthcare provider has cleared the child to return in writing.

### **Notification of Communicable Disease**

The Site Supervisor must notify the Health Coordinator by phone when a child is diagnosed with a communicable disease. If the Health Coordinator is unavailable, the Head Start Program Director will be contacted. The Health Coordinator will notify the local Health Department if required.

### **Record Keeping and Parent Notification**

The Site Supervisor will document all illness exclusions in ChildPlus:

- Health Tab > Add Event > Child Illness Exclusion
- Complete all applicable fields by the end of the day.
- Exposure Notices will be sent to families through Learning Genie or posted in the affected classroom, as appropriate.

### **Conditions That Do Not Require Exclusion**

As per Caring for Our Children guidance, the following conditions typically do not require exclusion unless additional symptoms are present:

- Common cold, CMV, HIV, chronic Hepatitis B
- Eye discharge without fever or pain
- Impetigo, lice, ringworm, scabies, or pinkeye
- Molluscum contagiosum, thrush, or Fifth disease
- Mild diarrhea (contained, no accidents, fewer than 2 above the child's baseline)
- Rash without fever or behavior change

### **Conditions That Require Temporary Exclusion**

- Children must be excluded temporarily if they have:
- Chickenpox, COVID-19 (follow CDC/local health department guidance)



- Diarrhea (based on severity and containment)
- Fever of 100 degrees (tympanic) or higher **with behavior changes or other symptoms**
- Measles, mumps, rubella, pertussis
- Uncontrollable mouth sores with drooling
- Rash with fever or behavior change
- Vomiting (2 or more episodes in 24 hours unless non-contagious cause)

## **Administering Medication & Non-Medical Substances Procedure**

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) policy on medication is to guide staff on the proper handling, storing, and administering of medication to ensure the safety of all children at all times. Failure to adhere to the Administering Medication & Non-Medical Substance Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

**Guidance:**

Child Care Licensing Standards: 746.3801 - 746.3803 - 746.3805 - 746.3807 - 746.3809

Caring for Our Children: 9.2.3 - 3.6.3.1 - 3.6.3.2 - 3.6.2.9 - 3.4.5.2 - 3.4.5.1 - 3.6.3.3 - 9.4.2.6

**Purpose:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) policy on medication is written to strengthen communication between the parent, the child's health provider, and the child care provider to assure maximum safety in giving medication to the child who requires medication during child care hours.

**Procedure: Administering Medication & Non-Medical Substances**

Medication will be given when a child has a chronic condition, and a child care provider has provided a health care plan stating the frequency of medication that is needed during child care hours. Medication will be administered by the Site Supervisor - Person in Charge or a Teacher who has been trained on administering medication.

A Student Family Review (SFR) will be conducted as needed, depending on the severity of the chronic condition.

Over-the-counter medication will be given only when the health care provider provides a note and a parent/guardian has signed a medication authorization form.

Whenever possible, medication should be given at home. It is highly recommended that parents/guardians talk with their provider about administering medication before and after child care hours.

- Medication must be given:
  - As stated on the label directions or
  - As amended in writing by the child's health-care professional.
- Medication must:
  - Be in the original container labeled with the child's full name, name of medication, dosage, and the date brought to the operation
  - Be administered only to the child for whom it is intended and
  - Not be administered after its expiration date.

- When you administer medication to a child in your care, you must record the following on the Administration Medication Log:
  - Full name of the child to whom the medication was given
  - Name of the medication
  - Date, time, and amount of medication given and
  - Full name of the employee administering the medication.

Medication will be kept in a red medical bag out of the reach of children. Medication will be in its original container labeled with the child's full name, name of medication, dosage, and date of expiration. A health-care professional plan and an administration medication log will be kept with the medication at all times.

The medication and Non-Medication parent authorization form will be kept electronically in Child Plus under the Health Event Tab. The Non-Medication form will be completed electronically by the teacher with a parent at the first home visit.

The Head Start Program provides non-medical medications such as diaper ointment, mosquito repellent, and sunscreen. If a parent or guardian has a special request for a name brand due to health reasons, a medical note will be needed.

In isolated situations, medications are prescribed for a short period. The Site Supervisor will encourage home administration; if not possible, the medication procedure must be followed.

### Step-by-Step Procedure

| Step | Task                                                                                                                                                                                                                                                                                                          | Timeline                          | Person Responsible |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|
| 1    | A Health History will be completed in Child Plus to identify chronic conditions. Select 'Monitor' in Health History.                                                                                                                                                                                          | At enrollment / upon notification | Family Advocate    |
| 2    | Request documentation and upload it into Child Plus.                                                                                                                                                                                                                                                          | As soon as possible               | Family Advocate    |
| 3    | <p>Complete the Medication Authorization Form with the parent in Child Plus.</p> <p>Health</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medication Authorization</li> <li><input type="checkbox"/> Complete the form and have the parent sign the form electronically. SAVE</li> </ul> | As soon as possible               | Site Supervisor    |
| 4    | Schedule Student Family Review if needed.                                                                                                                                                                                                                                                                     | As soon as possible               | Site Supervisor    |

|    |                                                                                                                                                                                                                              |                                |                                               |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------|
| 5  | Enter a Health Plan into Child Plus.                                                                                                                                                                                         | As soon as possible            | Health Coordinator / Site Supervisor          |
| 6  | Flag the child's profile for the health plan.                                                                                                                                                                                | After the Health Plan entered  | Health Coordinator / Site Supervisor          |
| 7  | Complete Medication Log.                                                                                                                                                                                                     | When administering medication  | Teacher / Site Supervisor / Trained Personnel |
| 8  | Place medication that is labeled in a Ziploc bag into the red medical bag provided.                                                                                                                                          | Upon receipt                   | Teacher                                       |
| 9  | Follow the 5 R's:<br><input type="checkbox"/> Right Person,<br><input type="checkbox"/> Right Drug,<br><input type="checkbox"/> Right Dose,<br><input type="checkbox"/> Right Time,<br><input type="checkbox"/> Right Route. | When administering medication  | Teacher / Trained Personnel                   |
| 10 | Check expiration biannually, notify parents of replacement.                                                                                                                                                                  | Fall & Spring                  | Site Supervisor                               |
| 11 | Upload the medication log to Child Plus.                                                                                                                                                                                     | Within the required time frame | Site Supervisor                               |
| 12 | Return medication to the parent with a signature on the authorization form.                                                                                                                                                  | End of program/child leaves    | Site Supervisor                               |

### Monitoring

Site Supervisors will periodically monitor the implementation of this procedure and ensure that staff are supporting children and infants safely and consistently based on age and developmental needs.

## MEDICAL EMERGENCY PLAN (STAFF) PART I

**CENTER NAME AND STREET ADDRESS:** \_\_\_\_\_

**CENTER PHONE NUMBER:** \_\_\_\_\_

### **STAFFING PATTERN**

Site Supervisor: \_\_\_\_\_

Teacher: \_\_\_\_\_

Assistant/s: \_\_\_\_\_

Kitchen Staff: \_\_\_\_\_

### **IN THE EVENT OF A MEDICAL EMERGENCY:**

1. Teacher / Teacher Assistant. – Assess Situation
2. Teacher / Teacher Assistant – Administer First Aid
3. Teacher Assistant – Call for extra center help.
4. Site Supervisor– Call 911 (if needed) and document the time of the incident in Child Plus when time allows.
5. Site Supervisor– Call Health Coordinator
6. The Health Coordinator will call the Program Director to inform them of the situation.
7. “In Charge” person takes over the center operations.
8. Site Supervisor or designee – Contact Parent
9. If a child is transported in an agency vehicle, the Site Supervisor/Designee and Family Advocate accompany the child and take the child's file. If a child is transported by EMS, the Family Advocate accompanies the child and takes the child's file.
10. (At the Hospital) The family Advocate or Site Supervisor, or spokesperson and answers questions, careful not to provide unnecessary information.
11. Family Advocate assesses the need for social services. **The staff stays until the child is released from the Emergency room or the parent arrives, and the family's needs have been met.**
12. (At Center) Teachers will follow daily routines calmly, not publicize or say "Everything is being handled." Do not give out names or any specifics. Stay calm and positive. **Initiate documentation – Child Incident/Injury/Illness Report must be entered into Child Plus by the end of the day, but no later than 24 hours.**
13. Site Supervisor meets with center staff for debriefing (may have to wait until the next day) to discuss ways to prevent future events.

14. Site Supervisor- In the evening or the next morning, when appropriate, contact the parent about the child's condition and follow up with the Family Advocate.
15. The Site Supervisor will need to call the Child Care Licensing office if the child was treated by a healthcare professional AS SOON AS POSSIBLE, but no later than 2 days after the medical emergency. **Call the Child Care Licensing office immediately if a child dies.**

## Employee Emergency Contact

I \_\_\_\_\_ give permission for the  
Community Action of Central Texas Inc. staff to use the information below to provide medical  
help to me as needed.

**Name:** \_\_\_\_\_ **Address:** \_\_\_\_\_

## Emergency Contact

1. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

2. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

3. Name: \_\_\_\_\_

Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

Doctor Name & Number: \_\_\_\_\_

Dental Name & Number: \_\_\_\_\_

Any known allergies or other information I need to know to make the best medical decisions for  
you? (medication, DNR, hospital choice, wants and don't wants for your medical care)

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Print name: \_\_\_\_\_

Signature/date \_\_\_\_\_

## Immunization Procedure

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) requires that all enrolled children meet the Texas Department of State Health Services immunization requirements, consistent with CDC Immunization Guidelines. This procedure outlines staff responsibilities in ensuring immunization compliance. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing Standards: §746.613, §746.615, §746.627

Office of Head Start Performance Standards: 1302.42(b)(1)(i-iii); 1302.42(c)(1-2)

**Purpose:** To ensure that all children enrolled in CAI's Head Start Program are protected from vaccine-preventable diseases, and to maintain a safe, healthy learning environment in compliance with state and federal regulations.

**Exceptions are made for:**

- Children who are experiencing homelessness or are in foster care (allowed a 30-day grace period for documentation).
- Children with medical or conscientious/religious exemptions, per state regulations.

A TB Questionnaire will be completed at enrollment for children ages 12 months or older. If a child turns 12 months during the school year, the family advocate will follow up with the family to complete a TB questionnaire. Any concerns will be referred to the child's primary care provider for evaluation.

### Influenza Vaccination

An annual influenza vaccine is recommended for all children 6 months and older, unless medically contraindicated. Vaccination should ideally be completed by October, but may continue as long as influenza viruses circulate.

If a parent/guardian declines the flu vaccine, a refusal form must be signed and uploaded into ChildPlus under the Health Tab > Attachments.

### Procedure for Verifying and Managing Immunization Records

| Step | Task                                                                 | Timeline      | Person Responsible |
|------|----------------------------------------------------------------------|---------------|--------------------|
| 1    | Ensure an up-to-date immunization record is uploaded into ChildPlus. | At enrollment | Family Advocate    |



|   |                                                                                                                     |                     |                                       |
|---|---------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------|
| 2 | Review and enter immunization records into ChildPlus.                                                               | As soon as possible | Health Coordinator or Site Supervisor |
| 3 | Notify the Family Advocate and ERSEA Coordinator if the child is not currently on immunizations.                    | As soon as possible | Health Coordinator or Site Supervisor |
| 4 | Ensure that children do not start until immunizations are current. If not up to date, the child's start is delayed. | Ongoing             | Site Supervisor                       |
| 5 | Monitor children with missing immunizations; send monthly reminders and documents in ChildPlus.                     | Monthly             | Site Supervisor                       |
| 6 | In cases of delayed immunization, obtain a physician's note and upload it to ChildPlus.                             | As needed           | Site Supervisor                       |

### Exemptions

A child may be exempt from immunizations for the following reasons:

1. Medical Exemption: Requires a signed statement from a licensed physician stating immunization would be harmful.
2. Reasons of Conscience/Religious Belief: Requires an official affidavit from Texas DSHS.
3. Natural Immunity: For diseases the child has already had, requires physician documentation.

Reference: Texas DSHS Immunization Requirements (<http://www.dshs.state.tx.us/immunize/default.shtm>)

### CDC Immunization Guidelines

Staff will refer to the CDC Catch-Up Immunization Schedule and the Texas Minimum State Vaccine Requirements for Child-Care Facilities to determine whether a child is on schedule or requires additional immunizations.

**Monitoring:** Site Supervisor is responsible for monitoring Child Plus following the Immunization Due-To-Do-List.

### Child Incident/Injury/Illness Report Procedure

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) has a primary responsibility to ensure the safety and well-being of all children at our centers. This procedure outlines the steps to report illnesses and injuries in compliance with Texas Child Care Licensing (CCL) and the Office of Head Start (OHS). Failure to adhere to this procedure may result in disciplinary action in accordance with the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing: §746.701 - §746.705 - §746.707 - §746.709

Caring for Our Children: 9.4.1.9 - 9.4.1.11 - 9.4.1.10 - 10.5.0.1

Head Start Program Performance Standards: 45 CFR §1302.47(b)(7)

**Purpose:** This procedure guides staff in the proper reporting of incidents, injuries, and illnesses. The following are considered reportable events:

- An injury to a child in care requiring medical treatment by a healthcare professional or hospitalization.
- An illness that required the hospitalization of a child in care.
- An emergency anaphylaxis reaction that required the administration of an EPI-PEN.
- A child or employee contracting a communicable disease deemed notifiable by the Texas Department of State Health Services.
- Any non-routine situation that places, or may place, a child at risk for injury or harm, including but not limited to forgetting a child or a child attempting to leave the center unsupervised.

All documentation will be maintained electronically in Child Plus.

| Step | Action                                                                                                                                                                                                                                                       | Timeline    | Responsible Party       |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------|
| 1    | <ul style="list-style-type: none"> <li>• Attend to the child's/children's injury or safety</li> <li>• Provide first aid or medical intervention</li> <li>• Contact 911 in case of emergency - for example, EPI is administered. CPR is performed.</li> </ul> | Immediately | Teacher/Site Supervisor |

|   |                                                                                                                                                                                                                                                                 |             |                                  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------|
| 2 | Notify parents/guardians <ul style="list-style-type: none"> <li>• Keep calm</li> <li>• Inform them of the incident, injury, or illness</li> <li>• Only relevant information concerning the child will be communicated to the parent/ legal guardian.</li> </ul> | Immediately | Site Supervisor/Person In Charge |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------|

### Incident/Injury/Illness Reporting Steps

| Step | Action                                                                                                                                                                                                                                                | Timeline                                 | Responsible Party                          |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------|
| 1    | Notify Child Care Licensing at 1-800-458-9858 if medical attention is required or the incident poses a risk.                                                                                                                                          | Within 24 hours                          | Site Supervisor / Person in Charge         |
| 2    | Notify the Health Coordinator by phone if assistance is needed or a communicable disease is suspected.                                                                                                                                                | Within 24 hours                          | Site Supervisor / Person in Charge         |
| 3    | Complete the Incident Report under Health in Child Plus                                                                                                                                                                                               | By the end of the day                    | Teachers / Staff who observed the incident |
| 4    | Review the report to ensure accuracy and completeness.                                                                                                                                                                                                | By the end of the day                    | Site Supervisor / Person in Charge         |
| 5    | Obtain a parent/guardian signature on the report. If picked up by someone other than the guardian, obtain verbal authorization from the parent. If authorization is not given, parents must sign within 24 hours. Document accordingly in Child Plus. | By the end of the day or within 24 hours | Site Supervisor / Teacher                  |
| 6    | Provide a copy of the completed report to the parent/guardian.                                                                                                                                                                                        | By the end of the day                    | Teacher / Staff                            |
| 7    | Notify the Office of Head Start through designated internal procedures for serious injury, illness, or risk events.                                                                                                                                   | Within 7 days                            | Program Director                           |
|      |                                                                                                                                                                                                                                                       |                                          |                                            |

**Weekends and Holidays**

If an incident occurs on a Friday or before a holiday and the parent is unsure about seeking medical care, the Site Supervisor and Health Coordinator will assess the likelihood of treatment being necessary. If it is probable, CCL must be notified within 24 hours.

**Communicable Disease Reporting**

For communicable diseases, refer to the Texas Department of State Health Services Notifiable Conditions list (<https://www.dshs.texas.gov/nmdss/default.shtm>) to determine if a report must be made. Notify the Health Coordinator and document the situation in Child Plus.

## **Vision and Hearing Screening Procedure**

**Policy:** Community Action Inc. of Central Texas - Head Start Program will conduct vision and hearing screenings for all children in compliance with Texas Child Care Licensing (CCL) regulations and the Office of Head Start (OHS) Performance Standards. These screenings identify any potential issues that could affect a child's learning and development and promote early intervention. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing: §746.629

Head Start Program Performance Standard: 45 CFR §1302.42

**Purpose:** To ensure compliance with state and federal requirements and support early detection and intervention of vision and hearing issues, enhancing each child's overall health, development, and school readiness.

**Screening Requirements:**

**1. Age Group:**

- Vision and hearing screenings are required for all Head Start children ages 3 and up.
- Early Head Start children will receive developmentally appropriate sensory questionnaires completed with parents at enrollment.

**2. Screening Schedule:**

- Screenings must be conducted within 45 calendar days of the child's first day of attendance in the program.

**3. Certified Screeners:**

- All screenings will be administered by screeners certified through a Texas Department of State Health Services (DSHS)-approved program or licensed health professionals would including the Health Coordinator and Site Supervisors.

**Procedure:**

**1. Parent Notification:**

- Parents or guardians will be informed of upcoming vision and hearing screenings at least two weeks in advance.
- Communication will include the purpose and benefits of the screenings.

**2. Consent:**

- Routine health screenings, including vision and hearing, will be covered under general enrollment consent.
- Parents may opt out in writing if they do not wish for their child to participate.

**3. Conducting Screenings:**

- Screenings will be conducted in a developmentally appropriate, child-friendly environment.
- Children with disabilities or language barriers will receive accommodations to ensure equity and accuracy.
- Screening results will be documented accurately and stored confidentially.

**4. Results and Follow-Up:**

- Parents or guardians will be notified of results within two weeks of the screening by the Site Supervisor.
- If a child does not pass the initial screening:
  - A re-screening will occur within 3-4 weeks.
  - If the child does not pass the re-screening, the family will be referred to a qualified healthcare provider for a full evaluation.

Follow-up evaluations and treatment will be tracked and documented.

- Staff will also conduct ongoing monitoring for emerging concerns throughout the program year.

**5. Record Keeping:**

- All screening data and follow-up documentation will be entered in Child Plus within two weeks of screening completion.
- Files will include: date of screening, results, parental notification, and follow-up actions.

Responsibilities:

**Health Coordinator and Site Supervisor:**

- Schedule and ensure completion of vision and hearing screenings per regulations.
- Monitor the accuracy and timeliness of documentation in Child Plus.
- Communicate with families about the importance, results, and next steps.

## Daily Health Check Procedure

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) will conduct daily health checks for all children, in compliance with applicable regulations. Health checks help ensure the early identification of illness, injury, or other concerns that may affect a child’s well-being or ability to learn. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

### Guidance:

Texas Child Care Licensing §746.501

Caring for Our Children 3.1.1.1

Head Start Program Performance Standard: 45 CFR §1302.47

**Purpose:** To assess the child’s well-being before entering the classroom and monitor health status throughout the day, ensuring a healthy environment for all children.

### Procedure

#### 1. Timing of Health Check

- Conducted at drop-off, in the presence of the parent/guardian.
- Ongoing monitoring continues throughout the day.

#### 2. Greeting and Verbal Check-In

- Greet the child and parent/guardian warmly.
- Ask:
  - “How is [child’s name] today?”
  - “Were there any changes last night?”
  - “Are there any changes at home that might affect behavior today?”
- If the child is verbal, ask: “How are you feeling today?”

#### 3. Observation Areas

- Breathing: Coughing, wheezing, rapid or labored breathing.
- Skin: Flushed, pale, rashes, swelling, bruises, scratching.
- Eyes/Nose/Ears/Mouth:
  - Red or watery eyes, drainage.
  - Runny nose.
  - Mouth sores, drooling.
  - Pulling at ears.
- Behavior: Lethargy, excessive crying, irritability, unusual mood or speech.

#### 4. During the Day

- Staff will notify the Site Supervisor if a child exhibits concerning symptoms after arrival.
- The Site Supervisor will arrange care for the child while awaiting pickup if exclusion is required.

**Exclusion & Parent Notification**

- If the exclusion criteria are met, the child will be sent home.
- Parents/guardians will be contacted by the Site Supervisor or designated staff.
- Site Supervisor will determine the need for exclusion based on symptoms and in accordance with the CAI Child Illness and Exclusion Policy.

**Documentation**

- Enter all observations in the ChildPlus Mobile App under:
  - Health > Event > Daily Health Check
- Include symptoms, actions taken, and notes from parent conversation.

**Examples of Symptoms to Note:**

- Bruises, swelling, scratches
- Rashes, mouth sores, blisters
- Runny nose, sneezing, coughing
- Fever, vomiting
- Lice
- Pink eye/drainage
- Unusual behavior or mood

**Follow-Up**

- The Health Coordinator or Site Supervisor will monitor recurring health patterns and document follow-up.
- If needed, referrals or family support will be initiated.



# Health Practices

## Blood and Body Fluids Handling Procedure

**Policy:** Community Action of Central Texas Inc. Head Start Program is committed to maintaining a clean and safe environment. Proper handling and cleanup of bodily fluids are critical to preventing the spread of infectious disease. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing §746.3425

Caring for Our Children Standard 3.2.3.4

Head Start Program Performance Standard 45 CFR §1302.47(b)(7)(iv)

**Purpose:** To ensure a safe and systematic response to incidents involving blood and other bodily fluids, protecting the health of children and staff.

### Definitions

- Bodily Fluids: Blood, vomit, feces, urine, saliva, nasal secretions, and other fluids that may transmit infection.
- PPE (Personal Protective Equipment): Gloves, gowns, masks, and eye protection to reduce exposure.
- Disinfectant: EPA-registered solution that kills bloodborne pathogens and harmful microorganisms.
- Universal Precautions: Treating all bodily fluids as potentially infectious regardless of visible signs.

### Responsibilities

- Site Supervisor: Oversees implementation and ensures compliance.
- All Staff: Trained to follow procedures, report incidents, and use PPE appropriately.

### Procedures

#### 1. Preparation

- Ensure staff are trained annually on universal precautions and exposure control.
- Keep PPE and cleaning supplies in easily accessible and labeled locations.

#### 2. Immediate Response

- Remove children from the affected area.
- Put on PPE (gloves, and if needed, gowns, mask, and eye protection).
- Document the incident in Learning Genie.
- Notify the Site Supervisor immediately.

#### 3. Containment

- Use absorbent materials to soak up fluids.
- Dispose of waste into a plastic bag.

**4. Cleaning & Disinfection**

- Clean the area first with soap and water.
- Disinfect using an effective solution against bloodborne pathogens.
- Follow label instructions for contact time and allow air to dry.

**5. Disposal**

- Place all used PPE and contaminated materials in a plastic bag.
- Dispose of material outside of the classroom.

**6. Personal Hygiene**

- Remove PPE carefully to avoid self-contamination.
- Wash hands with soap and water for at least 20 seconds.

**7. Reopening Area**

- Ensure the area is safe, clean, and dry before children return.
- Recheck the surface for cleanliness and disinfectant residue.

**Documentation**

- Record incident in Learning Genie.
- Include type of fluid, area affected, actions taken, and any child exposure.
- Notify parents if a child's clothing, skin, or items were contaminated.

## **Handwashing Procedure**

**Policy:** Community Action Inc. of Central Texas – Head Start Program staff, volunteers, and parents/guardians will model and teach effective hand hygiene to reduce the spread of infectious diseases. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**This policy is as follows:**

Texas Child Care Licensing §§746.3415–746.3423

Head Start Performance Standard §1302.47

Caring for Our Children Standard 3.2.2.2

**Purpose:** Handwashing is the single most effective way to prevent illness. This procedure outlines proper handwashing techniques and expectations for both children and staff.

### **Handwashing Technique (All Ages)**

1. Wet hands with clean, running water (warm or cold), then turn off the tap and apply soap.
2. Lather hands, including the backs, between fingers, and under nails.
3. Scrub for at least 20 seconds (hum “Happy Birthday” twice).
4. Rinse well under running water.
5. Dry with a disposable towel or air dry.
6. Use the towel to turn off the faucet to avoid recontamination.

### **When Children Must Wash Hands**

- Before eating or handling food
- Before and after sensory/water table play
- After toileting or diapering
- After outdoor play or sand play
- After touching animals
- After contact with any bodily fluid or substance

### **When Employees Must Wash Hands**

- Before preparing, serving, or eating food
- Before feeding a child
- After arriving at the center
- Before and after diapering or assisting with toileting
- After personal toileting
- After cleaning bodily fluids (wiping nose, mouth, bottom, etc.)

- After handling animals or raw foods
- After using cleaning products or toxic substances
- After removing gloves
- After eating, drinking, or smoking

### **Infants Under 18 Months**

**Use a wet cloth method only when running water is not accessible:**

- 1. Use a damp cloth with mild soap to clean all parts of the hands.**
- 2. Pay special attention to wrists and between fingers.**
- 3. Use a second clean cloth to wipe away soap residue.**

### **Hand Sanitizer Use (Last Resort)**

Hand sanitizer may be used only when soap and water are not available, and only with children 24 months and older.

### **Monitoring**

Site Supervisors will periodically monitor the implementation of this procedure and ensure staff are supporting children and infants safely and consistently based on age and developmental needs.

[Handwashing Poster English](#)

[Handwashing Poster Spanish](#)

## **Tooth Brushing for Infants Procedure**

**Policy:** Community Action Inc. of Central Texas (CAI) is committed to promoting early oral health for all enrolled infants. Tooth brushing and oral hygiene practices will be implemented daily based on age and development. Failure to adhere to this procedure may result in disciplinary action as outlined in the Progressive Discipline Policy.

### **Guidance:**

Head Start Program Performance Standard §1302.43

Texas Child Care Licensing §746.3321

Caring for Our Children Standard 3.1.5.1

**Purpose:** To promote lifelong oral hygiene habits and support overall health, the program will implement daily toothbrushing practices that are safe, sanitary, and developmentally appropriate for children in a group care setting. Tooth Brushing helps prevent dental disease and tooth decay. For infants from birth to age 2, daily oral hygiene will be conducted in a manner that is appropriate for their developmental stage, ensuring both safety and sanitation. These practices support the establishment of healthy routines and reduce the risk of early childhood caries.

### **Procedures by Age Group**

All Toothbrushes and toothbrush holders must be labeled with the First name and last Initial.

#### **Infants Birth to 6 Months (No teeth)**

1. No toothpaste should be used at this age.
2. Oral hygiene is supported by cleaning the gums after feeding.
3. Steps:
  - a. Wash your hands for at least 20 seconds.
  - b. Wear a new pair of gloves for each child.
  - c. Cradle the infant securely.
  - d. Use a moistened washcloth wrapped around your index finger.
  - e. Gently massage the gum tissues.

#### **Infants 6–12 Months (Emerging teeth)**

1. Begin brushing once the first tooth appears.
2. Continue gum care for infants without teeth.
3. Steps:
  - a. Wash your hands and put on new gloves for each infant.
  - b. Cradle or support infants based on developmental stages.
  - c. Use an infant-sized, soft-bristled toothbrush or a silicone finger brush.
  - d. Apply a rice-sized smear of fluoride toothpaste after the first tooth erupts.

- e. Massage both gum tissue and teeth.
- f. Do not rinse the infant's mouth after brushing.

### **Infants 12 Months to 2 Years**

1. Continue brushing once daily with a rice-sized amount of fluoride toothpaste.
2. Toothbrushing will be conducted after breakfast for children one year of age and older.
3. Steps:
  - a. Label each toothbrush with the child's name and last initial.
  - b. Wash your hands and wear a new pair of gloves for each child.
  - c. Apply toothpaste by:
    - i. Dispensing it onto the rim of a disposable cup or
    - ii. A piece of clean paper and scooping it with the toothbrush
  - d. Brush for 1–2 minutes, focusing on all surfaces and the tongue.
  - e. Do not rinse the child's mouth after brushing.

### **Toothbrush Cleaning and Storage**

1. Rinse each toothbrush individually thoroughly under running water.
2. Store toothbrushes:
  - Upright
  - Air-dried
  - Without covers
  - Not touching each other
3. Sanitize holders daily using a CDC-approved bleach solution (1 tbsp bleach per quart of water).

### **Monitoring**

Site Supervisors will periodically monitor the implementation of this procedure and ensure staff are supporting infants safely and consistently based on age and developmental needs.

### Tooth Brushing for Toddlers Procedure

**Policy:** Community Action Inc. of Central Texas (CAI) promotes strong oral health by implementing a daily supervised toothbrushing routine. Failure to adhere to this procedure may result in disciplinary action in accordance with the Progressive Discipline Policy.

**Guidance:**

Head Start Program Performance Standard §1302.43

Texas Child Care Licensing §746.3321

Caring for Our Children 3.1.5.1

**Purpose:** To promote lifelong oral hygiene habits and support overall health, the program will implement daily toothbrushing practices that are safe, sanitary, and developmentally appropriate for children in a group care setting. Tooth Brushing helps prevent dental disease and tooth decay. For infants from birth to age 2, daily oral hygiene will be conducted in a manner that is appropriate for their developmental stage, ensuring both safety and sanitation. These practices support the establishment of healthy routines and reduce the risk of early childhood caries.

**General Guidelines:** Use only fluoride toothpaste, applied in pea-sized amounts. Toothbrushing will be conducted after breakfast for all children older than one year of age.

Toothbrushes and toothbrush holders must be:

- Labeled with each child's name and last initial.
- Stored upright to air dry
- Stored so they do not touch one another
- Replaced every 3–4 months, after illness, or when bristles are worn

Toothbrushes and holders are out of children's reach when not in use.

- Toothbrush holders are sanitized weekly with CDC/DFPS-approved bleach solutions.
- No rinsing after brushing to maximize the fluoride effect.
- Children must not share toothbrushes or cups.
- Children and staff wash their hands for 20 seconds after brushing.

#### Tooth Brushing Routine

| Step | Person Responsible | Task                                                    |
|------|--------------------|---------------------------------------------------------|
| 1    | Teacher            | Prepare: labeled toothbrush, napkin, cup for each child |
| 2    | Teacher            | Sanitize table                                          |
| 3    | Teacher            | Wash hands                                              |
| 4    | Teacher            | Put on gloves                                           |
| 5    | Teacher            | Transition children to the table                        |



|    |          |                                                                                                                                                                               |
|----|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6  | Teacher  | Place a pea-sized amount of toothpaste on the rim of the child's cup                                                                                                          |
| 7  | Teacher  | Model and guide brushing:<br><ul style="list-style-type: none"> <li>• Children scoop toothpaste</li> <li>• Brush all surfaces and tongue</li> <li>• Spit into cups</li> </ul> |
| 8  | Children | Brush for 2 minutes using a song or a timer                                                                                                                                   |
| 9  | Children | Go to the sink in groups to rinse toothbrushes and return to the drying holder                                                                                                |
| 10 | Teacher  | Sanitize the table, dispose of gloves, and wash hands                                                                                                                         |
| 11 | Teacher  | Wash your hands again after supervision                                                                                                                                       |

Children with disabilities or special needs will receive support and accommodations to participate safely and effectively in toothbrushing routines.

### **Monitoring**

Site Supervisors will periodically monitor the implementation of this procedure and ensure staff are supporting the toddler safely and consistently based on age and developmental needs.

## **Diapering & Stand-Up Diapering Procedure**

**Policy:** Community Action, Inc. of Central Texas - Head Start Program is committed to maintaining the health and safety of all children by following rigorous hygiene and diapering protocols. Failure to follow this procedure may result in disciplinary action under the Progressive Discipline Policy.

**Guidance:**

Texas Child Care Licensing §746.3505

Head Start Program Performance Standard §1302.47

Caring for Our Children Guidelines: 3.2.1.4

**Purpose:** To guide staff on the safe and sanitary implementation of diapering, including traditional and stand-up methods for developmentally ready children.

### **General Guidelines**

- Diapers will be checked hourly and when signs of soiling are observed.
- Diapers will be changed promptly when soiled or wet.
- Hands-on child or facing the child within arm's length at all times.
- No Child is left unsupervised during diaper changing.
- Handwashing is required for staff and children after each diapering.
- Soiled diapers/wipes will be disposed of in hands-free, plastic-lined trash containers.

### **Traditional Diapering Procedure**

#### **1. Prepare**

- Gather supplies: clean diaper, wipes, gloves, ointment, disposable bag, and change of clothes for the diaper area.
- Staff will wash their hands before changing each child.

#### **2. Clean the Child**

- Wear gloves.
- Unfasten diapers and wipe front to back.
- Bag soiled clothes, and keep them away from clean surfaces.

#### **3. Dispose of Waste**

- Place wipes in the diaper and dispose of them in a covered, lined trash can.

- Remove gloves and dispose.
- Wash hands.

#### **4. Rediaper**

- Use new gloves to apply ointment (if needed).
- Fasten a clean diaper.
- Dress the child.

#### **5. Child Handwashing**

- Wash the child's hands for 20 seconds with soap and water.
- Return the child to a supervised area.

#### **6. Clean Diapering Area**

- Clean visible debris with paper towels.
- Disinfect using CDC bleach solution (1 tbsp bleach per quart of water).
- Let the surface stay wet for 2 minutes.
- Wipe dry with a clean paper towel.

#### **7. Staff Handwashing**

- Wash your hands with soap and water for 20 seconds.

#### **Stand-Up Diapering Procedure (Potty-Training Children)**

1. Wash your hands
2. Gather materials: clean pull-up/underwear, wipes, gloves, trash liner, plastic bag.
3. Put on gloves
4. No Child is left unsupervised when toileting.
5. Assist children in lowering pants and removing diapers/pull-ups.
6. Dispose of soiled items:
  - Diaper/pull-up into covered, lined trash.
  - Soiled underwear into a labeled plastic bag (send home at the end of the day)
7. Wipe the child front to back with a clean wipe per stroke.
8. Dispose of wipes in a covered, lined trash can.
9. Apply ointment (if needed) with clean gloves or tissue.
10. Remove gloves and dispose of them in a covered, lined trash can.
11. Wash hands and assist children with handwashing.

#### **Toileting and Transitioning Support**

- Encourage independence, but assist when needed to ensure sanitation.
- Offer positive guidance and praise to support potty-training success.

**Monitoring**

Site Supervisors will conduct regular walkthroughs to observe diapering and stand-up hygiene practices and ensure compliance with state licensing and federal Head Start standards. Site Supervisors will complete ongoing monitoring in ChildPlus twice a month to monitor diapering procedures.

## Sanitation and Cleaning Procedure

**Policy:** To reduce the spread of illness in early learning settings, all surfaces, toys, and equipment must be properly cleaned, sanitized, or disinfected in accordance with guidance. Failure to follow these procedures may result in disciplinary action per the Progressive Discipline Policy.

### Guidance:

Texas Child Care Licensing §746.3403–§746.3407, §746.801

Head Start Program Performance Standard: §1302.47

Caring for Our Children Standards 3.3.0.1–3.3.0.2

**Purpose:** To ensure safe and healthy environments for children and staff by implementing rigorous and routine sanitation and cleaning procedures.

### Roles and Responsibilities

- Staff: Perform and document all daily sanitation tasks in classroom logs.
- Site Supervisor: Ensure task completion and review logs weekly. Post state inspection reports and respond to any corrective actions.
- Health Coordinator: Audits logs each month

### Five-Step Cleaning Process

1. Wash with soap and water
2. Rinse with clean water
3. Apply disinfecting solution (allow 2-minute contact)
4. Rinse with cool water for items in children's mouths
5. Air dry the item completely

### Bleach Solution Guidelines

All solutions must be prepared daily, labeled, and stored safely.

| Use Area                 | Bleach       | Water    | Notes                                      |
|--------------------------|--------------|----------|--------------------------------------------|
| Toys, Tables             | 1 tablespoon | 1 gallon | General use, daily surfaces, safe for kids |
| Bathrooms, Diaper Tables | 1/3 cup      | 1 gallon | Stronger mix for bodily fluids/diapering   |

### Cleaning Tasks by Item

| Item                      | Method                                                  | Frequency                  |
|---------------------------|---------------------------------------------------------|----------------------------|
| Tables (mealtime)         | Clean, rinse, sanitize                                  | Before and after each meal |
| Toys (mouthed)            | Wash, rinse, sanitize                                   | After use (daily rotation) |
| Toys (not mouthed)        | Wash, rinse, sanitize, air dry                          | Daily                      |
| Cloth Toys / Linens       | Hot wash ( $\geq 160^{\circ}\text{F}$ ) or bleach cycle | Weekly or as needed        |
| Mats / Cribs              | Wash, rinse, sanitize                                   | Weekly / Daily if soiled   |
| Rugs / Carpeting          | Vacuum                                                  | Daily                      |
| Hard Floors               | Sweep, mop, sanitize                                    | Daily                      |
| Bathrooms                 | Clean and disinfect sinks, counters, and toilets        | Daily                      |
| Sinks, Counters (general) | Clean and sanitize                                      | Daily                      |
| Refrigerator              | Clean and sanitize                                      | Monthly / as needed        |
| Mop Heads                 | Wash, rinse, sanitize, air dry                          | Weekly / replace monthly   |
| Doorknobs, Light Switches | Wipe and disinfect                                      | Twice daily / more if sick |
| Trash Bins                | Empty, replace liners                                   | When full                  |

### Additional Notes

- Room deodorizers, sprays, and scent plug-ins are prohibited in classrooms due to potential respiratory and allergy risks.
- All waste bins should be lined and have tight-fitting lids.
- Cleaning frequency will increase during illness outbreaks or high absenteeism.

### Monitoring

Site Supervisors will monitor the implementation of this procedure monthly and ensure that staff are following the procedure as stated.

### Health Ongoing Monitoring Plan

**Policy:** The Head Start Program of Community Action, Inc. of Central Texas (CAI) is committed to providing comprehensive, high-quality health and oral health services that are developmentally appropriate, culturally responsive, and linguistically inclusive. These services are designed to promote each child's overall well-being, support optimal growth and development, and strengthen school readiness. The Health Ongoing Monitoring Plan provides continuous oversight to ensure that all required health practices are implemented effectively and remain in compliance with applicable Head Start Program Performance Standards.

**Guidance:** Head Start Program Performance Standards: 45 CFR 1302.40, 1302.102 (b)  
Head Start Year-at-a-Glance Guide - [headstart.gov](https://www.headstart.gov)

**Purpose:** The purpose of this policy and plan is to define Community Action, Inc. of Central Texas (CAI) Head Start's approach to delivering and monitoring comprehensive health and oral health services that promote the overall well-being, growth, and school readiness of enrolled children. This plan outlines the systems and actions used to ensure effective implementation and compliance with Head Start Program Performance Standards, including enrollment record review, completion of required health and developmental screenings within 45 days, ongoing 90-day follow-up of identified health needs, and continuous monitoring of treatment plans and referrals. Through an ongoing system of oversight and continuous quality improvement, CAI Head Start ensures timely, coordinated, and responsive health services for all children and families.

| Area Monitored                                                                                                                                   | Frequency             | Follow-Up / Oversight/ Monitoring Tool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrollment Documentation <ul style="list-style-type: none"> <li>• Immunizations</li> <li>• Health History</li> <li>• Health Statement</li> </ul> | At Enrollment         | ChildPlus - enrollment tab attachments, IMMTRAC<br><br>Following child selection, the ERSEA Coordinator will send a selection notification email. The HC will then review each child's Enrollment tab and attached documentation to ensure all required health records are complete and appropriate. Any concerns or missing documentation will be communicated by the HC via email to the assigned Family Advocates before the child's scheduled start date.                                                                                                 |
| 30 Day Medical and Dental Home and Insurance Coverage                                                                                            | Weekly<br><br>Ongoing | ChildPlus Report 3021 Medical and Dental Home - Follow up with Family Advocates via email or site visits to determine any barriers in families establishing homes and coverage.<br><br>ChildPlus Report 9706 Health Insurance - Follow up with Family Advocates via email or site visits to determine any barriers to why families don't have health coverage.                                                                                                                                                                                                |
| 45-Day Vision and Hearing Screening                                                                                                              | Weekly                | HC & Lions Club coordinate scheduling to complete vision and hearing screenings at all Head Start Sites within the first 45 days.<br><br>ChildPlus 45-day requirement To-Do List monitored for follow-up.<br><br>HC will go to sites to follow up and screen any child who is missing hearing or vision screenings and/or failed the first screening. In the event the HC is unable to go to the site, the Site Supervisor will be issued the equipment and complete the screening. HC will download results from the equipment and upload them to ChildPlus. |



|                                                                                                                                               |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>90 Days Health Service Timelines</p> <ul style="list-style-type: none"> <li>• Physicals</li> <li>• Dental</li> <li>• Well Exams</li> </ul> | Monthly           | <p>Report 3015 HS Physical and Dental</p> <p>Report 3016 EHS Well Exams and Dental</p> <p>Items HC needs to review the ChildPlus To-do List</p> <p>If there are missing health events or documentation, the HC will follow up at site visits to identify barriers and provide support to Family Advocates.</p> <p>HC Reviews all health documentation uploaded by Family Advocates and enters documentation in the appropriate ChildPlus Health Section. HC will create an action under the health event for Family Advocates to follow up if treatment or further evaluation is needed.</p> |
| Daily Review of Uploaded Health Documentation                                                                                                 | Daily             | <p>ChildPlus Items HC Needs to Review To-do list</p> <p>Review all health documentation uploaded by Family Advocates, enter and/or verify documentation in the appropriate ChildPlus section, identify concerns requiring follow-up, and note any future treatment needs (e.g., dental treatment scheduled for a future date, pending specialist appointments, incomplete provider follow-up, or missing supporting documentation).</p>                                                                                                                                                      |
| Immunizations                                                                                                                                 | Monthly & ongoing | <p>ChildPlus Report 3320 and ChildPlus Immunizations Due To Do List</p> <p>HC reviews the report and to-do list, then follows up with the Site Supervisor during site visits and/or emails, depending on urgency, if children are approaching due dates that could lead to exclusion. Immediate needs will be addressed via email or phone calls.</p>                                                                                                                                                                                                                                        |
| Health Statements                                                                                                                             | Monthly & ongoing | <p>ChildPlus report 4015 Family Participation Groups</p> <p>HC creates a flag with the date the Physician's or Parent Health Statement was received. HC will follow up with Family Advocates via email when a new health statement is due.</p>                                                                                                                                                                                                                                                                                                                                               |

|                                   |                                   |                                                                                                                                                                                                       |
|-----------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health History                    | As needed                         | <p>ChildPlus To-do list - Monitor Health History</p> <p>The HC will follow up on any concerns related to the Health History event that are identified by Family Advocates or families, as needed.</p> |
| Incident Reports                  | Monthly                           | <p>ChildPlus Report 1080</p> <p>The HC will follow up with Site Supervisors on any missing signatures.</p>                                                                                            |
| Health Plans                      | Monthly                           | <p>ChildPlus 4015 Participation groups</p> <p>HC will review and follow up as needed to ensure Health Plans and medication are current.</p>                                                           |
| Medical Authorization Form        | <p>Monthly</p> <p>End of year</p> | <p><b>ChildPlus Report</b></p> <p>HC will review and follow up as needed to ensure Medical Authorization forms are current and, at the end of the year, medication is returned to families.</p>       |
| First Aid Kits                    | Monthly                           | <p>HC will review the first aid kit internal monitoring to-do list in ChildPlus during monthly site visits.</p>                                                                                       |
| <b>Non-Medical Substance Form</b> | Monthly                           | <p><b>ChildPlus Report</b></p> <p>HC will follow up as need to ensure we have permission for children to use ointment, sunblock, and mosquito spray.</p>                                              |
|                                   |                                   |                                                                                                                                                                                                       |

### Staff Health Monitoring

| Area Monitored        | Frequency | Follow-Up / Oversight/ Monitoring Tool                                                                                                       |
|-----------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| CPR & First Aid       | Monthly   | Childplus Report 1130<br>SS & HC will review personnel records in CP under the general tab to verify the status of CPR & First Aid.          |
| TB Screening          | Monthly   | Childplus Report 1130<br>SS & HC will review personnel records in CP under the Employment tab to verify the status of TB screenings.         |
| Employee Health Exams | Monthly   | Childplus Report 1130<br>SS & HC will review personnel records in CP under the Employment tab to verify the status of Employee Health Exams. |
|                       |           |                                                                                                                                              |



May, 2026

# Corrective Action Plan (CAP)

Community Action Inc. of Central Texas

- Grant No. 06CH012370

Name of the Board Chair/Policy Council Chair

Date Board Approved \_\_\_\_\_ Date PC Approved \_\_\_\_\_

**Corrective Action Plan**

1302.43 Oral Health Practices

A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.

Grant No. 06CH012370 Community Action Inc. of Central Texas

This Corrective Action Plan intends to strengthen our program in areas of Oral Health Practices. Steps we are taking to strengthen the program consist of training ISD staff on oral health practices and Head Start Agency Policies & Procedures, providing toothbrushing materials to the classroom that was not in compliance. The program has revised our Monthly Site Visit Tool to ensure oversight of Oral Health Practices. Professional development was planned and implemented based on an emphasis on Oral Health Practices.

*\*\*Before submission, and after reviewing the document for typos, consistency, professional appearance, PDF the document to ensure that the spacing, wording, etc. does not change and confuse the reader. \*\**

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## Community Action Inc. of Central Texas Corrective Action Plan

**Goal:** The intent of this Corrective Action Plan is to ensure every child is provided access to oral health practices on site. Our goal is to strengthen our program in the area of Oral Health Practices

**OBJECTIVE:** To develop a Corrective Action Plan to correct identified non-compliances in the designated time frame as identified on the OHS Report due date

| Non-compliance to be Corrected                                                                                                                                                                                                                                                                                                                                                                                                  | Specific Action Steps                                                                                     | Responsible Party                            | Time Frame      | Documentation of Correction                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------|--------------------------------------------------|
| <b>#1. 06CH012370, 1302.43 Oral Health Practices.</b> _A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.<br><br><i>The grant recipient did not ensure every child/classroom had the materials and were implementing toothbrushing every day.</i> | 1. <i>Purchase toothbrushing materials for the classroom in non-compliance</i>                            | <i>Health Coordinator</i>                    |                 | <i>Receipt for purchase</i>                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. <i>Review &amp; Revise Ongoing Monitoring in Monthly Site Visit form in Child Plus</i>                 | <i>Program Director<br/>Head Coordinator</i> |                 | <i>Monthly Site Visit document in Child Plus</i> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3. <i>A. Policy and Procedure Review – For ISD staff and classroom not in compliance.</i>                 | <i>Health Coordinator</i>                    | <i>05/18/26</i> | <i>Training Agenda</i>                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>B. Professional development oral Health Practices - for ISD staff and classroom not in compliance.</i> | <i>Health Coordinator</i>                    | <i>05/18/26</i> | <i>Training Agenda &amp; Certificate</i>         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                           |                                              |                 |                                                  |

# APPENDIX

*You will have multiple pages here as you add the documents. The important thing is to remember to hyperlink them and/or number them to make them easy to find for the reviewers. Suggestion: you may want to list each document that will follow the action step. For example: Action step 1A documents: Agenda, sign-in sheet, etc.*

*You may also want to add photographs if that is part of your documentation of your corrective action.*

## Action Step 1

### 1 Receipt of Toothbrushing Materials

[Picture](#)

## Action Step 2

### 2- Monthly Site Visit from in Child Plus

[Internal Monitoring Health](#)

## Action Step 3

### 3 –Policy and Procedure Review & Professional Development

#### A. Policies & Procedures Review

[Tooth Brushing Procedure](#)

#### B. Professional Development

[Training agenda](#)

[Training Sign in](#)

[Training certificates](#)

[Training certificates 2](#)





# Home Visiting Board Report

5/2026- 6/2026



Prepared by:  
Mary Bryant

# Program Events & Updates

## May

**StartSmart Hays & Caldwell (SSHC)** hosted a car seat event at the San Marcos housing authority. Families received car seat education and a free car seat for attending. **Hays County Team** hosted a Party at the Park group connection, allowing the families to enjoy outdoor activities. **Caldwell County Team** hosted a Recycled Box Art group connection. Families created various things using boxes and their imaginations.



## June

SSHC hosted a Books, Blocks and Balls event and an in-person Professional Development training for Early Childhood professionals. Both **Hays and Caldwell County Teams** celebrated young graduation during their graduation celebrations. Children moving on to Head Start, Pre-k and Kinder all graduated from the PAT program, receiving recognition from family and friends..



# Home Visiting Data

## Personal Visits



May 201

June 198

## Family Enrollment

STATE FUNDED  
SLOTS MAX. 171

TOTAL FILLED SLOTS- 157

UNFILLED SLOTS - 14

## Screenings

|                  | <u>May</u> | <u>June</u> |                                                 |
|------------------|------------|-------------|-------------------------------------------------|
| Health Review    | 11         | 13          | 16<br>Potential delays /<br>concerns identified |
| Developmental    | 23         | 24          |                                                 |
| Social Emotional | 20         | 19          |                                                 |

## Group Connection Family Attendance

|          | <u>May</u> | <u>June</u> |
|----------|------------|-------------|
| Hays     | 13         | 12          |
| Caldwell | 3          | 11          |



## Youth Services Highlights

1. The Youth Task Force is recruiting for the 2026-27 cohort.
2. SMTX MHC hosted their annual Vibrant Visions event. Youth Art Exhibit was featured along with TLC Podcast.
3. SMTX MHC hosted a Youth Mental Health First Aid Training for the Texas State University Child Development Center.
  - a. Additional trainings for Head Start and SMCISD will be held in August.
4. YSD, along with the Core Four Task Force, completed Childcare Needs Survey in May 2026. Data will be shared with each of the entities.
5. YTF hosting the Live Your Best Life Conference on July 6.
6. YTF member bonding activity in June.
7. YTF hosted Recognition night and induction for new members in May.
8. Youth Adult Task Force with Youth Coalition hosted an end of year event for 18-24yrs at a local coffee shop.



Scan QR code or use link.  
<https://linktr.ee/corefourpartnership>



# Youth Services Outcomes

| Outcome                                                                                                                                                                                                | Measure                                                                                                                                                                                        | Update                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community partners will work together to increase awareness of youth mental health issues and provide mental health prevention measures to improve overall mental wellness in our service area.        | Provide 5 Virtual Mental Health Trainings, 2 in person trainings and train a minimum of 100 people in Hays County.                                                                             | Offered over 5 Virtual trainings and 2 in person trainings. Delivered Mental Health training to 994 members in Hays County.                                                                                                                           |
| Youth Services program will focus on establishing a Young Adult Task Force.                                                                                                                            | Will host 2 recruitment events in 2026 and induct 3 members.                                                                                                                                   | hosted one event in may 2026 in partnership with Texas State.                                                                                                                                                                                         |
| Youth Services Program will strengthen Youth Taskforce pipeline by increasing participation from 8th graders and retaining through 9 <sup>th</sup> grade.                                              | Recruit and enroll 2-4 8 <sup>th</sup> Graders annually in the Youth Task Force. Recruitment and enroll 2-3 students per grade level from 9 <sup>th</sup> -12 <sup>th</sup> .                  | Enrolled 3 8 <sup>th</sup> graders in 2024 and retained in Fall 2025 as they started 9 <sup>th</sup> grade. Did not have any new 8 <sup>th</sup> grade enrollment in fall 2026.                                                                       |
| Increase engagement in SMTX Mental Health Coalition programs through structured participation opportunities and incentive-based recognition.                                                           | Develop and implement a badge-based participation program and establish a framework for recurring mental health and wellness programs to encourage sustained engagement and skill development. | 1) Developing a Badge Program where youth will earn badges for participating in sponsored MHC events<br>2) Formalize MHC events to create                                                                                                             |
| Youth Services Program will identify effective mentoring strategies and opportunities to strengthen youth mentoring services through research and assessment of local and national mentoring programs. | Conduct a local and national mentoring landscape assessment and develop recommendations for future Core Four mentoring initiatives, partnerships, and resource investments.                    | Tasked by the Core Four Partnership to research local mentoring programs and review nationally recognized mentoring models to determine which mentoring approach would be most effective and sustainable for future Core Four support and investment. |
| Youth Services program will work with community partners to establish a Hays County Youth Coalition that will provide youth resources and support including a community youth development training.    | Community partners who participate in the coalition will set goals that impact youth needs.                                                                                                    | This initiative is being re-worked to align with overall partnership initiatives and resources.                                                                                                                                                       |
| The Youth Coalition will create and evaluate youth community needs assessment and provide programming to address youth needs.                                                                          | Youth services program will work with Coalition in training them in creating needs assessment and assisting them in developing programs to address youth needs.                                | Completed Youth Needs Assessment in Year 1, 2, 3. This data is used to inform the Core Four Partnership initiatives and resources.                                                                                                                    |

# Youth Services Satisfaction Survey 2025-2026

Date of initial contact with the Youth Services division within Community Action: an initiative of the Core Four Partnership.

25 Answers- 4 Empty

| Data          | Answers |
|---------------|---------|
| 07/08/2026    | 17      |
| 05/17/2022    | 1       |
| 01/01/2024    | 1       |
| 12/06/2025    | 1       |
| 06/16/2026    | 1       |
| 06/07/2024    | 1       |
| 04/01/2026    | 1       |
| 01/07/2026    | 1       |
| Other entries | 1       |

What youth services program/event did you attend?

29 Answers

| Data                                                                                                                                         | Answers |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Live Your Best Life Conference July 2026                                                                                                     | 10      |
| YTF Retreat 2026 YTF Monthly Meetings 2025-26 Youth Task Force Events 2025-26 Live Your Best Life Conference July 2026                       | 4       |
| Youth Task Force Events 2025-26                                                                                                              | 3       |
| YTF Retreat 2026                                                                                                                             | 2       |
| YTF Monthly Meetings 2025-26 Youth Task Force Events 2025-26 Live Your Best Life Conference July 2026                                        | 2       |
| Youth Task Force Events 2025-26 SMTX Mental Health Coalition Meeting 2025-26 MHFA Trainings 2025-26 Live Your Best Life Conference July 2026 | 1       |
| Youth Task Force Events 2025-26 Live Your Best Life Conference July 2026 Other                                                               | 1       |
| SMTX Mental Health Coalition Meeting 2025-26 MHFA Trainings 2025-26 Vibrant Visions May 2026 Live Your Best Life Conference July 2026        | 1       |
| Other entries                                                                                                                                | 5       |



If other, please explain:

1 Answer- 28 Empty

2 YAC conferences as a parent

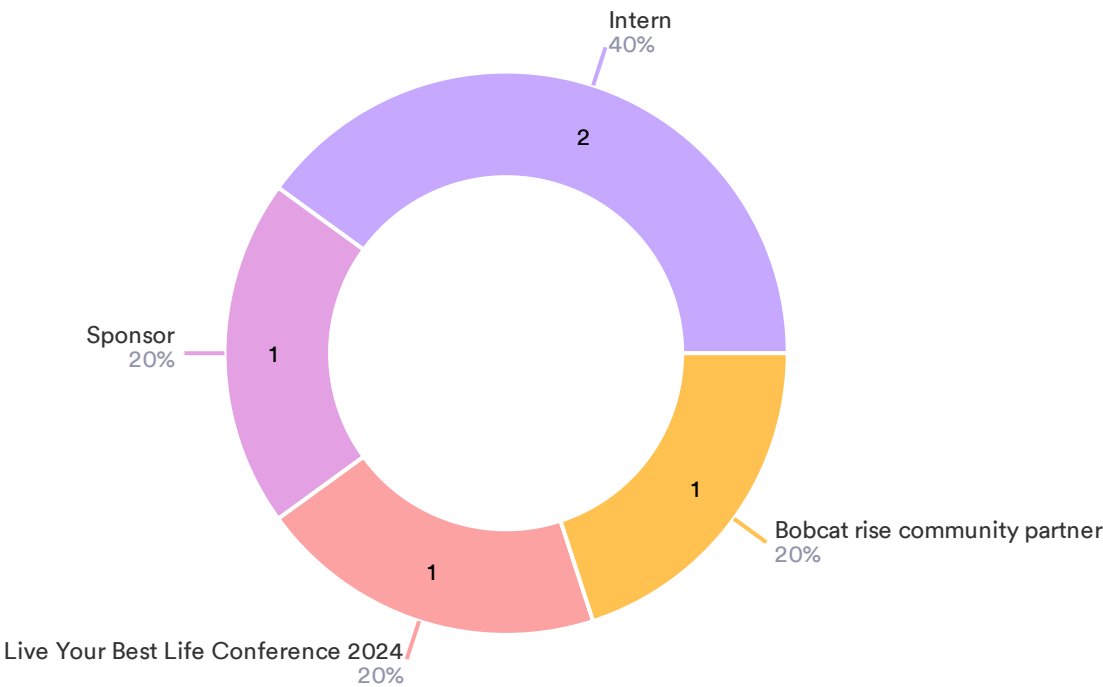
Which of the following best describes you in this interaction with Youth Services?

26 Answers- 3 Empty

| Data                                                  | Answers |
|-------------------------------------------------------|---------|
| Youth Task Force Member                               | 8       |
| General High School Youth Participant                 | 7       |
| Other                                                 | 2       |
| General Youth Parent Community Member                 | 1       |
| Core Four Partnership Member Other                    | 1       |
| Youth Task Force Parent Community Member Other        | 1       |
| SMTX Mental Health Coalition Member Community Partner | 1       |
| Community Partner                                     | 1       |
| Other entries                                         | 4       |

If other, please explain:

5 Answers- 24 Empty



Rate the following statements about your experience with youth services

29 Answers



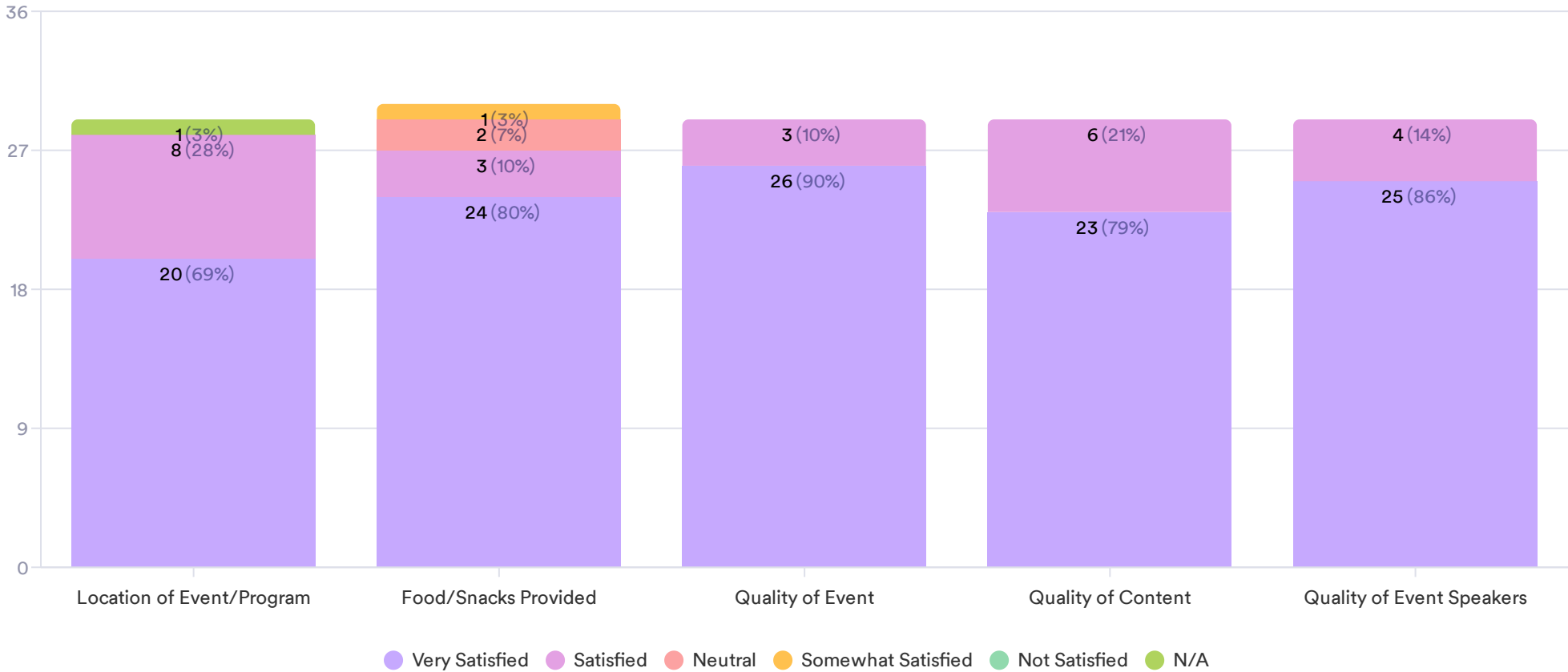
Rate the following statement about your experience with youth services

0 Answer



Rate the following statements about your experience with youth services

29 Answers



Length of Event

29 Answers

| Data                | Answers |
|---------------------|---------|
| Just Right          | 21      |
| Too Long            | 6       |
| Too Long Just Right | 1       |
| Too Short           | 1       |
|                     |         |

# What types of programming or partnerships would you like to see implemented by Youth Services in the future?

15 Answers- 12 Empty

| Data                                                                                                                                    | Answers |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------|
| Partnerships with local churches and Veteran's groups or even Calaboose                                                                 | 1       |
| Definitely more financial and career building programs. All of the kids really seemed to enjoy learning about these topics.             | 1       |
| Keeping the sessions shorter                                                                                                            | 1       |
| Job fairs? Partnerships with schools to show extracurriculars, partnerships with businesses to show what's in San Marcos                | 1       |
| Pleased with current programming.                                                                                                       | 1       |
| Maybe UT Austin                                                                                                                         | 1       |
| More college events or things we can look into on our own.                                                                              | 1       |
| Partnerships with public safety partners                                                                                                | 1       |
| Partnerships with any ut college                                                                                                        | 1       |
| Would love to see different colleges from San Antonio.                                                                                  | 1       |
| Computer science, and engineering.                                                                                                      | 1       |
| I like the money speaking                                                                                                               | 1       |
| I would love to see collaboration with safety personnel (EMS, PD, FD)—students don't have a lot of exposure and they could learn a lot! | 1       |
| fca would be cool                                                                                                                       | 1       |
| Continued CCMR opportunities including nutrition and budgeting/finances, etc.                                                           | 1       |
|                                                                                                                                         | 532     |



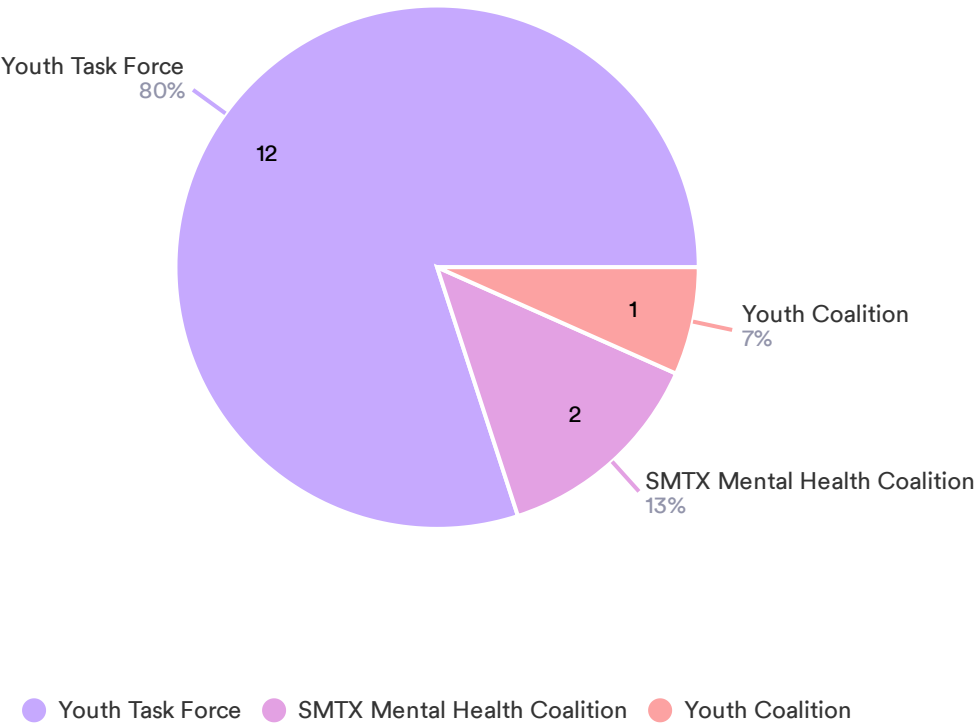






Are you interested in joining/participating in the following:

15 Answers- 14 Empty



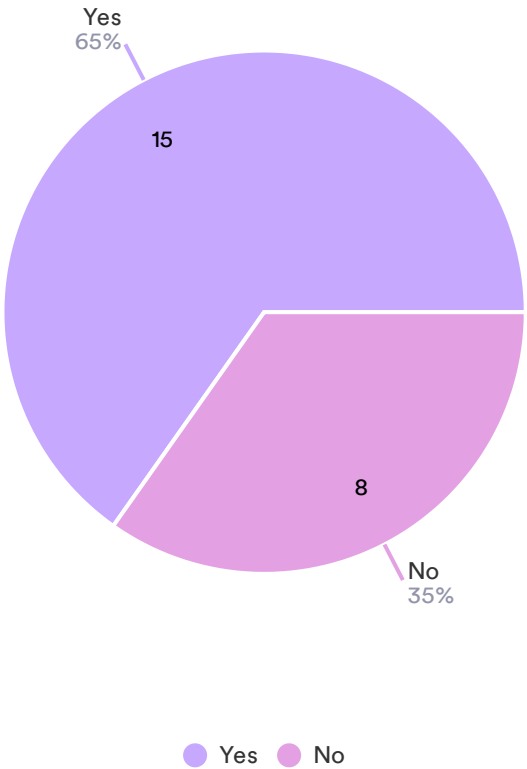
If you are interested in joining/participating in Youth Services, please provide email.

11 Answers- 18 Empty

| Data                            | Answers |
|---------------------------------|---------|
| crosbyisabella8@gmail.com       | 1       |
| Alliejschwaiger@gmail.com       | 1       |
| Akanksha.bagam@gmail.com        | 1       |
| williamcrosby380@gmail.com      | 1       |
| scottm@smabears.org             | 1       |
| Simasgallowayjohnpaul@gmail.com | 1       |
| mlgallardo36@gmail.com          | 1       |
| Castelanandrew94@gmail.com      | 1       |
| Other entries                   | 3       |

Would you like to receive updates and additional information from youth services?

23 Answers- 6 Empty



If yes, please provide email.

12 Answers- 17 Empty

| Data                            | Answers |
|---------------------------------|---------|
| crosbyisabella8@gmail.com       | 1       |
| Alliejschwaiger@gmail.com       | 1       |
| daisyw065@gmail.com             | 1       |
| Akanksha.bagam@gmail.com        | 1       |
| williamcrosby380@gmail.com      | 1       |
| scottm@smabears.org             | 1       |
| Simasgallowayjohnpaul@gmail.com | 1       |
| mlgallardo36@gmail.com          | 1       |
| Other entries                   | 4       |

# Thank You!

Youth Services Satisfaction Survey 2025-2026



JULY 2026

# COMMUNITY DEVELOPMENT

Investing In Impact Project: Regranting St. David's Foundation Funds

## Administrative Update

Work this period focused on grant writing and submission activity, grantee relationship management, and continued development of Community Action's fund development infrastructure. Several significant applications were submitted this period, and the Investing in Impact intermediary project continues to move forward with grantees in active implementation and first reports due this month.

## Progress Made

### Health Equity Grantee Cohort Brunch

Community Action hosted a grantee cohort brunch at Village Main, bringing together members of the Health Equity Grant cohort for informal networking and relationship building across the group.

### St. David's Foundation Investing in Impact Grantee Convening

- Attended the St. David's Foundation Investing in Impact Grantee Convening, an in-person gathering of intermediary grant recipients. The event provided valuable opportunities for peer learning and connection with other organizations engaged in similar intermediary and community-directed grantmaking work.

## Contact Info

**Megan Campbell, MSW**

(512) 754-3510 ext. 353

[mcampbell@communityaction.com](mailto:mcampbell@communityaction.com)

## Fund Development

Grant writing and submission activity remained a primary focus this period.

Collaborated with Bastrop County Cares on a Prevent Cancer Foundation grant application. Bastrop County Cares served as the submitting organization, with Community Action serving as a service delivery partner through the Breast and Cervical Cancer Screening Program.

Submitted a full application to AmeriCorps VISTA requesting two members to support Community Action's work in two focus areas. The Community Impact position would work across agency departments to review current data collection and storytelling practices, with a goal of centralizing and strengthening how Community Action captures and communicates its impact. The Community Outreach position would examine current outreach and recruitment practices across the agency's programs and large service area, with a goal of developing a streamlined, consistent process that ensures no wrong door for clients seeking services.

Submitted a grant proposal to St. David's Foundation for the We All Benefit 2.0 funding opportunity. This proposal represents a continuation and expansion of work established through the original We All Benefit grant, focused on enrolling individuals in public benefits programs.

Community Action is also in the early stages of developing an email marketing newsletter and building a distribution list to support public awareness and donation efforts. Board members who have access to relevant email lists are encouraged to share those contacts with Megan Campbell at [mcampbell@communityaction.com](mailto:mcampbell@communityaction.com). Research into CRM and grants management software is ongoing.

**CATEGORICAL BUDGET JUSTIFICATION**  
**HOUSING OPPORTUNITIES FOR PERSONS WITH AIDS (HOPWA)**

\*\* For instructions on completing this form, roll your cursor over any cell that contains a red triangle in the upper right hand corner. REMOVE THE EXAMPLES FROM YOUR FINAL BUDGET.

|                                                                                                                                                                                                                                          | Direct Costs        | Admin Costs        | Total Costs         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|---------------------|
| <b>A. PERSONNEL</b>                                                                                                                                                                                                                      | <b>\$41,472.00</b>  | <b>\$0.00</b>      | <b>\$41,472.00</b>  |
| <b>Case Manager - Bustos</b>                                                                                                                                                                                                             | \$5,886.00          | \$0.00             | \$5,886.00          |
| \$4905.36 month X 10% time charged to funding source X 12 months =<br>Provides HOPWA case management services to individuals receiving<br>HOPWA assistance and manages the other two case managers<br>providing case management services |                     |                    |                     |
| <b>Case Manager - Medina</b>                                                                                                                                                                                                             | \$35,586.00         | \$0.00             | \$35,586.00         |
| \$3295.08 month X 90% time charged to funding source X 12 months =                                                                                                                                                                       |                     |                    |                     |
| <b>B. FRINGE BENEFITS</b>                                                                                                                                                                                                                | <b>\$13,700.00</b>  | <b>\$0.00</b>      | <b>\$13,700.00</b>  |
| FICA: 0.765 x salaries =                                                                                                                                                                                                                 | \$3,173.00          | \$0.00             | \$3,173.00          |
| Insurance: \$7380 x 1.1FTEs =                                                                                                                                                                                                            | \$7,680.00          | \$0.00             | \$7,680.00          |
| Worker's Comp: .0086 x salaries =                                                                                                                                                                                                        | \$356.00            | \$0.00             | \$356.00            |
| Unemployment: .0241 x salaries =                                                                                                                                                                                                         | \$999.00            | \$0.00             | \$999.00            |
| Retirement 3.6% x salaries                                                                                                                                                                                                               | \$1,492.00          |                    | \$1,492.00          |
| <b>C. STAFF TRAVEL</b>                                                                                                                                                                                                                   | <b>\$5,740.00</b>   | <b>\$0.00</b>      | <b>\$5,740.00</b>   |
| Mileage: 500 miles x .725 cents/mile                                                                                                                                                                                                     | \$363.00            | \$0.00             | \$363.00            |
| Per Diem Travel for Conference 2026 Southern Conference on Housing                                                                                                                                                                       | \$5,377.00          | \$0.00             | \$5,377.00          |
|                                                                                                                                                                                                                                          | \$0.00              | \$0.00             | \$0.00              |
| <b>G. OTHER</b>                                                                                                                                                                                                                          | <b>\$293,345.00</b> | <b>\$0.00</b>      | <b>\$293,345.00</b> |
| Tenant Based Rental Assistance (TBRA) 362 Units @ \$676.88                                                                                                                                                                               | \$245,029.00        | \$0.00             | \$245,029.00        |
| Short-Term Rent, Mortgage, and Utilities (STRMU) 25 Units @ \$721.00                                                                                                                                                                     | \$18,205.00         | \$0.00             | \$18,205.00         |
| Permanent Housing Placement (PHP) 16 units @ \$313.88                                                                                                                                                                                    | \$5,022.00          | \$0.00             | \$5,022.00          |
| Facilities Based Housing Assistance (FBHA) 45 Units @ \$404.55                                                                                                                                                                           | \$18,205.00         | \$0.00             | \$18,205.00         |
| Occupancy Cost - Rent \$477.67 per/Mo x 12 Month,                                                                                                                                                                                        | \$5,732.00          |                    | \$5,732.00          |
| Communications Cost \$96 Per/Mo X 12 Month                                                                                                                                                                                               | \$1,152.00          |                    | \$1,152.00          |
| <b>H. TOTAL DIRECT COSTS</b>                                                                                                                                                                                                             | <b>\$354,257.00</b> | <b>\$0.00</b>      | <b>\$354,257.00</b> |
| [Enter the total of A - G above]                                                                                                                                                                                                         |                     |                    |                     |
| <b>I. INDIRECT COSTS</b>                                                                                                                                                                                                                 | <b>\$0.00</b>       | <b>\$26,365.00</b> | <b>\$26,365.00</b>  |
| A copy of the current negotiated indirect cost rate must be attached.                                                                                                                                                                    |                     |                    |                     |
| <b>J. TOTAL BUDGET</b>                                                                                                                                                                                                                   | <b>\$354,257.00</b> | <b>\$26,365.00</b> | <b>\$380,622.00</b> |

\*\*Applicant is responsible for checking any formulas used and ensuring that the numbers in the budget forms are accurate, match the dollar amounts in other budget forms, as applicable, and add up correctly.

**BUDGET SUMMARY BY THE AMOUNTS ALLOCATED TO EACH CATEGORY:**

|                                    |              |
|------------------------------------|--------------|
| Administrative Costs:              | \$26,365.00  |
| STRMU:                             | \$18,205.00  |
| TBRA:                              | \$245,029.00 |
| Housing Case Management:           | \$67,796.00  |
| Permanent Housing Placement:       | \$5,022.00   |
| Facility Based Housing Assistance: | \$18,205.00  |
| TOTAL:                             | \$380,622.00 |

**CATEGORICAL BUDGET JUSTIFICATION**  
**TOTAL REQUEST BY FUNDING SOURCE**

\*\*Complete this form for EACH funding source (RWSD and SS) for which you are applying.

\*\* For any questions on how to complete this form, please contact your Administrative Agency. Also see the RFP guidance document for instructions. REMOVE THE EXAMPLES FROM YOUR FINAL BUDGET

Agency Name: Community Action Inc. of Central Texas

Austin

HSDA: Austin

Funding Source: State Services

Contract Period: 2026-2027

|                                                                                   | Direct Costs        | Admin Costs        | Total Costs         |
|-----------------------------------------------------------------------------------|---------------------|--------------------|---------------------|
| <b>A. PERSONNEL</b>                                                               | <b>\$269,013.00</b> | <b>\$0.00</b>      | <b>\$269,013.00</b> |
| <b>B. FRINGE BENEFITS</b>                                                         | <b>\$72,436.00</b>  | <b>\$0.00</b>      | <b>\$72,436.00</b>  |
| FICA: 0.0765 x salaries =                                                         | \$20,579.00         | \$0.00             | \$20,579.00         |
| Insurance: PGM. \$7380 Annual Cost X 4FTEs,                                       | \$36,900.00         | \$0.00             | \$36,900.00         |
| Worker's Comp: .86% x salaries =                                                  | \$2,313.00          | \$0.00             | \$2,313.00          |
| Unemployment: 1.7% x salaries =                                                   | \$4,573.00          | \$0.00             | \$4,573.00          |
| Retirement 3% of Salaries                                                         | \$8,071.00          | \$0.00             | \$8,071.00          |
|                                                                                   | \$0.00              | \$0.00             | \$0.00              |
| <b>C. STAFF TRAVEL</b>                                                            | <b>\$7,798.00</b>   | <b>\$0.00</b>      | <b>\$7,798.00</b>   |
| Local Travel to meet Clients 4172 Annual Miles X @ .725                           | \$3,025.00          | \$0.00             | \$3,025.00          |
| Per Diem - Per Diem for staff traveling to continuing education training using F  | \$1,273.00          | \$0.00             | \$1,273.00          |
| Out of Area Travel Cost - Hotel and Flights to for continuing education           | \$3,500.00          | \$0.00             | \$3,500.00          |
|                                                                                   | \$0.00              | \$0.00             | \$0.00              |
| <b>E. SUPPLIES</b>                                                                | <b>\$4,600.00</b>   | <b>\$0.00</b>      | <b>\$4,600.00</b>   |
| General office supplies @ \$200 x per Month X 12 Mo.                              | \$3,400.00          | \$0.00             | \$3,400.00          |
| Postage \$100 Per month X 12 Mo.                                                  | \$1,200.00          | \$0.00             | \$1,200.00          |
|                                                                                   | \$0.00              | \$0.00             | \$0.00              |
| <b>G. OTHER</b>                                                                   | <b>\$37,767.00</b>  | <b>\$0.00</b>      | <b>\$37,767.00</b>  |
| Emergency Utilities 7 @ \$168.71                                                  | \$1,181.00          | \$0.00             | \$1,181.00          |
| Food Vouchers 72 @ \$40.41                                                        | \$2,910.00          | \$0.00             | \$2,910.00          |
| Occupancy Cost PGM: \$1250 per/Mo X 12 Rent, Insurance and Utilities              | \$15,000.00         | \$0.00             | \$15,000.00         |
| Communication Cost \$600 per/MO X 12, Phone, Internet                             | \$7,200.00          | \$0.00             | \$7,200.00          |
| Software Cost - Annual Cost of Software updates                                   | \$2,500.00          | \$0.00             | \$2,500.00          |
| Equipment and Building Insurance - Annual Cost of Insurance protection of bui     | \$1,800.00          | \$0.00             | \$1,800.00          |
| Registration Fees - Registration Fees for staff to attend continuing education tr | \$4,819.00          | \$0.00             | \$4,819.00          |
| Specialty Physicians Vist 10 visits @ \$102.30 Each                               | \$1,023.00          | \$0.00             | \$1,023.00          |
| Fuel Cost \$ 111.16 Per Mo X 12 Mo                                                | \$1,334.00          | \$0.00             | \$1,334.00          |
|                                                                                   | \$0.00              | \$0.00             | \$0.00              |
| <b>H. SUBTOTAL</b>                                                                | <b>\$391,614.00</b> | <b>\$0.00</b>      | <b>\$391,614.00</b> |
| [Enter the total of A - G above]                                                  |                     |                    |                     |
| <b>I. INDIRECT COSTS</b>                                                          | <b>\$0.00</b>       | <b>\$39,159.00</b> | <b>\$39,159.00</b>  |
| A copy of the current negotiated indirect cost rate must be attached.             |                     |                    |                     |
| <b>J. TOTAL BUDGET</b>                                                            | <b>\$391,614.00</b> | <b>\$39,159.00</b> | <b>\$430,773.00</b> |

\*\*Applicant is responsible for checking any formulas used and ensuring that the numbers in the budget forms are accurate, match the dollar amounts in other budget forms, as applicable, and add up correctly.

Community Action Inc. of Central Texas  
Federal Budget 2026 - 2027

Item 7.1.3

|                         | EARLY HS  | HEAD START | TOTAL     |
|-------------------------|-----------|------------|-----------|
| Salaries and Benefits   | 2,823,140 | 2,795,115  | 5,618,257 |
| Out of Area Travel      | 4,628     | 6,480      | 11,108    |
| Supplies                |           |            |           |
| Office                  | 5,700     | 11,962     | 17,662    |
| Program                 | 25,745    | 10,400     | 36,145    |
| ERESA supplies          | 200       | 200        | 400       |
| Food Service            | 16,500    | 9,500      | 26,000    |
| AE Test Supplies        | 0         | 2,477      | 2,477     |
| Parent Center Supplies  | 700       | 8,700      | 9,400     |
| Staff Training Supplies | 3,053     | 4,850      | 7,903     |
| Janitorial Supplies     | 20,250    | 15,000     | 35,250    |
| Vehicle                 | 100       | 200        | 300       |
| Dental                  | 200       | 300        | 500       |
| Child Educational       | 11,200    | 5,000      | 16,200    |
| Hygienic                | 2,500     | 1,000      | 3,500     |
| Maintenance             | 11,500    | 3,400      | 14,900    |
| Postage                 | 500       | 800        | 1,300     |
| Technology              | 1,000     | 4,000      | 5,000     |
| Mental Health           | 0         | 400        | 400       |
| Diapers                 | 23,000    | 200        | 23,200    |
| Total Supplies          | 126,148   | 78,389     | 204,537   |
| Contractual             |           |            |           |
| Copiers                 | 25,580    | 15,616     | 41,196    |
| Janitorial              | 80,000    | 36,752     | 116,752   |
| Mowing                  | 6,000     | 7,750      | 13,750    |
| Literacy Services       | 0         | 7,000      | 7,000     |
| Bonham                  | 55,000    | 175,169    | 230,169   |
| T&TA Presenters         | 11,620    | 8,630      | 20,250    |
| Parent Training         | 0         | 10,509     | 10,509    |
| Disability Services     | 0         | 2,500      | 2,500     |
| Total Contractual       | 178,200   | 263,926    | 442,126   |

Community Action Inc. of Central Texas  
Federal Budget 2026 - 2027

Item 7.1.3

|                    | EARLY HS | HEAD START | TOTAL  |
|--------------------|----------|------------|--------|
| Other              |          |            |        |
| Rent/Lease         | 18,125   | 23,578     | 41,703 |
| Telephone          | 26,000   | 9,400      | 35,400 |
| Utilities          | 64,500   | 25,854     | 90,354 |
| Pest Control       | 3,600    | 2,900      | 6,500  |
| Alarm Fee          | 3,500    | 1,900      | 5,400  |
| Repairs, Bldg      | 50,000   | 26,000     | 76,000 |
| Internet           | 6,350    | 8,600      | 14,950 |
| Gen'l Liab         | 30,000   | 8,868      | 38,868 |
| Ins. Vehicle       | 26,200   | 7,200      | 33,400 |
| Gas Inspection.    | 600      | 600        | 1,200  |
| Fuel & Oil         | 3,500    | 2,900      | 6,400  |
| Veh Lic/Regist     | 500      | 500        | 1,000  |
| Veh Maintenance    | 8,000    | 4,982      | 12,982 |
| Staff Local Travel | 6,700    | 13,900     | 20,600 |
| Food/Child         | 70,000   | 21,269     | 91,269 |
| Food/Staff         | 7,000    | 2,500      | 9,500  |
| PC Food            | 1,500    | 1,000      | 2,500  |
| Data Processing    | 2,500    | 3,200      | 5,700  |
| Indoor Equipment   | 1,300    | 1,300      | 2,600  |
| Kitchen Main       | 12,400   | 9,400      | 21,800 |
| Playground Maint   | 12,000   | 12,000     | 24,000 |
| Postage/Freight    | 0        | 200        | 200    |
| Staff Licenses     | 800      | 1,500      | 2,300  |
| Membership         | 400      | 400        | 800    |
| Reg. Staff         | 39,284   | 15,124     | 54,408 |
| Site License       | 500      | 400        | 900    |
| Employment Ads     | 350      | 0          | 350    |
| Background Checks  | 1,000    | 1,200      | 2,200  |
| Moving             | 500      | 200        | 700    |
| Tuition            | 4,000    | 0          | 4,000  |
| Fire Extenguisher  | 2,400    | 1,379      | 3,779  |
| Child Plus         | 13,453   | 0          | 13,453 |
| Medical Serv       | 0        | 200        | 200    |
| Dental Serv.       | 0        | 500        | 500    |

Community Action Inc. of Central Texas  
Federal Budget 2026 - 2027

Item 7.1.3

|                     | EARLY HS  | HEAD START | TOTAL     |
|---------------------|-----------|------------|-----------|
| Emp/Med/Ex          | 900       | 1,000      | 1,900     |
| Stipends            | 3,000     | 2,336      | 5,336     |
| Miscellaneous Admin | 394,775   | 372,911    | 767,686   |
| Other Total         | 815,637   | 585,201    | 1,400,838 |
|                     |           |            |           |
| Federal Grand Total | 3,947,753 | 3,729,111  | 7,676,864 |

Signature & Date PC Chair

---

Signature & Date Board President

---

Texas Home Visiting  
Budget  
2025-2026

Item 7.1.4

|                            |           |
|----------------------------|-----------|
| PERSONNEL - SALARIES Total | 603333.50 |
|----------------------------|-----------|

|                                   |                  |
|-----------------------------------|------------------|
| FRINGE by TYPE of BENEFIT         |                  |
| Social Security (FICA)            | 46144.70         |
| State Unemployment Tax Act (SUTA) | 15743.34         |
| Retirement                        | 12064.53         |
| Insurance-Medical                 | 89489.40         |
| Insurance-Worker's Compensation   | 5187.88          |
| FRINGE by TYPE of BENEFIT Total   | <u>168629.85</u> |

|              |                 |
|--------------|-----------------|
| TRAVEL       |                 |
| Mileage      | <u>20717.00</u> |
| TRAVEL Total | 20717.00        |

|                                       |                |
|---------------------------------------|----------------|
| SUPPLIES & CONTROLLED ASSETS          |                |
| Office Supplies                       | 1996.65        |
| Program Curriculum                    | 2000.00        |
| Program Food                          | 1000.00        |
| Outreach Materials/Program Literature | <u>1000.00</u> |
| SUPPLIES & CONTROLLED ASSETS Total    | 5996.65        |

|                                                                 |                |
|-----------------------------------------------------------------|----------------|
| OTHER                                                           |                |
| Community Events                                                | 2000.00        |
| Basic Needs/Diaper Bank                                         | 3500.00        |
| Internet/Phone                                                  | 9283.00        |
| PAT Affiliation and Renewal Fees and Implementation Support Fee | 14000.00       |
| Family Incentives                                               | 3750.00        |
| Rent                                                            | 26000.00       |
| Copier/Printer Lease                                            | <u>4800.00</u> |
| OTHER Total                                                     | 63333.00       |

|                |                 |
|----------------|-----------------|
| INDIRECT COSTS | <u>86201.00</u> |
|----------------|-----------------|

|             |           |
|-------------|-----------|
| Grant Total | 948211.00 |
|-------------|-----------|

|                            |      | AER                | ELC              | Corrections     | IET - AER        | IET-ELC         |
|----------------------------|------|--------------------|------------------|-----------------|------------------|-----------------|
| Salaries and Benefits      |      | \$ 1,698,196.14    | \$ 673,819.99    | \$ 16,747.00    | \$ 26,136.33     | \$ -            |
|                            |      |                    |                  |                 |                  |                 |
| Out of Area Travel         |      |                    |                  |                 |                  |                 |
| Local Travel               |      |                    |                  |                 |                  |                 |
| Out of Area Travel         | 5232 | \$1,000            | \$1,000          |                 |                  |                 |
| Local Travel               | 5231 | \$4,000            | \$500            |                 |                  |                 |
| <b>Total Out of Area</b>   |      | <b>5,000</b>       | <b>1,500</b>     | <b>0</b>        | <b>0</b>         | <b>0</b>        |
|                            |      |                    |                  |                 |                  |                 |
| Supplies                   |      |                    |                  |                 |                  |                 |
| Office                     | 5401 | \$1,000            | \$500            |                 |                  |                 |
| Program                    | 5402 | \$21,000           | \$1,000          |                 |                  |                 |
| Program Supplies IET       | 5402 |                    |                  |                 | \$2,354          | \$500           |
| Janitorial                 | 5413 | \$1,500            | \$1,000          |                 |                  |                 |
| Test Supplies              | 5427 | \$5,000            | \$1,000          |                 |                  |                 |
| Textbooks                  | 5428 | \$60,000           | \$6,306          |                 |                  |                 |
| Office Eq< 5000            | 5451 | \$12,000           | \$1,500          |                 |                  |                 |
| <b>Total Supplies</b>      |      | <b>\$100,500</b>   | <b>\$11,306</b>  | <b>\$0</b>      | <b>\$2,354</b>   | <b>\$500</b>    |
|                            |      |                    |                  |                 |                  |                 |
| Contractual                |      |                    |                  |                 |                  |                 |
| Contractual                | 5510 | \$1,000            | \$1,000          |                 | \$186,000        | \$81,354        |
|                            |      |                    |                  |                 |                  |                 |
| <b>Total Contractual</b>   |      | <b>\$1,000</b>     | <b>\$1,000</b>   | <b>\$0</b>      | <b>\$186,000</b> | <b>\$81,354</b> |
|                            |      |                    |                  |                 |                  |                 |
| Other                      |      |                    |                  |                 |                  |                 |
| Rent/Lease                 | 5601 | \$21,000           | \$2,000          |                 |                  |                 |
| Telephone                  | 5602 | \$10,000           | \$2,500          |                 |                  |                 |
| Utilities                  | 5603 | \$5,000            | \$2,000          |                 |                  |                 |
| Internet                   | 5609 | \$3,000            | \$2,000          |                 |                  |                 |
| Gen'l Liab                 | 5613 | \$25,000           | \$5,000          |                 |                  |                 |
| Client Gas Vouchers        | 5639 | \$2,248            | \$500            |                 |                  |                 |
| Data Processing (DL)       | 5640 | \$35,000           | \$30,000         |                 |                  |                 |
| Postage                    | 5647 |                    | \$1,000          |                 |                  |                 |
| Membership                 | 5653 | \$2,000            | \$2,000          |                 |                  |                 |
| Reg. Staff                 | 5655 | \$6,000            | \$2,058          |                 |                  |                 |
| Allocated Admin            | 5902 | \$100,766          | \$38,773         | \$850           | \$11,322         | \$4,308         |
| <b>Other Total</b>         |      | <b>\$210,014</b>   | <b>\$87,831</b>  | <b>\$850</b>    | <b>\$11,322</b>  | <b>\$4,308</b>  |
|                            |      |                    |                  |                 |                  |                 |
| <b>Federal Grand Total</b> |      | <b>\$2,014,710</b> | <b>\$775,457</b> | <b>\$17,597</b> | <b>\$225,812</b> | <b>\$86,162</b> |
|                            |      |                    |                  |                 |                  |                 |
|                            |      |                    |                  |                 |                  |                 |
|                            |      |                    |                  |                 |                  |                 |



Community Action, Inc of Central Texas

September 2026 - August 2027

Patricia Vargas Finance Contact: Keith Herington

| Position<br>(Coordinator or Coach) | Salary<br>(Required) | Fringe/Benefits<br>(Required) | Personnel Totals | Miles Traveled<br>(Required) | Mileage Rate | Mileage Totals | Office/Training<br>Support<br>(Required) | M&A (Required) | Annual Total |
|------------------------------------|----------------------|-------------------------------|------------------|------------------------------|--------------|----------------|------------------------------------------|----------------|--------------|
| Coordinator/Coach                  | \$ 67,928.00         | \$ 15,751.36                  | \$ 83,679.36     | \$ 3,000.00                  | 0.725        | \$ 2,175.00    | \$ 500.00                                | \$ 6,908.35    | \$ 93,262.71 |
| Coach                              | \$ -                 | \$ -                          | \$ -             | \$ -                         | 0.725        | \$ -           | \$ -                                     | \$ -           | \$ -         |
| Coach                              | \$ -                 | \$ -                          | \$ -             | \$ -                         | 0.725        | \$ -           | \$ -                                     | \$ -           | \$ -         |
| Coach                              | \$ -                 | \$ -                          | \$ -             | \$ -                         | 0.725        | \$ -           | \$ -                                     | \$ -           | \$ -         |
| Coach                              | \$ -                 | \$ -                          | \$ -             | \$ -                         | 0.725        | \$ -           | \$ -                                     | \$ -           | \$ -         |
| CLI Personnel                      | \$ -                 | \$ -                          | \$ -             | \$ -                         | 0.725        | \$ -           | \$ -                                     | \$ -           | \$ -         |
|                                    | \$ 67,928.00         | \$ 15,751.36                  | \$ 83,679.36     |                              |              | \$ 2,175.00    | \$ 500.00                                | \$ 6,908.35    | \$ 93,262.71 |

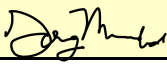
|                                                                                                                       |                                        |           |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------|
| TEXAS DEPARTMENT OF HOUSING AND COMMUNITY AFFAIRS                                                                     |                                        | 7.1.7     |
| COMMUNITY SERVICES BLOCK GRANT PROPOSED BUDGET                                                                        |                                        |           |
| Program Year:                                                                                                         | 2027                                   |           |
| Please enter the requested information into the yellow highlighted cells on each page and sign the Summary Page below |                                        |           |
| Subrecipient:                                                                                                         | Community Action Inc. of Central Texas |           |
| Service Area:                                                                                                         | Hays, Caldwell, Blanco                 |           |
| CSBG Allocation:                                                                                                      |                                        | \$341,788 |

**IMPORTANT!** This "Summary Page" will self-populate as you complete each of the worksheets (B.1 - B.9):

| BUDGET CATEGORIES                                                                                                                | AMOUNT        |
|----------------------------------------------------------------------------------------------------------------------------------|---------------|
| B.1 Personnel                                                                                                                    | \$ 189,055.86 |
| B.2 Fringe Benefits                                                                                                              | \$ 55,911.65  |
| B.3 Travel                                                                                                                       | \$ 280.00     |
| B.4 Equipment                                                                                                                    | \$ -          |
| B.5 Supplies                                                                                                                     | \$ 4,941.89   |
| B.6 Contractual                                                                                                                  | \$ -          |
| B.7 Other/B.8 Client Services                                                                                                    | \$ 60,527.00  |
| B.9 Indirect Costs<br>(If subrecipient has an approved Indirect Cost Rate Agreement from cognizant agency, enter detail on B.9). | \$ 31,071.60  |
| TOTAL BUDGET                                                                                                                     | \$ 341,788.00 |

TOTAL BUDGET must equal the CSBG Allocation above. Diff.: \$ -

Subrecipient Approval

|                                                                                               |          |
|-----------------------------------------------------------------------------------------------|----------|
| Keith Herington                                                                               | 7/9/2026 |
| Signature of Preparer                                                                         | Date     |
| Doug Mudd  | 7/9/2026 |
| Signature of Approver                                                                         | Date     |

***COMMUNITY ACTION, INC. OF CENTRAL TEXAS***  
***FINANCIAL REPORT***  
***FOR THE YEAR ENDED***  
***OCTOBER 31, 2025***





COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
OCTOBER 31, 2025

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Armstrong, Vaughan & Associates, P. C.

Certified Public Accountants

## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
Community Action, Inc. of Central Texas  
San Marcos, Texas

### Report on the Audit of the Financial Statements

#### *Opinion*

We have audited the financial statements of Community Action, Inc. of Central Texas, which comprise the statement of financial position as of October 31, 2025, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Community Action, Inc. of Central Texas as of October 31, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### *Basis for Opinion*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Community Action, Inc. of Central Texas and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Action, Inc. of Central Texas's ability to continue as a going concern for one year after the date that the financial statements are available to be issued, when applicable.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Community Action, Inc. of Central Texas's internal control. Accordingly, no such opinion is expressed. In circumstances in which the auditor also has responsibility to express an opinion on the effectiveness of internal control in conjunction with the audit of the financial statements, omit the following: "but not for the purpose of expressing an opinion on the effectiveness of Community Action, Inc. of Central Texas's internal control. Accordingly, no such opinion is expressed."
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Action, Inc. of Central Texas's ability to continue as a going concern for a reasonable period of time.

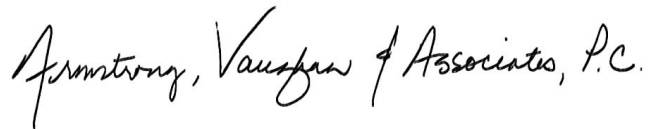
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The supplementary combining statements (pages reflected in the table of contents) and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary combining statements and schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with Government Auditing Standards, we have also issued our report dated June 30, 2026 on our consideration of Community Action, Inc. of Central Texas's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Community Action, Inc. of Central Texas's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Community Action, Inc. of Central Texas's internal control over financial reporting and compliance.



Armstrong, Vaughan & Associates, P.C.

June 30, 2026



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
STATEMENT OF FINANCIAL POSITION  
OCTOBER 31, 2025

**ASSETS***Current Assets:*

|                             |                  |
|-----------------------------|------------------|
| Cash and Cash Equivalents   | \$ 1,748,160     |
| Grants Receivable           | 1,363,024        |
| Other Receivable            | 282,604          |
| Prepaid Expenses            | 9,367            |
| Inventory                   | 9,816            |
| <i>Total Current Assets</i> | <u>3,412,971</u> |

*Property and Equipment, Net*

|                |
|----------------|
| <u>441,655</u> |
|----------------|

**TOTAL ASSETS**

|                     |
|---------------------|
| <u>\$ 3,854,626</u> |
|---------------------|

**LIABILITIES AND NET ASSETS***Current Liabilities:*

|                                  |                  |
|----------------------------------|------------------|
| Accounts Payable                 | \$ 470,599       |
| Accrued Expenses                 | 539,026          |
| Refundable Advances              | 7,630            |
| Deferred Revenue                 | 1,939,331        |
| <i>Total Current Liabilities</i> | <u>2,956,586</u> |

*Net Assets:*

|                                           |                |
|-------------------------------------------|----------------|
| Without Donor Restrictions                |                |
| Operations                                | 175,402        |
| Investment in Property and Equipment, Net | 441,655        |
| With Donor Restrictions                   | 280,983        |
| <i>Total Net Assets</i>                   | <u>898,040</u> |

**TOTAL LIABILITIES AND NET ASSETS**

|                     |
|---------------------|
| <u>\$ 3,854,626</u> |
|---------------------|

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED OCTOBER 31, 2025

|                                               | Without<br>Donor<br>Restriction | With<br>Donor<br>Restriction | Total             |
|-----------------------------------------------|---------------------------------|------------------------------|-------------------|
| <b>REVENUES, SUPPORT, AND OTHER</b>           |                                 |                              |                   |
| <i>Revenues and Support:</i>                  |                                 |                              |                   |
| Federal, State, and Other Grant Revenues      | \$ -                            | \$ 15,506,258                | \$ 15,506,258     |
| Program Income                                | 131,966                         | -                            | 131,966           |
| Non-Federal (Local) Revenues                  | 1,362,857                       | -                            | 1,362,857         |
| In-Kind Revenues                              | 935,169                         | -                            | 935,169           |
| <i>Total Revenues and Support</i>             | <u>2,429,992</u>                | <u>15,506,258</u>            | <u>17,936,250</u> |
| <i>Net Assets Released from Restrictions</i>  | <u>15,503,386</u>               | <u>(15,503,386)</u>          | <u>-</u>          |
| <b>TOTAL REVENUES, SUPPORT,<br/>AND OTHER</b> | <u>17,933,378</u>               | <u>2,872</u>                 | <u>17,936,250</u> |
| <b>EXPENSES</b>                               |                                 |                              |                   |
| <i>Program Expenses:</i>                      |                                 |                              |                   |
| Community Services Programs                   | 2,177,275                       | -                            | 2,177,275         |
| Child and Family Services                     | 10,647,995                      | -                            | 10,647,995        |
| Community Health Services                     | 2,262,226                       | -                            | 2,262,226         |
| Adult Education Programs                      | 2,825,660                       | -                            | 2,825,660         |
| <i>Management and General</i>                 | <u>-</u>                        | <u>-</u>                     | <u>-</u>          |
| <b>TOTAL EXPENSES</b>                         | <u>17,913,156</u>               | <u>-</u>                     | <u>17,913,156</u> |
| <b>CHANGES IN NET ASSETS</b>                  | 20,222                          | 2,872                        | 23,094            |
| <b>NET ASSETS - BEGINNING OF YEAR</b>         | <u>596,835</u>                  | <u>278,111</u>               | <u>874,946</u>    |
| <b>NET ASSETS - END OF YEAR</b>               | <u>\$ 617,057</u>               | <u>\$ 280,983</u>            | <u>\$ 898,040</u> |

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED OCTOBER 31, 2025

|                                  | Program<br>Services  | Management<br>& General | Total                |
|----------------------------------|----------------------|-------------------------|----------------------|
| <b>FUNCTIONAL EXPENSES</b>       |                      |                         |                      |
| Salaries and Wages               | \$ 8,774,433         | \$ 599,590              | \$ 9,374,023         |
| Fringe Benefits                  | 1,819,159            | 147,293                 | 1,966,452            |
| Travel                           | 178,396              | 4,392                   | 182,788              |
| Equipment                        | 9,687                | -                       | 9,687                |
| Supplies                         | 293,115              | 15,000                  | 308,115              |
| Contractual Services             | 1,427,077            | 54,570                  | 1,481,647            |
| Other                            | 4,048,824            | 345,700                 | 4,394,524            |
| Depreciation                     | 195,920              | -                       | 195,920              |
| <b>TOTAL FUNCTIONAL EXPENSES</b> | <u>\$ 16,746,611</u> | <u>\$ 1,166,545</u>     | <u>\$ 17,913,156</u> |

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED OCTOBER 31, 2025

**CASH FLOWS FROM OPERATING ACTIVITIES**

|                                                                 |                 |
|-----------------------------------------------------------------|-----------------|
| Increase (Decrease) in Net Assets                               | \$ 23,094       |
| Adjustments                                                     |                 |
| Depreciation                                                    | 195,920         |
| (Increase) Decrease in Assets:                                  |                 |
| (Increase) Decrease in Grant Receivables                        | (122,219)       |
| (Increase) Decrease in Other Receivables                        | (188,237)       |
| (Increase) Decrease in Prepaid Expenses                         | 14,305          |
| (Increase) Decrease in Inventory                                | (2,709)         |
| Increase (Decrease) in Liabilities:                             |                 |
| Increase (Decrease) in Accounts Payable                         | (46,619)        |
| Increase (Decrease) in Accrued Expenses                         | (597,972)       |
| Increase (Decrease) in Refundable Advances                      | 4,264           |
| Increase (Decrease) in Deferred Revenue                         | 647,791         |
| <b>NET CASH PROVIDED (REQUIRED) BY<br/>OPERATING ACTIVITIES</b> | <u>(72,382)</u> |

**CASH FLOWS FROM INVESTING ACTIVITIES**

|                                                                 |                  |
|-----------------------------------------------------------------|------------------|
| Purchase of Property and Equipment                              | <u>(105,369)</u> |
| <b>NET CASH PROVIDED (REQUIRED) BY<br/>INVESTING ACTIVITIES</b> | <u>(105,369)</u> |
| <b>NET INCREASE (DECREASE) IN CASH</b>                          | (177,751)        |

**CASH AND CASH EQUIVALENTS AT BEGINNING YEAR**

1,925,911

**CASH AND CASH EQUIVALENTS AT END OF YEAR**

\$ 1,748,160

**SUPPLEMENTAL INFORMATION:**

|                 |      |
|-----------------|------|
| Interest Paid   | \$ - |
| Income Tax Paid | \$ - |

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS  
OCTOBER 31, 2025

**NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**1. ORGANIZATION AND NATURE OF ACTIVITIES**

Community Action, Inc. of Central Texas (CAI) is incorporated as a nonprofit corporation and is exempt from federal income taxes under section 501(c)3 of the Internal Revenue code, and is not classified as a private foundation. CAI is governed by a Board of Directors composed of five public officials or their representatives, five representatives of the target area and five members from major private groups in the community.

The primary purpose of CAI is to alleviate the causes of poverty within the community and to promote self-sufficiency. The organization provides a wide variety of social services and economic opportunity programs benefitting low and moderate income persons. Those programs have been grouped into the following general areas:

*Community Services Program:* Various programs include the comprehensive energy assistance program and local utility assistance program to help low-income households with the highest energy needs and services to senior citizens.

*Child and Family Services (to include Head Start):* The program provides continuous, intensive, and comprehensive child development and family support services to economically disadvantaged families with children between the ages of birth to five years and to pregnant women.

*Community Health Services:* The program provides a variety of health services across an eight county area, including reproductive health services, breast cancer awareness and breast cancer case management services, primary health care, prescription assistance, HIV/AIDS awareness, testing, and case management.

*Adult Education:* This program includes core services for adult education administered across the ten county rural capital area surrounding Austin, Texas. This includes classes in English as a second language, adult basic education and GED preparation.

**2. MISSION STATEMENT**

Community Action develops opportunities for people and communities to realize their potential by providing resources and comprehensive services to empower Central Texans of all ages to become self-sufficient.

**3. BASIS OF PRESENTATION**

The accompanying financial statements of CAI have been prepared on the accrual basis of accounting in accordance with U. S. generally accepted accounting principles. Net assets, support and revenues, and expenses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT.)**

**3. BASIS OF PRESENTATION (CONT.)**

Net Assets Without Donor Restrictions – Net assets that are not subject to donor-imposed stipulations. CAI reports net assets which meet donor-imposed stipulations during the period received as net assets without donor restrictions. Net assets restricted solely through actions of the Board of Directors are report as net assets without donor restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor-imposed stipulations that will be met by actions of CAI and/or the passage of time. When a restriction expires, net assets with donor restriction are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

**4. CASH AND CASH EQUIVALENTS**

Cash and cash equivalents consist of all monies in checking, savings, and money market accounts held by financial institutions.

**5. INVESTMENTS**

Generally accepted accounting principles require that investments be reported at fair value. In measuring fair value, GAAP establishes a hierarchy which requires that an organization maximize the use of observable inputs and minimize the use of unobservable inputs. The three levels of inputs used to measure fair value are as follows:

Level 1 – Quoted prices for identical assets or liabilities in active markets to which the organization has access at the measurement date.

Level 2 – Inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly.

Level 3 – Unobservable inputs for the asset or liability. Unobservable inputs should be used to measure the fair value to the extent that observable inputs are not available.

As of October 31, 2025, CAI currently had no investments that fall under this guidance.

**6. ACCOUNTS RECEIVABLE/ REFUNDABLE ADVANCES**

Accounts receivable as of October 31, 2025, includes revenues earned through reimbursement contracts, grants, and program fees. Accounts receivable balances are reported at outstanding principal balances, net of an allowance for doubtful accounts if deemed necessary. Management considers the accounts receivable balances to be fully collectible and based on management's estimate the Organization has not recorded an allowance as of October 31, 2025 and 2024, respectively.

Refundable Advances are any excess of actual receipts over the allowable disbursements for conditional awards and is accounted for as a refundable advance until allowable expenditures have been made. As of October 31, 2025, the balance of refundable advances was \$7,630 compared to \$3,366 as of October 31, 2024.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT.)**

**7. PREPAID EXPENSES**

Expenses recorded in advance of the service or product being received are deferred and carried on the statement of financial position as prepaid expenses. As of October 31, 2025 CAI had \$5,387 in prepaid insurance and various computer and software support services. The remaining amount of \$3,980 represents prepaid advances and deposits.

**8. INVENTORY**

Inventories of medical supplies maintained at clinic sites and at the central administration office are stated at the lower of cost or market. Cost is determined on the first-in first-out method.

**9. CAPITALIZATION POLICY**

CAI established a policy for the recording of all property and equipment. CAI records all property and equipment purchases with a cost greater than \$500 and a useful life greater than one year at cost or estimated fair value at the date of donation. Property and equipment purchased with grant restricted assets are treated as permanently restricted assets.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the assets' lives are not capitalized, however, expenditures for betterments that materially extend the useful life of an asset are also capitalized. Assets capitalized under the capitalization policy are maintained and depreciated over their useful lives using the straight-line method of depreciation.

**10. COMPENSATED ABSENCES**

CAI permits eligible employees to accumulate earned but unused vacation pay benefits based upon the employee's number of years of employment. Upon resignation, an employee may receive pay for 80 hours of accrued vacation. Unused sick leave may not be accumulated, and therefore no liability is reported for sick leave. Liabilities for compensated absences are accrued, or recognized to the extent liabilities have matured (i.e. are due for payment).

**11. REVENUE RECOGNITION/DEFERRED REVENUE**

Revenue is recognized when earned. Contributions are earned when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met. Contributions received with donor restrictions whose restrictions are met in the same reporting period are generally reported as without donor restrictions in the same reporting year. There were no conditional promises to give as of October 31, 2025.

Grants and contributions received are recorded as without donor restrictions or with donor restrictions depending on the existence and/or nature of any donor restriction. Grants and contributions received in advance are deferred to the applicable period in which the related services are performed or expenditures are incurred.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT.)**

**12. CONTRIBUTED SERVICES, MATERIAL, AND FACILITIES**

All donor-restricted support is reported as an increase in net assets with donor restrictions, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received and expended in the same fiscal year are recorded as contributions without donor restrictions.

CAI receives contributed services from a variety of unpaid volunteers assisting with youth, senior programs. No amounts have been recognized in the accompanying statements of activities and changes in net assets because the criteria for recognition of such volunteer effort under generally accepted accounting principles has not been satisfied.

**13. INCOME TAXES**

CAI is exempt from federal and state income taxes under Internal Revenue Code Section 509(a) and file as a 501(c)(3) of the Internal Revenue Code. CAI is required to file Internal Revenue Service form 990, Return of Organization Exempt from Income Tax annually. CAI is not subject to the State of Texas margin tax.

CAI adopted the provisions of FASB ASC topic 740-10-25, Income Taxes – Overall – Recognition, which requires recognition and disclosure of uncertain tax positions in the financial statements and footnotes. Management believes it has no material uncertain tax positions, and accordingly, it will not recognize any liability for unrecognized tax benefits. CAI did not recognize any interest or penalties as of October 31, 2025.

Tax years 2021-2023 remain open to examination by the taxing jurisdiction to which the Organization is subject, and these periods have not been extended beyond the applicable statute of limitation.

**14. USE OF ESTIMATES**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**15. FUNCTIONAL ALLOCATION OF EXPENSES**

The costs of providing CAI's various programs and activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Certain other costs require an allocation on a reasonable basis that is consistently applied. The expenses which are applied include rent, utilities, and maintenance of facilities, which are allocated on the based on the square footage of the program occupying the space.



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE A -- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT.)**

**16. ADVERTISING COSTS**

CAI expenses advertising costs at the time the advertising occurs. CAI spent \$0 in advertising costs for the year ended October 31, 2025.

**17. SUBSEQUENT EVENTS**

Subsequent events have been evaluated by management through June 30, 2026, which is the date the financial statements were available to be issued.

**18. CONTINGENCY**

CAI participates in a number of federal awards programs. These programs are subject to financial and compliance audits by the various funding sources. Management believes its programs are being administered in accordance with each awards' specific requirements.

**NOTE B -- CASH AND CASH EQUIVALENTS**

CAI's cash and cash equivalents are held in multiple financial institutions, and cash balances of up to \$250,000 are secured by the Federal Deposit Insurance Corporation (FDIC) at each financial institution. Cash and cash equivalents exceeded FDIC limits as of October 31, 2025 by \$1,069,288 at one banking institution.

**NOTE C -- PROPERTY AND EQUIPMENT**

Property and equipment consist of the following at October 31, 2025:

|                                |                   |
|--------------------------------|-------------------|
| Furniture and Equipment        | \$ 2,470,626      |
| Buildings and Improvements     | 1,806,675         |
| Total Property and Equipment   | 4,277,301         |
| Less: Accumulated Depreciation | (3,835,646)       |
| Property and Equipment - Net   | <u>\$ 441,655</u> |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE D -- DONATIONS IN-KIND**

CAI receives a substantial amount of in-kind donations. Contributed services include in-kind contributions received by CAI. Such services are valued based on an amount determined to be appropriate if individuals were employed by CAI to perform such services. The value for these services and in-kind donations is estimated as follows:

| Description                   | Amount            |
|-------------------------------|-------------------|
| Salaries and Related Expenses | \$ 466,682        |
| Supplies                      | 12,500            |
| Contractual Services          | 270,600           |
| Rent and Building Lease       | 172,887           |
| Utilities                     | 12,500            |
| Total                         | <u>\$ 935,169</u> |

**NOTE E -- LINE OF CREDIT**

On January 10, 2018, CAI took out a line of credit (LOC) from Frost Bank in the amount of \$100,000 at variable interest rate. The LOC was renewed on December 20, 2021, in the amount of \$100,001 at variable interest rate and renews every January until terminated. The interest on the LOC is indexed to the Lender's Prime Rate plus 1.25% as of October 31, 2025. As of October 31, 2025, the Organization had no outstanding balance on the line of credit.

**NOTE F -- DEFINED CONTRIBUTION RETIREMENT PLAN**

CAI sponsors a defined contribution 401(k) plan, available to all regular full time and part time employees. Participating employees may elect to contribute as much as 100% of their compensation up to \$23,000. CAI will match the employee's contribution up to a maximum of 3%-5% based upon the years of service the employee has been with the agency. Retirement costs were \$157,499 for the year ended October 31, 2025.

**NOTE G -- ACCOUNTS RECEIVABLE AND REVENUE CONCENTRATIONS**

CAI relies upon government grants and other assistance for funding a majority of its programs. The reliance upon grantors creates a concentration of accounts receivable and revenues.

Accounts Receivable concentrations as of October 31, 2025 are as follows:

|                 | <u>2025</u> |
|-----------------|-------------|
| Headstart       | 31.24%      |
| Adult Education | 8.35%       |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE G -- ACCOUNTS RECEIVABLE AND REVENUE CONCENTRATIONS (CONT.)**

Revenue concentrations for the year ended October 31, 2025 are as follows:

|                           | <u>2025</u> |
|---------------------------|-------------|
| Headstart                 | 42.06%      |
| Adult Education - Federal | 15.72%      |

**NOTE H -- NET ASSETS WITH DONOR RESTRICTIONS**

During 2025, CAI's net assets with donor restrictions were released from restrictions for the following purposes:

|                           |                      |
|---------------------------|----------------------|
| Community Services        | \$ 1,711,900         |
| Child and Family Services | 9,362,829            |
| Community Health          | 3,603,627            |
| Adult Education           | <u>825,030</u>       |
|                           | <u>\$ 15,503,386</u> |

Net assets with donor restrictions are available as of October 31, 2025 for the following purposes:

|                           |                   |
|---------------------------|-------------------|
| Community Services        | \$ 52,777         |
| Child and Family Services | 140,344           |
| Community Health          | 70,417            |
| Adult Education           | <u>17,445</u>     |
|                           | <u>\$ 280,983</u> |

**NOTE I -- COMMITMENTS AND CONTINGENCIES**

CAI participates in various federal, state and local grant programs. CAI is obligated to operate in accordance with to those grant requirements and is subject to audit by those granting agencies. In cases of noncompliance, the granting agencies involved require that CAI refund payment of program funds. The amount, if any, of expenses which may be disallowed cannot be determined at this time, although CAI expect that such amounts, if any, would be immaterial.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO FINANCIAL STATEMENTS (CONT.)  
OCTOBER 31, 2025

**NOTE J -- LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES**

CAI maintains funds on hand to meet upcoming operating needs in a given year. CAI had financial assets available to meet cash needs in the next year for general expenditures of \$2,095,550 as of October 31, 2025 as shown in the table below.

|                                                        |                            |
|--------------------------------------------------------|----------------------------|
| Cash and Cash Equivalents                              | \$ 1,748,160               |
| Grants Receivable                                      | 1,363,024                  |
| Other Receivable                                       | 282,604                    |
| Accounts Payable                                       | (470,599)                  |
| Accrued Expenses                                       | (539,026)                  |
| Refundable Advances                                    | <u>(7,630)</u>             |
| Total Financial Assets                                 | <u>\$ 2,376,533</u>        |
| Lesss Net Assets With Donor Restrictions               | <u>(280,983)</u>           |
| Total Available Resource for General Expenditure Needs | <u><u>\$ 2,095,550</u></u> |

Additionally, CAI has \$100,000 remaining on their line of credit to cover any necessary expenditures.

**NOTE K -- LITIGATION**

The management of CAI is unaware of any pending or threatened litigation.

**SUPPLEMENTARY INFORMATION SECTION**

Discussion Draft

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
COMBINING STATEMENT OF FINANCIAL POSITION  
OCTOBER 31, 2025

|                                             | Community<br>Services    | Child and<br>Family Services | Community<br>Health Services |
|---------------------------------------------|--------------------------|------------------------------|------------------------------|
| <b>ASSETS</b>                               |                          |                              |                              |
| <i>Current Assets:</i>                      |                          |                              |                              |
| Cash and Cash Equivalents                   | \$ 160,998               | \$ 260,327                   | \$ 1,109,835                 |
| Grants Receivable                           | 74,899                   | 774,705                      | 399,610                      |
| Other Receivable                            | 197,791                  | 813                          | 84,000                       |
| Due From Other Funds                        | -                        | -                            | -                            |
| Prepaid Expenses                            | 825                      | 1,185                        | 1,970                        |
| Inventory                                   | -                        | -                            | -                            |
| <i>Total Current Assets</i>                 | <u>434,513</u>           | <u>1,037,030</u>             | <u>1,595,415</u>             |
| <i>Property and Equipment, Net</i>          | <u>-</u>                 | <u>-</u>                     | <u>-</u>                     |
| <b>TOTAL ASSETS</b>                         | <u><u>\$ 434,513</u></u> | <u><u>\$ 1,037,030</u></u>   | <u><u>\$ 1,595,415</u></u>   |
| <b>LIABILITIES AND NET ASSETS</b>           |                          |                              |                              |
| <i>Current Liabilities:</i>                 |                          |                              |                              |
| Accounts Payable                            | \$ 22,835                | \$ 177,066                   | \$ 79,922                    |
| Accrued Expenses                            | -                        | -                            | -                            |
| Refundable Advances                         | -                        | 80                           | -                            |
| Due to Other Funds                          | 18,946                   | 355,579                      | 43,823                       |
| Deferred Revenue                            | 205,889                  | 454,630                      | 1,261,727                    |
| <i>Total Current Liabilities</i>            | <u>247,670</u>           | <u>987,355</u>               | <u>1,385,472</u>             |
| <i>Net Assets:</i>                          |                          |                              |                              |
| Without Donor Restrictions                  | 134,066                  | (90,669)                     | 139,526                      |
| With Donor Restrictions                     | 52,777                   | 140,344                      | 70,417                       |
| <i>Total Net Assets</i>                     | <u>186,843</u>           | <u>49,675</u>                | <u>209,943</u>               |
| <b>TOTAL LIABILITIES AND<br/>NET ASSETS</b> | <u><u>\$ 434,513</u></u> | <u><u>\$ 1,037,030</u></u>   | <u><u>\$ 1,595,415</u></u>   |

| Adult<br>Education | Payroll<br>Clearing | Grant to GAAP<br>Adjustments | Agency<br>Total     |
|--------------------|---------------------|------------------------------|---------------------|
| \$ 36,507          | \$ 180,493          | \$ -                         | \$ 1,748,160        |
| 113,810            | -                   | -                            | 1,363,024           |
| -                  | -                   | -                            | 282,604             |
| -                  | 524,046             | -                            | 524,046             |
| -                  | 5,387               | -                            | 9,367               |
| -                  | -                   | 9,816                        | 9,816               |
| 150,317            | 709,926             | 9,816                        | 3,937,017           |
| -                  | -                   | 441,655                      | 441,655             |
| <u>\$ 150,317</u>  | <u>\$ 709,926</u>   | <u>\$ 451,471</u>            | <u>\$ 4,378,672</u> |
| \$ 10,511          | \$ 180,265          | \$ -                         | \$ 470,599          |
| -                  | 298,368             | 240,658                      | 539,026             |
| 7,550              | -                   | -                            | 7,630               |
| 105,698            | -                   | -                            | 524,046             |
| 17,085             | -                   | -                            | 1,939,331           |
| 140,844            | 478,633             | 240,658                      | 3,480,632           |
| (7,972)            | 231,293             | 210,813                      | 617,057             |
| 17,445             | -                   | -                            | 280,983             |
| 9,473              | 231,293             | 210,813                      | 898,040             |
| <u>\$ 150,317</u>  | <u>\$ 709,926</u>   | <u>\$ 451,471</u>            | <u>\$ 4,378,672</u> |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
COMBINING STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED OCTOBER 31, 2025

|                                               | Community<br>Services | Child and<br>Family Services | Community<br>Health Services |
|-----------------------------------------------|-----------------------|------------------------------|------------------------------|
| <b>REVENUES, SUPPORT, AND OTHER</b>           |                       |                              |                              |
| Federal, State, and Other Grant Revenues      | \$ 1,712,012          | \$ 9,362,308                 | \$ 1,649,079                 |
| Program Income                                | 16,345                | -                            | 115,621                      |
| Non-Federal (Local) Revenues                  | 429,155               | 223,719                      | 569,345                      |
| In-Kind Revenues                              | -                     | 935,169                      | -                            |
| <b>TOTAL REVENUES, SUPPORT,<br/>AND OTHER</b> | <u>2,157,512</u>      | <u>10,521,196</u>            | <u>2,334,045</u>             |
| <b>EXPENSES</b>                               |                       |                              |                              |
| Salaries and Wages                            | 458,174               | 6,028,241                    | 957,191                      |
| Fringe Benefits                               | 111,379               | 1,303,273                    | 213,801                      |
| Travel                                        | 7,995                 | 143,292                      | 17,577                       |
| Equipment                                     | -                     | 43,579                       | 31,266                       |
| Supplies                                      | 13,085                | 227,204                      | 54,600                       |
| Contractual Services                          | 67,298                | 929,858                      | 292,223                      |
| Other                                         | 1,507,813             | 1,916,155                    | 683,587                      |
| Depreciation                                  | -                     | -                            | -                            |
| <b>TOTAL EXPENSES</b>                         | <u>2,165,744</u>      | <u>10,591,602</u>            | <u>2,250,245</u>             |
| <b>CHANGES IN NET ASSETS</b>                  | (8,232)               | (70,406)                     | 83,800                       |
| <b>NET ASSETS - BEGINNING OF YEAR</b>         | <u>195,075</u>        | <u>120,081</u>               | <u>126,143</u>               |
| <b>NET ASSETS - END OF YEAR</b>               | <u>\$ 186,843</u>     | <u>\$ 49,675</u>             | <u>\$ 209,943</u>            |



| Adult<br>Education | Payroll<br>Clearing | Grant to GAAP<br>Adjustments | Agency<br>Total   |
|--------------------|---------------------|------------------------------|-------------------|
| \$ 2,782,859       | \$ -                | \$ -                         | \$ 15,506,258     |
| -                  | -                   | -                            | 131,966           |
| 36,168             | 104,470             | -                            | 1,362,857         |
| -                  | -                   | -                            | 935,169           |
| <u>2,819,027</u>   | <u>104,470</u>      | <u>-</u>                     | <u>17,936,250</u> |
| 1,923,390          | -                   | 7,027                        | 9,374,023         |
| 337,999            | -                   | -                            | 1,966,452         |
| 13,924             | -                   | -                            | 182,788           |
| 2,397              | -                   | (67,555)                     | 9,687             |
| 53,748             | -                   | (40,522)                     | 308,115           |
| 192,268            | -                   | -                            | 1,481,647         |
| 286,969            | -                   | -                            | 4,394,524         |
| -                  | -                   | 195,920                      | 195,920           |
| <u>2,810,695</u>   | <u>-</u>            | <u>94,870</u>                | <u>17,913,156</u> |
| 8,332              | 104,470             | (94,870)                     | 23,094            |
| <u>1,141</u>       | <u>126,823</u>      | <u>305,683</u>               | <u>874,946</u>    |
| <u>\$ 9,473</u>    | <u>\$ 231,293</u>   | <u>\$ 210,813</u>            | <u>\$ 898,040</u> |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES  
FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 68<br>Season/Caring<br>Piper | 69<br>Season/Caring<br>Daugherty | 78<br>CEAP<br>2024 |
|----------------------------------------------|------------------------------|----------------------------------|--------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                              |                                  |                    |
| Federal, State, and Other Grant Revenues     | \$ -                         | \$ -                             | \$ 156             |
| Program Income                               | -                            | -                                | -                  |
| Non-Federal (Local) Revenues                 | -                            | 122,104                          | -                  |
| In-Kind Revenues                             | -                            | -                                | -                  |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>-</u>                     | <u>122,104</u>                   | <u>156</u>         |
| <b>EXPENSES</b>                              |                              |                                  |                    |
| Salaries and Wages                           | -                            | -                                | -                  |
| Fringe Benefits                              | -                            | -                                | -                  |
| Travel                                       | -                            | -                                | -                  |
| Equipment                                    | -                            | -                                | -                  |
| Supplies                                     | -                            | 33                               | -                  |
| Contractual Services                         | 580                          | 205                              | -                  |
| Other                                        | 62,990                       | 112,091                          | 156                |
| <b>TOTAL EXPENSES</b>                        | <u>63,570</u>                | <u>112,329</u>                   | <u>156</u>         |
| <b>CHANGES IN NET ASSETS</b>                 | (63,570)                     | 9,775                            | -                  |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>63,570</u>                | <u>-</u>                         | <u>-</u>           |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ -</u>                  | <u>\$ 9,775</u>                  | <u>\$ -</u>        |

| 79<br>CEAP<br>SUP 2025 | 80<br>CEAP<br>2025 | 89<br>CEAP<br>2024 | 98<br>Senior<br>Citizens |
|------------------------|--------------------|--------------------|--------------------------|
| \$ 14,590              | \$ 1,281,783       | \$ 30,049          | \$ 67,565                |
| -                      | -                  | -                  | -                        |
| -                      | -                  | -                  | 19,000                   |
| -                      | -                  | -                  | -                        |
| 14,590                 | 1,281,783          | 30,049             | 86,565                   |
| 2,900                  | 130,717            | -                  | 51,765                   |
| 644                    | 24,678             | -                  | 13,930                   |
| -                      | 3,686              | -                  | 36                       |
| -                      | -                  | -                  | -                        |
| -                      | 1,439              | -                  | 5,756                    |
| -                      | -                  | -                  | -                        |
| 11,046                 | 1,121,263          | 30,049             | 15,078                   |
| 14,590                 | 1,281,783          | 30,049             | 86,565                   |
| -                      | -                  | -                  | -                        |
| -                      | -                  | -                  | -                        |
| \$ -                   | \$ -               | \$ -               | \$ -                     |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 99<br>Senior<br>Citizens<br>CTY SM 2025 | 110<br>Senior<br>Citizens<br>Donor | 115<br>Community<br>Service<br>Non- Federal |
|----------------------------------------------|-----------------------------------------|------------------------------------|---------------------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                                         |                                    |                                             |
| Federal, State, and Other Grant Revenues     | \$ -                                    | \$ -                               | \$ -                                        |
| Program Income                               | -                                       | 16,221                             | -                                           |
| Non-Federal (Local) Revenues                 | 16,971                                  | -                                  | -                                           |
| In-Kind Revenues                             | -                                       | -                                  | -                                           |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>16,971</u>                           | <u>16,221</u>                      | <u>-</u>                                    |
| <b>EXPENSES</b>                              |                                         |                                    |                                             |
| Salaries and Wages                           | 10,891                                  | -                                  | -                                           |
| Fringe Benefits                              | 2,721                                   | -                                  | -                                           |
| Travel                                       | -                                       | -                                  | -                                           |
| Equipment                                    | -                                       | -                                  | -                                           |
| Supplies                                     | 591                                     | 453                                | 5                                           |
| Contractual Services                         | -                                       | 560                                | -                                           |
| Other                                        | 2,768                                   | 2,415                              | -                                           |
| <b>TOTAL EXPENSES</b>                        | <u>16,971</u>                           | <u>3,428</u>                       | <u>5</u>                                    |
| <b>CHANGES IN NET ASSETS</b>                 | -                                       | 12,793                             | (5)                                         |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>-</u>                                | <u>8,654</u>                       | <u>23</u>                                   |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ -</u>                             | <u>\$ 21,447</u>                   | <u>\$ 18</u>                                |

| 120<br>Community<br>Service Block<br>2025 | 129<br>Community<br>Service Block<br>Grant 2024 | 153/154/160/162<br>Donations<br>Non-<br>Federal | 161/ 163<br>TBRA<br>First Presb<br>25-26 |
|-------------------------------------------|-------------------------------------------------|-------------------------------------------------|------------------------------------------|
| \$ 206,187                                | \$ 89,180                                       | \$ -                                            | 22,502                                   |
| -                                         | -                                               | -                                               | -                                        |
| -                                         | -                                               | 11,345                                          | 37,500                                   |
| -                                         | -                                               | -                                               | -                                        |
| 206,187                                   | 89,180                                          | 11,345                                          | 60,002                                   |
| 96,953                                    | 50,432                                          | -                                               | 33,172                                   |
| 34,404                                    | 12,455                                          | -                                               | 4,283                                    |
| 2,649                                     | 232                                             | -                                               | 34                                       |
| -                                         | -                                               | -                                               | -                                        |
| 163                                       | -                                               | -                                               | -                                        |
| 750                                       | 1,350                                           | -                                               | -                                        |
| 71,268                                    | 24,711                                          | 9,713                                           | 22,638                                   |
| 206,187                                   | 89,180                                          | 9,713                                           | 60,127                                   |
| -                                         | -                                               | 1,632                                           | (125)                                    |
| -                                         | -                                               | 34,275                                          | -                                        |
| \$ -                                      | \$ -                                            | \$ 35,907                                       | \$ (125)                                 |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 165<br>Bluebonnet | 168<br>2015<br>Flood Relief | 169<br>BCFS<br>Flood<br>Relief |
|----------------------------------------------|-------------------|-----------------------------|--------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                   |                             |                                |
| Federal, State, and Other Grant Revenues     | \$ -              | \$ -                        | \$ -                           |
| Program Income                               | -                 | -                           | -                              |
| Non-Federal (Local) Revenues                 | 12,000            | -                           | -                              |
| In-Kind Revenues                             | -                 | -                           | -                              |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>12,000</u>     | <u>-</u>                    | <u>-</u>                       |
| <b>EXPENSES</b>                              |                   |                             |                                |
| Salaries and Wages                           | -                 | -                           | -                              |
| Fringe Benefits                              | -                 | -                           | -                              |
| Travel                                       | -                 | -                           | -                              |
| Equipment                                    | -                 | -                           | -                              |
| Supplies                                     | -                 | -                           | 73                             |
| Contractual Services                         | -                 | -                           | -                              |
| Other                                        | -                 | 238                         | 509                            |
| <b>TOTAL EXPENSES</b>                        | <u>-</u>          | <u>238</u>                  | <u>582</u>                     |
| <b>CHANGES IN NET ASSETS</b>                 | 12,000            | (238)                       | (582)                          |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>19,841</u>     | <u>1,229</u>                | <u>582</u>                     |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ 31,841</u>  | <u>\$ 991</u>               | <u>\$ -</u>                    |

| 172<br>San Marcos<br>Youth<br>Survey | 173<br>TX Youth<br>Action<br>Net - RLI | 174<br>TX Youth<br>Action<br>Net - Mentor | 175<br>TX Youth<br>Action<br>Network |
|--------------------------------------|----------------------------------------|-------------------------------------------|--------------------------------------|
| \$ -                                 | \$ -                                   | \$ -                                      | \$ -                                 |
| -                                    | -                                      | -                                         | -                                    |
| 5,000                                | 3,862                                  | 1,000                                     | -                                    |
| -                                    | -                                      | -                                         | -                                    |
| 5,000                                | 3,862                                  | 1,000                                     | -                                    |
| -                                    | -                                      | -                                         | 7,550                                |
| -                                    | -                                      | -                                         | 1,022                                |
| -                                    | -                                      | -                                         | -                                    |
| -                                    | -                                      | -                                         | -                                    |
| -                                    | -                                      | -                                         | -                                    |
| 5,000                                | 3,000                                  | 1,000                                     | 1,968                                |
| -                                    | 862                                    | -                                         | 5,302                                |
| 5,000                                | 3,862                                  | 1,000                                     | 15,842                               |
| -                                    | -                                      | -                                         | (15,842)                             |
| -                                    | -                                      | -                                         | 15,842                               |
| \$ -                                 | \$ -                                   | \$ -                                      | \$ -                                 |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 176<br>TX Youth<br>Action<br>Network | 180<br>City of<br>Lockhart<br>Utility Assistance | 181<br>San Marco's<br>Youth Service |
|----------------------------------------------|--------------------------------------|--------------------------------------------------|-------------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                                      |                                                  |                                     |
| Federal, State, and Other Grant Revenues     | \$ -                                 | \$ -                                             | \$ -                                |
| Program Income                               | -                                    | -                                                | -                                   |
| Non-Federal (Local) Revenues                 | 55,000                               | -                                                | 21,942                              |
| In-Kind Revenues                             | -                                    | -                                                | -                                   |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>55,000</u>                        | <u>-</u>                                         | <u>21,942</u>                       |
| <b>EXPENSES</b>                              |                                      |                                                  |                                     |
| Salaries and Wages                           | -                                    | -                                                | 15,293                              |
| Fringe Benefits                              | -                                    | -                                                | 3,872                               |
| Travel                                       | 708                                  | -                                                | 650                                 |
| Equipment                                    | -                                    | -                                                | -                                   |
| Supplies                                     | 1,704                                | -                                                | 564                                 |
| Contractual Services                         | 32,050                               | -                                                | -                                   |
| Other                                        | 4,943                                | 145                                              | 1,563                               |
| <b>TOTAL EXPENSES</b>                        | <u>39,405</u>                        | <u>145</u>                                       | <u>21,942</u>                       |
| <b>CHANGES IN NET ASSETS</b>                 | 15,595                               | (145)                                            | -                                   |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>25,000</u>                        | <u>190</u>                                       | <u>-</u>                            |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ 40,595</u>                     | <u>\$ 45</u>                                     | <u>\$ -</u>                         |



| 182<br>SM Youth<br>Services<br>2025-2026 | 191<br>Non-Federal<br>Youth<br>Donor | 194<br>Non-Federal | Total<br>Community<br>Services |
|------------------------------------------|--------------------------------------|--------------------|--------------------------------|
| \$ -                                     | \$ -                                 | \$ -               | \$ 1,712,012                   |
| -                                        | -                                    | 124                | 16,345                         |
| 94,322                                   | -                                    | 29,109             | 429,155                        |
| -                                        | -                                    | -                  | -                              |
| 94,322                                   | -                                    | 29,233             | 2,157,512                      |
| 58,501                                   | -                                    | -                  | 458,174                        |
| 13,370                                   | -                                    | -                  | 111,379                        |
| -                                        | -                                    | -                  | 7,995                          |
| -                                        | -                                    | -                  | -                              |
| 1,616                                    | -                                    | 688                | 13,085                         |
| 20,835                                   | -                                    | -                  | 67,298                         |
| -                                        | -                                    | 8,065              | 1,507,813                      |
| 94,322                                   | -                                    | 8,753              | 2,165,744                      |
| -                                        | -                                    | 20,480             | (8,232)                        |
| -                                        | 43                                   | 25,826             | 195,075                        |
| \$ -                                     | \$ 43                                | \$ 46,306          | \$ 186,843                     |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                               | 204<br>HS Garden<br>Grant<br>7/16/1905 | 216<br>Child Care<br>Relief<br>Fund | 230<br>TX Home<br>Visiting<br>ECSB |
|-----------------------------------------------|----------------------------------------|-------------------------------------|------------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>        |                                        |                                     |                                    |
| Federal, State, and Other Grant Revenues      | \$ -                                   | \$ -                                | \$ 397,930                         |
| Program Income                                | -                                      | -                                   | -                                  |
| Non-Federal (Local) Revenues                  | 4,618                                  | -                                   | -                                  |
| In-Kind Revenues                              | -                                      | -                                   | -                                  |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b>  | <u>4,618</u>                           | <u>-</u>                            | <u>397,930</u>                     |
| <b>EXPENSES</b>                               |                                        |                                     |                                    |
| Salaries and Wages                            | -                                      | -                                   | 116,303                            |
| Fringe Benefits                               | -                                      | -                                   | 27,904                             |
| Travel                                        | -                                      | -                                   | 13,334                             |
| Equipment                                     | -                                      | -                                   | -                                  |
| Supplies                                      | 4,618                                  | -                                   | 4,789                              |
| Contractual Services                          | -                                      | -                                   | 176,667                            |
| Other                                         | -                                      | -                                   | 58,933                             |
| <b>TOTAL EXPENSES</b>                         | <u>4,618</u>                           | <u>-</u>                            | <u>397,930</u>                     |
| <b>CHANGES IN NET ASSETS</b>                  | -                                      | -                                   | -                                  |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>     | <u>-</u>                               | <u>-</u>                            | <u>-</u>                           |
| <b>NET ASSETS - END OF<br/>YEAR (DEFICIT)</b> | <u>\$ -</u>                            | <u>\$ -</u>                         | <u>\$ -</u>                        |

| 240<br>ST. DAVIDS<br>Home Visiting | 241<br>ST. DAVIDS<br>Home Visiting | 242<br>ST. DAVIDS<br>Home Visiting | 244<br>ST. DAVIDS<br>Home Visiting<br>2024 |
|------------------------------------|------------------------------------|------------------------------------|--------------------------------------------|
| <u>                    </u>        | <u>                    </u>        | <u>                    </u>        | <u>                    </u>                |
| \$ -                               | \$ -                               | \$ -                               | \$ -                                       |
| -                                  | -                                  | -                                  | -                                          |
| -                                  | -                                  | -                                  | -                                          |
| <u>-</u>                           | <u>-</u>                           | <u>-</u>                           | <u>-</u>                                   |
| -                                  | -                                  | -                                  | -                                          |
| <u>-</u>                           | <u>-</u>                           | <u>-</u>                           | <u>-</u>                                   |
| 28,439                             | -                                  | -                                  | 8,063                                      |
| 3,709                              | -                                  | -                                  | 5,915                                      |
| 18,775                             | -                                  | -                                  | (1,344)                                    |
| -                                  | -                                  | -                                  | -                                          |
| 77                                 | -                                  | -                                  | 107                                        |
| 33                                 | -                                  | -                                  | 109                                        |
| <u>23,702</u>                      | <u>222</u>                         | <u>-</u>                           | <u>(16,697)</u>                            |
| <u>74,735</u>                      | <u>222</u>                         | <u>-</u>                           | <u>(3,847)</u>                             |
| (74,735)                           | (222)                              | -                                  | 3,847                                      |
| <u>111,752</u>                     | <u>-</u>                           | <u>-</u>                           | <u>(3,847)</u>                             |
| <u>\$ 37,017</u>                   | <u>\$ (222)</u>                    | <u>\$ -</u>                        | <u>\$ -</u>                                |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 245<br>ST. DAVIDS<br>Home Visiting<br>2025 | 261<br>Head<br>Start<br>TSR 20-21 | 264/ 265<br>Head<br>Start |
|----------------------------------------------|--------------------------------------------|-----------------------------------|---------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                                            |                                   |                           |
| Federal, State, and Other Grant Revenues     | \$ -                                       | \$ -                              | \$ 61,560                 |
| Program Income                               | -                                          | -                                 | -                         |
| Non-Federal (Local) Revenues                 | 213,760                                    | 2,201                             | -                         |
| In-Kind Revenues                             | -                                          | -                                 | -                         |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>213,760</u>                             | <u>2,201</u>                      | <u>61,560</u>             |
| <b>EXPENSES</b>                              |                                            |                                   |                           |
| Salaries and Wages                           | 136,858                                    | -                                 | 44,900                    |
| Fringe Benefits                              | 35,066                                     | -                                 | 10,388                    |
| Travel                                       | 7,693                                      | -                                 | 1,471                     |
| Equipment                                    | -                                          | -                                 | -                         |
| Supplies                                     | 1,353                                      | -                                 | 115                       |
| Contractual Services                         | 1,252                                      | -                                 | -                         |
| Other                                        | 31,538                                     | -                                 | 4,686                     |
| <b>TOTAL EXPENSES</b>                        | <u>213,760</u>                             | <u>-</u>                          | <u>61,560</u>             |
| <b>CHANGES IN NET ASSETS</b>                 | -                                          | 2,201                             | -                         |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>-</u>                                   | <u>(2,201)</u>                    | <u>-</u>                  |
| <b>NET ASSETS - END OF<br/>YEAR</b>          | <u>\$ -</u>                                | <u>\$ -</u>                       | <u>\$ -</u>               |

| 266<br>Head<br>Start<br>TSR 25-26 | 266<br>Head<br>Start<br>PROG 25-26 | 279<br>Head<br>Start<br>PROG 24-25 | 282<br>Head Start<br>Prog<br>19-20 |
|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| \$ 13,616                         | \$ -                               | \$ 7,468,886                       | \$ -                               |
| -                                 | -                                  | -                                  | -                                  |
| -                                 | -                                  | -                                  | 44                                 |
| -                                 | -                                  | 935,169                            | -                                  |
| 13,616                            | -                                  | 8,404,055                          | 44                                 |
| 10,653                            | -                                  | 4,875,234                          | -                                  |
| 1,644                             | -                                  | 1,025,937                          | -                                  |
| 218                               | -                                  | 67,743                             | -                                  |
| -                                 | -                                  | 43,579                             | -                                  |
| 45                                | -                                  | 209,919                            | -                                  |
| -                                 | -                                  | 747,497                            | -                                  |
| 1,056                             | -                                  | 1,434,146                          | -                                  |
| 13,616                            | -                                  | 8,404,055                          | -                                  |
| -                                 | -                                  | -                                  | 44                                 |
| -                                 | -                                  | -                                  | (44)                               |
| \$ -                              | \$ -                               | \$ -                               | \$ -                               |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 285/286<br>TX Home<br>Visiting Program | 287<br>TX Home<br>Visiting Program<br>24-25 | 288<br>TX Home<br>Visiting<br>25-26 |
|----------------------------------------------|----------------------------------------|---------------------------------------------|-------------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                                        |                                             |                                     |
| Federal, State, and Other Grant Revenues     | 6,035                                  | \$ 757,986                                  | \$ 205,171                          |
| Program Income                               | -                                      | -                                           | -                                   |
| Non-Federal (Local) Revenues                 | 688                                    | -                                           | -                                   |
| In-Kind Revenues                             | -                                      | -                                           | -                                   |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>6,723</u>                           | <u>757,986</u>                              | <u>205,171</u>                      |
| <b>EXPENSES</b>                              |                                        |                                             |                                     |
| Salaries and Wages                           | -                                      | 469,018                                     | 114,606                             |
| Fringe Benefits                              | -                                      | 108,062                                     | 24,052                              |
| Travel                                       | -                                      | 15,303                                      | 20,007                              |
| Equipment                                    | -                                      | -                                           | -                                   |
| Supplies                                     | -                                      | 3,777                                       | 427                                 |
| Contractual Services                         | -                                      | 3,512                                       | 788                                 |
| Other                                        | 6,035                                  | 158,090                                     | 45,291                              |
| <b>TOTAL EXPENSES</b>                        | <u>6,035</u>                           | <u>757,762</u>                              | <u>205,171</u>                      |
| <b>CHANGES IN NET ASSETS</b>                 | 688                                    | 224                                         | -                                   |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>(80)</u>                            | <u>-</u>                                    | <u>-</u>                            |
| <b>NET ASSETS - END OF<br/>YEAR</b>          | <u>\$ 608</u>                          | <u>\$ 224</u>                               | <u>\$ -</u>                         |

| 294<br>Child & Adult<br>Food<br><u>23-24</u> | 295<br>Child & Adult<br>Food<br><u>24-25</u> | 296<br>Child & Adult<br>Food<br><u>25-26</u> | 331<br>HS Donations |
|----------------------------------------------|----------------------------------------------|----------------------------------------------|---------------------|
| \$ -                                         | \$ 393,988                                   | \$ 57,136                                    | \$ -                |
| -                                            | -                                            | -                                            | -                   |
| -                                            | -                                            | -                                            | -                   |
| -                                            | -                                            | -                                            | -                   |
| <u>-</u>                                     | <u>-</u>                                     | <u>-</u>                                     | <u>-</u>            |
| -                                            | 393,988                                      | 57,136                                       | -                   |
| <u>-</u>                                     | <u>393,988</u>                               | <u>57,136</u>                                | <u>-</u>            |
| -                                            | 196,803                                      | 27,364                                       | -                   |
| -                                            | 54,516                                       | 6,080                                        | -                   |
| -                                            | 92                                           | -                                            | -                   |
| -                                            | -                                            | -                                            | -                   |
| -                                            | -                                            | -                                            | -                   |
| -                                            | -                                            | -                                            | -                   |
| -                                            | 142,577                                      | 23,692                                       | -                   |
| -                                            | 393,988                                      | 57,136                                       | -                   |
| <u>-</u>                                     | <u>393,988</u>                               | <u>57,136</u>                                | <u>-</u>            |
| -                                            | -                                            | -                                            | -                   |
| (80)                                         | -                                            | -                                            | 2,245               |
| <u>(80)</u>                                  | <u>-</u>                                     | <u>-</u>                                     | <u>2,245</u>        |
| \$ (80)                                      | \$ -                                         | \$ -                                         | \$ 2,245            |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 332<br>HS Donations | 333<br>Policy<br>Council | 337<br>ECCOHC   | Total<br>Child<br>and Family<br>Services |
|----------------------------------------------|---------------------|--------------------------|-----------------|------------------------------------------|
| <b>REVENUES, SUPPORT AND<br/>OTHER</b>       |                     |                          |                 |                                          |
| Federal, State, and Other Grant Revenues     | \$ -                | \$ -                     | \$ -            | \$ 9,362,308                             |
| Program Income                               | -                   | -                        | -               | -                                        |
| Non-Federal (Local) Revenues                 | 2,408               | -                        | -               | 223,719                                  |
| In-Kind Revenues                             | -                   | -                        | -               | 935,169                                  |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>2,408</u>        | <u>-</u>                 | <u>-</u>        | <u>10,521,196</u>                        |
| <b>EXPENSES</b>                              |                     |                          |                 |                                          |
| Salaries and Wages                           | -                   | -                        | -               | 6,028,241                                |
| Fringe Benefits                              | -                   | -                        | -               | 1,303,273                                |
| Travel                                       | -                   | -                        | -               | 143,292                                  |
| Equipment                                    | -                   | -                        | -               | 43,579                                   |
| Supplies                                     | 515                 | 1,462                    | -               | 227,204                                  |
| Contractual Services                         | -                   | -                        | -               | 929,858                                  |
| Other                                        | 2,884               | -                        | -               | 1,916,155                                |
| <b>TOTAL EXPENSES</b>                        | <u>3,399</u>        | <u>1,462</u>             | <u>-</u>        | <u>10,591,602</u>                        |
| <b>CHANGES IN NET ASSETS</b>                 | (991)               | (1,462)                  | -               | (70,406)                                 |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>4,079</u>        | <u>5,368</u>             | <u>2,889</u>    | <u>120,081</u>                           |
| <b>NET ASSETS - END OF<br/>YEAR</b>          | <u>\$ 3,088</u>     | <u>\$ 3,906</u>          | <u>\$ 2,889</u> | <u>\$ 49,675</u>                         |



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 501<br>Family Planning<br>Title X | 506<br>Family Planning<br>TITLE X 24-25 | 507<br>Family Planning<br>TITLE X 25-26 |
|----------------------------------------------|-----------------------------------|-----------------------------------------|-----------------------------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                                   |                                         |                                         |
| Federal, State, and Other Grant Revenues     | \$ -                              | \$ 84,866                               | \$ 67,119                               |
| Program Income                               | -                                 | 14,773                                  | 18,106                                  |
| Non-Federal (Local) Revenues                 | -                                 | -                                       | -                                       |
| In-Kind Revenues                             | -                                 | -                                       | -                                       |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>-</u>                          | <u>99,639</u>                           | <u>85,225</u>                           |
| <b>EXPENSES</b>                              |                                   |                                         |                                         |
| Salaries and Wages                           | -                                 | 42,279                                  | 35,448                                  |
| Fringe Benefits                              | -                                 | 9,388                                   | 8,430                                   |
| Travel                                       | -                                 | 215                                     | 384                                     |
| Equipment                                    | -                                 | -                                       | -                                       |
| Supplies                                     | -                                 | 12,645                                  | 8,820                                   |
| Contractual Services                         | -                                 | 4,727                                   | 4,202                                   |
| Other                                        | -                                 | 19,251                                  | 9,835                                   |
| <b>TOTAL EXPENSES</b>                        | <u>-</u>                          | <u>88,505</u>                           | <u>67,119</u>                           |
| <b>CHANGES IN NET ASSETS</b>                 | -                                 | 11,134                                  | 18,106                                  |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>2,523</u>                      | <u>7,279</u>                            | <u>-</u>                                |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ 2,523</u>                   | <u>\$ 18,413</u>                        | <u>\$ 18,106</u>                        |

| 512<br>Healthy TX<br>Women's<br>Program | 513<br>Healthy TX<br>Women's<br>Program 25-26 | 521<br>CHS Donor | 523<br>Family<br>Planning<br>WHFPT 25-26 |
|-----------------------------------------|-----------------------------------------------|------------------|------------------------------------------|
| \$ 42,836                               | \$ 18,603                                     | \$ -             | \$ 25,882                                |
| -                                       | -                                             | -                | -                                        |
| -                                       | -                                             | 140              | -                                        |
| -                                       | -                                             | -                | -                                        |
| 42,836                                  | 18,603                                        | 140              | 25,882                                   |
| 20,123                                  | 8,250                                         | -                | 23,100                                   |
| 4,455                                   | 1,929                                         | -                | 2,782                                    |
| -                                       | -                                             | -                | -                                        |
| -                                       | -                                             | -                | -                                        |
| 1,469                                   | 5,574                                         | -                | -                                        |
| 2,045                                   | 150                                           | -                | -                                        |
| 14,744                                  | 2,700                                         | -                | -                                        |
| 42,836                                  | 18,603                                        | -                | 25,882                                   |
| -                                       | -                                             | 140              | -                                        |
| -                                       | -                                             | 3,680            | -                                        |
| \$ -                                    | \$ -                                          | \$ 3,820         | \$ -                                     |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 527<br>Family<br>Planning<br>Non-Federal | 531<br>Family<br>Planning<br>Expanded | 542<br>FPP<br>Fee 24-25 |
|----------------------------------------------|------------------------------------------|---------------------------------------|-------------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                                          |                                       |                         |
| Federal, State, and Other Grant Revenues     | \$ -                                     | \$ -                                  | \$ 161,554              |
| Program Income                               | -                                        | 15,799                                | -                       |
| Non-Federal (Local) Revenues                 | 70,000                                   | -                                     | -                       |
| In-Kind Revenues                             | -                                        | -                                     | -                       |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>70,000</u>                            | <u>15,799</u>                         | <u>161,554</u>          |
| <b>EXPENSES</b>                              |                                          |                                       |                         |
| Salaries and Wages                           | 31,960                                   | 6,989                                 | 78,457                  |
| Fringe Benefits                              | 5,723                                    | 1,384                                 | 19,067                  |
| Travel                                       | -                                        | -                                     | -                       |
| Equipment                                    | -                                        | -                                     | -                       |
| Supplies                                     | -                                        | 766                                   | 2,939                   |
| Contractual Services                         | 3,303                                    | 358                                   | 17,813                  |
| Other                                        | 27,505                                   | 4,236                                 | 39,968                  |
| <b>TOTAL EXPENSES</b>                        | <u>68,491</u>                            | <u>13,733</u>                         | <u>158,244</u>          |
| <b>CHANGES IN NET ASSETS</b>                 | 1,509                                    | 2,066                                 | 3,310                   |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>-</u>                                 | <u>1,566</u>                          | <u>-</u>                |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ 1,509</u>                          | <u>\$ 3,632</u>                       | <u>\$ 3,310</u>         |

| 543<br>FPP<br>Fee 25-26 | 550<br>Clinic Unit<br>Allocation | 554<br>St. David's<br>We All<br>Benefit | 555<br>St. David's<br>Intermediary |
|-------------------------|----------------------------------|-----------------------------------------|------------------------------------|
| \$ 48,609               | \$ -                             | \$ -                                    | \$ -                               |
| -                       | -                                | -                                       | -                                  |
| -                       | -                                | 147,480                                 | 67,711                             |
| -                       | -                                | -                                       | -                                  |
| 48,609                  | -                                | 147,480                                 | 67,711                             |
| 25,646                  | -                                | 38,646                                  | 33,038                             |
| 5,899                   | -                                | 4,139                                   | 3,153                              |
| -                       | -                                | 2,273                                   | -                                  |
| -                       | -                                | 3,796                                   | 1,103                              |
| 5,947                   | -                                | 2,632                                   | 2,711                              |
| 4,207                   | -                                | 74,000                                  | 16,919                             |
| 6,910                   | -                                | 21,994                                  | 10,787                             |
| 48,609                  | -                                | 147,480                                 | 67,711                             |
| -                       | -                                | -                                       | -                                  |
| -                       | -                                | -                                       | -                                  |
| \$ -                    | \$ -                             | \$ -                                    | \$ -                               |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 564<br>OLA Fund<br>Part A 2024 | 565<br>QIA Fund<br>Part A 2025 | 574<br>HTWP<br>CAT EXP<br>24-25 |
|----------------------------------------------|--------------------------------|--------------------------------|---------------------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                                |                                |                                 |
| Federal, State, and Other Grant Revenues     | \$ -                           | \$ -                           | \$ 12,388                       |
| Program Income                               | -                              | -                              | -                               |
| Non-Federal (Local) Revenues                 | 4,670                          | 13,438                         | -                               |
| In-Kind Revenues                             | -                              | -                              | -                               |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>4,670</u>                   | <u>13,438</u>                  | <u>12,388</u>                   |
| <b>EXPENSES</b>                              |                                |                                |                                 |
| Salaries and Wages                           | -                              | -                              | 6,027                           |
| Fringe Benefits                              | -                              | -                              | 1,970                           |
| Travel                                       | -                              | -                              | -                               |
| Equipment                                    | -                              | -                              | -                               |
| Supplies                                     | -                              | -                              | 536                             |
| Contractual Services                         | -                              | -                              | 627                             |
| Other                                        | 4,805                          | 13,438                         | 3,228                           |
| <b>TOTAL EXPENSES</b>                        | <u>4,805</u>                   | <u>13,438</u>                  | <u>12,388</u>                   |
| <b>CHANGES IN NET ASSETS</b>                 | (135)                          | -                              | -                               |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>-</u>                       | <u>-</u>                       | <u>-</u>                        |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ (135)</u>                | <u>\$ -</u>                    | <u>\$ -</u>                     |

| 583<br>FPP<br>CAT EXP<br>24-25 | 584<br>FPP<br>CAT EXP<br>25-26 | 591<br>HTWP<br>Patient<br>NAV 24-25 | 614<br>Ryan White<br>A<br>24-25 |
|--------------------------------|--------------------------------|-------------------------------------|---------------------------------|
| \$ 36,924                      | \$ 10,932                      | \$ 43,101                           | \$ 21,259                       |
| 6,313                          | -                              | -                                   | -                               |
| -                              | -                              | -                                   | -                               |
| -                              | -                              | -                                   | -                               |
| 43,237                         | 10,932                         | 43,101                              | 21,259                          |
| 20,629                         | 7,208                          | 33,168                              | 17,306                          |
| 4,876                          | 816                            | 9,933                               | 2,233                           |
| -                              | -                              | -                                   | -                               |
| -                              | -                              | -                                   | -                               |
| 1,022                          | -                              | -                                   | -                               |
| 1,618                          | 150                            | -                                   | -                               |
| 8,779                          | 2,758                          | -                                   | 1,720                           |
| 36,924                         | 10,932                         | 43,101                              | 21,259                          |
| 6,313                          | -                              | -                                   | -                               |
| -                              | -                              | -                                   | -                               |
| \$ 6,313                       | \$ -                           | \$ -                                | \$ -                            |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 615<br>Ryan White<br>A<br>25-26 | 626<br>State Service<br>24-25 | 627<br>State Service<br>25-26 |
|----------------------------------------------|---------------------------------|-------------------------------|-------------------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                                 |                               |                               |
| Federal, State, and Other Grant Revenues     | \$ 45,424                       | \$ 320,477                    | \$ 68,468                     |
| Program Income                               | -                               | -                             | -                             |
| Non-Federal (Local) Revenues                 | -                               | -                             | -                             |
| In-Kind Revenues                             | -                               | -                             | -                             |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>45,424</u>                   | <u>320,477</u>                | <u>68,468</u>                 |
| <b>EXPENSES</b>                              |                                 |                               |                               |
| Salaries and Wages                           | 32,813                          | 214,890                       | 43,559                        |
| Fringe Benefits                              | 8,144                           | 47,858                        | 11,142                        |
| Travel                                       | -                               | 5,600                         | 1,094                         |
| Equipment                                    | -                               | -                             | -                             |
| Supplies                                     | 137                             | 3,860                         | 2,231                         |
| Contractual Services                         | -                               | 5,674                         | -                             |
| Other                                        | 4,330                           | 42,595                        | 10,442                        |
| <b>TOTAL EXPENSES</b>                        | <u>45,424</u>                   | <u>320,477</u>                | <u>68,468</u>                 |
| <b>CHANGES IN NET ASSETS</b>                 | -                               | -                             | -                             |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>-</u>                        | <u>-</u>                      | <u>-</u>                      |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ -</u>                     | <u>\$ -</u>                   | <u>\$ -</u>                   |

| 635<br>Ryan White<br>Part B<br>24-25 | 636<br>Ryan White<br>Part B<br>25-26 | 645<br>Ryan White<br>C<br>2024 | 646<br>Ryan White<br>C<br>2025 |
|--------------------------------------|--------------------------------------|--------------------------------|--------------------------------|
| \$ 28,578                            | \$ 45,587                            | \$ 27,889                      | \$ 61,320                      |
| 20,755                               | 39,875                               | -                              | -                              |
| -                                    | -                                    | -                              | -                              |
| -                                    | -                                    | -                              | -                              |
| 49,333                               | 85,462                               | 27,889                         | 61,320                         |
| -                                    | 5,441                                | 11,192                         | 33,616                         |
| -                                    | 523                                  | 2,481                          | 6,743                          |
| 2,043                                | 4,275                                | 280                            | 289                            |
| 1,067                                | 1,124                                | -                              | -                              |
| 752                                  | -                                    | -                              | -                              |
| 19,513                               | 19,813                               | -                              | -                              |
| 5,203                                | 14,410                               | 13,936                         | 20,672                         |
| 28,578                               | 45,586                               | 27,889                         | 61,320                         |
| 20,755                               | 39,876                               | -                              | -                              |
| -                                    | -                                    | -                              | -                              |
| \$ 20,755                            | \$ 39,876                            | \$ -                           | \$ -                           |



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 651<br>RASP Donor | 662<br>HOPWA   | 663<br>HOPWA<br>25-26 |
|----------------------------------------------|-------------------|----------------|-----------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                   |                |                       |
| Federal, State, and Other Grant Revenues     | \$ -              | \$ 270,327     | \$ 60,463             |
| Program Income                               | -                 | -              | -                     |
| Non-Federal (Local) Revenues                 | 30,935            | -              | -                     |
| In-Kind Revenues                             | -                 | -              | -                     |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>30,935</u>     | <u>270,327</u> | <u>60,463</u>         |
| <b>EXPENSES</b>                              |                   |                |                       |
| Salaries and Wages                           | -                 | 27,203         | 6,217                 |
| Fringe Benefits                              | -                 | 2,902          | 1,965                 |
| Travel                                       | -                 | 334            | -                     |
| Equipment                                    | 24,176            | -              | -                     |
| Supplies                                     | 391               | 285            | -                     |
| Contractual Services                         | 895               | -              | -                     |
| Other                                        | 33,584            | 239,603        | 52,281                |
| <b>TOTAL EXPENSES</b>                        | <u>59,046</u>     | <u>270,327</u> | <u>60,463</u>         |
| <b>CHANGES IN NET ASSETS</b>                 | (28,111)          | -              | -                     |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>104,418</u>    | <u>-</u>       | <u>-</u>              |
| <b>NET ASSETS - END OF YEAR</b>              | <u>\$ 76,307</u>  | <u>\$ -</u>    | <u>\$ -</u>           |

| 712<br>McKenna<br>Legacy | 720<br>Bastrop<br>CARES | 723<br>United<br>Way | 733<br>Breast Cancer |
|--------------------------|-------------------------|----------------------|----------------------|
| <u>          </u>        | <u>          </u>       | <u>          </u>    | <u>          </u>    |
| \$ -                     | \$ -                    | \$ -                 | \$ -                 |
| -                        | -                       | -                    | -                    |
| 13,503                   | -                       | 101,929              | 35,587               |
| <u>-</u>                 | <u>-</u>                | <u>-</u>             | <u>-</u>             |
| <u>13,503</u>            | <u>-</u>                | <u>101,929</u>       | <u>35,587</u>        |
| 8,299                    | -                       | 74,047               | 869                  |
| 1,278                    | -                       | 20,331               | 887                  |
| 29                       | -                       | -                    | 37                   |
| -                        | -                       | -                    | -                    |
| -                        | -                       | -                    | 450                  |
| 1,769                    | 1,169                   | -                    | 15,578               |
| <u>2,128</u>             | <u>-</u>                | <u>7,551</u>         | <u>6,337</u>         |
| <u>13,503</u>            | <u>1,169</u>            | <u>101,929</u>       | <u>24,158</u>        |
| -                        | (1,169)                 | -                    | 11,429               |
| -                        | 2,544                   | -                    | 1,925                |
| <u>\$ -</u>              | <u>\$ 1,375</u>         | <u>\$ -</u>          | <u>\$ 13,354</u>     |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                              | 753<br>BCCS<br>Cancer Screening | 754<br>BCCS<br>Cancer Screening | 755<br>BCCS<br>Cancer Screening |
|----------------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <b>REVENUES, SUPPORT<br/>AND OTHER</b>       |                                 |                                 |                                 |
| Federal, State, and Other Grant Revenues     | \$ -                            | \$ 2,611                        | \$ 134,959                      |
| Program Income                               | -                               | -                               | -                               |
| Non-Federal (Local) Revenues                 | -                               | -                               | -                               |
| In-Kind Revenues                             | -                               | -                               | -                               |
| <b>TOTAL REVENUES, SUPPORT<br/>AND OTHER</b> | <u>-</u>                        | <u>2,611</u>                    | <u>134,959</u>                  |
| <b>EXPENSES</b>                              |                                 |                                 |                                 |
| Salaries and Wages                           | -                               | -                               | 20,527                          |
| Fringe Benefits                              | -                               | -                               | 7,554                           |
| Travel                                       | -                               | -                               | 646                             |
| Equipment                                    | -                               | -                               | -                               |
| Supplies                                     | -                               | -                               | 40                              |
| Contractual Services                         | -                               | 2,611                           | 77,886                          |
| Other                                        | -                               | -                               | 28,336                          |
| <b>TOTAL EXPENSES</b>                        | <u>-</u>                        | <u>2,611</u>                    | <u>134,989</u>                  |
| <b>CHANGES IN NET ASSETS</b>                 | -                               | -                               | (30)                            |
| <b>NET ASSETS - BEGINNING<br/>OF YEAR</b>    | <u>815</u>                      | <u>-</u>                        | <u>-</u>                        |
| <b>NET ASSETS - END OF YEAR</b>              | <u><u>\$ 815</u></u>            | <u><u>\$ -</u></u>              | <u><u>\$ (30)</u></u>           |

| 758<br>BCCS<br>Cancer Screening | 759<br>BCCS<br>Cancer Screening | 760<br>BCCS<br>Cancer Screening | 761<br>Burdine Johnson<br>FNDTN 2025 | 100<br>Cummings<br>Health | Total<br>Community<br>Health<br>Services |
|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|---------------------------|------------------------------------------|
| \$ 8,903                        | \$ -                            | \$ -                            | \$ -                                 | \$ -                      | \$ 1,649,079                             |
| -                               | -                               | -                               | -                                    | -                         | 115,621                                  |
| -                               | 939                             | 20,026                          | 62,987                               | -                         | 569,345                                  |
| -                               | -                               | -                               | -                                    | -                         | -                                        |
| 8,903                           | 939                             | 20,026                          | 62,987                               | -                         | 2,334,045                                |
| -                               | -                               | 9,385                           | 40,859                               | -                         | 957,191                                  |
| -                               | -                               | 3,050                           | 12,766                               | -                         | 213,801                                  |
| 78                              | -                               | -                               | -                                    | -                         | 17,577                                   |
| -                               | -                               | -                               | -                                    | -                         | 31,266                                   |
| -                               | -                               | -                               | -                                    | 1,393                     | 54,600                                   |
| 8,657                           | 939                             | 5,600                           | 2,000                                | -                         | 292,223                                  |
| 168                             | -                               | 1,991                           | 7,362                                | -                         | 683,587                                  |
| 8,903                           | 939                             | 20,026                          | 62,987                               | 1,393                     | 2,250,245                                |
| -                               | -                               | -                               | -                                    | (1,393)                   | 83,800                                   |
| -                               | -                               | -                               | -                                    | 1,393                     | 126,143                                  |
| \$ -                            | \$ -                            | \$ -                            | \$ -                                 | \$ -                      | \$ 209,943                               |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – ADULT EDUCATION  
 FOR THE YEAR ENDED OCTOBER 31, 2025

|                                               | 908<br>Adult<br>ED Bastrop<br>BLDG | 909<br>Adult<br>ED Bastrop<br>BLDG 25-26 | 910<br>Adult Ed<br>& Literacy<br>25-26 |
|-----------------------------------------------|------------------------------------|------------------------------------------|----------------------------------------|
| <b>REVENUES, SUPPORT,<br/>AND OTHER</b>       |                                    |                                          |                                        |
| Federal, State, and Other Grant Revenues      | \$ -                               | \$ -                                     | \$ 325,327                             |
| Program Income                                | -                                  | -                                        | -                                      |
| Non-Federal (Local) Revenues                  | 4,780                              | 7,915                                    | -                                      |
| In-Kind Revenues                              | -                                  | -                                        | -                                      |
| <b>TOTAL REVENUES, SUPPORT,<br/>AND OTHER</b> | <u>4,780</u>                       | <u>7,915</u>                             | <u>325,327</u>                         |
| <b>EXPENSES</b>                               |                                    |                                          |                                        |
| Salaries and Wages                            | -                                  | -                                        | 220,174                                |
| Fringe Benefits                               | -                                  | -                                        | 36,357                                 |
| Travel                                        | -                                  | -                                        | 1,381                                  |
| Equipment                                     | -                                  | -                                        | -                                      |
| Supplies                                      | -                                  | 394                                      | 6,552                                  |
| Contractual Services                          | 560                                | 280                                      | 28,046                                 |
| Other                                         | 4,220                              | 7,241                                    | 32,817                                 |
| <b>TOTAL EXPENSES</b>                         | <u>4,780</u>                       | <u>7,915</u>                             | <u>325,327</u>                         |
| <b>CHANGES IN NET ASSETS</b>                  | -                                  | -                                        | -                                      |
| <b>NET ASSETS - BEGINNING OF YEAR</b>         | <u>-</u>                           | <u>-</u>                                 | <u>-</u>                               |
| <b>NET ASSETS - END OF YEAR</b>               | <u>\$ -</u>                        | <u>\$ -</u>                              | <u>\$ -</u>                            |

| 919<br>Adult Ed<br>& Literacy | 926<br>2024<br>Community<br>Impact GRT | 930<br>AE - Bastrop<br>County<br>CARES | 940<br>AE - Dollar<br>General<br>24-25 |
|-------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
| \$ 1,632,501                  | \$ -                                   | \$ -                                   | \$ -                                   |
| -                             | -                                      | -                                      | -                                      |
| -                             | 2,000                                  | -                                      | 2,868                                  |
| -                             | -                                      | -                                      | -                                      |
| 1,632,501                     | 2,000                                  | -                                      | 2,868                                  |
| 1,132,190                     | -                                      | 364                                    | -                                      |
| 228,658                       | -                                      | 39                                     | -                                      |
| 8,362                         | -                                      | -                                      | -                                      |
| -                             | -                                      | -                                      | -                                      |
| 23,452                        | 1,741                                  | -                                      | 739                                    |
| 118,024                       | -                                      | -                                      | 510                                    |
| 121,815                       | 259                                    | -                                      | 1,619                                  |
| 1,632,501                     | 2,000                                  | 403                                    | 2,868                                  |
| -                             | -                                      | (403)                                  | -                                      |
| -                             | -                                      | 403                                    | -                                      |
| \$ -                          | \$ -                                   | \$ -                                   | \$ -                                   |

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
 COMBINING STATEMENT OF ACTIVITIES – ADULT EDUCATION  
 FOR THE YEAR ENDED OCTOBER 31, 2025

| 941<br>AE - Dollar<br>General<br>25-26 | 950<br>English Literacy<br>&<br>Civics | 951<br>English Literacy<br>&<br>Civics 25-26 | 981<br>Adult Education<br>Non -<br>Federal | Total<br>Adult<br>Education |
|----------------------------------------|----------------------------------------|----------------------------------------------|--------------------------------------------|-----------------------------|
| \$ -                                   | \$ 718,610                             | \$ 106,421                                   | \$ -                                       | \$ 2,782,859                |
| -                                      | -                                      | -                                            | -                                          | -                           |
| 2,450                                  | -                                      | -                                            | 16,155                                     | 36,168                      |
| -                                      | -                                      | -                                            | -                                          | -                           |
| 2,450                                  | 718,610                                | 106,421                                      | 16,155                                     | 2,819,027                   |
| -                                      | 502,231                                | 68,205                                       | 226                                        | 1,923,390                   |
| -                                      | 64,404                                 | 8,517                                        | 24                                         | 337,999                     |
| -                                      | 4,159                                  | -                                            | 22                                         | 13,924                      |
| -                                      | 2,397                                  | -                                            | -                                          | 2,397                       |
| 290                                    | 9,162                                  | 5,833                                        | 5,585                                      | 53,748                      |
| -                                      | 44,062                                 | 786                                          | -                                          | 192,268                     |
| 2,160                                  | 92,195                                 | 23,080                                       | 1,563                                      | 286,969                     |
| 2,450                                  | 718,610                                | 106,421                                      | 7,420                                      | 2,810,695                   |
| -                                      | -                                      | -                                            | 8,735                                      | 8,332                       |
| -                                      | -                                      | -                                            | 738                                        | 1,141                       |
| \$ -                                   | \$ -                                   | \$ -                                         | \$ 9,473                                   | \$ 9,473                    |





**FEDERAL AND STATE AWARD SECTION**

Discussion Draft



Armstrong, Vaughan & Associates, P. C.

Certified Public Accountants

## INDEPENDENT AUDITOR'S REPORT

### REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors  
Community Action, Inc. of Central Texas

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Community Action, Inc. of Central Texas, which comprise the statement of financial position as of October 31, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated June 30, 2026.

#### **Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Community Action, Inc. of Central Texas' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Community Action, Inc. of Central Texas' internal control. Accordingly, we do not express an opinion on the effectiveness of Community Action, Inc. of Central Texas' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

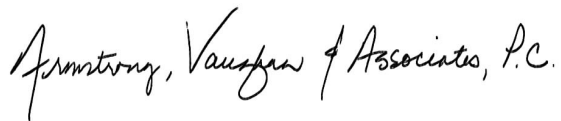
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Community Action, Inc. of Central Texas' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Armstrong, Vaughan & Associates, P.C.

June 30, 2026



Armstrong, Vaughan & Associates, P. C.

Certified Public Accountants

## INDEPENDENT AUDITOR'S REPORT

### REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH UNIFORM GUIDANCE

To the Board of Directors  
Community Action, Inc. of Central Texas

#### **Report on Compliance for Each Major Federal Program**

##### ***Opinion on Each Major Federal Program***

We have audited Community Action, Inc. of Central Texas's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Community Action, Inc. of Central Texas's major federal programs for the year ended October 31, 2025. Community Action, Inc. of Central Texas's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Community Action, Inc. of Central Texas complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended Community Action, Inc. of Central Texas.

##### ***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Community Action, Inc. of Central Texas and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Community Action, Inc. of Central Texas's compliance with the compliance requirements referred to above.

### ***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Community Action, Inc. of Central Texas's federal programs.

### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Community Action, Inc. of Central Texas's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Community Action, Inc. of Central Texas's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Community Action, Inc. of Central Texas's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Community Action, Inc. of Central Texas's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Community Action, Inc. of Central Texas's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### ***Report on Internal Control Over Compliance***

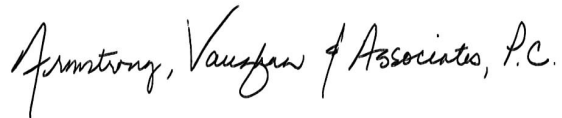
A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Respectfully submitted,



Armstrong, Vaughan & Associates, P.C.

June 30, 2026

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS  
YEAR ENDED OCTOBER 31, 2025

| Federal Grantor/<br>Pass-Through Grantor/<br>Program Title                 | Federal<br>ALN<br>Number | Pass-Through<br>Grantor's<br>Number | Federal<br>Expenditures |
|----------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------|
| U.S. Department of Agriculture                                             |                          |                                     |                         |
| Passed through Texas Department of Agriculture:                            |                          |                                     |                         |
| Child & Adult Care Food Prog (295)                                         | 10.558                   | 2113                                | \$ 393,988              |
| Child & Adult Care Food Prog (296)                                         | 10.558                   | 2113                                | 57,136                  |
| U.S. Department of Education                                               |                          |                                     |                         |
| Passed through Texas Workforce Commission:                                 |                          |                                     |                         |
| Adult Education (919)                                                      | 84.002                   | 2924ALA009                          | 1,189,984               |
| Adult Education (919)                                                      | 93.558                   | 2924ALA009                          | 121,024                 |
| Adult Education (910)                                                      | 84.002                   | 292ALAB09                           | 203,080                 |
| Adult Education (910)                                                      | 93.558                   | 292ALAB09                           | 44,014                  |
| Adult Education (951)                                                      | 84.002                   | 2924ALAB39                          | 106,421                 |
| Adult Education (950)                                                      | 84.002                   | 2924ALA039                          | 718,610                 |
| U.S. Department of Health and Human Services                               |                          |                                     |                         |
| Head Start (279)                                                           | 93.600                   | 06CH012370                          | 7,468,886               |
| Passed through University of Texas Health Science Center at Houston:       |                          |                                     |                         |
| Texas School Ready (266)                                                   | 93.575                   | None                                | 13,616                  |
| Texas School Ready (265)                                                   | 93.575                   | None                                | 61,560                  |
| Passed through Capital Area Council of Governments:                        |                          |                                     |                         |
| Spec. Prog. For the Aging, Title III, Part B (096)                         | 93.044                   | None                                | 67,565                  |
| Passed through Women's Health and Family Planning<br>Association of Texas: |                          |                                     |                         |
| Family Planning Services, Title X (507)                                    | 93.217                   | None                                | 67,119                  |
| Family Planning Services, Title X (506)                                    | 93.217                   | None                                | 84,866                  |
| Family Planning Services, Title X (523)                                    | 93.217                   | None                                | 25,882                  |
| Passed through Texas Department of Housing &<br>Community Affairs:         |                          |                                     |                         |
| Low-Income Home Energy Assistance (080)                                    | 93.568                   | 58250004379                         | 1,281,783               |
| Low-Income Home Energy Assistance (089)                                    | 93.568                   | 58240004017                         | 30,049                  |
| Low-Income Home Energy Assistance- (078)                                   | 93.568                   | 58940004165                         | 156                     |
| Low-Income Home Energy Assistance- (079)                                   | 93.568                   | 58950004414                         | 14,590                  |
| Community Service Block Grant (129)                                        | 93.569                   | 61240004126                         | 89,190                  |
| Community Service Block Grant (120)                                        | 93.569                   | 61250004341                         | 206,187                 |
| Texas TBRA 2025-2026 (161)                                                 | 14.239                   | 2024-0037                           | 22,502                  |
| Passed through the Texas Department of Family and Protective Services      |                          |                                     |                         |
| Texas Home Visiting Program (286)                                          | 93.870                   | HHS001105400002                     | 6,035                   |
| Texas Home Visiting Program (288)                                          | 93.870                   | HHS001105400002                     | 205,171                 |
| Texas Home Visiting Program (287)                                          | 93.870                   | HHS001105400002                     | 757,986                 |
| Texas Home Visiting Program (230)                                          | 93.434                   | HHS001105400002                     | 397,930                 |
| Passed through the Texas Health and Human Services Commission:             |                          |                                     |                         |
| Breast & Cervical Cancer (758)                                             | 93.898                   | None                                | 8,903                   |
| Breast & Cervical Cancer (754)                                             | 93.898                   | HHS000734600038                     | 2,611                   |
| Breast & Cervical Cancer (755)                                             | 93.898                   | HHS000734600038                     | 134,959                 |
| Passed through Brazos Valley COG:                                          |                          |                                     |                         |
| Ryan White Part B (636)                                                    | 93.917                   | 5610/2-552-01                       | 45,587                  |
| Ryan White Part B (635)                                                    | 93.917                   | 5611/2-552-01                       | 28,578                  |



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS (CONT.)  
YEAR ENDED OCTOBER 31, 2025

| Federal Grantor/<br>Pass-Through Grantor/<br>Program Title | Federal<br>ALN<br>Number | Pass-Through<br>Grantor's<br>Number | Federal<br>Expenditures |
|------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------|
| Passed through City of Austin:                             |                          |                                     |                         |
| Ryan White Part A (615)                                    | 93.914                   | NG250000016                         | 45,424                  |
| Ryan White Part A (614)                                    | 93.914                   | NG220000048                         | 21,259                  |
| Ryan White Part C (645)                                    | 93.918                   | NG170000028                         | 27,889                  |
| Ryan White Part A (646)                                    | 93.918                   | NG170000028                         | 61,320                  |
| U.S. Department of Housing and Urban Development           |                          |                                     |                         |
| Passed through Brazos Valley COG:                          |                          |                                     |                         |
| Housing Opportunities for Persons with AIDS (663)          | 14.241                   | 5635/25-26/552/01                   | 60,463                  |
| Housing Opportunities for Persons with AIDS (662)          | 14.241                   | 5607/6-552-01                       | 270,327                 |
| Total Federal Awards                                       |                          |                                     | <u>\$ 14,342,650</u>    |

**PROGRAM TOTALS**

|                                              |        |  |                      |
|----------------------------------------------|--------|--|----------------------|
| Child & Adult Care Food Program              | 10.558 |  | \$ 451,124           |
| Adult Education                              | 84.002 |  | 2,218,095            |
| Adult Education                              | 93.558 |  | 165,038              |
| Head Start                                   | 93.600 |  | 7,468,886            |
| Texas School Ready (264)                     | 93.575 |  | 75,176               |
| Spec. Prog. For the Aging, Title III, Part B | 93.044 |  | 67,565               |
| Family Planning Services, Title X            | 93.217 |  | 177,867              |
| Low-Income Home Energy Assistance            | 93.568 |  | 1,326,578            |
| Community Service Block Grant                | 93.569 |  | 295,377              |
| Texas Home Visiting Program                  | 93.870 |  | 969,192              |
| Texas Home Visiting Program                  | 93.434 |  | 397,930              |
| Breast & Cervical Cancer                     | 93.898 |  | 146,473              |
| Ryan White Part B                            | 93.917 |  | 74,165               |
| Ryan White Part A                            | 93.914 |  | 66,683               |
| Ryan White Part C                            | 93.918 |  | 89,209               |
| Housing Opportunities for Persons with AIDS  | 14.241 |  | 330,790              |
| Texas TBRA                                   | 14.239 |  | 22,502               |
|                                              |        |  | <u>\$ 14,342,650</u> |

| Grantor<br>Program                          | Grant<br>Number | Pass-Through<br>Number | State<br>Expenditures |
|---------------------------------------------|-----------------|------------------------|-----------------------|
| State of Texas:                             |                 |                        |                       |
| Texas Health and Human Services Commission: |                 |                        |                       |
| Healthy Texas Women (512)                   | N/A             | HHS000734600038        | \$ 42,836             |
| Healthy Texas Women (513)                   | N/A             | HHS000734600038        | 18,603                |
| Healthy Texas Women (574)                   | N/A             | HHS000734600038        | 12,388                |
| Healthy Texas Women (591)                   | N/A             | HHS000734600038        | 43,101                |
| Family Planning (542)                       |                 | HHS000734600038        | 161,554               |
| Family Planning (543)                       |                 | HHS000734600038        | 48,609                |
| Family Planning (584)                       |                 | HHS000734600038        | 10,932                |
| Family Planning (583)                       |                 | HHS000734600038        | 36,924                |
| Passed through Brazos Valley COG:           |                 |                        |                       |
| HIV Health and Social Services (627)        | N/A             | 5625/25-26/552/01      | 68,469                |
| HIV Health and Social Services (626)        | N/A             | 5612/2-552-01          | 320,477               |
| Texas Workforce Commission:                 |                 |                        |                       |
| Adult Education (919)                       |                 | 2924ALA009             | 321,493               |
| Adult Education (910)                       |                 | 2924ALA009             | 78,222                |

Total State Awards \$ 1,163,608

Total Federal and State Awards \$ 15,506,258

**PROGRAM TOTALS**

|                                |     |                     |
|--------------------------------|-----|---------------------|
| Healthy Texas Women            | N/A | \$ 116,928          |
| Family Planning                | N/A | 258,019             |
| HIV Health and Social Services | N/A | 388,946             |
| Adult Educator                 | N/A | 399,715             |
|                                |     | <u>\$ 1,163,608</u> |



COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS  
OCTOBER 31, 2025

NOTE A – BASIS OF PRESENTATION

The Schedule of Expenditures of Federal and State Awards includes the federal and state grant activity of Community Action, Inc. of Central Texas and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Community Action, Inc. of Central Texas has elected to use the 10% de minimus indirect cost rate.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS – FEDERAL AWARDS  
FOR THE YEAR ENDED OCTOBER 31, 2025

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:

Unmodified

Internal Control over Financial Reporting:

One or more material weaknesses identified

\_\_\_ Yes    X No

One or more significant deficiencies identified that are not considered to be material weaknesses?

\_\_\_ Yes    X None Reported

Noncompliance material to the financial statements noted?

\_\_\_ Yes    X No

2. Federal Awards

Internal Control over Major Programs:

One or more material weaknesses identified

\_\_\_ Yes    X No

One or more significant deficiencies identified that are not considered to be material weaknesses?

\_\_\_ Yes    X None Reported

Type of auditor's report issued on compliance for Major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with CFR Part 200 of the Uniform Guidance?

\_\_\_ Yes    X No

Identification of major programs:

ALN Number(s)  
93.600

Name of Federal Program or Cluster  
Head Start

Dollar threshold used to distinguish between type A and type B federal program:

\$1,000,000

Auditee qualified as a low-risk auditee?

X Yes    \_\_\_ No

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS – STATE AWARDS  
FOR THE YEAR ENDED OCTOBER 31, 2025

3. State Awards

Internal Control over Major Programs:

One or more material weaknesses identified ☐ Yes ☒ No

One or more significant deficiencies identified that are not considered to be material weaknesses? ☐ Yes ☒ None Reported

Type of auditor's report issued on compliance for Major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with TX Single Audit Circular? ☐ Yes ☒ No

Identification of major programs:

Name of State Program  
HIV Health and Social Services

Dollar threshold used to distinguish between type A and type B federal program: \$1,000,000

Auditee qualified as a low-risk auditee? ☒ Yes ☐ No

B. Financial Statement Findings

NONE

C. Federal Awards Findings and Questioned Costs

NONE

COMMUNITY ACTION, INC. OF CENTRAL TEXAS  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED OCTOBER 31, 2025

FINDINGS - 2024 - NONE

Discussion Draft





# Community Action, Inc. of Central Texas

## EMPLOYEE POLICIES HANDBOOK

As approved by Board of Directors March 2025

## WELCOME

Welcome to **Community Action, Inc. of Central Texas (CAI)**. We are delighted that you have chosen to join our agency and hope ~~that you will enjoy a long and successful career with us.~~ your employment with CAI will be both rewarding and successful. As you become familiar with our ~~culture and mission, we hope you will take advantage of opportunities to enhance your career and further CAI's goals.~~ mission, values, and culture, we encourage you to take advantage of opportunities for professional growth while contributing to the agency's goals.

~~You are joining an agency that is committed to providing excellent service~~ CAI is committed to providing high-quality service to every client, student, child and patient we serve. Our employees ~~use their knowledge, talents, and compassion to meet those we serve where they are, respond to ever-changing community needs, and offer a wide range of services to Central Texans.~~ bring knowledge, compassion, and dedication to the evolving needs of the communities of Central Texas. ~~With your active involvement, creativity, and support, CAI will continue to achieve its goals. We sincerely hope you will take pride in being an important part of our staff and our community's success.~~ Through your involvement and commitment, CAI will continue to advance its mission and strengthen our impact.

~~Please take time to review the policies contained in this handbook. If you have questions, feel free to ask your supervisor or to contact the Human Resources (HR) department.~~ This Employee Handbook is designed to provide an overview of CAI's policies, procedures, and expectations. Employees are encouraged to review the handbook carefully and to direct any questions to their supervisor or the Human Resources (HR) Department.

## PURPOSE OF THE HANDBOOK

The purpose of this Employee Handbook is to outline personnel policies, procedures, and practices that apply throughout Community Action, Inc. of Central Texas and to ensure compliance with applicable local, state, federal, and funding source requirements.

CAI is governed by a Board of Directors, which establishes agency policy. ~~The Board sets policy, which is administered by an Executive Director, employed by the Board, to conduct the day-to-day activities of the Agency. These activities are within the corporation's jurisdiction as a designated multi-county antipoverty agency pursuant to Community Services Block Grant Act, as amended, with reference to Title II, Subtitle B. In the absence of the Executive Director, the responsibility and authority to administer the Agency are given to a member of the management staff designated by the Executive Director.~~ The Executive Director, or a designated member of the management staff in the Executive Director's absence, is responsible for administering these policies and overseeing the day-to-day operations of the agency.

~~The purpose of this employee handbook is to establish personnel processes and procedures which are uniform throughout the agency and in compliance with mandated local, State, Federal, and funding source regulations, as appropriate.~~

~~As revisions are made, they will be submitted to the Board for approval. In compliance with Head Start Performance Standards, updates are also subject to approval by the Head Start Policy Council.~~

~~Upon Board and Policy Council approval an Employee Receipt of Revision will be drafted. The Receipt of Revision will then be sent out to all employees via email. It is the employee's responsibility to sign the Receipt of Revision in front of a witness and return it to the Human Resources department. A copy of the Receipt of Revision will be kept in the personnel file.~~ Revisions to this handbook are subject to approval by the Board of Directors and, where applicable, the Head Start Policy Council in accordance with Head Start Performance Standards. Following approval, employees will be notified of revisions and may be required to acknowledge receipt in writing.

~~Every effort will be made to keep the employees updated on all revisions in a timely manner, however, the agency maintains its right to change the employee handbook without notice.~~ While CAI makes every effort to communicate updates in a timely manner, the agency reserves the right to interpret, modify, suspend, or change any policy, procedure, or benefit described in this handbook at any time, with or without notice, subject to applicable law.



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## OPERATING PRINCIPLES

Community Action, Inc. of Central Texas ~~prides itself on the~~ upholds high standards of excellence and ethical conduct ~~embodied in our operating principles. We expect our Employees to personify these ideals in their dealings with clients and each other. All staff are expected to recognize, value, and exemplify ethical conduct when representing the agency. Although not all inclusive, the following individual responsibilities are intended to provide guidelines for the professional, ethical, and socially responsible behavior we expect of our employees.~~ Employees are expected to represent the agency professionally and to conduct themselves in a manner that reflects CAI's mission, values, and commitment to the communities we serve.

~~While certain expectations are more fully elaborated, overall guidance should be respect for the dignity of each person.~~ While these principles are not all-inclusive, they are intended to provide guidance for professional, ethical, and socially responsible behavior. Employees are expected to treat all individuals with dignity and respect and to exercise sound judgment in all work-related matters.

### INDIVIDUAL RESPONSIBILITIES

- *Lifelong Learning* will be achieved by constantly seeking innovative opportunities to expand knowledge, skills, and experiences.
- *Effective Communication* will be achieved by providing well thought-out, concise, and timely oral and written information, and acting as a resource to others.
- *Teamwork* will be achieved by considering group effort more important than individual effort, sharing information, and staying sensitive to others' needs and opinions.
- Employees will be expected to set *High Personal Standards* by setting challenging goals and continuously seeking feedback and opportunities to improve performance.
- Employees will be expected to remain *Flexible* by accepting other viewpoints, shifting strategies if necessary, and adjusting to changing work priorities.
- A concern for *Accuracy and Effectiveness* will also be expected through considering how your work impacts both short-term and long-term operating efficiencies.
- Employees will *Take Initiative* in their work environment by being proactive rather than reactive.
- Employees will conduct themselves in a *Courteous and Respectful* manner and provide themselves as positive role models. Our principles will be served loyally and faithfully by ensuring that all business dealings and relationships are conducted fairly and honestly.

Community Action Inc.'s ~~provides these guidelines~~ principles ~~mindful of the fact that the good judgment of its staff is essential, and that no list of rules or guidelines can provide direction for all the varied circumstances that may arise. It is expected that the behavior of employees will reflect civility, decency, and respect for oneself and others.~~

~~All employees must certify their intent to continue compliance with these principles, as they are subject to review and amendment periodically.~~ rely on the sound judgment of employees and are not intended to address every situation that may arise. Employees are expected to uphold these principles consistently, recognizing that policies may be reviewed and amended periodically.

## EQUAL OPPORTUNITY and NON-DISCRIMINATION

### Title VII of the Civil Rights Act of 1964

~~As part of the agency's equal employment opportunity policy, Community Action, Inc. will also take affirmative action as called for by Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Rehabilitation Act of 1973, and the Vietnam Era Veterans Readjustment Act of 1974 and Executive Orders to ensure that minority group individuals, females, disabled veterans, recently separated veterans, other protected veterans, Armed Forces service medal veterans, and qualified disabled persons are introduced into our workforce and considered for promotional opportunities.~~

~~In support of Executive Order 11246, we pledge to take affirmative action steps designed to ensure non-discrimination and equal employment opportunity for all individuals, regardless of race, color, creed, national origin, sex, or religion. Regarding Sections 503 and 504 of the Rehabilitation Act of 1973 and Title IV of the Viet Nam Veterans Readjustment Assistance Act of 1974, we also make the same affirmative action pledge and support to all disabled individuals, disabled Veterans, and Veterans of the Viet Nam Era.~~ Community Action, Inc. of Central Texas is committed to providing equal employment opportunities to all employees and applicants in compliance with applicable federal, state, and local laws. Employment decisions are made without regard to race, color, creed, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, veteran status, or any other characteristic protected by law.

CAI complies with all applicable equal employment opportunity and affirmative action requirements, including Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act (ADA), and other applicable laws and executive orders.

### Title VI of the Civil Rights Act of 1964

~~In support of Title VI of the Civil Rights Act of 1964 Community Action Inc. will afford persons with limited English proficiency equal opportunity for employment within the agency and consideration for promotional opportunities. The agency will not deny persons with limited English proficiency equal access to employment that such persons qualify.~~

### Americans with Disabilities Act (ADA) and Reasonable Accommodation

~~Community Action, Inc. is committed to the fair and equal employment of individuals with disabilities under the ADA. It is Community Action, Inc.'s policy to provide reasonable accommodation to qualified individuals with disabilities unless the accommodation would impose an undue hardship on the agency. Community Action, Inc. prohibits any harassment of, or discriminatory treatment of, employees or applicants based on a disability or because an employee has requested reasonable accommodation.~~

~~In accordance with the ADA, reasonable accommodations will be provided to qualified individuals with disabilities to enable them to perform the essential functions of their jobs or to enjoy the equal benefits and privileges of employment. An employee or applicant with a disability may request an accommodation from the HR department and should specify what accommodation is needed to perform the job and submit supporting documentation explaining~~

~~the basis for the requested accommodation, to the extent permitted and in accordance with applicable law. The agency then will review and analyze the request, including engaging in an interactive process with the employee or applicant, to identify if such an accommodation can be made, or if any other possible accommodations are appropriate. If requested, the employee is responsible for providing medical documentation regarding the disability and possible accommodations. All information obtained concerning the medical condition or history of an applicant or employee will be treated as confidential information, maintained in separate medical files, and disclosed only as permitted by law.~~

~~It is the policy of Community Action, Inc. to prohibit harassment or discrimination based on disability or because an employee has requested reasonable accommodation. Community Action, Inc. prohibits retaliation against employees for exercising their rights under the ADA or other applicable civil rights laws. Employees should use the procedures described in the Anti-Harassment Policy~~**Error! Bookmark not defined.** ~~to report any harassment, discrimination, or retaliation they have experienced or witnessed.~~ CAI provides reasonable accommodations to qualified individuals with disabilities unless doing so would create an undue hardship on the agency. Employees or applicants requiring accommodation should contact the Human Resources Department and provide appropriate supporting documentation as permitted by law.

CAI prohibits discrimination, harassment, or retaliation against individuals for requesting reasonable accommodation or exercising rights under the ADA or other civil rights laws. All medical information obtained in connection with an accommodation request will be maintained confidentially and in accordance with applicable law.

Employees who believe they have experienced or witnessed discrimination, harassment, or retaliation should report concerns in accordance with the agency's Anti-Harassment Policy.

## WHISTLE BLOWER POLICY

~~If any employee reasonably believes that some policy, practice, or activity of the agency is in violation of law, a written complaint may be filed by that employee with the Human Resources Director.~~

~~It is the intent of the agency to adhere to all laws and regulations that apply to the organization, and the underlying purpose of this Policy is to support the organization's goal of legal compliance. The support of all employees is necessary to achieve compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of the Human Resources Director and provides Human Resources with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to employees that comply with this requirement.~~

~~The agency will not retaliate against an employee who, in good faith, has made a protest or raised a complaint against some practice of the agency, or of another individual or entity with whom the agency had a business relationship, on the basis of a reasonable belief that the practice is in violation of law or a clear mandate of public policy.~~

~~The agency will not retaliate against an employee who discloses or threatens to disclose to a supervisor or a public body any activity, policy, or practice of the agency that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning health, safety, welfare, or protection of the environment.~~

Community Action, Inc. of Central Texas is committed to complying with all applicable laws and regulations and to maintaining the highest standards of ethical conduct. Employees are encouraged to report concerns regarding suspected illegal, unethical, or improper conduct.

Any employee who reasonably believes that a policy, practice, or activity of the agency violates the law or a clear mandate of public policy may submit a written complaint to the Human Resources Director. Reports should be made in good faith and with reasonable belief that misconduct has occurred.

CAI will not retaliate against an employee who, in good faith, reports suspected unlawful activity, participates in an investigation, or discloses information to a supervisor or appropriate public body as permitted by law. Retaliation against an employee for making such a report is strictly prohibited.

Employees are expected to cooperate with any investigation and to provide Human Resources with a reasonable opportunity to review and address the reported concern. Complaints will be investigated promptly and confidentially to the extent possible, consistent with the need to conduct a thorough investigation and comply with legal obligations.

# EMPLOYMENT RECRUITMENT AND SELECTION

## PROVISIONS

Employment with ~~the Agency is dependent upon federal, state and local funding~~ Community Action, Inc. of Central Texas is contingent upon the availability of federal, state, and local funding. ~~Opportunity for employment is open to any person; however, it is the policy of the Agency to fill vacancies by promotion from within whenever present employees are qualified and available. Each vacancy will be posted for internal bid. At the Division/Program Director's discretion, external advertising may be conducted.~~ CAI is an equal opportunity employer and seeks to fill vacant positions with the most qualified candidates.

When possible, vacancies will be filled through promotion from within the agency. All vacancies may be posted internally, and external recruitment may be conducted at the discretion of the appropriate Division or Program Director.

The Executive Director is authorized to hire all personnel. ~~Certain personnel hired for the Head Start Program must also be approved by the Head Start Policy Council as per Head Start Performance Standard 1304.50(d)(1)(xi).~~ Certain positions within the Head Start Program require approval by the Head Start Policy Council in accordance with applicable Head Start Performance Standards

New Hire Orientation is provided within the first 30 days of employment.

## SELECTION CRITERIA

~~It is the policy of the Agency to fill vacancies with the best qualified candidates. The Board establishes objective criteria for the selection decisions. These criteria are not rank ordered and may be considered in whole, or in part, in making such decisions. They are as follows:~~

Selection decisions are based on job-related criteria established by the agency, which may include, but are not limited to:

- Academic preparation supported by transcripts, certificates and/or licenses
- Recommendations, relevant experience, evaluations and references
- ~~Evaluations~~—Compliance with agency, licensing, funding source, and legal requirements

~~In addition to the above stated criteria, individuals hired for the Agency must also meet any employment requirements mandated by Agency, State, Federal, licensing or funding source policies and standards, such as minimum age, physical abilities, negative drug screens, legal U.S. residency and work authorization. The requirements listed below are examples:~~

- ~~Certain job duties covered by Child Labor Laws or State Day Care Licensing Standards require that the employee be 17 or 18 years of age. Additional age requirements may be specified for specific positions.~~
- ~~Certain positions within the Agency may require both physical exam and drug screen as a condition of employment.~~



- ~~• Individuals hired to work with children must comply with criminal history investigations as described in Appendix A of this Guide.~~
- ~~• Individuals hired as drivers of yellow school buses must comply with licensing standards established by the Department of Transportation. These standards include a minimum age requirement of 21.~~

Employment offers are contingent upon meeting all applicable requirements, including age requirements, physical or drug screening (when required), criminal background checks, licensing standards, and legal authorization to work in the United States.

## REFERENCES & MISREPRESENTATION

External applicants ~~must furnish~~ may be required to provide employment and personal references. Prior to extending an offer, employment references will be ~~checked~~ verified and documented. ~~In situations where supplemental reference information is needed, character references will also be checked and documented.~~

~~Any willful misrepresentation of facts or failure to report pertinent data on the application form or any official employment record shall be just cause for disqualification. In situations where the misrepresentation is discovered after the individual is hired, the misrepresentation shall be just cause for dismissal.~~ Any intentional misrepresentation, omission, or falsification of information on an application or other employment-related document may result in disqualification from employment or, if discovered after hire, disciplinary action up to and including termination.

## PROPOSALS/GRANTS

The Agency at various times seeks additional or new funding by way of proposal/grant submission. In many cases, the proposal/grant requires naming a specific, qualified individual for the administration of requested funding. In such cases, the individual will be selected by the director of the program affected, with the approval of the Executive Director. If the proposal/grant is funded, the individual named in the proposal/grant will be offered the proposed position. If the individual declines the offer of employment, the position will be filled following the Agency's selection policies.

## CONDITIONS OF EMPLOYMENT

### EMPLOYMENT AT WILL

Employment at Community Action, Inc. is on an at-will basis. This means that either the employee or the agency may terminate the employment relationship at any time, for any reason, with or without notice.

Nothing in this employee handbook creates or is intended to create an employment agreement, expressed or implied. Nothing contained in this or any other document provided to the employee is intended to be, nor should it be, construed as a contract that employment or any benefit will be continued for any period of time. In addition, no agency representative is authorized to modify this policy for any employee or to enter into any agreement, oral or written, that changes the at-will relationship.

Any salary figures provided to an employee in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and are not intended to and do not create an employment contract for any specific period of time.

### NEPOTISM

No person will be employed by the agency while they or any member of their immediate family (as defined in Chart N) serves on the Board of Directors, or on the Head Start Policy Council. Persons serving on the Head Start Policy Council may be employed by the agency on a casual basis only, as authorized by Head Start Performance Standard 1304.50(b)(6). Former agency employees must wait for a period of 12 months after their employment termination date for appointment consideration to the Board of Directors or Head Start Policy Council. Further, no Board of Directors member may be employed by the Agency until a period of twelve months has elapsed since the member's board service. No person shall be appointed to the Board of Directors or to the Head Start Policy Council if they have an immediate family member who is employed by the agency. The immediate family for this purpose is defined as: spouse, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister in law, son, son in law, daughter, or daughter in law.

~~No person will be hired into a position which, through the agency's chain of command, reports directly to a staff member who is related to that person within the second degree by affinity or third degree by consanguinity (see Chart N).~~

~~Furthermore, the Executive Director relinquishes the right to terminate or promote any employee who is also a family member by blood or by marriage in the event that the employee has been with the agency for 5 or more years. In such a case, the authorization to terminate or promote will be given over to the agency leadership team for a unanimous vote to decide the termination or promotion status of the employee.~~

No person will be hired into a position which, through the agency's chain of command, reports directly or indirectly to a staff member who is related to that person within the second degree by affinity or third degree by consanguinity (see Chart N).

### Employment Decisions Involving Immediate Family Members

To avoid actual or perceived conflicts of interest, no employee may participate in or influence employment decisions involving an immediate family member. This includes, but is not limited to, hiring, promotion, demotion, compensation, performance evaluation, discipline, or termination decisions.

When an employment decision involves an immediate family member of a member of agency leadership, the individual with the conflict must recuse themselves entirely from the decision-making process.

Such decisions will be reviewed and approved by an independent authority designated by the agency, which may include the Board of Directors, a Board committee, or a senior leadership panel, to ensure fairness, objectivity, and compliance with agency policy.

All decisions involving immediate family members must be documented and maintained by the Human Resources Department.

## CONFLICT of INTEREST

Community Action, Inc. expects all employees to conduct themselves and agency business in a manner that reflects the highest standards of ethical conduct and ~~in accordance with all federal, state, and local laws and regulations.~~ complies with all applicable laws and regulations. ~~This includes avoiding real and potential conflicts of interests.~~

~~Exactly what constitutes a conflict of interest, or an unethical business practice is both a moral and a legal question. Community Action, Inc. recognizes and respects the individual employee's right to engage in activities outside of employment that are private in nature and do not in any way conflict with or reflect poorly on the agency.~~

~~It is not possible to define all the circumstances and relationships that might create a conflict of interest. If a situation arises in which there is a potential conflict of interest, the employee should discuss this with a supervisor for advice and guidance on how to proceed.~~

Because it is not possible to identify every circumstance that may present a conflict of interest, employees are responsible for disclosing any actual or potential conflicts to their supervisor or the Human Resources Department as soon as they arise.

Outside activities that do not interfere with an employee's job performance and do not conflict with agency interests are generally permitted. When a potential conflict exists, the agency will review the situation and provide guidance on appropriate steps to mitigate or eliminate the conflict.

## GIFTS AND GRATUITIES

Employees of the agency are prohibited from accepting gifts, money or gratuities from any ~~person receiving services from the agency~~ clients, program participants, vendors, contractors, or others doing business with the agency. ~~It is also prohibited for any employee to accept gifts, money or gratuities from vendors or other persons performing services under contract to the agency. Exceptions to this include items such as a basket of fruit or candy which can be shared with other employees or business lunches/dinners during which business is conducted.~~

Nominal items of minimal value, such as food items intended to be shared among staff or business meals where agency business is conducted, may be accepted with supervisory approval.

Any questions regarding gifts or gratuities should be directed to the employee's supervisor or the Human Resources Department prior to acceptance.

## **OUTSIDE EMPLOYMENT ACTIVITIES**

~~Outside employment and activities of agency employees must meet the following criteria to be considered permissible:~~

- ~~1. Such employment or activity shall not interfere with the efficient performance of the employee's duties with the agency.~~
- ~~2. Such employment activity shall not involve, directly or indirectly, any conflict of interest with the employee's duties and responsibilities with the agency or any aspect of the agency's funding source contracts.~~
- ~~3. Such employment shall not involve the performance of duties which the employee should perform as part of their employment with the agency.~~
- ~~4. Such employment shall not occur during the employee's regular or assigned working hours with the agency unless the employee during the entire day on which such employment occurs is on annual leave or leave without pay from the agency.~~
- ~~5. Such employment or activity shall not be considered a discredit to the agency or its employees or be able to be viewed negatively in regards to favoritism, discrimination, or any other non-bias viewpoints.~~

Outside employment or activities must not interfere with an employee's job performance, agency responsibilities, or work schedule. Outside employment may not create an actual or perceived conflict of interest or involve duties that overlap with the employee's responsibilities at the agency.

Employees may not engage in outside employment during scheduled work hours unless approved leave has been taken. Outside employment must not occur using agency time, resources, or equipment.

Employees are responsible for disclosing outside employment or business activities that may present a potential conflict of interest. Failure to disclose such activities may result in disciplinary action.

## **POLITICAL & SECTARIAN ACTIVITIES**

### **POLITICAL**

- ~~1. Employment with the agency will not be offered as a reward for political activity or the active support of a political party or a political candidate.~~
- ~~2. Employees may engage in municipal or partisan political activities during their off-duty hours. Employees are prohibited from becoming a candidate for or accepting a partisan political office.~~
- ~~3. Employees may not use their official agency authority or influence for the purpose of interfering with or affecting the result of an election or nomination of office.~~
- ~~4. Employees may not, directly, or indirectly, use their official agency authority or influence to coerce, attempt to coerce, command, or advise another agency employee to~~

pay, lend, or contribute anything of value to a political party, committee, organization, agency, or person for a political purpose.

5. Federal, state, or any other agency funds restricted by the Hatch Act may not be used for lobbying purposes, nor may employees lobby during working hours.
6. Voter registration activities (including making available voter registration cards) and/or any activity to provide voters or prospective voters with transportation to the polls, encourage their voting in any election, or similar assistance in connection with elections is strictly prohibited by employees while they are on duty as employees of the agency.

## **SECTARIAN**

~~Sectarian activity, worship or instruction will not be allowed during working hours.~~

Employees may engage in political activities on their own time, provided such activities do not interfere with their job duties or create a conflict of interest. Employees may not use agency resources, authority, or influence to support or oppose political candidates, parties, or ballot initiatives.

In compliance with the Hatch Act and other applicable laws, agency funds and work time may not be used for lobbying or political purposes.

Sectarian activities, worship, or religious instruction are not permitted during working hours or in the course of agency business.

## **CONFIDENTIALITY**

~~The confidential relationship between Community Action, Inc.'s programs and each of its clients/staff is a fundamental civil right and legal principle which has long been recognized in practice. Services will be provided in a manner that respects the privacy and dignity of the individual. It is essential that each staff member, consultant, and volunteer respect and maintain the confidential aspects of the services of all Community Action, Inc. programs. Transactions, services, correspondence, conversations (both of a social and business nature) and negotiations involving our clients/staff may not be made public or discussed with any person other than appropriate Community Action, Inc. staff, consultants, and volunteers.~~

~~All personal facts and circumstances about clients or staff obtained by Community Action, Inc. employees, consultants, and volunteers will be treated as Personally Identifiable Information (PII). All PII shall be strictly confidential and will not be divulged without the individual's written consent, except as may be necessary to provide emergency services to the individuals or as legally required. Information may be disclosed in summary, statistical, or other forms which does not identify particular individuals.~~

~~No information concerning any client/staff is to be given to anyone over the telephone or by any other means without that client's/staff's written knowledge and consent.~~

~~Clients/staff who desire their confidential information sent to another person, agency or health provider must sign a release of information form to that effect. If the client/staff wishes to hand carry that information, they may do so after giving proper identification. Records of these transactions must be documented and the signed consents placed in the client's file or the personnel file, whichever is applicable.~~

Community Action, Inc. of Central Texas is committed to protecting the confidentiality and privacy of its clients, employees, volunteers, and program participants. Confidential information must be handled with care and disclosed only as permitted or required by law and agency policy.

Employees, consultants, and volunteers may have access to confidential information in the course of their duties. This includes, but is not limited to, personal, medical, financial, employment, and program-related information. Such information must not be disclosed to any unauthorized person, whether inside or outside the agency.

Confidential information may be disclosed only when necessary to perform job duties, to provide services, in emergency situations, or when required by law, regulation, court order, or funding source requirements.

Employees may not release confidential information by telephone, email, text, or other means without proper authorization. Requests for information from third parties must be referred to the Human Resources Department or appropriate program leadership.

Employees who violate confidentiality requirements may be subject to disciplinary action, up to and including termination of employment.

## PERSONAL IDENTIFIABLE INFORMATION (PII)

Based on the Office of Management and Budget (OMB) and U.S. Department of Labor Employment and Training Administration (DOLETA) and Texas Workforce Commission (TWC) definitions, Community Action, Inc. defines PII and other sensitive information as follows:

~~PII—information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. PII includes, but is not limited to, first and last names, e-mail addresses, gender, race, Social Security numbers (SSNs), credit card numbers, bank account numbers, home address, home/cell telephone numbers, ages, birth dates, marital status, spouse names, educational history, business addresses, business telephone numbers, biometric identifiers (fingerprints, voiceprints, iris scans, etc.), medical history, financial information, or computer passwords.~~

~~To ensure the safety of client, employee, and volunteer PII, all employees must follow the following basic guidelines:~~

Community Action, Inc. of Central Texas defines Personally Identifiable Information (PII) as information that can be used to identify or trace an individual's identity, either alone or when combined with other identifying data. PII includes, but is not limited to, names, addresses, phone numbers, Social Security numbers, dates of birth, financial information, medical information, biometric data, and login credentials.

To protect PII, all employees are required to follow agency security procedures and exercise reasonable care when handling sensitive information.

### PHYSICAL SECURITY

1. Limit access to ~~sensitive printed materials~~ documents containing PII
2. ~~Use proper lockable storage for materials that include personal identity data—this includes stationary items as well as items being transported.~~ Store sensitive materials in secure, lockable locations
3. ~~When possible, shred documents that include personal identity data after use containing PII when no longer needed.~~
4. Secure laptop, ~~computers when not in use.~~ computers, and mobile devices at all times
5. Do not leave documents ~~that include personal identity data~~ containing PII unattended or in plain view.

### ELECTRONIC SECURITY

1. Do not share passwords, ~~personal identification numbers, security tokens (e.g., smartcards), or any data or equipment used for authentication and identification purposes.~~ or access credentials
2. Log off computers when ~~leaving them~~ unattended, ~~no matter how short of a time.~~
3. ~~Passwords should never be stored online.~~ Do not store passwords electronically
4. ~~Do not send any personal identity data in the subject or body of an e-mail; instead, save the data to a secure document using the password protection option and send the document as an attachment in a separate e-mail.~~ Do not send PII in email subject lines or message bodies



5. ~~Use password protection when saving personal identity data in a document that will be transported on a laptop computer or removable media device.~~ Use password protection and encryption when transmitting or storing PII electronically

## EMPLOYMENT STATUS/RECORDS/COMPENSATION/EVALUATIONS

### EMPLOYEE CLASSIFICATIONS

~~To determine eligibility for benefits and overtime status and to ensure compliance with federal and state laws and regulations, Community Action, Inc. classifies its employees as shown below. Community Action, Inc. may review or change employee classifications at any time.~~

- ~~**EXEMPT.** Exempt employees are typically paid on a salary basis and are not eligible to receive overtime pay.~~
- ~~**NONEXEMPT.** Nonexempt employees are paid on an hourly basis and are eligible to receive overtime pay for overtime hours worked.~~
- ~~**REGULAR, FULL TIME (RFT).** Employees who are not in a temporary status and work a minimum of 30 hours weekly and maintain continuous employment status.~~

~~*Benefit Plan Participation.* RFT employees are eligible to participate in all benefit plans the agency offers once eligibility requirements have been met.~~

- ~~**REGULAR, PART TIME (RPT).** Employees who are not in a temporary status and who are regularly scheduled to work less than 30 hours weekly but at least 20 hours weekly and who maintain continuous employment status.~~

~~*Benefit Plan Participation.* RPT employees are eligible to participate in the agency's defined contribution plan once eligibility requirements have been met. RPT employees will receive holiday, personal, and birthday holiday pay prorated according to their scheduled hours for the workweek in question.~~

- ~~**TEMPORARY, FULL TIME<sup>1</sup> (TFT).** Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work the agency's full time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.~~
- ~~**TEMPORARY, PART TIME<sup>1</sup> (TPT).** Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work less than 30 hours weekly for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.~~

~~*Benefit Plan Participation*—TFT and TPT employees are not eligible for any agency benefit plans or leave accruals.~~

<sup>1</sup> *If the employee is scheduled for a long-term assignment, or if the employee's work schedule becomes regular and predictable, a review of the classification will be conducted.*

- ~~• **CASUAL/SUBSTITUTE**<sup>1</sup>. Employed on an “as-needed” basis for a non-specified period. A casual employee shall be terminated if they have not worked a minimum of three (3) shifts within a 6-month period, providing at least three (3) shifts were made available.~~

~~○ **Benefit Plan Participation**—Casual employees shall not be entitled to benefits provided to other classes of employees.~~

Community Action, Inc. classifies employees for purposes of compensation, overtime eligibility, and benefits administration in accordance with federal and state law. Employee classifications may be reviewed or modified at the discretion of the agency.

- **Exempt Employees**  
Exempt employees are paid on a salary basis and are not eligible for overtime pay.
- **Non-Exempt Employees**  
Non-exempt employees are paid on an hourly basis and are eligible for overtime pay in accordance with the Fair Labor Standards Act (FLSA).
- **Regular Full-Time (RFT)**  
Employees regularly scheduled to work at least 30 hours per week and who maintain continuous employment status. RFT employees are eligible for agency-sponsored benefits, subject to plan requirements.
- **Regular Part-Time (RPT)**  
Employees who are regularly scheduled to work between **20 and 29 hours per week**. Regular part-time employees are **not eligible for agency-provided benefits**, including holiday pay, paid leave, or other discretionary benefits, unless otherwise required by applicable federal or state law.
- **Temporary and Casual Employees**  
Temporary and casual employees are hired for limited durations or on an as-needed basis and are not eligible for agency benefits or leave accruals unless otherwise required by law.

## PROMOTIONS, DEMOTIONS, AND CHANGES IN STATUS

A promotion of any employee, or change in his or her job title or position which results in a salary increase, will be submitted by the appropriate Division/Program Director for approval by the Executive Director. Community Action, Inc. is committed to investing in our employees and rewarding lifelong learning, high personal standards, accuracy and effectiveness, and taking initiative to encourage overall organizational excellence. For this reason, promotion from within is a highly regarded practice of Community Action as a way of giving each of our employees the opportunity for career advancement. Therefore, promotion from within the agency will always be the preferred means of filling vacant positions.

A demotion will be any change in status, including a reduction in responsibilities, which involves a reduction in pay rate.

A change-in-status is a restructuring of the employee's responsibilities. The resulting change may or may not include a salary change and/or a change in working hours.

## SALARIES

The Agency will establish, maintain, and monitor job qualifications, responsibilities, and salary standards for its employees. All personnel actions will require consultation and approval by the Executive Director.

Employees will be paid at a rate no lower than the Federal Minimum Wage. Compensation will be based on analysis of job requirements, comparisons with similar positions in the local market, and periodic reviews of pay scales and benefits of similar organizations.

Each employee will be advised as to whether the position he or she occupies is subject to or exempt from the provisions of the Fair Labor Standards Act (FLSA). Overtime (work hours in excess of 40 in a work week) to be worked by non-exempt employees must be approved in advance by the immediate supervisor.

Flexible work schedules may be made available at the discretion of the Division/Program Director. Decisions will be based on the needs of the program. Paydays are bi-weekly and happen every other Friday. Deductions from an employee's wages will be made only with the employee's written authorization, by order of a court of law, or as authorized by State or Federal law.

## EMPLOYEE FILES

The agency will maintain, at a central location, a personnel file for each employee. Each file will contain the complete available history of the individual's employment with the agency, beginning with the employment application and including any subsequent actions. Specifically, the personnel file will include the following documents: Employment Application, Notice of Employment, W-4 Form, Evaluation Forms, Change of Status/Wage Authorization Forms, reference information, signed Job Description, Beneficiary Statement, INS Form I-9 and related supporting documents, Motor Vehicle Reports, and educational documents (transcript, certificates, etc.). Other data or documents, such as funding source requirements, etc. will be included if deemed applicable to the individual's employment with the agency.

## ACCESS TO PERSONNEL FILES

Employee files are maintained by the HR department and are considered confidential. Managers and supervisors may only have access to personnel file information on a need-to-know basis. Employees may inspect their own personnel files and may copy them but may not remove documents from their file. Inspections by employees must be requested in writing to the HR department and will be scheduled at a mutually convenient time or as required under state law. Personnel files are to be reviewed in the HR department. Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information.

## EMPLOYMENT VERIFICATIONS

Outside requests for verification of employment will be provided by the Human Resources Director. Only job title and employment dates will be released without the employee's written authorization. Salary information will be released only when the employee has submitted a signed document indicating to whom the salary information should be released. The Human Resources department will require a minimum of **twenty-four hours** to provide written verifications of employment.

## PERFORMANCE REVIEWS

Performance evaluations will be conducted to encourage communication between the immediate supervisor and the employee, to provide feedback to the employee regarding performance strengths and weaknesses, to help identify staff training needs, and to provide a means for professional growth.

Formal written evaluations will be conducted at least annually based on the employee's job description using a standardized agency format.

Following the evaluation discussion, the immediate supervisor will provide the employee with the written form for their signature and comments if the employee wishes to make any. The form will then be submitted to the appropriate Program Director for signature. The Program Director will forward the original to the Human Resources Director to be placed in the employee's personnel file.

## 90-DAY PERFORMANCE APPRAISAL PERIOD

All new regular and temporary employees will be hired on a 90-calendar day performance appraisal period. During that period, communication between the immediate supervisor and the new employee should be emphasized to help ensure that appropriate guidance is provided to the new employee in learning to carry out his or her duties; so that the new employee has opportunity to ask questions; and so that the new employee's performance strengths and

weaknesses can be identified and discussed. This communication process will include ongoing oral evaluation and feedback. A written evaluation will occur on approximately the 90th day of employment.

During the performance appraisal period, the Agency or the new employee may terminate the employment relationship without the customary two-week advance notice.

The employee is ineligible for paid absence allowance during the Performance Appraisal Period, except for Agency-recognized holidays which occur during the period. Personal Holiday and Birthday Holiday may not be taken until after the completion of the Performance Appraisal Period. Annual leave and sick leave accrual are retroactive to the date of employment. Successful completion of the Performance Appraisal period does not guarantee continued employment or otherwise alter an employee's at-will status.

## SEPARATION FROM EMPLOYMENT

~~All employees of the agency are "employees at will" and may be terminated from their employment with the agency at the discretion of the Executive Director, in the best interest of the agency. Those processes or procedures which are required by laws, rules, or regulations found outside of this manual, which govern the activities of the agency, will be followed as required. No provision of this manual shall be considered, for any purpose, a contract of employment.~~

Employment with Community Action, Inc. of Central Texas is at will. Either the employee or the agency may terminate the employment relationship at any time, with or without cause or notice, subject to applicable law. Nothing in this policy alters the at-will nature of employment.

### VOLUNTARY RESIGNATION

~~In all cases of voluntary resignation (one initiated by the employee) employees are asked to provide a written notice to their supervisors at least **10 WORKING DAYS** in advance of the last day of work. The 10 days must be actual working days. Holidays, annual leave, and sick time will not be counted toward the 10-day notice. Employees who provide the requested amount of notice will be considered to have resigned in good standing and generally will be eligible for rehire.~~

~~In most cases, the direct supervisor will conduct an exit meeting on or before the last day of employment to collect all agency property. The employee's final paycheck will be prepared with the next regularly scheduled payroll processing and issued in accordance with Texas Payday Law.~~

~~If applicable, information regarding benefits continuation through the Consolidated Omnibus Budget Reconciliation Act (COBRA)<sup>2</sup> will be sent to the employee's home address.~~

Employees who voluntarily resign are expected to provide **at least ten (10) working days' written notice** prior to their last day of work. Working days do not include holidays or paid or unpaid leave.

Employees who provide the required notice and return all agency property may be considered to have resigned in good standing; however, resignation in good standing does **not** guarantee eligibility for rehire.

### AGENCY TERMINATIONS

The authority ~~for termination of any employee~~ to terminate employment has been delegated by the Board of Directors to the Executive Director in accordance with applicable laws and funding source requirements. In cases of termination for unsatisfactory performance, the agency may provide pay in lieu of notice at its discretion. In cases involving misconduct or policy violations, employment may be terminated immediately without notice or pay in lieu of notice.

Final pay will be issued in accordance with Texas Payday Law.

~~Terminations from the Head Start program must also be approved by the Head Start Policy Council as per Head Start Performance Standard 1304.50 (d)(1)(xi). Employees affected by said standard will be placed on suspension (with or without pay, at the Executive Director's discretion) pending Policy Council approval to terminate.~~

### **Head Start Program Terminations**

In accordance with Head Start Performance Standards, termination of employees assigned to the Head Start program requires approval by the Head Start Policy Council.

Employees subject to this requirement may be placed on administrative suspension, with or without pay, at the discretion of the Executive Director, pending Policy Council review and approval of the termination.

Suspension during this review period is an administrative measure and does not alter the at-will employment relationship or predetermine the outcome of the review.

### **REDUCTIONS IN FORCE**

Temporary ~~and/or regular reductions in the workforce may occur within the agency.~~ or permanent reductions in the workforce may occur due to funding changes, programmatic needs, organizational restructuring, or other business reasons.

~~If a reduction in force (RIF) becomes necessary, a committee composed of the Executive Director, Human Resources Director, Fiscal Officer, and appropriate Program Director will convene to determine RIF decisions.~~

When a reduction in force becomes necessary, a review committee consisting of the Executive Director, Human Resources Director, Fiscal Officer, and the appropriate Program Director will evaluate positions and make recommendations.

Decisions related to reductions in force will be based on legitimate business considerations, which may include program needs, funding requirements, job functions, and operational impact.

Nothing in this section alters the at-will employment relationship.

### **Recall Following Reduction in Force**

In the event following a reduction in force, Community Action, Inc. is not obligated to recall or rehire previously separated employees.

Decisions regarding recall or reemployment following a reduction in force will be made at the discretion of the appropriate Program Director, in consultation with Human Resources, based on program needs, funding requirements, and operational considerations.

Recall or reemployment is not guaranteed and will be limited to individuals deemed qualified and suitable for the needs of the program at the time funding is restored.

## **DISMISSALS**

~~In situations where an employee is terminated for unsatisfactory performance, the employee will be released immediately and will be provided with two weeks' pay in lieu of notice.~~

~~In situations where an employee is terminated for a violation of an agency policy, the employee may be released immediately with no advance notice or pay in lieu of notice.~~

~~The employee's final paycheck will be prepared within six days of the date of termination issued in accordance with Texas Payday Law.~~

Community Action, Inc. of Central Texas reserves the right to dismiss employees when performance, conduct, or behavior does not meet agency standards or when continued employment is not in the best interest of the agency. Dismissal decisions are made in accordance with applicable laws, funding source requirements, and agency policies.

Nothing in this section alters the at-will employment relationship.

## **CAUSES FOR DISMISSAL**

~~To effectively conduct its business and provide a high level of service to its clients, the agency depends on a satisfactory standard of performance from its employees. When, according to the determination of the agency, an employee fails to perform to the expected standard and causes the agency's level of service to suffer, the agency reserves the right to dismiss the employee. In some instances, when a standard of performance is below expectations, the agency will counsel with the employee, providing appropriate encouragement and feedback and allowing the employee the opportunity to raise their performance level to an acceptable standard (Progressive Discipline<sup>3</sup>). In other instances, however, an act of misconduct or breaking of agency policy is so serious that immediate dismissal is warranted. Listed below are representative examples of poor performance or misconduct which can result in dismissal but causes for dismissals are not limited to these lists.~~

### **Dismissal for Performance**

When an employee's job performance does not meet established expectations, the agency may address concerns through coaching, corrective action, or progressive discipline. However, the agency reserves the right to bypass progressive discipline and proceed directly to dismissal when circumstances warrant.



In cases of dismissal for unsatisfactory performance, the agency **may**, at its discretion, provide pay in lieu of notice. Provision of pay in lieu of notice is not guaranteed and does not establish a precedent.

#### **~~POOR PERFORMANCE—WARRANTING COUNSELING/DISCIPLINE INCLUDING DISCHARGE~~**

- ~~1. Excessive absence or tardiness.~~
- ~~2. Failure to work harmoniously with clients and/or co-workers.~~
- ~~3. Insubordination—failure or refusal to follow instructions.~~
- ~~4. Tardiness in notifying the supervisor when intending to be absent.~~
- ~~5. Sexual or other prohibited harassment of a co-worker, client, vendor, or business partner.~~
- ~~6. Possession or under the influence of alcohol and/or illegal drugs while on the job or Agency premises.~~
- ~~7. Unintentional misuse or loss of agency funds, property, or privileges.~~
- ~~8. Violations of any Conditions of Employment<sup>4</sup>.~~

#### **~~MISCONDUCT OR BREACH OF AGENCY POLICY—WARRANTING IMMEDIATE DISMISSAL~~**

- ~~1. Any extreme or repeated occurrence of any of the above identified poor performance examples.~~
- ~~2. Intentional misappropriation, misuse or loss of Agency funds, property, or privileges.~~
- ~~3. Falsifying agency personnel documents including employment applications, time reports, travel reports and receipts.~~
- ~~4. Falsifying any document associated with agency activities.~~
- ~~5. Failure to notify supervisor when intending to be absent.~~
- ~~6. Violations of any Conditions of Employment.~~

### **Dismissal for Misconduct**

Employees may be dismissed immediately, without notice or pay in lieu of notice, for misconduct, policy violations, or behavior that jeopardizes the safety, integrity, or operations of the agency.

Examples of misconduct that may result in immediate dismissal include, but are not limited to:

- Insubordination or refusal to follow reasonable directives
- Violation of agency policies or procedures
- Falsification of records, time sheets, or agency documents
- Misuse of agency funds, property, or resources
- Harassment, discrimination, or workplace violence
- Possession or use of illegal substances on agency premises
- Failure to comply with confidentiality or PII requirements

This list is not exhaustive.

Adherence to the agency's Operating Principles ~~will be expected~~ is expected of all employees. Employees are also subject to ~~disciplinary action or dismissal for violations of standards, procedures, and/or regulations set forth by our funding sources, grantors, and governing/licensing entities.~~ corrective action, up to and including dismissal, for violations of agency policies, procedures, or applicable standards and requirements established by funding sources, grantors, or governing and licensing entities.

## **EXIT PROCESSING**

~~In all terminations, whether due to employee resignation or agency termination or dismissal, the supervisor will conduct an exit process on the last day the employee is at work. The supervisor will retrieve agency keys and other agency property. The employee will submit any agency reports or receipts which are due. The employee will also submit properly completed and signed final time sheets and travel vouchers at that time. An Agency Termination Check List has been developed for exit processing and should be used in all such cases.~~

### **Exit Processing**

In all separations from employment, whether due to voluntary resignation, agency-initiated termination, dismissal, or reduction in force, **Human Resources (HR)** will coordinate and oversee the exit process.

HR will ensure the return of all agency property, including keys, identification badges, equipment, documents, and records. Supervisors are responsible for assisting HR as needed to identify program-specific property and access.

The separating employee is responsible for submitting all required reports, receipts, and properly completed final time records in accordance with agency procedures. HR will review final documentation, provide information regarding final pay and benefits continuation when applicable, and ensure compliance with all applicable laws and agency policies.

An Agency Termination Checklist will be used for all separations to ensure consistency and proper documentation.

## **Rehire Eligibility**

### **Rehire Eligibility Following Separation**

Employees who voluntarily resign with Community Action, Inc. are not eligible for rehire or reinstatement into any position for a minimum period of **six (6) months** from their last day of employment. Exceptions may be made at the discretion of Program Director and Human Resources Director.

This waiting period applies to all forms of reemployment, including temporary, casual, substitute, or regular positions.

Eligibility for rehire after the waiting period is not guaranteed and will be determined based on the employee's prior performance, reason for separation, and the needs of the agency.

The agency reserves the right to designate certain separations as **not eligible for rehire**, including but not limited to resignations without notice, job abandonment, or separations involving misconduct.

## WORKPLACE SAFETY

### DRUG AND ALCOHOL-FREE WORKPLACE

Community Action, Inc. is committed to providing a drug and alcohol-free workplace which will help to ensure a safe and productive workplace for its employees.

**POLICY:** Community Action, Inc. will provide a drug-free workplace in compliance with Public Law 100-690, Title V, Subtitle D of the Drug Free Workplace Act of 1988.

The unlawful manufacture, distribution, dispensing, possession, sale, purchase, use, or being under the influence of illegal drugs, as well as alcoholic beverages or inhalants, is prohibited on Community Action, Inc. agency premises, property, or any of its facilities.

In commitment to the spirit and intent of the policy, the agency will not provide alcoholic beverages at agency sponsored social events for its employees.

**VIOLATIONS:** Any regular, part-time, temporary or contract employee who violates the agency's Drug and Alcohol-Free Policy will be subject to disciplinary action up to and including termination.

Any employee convicted of any violation of a drug statute will be subject to agency personnel action. The personnel action may include required participation in an alcohol/drug abuse treatment rehabilitation program or disciplinary action up to and including termination.

**AWARENESS PROGRAM:** The agency will provide employees with information concerning the dangers of drug abuse in the workplace, the agency's commitment to provide a drug free workplace, drug abuse counseling and prevention services available for employees, and penalties that may be imposed for violations of this policy.

**EMPLOYEE RESPONSIBILITIES:** As a condition of initial and continued employment, all employees will agree to abide by the agency's Drug and Alcohol-Free Workplace Policy.

Any employee convicted of a violation of a drug statute occurring at the workplace must notify their supervisor within five days after the conviction.

Any employee taking medication prescribed by a physician must notify their immediate supervisor if the medication is likely to produce any side effects which the employee believes can cause safety issues or will impair his or her performance on the job. The notification must be in writing and must include the name of the medication, the attending physician's name and the expected side effects. All prescription medication must be kept in its original container.

**SEARCHES/TESTING:** Search procedures of agency property or premises can be conducted any time there is reasonable cause for such a search. The agency retains the right to test employees upon reasonable suspicion of a violation of this policy, as determined by the Executive Director or Human Resources Director. This test may include blood, urine, hair, or other specimen testing. An individual's refusal to test may be cause for discipline or dismissal.

Any employee who sustains a work-related injury needing medical attention will be required to submit to a drug test. Refusal to comply with the drug test or testing positive can result in denial of claims and/or immediate dismissal.

**EMPLOYEE ASSISTANCE:** The agency is in business to help people help themselves. That statement of purpose also applies to its employees. Therefore, the agency encourages any employee who suffers from drug and/or alcohol dependency and/or suffers from associated personal and/or emotional problems to contact the Human Resources Director for assistance in identifying available resources for dealing with such problems. Seeking such assistance before the dependency causes job performance to suffer can help prevent any disciplinary actions, up to and including immediate discharge, associated with poor performance.

When deemed appropriate, participation in an assistance program, such as a drug abuse or rehabilitation program, can be a requirement of employment continuation, particularly if the employee has been convicted of a drug or alcohol related offense. The agency's approval, recommendation, or requirement of a specified program does not constitute any financial commitment from the agency.

Employee assistance is not limited to drug or alcohol related problems. From time to time all employees are faced with personal problems – problems serious enough to affect their lives at home and at work – serious enough that they can't be handled alone. In such situations, employees are encouraged to call the Human Resources Director for help in identifying professional, low cost, resources which can help solve individual, marriage, family, child, or other personal and emotional problems.

Any request for assistance in resolving personal problems will be treated as a confidential matter.

## **TOBACCO FREE WORKPLACE POLICY**

Smoking is not allowed in agency buildings or work areas at any time. "Smoking" includes the use of any tobacco products (including chewing tobacco), electronic smoking devices, and e-cigarettes.

Smoking is only permitted during break times in designated outdoor areas. Employees using these areas are expected to dispose of any smoking debris safely and properly.

## **WORKPLACE VIOLENCE**

The agency does not tolerate violence in the workplace. "Workplace violence" is defined to include the following:

1. Physically aggressive, violent, or threatening behavior (such as attempts to instill fear in others), or intimidation.
2. Causing physical damage to any agency facility or defacing the agency's property.
3. Bringing firearms or weapons of any type or kind where agency business is conducted.

## WEAPONS

Community Action, Inc. prohibits the possession of weapons on its property at all times, including our parking lots or agency vehicles. Additionally, while on duty, employees may not carry a weapon of any type. Weapons include, but are not limited to, handguns, rifles, automatic weapons, knives that can be used as weapons (excluding pocketknives, utility knives, and other instruments that are used to open packages or cut string and for other miscellaneous tasks), martial arts paraphernalia, and stun guns. Any employee violating this policy is subject to discipline up to and including dismissal for the first offense.

If any employee becomes aware of or observes any of the above-referenced behaviors or actions by a co-worker, consultant, client, vendor, visitor, or anyone else, the immediate supervisor and/or the Human Resources Director should be notified immediately. Employees should also notify the Human Resources Director if they are aware of any restraining orders that are in effect, or of the existence of any other non-work-related situation with the potential to erupt into workplace violence.

All reports of violence will be taken seriously and will be investigated thoroughly and promptly. To the extent possible, the identity of the reporting employee will be kept confidential. However, under certain circumstances, the agency may need to disclose the reporting employee's identity to protect that individual's and/or other employees' safety. Retaliation in any form against an employee who makes a report of violence will not be tolerated.

If, after a thorough investigation, it is determined that workplace violence has occurred, appropriate corrective action up to and including termination will be taken to ensure that such behavior is not repeated. Additionally, the incident may also result in reporting and/or filing of formal charges with local authorities. If a non-employee is responsible for violent activities, the agency will take action that could include reporting and/or filing of formal charges with local authorities.

## **ANTI-HARASSMENT POLICY**

Community Action, Inc. strives to maintain a work environment in which people are treated with dignity and respect. The environment of the agency should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Community Action, Inc. will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees. Community Action, Inc. will seek to prevent, correct and discipline behavior that violates this policy.

All employees, regardless of their positions, are covered by and expected to comply with this policy and to take appropriate measures to ensure prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension, or termination of employment.

Managers and supervisors who knowingly allow or tolerate discrimination, harassment or retaliation, including failure to immediately report such misconduct to human resources (HR) are in violation of this policy and are subject to disciplinary action.

Community Action, Inc. in compliance with all applicable federal, state and local anti-discrimination and harassment laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

### **DISCRIMINATION**

It is a violation of Community Action, Inc.'s policy to discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions, or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, or color, natural origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Discrimination of any kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, and the American with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Discrimination in violation of this policy will be subjected to disciplinary measures up to and including termination.

### **HARASSMENT**

Community Action, Inc. prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce an employee, co-worker, or any person working on behalf of Community Action, Inc.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of policy:

**VERBAL HARASSMENT** includes comments that are offensive or unwelcome regarding a person's national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs, and negative stereotyping.

**NONVERBAL HARASSMENT** includes distribution, display or discussion of any written or graphic material that ridicules, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs, and negative stereotyping.

**SEXUAL HARASSMENT** is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964 and is prohibited under Community Action, Inc. anti-harassment policy. According to the Equal Employment Opportunity Commission (EEOC), sexual harassment is defined as "unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature, when, submission to or rejection of such conduct is used as the basis for employment decisions, or such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment."

Sexual harassment occurs when unsolicited and unwelcome sexual advances, request for sexual favors, or verbal or physical conduct of a sexual nature:

1. Is made explicitly or implicitly a term or condition of employment.
2. It is used as a basis for an employment decision.
3. Unreasonably interferes with an employee's work performance or creates an intimidating, hostile or otherwise offensive environment.

Sexual harassment may take different forms. The following are examples of sexual harassment, these examples are intended to be guidelines and are not inclusive when determining whether there has been a violation of this policy.

**VERBAL SEXUAL HARASSMENT** includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks and threats, request for any type of sexual favor, this includes repeated, unwelcome request for dates.

**NONVERBAL SEXUAL HARASSMENT** includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual group because of sex; suggestive or insulting sounds, leering, staring, whistling; obscene gestures, content in letters, notes, e-mails, photos, text messages, tweets and internet postings.

**PHYSICAL SEXUAL HARASSMENT** includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, cornering, kissing, hugging, fondling, and forced sexual intercourse or assault.

## **RETALIATION**

No hardship, loss, may be imposed on an employee in response to:

1. Filing or responding to a bona fide complaint of discrimination or harassment.
2. Appearing as a witness in the investigation of a complaint.



Lodging a complaint will in no way be used against the employee or have an adverse impact on the individual's employment status, however filing groundless, or malicious complaints is an abuse of this policy and will be treated as a violation.

Any person who is found to have violated this aspect of the policy will be subject to discipline up to and including termination of employment.

## **CONFIDENTIALITY**

All complaints and investigations are treated confidentially to the extent possible, and information is disclosed strictly on a need-to-know basis. The identity of the complainant is usually revealed to the parties during the investigation, and the Human Resources Director will take adequate steps to ensure that the complainant is protected from retaliation during the investigation.

## **COMPLAINT PROCEDURE**

Community Action, Inc. has established the following procedure for lodging a complaint of discrimination, harassment, or sexual harassment. The agency will treat all aspects of the procedure confidentially to the extent possible.

1. Complaints should be submitted as soon as possible after the incident has occurred, preferably in writing. The Human Resources director may assist the complainant in completing a written statement, or in the event the employee refuses to provide information in writing, the Human Resources Director will dictate the verbal complaint.
2. Upon receiving a complaint or being advised by a supervisor or manager that a violation of this policy may be occurring, the Human Resources Director will notify the Executive Director.
3. The Human Resources Director will initiate an investigation to determine whether there is reasonable basis for believing that the alleged violation of this policy has occurred.
4. If necessary, the complainant and the respondent will be separated during the course of the investigation.
5. During the investigation the Human Resources director will interview the complainant, the respondent, and any witnesses to determine whether the alleged conduct occurred.
6. Upon conclusion of the investigation, the Human Resources Director will submit a written report to the Executive Director.
7. The Executive Director will review the investigative report and any statements submitted by the complainant and the respondent, discuss results of the investigation with the Human Resources Director and other management staff as appropriate, and decide what action, if any will be taken.
8. If it is determined that a violation of policy has occurred, the Human Resources Director will recommend appropriate disciplinary action. The appropriate action will depend on the following factors.
  - a. The severity, frequency, and pervasiveness of the conduct
  - b. Prior complaints made by the complainant.
  - c. Prior complaints made against the respondent.
  - d. The quality of the evidence, firsthand knowledge, credible corroboration

If the investigation is inconclusive or if it determined that there has been no violation of policy, but problematic conduct may have occurred the Human Resources Director may recommend appropriate preventive action.

9. Once the final decision has been made, the Human Resources Director will meet with the complainant and the respondent separately and notify them of the findings of the investigation. If disciplinary action is to be taken, the respondent will be informed of the nature of the discipline and how it will be implemented.

## GRIEVANCE

It is the agency's purpose to provide an effective way for employees to bring problems concerning their well-being at work to the management's attention. When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation, or creates a problem, they are encouraged to discuss the condition or treatment with management.

Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Most incidents resolve themselves naturally; however, should a situation persist that the employee believes is detrimental to himself/herself or the agency, the following procedures will be used until all levels of authority have been exhausted:

## PROCEDURES

The employee will submit the grievance in writing to their immediate supervisor within five working days of the occurrence of, or the awareness of, the event(s) in question. The employee will receive a written response within ten working days from the date the grievance was received by the immediate supervisor.

If the immediate supervisor is the subject of the grievance, the employee may consult with the Human Resources Director within the specified time frame. The Human Resources Director will determine whether the employee should proceed to the next level.

If the Human Resources Director is the subject of the grievance, the employee may consult with a Program Director or the Fiscal Officer within the specified time frame. The Program Director or Fiscal Officer will determine whether the employee should proceed to the next level.

If the Executive Director is the subject of the grievance, the Board of Directors will be notified through the Board President or the Board Personnel Committee by a Program Director, the Fiscal Officer, or the Human Resources Director.

If the matter is not resolved to the employee's satisfaction, or if the employee was advised to proceed to the next level, they will submit the written grievance to the next level of supervision for review. It must be submitted within ten working days after receiving the initial response and must include all documents associated with the grievance. The employee will receive a written response to the review within ten working days. If 1.c. above applies, the written summary including all evidence will be submitted to the Board of Directors by a Program Director, the Fiscal Officer, or the Human Resources Director. In such a case, steps 3 and 4 of this procedure will be by-passed and a response will be provided as outlined in step 5.

If all levels of authority have been exhausted and the employee is not satisfied with the previous review response(s), they may take the grievance to the Executive Director for review. The request for the Executive Director's review must be made within ten working days of

receiving the last grievance response. The Executive Director will decide upon review and issue a written response within fifteen working days. This response will contain all the particulars of the decision, including the rights of the employee to request an appeal to the Board of Directors and the right to submit evidence in support of the request.

Any request for an appeal in the Executive Director's decision must be sent to the Executive Director within ten working days after the decision has been received by the employee. The request must include all evidence which the employee feels is relevant to the case and/or what the employee feels the Board of Directors should consider. The Executive Director will submit the request to the Board of Directors for review after consultation with the presiding officer of the Board of Directors who will determine the date for submission to the entire Board.

The employee will receive written notification of action taken on the appeal within ten working days from the date the Board of Directors makes its decision on the issue. The decision of the Board of Directors is final.

### **GRIEVANCES BY TERMINATED EMPLOYEES**

An employee who is terminated, including by resignation in lieu of termination, may file a grievance only if the employee is claiming wrongful termination based on:

1. retaliation for reporting in good faith a violation of law, or
2. violation of civil rights laws administered by the Equal Employment Opportunity Commission (EEOC) or Texas Workforce Commission (TWC).

A grievance must be filed in writing with the agency's Human Resources Director within 14 calendar days of the termination. The Human Resource's Director will conduct an appropriate investigation and notify the terminated employee in writing of the agency's determination. There is no hearing as part of the grievance process and no right to appeal.

## **DRIVER AND TRANSPORT POLICY**

### **CLIENT TRANSPORT**

Employees may not, at any time, including emergency situations, transport clients in their personal vehicles.

### **CELL PHONE SAFETY AND DRIVING**

Safe driving is the first priority when operating a vehicle while driving on Community Action, Inc. business. Your first responsibility is to pay attention to your driving. Never allow a cell phone or other mobile device to distract you from concentrating on driving.

Under no circumstances should you feel that you need to place yourself or others at risk while driving to fulfill business needs. You should follow these procedures to avoid distracted driving:

1. Follow all applicable state and local laws that address the use of cell phones and other mobile devices while driving.
2. Avoid using your cell phone while driving, and do not use it as a hand-held device. Find a safe place to pull over to make or receive phone calls, send, or receive text messages, or manipulate navigation apps.
3. Program your destination into navigation apps or GPS devices before you start driving.
4. Do not read or respond to text messages or e-mail or browse social media or the Internet while driving.
5. Be aware of distractions from in-car “infotainment” systems. Just because they are built into the vehicle does not mean they do not create a hazardous distraction.

Employees who fail to follow safety guidelines are subject to disciplinary action.

## EMPLOYER AND EMPLOYEE RESPONSIBILITY FOR SAFETY

### COMMITMENT TO SAFETY

Protecting the safety of our employees and visitors is the most important aspect of running our agency.

All employees have the opportunity and responsibility to contribute to a safe work environment by using commonsense rules and safe practices and by notifying management when any health or safety issues are present. All employees are encouraged to partner with management to ensure maximum safety for all.

In the event of an emergency, notify the appropriate emergency personnel by dialing 911 to activate the medical emergency services.

Any workplace injury, accident, or illness must be reported to the employee's supervisor as soon as possible, regardless of the severity of the injury or accident.

### WORKERS' COMPENSATION

Workers' compensation is a "no-fault" system that provides compensation for medical expenses and wage losses to employees who are injured or who become ill because of employment.

Community Action, Inc. pays the entire cost of workers' compensation insurance. The insurance provides coverage for related medical and rehabilitation expenses and a *portion* of lost wages to employees who sustain an injury on the job.

The agency abides by all applicable state workers' compensation laws and regulations.

### REPORTING

Any time an employee is involved in an accident on the job, they should report the accident to the immediate supervisor, regardless of whether the accident results in lost time or the need for medical attention. The employee must advise the supervisor immediately. Immediate reporting is necessary to protect both parties: the employee and the agency.

The immediate supervisor will provide the employee with an "Employee's Notice of Injury Form" immediately, or at least within twenty-four hours of the accident. If the employee is unable to complete the form, the supervisor or a co-worker will complete the form for the employee. The Employee's Notice Form must be forwarded to the Human Resources Director within 36 hours of the accident.

The Human Resources Director will complete the "Employer's First Report of Injury or Illness" Form and file it with the Texas Worker's Compensation Commission no later than the eighth day following the verbal report from the injured employee to the supervisor.

## **INVESTIGATION**

Following each accident, the supervisor will investigate the cause of the accident and complete the "Supervisor's Investigation Report." The purpose of the investigation is to help the supervisor identify precautions that can be taken to prevent similar accidents from occurring in the future. The "Supervisor's Investigation Report" will be forwarded to the appropriate program Director, who in turn will forward it to the Human Resources Director.

## **MEDICAL TREATMENT**

Employees injured on the job, who live in the network service area, must choose a treating doctor from the Network provider list. Employees who choose not to see a doctor must sign a disclaimer, acknowledging that they were offered the opportunity to see a doctor, but chose not to. Signing the disclaimer does not preclude them from seeing a doctor later.

Any employee who sustains a work-related injury needing medical attention will be required to submit to a drug test. Refusal to comply with the drug test or testing positive can result in denial of claims and/or immediate dismissal.

When an employee sees a doctor:

- They must bring a doctor's statement when returning to work. The employee will not be allowed to return to work without it.
- The statement must reflect:
  1. The date the employee is allowed to return to work - full or light duty.
  2. If restrictions are placed on the employee (such as for heavy lifting), the restrictions must be quantified. For example, "no lifting more than ten pounds."
  3. If the employee is not allowed to return to work, the statement must reflect that fact.

## **MEDICAL EXPENSES**

If a doctor is willing to submit a bill directly to the insurance carrier (without the employee paying first), the doctor should contact the Human Resources Director for information. If the employee pays for services (doctors' visits, prescription drugs, etc.) receipts should be forwarded to the Human Resources Director for submission to the Workers' Compensation Insurance Carrier.

Prescription drugs and/or non-prescription drugs or equipment not authorized by the attending physician are subject to approval by the Worker's Compensation Insurance carrier as allowable expenses.

## **EMPLOYEE WAGES**

When an employee must be absent from work due to a work-related illness or injury, the absence will be charged to the Sick Leave/Worker's Compensation Allowance and the employee will be compensated at their regular rate of pay during the absence. This allowance may be granted up to seven days.

Compensation after the seventh day will be through the agency's Worker's Compensation Insurance Carrier. Compensation through Worker's Compensation Insurance is at two thirds (2/3rds) the employee's regular pay, based on the employee's weekly earnings. Dual compensation by the agency and the Worker's Compensation Insurance Carrier for any time period of absence will **not** be allowed. If an employee does receive dual payment, the employee is obligated to pay the money back to the agency or carrier (whichever is appropriate).

### **ABSENCES/LIGHT DUTY**

Any absence resulting from a work-related illness or injury must be supported by an attending physician's statement.

Light duty accommodation will be made at the discretion of the supervisor and/or Division/Program Director, based on the needs of the Program.

Workers' compensation benefits (paid or unpaid) will run concurrently with FMLA leave, if applicable, where permitted by state and federal law. In addition, employees will not be paid vacation or sick leave for approved absences covered by the agency's workers' compensation program, except to supplement the workers' compensation benefits such as when the plan only covers a portion of the employees' salary as allowed by state law.

### **INFECTION CONTROL POLICY**

The agency makes every effort to provide a work environment that protects the health and well-being of all its employees. The agency ensures that its employees receive appropriate infection control training, and that its health-related policies, operating procedures, housekeeping standards, record keeping requirements, and communication processes discourage practices which may cause or increase the spread of infections. In so doing, the agency ensures compliance with OSHA prescribed mandates, particularly as they regard the transmission of blood borne pathogens and communicating the hazards of various chemicals in which some employees come in contact in the performance of their duties. As part of the agency's on-going commitment to protect its employees, each program provides appropriate special training, on a recurring basis, to employees who provide services which put them at greater risk of specific types of infections. Furthermore, each program develops its own tailored infection control policies and procedures, depending on the services provided by the particular program, and the inherent risks associated with the services. At a minimum, each policy contains information pertaining to: (1) Precautions, (2) Housekeeping, (3) Record Keeping, (4) Training, (5) Regulation Compliance, i.e., OSHA, etc., (5) Post Exposure Procedures, and (6) Personal Protective Equipment (PPE).

## **WORKPLACE GUIDELINES**



## ATTENDANCE AND PUNCTUALITY POLICY

~~The agency expects all employees to conduct themselves in a professional manner during their employment. This includes good attendance habits<sup>5</sup>. All employees should consider coming to work on time, working their shift as scheduled, and leaving at the scheduled time as essential functions of their jobs. In other words, good attendance habits form an integral part of every employee's job description. However, we recognize that staff occasionally become ill, need to miss work or are unavoidably late. The purpose of this policy is to ensure employees provide notice of such absences.~~

Community Action, Inc. of Central Texas expects employees to maintain regular and reliable attendance. Reporting to work as scheduled, arriving on time, working the assigned schedule, and remaining at work for the full shift are essential functions of all positions.

The agency recognizes that absences and lateness may occasionally occur due to illness, emergencies, or other circumstances. This policy establishes expectations and procedures to ensure appropriate notice and consistent application.

### ~~POLICY~~ Attendance Expectations

- ~~1. Employees are expected to report to work as scheduled, on time, and ready to start working.~~ Report to work as scheduled and on time
- ~~2. In the event a staff member will be tardy or late the immediate supervisor should be notified at the earliest convenience, to ensure proper coverage for all work locations.~~ Notify their supervisor promptly when they will be late or absent
- ~~3. In the event a staff member will be absent the immediate supervisor should be notified at the earliest convenience to ensure proper coverage for all work locations.~~
- ~~4. Supervisors may be notified by phone, text, or email. If the staff member has not received confirmation from their direct supervisor in a timely manner the staff member should reach out to the corresponding Program Director.~~ Follow established call-in procedures

Failure to meet attendance expectations may result in corrective action.

### Notification Requirements

Employees who will be absent, tardy, or late must notify their **immediate supervisor** as soon as possible and **prior to the start of their scheduled shift**, unless circumstances prevent timely notice.

Notification may be made by phone, text, or email, as directed by the supervisor. If the employee does not receive confirmation from their supervisor within a reasonable time, the employee must contact the Program Director.



## DEFINITIONS

Absence – the failure of an employee to report for work when they are scheduled to work.

Tardy – ~~arriving~~ Arrival up to 15 minutes after the scheduled ~~starting~~ start time.

Late – ~~arriving~~ Arrival ~~between~~ more than fifteen (15) minutes and up to two (2) hours ~~15 minutes and two hours after the scheduled starting time.~~

Arrivals beyond two (2) hours may be treated as an absence unless otherwise approved.

## ~~DISCIPLINARY ACTION~~ Excessive Absenteeism and Tardiness

~~Employees will be subject to progressive disciplinary action (see XII-2 of the handbook for specific details) when absences, tardiness and lateness become excessive. Excessive is defined as:~~ Attendance issues may be considered excessive when patterns develop, including but not limited to:

- ~~1. Two or more absences in a 30-day period.~~
- ~~2. Four or more tardies or late arrivals in a 30-day period.~~

- Two (2) or more unapproved absences within a thirty (30) day period
- Four (4) or more tardies or late arrivals within a thirty (30) day period

Patterns of absenteeism or tardiness may result in corrective action, up to and including dismissal.

## INTERACTION WITH LEAVE LAWS

~~Employees taking leave under the Family and Medical Leave Act (FMLA), the Americans with Disabilities Act (ADA) or other state or federal protected leave are expected to provide notice of absences in accordance with agency policy. Failure to provide notice, absent extenuating circumstances, may result in disciplinary action as described above.~~

Nothing in this policy is intended to interfere with or discourage the use of legally protected leave. Absences covered under the Family and Medical Leave Act (FMLA), Americans with Disabilities Act (ADA) accommodations, workers' compensation, military leave, jury duty, or other protected leave will be handled in accordance with applicable law.

Employees are still required to comply with agency notification procedures unless circumstances prevent doing so.

## Corrective Action

Failure to comply with attendance and punctuality expectations, including failure to follow notification procedures, may result in corrective action, up to and including dismissal. Progressive discipline may be applied; however, the agency reserves the right to bypass progressive discipline when warranted.

Nothing in this section alters the at-will employment relationship.

## JOB ABANDONMENT POLICY

~~Community Action, Inc. of Central Texas expects employees to report for work on time for every scheduled shift. An employee who is unable to report to work at the designated time is required to notify the department supervisor no later than **two hours** ahead of designated employee's scheduled start time.~~

~~Employees who fail to report to work for **three consecutive days** without notifying the company of the absence will be considered as having voluntarily resigned as a result of job abandonment.~~

Job abandonment occurs when an employee fails to report to work or fails to notify their supervisor of their absence for **two (2) consecutive scheduled workdays**.

An employee who is absent for two (2) consecutive scheduled workdays without proper notification will be considered to have **voluntarily resigned** their position due to job abandonment.

In cases of job abandonment:

- Employment will be terminated effective the last day worked
- The employee may be designated as **not eligible for rehire**
- Final pay will be issued in accordance with Texas Payday Law

Employees on approved leave or absences protected by law are not considered to have abandoned their job, provided required notification procedures are followed unless circumstances prevent timely notice.

Nothing in this section alters the at-will employment relationship.

## TIMEKEEPING AND PAYROLL ACCURACY

Community Action, Inc. of Central Texas requires accurate and timely recording of all hours worked in accordance with applicable wage and hour laws, funding source requirements, and agency policy. Accurate timekeeping is a shared responsibility and is essential to ensure proper compensation, compliance, and program integrity.

### Employee Responsibilities

Employees are responsible for:

- Accurately recording all time worked
- Recording time on a daily basis
- Ensuring time records are complete and submitted by established deadlines
- Reporting only time actually worked

Employees may not record time not worked, alter time records, or permit another individual to record time on their behalf.

## **Supervisor Responsibilities**

Supervisors are responsible for:

- Reviewing time records for accuracy and completeness
- Ensuring time records reflect actual hours worked
- Approving time records only after verifying accuracy

Supervisor approval does not relieve employees of responsibility for the accuracy of their time records.

## **Overtime and Breaks**

All non-exempt employees must receive prior supervisory approval before working overtime. Unauthorized overtime must still be recorded and will be paid in accordance with the Fair Labor Standards Act (FLSA); however, working unauthorized overtime may result in corrective action.

Employees must accurately record all meal periods and breaks in accordance with agency policy and funding requirements. Employees may not combine, skip, or alter break times without approval.

## **Prohibited Timekeeping Practices**

The following practices are strictly prohibited:

- Recording time not worked
- Failing to record all time worked
- Altering or falsifying time records
- Allowing another employee to record time on one's behalf
- Working "off the clock"
- Recording a full workday when time was not worked in full

## **Payroll Corrections**

Employees must promptly notify their supervisor or Human Resources of any payroll errors. Corrections will be made as soon as practicable in accordance with agency procedures.

## **Timecard Submission and Accuracy**

Employees are required to complete and submit time records accurately and in accordance with established payroll deadlines.

Failure to submit time records on time, submission of incomplete or inaccurate time records, or repeated corrections due to employee error may result in corrective action, up to and including dismissal.

**Corrective Action**

Failure to comply with timekeeping and payroll accuracy requirements may result in corrective action, up to and including dismissal. Falsification of time records may result in immediate dismissal.

Nothing in this section alters the at-will employment relationship.

## DRESS AND GROOMING

Community Action, Inc. provides a casual yet professional work environment for its employees. Even though the dress code is casual, it is important to project a professional image to our customers, visitors, and coworkers. All employees are expected to dress in a manner consistent with good hygiene, safety, and good taste. Please use common sense.

Individual programs dress and grooming policies vary depending on the requirements of each program, please contact your direct supervisor for specific dress and grooming details.

## SOCIAL MEDIA ACCEPTABLE USE

Community Action, Inc. encourages employees to share information with coworkers and with those outside the agency for the purposes of gathering information, generating new ideas, and learning from the work of others. Social media provides inexpensive, informal, and timely ways to participate in an exchange of ideas and information. However, information posted on a website is available to the public, and therefore, the agency has established the following guidelines for employee participation in social media.

**NOTE:** As used in this policy, “social media” refers to blogs, forums, and social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, Instagram, and Snapchat, among others.

**OFF-DUTY USE OF SOCIAL MEDIA.** Employees may maintain personal websites or weblogs on their own time using their own facilities. Employees must ensure that social media activity does not interfere with their work. In general, the agency considers social media activities to be personal endeavors, and employees may use them to express their thoughts or promote their ideas. In addition, employees may not post on a personal blog or webpage or participate on a social networking platform for personal purposes during work time or at any time with Community Action, Inc. equipment or property.

**ON-DUTY USE OF SOCIAL MEDIA.** Employees may engage in social media activity during work time provided it is directly related to their work and approved by their supervisor and does not identify or reference agency clients, customers, or vendors without express permission. The agency monitors employee use of agency computers and the Internet, including employee blogging and social networking activity.

**RESPECT.** Demonstrate respect for the dignity of the agency, its owners, its customers, its vendors, and its employees. A social media site is a public place, and employees should avoid inappropriate comments. For example, employees should not divulge Community Action, Inc. confidential information such as client lists, or information restricted from disclosure by law on social media sites. Similarly, employees should not engage in harassing or discriminatory behavior that targets other employees or individuals because of their protected class status or make defamatory comments or engage in other behavior that violates the agency’s policies.

**POST DISCLAIMERS.** Employees who identify themselves as agency employees or discuss matters related to the agency on a social media site must include a disclaimer on the front page stating that it does not express the views of the agency and that the employees are expressing only personal views—for example: “The views expressed on this website/Weblog are mine alone and do not necessarily reflect the views of my employer.” Place the disclaimer in a prominent position and repeat it for each posting expressing an opinion related to the agency or the agency’s business. Employees must keep in mind that if they post information on a social media site that is in violation of

agency policy and/or federal, state, or local law, the disclaimer will not shield them from disciplinary action.

**CONFIDENTIALITY.** Do not identify or reference agency clients, customers, or vendors without express permission. Employees may write about their jobs in general but may not disclose any confidential or proprietary information. For examples of confidential information, please refer to the confidentiality policy. If in doubt, ask before publishing.

**NEW IDEAS.** Please remember that new ideas related to work, or the agency's business belong to the agency. Do not post them on a social media site without the agency's permission.

**TRADEMARKS AND COPYRIGHTS.** Do not use the agencies or others' trademarks on a social media site or reproduce the agency's or others' material without first obtaining permission.

**LEGAL.** Employees are expected to comply with all applicable laws, including, but not limited to, Federal Trade Commission (FTC) guidelines and copyright, trademark, and harassment laws.

**DISCIPLINE.** Violations of this policy may result in discipline up to and including immediate termination of employment.

## **INTERNET, E-MAIL, AND COMPUTER USE**

The use of Community Action, Inc. electronic systems, including computers, fax machines, and all forms of Internet/intranet access, is for agency business and for authorized purposes only. Brief and occasional personal use of the electronic mail system or the Internet is acceptable as long as it is not excessive or inappropriate, occurs during personal time (lunch or other breaks), and does not result in expense or harm to the agency or otherwise violate this policy.

### **OWNERSHIP AND ACCESS OF ELECTRONIC MAIL, INTERNET ACCESS, AND COMPUTER FILES; NO EXPECTATION OF PRIVACY**

The agency owns the rights to all data and files in any computer, network, or other information system used in the agency and to all data and files sent or received using any agency system or using the agency's access to any computer network, to the extent that such rights are not superseded by applicable laws relating to intellectual property. The agency also reserves the right to monitor electronic mail messages (including personal/private/instant messaging systems) and their content, as well as any and all use by employees of the Internet and of computer equipment used to create, view, or access e-mail and Internet content. Employees must be aware that the electronic mail messages sent and received using agency equipment or agency -provided Internet access, including web-based messaging systems used with such systems or access, are not private and are subject to viewing, downloading, inspection, release, and archiving by agency officials at all times. The agency has the right to inspect any and all files stored in private areas of the network or on individual computers or storage media in order to ensure compliance with agency policies and state and federal laws. No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from either the employee or an appropriate agency official.

The agency uses software in its electronic information systems that allows monitoring by authorized personnel and that creates and stores copies of any messages, files, or other

information that is entered into, received by, sent, or viewed on such systems. There is no expectation of privacy in any information or activity conducted, sent, performed, or viewed on or with agency equipment or Internet access. Accordingly, employees should assume that whatever they do, type, enter, send, receive, and view on agency electronic information systems is electronically stored and subject to inspection, monitoring, evaluation, and Agency use at any time. Further, employees who use agency systems and Internet access to send or receive files or other data that would otherwise be subject to any kind of confidentiality or disclosure privilege thereby waive whatever right they may have to assert such confidentiality or privilege from disclosure. Employees who wish to maintain their right to confidentiality or a disclosure privilege must send or receive such information using some means other than agency systems or the agency-provided Internet access.

The agency has licensed the use of certain commercial software application programs for business purposes. Third parties retain the ownership and distribution rights to such software. No employee may create, use, or distribute copies of such software that are not in compliance with the license agreements for the software. Violation of this policy can lead to disciplinary action, up to and including dismissal.

### **POLICY STATEMENT FOR INTERNET/INTRANET BROWSER(S)**

The Internet is to be used to further the agency 's mission, to provide effective service of the highest quality to the agency 's clients and staff, and to support other direct job-related purposes. Supervisors should work with employees to determine the appropriateness of using the Internet for professional activities and career development. The various modes of Internet/Intranet access are agency resources and are provided as business tools to employees who may use them for research, professional development, and work-related communications. Limited personal use of Internet resources is a special exception to the general prohibition against the personal use of computer equipment and software.

Employees are individually liable for any and all damages incurred as a result of violating agency security policy, copyright, and licensing agreements.

All agency policies and procedures apply to employees' conduct on the Internet, especially, but not exclusively, relating to: intellectual property, confidentiality, agency information dissemination, standards of conduct, misuse of agency resources, anti-harassment, and information and data security.

### **SEARCH POLICY**

The agency reserves the right to conduct searches to monitor compliance with rules concerning safety of employees, security of agency and individual property, drugs and alcohol, and possession of other prohibited items. "Prohibited items" includes illegal drugs, alcoholic beverages, prescription drugs or medications not used or possessed in compliance with a current valid prescription, weapons, any items of an obscene, harassing, demeaning, or violent nature, and any property in the possession or control of an employee who does not have authorization from the owner of such property to possess or control the property. "Control" means knowing where a particular item is, having placed an item where it is currently located, or having any influence over its continued placement. In addition to agency premises, the agency may search employees, their work areas, lockers, personal vehicles if driven or parked



on agency property, and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, the agency is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct.

There is no general or specific expectation of privacy in the workplace of Community Action, Inc., either on the premises of the agency or while on duty. In general, employees should assume that what they do while on duty or on the agency premises is not private. All employees and all of the areas listed above are subject to search at any time; if an employee uses a locker or other storage area at work, including a locking desk drawer or locking cabinet, the agency will either furnish the lock and keep a copy of the key or combination, or else allow the employee to furnish a personal lock, but the employee must give the agency a copy of the key or combination. The areas in question may be searched at any time, with or without the employee being present. Generally, with the exception of items relating to personal hygiene or health, no employee should ever bring anything to work or store anything at work that he or she would not be prepared to show and possibly turn over to agency officials and/or law enforcement authorities.

All employees of Community Action, Inc. are subject to this policy. However, any given search may be restricted to one or more specific individuals, depending upon the situation. Searches may be done on a random basis or based upon reasonable suspicion. "Reasonable suspicion" means circumstances suggesting to a reasonable person that there is a possibility that one or more individuals may be in possession of a prohibited item as defined above. Any search under this policy will be done in a manner protecting employees' privacy, confidentiality, and personal dignity to the greatest extent possible. The agency will respond severely to any unauthorized release of information concerning individual employees.

No employee will ever be physically forced to submit to a search. However, an employee who refuses to submit to a search request from the agency will face disciplinary action, up to and possibly including immediate termination of employment.

## **PROGRESSIVE DISCIPLINE**

Community Action, Inc. expects employees to comply with the agency's standards of behavior and performance and to correct any noncompliance with these standards.

Under normal circumstances, Community Action, Inc. endorses a policy of progressive discipline in which it attempts to provide employees with notice of deficiencies and an opportunity to improve. However, the Agency, in its discretion, may bypass any or all of the steps below, as it deems appropriate. In situations where an act of misconduct or breaking of Agency policy is so serious that immediate dismissal is warranted, the progressive discipline process is not required. The following steps are *suggested* in the discipline procedure. All steps should be documented in the employee's personnel file.

**STEP 1: INFORMAL DISCUSSION.** When a performance problem is first identified, the nature of the problem and the action necessary to correct it should be thoroughly discussed with the employee.

**STEP 2: COUNSELING.** If a private informal discussion with the employee has not resulted in corrective action, following a thorough investigation, the supervisor should meet with the employee and (a) review the problem, (b) permit the employee to present



information regarding the problem, (c) advise the employee that the problem must be corrected, (d) inform the employee that failure to correct the problem will result in further disciplinary action that may include discharge, and (e) issue a counseling notice to the employee.

**STEP 3: REPRIMAND.** If satisfactory performance and corrective action are not achieved under Steps 1 and 2, the supervisor and a representative from the Human Resources department should meet with the employee in private and proceed via (a) through (d) above and issue a reprimand notice to the employee.

**STEP 4: SUSPENSION.** The supervisor will counsel the employee on the conditions for continued employment. The employee will be granted up to 3 days of administrative leave to decide on accepting conditional continued employment or submitting their resignation. Upon completion of the administrative leave, the employee will meet with the supervisor to discuss their decision. If the employee opts for conditional continued employment, an agreement will be signed, stating that another violation will result in termination. If the employee opts for resignation, the supervisor will follow procedures as outlined in Exit Processing page 29. This session will be witnessed by the Human Resources Director and/or a member of senior staff.

An exempt employee generally may not be suspended without pay for less than a full day, and the suspension must be related to written workplace conduct rules applicable to all employees, such as a written policy prohibiting sexual harassment or workplace violence.

**STEP 5: FAILURE TO IMPROVE/TERMINATION.** Failure to improve performance or behavior after the written warning or suspension can result in termination. For Head Start employees, refer to section on agency terminations page xx.

The progressive disciplinary procedures described above also may be applied to an employee who is experiencing a series of unrelated problems involving job performance or behavior.

In cases involving serious misconduct, or any time the supervisor determines it is necessary, such as a major breach of policy or violation of law, the procedures contained above may be disregarded. Typically, the supervisor should notify Human Resources immediately to discuss immediate suspension (with or without pay) of the employee, and an investigation of the incidents leading up to the suspension should be conducted to determine if any further action, such as termination, should be taken.

## **MEDIA INQUIRIES**

All inquiries from the media must be referred to the Executive Director or representative.

## TRAVEL/REIMBURSEMENTS

### GENERAL TRAVEL

Travel for agency business must be approved by the immediate supervisor and will be supported by an agency travel voucher for travel expenses to be paid to an employee.

Employees whose jobs require them to drive for agency business must carry auto liability insurance on the vehicle being used for agency business and must meet underwriting requirements for coverage by the agency auto liability insurance. Failure to meet these requirements can result in termination from employment and/or denial of travel reimbursement. Employee driving records are reviewed on a yearly basis.

Drivers must have a valid Texas driver's license.

Proof of current liability insurance will be provided by the employee with the travel log submitted for reimbursement.

Employees who use their personal vehicles for agency business will be reimbursed for mileage incurred for approved travel. The reimbursement rate will be established by the agency.

Each trip will be evaluated to determine the least costly method of travel, i.e., agency vehicle, personal vehicle, carpool, etc. The appropriate Program Director has the authority for making and/or approving the determination.

Drivers will report citations to their immediate supervisor within 72 hours.

Failure to report to one's immediate supervisor will result in disciplinary action.

All violations will be paid by the driver. The driver is responsible for payment of violations if they are at fault.

### OUT OF AREA TRAVEL

The agency will use the following guidelines for out-of-areas travel requiring per diem. Per diem rates include a maximum amount for lodging expenses and a fixed amount for meals and incidental expenses. These rates are listed in tables updated regularly by the General Services Administration (GSA). No other rate can be reimbursed unless actual subsistence is requested. Out of area travel will be authorized in advance, approved by the program director, and supported by the Request and Authorization for Travel Advance form.

**MAXIMUM LODGING EXPENSE ALLOWANCE** – The employee will be reimbursed for actual lodging costs incurred up to the maximum allowable rate as per the Federal Travel Regulations (FTR).

**MEALS AND INCIDENTAL EXPENSES (M&IE) ALLOWANCE** – The M&IE fixed allowance, or fraction thereof, is payable to the traveler without itemization of expenses for receipts. It covers meals, including fees and tips; laundry; transportation between

lodging and restaurants; and any communication charges required to reserve accommodations.

Meals during conferences and/or training are subject to a maximum of \$18 per diem with prior supervisory approval. Eligible travel would take the employee away from their regular worksite for 6 consecutive hours or longer and not be for the purpose of normal job tasks. Travel for tasks such as working from a regularly assigned alternate location, monitoring and/or file audits, as well as Annual/In Service Training days would not be eligible for meal reimbursement.

**ACTUAL AND NECESSARY SUBSISTENCE** – Reimbursements for expenses are allowed when such expenses are unusually high due to special or unusual circumstances. The maximum reimbursement is not to exceed 150 percent of those amounts for the applicable geographical area as per the FTR. Requests for actual subsistence must be approved by the Executive Director.

**TRAVEL REQUESTS** – Each Program is responsible for making necessary airline, rental car, and motel reservations, obtaining travel advances and airline tickets after prior approval is obtained from the Program Director. Tickets are issued from the point of departure directly to the point of destination and return. Additional charges due to such changes are unallowable expenses and must be incurred by the traveler.

**TRAVEL ADVANCES/AGENCY CREDIT CARD** – In order to minimize financial hardship, the agency can provide a travel advance to each traveler. Travel advance check requests must be submitted by the traveler no later than Monday afternoon a week prior to the scheduled business trip. The agency credit card may be used for airline, rental car, and motel reservations with prior approval from the Executive Director.

**TRAVEL EXPENSE REPORTS** – Upon completion of the business trip, each traveler will be required to complete the Agency's Travel Expense Report form. The form must be turned in to the Program's bookkeeper within 3 days of the return of the trip. After examination and approval by the program director, appropriate reimbursements will be made. If the traveler owes the agency, a check for the full amount must be submitted to the bookkeeper within 10 days of the trip. If the agency owes the traveler, a check will be issued within 10 working days of receipt of the Travel Expense Report.

## **EMPLOYEE REIMBURSEMENTS**

Reimbursements for expenses (excluding sales and use taxes) incurred by employees for the agency must be supported by specific receipts. Request for reimbursement must be made no later than the 10th day of the month following the month in which the expenditure was made.

All agency checks must be cashed within 90 days of issuance or they will become null and void.

## TIME OFF AND LEAVES OF ABSENCE

### HOLIDAYS

- All regular and temporary employees<sup>6</sup> are eligible for agency-recognized paid holidays:

|                          |                                         |
|--------------------------|-----------------------------------------|
| • New Year's Day         | • Independence Day                      |
| • Martin Luther King Day | • Labor Day                             |
| • Good Friday            | • Indigenous People's Day/ Columbus Day |
| • Memorial Day           | • Thanksgiving Day and the day after    |
| • Juneteenth             | • Christmas Eve and Christmas Day       |

The scheduling and duration of the holiday periods will be consistent with national and state holidays and may be granted at the discretion of the Executive Director so as not to hinder the effective on-going operation of the agency.

The Human Resources Director will provide an advance schedule of the annual holiday calendar in late December of each year.

When a holiday falls on a Saturday or Sunday, the preceding Friday or following Monday will be designated as the holiday.

When an employee works on a designated agency holiday due to Program needs, that employee will be entitled to take the holiday on another date, as approved by the immediate supervisor. Accrued holiday time must be used by the end of the calendar year in which it was earned.

Holiday pay is prorated according to part time/full time status. (See Chart HL).

Holiday hours must be entered during the applicable pay period or the holiday is forfeited. Holidays are not eligible for retroactive pay.

**RELIGIOUS OBSERVANCES.** Employees who need time off to observe religious practices or holidays not already scheduled by the agency should speak with their supervisor. Depending upon business needs, the employee may be able to work on a day that is normally observed as a holiday and then take time off for another religious day. Employees may also be able to switch a scheduled day with another employee, take vacation time, or take off unpaid days. The agency will seek to reasonably accommodate individuals' religious observances.

### Holiday Pay Eligibility

To be eligible for holiday pay, an employee must be regularly scheduled to work within the month the holiday falls. For Head Start staff, the day proceeding and the day following a scheduled holiday will be considered black out days. Requests for leave on these days require approval from the Head Start Program Director.

Absences covered under approved leave, including but not limited to Family and Medical Leave Act (FMLA), Americans with Disabilities Act (ADA) accommodations, workers' compensation, military leave, or jury duty, will not affect holiday pay eligibility.

## ANNUAL LEAVE

Regular full-time employees<sup>6</sup> are eligible for annual leave accrual. Accrual rates will be based on the employee's number of years of continuous employment with the agency and will be prorated according to the number of hours that the employee is paid for during the applicable pay period. Hours paid more than 80 per pay period will not be used for prorating purposes.

- Employment of less than 5 years will accrue up to 4 hours per pay period.
- Employment of 5 years but less than 10 years will accrue up to 5 hours per pay period.
- Employment of 10 years, but less than 15 years will accrue up to 6 hours per pay period.
- Employment of 15 years or more will accrue up to 8 hours per pay period.

See Annual Leave Chart for detailed schedule, including proration.

Annual leave is accrued at the end of the pay period and may not be used in advance of being accrued.

An employee hired on a temporary basis, who moves into a regular position without a break in service, will be given credit for the time period in which they worked on a temporary basis when calculating accrual of annual leave. The accrual will be calculated according to the Annual Leave chart.

Eligible employees will accrue, but may not use, annual leave during their 90-day performance appraisal period. After successful completion of the performance appraisal period, the employee will be eligible to use accrued annual leave.

Annual leave may be accrued up to a total of 160 hours. Accrual restarts on the date the leave balance drops below 160 hours. Employees who work year-round (12 months) may carry forward their leave balance annually. Employees temporarily laid off during the summer (10-month employees) will be required to use any vacation hours over 40 prior to applying for unemployment.

Employees leaving the agency voluntarily who provide two weeks (10 working days/non-agency Holidays) notice, employees impacted by a layoff, or employees resigning for medical reasons will be paid accrued untaken annual leave up to a total of 80 hours, according to the employee's rate of pay at termination.

Employees leaving the agency voluntarily who do not provide two-week notification (10 business days) or employees who leave involuntarily (termination) are not eligible for any untaken annual leave payment.

## PROGRAM BLACKOUT DATES

Scheduling of annual leave will be approved by the immediate supervisor. Except for extreme circumstances, leave will not be approved during agency or Program Blackout Dates without prior approval from both the Program and Executive Director.

**Blackout Dates include but are not limited to: First and Last 10 days of school year (Head Start Staff), Annual In-Service (Adult Education Staff), Annual & Winter Training (Head Start Staff), Recruitment (Head Start Staff), and the day proceeding and the day following a scheduled holiday (Head Start Staff).**

Once annual leave has commenced, it must be used as annual leave, except in emergencies, which must be approved by the Program Director and the Executive Director.

## **SICK LEAVE**

Regular full-time employees<sup>6</sup> will accrue sick leave, on a prorated basis, up to four hours per pay period. The proration will be based on the number of hours that the employee is paid for during the applicable pay period. (See Sick Leave Chart for detailed schedule.) Hours paid more than 80 per pay period will not be used for prorating purposes.

An employee hired on a temporary basis, who moves into a regular position without a break in service, will be given credit for the time period in which they worked on a temporary basis when calculating accrual of sick leave. The accrual will be calculated according to the Sick Leave chart.

Eligible employees will accrue but may not use sick leave during their 90- day performance appraisal period. After successful completion of the performance appraisal period, the employee will be eligible to use accrued sick leave.

Sick leave is accrued at the end of the pay period and may not be used in advance of being accrued.

A health care provider's written excuse will be required by the immediate supervisor after an employee has missed 3 consecutive work days, or at any time employee has engaged in potential abuse of sick leave.

Following an illness or injury, the immediate supervisor may require the employee to obtain a letter from the employee's attending physician stating the employee's physical ability to return to usual duties and state limits of activities, if any.

Sick leave may be used for illness and/or medical/dental appointments for the employee.

Employees may use sick leave for illness, medical/dental appointments or funeral leave when needed for family members. The definition of "family member" will be left to the discretion of the employee.

Sick leave may be accrued up to a total of 320 hours. Accrual restarts on the date the leave balance drops below 320 hours.

No payment will be made for unused accrued sick leave at termination of employment.

## **Bereavement Leave**

Community Action, Inc. recognizes the need for employees to address matters related to the death of an immediate family member. Employees may use up to **one (1) workday of accrued sick leave** for bereavement purposes.

Additional time off related to bereavement may be requested and, if approved, must be covered by available sick leave, annual leave, or leave without pay (LWOP).

For purposes of this policy, immediate family includes: spouse, parent, child, sibling, grandparent, grandchild, parent-in-law, or any individual residing in the employee's household.

Supervisors may request reasonable documentation to support the use of bereavement leave.

## **PERSONAL LEAVE DAY**

All regular full-time employees will be entitled to one personal leave day per calendar year.

The personal leave day may not be used during the 90-Day Performance Appraisal Period and must be used by the end of each calendar year. Terminating employees will not be paid for an untaken personal leave day.

Personal leave day pay is prorated paid according to part time/full time status. (See Chart Holiday Leave).

## **BIRTHDAY HOLIDAY**

All regular full-time employees<sup>6</sup> will be entitled to one Birthday Holiday per calendar year.

The Birthday Holiday may not be used during the 90-Day Performance Appraisal Period and must be used within the employee's birthday month. Terminating employees will not be paid for an untaken birthday leave day.

Birthday Holiday pay is prorated and paid according to part time/full time status. (See Chart-Holiday Leave).

## **JURY DUTY/COURT APPEARANCE**

The agency supports employees in their civic duty to serve on a jury. Employees must present any summons to jury duty to their supervisor as soon as possible after receiving the notice to allow advance planning for an employee's absence.

Nonexempt employees will be paid for up to 2 weeks of jury duty service at their regular rate of pay minus any compensation received from the court for the period of service. Exempt employees are subject to the same 2-week limitation except that they will also receive pay for any days they serve as a juror or witness in a workweek in which they perform work. All employees may use any accrued time off if required to serve more than 2 weeks on a jury.

If an employee is released from jury duty after 4 hours or less of service, the employee must report to work for the remainder of that workday.

Time for appearance in court for agency business will be recorded as normal working hours. If an employee is mandated to appear in court for agency business, they will notify their immediate supervisor and the Human Resources Director immediately. Witness preparation and additional support will be provided to all employees that must appear in court for agency business.

Time for appearance in court for personal business will be the individual employee's responsibility. Normally, vacation days will be used for this purpose.

Proof of service must be submitted in order to be paid for the time.



## MILITARY LEAVE

Any regular employee<sup>6</sup> who is a member of a Reserve Unit of the U.S. Armed Forces required to serve annual active duty for training will be granted leave without pay, not to exceed 15 days per year, unless there is a state or national emergency. Documentary evidence of such duty must be furnished to the Executive Director. In the event a longer period is required for military leave, absence will be granted to an employee by the Executive Director.

## TIME OFF FOR VOTING

Community Action, Inc. recognizes that voting is a right and privilege of being a citizen of the United States and encourages employees to exercise their right to vote. In almost all cases, you will have sufficient time *outside* working hours to vote. If for any reason you think this won't be the case, contact your supervisor to discuss scheduling accommodation.

## ADMINISTRATIVE LEAVE

Administrative Leave is a leave of absence with pay and is designated and authorized in writing by the Executive Director.

Administrative Leave cannot be accrued.

## LEAVE WITHOUT PAY (LWOP)

Occasionally an employee will request an unpaid leave of absence for personal or family reasons. Approval for such leave will be at the discretion of the Program Director and Executive Director. All paid leave must be exhausted prior to qualifying for Leave without pay. Additional factors in considering approval will include the reason for the request, the length of time requested; the impact the absence will have on the work situation, the employee's performance appraisals and length of service with the agency.

## FAMILY AND MEDICAL LEAVE

Community Action, Inc. complies with the federal Family and Medical Leave Act (FMLA), which requires employers to grant **UNPAID** leaves of absence to qualified workers for certain medical and family-related reasons. The agency also abides by any state and local leave laws. The more generous of the laws will apply to the employee if the employee is eligible under both federal and state laws.

Please note there are many requirements, qualifications, and exceptions under these laws, and each employee's situation is different. Contact the Human Resources department to discuss options for leave.

The FMLA requires private employers with 50 or more employees and all public agencies, including state, local, and federal employers, and local education agencies (schools) to provide eligible employees up to 12 weeks of unpaid, job-protected leave in any 12-month period for certain family and medical reasons. The 12-month period is a rolling period measured backward from the date an employee uses any FMLA leave, except for leaves to care for a covered service member with a serious illness or injury. For those leaves, the leave entitlement is 26 weeks in a single 12-month period measured forward from the date an employee first takes that type of leave.

**BASIC LEAVE ENTITLEMENT.** The FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:



(1) for incapacity due to pregnancy, prenatal medical care, or childbirth; (2) to care for the employee's child after birth or placement for adoption or foster care; (3) to care for the employee's spouse, child, or parent who has a serious health condition; or (4) for a serious health condition that makes the employee unable to work.

**MILITARY FAMILY LEAVE ENTITLEMENTS.** Eligible employees with a spouse, child, or parent on active duty or called to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include addressing issues that arise from (1) short notice of deployment (limited to up to 7 days of leave); (2) attending certain military events and related activity; (3) arranging child care and school activities; (4) addressing certain financial and legal arrangements; (5) attending certain counseling sessions; (6) spending time with covered military family members on short-term temporary rest and recuperation leave (limited to up to 5 days of leave); (7) attending post deployment reintegration briefings; (8) arranging care for or providing care to a parent who is incapable of self-care; and (9) any additional activities agreed upon by the employer and employee that arise out of the military member's active duty or call to active duty.

The FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is a current member of the armed forces, including a member of the National Guard or reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank, or rating and for which the servicemember is undergoing medical treatment, recuperation, or therapy; is in outpatient status; or is on the temporary disability retired list.

**BENEFITS AND PROTECTIONS DURING FMLA LEAVE.** During FMLA leave, the agency will maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees will be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. However, an employee on FMLA leave does not have any greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Certain highly compensated key employees also may be denied reinstatement when necessary to prevent "substantial and grievous economic injury" to the agency's operations. A "key" employee is an eligible salaried employee who is among the highest-paid 10 percent of the agency's employees within 75 miles of the worksite. Employees will be notified of their status as key employees, when applicable, after they request FMLA leave.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued before the start of an employee's leave.

**EMPLOYEE ELIGIBILITY.** The FMLA defines eligible employees as employees who (1) have worked for the agency for at least 12 months; (2) have worked for the agency for at least 1,250 hours in the previous 12 months; and (3) work at or report to a worksite that has 50 or more employees or is within 75 miles of agency worksites that, taken together, have a total of 50 or more employees.

**DEFINITION OF “SERIOUS HEALTH CONDITION.”** A serious health condition is an illness, an injury, an impairment, or a physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a healthcare provider for a condition that either prevents the employee from performing the functions of the employee’s job or prevents the qualified family member from participating in school, work, or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least 2 visits to a healthcare provider or 1 visit and a regimen of continuing treatment, incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of “continuing treatment.”

**USE OF LEAVE.** An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced work schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer’s operations. Leave due to qualifying exigencies also may be taken on an intermittent or a reduced work schedule basis.

**SUBSTITUTION OF PAID LEAVE FOR UNPAID LEAVE.** Employees may choose or employers may require the use of accrued paid leave while taking FMLA leave. Accordingly, the agency requires employees to use any accrued paid vacation, personal, and sick days during an unpaid FMLA leave taken because of the employees’ own serious health condition or the serious health condition of a family member or to care for a seriously ill or injured family member in the military. In addition, employees must use any accrued paid vacation or personal days (but not sick days) during FMLA leave taken to care for a newborn or newly placed child or for a qualifying exigency arising out of a family member’s active duty or call to active-duty status in support of a contingency operation. To use paid leave for FMLA leave, employees must comply with the agency’s normal paid leave procedures found in its Vacation and Sick Leave policies.

**EMPLOYEE RESPONSIBILITIES.** Employees must provide 30 days’ advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days’ notice is not possible, employees must provide notice as soon as practicable and generally must comply with the agency’s normal call-in procedures. The agency may delay leave to employees who do not provide proper advance notice of the foreseeable need for leave, absent unusual circumstances preventing the notice.

Employees must provide sufficient information for the agency to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or

continuing treatment by a healthcare provider, or circumstances supporting the need for military family leave. Employees also must inform the agency if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees are also required to provide a certification and periodic recertification supporting the need for leave. The agency also may require a second and, if necessary, a third opinion (at the agency's expense) and, when the leave is a result of the employee's own serious health condition, a fitness-for-duty report to return to work. The agency also may delay or deny approval of leave for lack of proper medical certification.

**AGENCY RESPONSIBILITIES.** The agency will inform employees requesting leave whether they are eligible under the FMLA. If they are, the notice will specify any additional information required, as well as the employees' rights and responsibilities. If employees are not eligible, the agency will provide a reason for the ineligibility.

The agency will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employees' FMLA leave entitlement. If the agency determines that the leave is not FMLA-protected, the agency will notify the employees.

**OTHER PROVISIONS.** Under an exception to the FLSA in the FMLA regulations, hourly amounts may be deducted for unpaid leave from the salary of executive, administrative, and professional employees; outside sales representatives; certain highly skilled computer professionals; and certain highly compensated employees who are exempt from the minimum wage and overtime requirements of the FLSA, without affecting the employees' exempt status. This special exception to the "salary basis" requirements for the FLSA's exemptions extends only to eligible employees' use of FMLA leave.

Employees may not perform work for self-employment or for any other employer during an approved leave of absence, except when the leave is for military or public service or when the agency has approved the employment under its Outside Employment policy and the employees' reason for FMLA leave does not preclude the outside employment.

**UNLAWFUL ACTS BY EMPLOYERS.** The FMLA makes it unlawful for any employer (1) to interfere with, restrain, or deny the exercise of any right provided under the FMLA or (2) to discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

**ENFORCEMENT.** An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

## **LIMITATIONS ON LEAVES OF ABSENCE**

Except for leaves of absence for military duty, no leave of absence, by itself or in combination with other periods of leave, may last longer than six months. Any employee who for any reason or combination of reasons misses a total of six months of

work in a twelve-month period, or a total of nine months of work in an eighteen-month period, will be separated from employment due to unavailability for work, subject to any reasonable accommodation duties the agency may have under the ADA or similar law. Any employee so separated will be eligible for rehire and will be able to apply for any vacancies that may exist at any given time, depending upon qualifications and availability of job openings.

## EMPLOYEE BENEFITS

Community Action, Inc. recognizes the value of benefits to employees and their families. The agency supports employees by offering a comprehensive and competitive benefits program. For more information regarding benefit programs, please refer to the agency Summary Plan Descriptions (SPDs), which are found on the agency intranet, or contact the HR department. To the extent the information provided here conflicts with the SPD or full plan document, the full plan document will control.

Eligibility for employee benefits is determined by employment classification. Only Regular Full-Time employees are eligible for agency-provided benefits unless otherwise required by law.

### INSURANCE PLANS

Full-time employees<sup>6</sup> working 30 hours or more per week are eligible for insurance on the first of the month following 30 days of service. Enrolment must take place prior to the 61st day of regular full-time employment. New employees who do not enroll within the 61-day period must wait until the next available "Open Enrollment" before being allowed another opportunity to enroll. Open enrollment is held at least 30 days prior to the beginning of each plan year, which is January.

To keep coverage in force, every insured employee must work a minimum of 30 hours per week.

### MEDICAL PREMIUMS

The agency contributes no less than 81% toward the cost of the monthly premium for the employee's group health insurance. The agency's contribution is applied only toward the premium for the employee. The agency makes no contribution toward the premium for the employee's family members.

When an employee is on leave of absence without pay due to personal illness, the agency will continue the no less than 81% monthly contribution toward the employee's health insurance coverage for a period not to exceed six months. Continuation of dependent coverage is the sole responsibility of the employee.

When an employee is on an employee requested informal leave of absence without pay for less than 31 days, the agency continues to make no less than 81% contribution toward the employee's health insurance coverage.

When an employee is on agency stipulated leave of absence, with an expected return date, the agency continues to make no less than 81% contribution toward the employee's health insurance coverage.

## SECTION 125

Employees who enroll in an agency-sponsored health and/or dependent care plan may elect to have the amount of money that they pay in monthly premiums for the plan(s) deducted from their gross wages, prior to their income, social security, and Medicare taxes being calculated. When an employee makes this election, they enjoy a reduced tax withholding, which results in additional take-home pay for the employee.

An employee who enrolls in the Section 125 plan makes a commitment that he/she and each dependent enrolled in the plan(s) will remain enrolled in the applicable plan(s) until the next plan year. The plan year begins each January 1.

### **CHANGES IN COVERAGE CANNOT BE MADE DURING THE PLAN YEAR UNLESS THE EMPLOYEE QUALIFIES FOR AN IRS “CHANGE IN STATUS”:**

- Change in employee's legal marital status (marriage, divorce, legal separation, annulment).
- Change in employee's number of tax dependents (birth, adoption, placement for adoption, death).
- Change in employee's, spouse's, or dependent's employment status.
- Dependent satisfies, or ceases to satisfy, dependent eligibility requirements due to age, student status, marriage, or similar circumstances.
- Change of residence affecting coverage eligibility of employee, spouse, or dependent.
- Commencement or termination of adoption proceeding.

To change coverage under the “Change in Status” provision, the employee must notify the Human Resources Director within thirty days of the qualifying event.

## **DENTAL AND VISION INSURANCE PLANS**

Dental and Vision insurance are offered to full-time employees working a minimum of 30 hours per week. Employees are eligible for this benefit on the first of the month following 30 days of service.

Dental and Vision are voluntary benefits and are funded solely by the employee.

## **BASIC LIFE AND ACCIDENTAL DEATH & DISMEMBERMENT (AD&D)**

Community Action, Inc. provides life insurance for full-time employees who work a minimum of 30 hours per week. Employees are eligible for this benefit on the first of the month following 30 days of service. The life benefit is \$20,000 term life insurance.

The cost of this coverage is paid for in full by the agency.

## **VOLUNTARY LIFE AND ACCIDENTAL DEATH & DISMEMBERMENT (AD&D)**

Voluntary Life and AD&D is offered to full-time employees working a minimum of 30 hours per week. Employees are eligible for this benefit on the first of the month following 30 days of service.

This is a voluntary benefit and is funded solely by the employee.

## SHORT-TERM DISABILITY

Short-term disability is offered to full-time employees working a minimum of 30 hours per week. Employees are eligible for this benefit on the first of the month following 30 days of service. Short-term disability is meant to bridge the 90-day period until long-term disability can cover an employee. If an employee becomes disabled and cannot work for a short period of time, this coverage pays 60 percent of the employee's salary, up to the policy limits. In addition, employees will not be paid vacation or sick leave for approved absences covered by the agency's program, except to supplement the short-term disability benefits.

Short-term disability benefits may run concurrently with FMLA leave and/or any other leave were permitted by state and federal law.

This is a voluntary benefit and is funded solely by the employee.

## OTHER VOLUNTARY SUPPLEMENTAL PLANS

Other voluntary supplemental plans include Critical Illness Insurance and Accident Insurance. These voluntary benefits are offered to full-time employees working a minimum of 30 hours per week. Employees are eligible for this benefit on the first of the month following 30 days of service.

For more information, please consult the Human Resources Department.

These are voluntary benefits and are funded solely by the employee.

## COBRA

COBRA, The Consolidated Omnibus Budget Reconciliation Act of 1985, provides for the election of continued health/dental/vision care coverage for employees and/or eligible dependents following a "qualifying event" as defined below. The employee or dependent must notify the Human Resources Director when any of the following events occur:

- Death of the enrolled employee
- Termination of the enrolled employee (other than for gross misconduct)
- Reduction in the employee's work hours to a number insufficient for group plan eligibility (30 hours per week).
- Divorce or legal separation from the enrolled employee
- A dependent cease to satisfy dependent eligibility under the terms of the plan.
- The covered employee becomes eligible for Medicare benefits.

The period of continuation will begin on the day the applicable group coverage would otherwise have ended and will continue for a period of 18 months if the employee became ineligible for the group coverage due to termination of employment or a reduction in work hours. The period of continuation is 36 months for any other qualifying event. Either of these periods of continuation will be stopped if or when:

- The agency discontinues providing the applicable group coverage for its employees.
- The employee (or dependent) does not pay the required premium.
- The employee (or dependent) becomes employed by another organization and is covered by another group plan.
- The employee becomes eligible for Medicare.



- The employee or spouse divorces, remarries, and becomes covered by a new spouse's group plan.

The employee or eligible dependent has 60 days from the date the group coverage would have ended, or from the date they receive the election notice (whichever is later), to make the election for continued coverage.

The employee or eligible dependent will assume the full cost of the monthly premiums, not to exceed 102%. An additional 2% covers administrative expenses.

Under certain conditions, an employee or eligible dependent who remains on COBRA continuation until it expires (18 or 36 months) may convert to an individual policy through the group carrier's Individual Policy Department

The agency's COBRA administrator will provide written notice of upcoming expiration, along with application instructions and deadlines for policy conversion.

COBRA benefits do not provide for the continuation of group life insurance. Individuals interested in converting their life insurance policy to an individual policy may apply directly to the group carrier.

#### **401(K) RETIREMENT PLAN**

Community Action, Inc. recognizes the importance of saving for retirement and offers all employees a 401(k) plan. All employees may immediately participate in the 401(k) plan and participate in deferrals, however, **ONLY ELIGIBLE EMPLOYEES, AS DEFINED BELOW, MAY TAKE ADVANTAGE OF THE AGENCY MATCH.**

**DEFERRALS:** A deferral reduces the employees' gross pay for federal income tax purposes. It does not reduce the employee's gross pay for FICA and Social Security/Medicare purposes. Employees may defer up to the maximum allowable per IRS Code. Information on current maximums can be found at [irs.gov/retirement-plans](https://irs.gov/retirement-plans).

**EFFECTIVE DATE OF DEFERRALS:** Deferrals become effective on the following dates after the completion of 401(k)- retirement enrollment:

- **November 1 if submitted between May 1 and October 31 or**
- **May 1 if submitted between November 1 and June 30.**

Employee changes to their deferral amounts will take effect following the same schedule above. (November 1 and May 1) of each year.

Employees may revoke their deferral at any time.

#### **AGENCY CONTRIBUTIONS**

Employees are eligible for Agency contributions after they have completed 12 months of service and 500 hours during the applicable plan year.

Agency contributions begin on the next entry date (November 1 or May 1) following the service eligibility requirement.

The agency's contribution will match the employee's elective deferral up to up to five percent of salary based on the years of service schedule listed below:

- 1-10 Years of Service Agency matches up to 3%
- 11-15 Years of Service Agency matches up to 4%
- 16+ Years of Service Agency matches up to 5%

**NOTE:** Employees must change their deferral amount to trigger an increase in the agency's contribution match. (Example: if a 10-year employee wishes to have an agency match of 4% then at the employee's 11th year of service they would need to increase their deferral to 4%. The change would begin on the next entry date following the service eligibility; November 1 or May 1).

The agency contribution will begin on the next entry date following the service eligibility requirement.

#### **REQUIREMENTS FOR 401(K) RETIREMENT VESTING (OWNERSHIP)**

Employees are always 100% vested in their *elective* deferral amounts. Employees are vested in the *agency's contributions* according to the following schedule:

- 1 Year of Service 0%
- 2 Years of Service 25%
- 3 Years of Service 50%
- 4 Years of Service 75%
- 5 Years of Service 100%

A year of service for vesting purposes is defined as a plan year (11/1-10/31) during which an employee completes at least 500 hours of employment.

An employee is considered 100% vested upon normal retirement age, death, or disability.

The employee's elective deferrals and the vested portion of the agency's contributions will be available for distribution at any time after the employee's termination of employment with the agency.

For further information on retirement please see the Community Action Retirement Packet on the Staff Pages main menu under Community Action Retirement Plan Packet or contact the 401(k)-retirement plan administrator.



## APPENDIX

## **APPENDIX B-COMMUNITY ACTION PARTNERSHIP ETHICAL STANDARDS**

We, as Community Action professionals, dedicate ourselves to eliminating poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training; the opportunity for work; and the opportunity to live in decency and dignity; and with respect for cultural diversity, commit ourselves to:

### **REMAIN FOCUSED ON MISSION**

Recognize the chief function of the Community Action movement at all times is to serve the best interests of people with lower incomes which, in turn, serves the best interests of the entire community. Seek to empower people and revitalize communities. Engage in activities that move us closer to mission achievement and further our positive outcomes.

### **BE OUTSPOKEN ADVOCATES AND EDUCATORS**

Actively inform the community and decision-makers about issues affecting those with lower-incomes. Courageously confront and dismantle myths about social and economic inequality. Participate in promoting policies that support social and economic mobility, which reinforce the values of an equitable society.

### **INSPIRE CONFIDENCE AND TRUST IN THE COMMUNITY ACTION MOVEMENT**

Lead and serve with professional competence and be up to date on emerging issues in our field. Practice the highest standards of personal integrity, confidentiality, respect, honesty, and fortitude in all we say and do. Bravely confront any behavior or practice that could erode public trust in Community Action or disregard the struggle of people living with low incomes.

### **PRACTICE SERVICE ABOVE SELF**

Acknowledge service to the mission, vision and collective values of Community Action is beyond service to oneself. Avoid real and perceived conflicts of interest and ensure undue personal gain is not realized from the performance of professional duties.

### **BE LEADERS, SUPPORT LEADERS, AND CREATE LEADERS**

Actively engage people with low incomes in realizing and developing their own leadership skills. Respect and support other leaders, particularly the Community Action board of directors, by providing facts and advice as a basis for policy decisions and upholding and dutifully implementing policies adopted by the board. Personally practice open-mindedness, effective communication, inclusiveness, and self-care. Encourage and facilitate the professional and personal development of associates.

### **STRIVE FOR PERFORMANCE EXCELLENCE**

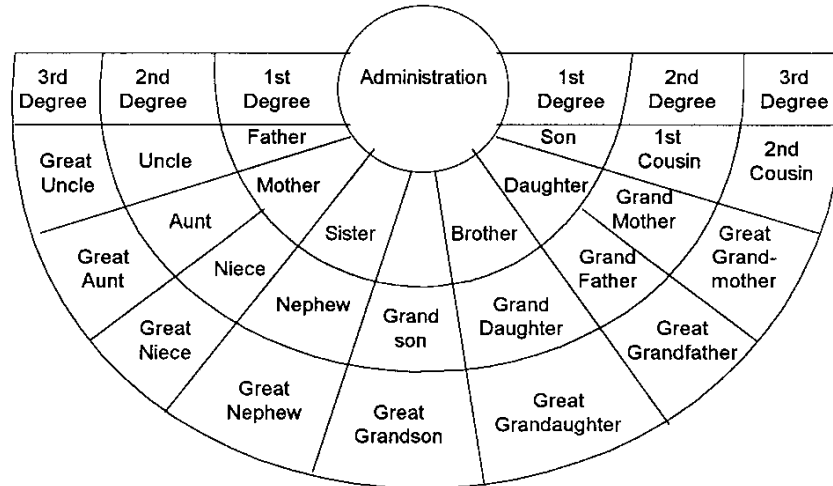
Habitually opt for moving beyond mere compliance. Exercise our influence to inspire excellence through implementation of best practices, maximizing efficiencies, practicing innovation, providing outstanding, trauma-informed customer service, and honestly and robustly evaluating the outcomes of our work.

**SOURCE:** [HTTPS://COMMUNITYACTIONPARTNERSHIP.COM/CODE-OF-ETHICS-2/](https://communityactionpartnership.com/code-of-ethics-2/)

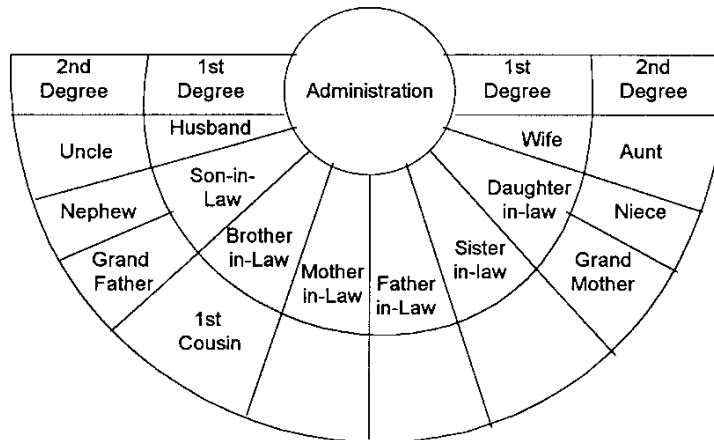
## CHARTS

## NEPOTISM CHART

### Consanguinity (Related by Blood)



### Affinity (Related by Marriage)



## ANNUAL LEAVE CHART

Eligible employees accrue annual leave according to the number of weekly hours paid and years of Agency employment as indicated below:

## YEARS OF SERVICE

| WEEKLY HOURS<br>PAID | 1 - 4                     | 5 - 9 | 10 - 14 | 15+ |
|----------------------|---------------------------|-------|---------|-----|
|                      | Accrual Rate / Pay Period |       |         |     |
| 40                   | 4.0                       | 5.0   | 6.0     | 8.0 |
| 39                   | 3.9                       | 4.9   | 5.9     | 7.8 |
| 38                   | 3.8                       | 4.8   | 5.7     | 7.6 |
| 37                   | 3.7                       | 4.6   | 5.6     | 7.4 |
| 36                   | 3.6                       | 4.5   | 5.4     | 7.2 |
| 35                   | 3.5                       | 4.4   | 5.3     | 7.0 |
| 34                   | 3.4                       | 4.3   | 5.1     | 6.8 |
| 33                   | 3.3                       | 4.1   | 5.0     | 6.6 |
| 32                   | 3.2                       | 4.0   | 4.8     | 6.4 |
| 31                   | 3.1                       | 3.9   | 4.7     | 6.2 |
| 30                   | 3.0                       | 3.8   | 4.5     | 6.0 |

## SICK LEAVE CHART

Eligible employees accrue sick leave according to the number of weekly hours paid as indicated below:

| <u>WEEKLY HOURS PAID</u> | <u>ACCRUAL RATE/PAY PERIOD</u> |
|--------------------------|--------------------------------|
| 40                       | 4.0                            |
| 39                       | 3.9                            |
| 38                       | 3.8                            |
| 37                       | 3.7                            |
| 36                       | 3.6                            |
| 35                       | 3.5                            |
| 34                       | 3.4                            |
| 33                       | 3.3                            |
| 32                       | 3.2                            |
| 31                       | 3.1                            |
| 30                       | 3.0                            |

**HOLIDAY, PERSONAL & BIRTHDAY LEAVE CHART****HOLIDAY PAY SCHEDULE**

| <b>HOURS SCHEDULED TO<br/><u>WORK/WEEK</u></b> | <b>HOLIDAY HOURS<br/><u>EARNED</u></b> |
|------------------------------------------------|----------------------------------------|
| <b>PART TIME (1-29)</b>                        | <b>4</b>                               |
| <hr/>                                          |                                        |
| <b>FULL TIME (30 - 40)</b>                     | <b>8</b>                               |

## AMENDMENT DATES

Guidelines for Personnel Management, Policies and Practices as amended by the  
Board of Directors - Community Action, Inc. of Central Texas

- March 27, 2025
- January 18, 2024
- March 24, 2022 (Pages III-1, V-10, VII-2-3, VIII-1, VIII-6 (title change only), VIII-8, VIII-9 (title change only))
- March 11, 2021 (Pages V-3)
- September 21, 2017 (Pages I-1; III-1; III-2; IV-1; V-2; V-3; V-6; V-10; V-11; VII-1; VII-2; VIII-1; VIII-6; VIII-8; VIII-9; IX-1; IX-3; X-1; XI-1; XII-1; XII-2)
- September 15, 2016 (Pages VIII-9; XV-5)
- July 21, 2016 (Pages V-16, V-1, V-12, IX-1, XII-2) January 21, 2016 (Page VIII-7; VIII-8)
- January 15, 2015 (Page VIII-9; XV-5)
- September 18, 2014 (Page VIII-7)
- March 20, 2014 (Pages VIII-7; VIII-10) July 19, 2012 (Pages V-9, VIII-6, X-2)
- November 17, 2011 (Name updated to CAI of Central Texas)
- March 24, 2011 (Pages IV-1, V-2, V-11 – V-14, VII-4, VIII-2, VIII-6, VIII-7, IX-2, X-2, XII-2)
- July 17, 2008 (Pages IV-1, V-2, V-13, VIII-11)
- March 23, 2006 (Page XIV-3)
- July 01, 2005 (Page VIII-9)
- July 22, 2004 (Pages VII-1, VII-3, VII-4)

### Archived Amendment Dates

- May 30, 2002, March 25, 1999, November 20, 1997, May 19, 1994, May 20, 1993, September, 1991, January 17, 1991, July, 1990, July 28, 1988, June 21, 1984, May 24, 1983, January 21, 1982, January 31, 1977




**Community Action, Inc. of Central Texas**  
 Human Resources Department

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## EMPLOYEE HANDBOOK ACKNOWLEDGMENT

I hereby acknowledge receipt of the employee handbook of Community Action, Inc. I understand and agree that it is my responsibility to read and comply with the policies in the handbook.

I understand that the handbook and all other written and oral materials provided to me are intended for informational purposes only. The handbook, agency practices, and other communications do not create an employment contract or term. I understand that the policies and benefits, both in the handbook and those communicated to me in any other fashion, are subject to interpretation, review, removal, and change by and through the Community Action, Inc. Executive Director at any time without notice.

I further understand that I am an at-will employee and that neither this document nor any other communication shall bind the agency to employ me now or hereafter and that my employment may be terminated by me or the agency without reason at any time. I understand that no representative of the agency has any authority to enter into any agreement for employment for any specified period or to assure any other personnel action or to assure any benefits or terms or conditions of employment or make any agreement contrary to the foregoing.

I also understand and agree that Community Action, Inc. strives for consistency in all personnel and employment matters and that the contents of this manual serve only as guidelines. I also understand that due to varied services provided by employees, and the variations of specific situations, certain conditions may not apply to every employee. But all employees are expected to comply and adhere to the agency's policies and all applicable rules.

\_\_\_\_\_  
**Employee's Signature:**

\_\_\_\_\_  
**Date:**

\_\_\_\_\_  
**Printed Name:**

\_\_\_\_\_  
**Representative's Signature:**

\_\_\_\_\_  
**Date:**

**TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE**



8.0

# Cherry Vasquez

## Class of 2024



Cherry Vasquez joined the Youth Task Force in Fall 2022 and was elected Vice President in Fall 2023. After graduating in 2024, she began her freshman year at Texas State University and launched the Young Adult Task Force. From 2024–2026, she also served as the Youth Services Social Media Manager. Through her involvement in various Youth Services programs, she received mentoring and college and career readiness support, helping shape her leadership journey and commitment to serving youth and young adults in the community.

Through her continued participation in Youth Services programs, Cherry has secured several prestigious academic and professional opportunities, including:

- A Texas State University THRC Internship with a \$3,000 stipend for Summer of 2025.
- A fully funded 8-week Summer Research Program at the University of Maine (Summer 2026), which included full room and board, travel expenses, and an \$7,000 stipend.
- A University of Texas Chemistry Scholarship (2026) that covers 100% of her remaining undergraduate tuition.

These accomplishments reflect Cherry's dedication, leadership, and commitment to academic excellence while demonstrating the long-term impact of Youth Services programming and support.