



Community Action, Inc. of Central Texas

BOARD OF DIRECTORS MEETING

Thursday, May 15, 2025 6:00 PM

Village Main Shared Board Room

215 S. Reimer Avenue

San Marcos, Texas 78666

Minutes

Members Present

Public Representatives:

Rusty Horne
Wayne Thompson
Angie Sanchez
Brett Bray

Neighborhood Representatives:

Jeremy Sutton

Private Group Representatives:

Diane Insley
Deborah Villalpando
David Sergi (6:18pm)
Clarena Larrotta

Members Absent:

Cierra Garcia
Karen Lovin
Steven Hernandez
Myra Vassian
Alyssa Garza
Gloria Martinez

Visitors Present:

Staff Present:

Douglas Mudd, Executive Director
Keith Herington, Chief Financial Officer
Cristal Lopez, Youth Services Director
Nina Ramos, Home Visiting Program Interim Director
Francesca Ramirez, Community Services Director
Stacey Martinez, Health Services Director
Mary Helen Martinez, Adult Education Director
Ruth Salinas, Human Resources Director
Danielle Engelke, Head Start Program Director

Staff Absent:

1.0 CALL TO ORDER

Diane Insley, President, called the Board of Directors to order at 6:02PM

2.0 ROLL CALL

Doug Mudd, called the roll and a quorum was present.

3.0 PUBLIC COMMENT PERIOD

Diane Insley asked if anyone present would like to make a public comment at this time. No comments were made.

4.0 MINUTES OF PREVIOUS MEETINGS, for approval

4.1 Board Meeting Minutes March 27, 2025—**for approval**

The Board members reviewed the Board of Directors Minutes for March 27, 2025. Jeremy Sutton made the motion to approve the Minutes, Rusty Horn seconded the motion. All were in favor. None opposed. Motion passed.

5.0 CORRESPONDENCE, for review and discussion – Mudd

5.1 Luling child Care Licensing Letter

Doug Mudd reviewed the letter from the Texas Health and Human Services regarding an investigation on April 28, 2025. Based on the information gathered during this review, it is alleged a caregiver inappropriately grabbed a child by their arm. It was found that a caregiver did not use good judgement when they did not properly pick a child up from under their arms. Deficiency

5.2 Home Visiting Program Letter of Resolution

Doug Mudd reviewed the letter from the Texas Health and Human Services regarding Home Visiting program. The letter serves as official notification for closure of the Letter of Concern. Following a thorough review and assessment of the concerns raised in the Letter of Concern issued on 10/03/24, the issues have been satisfactorily addressed. In October, a letter was sent regarding not reaching the number of families required by the program. THV is now satisfying performance.

5.3 Henry Bush Child Care Center Investigation Letter

Doug Mudd reviewed the letter from the Texas Health and Human Services regarding an investigation on May 6, 2025. Based on the information gathered during this review, the allegation is related to a DFPS abuse/neglect investigation. This standard was found in compliance. No Deficiency

6.0 LEADERSHIP PROGRAMMATIC REPORT—Mudd

Written programmatic reports have been emailed to all board members. Bolded items below will be presented verbally. Opportunity for questions for un-bolded items.

6.1 Executive Director – Doug Mudd

6.1.1 Leadership Academy

CAI hosted its annual Leadership Academy for a full day of professional development. Topics included: HR protocols, timesheets, PO's and results and implementation plan for employee satisfaction survey.

6.1.2 Giving Through Intermediaries Grant Update

CAI was awarded funding from the St. David's Foundation through its "Giving Through Intermediaries initiative. Bethany Polk was hired to lead this initiative.

6.1.3 Federal Budget Concerns

Federal Budget Concerns – \$163B reduction in spending - proposal includes the elimination of the CSBG program along with Adult Ed. Board members asked the following questions: "Are there state funds?" – Angela Sanchez; "Other funds available?" – Wayne Thompson – Comments added: "Parents are sending letters and signatures are taken in favor of Head Start". – Danielle Engelke, "The same for Adult Education." – Mary Helen Martinez.

6.2 Human Resources – Ruth Salinas

6.3 Agency Financial – Keith Herington

6.3.1 Basic Financials

Mr. Herington reviewed the year-to date basic financial statements as of March 2025.

6.3.2 Grant Financial Report

Mr. Herington reviewed the Grant Financial reports as of March 2025.

6.3.3 Head Start Program Budget Report

Mr. Herington reviewed the Head Start Budget reports through March 2025 to listing monthly and year-to-date expenditures.

6.3.4 Head Start In-Kind

Mr. Herington reviewed the report for the period ending in March 2025.

6.3.5 Head Start Program CACFP Report

Mr. Herington reviewed the report for the period ending in March 2025.

6.3.6 Credit Card Report

Mr. Herington reviewed the report for the period ending in March 2025.

6.3.7 Other Credit Card Purchases

Mr. Herington reviewed the report for the period ending in March 2025.

6.4 Adult Education – Mary Helen Martinez

6.5 Community Services – Francesca Ramirez

6.6 Health Services - Stacey Martinez

6.6.1 May Board Report - Stacey Martinez went over Reproductive Health Services Report, Family Planning Activities, Breast and Cervical Cancer Report, and Rural Aids Services Program Report. Stacey Martinez reviewed the results from the survey. Survey was distributed 04/10/25. 20 patients completed survey; 40% were first time patients, 60% were returning patients. No alarming responses, all positive feedback. Mr. Thompson asked if the clinic covered Mental Health.

6.7 Head Start - Danielle Engelke

6.7.1 Head Start Board Report for May

Mrs. Engelke reviewed the March and April Enrollment and Attendance, Self-Assessment Planning, 2025-26 School Year Calendar, Teacher of the Year, TSR and Garden Grant from Scotts Miracle-Gro.

6.7.2 2025-2026 Academic Calendar – for approval

Rusty Horn made the motion to approve, Angela Sanchez seconded the motion. All were in favor. None opposed. Motion passed.

6.7.3 Updated Head Start ERSEA Procedures– for approval

Mrs. Engelke reviewed Child File Archiving Procedure. The procedure ensures that a child's records are archived together sufficiently in case it is necessary to retrieve. Angela Sanchez made the motion to approve, Wayne Thompson seconded the motion. All were in favor. None opposed. Motion passed.

6.8 Home Visiting - Megan Campbell

6.9 Youth Services – Cristal Lopez

7.0 ACTION ITEMS—Review, Discuss and Take Proper Action

7.1 Grant Budget Approvals 2024-2025 – Keith Herington

7.1.1 Hays County Senior Citizens Center Grant for \$28K– for approval

Mr. Mudd proposed Senior Citizen Program Budget for FY 2025-2026.

Angela Sanchez made the motion to approve, Jeremy Sutton seconded the motion. All were in favor. None opposed. Motion passed.

7.1.2 Hays County Health Clinic for \$70K– for approval

Mr. Mudd reviewed proposed budget for CHS Clinic.

Angela Sanchez made the motion to approve, Jeremy Sutton seconded the motion. All were in favor. None opposed. Motion passed.

7.2 Review of Fiscal Policies (OS 8.10) – Keith Herington for approval

Mr. Herington reviewed Fiscal Policies - The effective date of all accounting policies described in this manual is May 15, 2025. Wayne Thompson made the motion to approve, Jeremy Sutton seconded the motion. All were in favor. None opposed. Motion passed.

7.3 New Board Introduction – Diane Insley

Ms. Insley introduced Angie Sanchez for Lockhart City Council Rep and David Sergi – Attorney for private representation

8.0 SUCCESS STORY – Stacey Martinez

Ms. Martinez highlights the power of community partnerships in delivering assistance to families in need.

9.0 BOARD MEMBERS' OPPORTUNITY TO SHARE

Diane – Board of Friends of the Library to talk about immigration services in San Antonio.

Wayne – GED graduation will be held at TX State University on Friday, June 13th.

10.0 PRESIDENT'S REPORT— Diane Insley**Schedule of the next Board of Director's Meeting**

Ms. Insley informed the Board members that the next meeting is Thursday, July 17th, 2025 at 6:00 p.m.

11.0 ADJOURNMENT—Insley

Jeremy Sutton made a made a motion to adjourn, Wayne Thompson seconded the motion. All were in favor. None opposed. Meeting adjourned at 6:56 PM.



TEXAS

Health and Human Services

Executive Commissioner
Cecile Erwin Young

June 3, 2025

Danielle Engelke
PO BOX 748
SAN MARCOS, TX 78667-0748

Operation #851933
Hemphill Head Start

Investigation # 3163043

Dear Danielle Engelke:

Your operation, Hemphill Head Start located at 3995 E FM 150, KYLE, TX 78640-6207, was recently investigated because of a report concerning a possible deficiency of the minimum standard rules or another law.

Specifically, the report states the following that led to this investigation:

There are concerns with supervision at the operation.

The Child Care Regulation (CCR) department of the Texas Health and Human Services Commission (HHSC) has evaluated applicable administrative rules, minimum standard rules, and other laws and made the following findings:

Standard/Rule Description	Deficient?	Comply By	TA Given	Documents/ Photos Obtained	Notification Date
746.307(b)(4) Parental Communication - Situation that Placed a Child at Risk	Y	06/03/2025	Y	N	06/03/2025
Specifics: Parents were not notified immediately that an incident took place at the operation that put a child at risk of harm. The time between the incident and the notification to the parent was 3 hours.					
746.1205(a)(4) Supervision ensures each child's safety, well-being, including physical proximity and auditory or visual awareness of each child's on going activity	Y	06/03/2025	Y	N	06/03/2025
Specifics: A child was left outside for 2-3 minutes.					
746.705 Incident/Illness Report Form Signed	N		N	Y	
Specifics:					
746.305(a)(6) Report Situation Placing Children at Risk	N		N	N	
Specifics:					

The Technical Assistance provided for these standards described below:

Standard/Rule Description	Technical Assistance Given
746.307(b)(4) Parental Communication - Situation that Placed a Child at Risk	Communication between caregivers and parents is essential to both the safe and healthy of the center and to the parents' ability to assess the care their children are receiving.
746.1205(a)(4) Supervision ensures each child's safety, well-being, including physical proximity and auditory or visual	Supervision is basic to the prevention of harm. Parents have an understanding that caregivers will supervise their children in their absence. Adults who are attentive and who understand young children's behaviors are in the best position to safeguard their well-being.

awareness of each child's on going activity	
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This letter serves as notification of the above-listed finding(s) with a Notification Date of 06/03/2025. If you disagree with a finding with this notification date, you may request an administrative review of it within 15 days of your receipt of this letter by writing Email: CCFEnforcement.Daycare@hhs.texas.gov or Child Care Enforcement, MC 182-6, P.O. Box 16017, Houston, TX 77222-6017.

The list of findings above is cumulative and includes all findings that CCR has made related to this investigation up to this point. As such, the list may include findings for which you received prior notification. For any finding listed above with an earlier notification date, your 15-day timeframe for requesting an administrative review of that finding began when you first received notification of that finding. If the time period to request an administrative review of a finding has expired, you may no longer request an administrative review of that finding.

If CCR conducted an inspection as part of this investigation, you received an inspection report form.

Your operation is responsible for maintaining compliance with relevant minimum standards, administrative rules, and statutes on an ongoing basis. CCR may take an enforcement action for a repetition or pattern of deficiencies or for any other reason listed in 26 Texas Administrative Code §745.8605.

This notice must be posted next to your most recent CCR inspection letter or form.

If you have any other questions or need additional information, please contact me.

Sincerely,

AMANDA KENNEDY
CCR Representative
(512) 938-8710

Enclosure(s):

cc: Community Action Inc .



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start
#851933

Arrival Date and Time 06/12/2025 10:17 AM

Departure Date and Time 06/12/2025 10:41 AM

Part I: OPERATION INFORMATION

Location: 3995 E FM 150, KYLE, TX 78640

Phone: (512) 268-5305

Permit Type: License

Type: Child Care Program

Capacity: 175

Infant Capacity: 22

Status: Full

Director/Administrator: Yvette Rodriguez

Designee/Registrant: Danielle Engelke

Director/Administrator: Monica Silguero

Type of Inspection: **Unannounced Follow-up**

Follow-up to Inspections: 4058407

Licensing Staff: AMANDA KENNEDY

Phone: (512) 938-8710

Address: 1901 DUTTON DR STE B , SAN MARCOS, TX 78666

Licensing Supervisor: JESSICA LEATHERS

Phone: (512) 239-8895

Address: 1340 AIRPORT COMMERCE DR BLDG 5, STE 525 , AUSTIN, TX 78741

Part II: NOTIFICATION

The most recent Inspection Form or letter and any supplemental forms or letters must be posted in a prominent place visible to all staff, parents, and others.

☒ Controlling Persons have been verified.

☒ Back ground checks have been verified.

☒ The following items regarding risk to children were evaluated:

The Supervision of Children

Conditions of any Waiver/Variance, if applicable

Child/Caregiver Ratio

Director and/or Caregiver Responsibilities

Obvious Fire, Safety, and/or Sanitation Deficiencies

Restrictions and/or Conditions of the Permit

☒ Children in Care: 21

☒ Director Present

☐ Photographs were taken during the inspection

☒ Dir Qual Eval

All or part of the following laws, administrative rules or Minimum Standard rules have been inspected:

☐ Standard x Standard

☐ J. Pre-K Children

☐ R. Health Practices

☐ A. Administration

☐ K. School Age Children

☐ S. Safety Practices

☐ C. Record Keeping

☐ L. Discipline

☐ T. Physical Facilities

☐ D. Personnel

☐ M. Naptime

☐ U. Outdoor Safety

☐ E. Ratios and Group Sizes

☐ N. Field Trips

☐ V. Pools

☐ F. Activities

☐ O. Get Well Care (Centers only)

☐ W. Fire Safety

☐ H. Infants

☐ P. Nighttime Care

☐ X. Transportation

☐ I. Toddlers

☐ Q. Nutrition and Food Services



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

- ☐ Inspection results from another state agency or political subdivision were used in the evaluation of some standards.
- ☐ Health and Safety Audit conducted

746.307(b)(4), 746.1205(a)(4)



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start
#851933

Others:

Failure to maintain compliance on an ongoing basis may result in enforcement actions

In an effort to improve our inspection process, we are soliciting your feedback about this licensing inspection at your operation. Please provide responses to the questions posed in the online survey. The survey will take approximately 5-10 minutes to complete. Go to www.CCLinspectionfeedback.org. Your answers and comments are greatly appreciated.

ACKNOWLEDGEMENT OF RECEIPT

An inspection was conducted at my operation on the date below. Deficiencies and, where applicable, technical assistance were discussed with me during the exit conference. Failure to comply within the specified time limit or repetition of deficiencies may result in remedial action without further opportunity to correct the deficiencies. I understand that if the results of this inspection were not given to me on this date, they will be sent through a supplemental letter within ten days of this inspection.

06/12/2025

06/12/2025

Signature (Person Signing for Operation)

Date

Signature (Licensing Staff)

Date

Signed By: Director



Child-Care Inspection Form

Hemphill Head Start
#851933

Part III: INSPECTION INFORMATION

Records Evaluated:

Number of Children's Records:

Number of Children Enrolled:

Number of Staff Records:

Number of Staff Employed:

Inspection Dates:

Fire Inspection: 08/14/2024

Health Inspection: 02/28/2024

Liability Insurance (exp.date) 11/01/2025

Gas Pipe Pressure Test:

Last LP Gas Inspection :

Findings for this inspection are listed below:

The following standards were cited during a previous inspection. The Findings column below states whether the previous deficiencies were corrected. Any remaining deficiencies must be corrected by the Comply By Date.

Standard/Rule Description	Findings	Comply By	TA Given	Documents/ Photos Obtained
746.307(b)(4) Parental Communication - Situation that Placed a Child at Risk (Weight: High)	Compliance		Y	N
Specifics:				
746.1205(a)(4) Supervision ensures each child's safety, well-being, including physical proximity and auditory or visual awareness of each child's on going activity (Weight: High)	Compliance		Y	N
Specifics:				

The Technical Assistance provided for these standards described below:

Standard/Rule Description	Technical Assistance Given
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TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

746.307(b)(4) Parental Communication - Situation that Placed a Child at Risk	Supervision is basic to the prevention of harm. Parents have an understanding that caregivers will supervise their children in their absence. Adults who are attentive and who understand young children's behaviors are in the best position to safeguard their well-being.
746.1205(a)(4) Supervision ensures each child's safety, well-being, including physical proximity and auditory or visual awareness of each child's on going activity	Supervision is basic to the prevention of harm. Parents have an understanding that caregivers will supervise their children in their absence. Adults who are attentive and who understand young children's behaviors are in the best position to safeguard their well-being.

Notification Date: 06/12/2025

If you disagree with the actions or decisions of the licensing staff, you may request an administrative review within 15 days of the receipt of this inspection report by writing Child Care Enforcement at CCFEnforcement.Daycare@hhs.texas.gov or Postal Mail: Child Care Enforcement, MC 182-6, P.O. Box 16017, Houston, TX 77222-6017.

Providers may comment on the findings of the inspection in the space below.

From: Baldini, Mahalia C <mahalia.baldini@twc.texas.gov>

Sent: Wednesday, July 2, 2025 1:59 PM

Cc: AEL Contracts <AELContracts@twc.texas.gov>; Adult Education <AdultEducation@twc.texas.gov>

Subject: TWC TRANSMITTAL: PY 25-26 Funding Update

THIS IS BEING SENT TO 231 and 243 DIRECTORS AND DESIGNATED BACK-UPS ONLY. FORWARD AS APPROPRIATE.

Good Afternoon,

On Monday, June 30th, we received a memo from the US Dept of Education stating that they were reviewing the FY2025 funding for AEL and decisions have not been made concerning submissions and awards for the academic year and as such ED will not be obligating funds on July 1 as expected. While TWC hopes the delay is short term, we have been given no timeline on receiving our new award.

What Does This Mean?

It means that the federal AEFLA funding included in the most recent amendment is not yet available to Texas and therefore we will be reviewing options available to us on how to proceed with services on funds that are available (State General Revenue and TANF) until we receive further guidance.

What You Need To Do

As always, programs should spend down their carryforward balances from PY 24-25 **first** before utilizing any Y2 funding. For those of you who spent all your Y1 funds and will need to draw down Y2 funds in August for July reporting, we are determining how much State General Revenue and TANF are available in comparison to trend expenditures in July-Sept in order to provide more direction.

Adhoc Request: All 231 programs must develop an expenditure plan (attached) and submit it to AELContracts@twc.texas.gov, **due 7/11/2025**. At a minimum, the plan must include July – Sept projections. This will help us determine planned expenditures while we wait further guidance from ED.

Other News

TEAMS Reports –There is an issue with TEAMS Reports and we need to ‘restart’ the system. This should not take long, but users will not be able to access the system during this short window. This has nothing to do with funding, it is just an IT issue.

If you have any questions, please send them to me. This will aide our discussions at the state level while we review options.

Sincerely,



Mahalia Baldini

Deputy Division Director, Workforce Development

Texas Workforce Commission

737-415-1015 (o) | mahalia.baldini@twc.texas.gov

twc.texas.gov



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

Arrival Date and Time 07/10/2025 08:42 AM

Departure Date and Time 07/10/2025 09:19 AM

Part I: OPERATION INFORMATION

Location: 3995 E FM 150, KYLE, TX 78667

Phone: (512) 268-5305

Permit Type: License

Type: Child Care Program

Capacity: 175

Infant Capacity: 22

Status: Full

Director/Administrator: Yvette Rodriguez

Designee/Registrant: Danielle Engelke

Director/Administrator: Monica Silguero

Type of Inspection: Unannounced Other

Licensing Staff: AMANDA KENNEDY

Phone: (512) 938-8710

Address: 1901 DUTTON DR STE B , SAN MARCOS, TX 78666

Licensing Supervisor: JESSICA LEATHERS

Phone: (512) 239-8895

Address: 1340 AIRPORT COMMERCE DR BLDG 5, STE 525 , AUSTIN, TX 78741

Part II: NOTIFICATION

The most recent Inspection Form or letter and any supplemental forms or letters must be posted in a prominent place visible to all staff, parents, and others.

☒ Controlling Persons have been verified.

☒ Back ground checks have been verified.

☒ The following items regarding risk to children were evaluated:

The Supervision of Children

Conditions of any Waiver/Variance, if applicable

Child/Caregiver Ratio

Director and/or Caregiver Responsibilities

Obvious Fire, Safety, and/or Sanitation Deficiencies

Restrictions and/or Conditions of the Permit

☒ Children in Care: 27

☐ Director Present

☐ Photographs were taken during the inspection

☐ Dir Qual Eval

All or part of the following laws, administrative rules or Minimum Standard rules have been inspected:

☐ Standard x Standard

☐ J. Pre-K Children

☐ R. Health Practices

☐ A. Administration

☐ K. School Age Children

☐ S. Safety Practices

☐ C. Record Keeping

☐ L. Discipline

☐ T. Physical Facilities

☐ D. Personnel

☐ M. Naptime

☐ U. Outdoor Safety

☐ E. Ratios and Group Sizes

☐ N. Field Trips

☐ V. Pools

☐ F. Activities

☐ O. Get Well Care (Centers only)

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☐ P. Nighttime Care

☐ X. Transportation

☐ I. Toddlers

☐ Q. Nutrition and Food Services



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

- ☐ Inspection results from another state agency or political subdivision were used in the evaluation of some standards.
- ☐ Health and Safety Audit conducted



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

Others:

Failure to maintain compliance on an ongoing basis may result in enforcement actions

In an effort to improve our inspection process, we are soliciting your feedback about this licensing inspection at your operation. Please provide responses to the questions posed in the online survey. The survey will take approximately 5-10 minutes to complete. Go to www.CCLinspectionfeedback.org. Your answers and comments are greatly appreciated.

ACKNOWLEDGEMENT OF RECEIPT

An inspection was conducted at my operation on the date below. Deficiencies and, where applicable, technical assistance were discussed with me during the exit conference. Failure to comply within the specified time limit or repetition of deficiencies may result in remedial action without further opportunity to correct the deficiencies. I understand that if the results of this inspection were not given to me on this date, they will be sent through a supplemental letter within ten days of this inspection.

07/10/2025

07/10/2025

Signature (Person Signing for Operation)

Date

Signature (Licensing Staff)

Date

Signed By: Other



TEXAS

Health and Human Services

5.4

Form 2936
Page 4

Child-Care Inspection Form

Hemphill Head Start

#851933

Part III: INSPECTION INFORMATION

Records Evaluated:

Number of Children's Records:

Number of Children Enrolled:

Number of Staff Records:

Number of Staff Employed:

Inspection Dates:

Fire Inspection: 08/14/2024

Health Inspection: 02/28/2024

Liability Insurance (exp.date) 11/01/2025

Gas Pipe Pressure Test:

Last LP Gas Inspection :

Findings for this inspection are listed below:

No monitoring deficiencies were found at this inspection.

The purpose of this inspection is to remeasure outdoor space due to changes of the outdoor area.

Notification Date: 07/10/2025

If you disagree with the actions or decisions of the licensing staff, you may request an administrative review within 15 days of the receipt of this inspection report by writing Child Care Enforcement at CCFEnforcement.Daycare@hhs.texas.gov or Postal Mail: Child Care Enforcement, MC 182-6, P.O. Box 16017, Houston, TX 77222-6017.



TEXAS

Health and Human Services

Child-Care Inspection Form

Hemphill Head Start

#851933

Providers may comment on the findings of the inspection in the space below.



Executive Director Report

Impact of Federal Immigration Policy Changes on Our Community Action Programs

On Thursday, July 10, the U.S. Department of Health and Human Services (HHS) announced a significant policy change that narrows eligibility for various programs based on immigration status. Specifically, HHS formally rescinded its 1998 interpretation of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), which had allowed certain public benefits to be extended to undocumented individuals.

Similarly, the U.S. Department of Education issued a clarification of its own interpretation of PRWORA, specifying that programs providing “federal public benefits,” including adult education programs authorized under Title II of the Workforce Innovation and Opportunity Act of 2014, may now fall under stricter eligibility guidelines.

As a result of these shifts, three of our Community Action programs may be affected: Head Start, Adult Education, and the Title X Family Planning Program. Although formal implementation guidance has not yet been issued, it appears these programs may soon be required to verify immigration status to determine eligibility for services. At this time, our Adult Education funding has been paused and is currently under review.

Giving Through Intermediaries Update

As shared in previous reports, Community Action was awarded funding through the St. David’s Foundation’s *Giving Through Intermediaries* initiative. This grant allows us to provide both financial support and technical assistance to nonprofit organizations serving vulnerable populations in Hays County. A key strength of the initiative is its community-led approach, which ensures that local residents have a voice in identifying needs and setting priorities.

To lead this effort, we have hired Bethany Polk as our new Community Development Director. Bethany has already begun developing the processes and procedures for re-granting the funds provided by the St. David’s Foundation. She has initiated an Advisory Committee to assist with designing the Request for Proposals (RFP), gathering community input, and evaluating applications. Additionally, she will be conducting focus groups with local nonprofit organizations to clarify the RFP process and incorporate feedback from potential applicants.

The Letter of Intent (LOI) is expected to open during the first week of September.

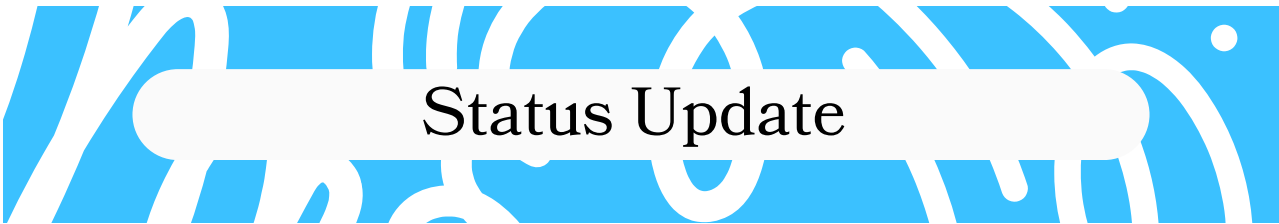


Project Name	HR Program Report	Reporting Period
Board Meeting	July 17, 2025	05/10/2025 - 07/17/2025
Prepared by	Ruth M. Salinas	

HIGHLIGHTS

- Employee Satisfaction Survey - The purpose of the survey was to assess employee satisfaction and gather insights to improve communication, leadership visibility, and workplace culture

RECRUITING

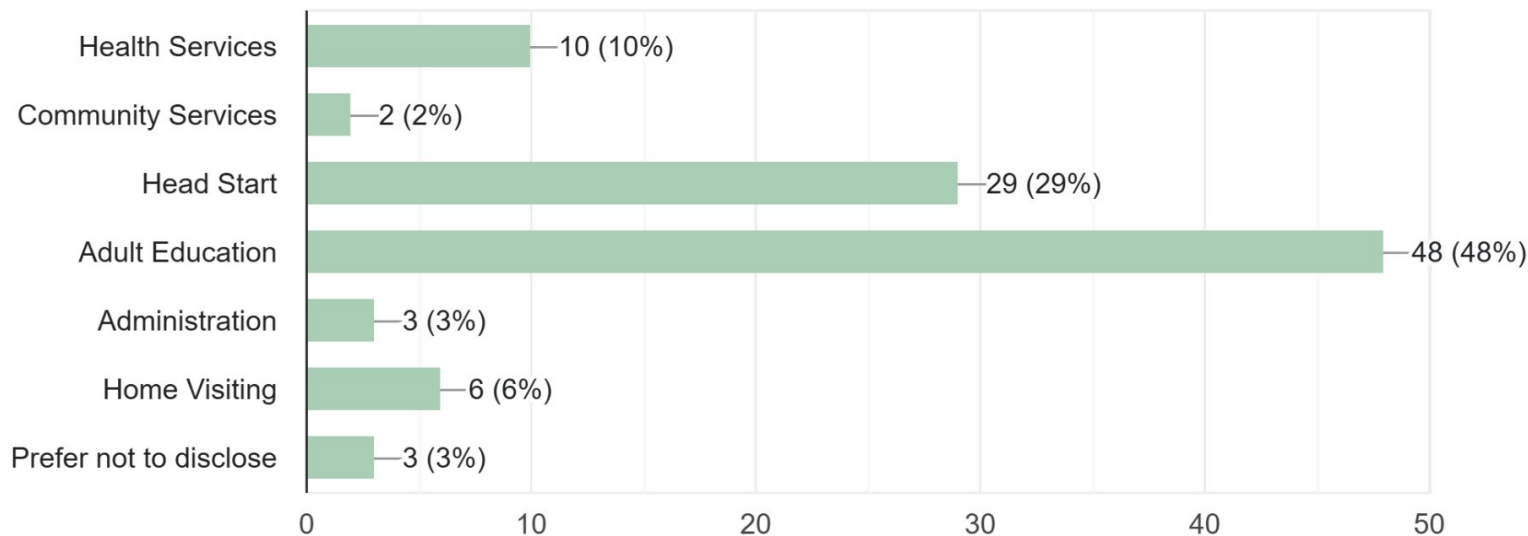


New Hires	Separations	Vacancies	Employee Count
4	14	8	337
Numbers from Board Meeting - 05/15/2025			
22	13	7	347

Who completed the survey?

1. In what program do you currently work?

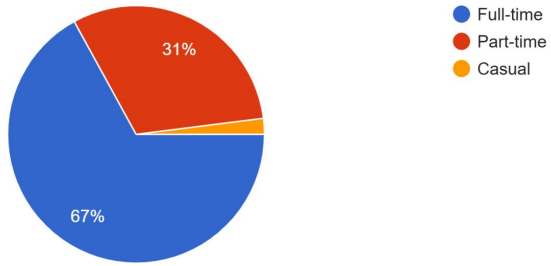
100 responses



Employee Status

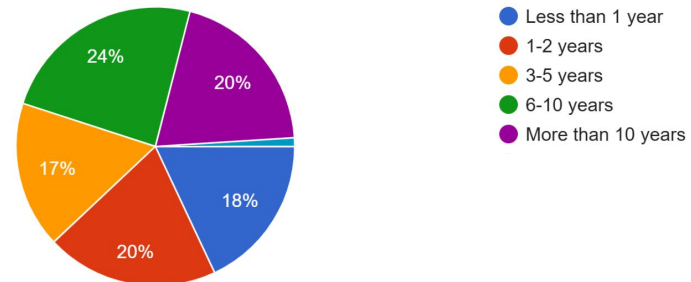
2. What is your employee status?

100 responses



3. How long have you worked for Community Action?

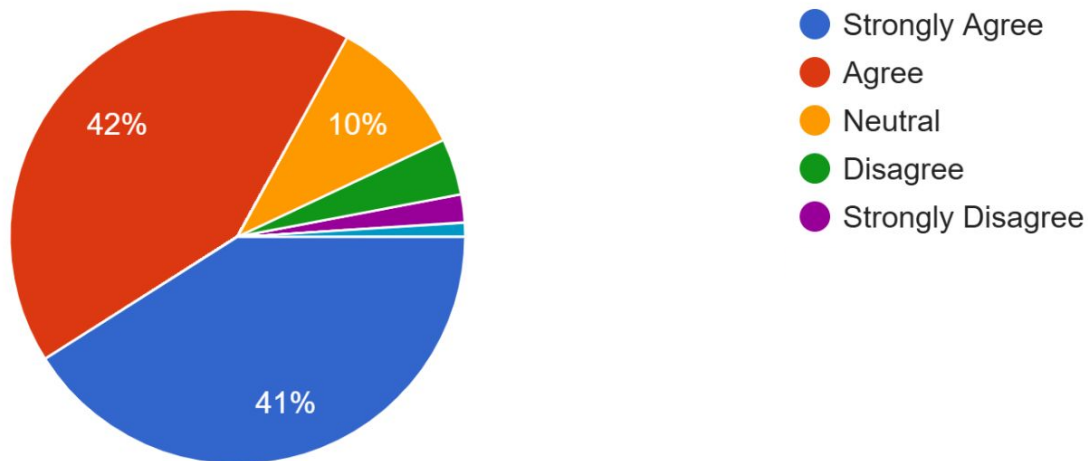
100 responses



Communication

13. Communication within my team is clear and effective.

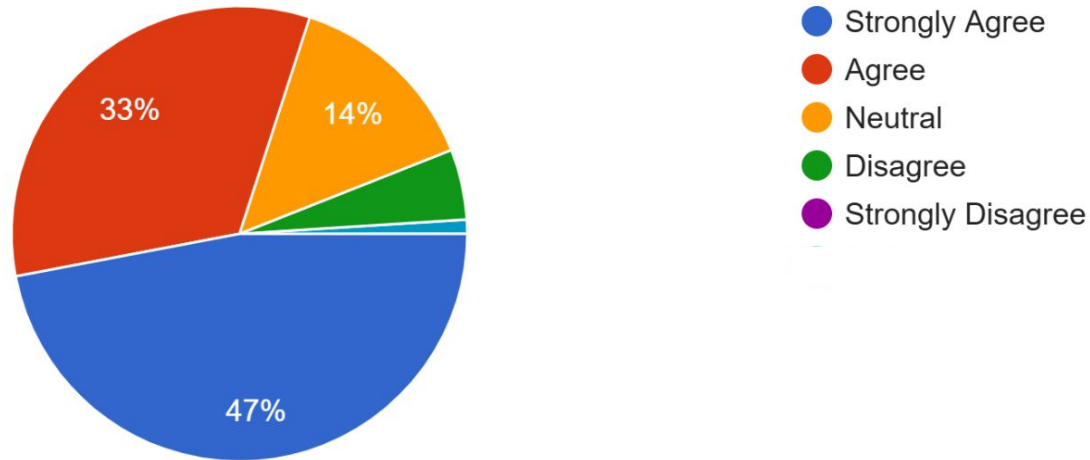
100 responses



Employee Support

14. I feel respected and valued by my colleagues.

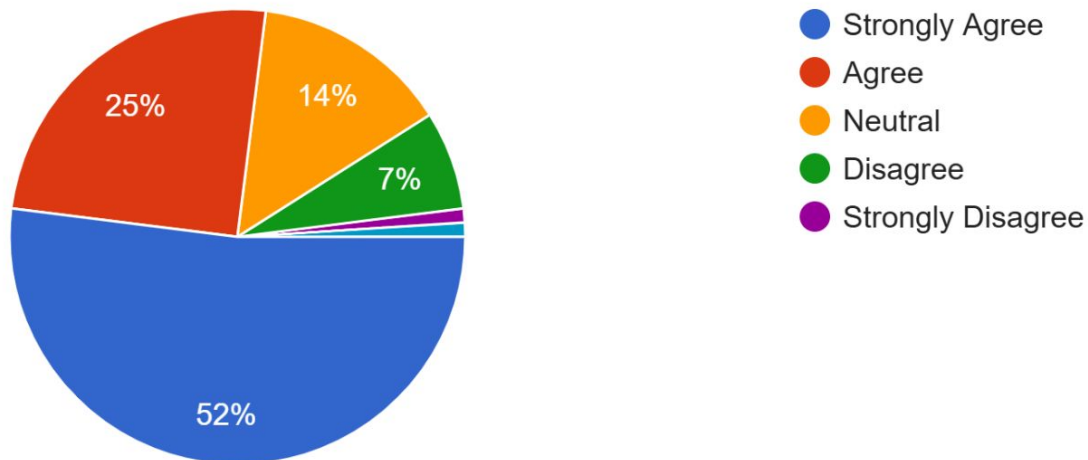
100 responses



Clear Guidance from Supervisor

15. My supervisor provides clear guidance and expectations.

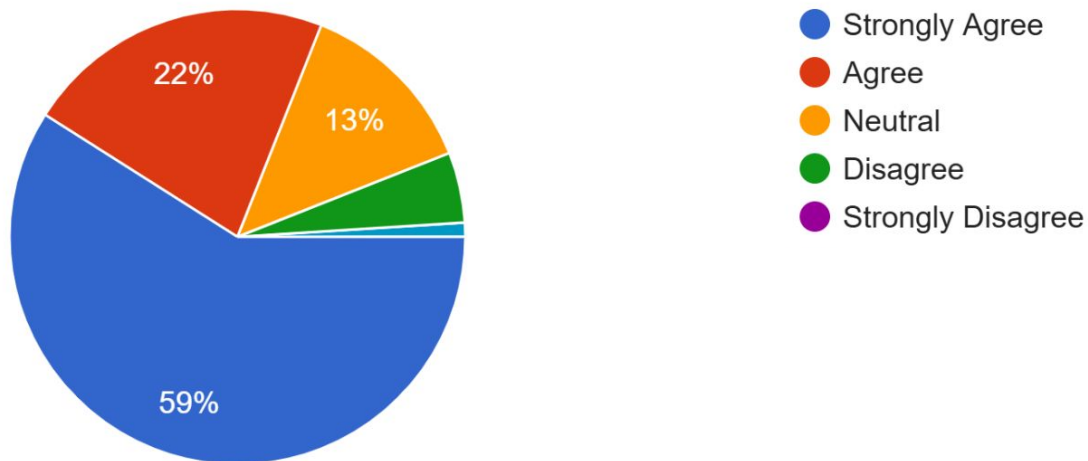
100 responses



Employee Support

16. I feel supported by my supervisor when challenges arise.

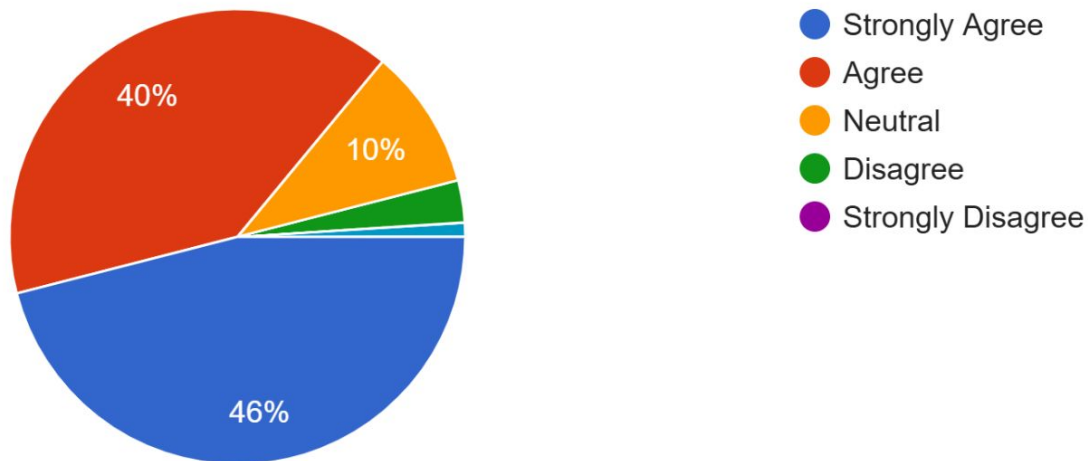
100 responses



Growth Opportunities

17. My job provides opportunities to learn and grow professionally.

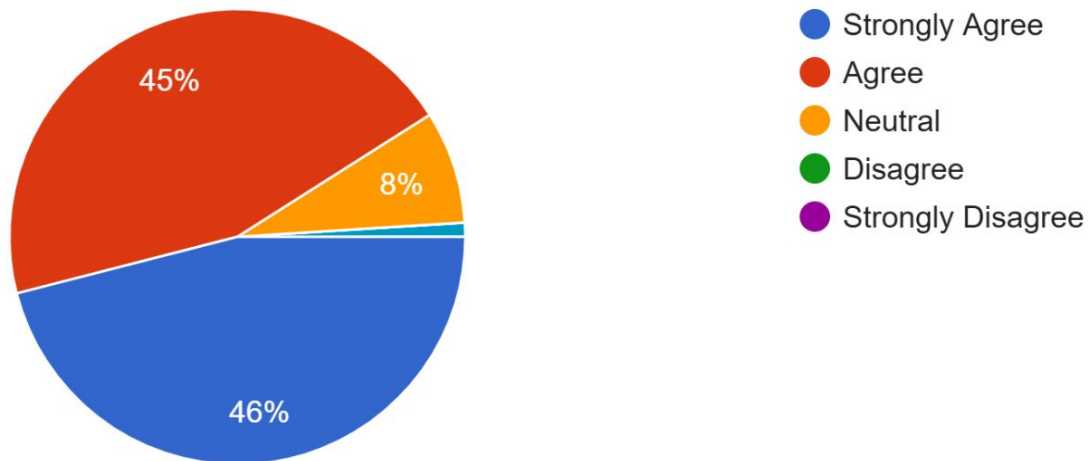
100 responses



Engaging and Challenging Work

18. My daily tasks are engaging and appropriately challenging.

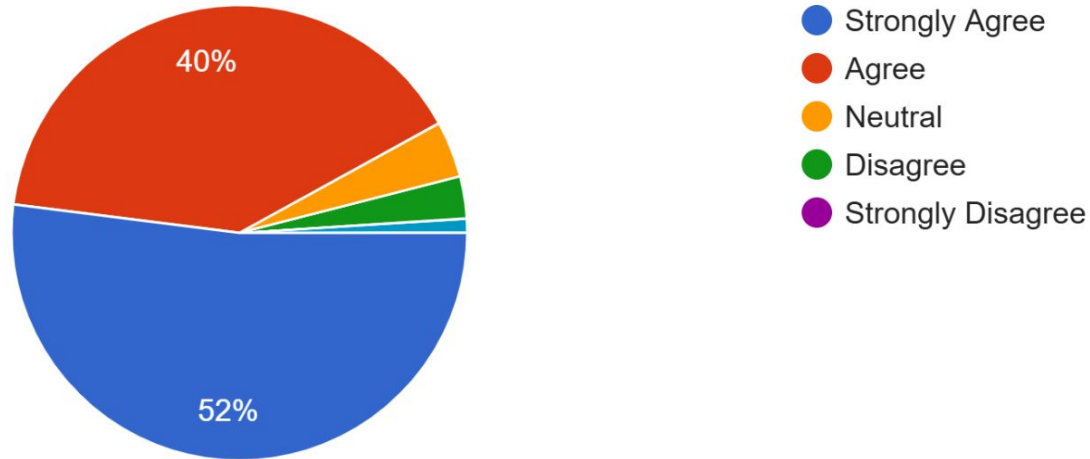
100 responses



Clear Understanding of Job Responsibilities

19. I have a clear understanding of my role and responsibilities.

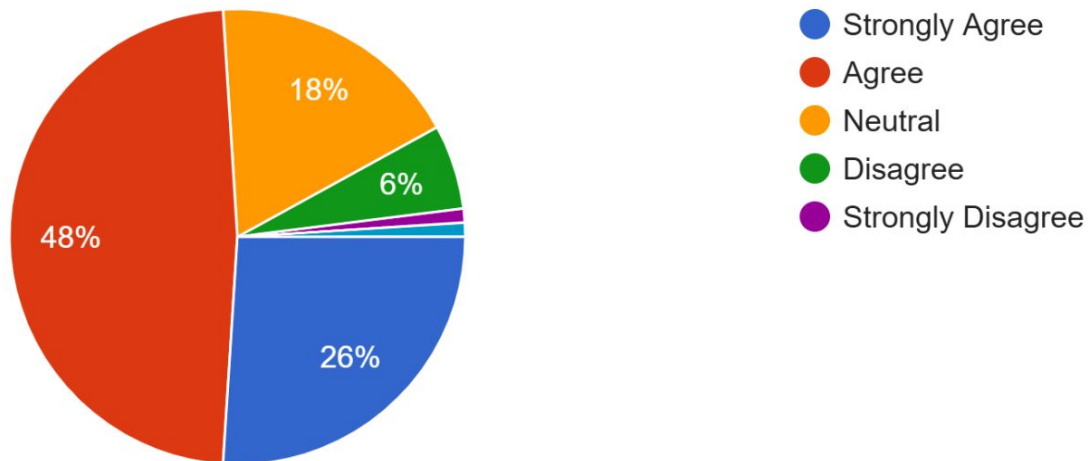
100 responses



Manageable Workload

20. My workload is manageable.

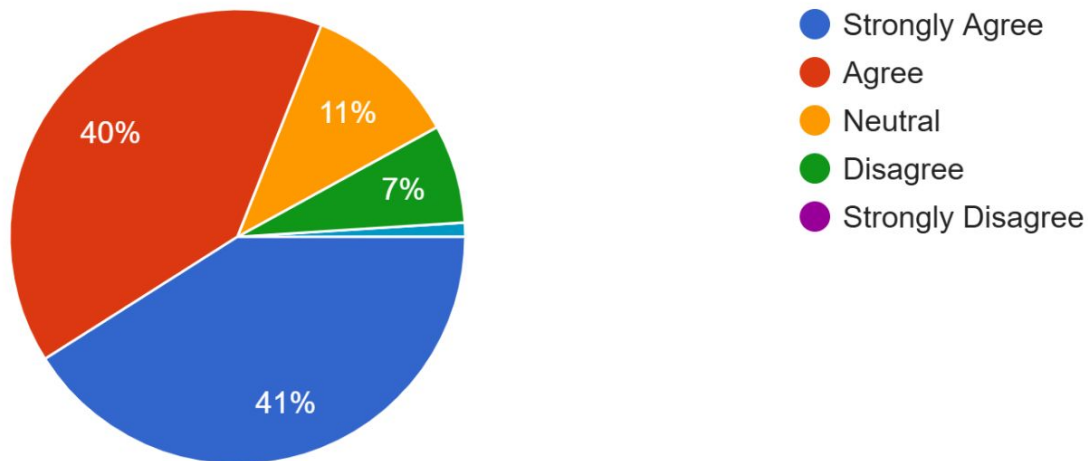
100 responses



Work-Life Balance

21. I have the flexibility I need to balance my work and personal life.

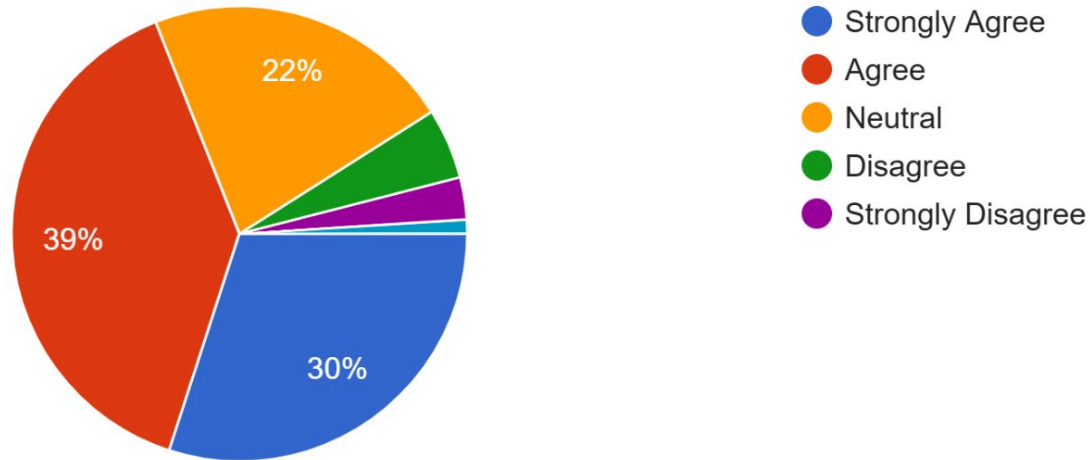
100 responses



Time to Recharge

22. I have sufficient opportunities to recharge and avoid burnout.

100 responses



Implementation Plan

Below is the supervisory implementation plan that was created in response to the 2025 Employee Satisfaction survey.

1. Creating Space to Feel Heard and Supported

- Supervisors will encourage the practice of listening and supporting staff during meetings, one-on-ones, or check-ins to allow staff to share concerns especially when they are managing heavy workloads.
- Supervisors will send follow-up emails after meetings to recap and outline next steps.

2. Improving Communication and Follow-Up

- Supervisors will check emails daily and strive to respond within 24-48 hours, or acknowledge receipt with a quick reaction, comment, or follow-up question.
- Programs will hold regular and frequent meetings on consistent schedules to build trust and ensure open lines of communication.

3. Strengthening Relationships Between Leadership and Staff

- Leadership team including Executive Director will increase visibility by stopping in to visit work sites more often and attending program events.
- Executive Director will commit to one hour a month to visit programs.
- HR will offer regular office hours for staff.

4. Fostering Two-Way Communication

- Meeting agendas will be shared in advance, with opportunities for staff to add topics or questions.
- Time will be given in meetings for staff to share ideas, suggestions, and requests for support.

5. Streamlining the Hiring Process

- Hiring procedures will be updated to include timelines.
- Multiple methods (email, text, phone) will be used to communicate with job candidates.
- Human Resources department will carbon copy Hiring Managers when emailing job candidates.
- HR Director will offer short Paycor Recruiter trainings to staff monthly or as needed

6. Other Ideas to Improve Communication

- Provide training on email etiquette and timely email response strategies
- Create an email best practices document.

Community Action, Inc of Central Texas
Statement of Financial Position
June 30, 2025

Item 6.3.1

ASSETS

Current Assets

Cash	\$ 1,528,272
Grant Receivable	174,819
Inventory	7,107
Prepaid Expenses	5,641
Total Current Assets	<u>1,715,840</u>

Fixed Assets

Buildings & Equipment	4,432,816
less Accumulated Depreciation	<u>(3,912,374)</u>
Net Fixed Assets	<u>520,442</u>

TOTAL ASSETS	\$ <u><u>2,236,282</u></u>
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LIABILITIES & NET ASSETS

Current Liabilities

Accounts Payable & Accrued Liabilities	\$ <u>1,112,359</u>
Total Current Liabilities	<u>1,112,359</u>

Total Liabilities	1,112,359
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Net Assets

Unrestricted	603,481
Permanently Restricted	<u>520,442</u>
Total Net Assets	<u><u>1,123,923</u></u>

TOTAL LIABILITIES & NET ASSETS	\$ <u><u>2,236,282</u></u>
--------------------------------	----------------------------

Community Action, Inc of Central Texas
Statement of Revenues
8 Months Ended June 30, 2025

Item 6.3.1

Federal & State Grant Revenue	\$ 11,051,148
Other Grant Revenue	48,581
Fee for Service Revenue	17,446
Fundraising/Donations	162,955
Interest Income	125
Program Income	<u>162,709</u>
 TOTAL REVENUES	 \$ <u><u>12,449,795</u></u>

Community Action, Inc of Central Texas
Statement of Functional Expenses
8 Months Ended June 30, 2025

Item 6.3.1

Salaries	6,774,745
Fringe Benefits	1,475,664
Supplies	272,134
Contractual	869,936
Rent	984,851
Telephone/Internet	72,049
Utilities	77,766
Miscellaneous	10,794
Insurance	130,019
Travel	111,396
Maintenance	72,007
Other Office Expense	81,338
Dues, License & Fees	10,734
Employment Advertisement	25
Audit	0
Auto Expense	33,702
Employee Development	99,427
Interest & Bank Fees	1,437
Direct Assistance	1,139,650
Depreciation	48,000
TOTAL EXPENDITURES	<u><u>12,265,674</u></u>

Community Services							
Program	Current Budget	Cumulative Expenditures To Date	Budget Balance	% of Budget Expended	% of Grant Period Completed	Grant FYE	
1 CEAP (Energy Assistance) 2025	\$1,287,062	\$897,726	\$389,336	69.75%	49%	12/31/2025	1/1/2025
2 CEAP (Energy Assistance) 2025 SUPP	\$49,429	\$0	\$49,429	0.00%	49%	12/31/2025	1/1/2025
3 CSBG 2025 Allocation	\$285,353	\$128,705	\$156,648	45.10%	49%	12/31/2025	1/1/2025
5 Senior Citizens - CAPCO	\$64,700	\$64,700	\$0	100.00%	75%	9/30/2025	10/1/2024
6 Senior Citizens - COSM	\$18,000	\$6,368	\$11,632	35.38%	66%	9/30/2025	1/1/2025
7 SM Youth Services	\$139,166	\$55,707	\$83,459	40.03%	41%	1/31/2026	2/1/2025
8 TX Youth Action Network 24-25	\$80,000	\$27,488	\$52,512	34.36%	66%	10/31/2025	11/1/2024
9 TBRA First Presbyterian	\$50,000	\$21,093	\$28,907	42.19%	49%	12/31/2025	1/1/2025
10 First Presbyterian Church Covid Relief	<u>\$2,994</u>	<u>\$0</u>	<u>\$2,994</u>	0.00%	53%	10/31/2025	11/1/2024
Total Community Services	<u>\$1,976,704</u>	<u>\$1,201,787</u>	<u>\$774,917</u>				

- 1 CEAP 2025 - As months go by each client will be eligible for less assistance because we cannot pay past December 31 so percentage of spending should decrease
2 CEAP - Supp - Won't use these funds until regular CEAP funds are used.
4 CSBG Equipment - Funds were specific for computer purchases which has already been purchased. Balance of funds were returned
5 Senior Citizens CAPCO - Will have new City funding when this funding is fully complete plus we budget some CSBG funding to cover some cost
9 TBRA First Presbyterian - Finally have staff hired to now expend the funds

Child & Family Services							
Program	Current Budget	Cumulative Expenditures To Date	Budget Balance	% of Budget Expended	% of Grant Period Completed	Grant FYE	
11 ST Davids - Home Visiting	\$253,327	\$120,892	\$132,435	47.72%	49%	12/31/2025	1/1/2025
12 Head Start Program Federal Portion	\$7,629,068	\$4,793,894	\$2,835,174	62.84%	66%	10/31/2025	11/1/2024
13 Child Care Food Program	\$493,062	\$365,855	\$127,207	74.20%	75%	9/30/2025	10/1/2024
14 Texas Home Visiting	\$948,211	\$793,202	\$155,009	83.65%	83%	8/31/2025	9/1/2024
15 Texas Home Visiting ECSB	\$936,500	\$551,540	\$384,960	58.89%	82%	12/31/2025	5/1/2023
16 Texas School Ready	\$82,961	\$73,982	\$8,979	89.18%	83%	7/31/2025	9/1/2024
Total Child & Family Services	<u>\$10,343,129</u>	<u>\$110,928</u>	<u>\$3,643,764</u>				

15 Texas Home Visiting ECSB - Have several projects lined up but possibly will have funds remaining at the end.

Literacy & Workforce Development

	Program	Current Budget	Cumulative Expenditures To Date	Budget Balance	% of Budget Expended	% of Grant Period Completed	Grant FYE	
17	Adult Basic Ed. (Fed Share) 24-25	\$2,645,242	\$2,630,020	\$15,222	99.42%	100%	6/30/2025	7/1/2024
18	Adult Basic Ed. (EL Civics) 24-25	\$900,000	\$752,046	\$147,954	83.56%	100%	6/30/2025	7/1/2024
19	Adult Basic Ed. - Bastrop Bldg	\$25,000	\$3,638	\$21,362	14.55%	41%	1/31/2026	2/1/2025
	Total Adult Education	<u>\$3,570,242</u>	<u>\$3,385,704</u>	<u>\$184,538</u>				

- 20 Adult Basic Ed. (Fed Share) 24-25 Are allowed to carry remaining funds to new grant year
21 Adult Basic Ed. (EL Civics) 24-25 - Are allowed to carry remaining funds to be used by September 30
23 Adult Basic Ed - Dollar General - Grant is for specific expenditures

Community Health Services

Program	Current Budget	Cumulative Expenditures To Date	Budget Balance	% of Budget Expended	% of Grant Period Completed	Grant FYE	
21 Family Planning - Title X	\$70,562	\$20,758	\$49,804	29.42%	25%	3/31/2026	4/1/2025
22 Healthy Texas Women - Fee	\$104,000	\$63,911	\$40,089	61.45%	83%	8/31/2025	9/1/2024
23 Healthy Texas Women - Cat	\$104,000	\$12,995	\$91,005	12.50%	83%	8/31/2025	9/1/2024
24 HHSC Family Planning - Fee	\$180,703	\$178,774	\$1,929	98.93%	83%	8/31/2025	9/1/2024
25 HHSC Family Planning - Cat	\$39,122	\$40,279	-\$1,157	102.96%	83%	8/31/2025	9/1/2024
26 HTWP - Navigator	\$52,400	\$46,173	\$6,227	88.12%	83%	8/31/2025	9/1/2024
27 Expanded Services	\$12,000	\$10,198	\$1,802	84.98%	66%	10/31/2025	11/1/2024
28 Ryan White Part - B	\$78,000	\$25,726	\$52,274	32.98%	25%	3/31/2026	4/1/2025
29 HIV HSS	\$429,371	\$308,954	\$120,417	71.96%	83%	8/31/2025	9/1/2024
30 HOPWA	\$375,000	\$291,337	\$83,663	77.69%	83%	8/31/2025	9/1/2024
31 Ryan White Part - A	\$68,821	\$21,486	\$47,335	31.22%	33%	2/28/2026	3/1/2025
32 Ryan White Part - C	\$40,475	\$40,475	\$0	100.00%	49%	12/31/2025	1/1/2025
33 Cancer Screening	\$176,472	\$112,299	\$64,173	63.64%	83%	8/31/2025	9/1/2024
34 McKenna Legacy Foundation	\$14,000	\$13,868	\$132	99.06%	83%	8/31/2025	9/1/2024
35 Burdine Johnson Foundation	\$80,000	\$34,368	\$45,632	42.96%	49%	12/31/2025	1/1/2025
36 United Way - CAIHC2 (Hays Co)	\$198,718	\$142,161	\$56,557	71.54%	79%	11/30/2025	12/1/2023
37 St Davids - We all Benefit	\$1,000,000	\$147,752	\$852,248	14.78%	37%	9/30/2026	10/1/2024
38 St Davids - Intermediary	\$375,000	\$21,806	\$353,194	5.81%	25%	12/31/2026	1/1/2025
Community Health Total	\$3,578,644	\$1,607,016	\$1,865,324				
AGENCY TOTAL	\$19,468,719	\$6,305,435	\$6,468,543				
Administrative Cost	\$1,204,635	\$759,604	\$445,031	63.06%	66%	10/31/2025	11/1/2024

24 HHSC Family Planning - Fee - Have been notified we are getting additional funding in July

25 HHSC Family Planning - Cat -Have been notified we are getting additional funding in July.

32 Ryan White Part -C - Have only received partial funding for now. Expect remainder of funding in August or September per our funder

33 Cancer Screening - Several vendors always send bills 2 or 3 months late so makes expenditures be low early in the grant year.

Community Action, Inc. of Central Texas
Non-Federal Funds
As of June 30, 2025

Item 6.3.2

Program	Beginning 6/1/2025	Revenues	Expenditures	Balance 6/30/2025
HIV Non -Federal/Donor	58,900.80	242.04	2,798.32	56,344.52
Breast Cancer Donor	19,251.36	2,155.60	1,396.87	20,010.09
AE Non Federal/Donor	12,218.41	0.00	0.00	12,218.41
Heath Services Donor	1,950.24	0.00	0.00	1,950.24
Head Start Donor	4,709.51	14.07	448.00	4,275.58
Head Start Policy Council	3,906.03	0.00	0.00	3,906.03
Season for Caring - Piper	392.86	0.00	392.86	0.00
Season for Caring - Daugherty	61,312.64	0.00	30,149.33	31,163.31
Youth Services Donor Fund	43.03	0.00	0.00	43.03
Sr Citizen Donor	6,772.72	162.39	0.00	6,935.11
	<u>169,457.60</u>	<u>2,574.10</u>	<u>35,185.38</u>	<u>136,846.32</u>

General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 279 - HEAD START PROG 24-25

Report year: 11/1/2024 thru 10/31/2025

Period ending: June 2025

Page: Page 1 of 4

Date: 7/11/2025

Time: 2:18:22 PM

Account		-----Monthly-----			-----To Date-----			Annual budget	Unexpended
		Budget	Expenditures	Pct	Budget	Expenditures	Pct		
Expenditures									
SALARIES									
5000	SALARIES	\$381,455.00	\$250,306.51	65.62%	\$3,051,640.00	\$2,856,995.15	93.62%	\$4,577,485.00	\$1,720,489.85
Total SALARIES		\$381,455.00	\$250,306.51	65.62%	\$3,051,640.00	\$2,856,995.15	93.62%	\$4,577,485.00	\$1,720,489.85
FRINGE BENEFITS									
5150	FICA	\$24,948.00	\$20,132.59	80.70%	\$199,584.00	\$211,980.51	106.21%	\$299,402.00	\$87,421.49
5151	HEALTH/LIFE INSURANCE	\$55,923.00	\$44,081.88	78.83%	\$447,384.00	\$369,754.20	82.65%	\$671,095.00	\$301,340.80
5152	TWC	\$6,522.00	\$5,384.66	82.56%	\$52,176.00	\$56,474.82	108.24%	\$78,283.00	\$21,808.18
5153	WORKMENS COMPENSATION	\$3,277.00	\$0.00	0.00%	\$26,216.00	\$21,745.99	82.95%	\$39,339.00	\$17,593.01
5154	RETIREMENT PLAN	\$354.00	\$3,054.54	862.86%	\$2,832.00	\$27,986.19	988.21%	\$4,249.00	(\$23,737.19)
Total FRINGE BENEFITS		\$91,024.00	\$72,653.67	79.82%	\$728,192.00	\$687,941.71	94.47%	\$1,092,368.00	\$404,426.29
TRAVEL									
5232	OUT-OF-AREA TRAVEL	\$0.00	\$1,528.00	0.00%	\$0.00	\$38,817.70	0.00%	\$0.00	(\$38,817.70)
5240	TRAVEL - PER DIEM	\$925.00	\$0.00	0.00%	\$7,400.00	\$0.00	0.00%	\$11,108.00	\$11,108.00
Total TRAVEL		\$925.00	\$1,528.00	165.19%	\$7,400.00	\$38,817.70	524.56%	\$11,108.00	(\$27,709.70)
SUPPLIES									
5401	OFFICE SUPPLIES	\$1,286.00	\$1,024.43	79.66%	\$10,288.00	\$7,986.30	77.63%	\$15,442.00	\$7,455.70
5402	PROGRAM SUPPLIES	\$2,428.00	\$11,537.42	475.18%	\$19,424.00	\$33,536.29	172.65%	\$29,145.00	(\$4,391.29)
5407	ERISA SUPPLIES	\$32.00	\$0.00	0.00%	\$256.00	\$371.30	145.04%	\$400.00	\$28.70
5408	KITCHEN SUPPLIES	\$2,166.00	\$260.98	12.05%	\$17,328.00	\$11,743.08	67.77%	\$26,000.00	\$14,256.92
5411	PARENT CENTER SUPPLIES	\$783.00	\$190.12	24.28%	\$6,264.00	\$8,136.06	129.89%	\$9,400.00	\$1,263.94
5412	STAFF TRAINING SUPPLIES	\$656.00	\$0.00	0.00%	\$5,248.00	\$2,521.18	48.04%	\$7,903.00	\$5,381.82
5413	JANITORIAL SUPPLIES	\$2,936.00	\$1,703.14	58.01%	\$23,488.00	\$19,434.51	82.74%	\$35,250.00	\$15,815.49
5415	VEHICLE SUPPLIES	\$24.00	\$0.00	0.00%	\$192.00	\$386.98	201.55%	\$300.00	(\$86.98)
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	\$1,522.13	112.83%	\$10,792.00	\$10,804.79	100.12%	\$16,200.00	\$5,395.21
5421	HYGIENIC/1ST AIDE SUPPLIE	\$1,125.00	\$157.29	13.98%	\$9,000.00	\$1,942.26	21.58%	\$13,512.00	\$11,569.74
5422	MAINTENANCE MATERIALS	\$657.00	\$2,221.99	338.20%	\$5,256.00	\$9,956.70	189.43%	\$7,900.00	(\$2,056.70)

General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 279 - HEAD START PROG 24-25

Report year: 11/1/2024 thru 10/31/2025

Period ending: June 2025

Page: Page 2 of 4

Date: 7/11/2025

Time: 2:18:24 PM

Account	-----Monthly-----			-----To Date-----			Annual budget	Unexpended
	Budget	Expenditures	Pct	Budget	Expenditures	Pct		
5423 GLOVES	\$0.00	\$188.93	0.00%	\$0.00	\$4,121.43	0.00%	\$0.00	(\$4,121.43)
5424 POSTAGE & FREIGHT CHARGES	\$107.00	\$0.00	0.00%	\$856.00	\$446.00	52.10%	\$1,300.00	\$854.00
5425 TECHNOLOGY SUPPLIES	\$416.00	\$82.94	19.94%	\$3,328.00	\$659.75	19.82%	\$5,000.00	\$4,340.25
5426 MENTAL HEALTH SUPPLIES	\$33.00	\$40.64	123.15%	\$264.00	\$302.13	114.44%	\$400.00	\$97.87
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	\$738.84	0.00%	\$0.00	(\$738.84)
5429 DIAPERS	\$1,516.00	\$1,476.54	97.40%	\$12,128.00	\$14,340.58	118.24%	\$18,200.00	\$3,859.42
5430 CURRICULUM SUPPLIES	\$0.00	\$0.00	0.00%	\$0.00	\$3,686.53	0.00%	\$0.00	(\$3,686.53)
Total SUPPLIES	\$15,761.00	\$20,406.55	129.47%	\$126,088.00	\$131,114.71	103.99%	\$189,329.00	\$58,214.29
CONTRACTUAL								
5507 CONTRACTUAL-BONHAM	\$19,597.00	\$0.00	0.00%	\$156,776.00	\$95,344.91	60.82%	\$235,169.00	\$139,824.09
5510 CONTRACTUAL	\$22,968.00	\$19,677.53	85.67%	\$183,744.00	\$182,244.67	99.18%	\$275,645.00	\$93,400.33
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	\$43,356.00	\$19,677.53	45.39%	\$346,848.00	\$277,589.58	80.03%	\$520,314.00	\$242,724.42
OTHER								
5601 RENT/BUILDING LEASE	\$2,411.00	\$3,461.59	143.57%	\$19,288.00	\$21,099.04	109.39%	\$28,953.00	\$7,853.96
5602 TELEPHONE	\$2,428.00	\$2,280.02	93.91%	\$19,424.00	\$20,670.55	106.42%	\$29,150.00	\$8,479.45
5603 UTILITIES	\$5,672.00	\$6,831.80	120.45%	\$45,376.00	\$53,130.92	117.09%	\$68,089.00	\$14,958.08
5604 PEST CONTROL SERVICES	\$541.00	\$970.00	179.30%	\$4,328.00	\$6,400.50	147.89%	\$6,500.00	\$99.50
5606 ALARM FEE	\$241.00	\$659.20	273.53%	\$1,928.00	\$2,966.85	153.88%	\$2,900.00	(\$66.85)
5608 REPAIRS/MINOR BLDG.	\$4,249.00	\$15,476.38	364.24%	\$33,992.00	\$30,655.59	90.18%	\$51,000.00	\$20,344.41
5609 INTERNET CONNECTION	\$1,245.00	\$955.18	76.72%	\$9,960.00	\$8,694.02	87.29%	\$14,950.00	\$6,255.98
5613 INSURANCE/GENL LIABILITY	\$2,804.00	\$0.00	0.00%	\$22,432.00	\$26,516.00	118.21%	\$33,674.00	\$7,158.00
5614 INSURANCE/VEHICLE	\$1,533.00	\$0.00	0.00%	\$12,264.00	\$25,942.60	211.53%	\$18,400.00	(\$7,542.60)
5619 ANNUAL GAS INSPECTION	\$274.00	\$0.00	0.00%	\$2,192.00	\$615.00	28.06%	\$3,300.00	\$2,685.00
5621 FUEL & OIL	\$491.00	\$410.09	83.52%	\$3,928.00	\$2,518.41	64.11%	\$5,900.00	\$3,381.59
5622 VEHICLE LICENSE & REGIST.	\$66.00	\$42.00	63.64%	\$528.00	\$116.00	21.97%	\$800.00	\$684.00

General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Category Statement of Operations for: 279 - HEAD START PROG 24-25

Report year: 11/1/2024 thru 10/31/2025

Period ending: June 2025

Page: Page 3 of 4

Date: 7/11/2025

Time: 2:18:25 PM

Account	-----Monthly-----			-----To Date-----			Annual budget	Unexpended
	Budget	Expenditures	Pct	Budget	Expenditures	Pct		
5623 VEHICLE MAINTENANCE	\$581.00	\$37.00	6.37%	\$4,648.00	\$4,377.03	94.17%	\$6,982.00	\$2,604.97
5624 VEHICLE INSURANCE	\$0.00	\$0.00	0.00%	\$0.00	\$33.00	0.00%	\$0.00	(\$33.00)
5632 STAFF LOCAL TRAVEL	\$1,623.00	\$815.50	50.25%	\$12,984.00	\$8,036.03	61.89%	\$19,500.00	\$11,463.97
5633 FOOD/CHILDREN	\$6,666.00	\$0.00	0.00%	\$53,328.00	\$59,894.95	112.31%	\$80,000.00	\$20,105.05
5634 FOOD/STAFF TRAINING/MTG.	\$491.00	\$304.75	62.07%	\$3,928.00	\$6,194.97	157.71%	\$5,900.00	(\$294.97)
5635 PC FOOD/SUPPLIES EXPENSES	\$124.00	\$135.00	108.87%	\$992.00	\$1,432.96	144.45%	\$1,500.00	\$67.04
5636 OTHER NEEDS ASSISTANCE	\$0.00	\$0.00	0.00%	\$0.00	\$249.31	0.00%	\$0.00	(\$249.31)
5640 DATA PROCESSING	\$474.00	\$65.97	13.92%	\$3,792.00	\$2,646.79	69.80%	\$5,700.00	\$3,053.21
5643 INDOOR EQUIP.MAINT,	\$216.00	\$488.00	225.93%	\$1,728.00	\$648.00	37.50%	\$2,600.00	\$1,952.00
5644 KITCHEN EQUIP. MAINT.	\$1,483.00	\$3,303.11	222.73%	\$11,864.00	\$19,127.11	161.22%	\$17,800.00	(\$1,327.11)
5645 PLAYGROUND MAINT.	\$1,666.00	\$0.00	0.00%	\$13,328.00	\$1,207.87	9.06%	\$20,000.00	\$18,792.13
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	\$0.00	0.00%	\$350.00	\$350.00
5652 STAFF LICENSURE	\$191.00	\$240.00	125.65%	\$1,528.00	\$2,121.95	138.87%	\$2,300.00	\$178.05
5653 MEMBERSHIP DUES	\$466.00	\$0.00	0.00%	\$3,728.00	\$2,595.00	69.61%	\$5,600.00	\$3,005.00
5655 CONFE. REGIST./FEES/STAFF	\$4,533.00	\$4,233.60	93.40%	\$36,264.00	\$16,563.38	45.67%	\$54,408.00	\$37,844.62
5656 LICENSING OF SITES	\$74.00	\$0.00	0.00%	\$592.00	\$715.91	120.93%	\$900.00	\$184.09
5664 PROFESSIONAL DUES/FEES	\$0.00	\$0.00	0.00%	\$0.00	\$1,692.95	0.00%	\$0.00	(\$1,692.95)
5667 EMPLOYEE DEVELOPMENT	\$0.00	\$0.00	0.00%	\$0.00	(\$172.08)	0.00%	\$0.00	\$172.08
5670 BACKGROUND CHECKS	\$183.00	\$141.88	77.53%	\$1,464.00	\$223.43	15.26%	\$2,200.00	\$1,976.57
5675 MOVING EXPENSES	\$32.00	\$530.96	1659.25%	\$256.00	\$1,913.74	747.55%	\$400.00	(\$1,513.74)
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	\$475.00	151.27%	\$2,512.00	\$2,795.35	111.28%	\$3,779.00	\$983.65
5689 MISC SHARED EXPENSES	\$57,795.00	\$67,364.72	116.56%	\$462,360.00	\$450,029.72	97.33%	\$693,551.00	\$243,521.28
5694 CHILDPLUS/PAT/BBT	\$3,269.00	\$0.00	0.00%	\$26,152.00	\$18,107.90	69.24%	\$39,242.00	\$21,134.10
5695 WEBSITE MAINTENANCE	\$0.00	\$0.00	0.00%	\$0.00	\$290.00	0.00%	\$0.00	(\$290.00)
5701 MEDICAL SERVICES	\$16.00	\$90.00	562.50%	\$128.00	\$846.46	661.30%	\$200.00	(\$646.46)
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: 279 - HEAD START PROG 24-25

Report year: 11/1/2024 thru 10/31/2025

Period ending: June 2025

Page: Page 4 of 4

Date: 7/11/2025

Time: 2:18:27 PM

Account	-----Monthly-----			-----To Date-----			Annual budget	Unexpended
	Budget	Expenditures	Pct	Budget	Expenditures	Pct		
5710 EMPLOYEE MEDICAL EXAMS	\$158.00	\$360.00	227.85%	\$1,264.00	\$538.00	42.56%	\$1,900.00	\$1,362.00
5713 STIPENDS/FAM INCENTIVES	\$444.00	\$0.00	0.00%	\$3,552.00	\$0.00	0.00%	\$5,336.00	\$5,336.00
Total OTHER	\$103,173.00	\$109,671.75	106.30%	\$825,384.00	\$801,435.21	97.10%	\$1,238,464.00	\$437,028.79
EQUIPMENT								
Total EQUIPMENT	\$0.00	\$0.00	0.00%	\$0.00	\$0.00	0.00%	\$0.00	\$0.00
Total Expenditures	\$635,694.00	\$474,244.01	74.60%	\$5,085,552.00	\$4,793,894.06	94.26%	\$7,629,068.00	\$2,835,173.94
Excess (Deficit)	(\$635,694.00)	(\$474,244.01)		(\$5,085,552.00)	(\$4,793,894.06)		(\$7,629,068.00)	(\$2,835,173.94)

General Ledger System

COMMUNITY ACTION, INC.

For User: Kherington

Fund Expenditure report for: 279 - HEAD START PROG 24-25 (Fund status: Active)

Report year: 11/1/2024 thru 10/31/2025

Period ending: June 2025

Page: Page 1 of 1

Date: 7/11/2025

Time: 2:16:24 PM

Account	-----Monthly-----			-----To Date-----			Annual budget	Unexpended
	Budget	Expenditures	Pct	Budget	Expenditures	Pct		
Department: 120 IN-KIND								
5000 SALARIES	\$46,668.00	\$46,668.00	100.00%	\$373,344.00	\$373,346.00	100.00%	\$560,018.00	\$186,672.00
5422 MAINTENANCE MATERIALS	\$1,250.00	\$1,250.00	100.00%	\$10,000.00	\$10,000.00	100.00%	\$15,000.00	\$5,000.00
5510 CONTRACTUAL	\$27,060.00	\$27,060.00	100.00%	\$216,480.00	\$216,480.00	100.00%	\$324,720.00	\$108,240.00
5601 RENT/BUILDING LEASE	\$67,604.00	\$67,604.00	100.00%	\$540,832.00	\$540,837.00	100.00%	\$811,253.00	\$270,416.00
5603 UTILITIES	\$1,250.00	\$1,250.00	100.00%	\$10,000.00	\$10,000.00	100.00%	\$15,000.00	\$5,000.00
Total for sub program ----->	\$143,832.00	\$143,832.00	100.00%	\$1,150,656.00	\$1,150,663.00	100.00%	\$1,725,991.00	\$575,328.00
Total for program ----->	\$143,832.00	\$143,832.00	100.00%	\$1,150,656.00	\$1,150,663.00	100.00%	\$1,725,991.00	\$575,328.00
Total for department 120 ----->	\$143,832.00	\$143,832.00	100.00%	\$1,150,656.00	\$1,150,663.00	100.00%	\$1,725,991.00	\$575,328.00
Fund Totals	\$143,832.00	\$143,832.00	100.00%	\$1,150,656.00	\$1,150,663.00	100.00%	\$1,725,991.00	\$575,328.00

**Child & Adult Care Food Program
Claim For Reimbursement Summary for June 2025**

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 2025	0	07/07/2025	07/07/2025		Original

Head Start

Contracting Entity Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,921	2.3700	4,552.77
Reduced	0	2.0700	0.00
Paid	0	0.3900	0.00
Total	1,921		4,552.77
Lunch			
Free	2,095	4.4300	9,280.85
Reduced	0	4.0300	0.00
Paid	0	0.4200	0.00
CIL	2,095	0.3000	628.50
Total	2,095		9,909.35
PM Snack			
Free	1,962	1.2100	2,374.02
Reduced	0	0.6000	0.00
Paid	0	0.1100	0.00
Total	1,962		2,374.02
Claim Reimbursement Total			16,836.14

Contracting Entity Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	Totals
Current Claim Reimbursement Total	16,207.64	628.50	16,836.14
Previous Claim Reimbursement Total	0.00	0.00	0.00
Net Claim Reimbursement Total	16,207.64	628.50	16,836.14

[Show Site Meal Details](#)

Created By: KHERINGTON10 on: 7/7/2025 4:37:35 PM Modified By: KHERINGTON10 on: 7/7/2025 4:40:06 PM

Payment Information	
Payment Due Date Jul 20, 2025	For online and phone payments, the deadline is 8pm ET.
New Balance \$38,366.08	Minimum Payment Due \$38,366.08
LATE PAYMENT WARNING: 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.	
MINIMUM PAYMENT WARNING: You are required to pay your balance in full each month.	
If you do not pay off your full statement balance, you may be subject to additional late fees and your charging privileges may be suspended.	
If you would like information about credit counseling services, call 888-326-8055.	

Account Summary	
Previous Balance	\$37,538.45
Payments	- \$37,538.45
Other Credits	- \$15.83
Transactions	+ \$38,381.91
Cash Advances	+ \$0.00
Fees Charged	+ \$0.00
New Balance	= \$38,366.08
Cash Advance Credit Limit	\$1,500.00
Available Credit for Cash Advances	\$1,500.00

Rewards Summary	Rewards as of: 06/25/2025	
Rewards Balance \$3,827.05	Track and redeem your rewards with our mobile app or on capitalone.com	
Previous Balance	Earned This Period	Redeemed this period
\$3,060.82	\$766.23	\$0.00

Account Notifications

- ① Please visit 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.

Pay or manage your account at 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 with your phone's camera to download the top-rated Capital One Mobile app.

Payment Due Date: **Jul 20, 2025**

Account ending in 7115

New Balance	Minimum Payment Due	Amount Enclosed
\$38,366.08	\$38,366.08	\$ _____

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



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How Can I Avoid Paying Fee(s)?

If you pay your statement's Monthly Minimum Payment in full by the due date, we will not charge you late fees.

How can I Close My Account?

You can contact Customer Service anytime to request that we close your account.

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 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 generally apply credits and payments to your new balance in the following order: fees, purchases, then cash advances, as applicable.

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-05
07/13/23



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.

When will you Credit My Payment?

- ♦ For mobile, online or over the phone, as of the business day we receive it, as long as it is made **by 8 p.m. ET**.
- ♦ 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.

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Transactions

Visit capitalone.com to see detailed transactions.

DOUGLAS D MUDD #7115: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
Jun 15	Jun 16	CAPITAL ONE ONLINE PYMTAuthDate 06-Jun	- \$37,538.45

DOUGLAS D MUDD #7115: Transactions

Trans Date	Post Date	Description	Amount
May 28	May 29	Spectrum855-707-7328MO	\$270.14
May 28	May 29	ZOOM.COM 888-799-9666SAN JOSECA	\$835.62
May 29	May 30	DIGITALSPACE8887400502NV	\$12.43
Jun 1	Jun 2	GOOGLE*SVCSCOMMUNITYACCC GOOGLE.COMDE	\$129.75
Jun 1	Jun 2	PY *GUARD DOG STORAGESAN MARCOSTX	\$493.00
Jun 2	Jun 3	SAMSClub #4958SAN MARCOSTX	\$37.46
Jun 3	Jun 4	AIR TEX SOLUTIONSSAN MARCOSTX	\$1,033.81
Jun 4	Jun 6	CHICK-FIL-A #04317SAN MARCOSTX	\$78.33
Jun 5	Jun 5	RIDESHARE CARZ LLCGARLANDTX	\$769.29
Jun 5	Jun 7	SAN MARCOS PERMIT CENT512-805-2632TX	\$265.00
Jun 6	Jun 7	MEINEKE 1599SAN MARCOSTX	\$1,551.44
Jun 6	Jun 7	DOLLARTREESAN MARCOSTX	\$4.06
Jun 7	Jun 9	TACO CABANA #20151SAN MARCOSTX	\$395.80
Jun 9	Jun 10	USPS PO 4880750466SAN MARCOSTX	\$219.00
Jun 10	Jun 12	TIRES.COM-ONLINE-ORDERSCOTTSDALEAZ	\$725.14
Jun 11	Jun 12	RICKS LOCK & KEY SERVISAN MARCOSTX	\$235.00
Jun 13	Jun 14	BLUEBONNET ELECTRIC COBASTROPTX	\$253.37
Jun 13	Jun 14	APF*C S MANAGEMENT, IAUSTINTX	\$1,895.01
Jun 14	Jun 14	JUST ENERGY866-587-8674TX	\$249.00
Jun 17	Jun 18	EXPEDIA 73143485257685EXPEDIA.COMWA	\$329.84
Jun 18	Jun 20	CAP-PACWASHINGTONDC	\$1,032.70

DOUGLAS D MUDD #7115: Total Transactions **\$10,815.19**

DANIELLE ENGELKE #4209: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
Jun 6	Jun 7	LEVATAI*8009963581IL	- \$15.83

DANIELLE ENGELKE #4209: Transactions

Trans Date	Post Date	Description	Amount
May 27	May 28	StoreSan MarcosTX	\$14.27
May 27	May 28	HILL COUNTRY TROPHYSAN MARCOSTX	\$137.28
May 28	May 29	CRACKER BARREL #228 SASAN MARCOSTX	\$154.50

Additional Information on the next page

Transactions (Continued)

Trans Date	Post Date	Description	Amount
May 29	May 30	HILL COUNTRY SPRINGS SAUSITNTX	\$135.98
May 30	Jun 2	PAYPAL *TEXASHEADST4029357733CA	\$448.00
Jun 3	Jun 4	CANVA* I04536-64176122CAMDENDE	\$22.00
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$4.35
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$14.57
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$16.62
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$2.30
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$87.17
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$2.30
Jun 3	Jun 4	TX HHSC CCL FEE800-862-5252TX	\$14.57
Jun 3	Jun 4	CLOUDBADGING*LEVATA8009963581IL	\$255.71
Jun 4	Jun 5	LEVATAI*8009963581IL	\$236.99
Jun 5	Jun 6	IN *AXXON SERVICES, IN210-8606942TX	\$460.86
Jun 5	Jun 6	FROG STREET PRESS LLC SOUTH LAKETX	\$4,233.60
Jun 9	Jun 10	CANVA* I04542-68159230CAMDENDE	\$22.00
Jun 10	Jun 11	IN *AXXON SERVICES, IN210-8606942TX	\$445.65
Jun 23	Jun 24	CANVA* I04556-75541893CAMDENDE	\$44.00
DANIELLE ENGELKE #4209: Total Transactions			\$6,752.72

STACEY MARTINEZ #2274: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
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STACEY MARTINEZ #2274: Transactions

Trans Date	Post Date	Description	Amount
May 28	May 29	OFFICE DEPOT #1079 GRAND PRAIRIETX	\$86.89
May 29	May 30	EXPEDIA 73122020671897EXPEDIA.COMWA	\$259.84
Jun 2	Jun 3	EXPEDIA 73126111428448EXPEDIA.COMWA	\$243.72
Jun 2	Jun 3	ESIPLANOTX	\$45.47
Jun 3	Jun 4	AARP800-523-5800MN	\$370.00
Jun 3	Jun 4	LYFT *RIDE TUE 10AM SAN FRANCISCO CA	\$15.99
Jun 3	Jun 4	LYFT *RIDE TUE 9AM SAN FRANCISCO CA	\$28.91
Jun 3	Jun 4	FAYETTE ELECTRIC CO-OPLA GRANGETX	\$375.00
Jun 3	Jun 4	VALERO PAYMENT SERVICE806-324-4638TX	\$1,015.99
Jun 3	Jun 4	APF*C S MANAGEMENT, IAUSTINTX	\$75.00
Jun 4	Jun 5	LYFT *CANCEL FEESAN FRANCISCO CA	\$5.00
Jun 4	Jun 5	YSI*ONLINE PROPERTY PPFLUGERVILLETX	\$1,600.18
Jun 5	Jun 6	BCBS HEALTH INS PAYMNT312-653-6000IL	\$217.50
Jun 5	Jun 6	DOLLAR GENERAL #5728 SAN MARCOSTX	\$16.24

Additional Information on the next page

Transactions (Continued)

Trans Date	Post Date	Description	Amount
Jun 6	Jun 7	EXPEDIA 73130429660642EXPEDIA.COMWA	\$270.16
Jun 6	Jun 7	LYFT *RIDE FRI 10AMSAN FRANCISCOCA	\$8.70
Jun 6	Jun 7	LYFT *RIDE FRI 11AMSAN FRANCISCOCA	\$6.85
Jun 6	Jun 7	LYFT *RIDE FRI 4PMSAN FRANCISCOCA	\$15.69
Jun 6	Jun 7	LYFT *RIDE FRI 7AMSAN FRANCISCOCA	\$36.85
Jun 6	Jun 7	LYFT *RIDE FRI 8AMSAN FRANCISCOCA	\$12.88
Jun 6	Jun 7	LYFT *RIDE FRI 8AMSAN FRANCISCOCA	\$20.99
Jun 6	Jun 7	LYFT *RIDE FRI 9AMSAN FRANCISCOCA	\$9.71
Jun 6	Jun 7	PEDERNALES ELECTRIC COJOHNSON CITYTX	\$132.35
Jun 10	Jun 11	EXPEDIA 73135028586616EXPEDIA.COMWA	\$391.97
Jun 10	Jun 11	LYFT *RIDE TUE 1PMSAN FRANCISCOCA	\$13.80
Jun 10	Jun 11	LYFT *RIDE TUE 2PMSAN FRANCISCOCA	\$9.92
Jun 11	Jun 12	CAVENDER NISSAN SAN MASAN ANTONIOTX	\$1,527.17
Jun 11	Jun 12	OFFICE DEPOT #689SAN MARCOSTX	\$110.71
Jun 12	Jun 13	LYFT *RIDE THU 7AMSAN FRANCISCOCA	\$8.07
Jun 12	Jun 13	LYFT *RIDE THU 8AMSAN FRANCISCOCA	\$8.88
Jun 12	Jun 13	RPS*La Grange Sprin RD800-7040154TX	\$1,231.63
Jun 12	Jun 13	RPS*La Grange Sprin RD800-7040154TX	\$257.75
Jun 13	Jun 14	BLUEBONNET ELECTRIC COBASTROPTX	\$254.31
Jun 13	Jun 14	ATT*BILL PAYMENTDALLASTX	\$119.39
Jun 15	Jun 16	Spectrum855-707-7328MO	\$146.96
Jun 16	Jun 17	EXPEDIA 73141892886850EXPEDIA.COMWA	\$119.44
Jun 16	Jun 17	PIERATTS PHARMACYGIDDINGSTX	\$84.67
Jun 17	Jun 18	LYFT *RIDE TUE 10AMSAN FRANCISCOCA	\$8.99
Jun 17	Jun 18	LYFT *RIDE TUE 8AMSAN FRANCISCOCA	\$10.91
Jun 20	Jun 21	LYFT *RIDE FRI 6AMSAN FRANCISCOCA	\$46.84
Jun 23	Jun 24	LYFT *RIDE MON 10AMSAN FRANCISCOCA	\$9.99
Jun 23	Jun 24	LYFT *RIDE MON 12PMSAN FRANCISCOCA	\$8.49
Jun 24	Jun 25	LYFT *RIDE TUE 11AMSAN FRANCISCOCA	\$35.93
Jun 24	Jun 25	LYFT *RIDE TUE 8AMSAN FRANCISCOCA	\$58.99
STACEY MARTINEZ #2274: Total Transactions			\$9,334.72

KEITH HERINGTON #0229: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
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Additional Information on the next page

Transactions (Continued)

KEITH HERINGTON #0229: Transactions

Trans Date	Post Date	Description	Amount
Jun 2	Jun 3	HILL COUNTRY SPRINGSAUSITNTX	\$77.99
Jun 6	Jun 7	ADOBE *ADOBE4085366000CA	\$16.23
Jun 11	Jun 12	SCHOOLINSITESMOBILEAL	\$900.00
Jun 13	Jun 14	CCSI CONSENSUS844-804-1234CA	\$209.79
Jun 21	Jun 23	BLUEBONNET ELECTRIC COBASTROPTX	\$652.66
Jun 23	Jun 24	EXPEDIA 73150257050023EXPEDIA.COMWA	\$238.88
Jun 24	Jun 25	TX *LULING UTILITY830-875-2481TX	\$306.28
Jun 24	Jun 25	TYL*LULING FEE972-713-3700TX	\$11.33
KEITH HERINGTON #0229: Total Transactions			\$2,413.16

MARY HELEN MARTINEZ #7930: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
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MARY HELEN MARTINEZ #7930: Transactions

Trans Date	Post Date	Description	Amount
May 30	May 31	INLINGUA LANGUAGE SERVAUSTINTX	\$178.00
Jun 2	Jun 3	NCS*GED EXAM800-511-3478MN	\$225.00
Jun 2	Jun 4	CASASSAN DIEGOCA	\$2,617.60
MARY HELEN MARTINEZ #7930: Total Transactions			\$3,020.60

MEGAN CAMPBELL #6230: Payments, Credits and Adjustments

Trans Date	Post Date	Description	Amount
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MEGAN CAMPBELL #6230: Transactions

Trans Date	Post Date	Description	Amount
May 28	May 29	MARSHALLS #304SAN MARCOSTX	\$43.94
May 31	Jun 2	TACO CABANA #20151SAN MARCOSTX	\$43.28
Jun 1	Jun 2	EVENTBRITE PRO SUBSAN FRANCISCOCA \$21.00 CAD 1.373446697 Exchange Rate	\$15.29
Jun 16	Jun 17	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 16	Jun 17	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 16	Jun 17	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$318.06
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16

Additional Information on the next page

Transactions (Continued)			
Trans Date	Post Date	Description	Amount
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$318.06
Jun 16	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$329.16
Jun 17	Jun 18	SHERATON PUERTO RICO787-993-3500PRI	\$318.06
Jun 18	Jun 19	SP BAGSINBULKNEW YORKNY	\$960.00
Jun 20	Jun 23	LITTLE CAESARS 3335-00LOCKHARTTX	\$78.91
MEGAN CAMPBELL #6230: Total Transactions			\$6,045.52
Total Transactions for This Period			\$38,381.91
Fees			
Trans Date	Post Date	Description	Amount
Total Fees for This Period			\$0.00
Totals Year-to-Date			
Total Fees charged			\$0.00



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www.capitalone.com/stopscams

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Posted Date	Description	Category	Debit	
6/3/2025	HILL COUNTRY SPRINGS	Other Services	77.99	052-117-5401
6/3/2025	SAMSClub #4958	Merchandise	37.46	052-117-5401
6/7/2025	DOLLARTREE	Merchandise	4.06	052-117-5401
6/7/2025	ADOBE *ADOBE	Merchandise	16.23	052-117-5640
6/10/2025	USPS PO 4880750466	Other Services	219.00	052-117-5647
6/12/2025	SCHOOLINSITES	Internet	900.00	052-117-5695
	Shared Total		1254.74	
6/5/2025	RIDESHARE CARZ LLC	Other Travel	769.29	069-010-5600
6/7/2025	PEDERNALES ELECTRIC CO	Utilities	41.35	069-010-5600
6/14/2025	APF*C S MANAGEMENT, I	Other Services	1895.01	069-010-5600
6/14/2025	JUST ENERGY	Utilities	249.00	069-010-5600
6/25/2025	TYL*LULING FEE	Other Services	11.33	069-010-5600
6/25/2025	TX *LULING UTILITY	Utilities	306.28	069-010-5600
6/14/2025	BLUEBONNET ELECTRIC CO	Utilities	253.37	069-010-5603
6/7/2025	MEINEKE 1599	Gas/Automotive	1551.44	069-010-5623
6/12/2025	TIRES.COM-ONLINE-ORDER	Gas/Automotive	725.14	069-010-5623
6/4/2025	FAYETTE ELECTRIC CO-OP	Utilities	375.00	069-112-5600
6/7/2025	SAN MARCOS PERMIT CENT	Other Services	265.00	098-010-16-5608
6/12/2025	RICKS LOCK & KEY SERVI	Other Services	235.00	098-010-16-5608
5/30/2025	DIGITALSPACE	Internet	12.43	120-010-5602
5/29/2025	Spectrum	Phone/Cable	270.14	120-010-5696
6/20/2025	CAP-PAC	Other	1032.70	194-010-5690
	CS Total		7992.48	
6/6/2025	CHICK-FIL-A #04317	Dining	78.33	174-010-5634
6/9/2025	TACO CABANA #20151	Dining	395.80	182-010-5634
	Youth Services Total		474.13	
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	230-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	230-010-5232
5/29/2025	MARSHALLS #304	Merchandise	43.94	230-010-5401
6/2/2025	EVENTBRITE PRO SUB	Merchandise	15.29	230-010-5401
6/19/2025	SP BAGSINBULK	Merchandise	960.00	230-010-5666
6/17/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/17/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/17/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	318.06	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	318.06	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	318.06	240-010-5232
6/18/2025	SHERATON PUERTO RICO	Lodging	329.16	245-010-5232

6/18/2025 SHERATON PUERTO RICO	Lodging	329.16	245-010-5232
6/2/2025 TACO CABANA #20151	Dining	43.28	287-010-5634
6/23/2025 LITTLE CAESARS 3335-00	Dining	78.91	287-010-5634
Home Visiting Total		6045.52	
6/4/2025 CLOUDBADGING*LEVATA	Merchandise	255.71	279-010-25-5401
6/4/2025 CANVA* I04536-64176122	Other Services	22.00	279-010-25-5401
6/10/2025 CANVA* I04542-68159230	Other Services	22.00	279-010-25-5401
6/23/2025 BLUEBONNET ELECTRIC CO	Utilities	652.66	279-010-25-5603
5/28/2025 Store	Dining	14.27	279-010-25-5634
5/29/2025 CRACKER BARREL #228 SA	Dining	154.50	279-010-25-5634
6/4/2025 TX HHSC CCL FEE	Other Services	14.57	279-010-25-5670
6/4/2025 TX HHSC CCL FEE	Other Services	2.30	279-010-25-5670
6/4/2025 TX HHSC CCL FEE	Other Services	2.30	279-010-25-5670
6/4/2025 TX HHSC CCL FEE	Other Services	4.35	279-010-25-5670
6/5/2025 LEVATAI*	Merchandise	236.99	279-010-26-5401
6/7/2025 LEVATAI*	Merchandise	-15.83	279-010-26-5401
6/24/2025 CANVA* I04556-75541893	Other Services	44.00	279-010-26-5401
5/28/2025 HILL COUNTRY TROPHY	Merchandise	137.28	279-010-26-5402
6/2/2025 PY *GUARD DOG STORAGE	Storage	493.00	279-010-26-5601
6/14/2025 CCSI CONSENSUS	Fax Services	104.89	279-010-26-5602
6/4/2025 AIR TEX SOLUTIONS	Professional Services	1033.81	279-010-26-5608
5/30/2025 HILL COUNTRY SPRINGS	Other Services	135.98	279-010-26-5634
5/29/2025 ZOOM.COM 888-799-9666	Phone/Cable	65.97	279-010-26-5640
6/6/2025 IN *AXXON SERVICES, IN	Professional Services	460.86	279-010-26-5644
6/11/2025 IN *AXXON SERVICES, IN	Professional Services	445.65	279-010-26-5644
6/4/2025 TX HHSC CCL FEE	Other Services	87.17	279-010-26-5670
6/4/2025 TX HHSC CCL FEE	Other Services	16.62	279-010-26-5670
6/4/2025 TX HHSC CCL FEE	Other Services	14.57	279-010-26-5670
6/6/2025 FROG STREET PRESS LLC	Other Services	2878.85	279-114-25-5655
6/6/2025 FROG STREET PRESS LLC	Other Services	1354.75	279-114-26-5655
6/2/2025 PAYPAL *TEXASHEADST	Other Services	448.00	332-010-5600
Head Start Total		9087.22	
5/29/2025 OFFICE DEPOT #1079	Merchandise	86.89	615-010-04-5401
6/13/2025 RPS*La Grange Sprin RD	Other Services	1231.63	626-010-5697
6/12/2025 OFFICE DEPOT #689	Merchandise	110.71	626-010-5401
6/3/2025 ESI	Merchandise	45.47	626-010-5602
6/14/2025 CCSI CONSENSUS	Fax Services	104.90	626-010-5602
6/14/2025 ATT*BILL PAYMENT	Phone/Cable	119.39	626-010-5602
6/17/2025 PIERATTS PHARMACY	Health Care	84.67	636-010-20-5528
6/4/2025 AARP	Health Care	370.00	636-010-20-5538
6/6/2025 BCBS HEALTH INS PAYMNT	Insurance	217.50	636-010-20-5538
6/4/2025 LYFT *RIDE TUE 9AM	Client Travel	28.91	646-010-5627
6/4/2025 LYFT *RIDE TUE 10AM	Client Travel	15.99	646-031-5627
6/5/2025 LYFT *CANCEL FEE	Client Travel	5.00	646-031-5627
6/7/2025 LYFT *RIDE FRI 9AM	Client Travel	9.71	646-031-5627

6/7/2025 LYFT *RIDE FRI 8AM	Client Travel	20.99	646-031-5627
6/7/2025 LYFT *RIDE FRI 8AM	Client Travel	12.88	646-031-5627
6/7/2025 LYFT *RIDE FRI 7AM	Client Travel	36.85	646-031-5627
6/7/2025 LYFT *RIDE FRI 4PM	Client Travel	15.69	646-031-5627
6/7/2025 LYFT *RIDE FRI 11AM	Client Travel	6.85	646-031-5627
6/7/2025 LYFT *RIDE FRI 10AM	Client Travel	8.70	646-031-5627
6/11/2025 LYFT *RIDE TUE 2PM	Client Travel	9.92	646-031-5627
6/11/2025 LYFT *RIDE TUE 1PM	Client Travel	13.80	646-031-5627
6/13/2025 LYFT *RIDE THU 8AM	Client Travel	8.88	646-031-5627
6/13/2025 LYFT *RIDE THU 7AM	Client Travel	8.07	646-031-5627
6/18/2025 LYFT *RIDE TUE 8AM	Client Travel	10.91	646-031-5627
6/18/2025 LYFT *RIDE TUE 10AM	Client Travel	8.99	646-031-5627
6/21/2025 LYFT *RIDE FRI 6AM	Client Travel	46.84	646-031-5627
6/24/2025 LYFT *RIDE MON 12PM	Client Travel	8.49	646-031-5627
6/24/2025 LYFT *RIDE MON 10AM	Client Travel	9.99	646-031-5627
6/25/2025 LYFT *RIDE TUE 8AM	Client Travel	58.99	646-031-5627
6/25/2025 LYFT *RIDE TUE 11AM	Client Travel	35.93	646-031-5627
6/4/2025 VALERO PAYMENT SERVICE	Other Services	1015.99	646-031-5639
6/12/2025 CAVENDER NISSAN SAN MA	Gas/Automotive	1527.17	650-010-5600
6/6/2025 DOLLAR GENERAL #5728	Merchandise	16.24	651-010-5600
6/16/2025 Spectrum	Phone/Cable	146.96	651-010-5602
6/14/2025 BLUEBONNET ELECTRIC CO	Utilities	254.31	651-010-5603
6/4/2025 APF*C S MANAGEMENT, I	Other Services	75.00	662-010-5697
6/13/2025 RPS*La Grange Sprin RD	Other Services	257.75	662-010-5697
6/5/2025 YSI*ONLINE PROPERTY P	Other Services	42.18	662-010-5698
5/30/2025 EXPEDIA 73122020671897	Other Services	259.84	662-112-5611
6/3/2025 EXPEDIA 73126111428448	Other Services	243.72	662-112-5611
6/7/2025 EXPEDIA 73130429660642	Other Services	270.16	662-112-5611
6/11/2025 EXPEDIA 73135028586616	Other Services	391.97	662-112-5611
6/17/2025 EXPEDIA 73141892886850	Other Services	119.44	662-112-5611
6/18/2025 EXPEDIA 73143485257685	Other Services	329.84	662-112-5611
6/24/2025 EXPEDIA 73150257050023	Other Services	238.88	662-112-5611
6/5/2025 YSI*ONLINE PROPERTY P	Other Services	1558.00	662-113-5601
6/7/2025 PEDERNALES ELECTRIC CO	Utilities	91.00	662-113-5601
RASP Total		9591.99	
6/3/2025 NCS*GED EXAM	Other	225.00	950-010-5427
6/4/2025 CASAS	Merchandise	2617.60	950-010-5427
6/2/2025 GOOGLE*SVCSCOMMUNITYAC	Phone/Cable	129.75	950-010-5602
5/29/2025 ZOOM.COM 888-799-9666	Phone/Cable	769.65	950-010-5640
5/31/2025 INLINGUA LANGUAGE SERV	Other	178.00	950-050-5510
AE Total		3920.00	
Grand Total		38366.08	

Sum of Amount			
VendorName	TransactionDate	ObjectName	Total
CAPITAL ONE	6/1/2025	PARENT CENTER SUPPLIES	53.60
	6/2/2025	MAINTENANCE MATERIALS	19.88
	6/4/2025	MAINTENANCE MATERIALS	76.08
	6/11/2025	DIAPERS	59.74
		MAINTENANCE MATERIALS	9.97
	6/12/2025	HYGIENIC/1ST AIDE SUPPLIE	157.29
	6/18/2025	MAINTENANCE MATERIALS	320.22
CAPITAL ONE Total			696.78
HEB Credit Receivables	6/2/2025	KITCHEN SUPPLIES	50.04
	6/3/2025	KITCHEN SUPPLIES	39.50
	6/9/2025	KITCHEN SUPPLIES	59.62
	6/16/2025	KITCHEN SUPPLIES	16.42
		PARENT CENTER SUPPLIES	43.64
	6/23/2025	KITCHEN SUPPLIES	47.46
	6/24/2025	KITCHEN SUPPLIES	46.16
	6/25/2025	PC FOOD/SUPPLIES EXPENSES	135.00
	6/27/2025	KITCHEN SUPPLIES	1.78
HEB Credit Receivables Total			439.62
Lowes Bus.Acct./SYNCB	6/2/2025	MAINTENANCE MATERIALS	3.96
	6/3/2025	MAINTENANCE MATERIALS	36.99
	6/10/2025	MAINTENANCE MATERIALS	38.92
	6/17/2025	MAINTENANCE MATERIALS	74.00
Lowes Bus.Acct./SYNCB Total			153.87
Wex Fleet Universal	6/1/2025	FUEL & OIL	410.09
Wex Fleet Universal Total			410.09
Grand Total			1700.36

Adult Education Board Report
July 2025

Quality Indicator	Community Action, Inc. Adult Education Program Progress Report 07-11-2025			
Participant Enrollment		Current	Target	% of Target
	Reg AEL	1,528	1,318	116%
Participant Enrollment		Current	Target	% of Target
	EL Civics	564	560	101%
Intensive Enrollment		Current	Target	% of Target
	Reg AEL	141	140	101%
IET (Training)		Current	Target	% of Target
	Reg AEL	241	236	102%
IET (Training)		Current	Target	% of Target
	EL Civics	70	32	219%

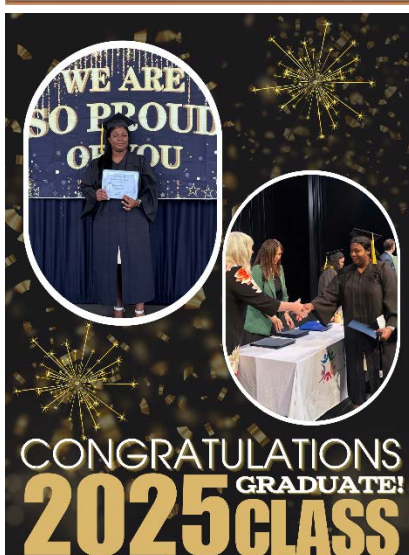
Services	Individuals Served
English Language Classes	662
Basic Education Classes	2,325
High School Equivalency Classes	1,117
Total	2,482



Del Valle GED Graduation
May, 2025

Outcomes	Reg AEL	EL Civics	Notes
Number of adults who demonstrated improved basic education	990	368	Total combined = 1,358
TxCHSE Graduates (GED)	109	5	Total combined = 114
Credential Achievement	159	68	Total combined = 227

Bastrop GED Graduation
June, 2025



Updates:

- Limited number of summer classes for ESL and HSE.
- Training classes for students are continuing through the summer in HVAC, EMT, and ParaEducator.
- Number of students (311) enrolled in a training class.
- Budget Cuts projected for new program year; funding currently paused.



San Marcos GED Graduation
June, 2025



Community Services July 2025 report

HIGHLIGHTS

Compiled by: Francesca Ramirez

- **CEAP:** Since July 10th, 631 applications have been received for Hays and Blanco Counties and Caldwell County has received 416 applications for a total of 1,047.
- 57 applications are still pending to be processed: 44 for Hays/Blanco Counties and only 13 for Caldwell County.
- The Hays and Caldwell CEAP team have expended \$780,569.75 in funding and have \$296,701.98 remaining through 12/31.
- 6 outreach events are planned in September with two morning events and two evening events planned at each of the libraries in San Marcos, Lockhart, and Luling.

TOP Program (Transition Out of Poverty)

- Currently one family of two is still enrolled and scheduled to transition out of the program in mid-September.

TBRA (Tenant Based Rental Assistance) Program

- We currently have 6 clients who are enrolled in the program and have received at least one month's rent assistance.
- Paperwork has been turned in for 2 more clients and are awaiting approval from the state.
- Our case manager has secured 7 properties with agreements to partner with us for future clients and 2 other properties are pending.





COMMUNITY SERVICES JULY 2025 REPORT

HIGHLIGHTS

Compiled by: Francesca Ramirez

- The **San Marcos Senior Citizen Center** has a total enrollment of 91 clients as of June 30th and daily attendance averaged between 20-48.
- May and June sponsored programs included: Mother's Day celebration sponsored by Garcia's Restaurant, a Juneteenth celebration sponsored by a member of the community, Medicare Savings Program Q&A, and introduction to Body Pump exercise sponsored by Hays Nursing and Rehab Center.
- Upcoming activities include: A breakfast and educational workshop sponsored by Humana and our 3rd Annual Christmas in July Campaign.
- In June, The Burdine Johnson Foundation located Buda gifted the Center with a new deep freezer





Community Action, Inc.
of Central Texas

— DEVELOPING OPPORTUNITIES —

6.5

COMMUNITY SERVICES JULY 2025 REPORT

Compiled by: Francesca Ramirez



Christmas in July

GIVING BACK TO THE
**SAN MARCOS SENIOR
CITIZEN CENTER**

JULY 1 - JULY 31, 2025

GIVE BACK - DONATE - VOLUNTEER



Public Donations can be

MAILED INTO

Community Action, Inc
Attn: San Marcos Senior Citizen
Center

P.O. Box 748
San Marcos, TX 78667

**DROPPED OFF IN PERSON ON
MONDAYS IN JULY FROM 9am-1pm**

San Marcos Senior Citizen Center	810 Arizona Street San Marcos, Texas 78666
-------------------------------------	---

NON-PROFIT ORGANIZATION



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

SCAN ME



CONTACT US

April: (512)392-2427 ext. 32
Erica: (512)392-2427 ext. 33
ahuggard@communityaction.com
eporter@communityaction.com

CENTER DIRECTOR :
VOLUNTEER COORDINATOR :

EVERY
CONTRIBUTION
CAN BE TAX-
DEDUCTIBLE



MAY & JUNE
2025

REPRODUCTIVE SERVICES

6.6

Compiled by Ely Nieto

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: 605 unduplicated clients
- between 04/01/2025 -03/31/26
- to date we have served 368 UDC
- 61% of goal has been met to date
- **This is a partial award**



FAMILY PLANNING ACTIVITIES

- The Healthy Texas Women Navigator has returned to conducting weekly outreach at GJC, but with fewer students
- Actively looking at additional funding opportunities to continue to support our program and services.



BREAST AND CERVICAL CANCER

Compiled by Lydia Perez

DIRECT SERVICES

- 125 screening mammograms
- 18 diagnostic procedures
- 18 ultrasounds
- 7 biopsies
- 6 women enrolled in Medicaid



OUTREACH/EVENTS

- Weekly presence at CommuniCare in Kyle
- Food Banks in San Marcos, Kyle & Buda
- Ralph Pfluger Elementary Resource Fair
- Southside Health Resources Fair
- Mobile Screening event sponsored by New Braunfels Volunteers in Medicine

ACHIEVEMENTS

- Provided navigation support to all eligible clients, ensuring access to culturally competent care and resources



RURAL AIDS SERVICES PROGRAM

Compiled by Stacey Martinez

DIRECT SERVICES

- 119 unduplicated clients with no new intakes
- 989 Case management units
- Client enrollments:
 - Health Insurance: 10 clients – 20 insurance premium payments processed
 - Transportation: 30 clients provided with 110 round trip transports
 - Housing: 19 households assisted w/38 payments processed for assistance

ACHIEVEMENTS/EVENTS

- Client Viral Suppression Rate: **94%** (Standards of Care Goal is 85%)
- Actively participating in quality management activities to increase viral suppression rates
- Transportation Vacancy – have been successful accessing Lyft services to ensure clients are able to make it to their appointments without having to reschedule

PENDING OUTCOMES

- completing internal chart reviews to prepare for upcoming HOPWA audit in October
- July 26 – HCRA Check Distribution



ACCESSING HEALTHCARE PROJECT

Compiled by David Wiley, Ph.D.

PROGRAM INFORMATION

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

ACTIVITIES

- Filed application with Centers for Medicare and Medicaid Services for CAI to become a Counselor Designated Organization
- Outreach in the community
 - Hays County Interagency Coalition, Healthy Hays Coalition, Bastrop County Interagency Coalition, Senior Citizen's Center, and In Line Health Concepts
- Updated enrollment flyers
- Began scheduling appointments for enrollment:
 - 96 clients completed contact form
 - 37 clients completed applications
 - 15 enrollment appointments made

KEY UPCOMING ACTIVITIES

- Continued outreach to publicize the program
- Develop strategies to address high "no-show" rates
- Develop strategies to increase enrollment appointments at rural sites
- Addressing changes to Medicaid eligibility rules coming from the federal level



HEAD START REPORT

JULY 2025

6.7.1

JUNE AND JULY HAVE BEEN BUSTLING 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 DYNAMIC TRAINERS FROM FROG STREET, CONSCIOUS DISCIPLINE, TEXAS STATE UNIVERSITY, AND FAMILY SERVICES. THEIR EXPERTISE WILL SUPPORT AND ENRICH OUR STAFF'S PROFESSIONAL DEVELOPMENT AS WE KICK OFF THE NEW YEAR.

IN ADDITION TO OUR TRAINING SESSIONS, WE'RE ESPECIALLY LOOKING FORWARD TO OUR KEYNOTE SPEAKER, MR. STU PERRY. KNOWN FOR HIS ENGAGING AND INSPIRING PRESENTATIONS, MR. PERRY IS SURE TO ENERGIZE AND MOTIVATE OUR TEACHING TEAM AS WE BEGIN ANOTHER IMPACTFUL YEAR.

**NHSA
COLOMBUS,
OHIO**



Other news

Highlights

- Site Visit from Region T&TA Staff
- Site Visit from Regional ECE Specialist scheduled
- Submitted 1 staff and 1 parent for Region VI scholarships.
- 1 staff was awarded the TEACH scholarship.

Upcoming Events

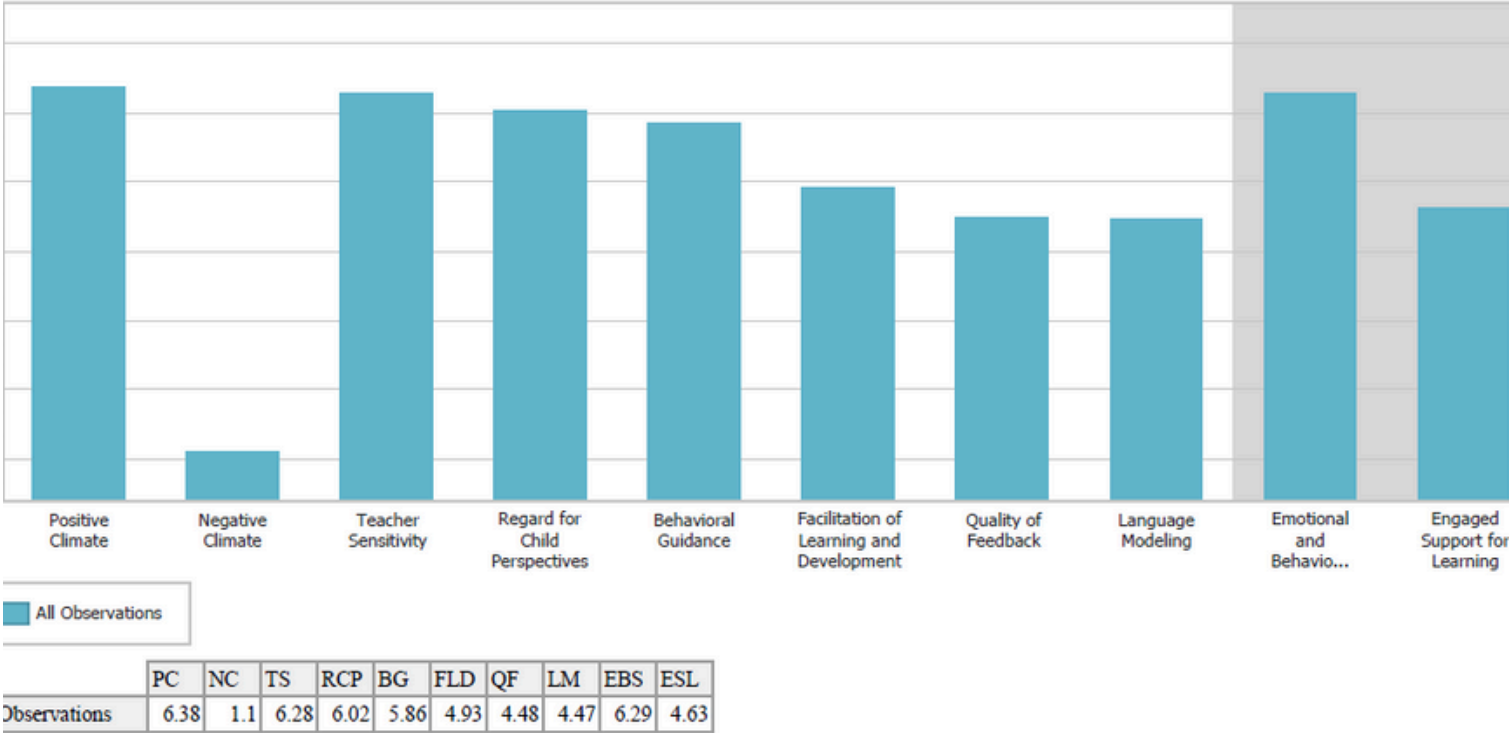
- **Last day of Early Head Start July 18, 2025**
- **Annual Training August 4-15, 2025**
- **First Day of School August 18, 2025**

Welcome New Staff

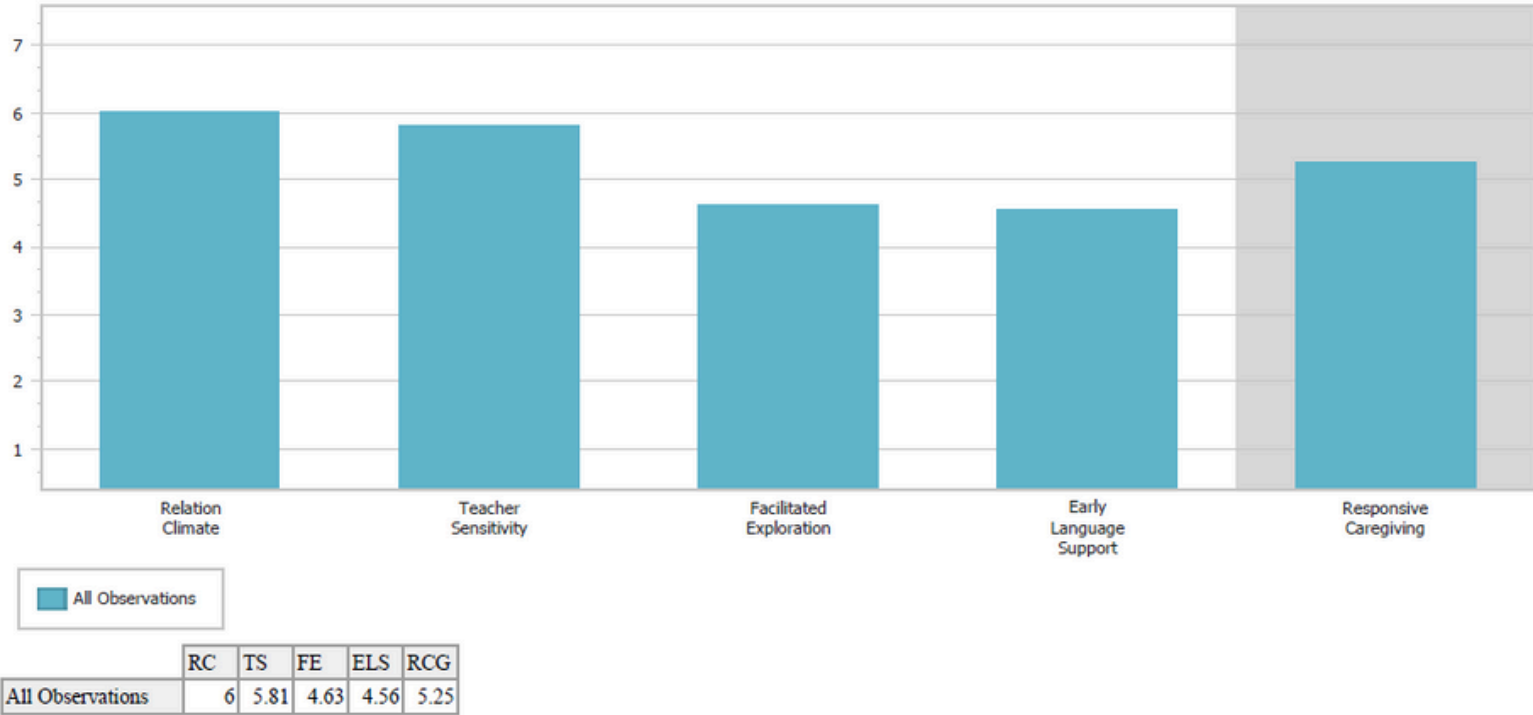
- Jennifer Soyars - Mental Health Coordinator
- Lacey Dossett - EHS Teacher
- Haley Salas - EHS Teacher
- Leticia Cavazos - EHS Teacher
- Karla Rubio - EHS Teacher

Spring CLASS Scores

6.7.1



Toddler



Infant

UPDATED GARDEN PICTURES



MAY ENROLLMENT & ATTENDANCE

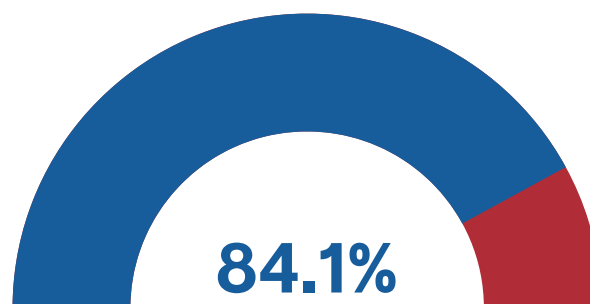
EARLY HEAD START ENROLLMENT

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

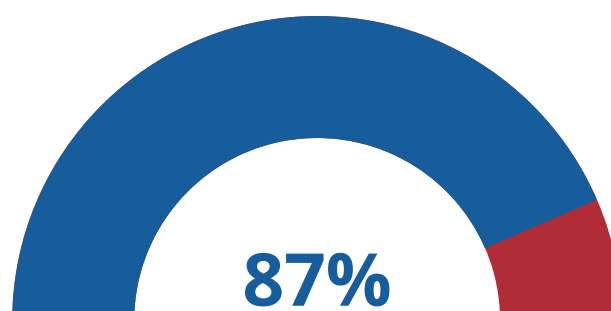
HEAD START ENROLLMENT

Site	Current/Funded
A. Washington CDC	15/15
Henry Bush CDC	67/68
Bonham PreK	58/60
Hemphill HS	85/85
Lockhart CDC	34/34
Luling CDC	34/34

EHS AVERAGE DAILY ATTENDANCE



HS AVERAGE DAILY ATTENDANCE

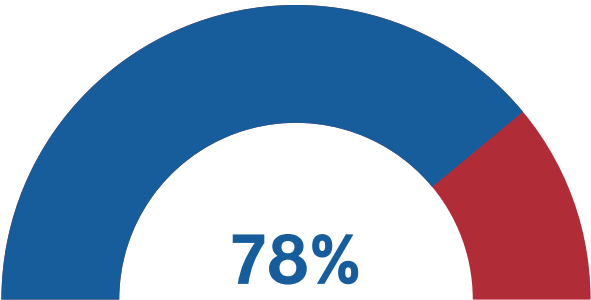


JUNE ENROLLMENT & ATTENDANCE

EARLY HEAD START ENROLLMENT

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

EHS AVERAGE DAILY ATTENDANCE



HEAD START END OF YEAR CELEBRATIONS



A.WASHINGTON CDC



BONHAM ISD



HENRY BUSH CDC



LOCKHART CDC



LULING CDC



HEMPHILL CDC

Frog Street Splash 2025



Bonham ISD EOY Celebrations





Lockhart Toddlers - Transportation Theme

6.7.1





Luling Toddlers

6.7.1





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



Head Start Program Community Assessment 2025

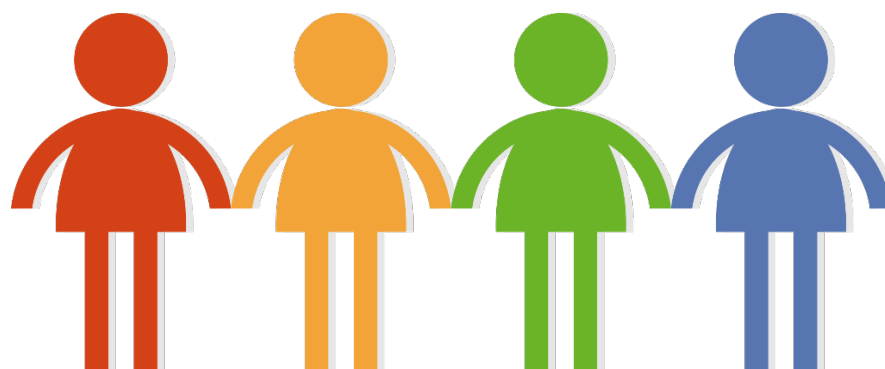


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I. Executive Summary

Agency History

Community Action, Inc. of Central Texas is a private, non-profit corporation. It was started in 1965 as part of the Community Action movement that grew out of the Economic Opportunity Act (EOA) of 1964, a keystone in Lyndon B. Johnson's War on Poverty.

The EOA had special meaning for Hays, Caldwell, and Blanco Counties of Texas where Johnson was raised and educated. Johnson made a personal appeal to his friend James McCrocklin, then president of Southwest Texas State University, to provide leadership in establishing a Jobs Corp center (which became Gary Jobs Corps), a Community Action agency, and a Head Start program for the area.

As a first step, an appeal went out through local churches for volunteers to canvas the community so that the needs of low-income households could be identified. Ofelia Vasquez, who later became an Executive Director of the agency, was one of these volunteers. As they proceeded home by home, they discovered two primary needs: access to healthcare and childcare.

President McCrocklin then formed a steering committee of fifty community leaders and held a town hall-type meeting. Out of that meeting, a Community Action Agency (CAA) was established. It was housed and supported by Southwest Texas until a grant provided funding for administration. The first program grants the agency received was for a healthcare program; the second established two Head Start summer programs in San Marcos and Kyle.

Community Action of Hays County, as it was named then, became the third such agency established in Texas, and the second agency in the state to begin a Head Start Program. CAICT can proudly claim to be the frontrunner of an initiative that remains committed to improving lives and living conditions.

For over 60 years, Community Action, Inc. of Central Texas has successfully sought funding for and administered ever-stronger and ever-diverse programs to help low-income families become successful participants in their communities. CAICT is one of forty agencies in Texas and more than 1,000 nationwide. The agency currently employs over 300 full- and part-time employees and has an annual estimated budget of \$13 million.

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

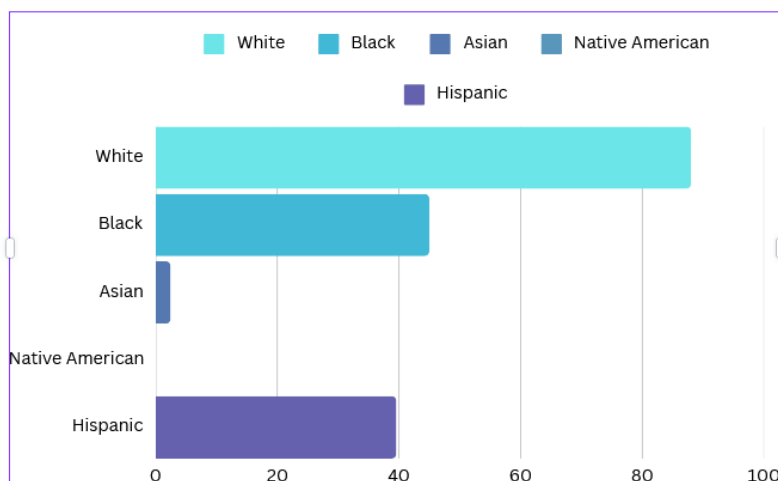
Community Action, Inc. of Central Texas (CAICT) continuously works to assist low- to moderate-income families in Central Texas by providing a variety of social services and economic opportunities. The agency's areas of operation include Early Childhood Education, Health Services, Adult Education, Youth Services, and Community Services. Each area is led by a director who is responsible for the achievement of specific outcomes detailed in the agency's strategic plan.

CAICT's Head Start and Early Head Start Programs provide continuous, intensive, and comprehensive child development and family support services to economically disadvantaged families with children between the ages birth-to-five. The Head Start program supports children's growth and development in a positive learning environment through a variety of services that include early learning, health and nutrition services, and child and family well-being. Annually, CAICT serves 448 children ages birth to five years at Seven Head Start Program Child Development Centers in Hays and Caldwell Counties.

Service Areas

Hays County

Total population is 344,459 and has been among the top growing counties in Texas in the last few years with a growth rate of 4.06% in the last year according to the most recent U.S. Census data. According to the U.S. Census Data, Hays County has 34,101 residents living below 100% of the Federal Poverty Level, which is estimated to be 9.9% of the total population (based on a population of 344,459 for whom poverty status was determined. In Hays County 88% of people are White, 45% are Black, 2.5% are Asian, and 0.1% are Native American. 39.6% of the people in Hays County are also identified as Hispanic or Latino and 23.7% speak a language other than English in the home.

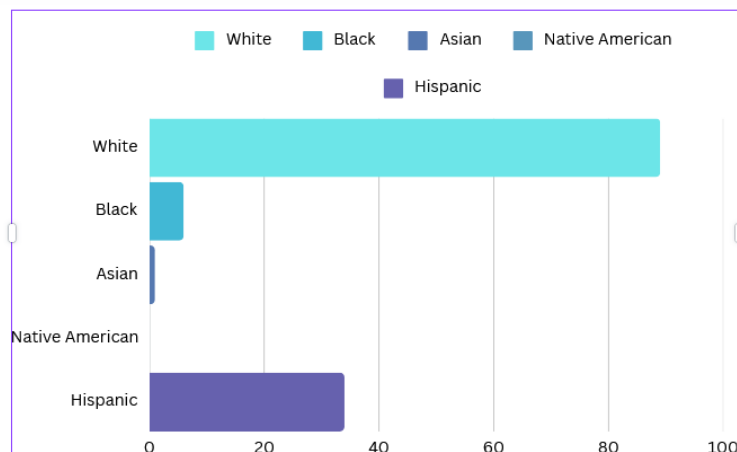


Caldwell County

The population of Caldwell County is 52,430. Of the 52,430 for whom poverty status is determined in Caldwell County, 6,238 (13.86%) live below the 100% threshold of the Federal Poverty Level.

In July 1 2024, it was estimated that 292,029 people lived in Hays County and 52,430 in Caldwell County. Of those 344,459 people in the two counties, an estimated 19,896 people (3,250 people in Caldwell County and 16,646 people in Hays County) were children under 5 years old.

In Caldwell County 89.2% are White, 6.1% are Black, .9% are Asian, and 0.1% are Native American. Of those people, 57.6% are identified as Hispanic or Latino and 34.4% of people speak a language other than English in the home. According to Texas ECI (Early Childhood Intervention) 4% of children under 3 years old in Hays County (452 children) and 6% in Caldwell County (139 children) have a qualifying disability. As of Jan, the Department of Family and Protective Services reported that 10 children in Caldwell County and 41 children in Hays County were in Foster Care. However, that number does not break down the ages of the children in foster care.



It is estimated by the U.S. Census that in Hays County 89.4% of adults have completed a high school education or greater while in Caldwell County it is only 80.3%. Of those people, 41.9% in Hays County and 16.4% in Caldwell County have a bachelor's degree or higher. In October of 2024, 28,056 children were enrolled in Children's Medicaid in both counties (although this includes all children under 18 years old and is not broken down by age). As of April 2025, the unemployment rate for Hays County is 3.0% and 3.2% in Caldwell County.

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 85 – Head Start
Luling CDC	104 W. Newton, Luling, TX 78648	Caldwell	40 – Early Head Start 34 – Head Start
Lockhart CDC	1808 W. San Antonio, Lockhart, TX 78644	Caldwell	16 – Early Head Start 34 – Head Start

III. Child Care Operations by County

Hays and Caldwell Counties have a combined 6 zip codes that are considered childcare deserts (78616, 78622, 78648, 78655, 78656, 78661). 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, 7 of the 9 centers that are not run by the program accept childcare subsidies. In Hays County, there are 62 licensed child care centers with 33 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 2024-2025 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.

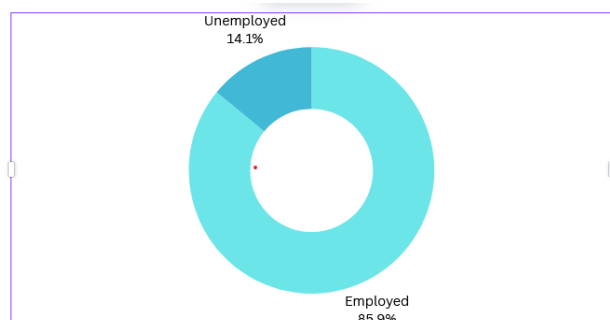
IV. Community Resource List

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.

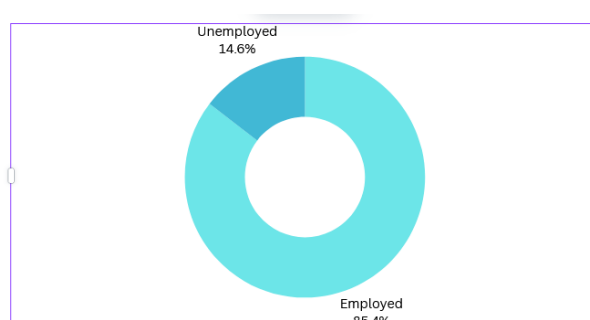
V. Work, School and Training Schedules of Parents with Eligible Children

All currently enrolled families of SY 2024/2025 were polled on their employment status. Currently the majority of parents are employed in both programs.

Head Start

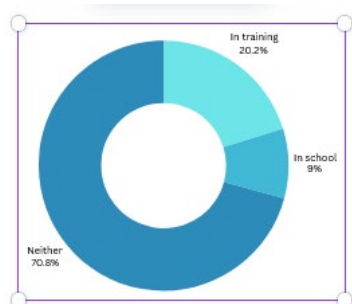


Early Head Start

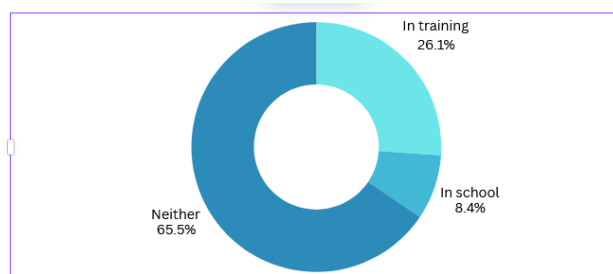


Currently, the majority of parents and guardians are not seeking post-secondary education or job training.

Early Head Start Parents



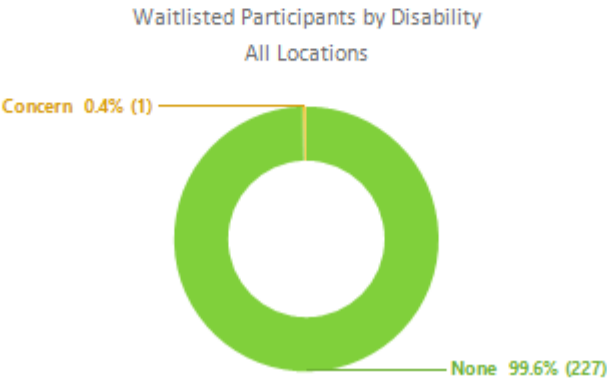
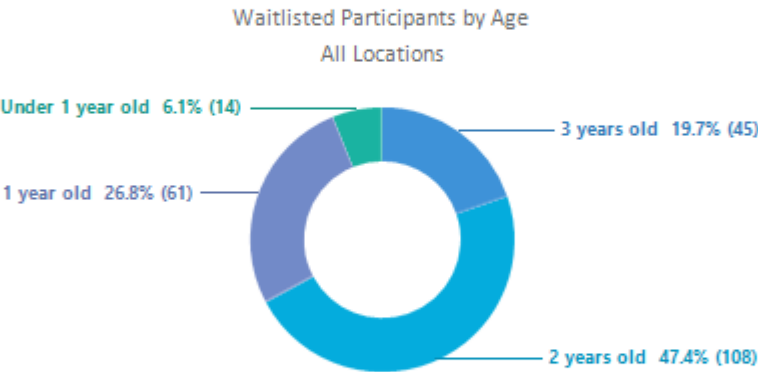
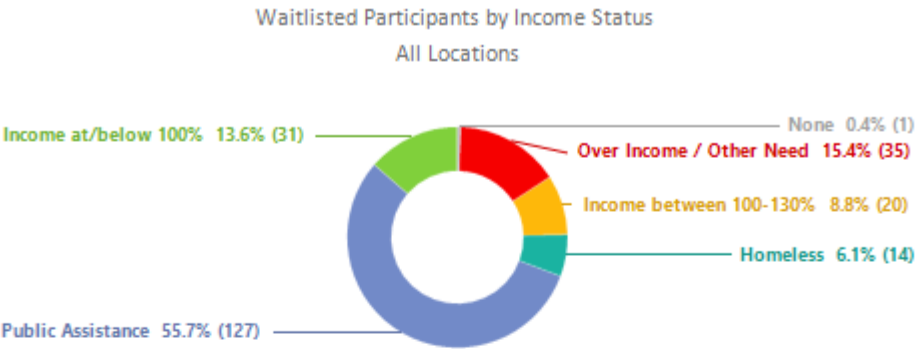
Head Start Parents



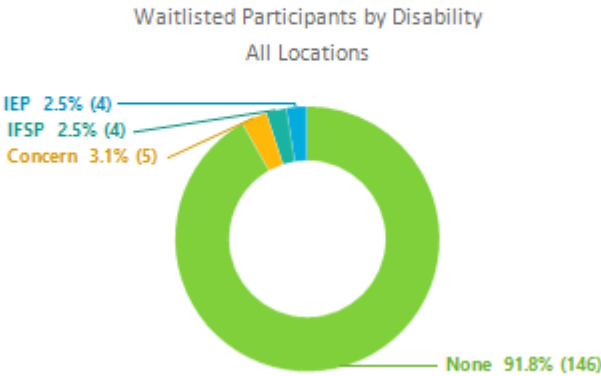
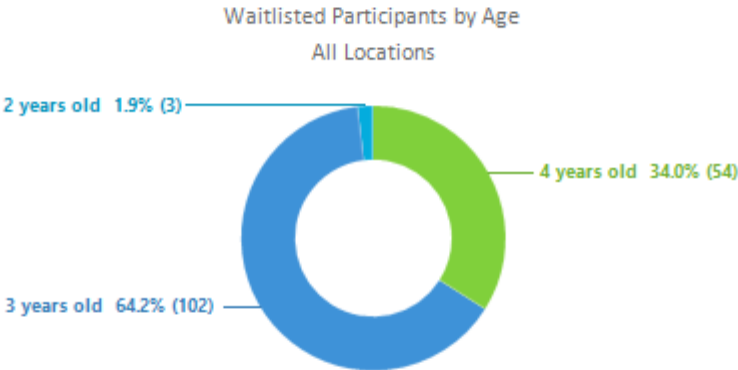
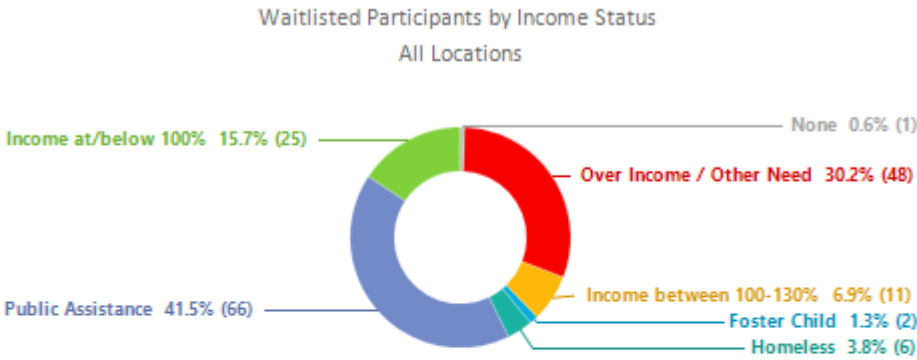
VI. Demographic information for eligible infants, toddlers, preschool age children, and expectant mothers

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 2024/2025 applications are as follows:

Early Head Start – Waitlisted and potential applications

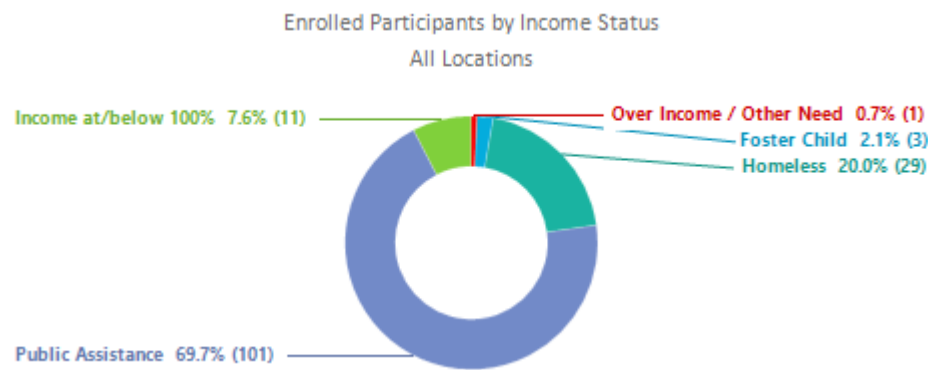


Head Start – Waitlisted and Potential applications



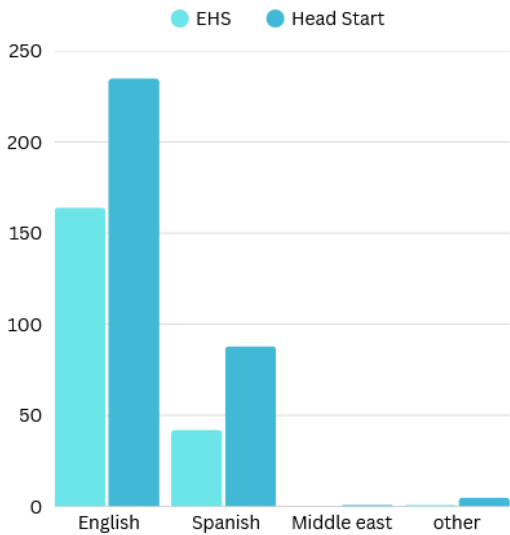
Current income status for enrolled children

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.

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 Loaves and Fishes program, 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 <https://startsmarttexas.org/about/>.

IX. Gaps in Community Resources

Hays and Caldwell counties have gaps in their communities in the areas of healthcare provider shortages, affordable housing, 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 new resources to our communities such as Tenant Based Rental Assistance, Youth Task Force, Adult Education, Texas Home Visiting, Health Services, and Head Start Services.



Head Start Program

Self Assessment

2024-2025

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

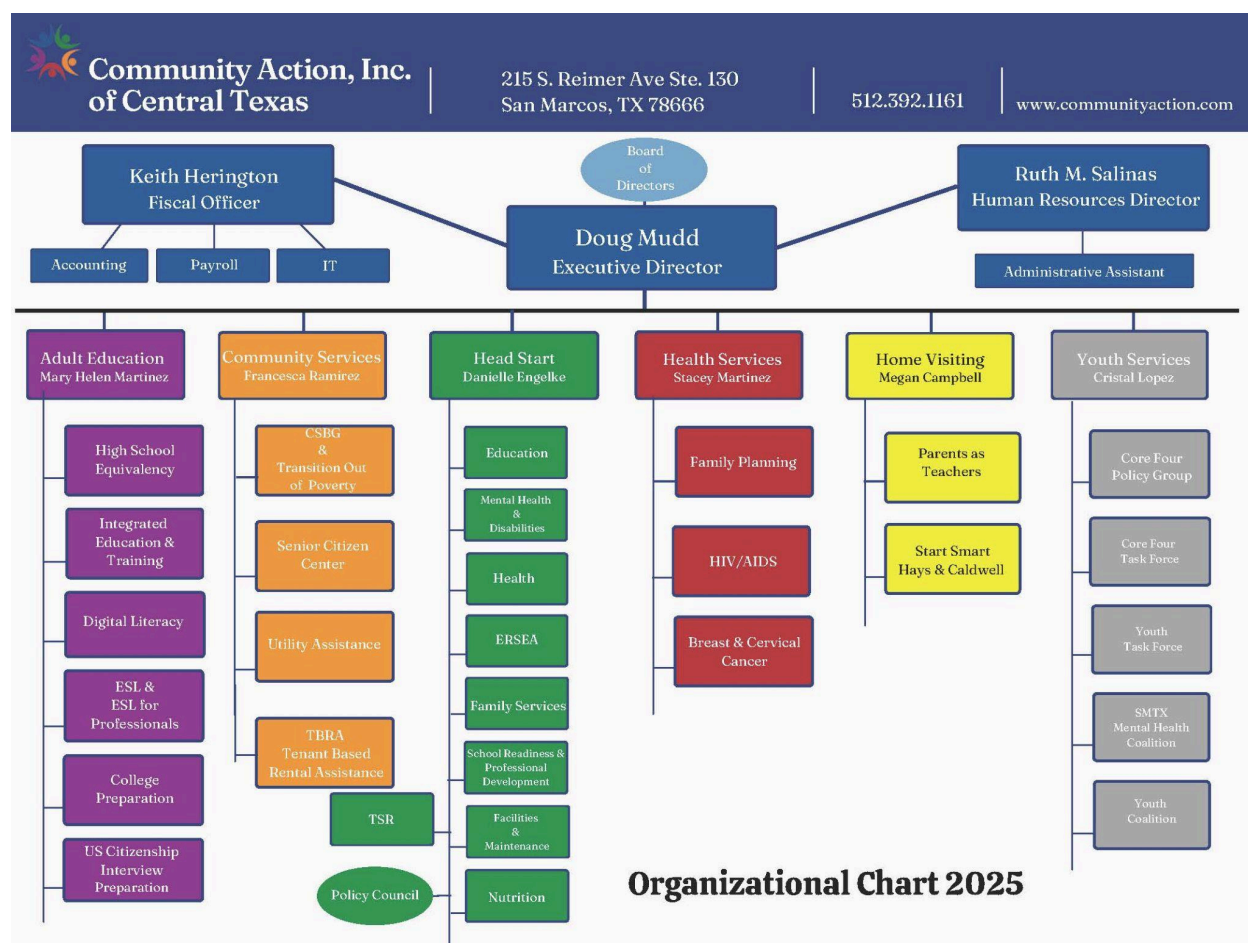
- Every child deserves the opportunity to reach their full potential.
- All children are capable of success.
- We have the power to positively influence a child's future.
- High-quality early education transforms lives and strengthens families.

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.





Program Goals

The Community Action Inc. of Central Texas Head 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 surveys 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 drop down from VIP consulting plan
 - Interagency Referral Form/Process
 - Ongoing Monitoring - Biannuals
- Education Services
 - Data Share-outs
 - Ongoing Monitoring Tool
- Health Services



- Minor injury form - parent notification
- Mental Health Services
 - Full-Time Mental Health Consultant
- Disability Services
 - The program meets 10% requirements
- Family Services
 - Family Engagement events - successful - large turnouts
- ERSEA
 - Maintaining 97% enrollment
- Facilities & Maintenance
 - Part-time maintenance help
- Nutrition Services
 - The nutrition staff has good attendance

Systematic Issues:

Increased number of health/safety incidents

Gaps in data collection

Missed screenings

Ongoing monitoring

Lack of curriculum use



Innovation findings/discoveries:

Additional training from alternate sources would be beneficial to all staff to further their knowledge of child development.

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. Now have 4 Child Plus administrators - utilizing the software more and collecting more data. Data share-outs with center staff to review assessments to know where to improve.

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 added a behavior support specialist to assist with challenging behaviors. This past year, we have also added specific trainers in the areas of challenging behaviors to help teachers with strategies.

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. We added tenant-based rental assistance and medicaid navigators to our agency to assist families in need.

Section IV. Recommendations

Based on our findings, we have the following recommendations:

Program management:

Looking to have monthly site visits for all content coordinators so that there are no gaps in data collection.

Data share-outs for all content areas, not just education.

Create a plan for scheduled breaks for Teaching staff - New HSPPS

Mid-Year training survey to plan for the second half of the school year

New module in Child Plus for reporting Health & Safety Incidents to the Office of Head Start

Provide training on Evaluations

Create Staff Training Procedure & Succession Plan - In progress

Education:

Add Curriculum fidelity check for the 25-26 school year



Provide more CLASS training throughout the year

Health Services:

Strengthen reporting health & safety incident reporting procedures

Document daily health checks on paper first, then enter into Child Plus when time permits

Mental Health Services:

Separate Mental Health & Disability contents - Saves on MH Contract. Each coordinator can focus on one content

Define roles & procedures to ensure services are timely and accurate.

Strengthen communication with all staff & families

Disabilities:

Separate Mental Health & Disability contents - Saves on MH Contract. Each coordinator can focus on one content

Define roles & procedures to ensure services are timely and accurate.

Strengthen communication with all staff & families

Create a system for follow-ups - CP todo list monitoring

Family Services:

Strengthen SFR communication and follow-ups

Management will complete a Fall SFR for all families.

Strengthen Parent participation - agency-wide parent meetings and events.



ERSEA:

Update procedures to clarify details for documentation

Create a report guide to help staff with PIR data entry

Facility & Maintenance:

PIC training for drills - allowing them to conduct drills twice a year

Provide support/training for infant classrooms during drills

Edit the Daily Classroom checklist to reflect correct language and concerns.

Nutrition:

NC will run reports for missed screenings before Monthly site visits.

Monthly site visits will help identify which children need nutrition screenings/ growth assessment follow-ups.

Training on meal production sheets, infant feeding forms will be provided during the annual training in August to help reduce errors. All new infant teachers will receive a 1 on 1 training with the NC to ensure they receive everything they need to be successful in their classroom.



Head Start Program

Education Policies & Procedure Manual

Effective Date (s) of Education Policies & Procedures

The effective date of all Education policies & procedures described in this manual is August 1, 2025. 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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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]

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 - Teachers will use a child's IEP/IFSP 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 - Teachers will use a child's IEP 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 few weeks of school and throughout the school year as needed.
- 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.
 - When water is used in the sensory table:
 - It must be filled with fresh, potable water each day.
 - The table and all toys used in it must be washed and sanitized daily.
 - Children with cuts, scratches, or sores on their hands may not participate in water play.
 - Children must wash their hands before and after playing at the sensory table.
 - Teachers must ensure children do not drink from the sensory table.
 - The floor and surrounding area must be dried during and after sensory play to prevent slips.
 - Avoid placing bottles, cups, or glasses in the sensory table, as they may encourage children to drink the water.
 - Food is not permitted in the sensory table.
- 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 with Kindermusik) - Teachers will ensure to plan **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: will have **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 [1302.31; 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 own face/head, please uncover it.
- 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: While children are on mats, they 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 the lighting to create a calm environment, as long as there is still adequate lighting to maintain visual supervision of all children at all times.
 - Lighting is considered adequate if a person entering the room does not need to adjust their eyes in order to see clearly.
 - For Infants: The lighting in the room must allow the teacher to see the infant's face, to view the color of the infant's skin, and to check the infant's breathing and the placement of the pacifier (if used).
- 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.

- o 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.

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.
 - o 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:
 - o A firm crib mattress covered with a tight-fitting sheet
 - o A safety-approved crib that meets current standards
 - o No monitors, wedges, or positioning devices may be used unless specifically approved in writing by the infant's primary care provider.
 - o 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.
 - o 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.
 - o 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 will use shoe covers before entering a play area for infants 12 months of age or younger. These individuals, as well as the infants playing in that area, may wear shoes with shoe covers, or shoes that are used only in the play area for that group of infants.

Crib Labels: Cribs are to be labeled with a first name and age in months (example: 9 mths).

- 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; 1302.31302.34]

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, Family Advocates 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 classroom 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,

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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.

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 [2.3.1; 2.3.1.2; 2.3.2; 2.3.2.2; 2.3.2.3]

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.
 Example: 1st Home Visit

- 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]

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 have the family answer the parent response questions on section 2 of the ASQ information summary page and give a copy to the Site Supervisor.
- The Site Supervisor is responsible for sending the results to the assigned Instructional Coach by scanning the form and sending by email. A copy should also be kept on-site for recordkeeping purposes.
- The assigned Instructional Coach will enter those responses under the ASQ event in Child Plus under the Education Events tab.
- The Instructional Coach will create an action for Family Advocates to follow up with families if any concerns were discussed during Home Visit while answering the parent response questions.
- Once assigned, the Family Advocate will have two weeks to follow up with the family to address any concerns from the Parent Response questions. Family Advocate will follow the **Identifying Children with Disability Concern procedure** under the Disabilities 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, Family Advocates will change the status to “ASQ - Parent Concern Closed” and add any notes discussed with the family.
- Teachers must complete the ASQ3 for each child **after the child has been in the program for at least three weeks, and prior to the 45-day deadline** from the child's first day of attendance.
 - The teacher is responsible for emailing the assigned Instructional Coach that they have completed the ASQ Online for a child.
- The assigned Instructional Coach will enter those results into Child Plus under the open ASQ event that has already been created.
 - 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) on the lesson plan.
 - If the child has a current IEP/ISFP, the Instructional Coach will close the concern with reason “Already receiving services.”
 - For children who fail the screener (in one or more areas), the Instructional Coach will create an action under the ASQ event in CP for themselves. The Instructional Coach has 2 weeks of CP notification 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.
- After 2-3 weeks of the strategies being implemented, the Instructional Coach and Teacher 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 concern is still present, the Instructional Coach will instruct the teacher to rescreen.
- **Rescreening of Child: If the concern continues to be evident**, the Instructional Coach will instruct the Teachers to rescreen the child on same age of screener. A re-screen will only be done if instructed by the Instructional Coach.
 - Once the teacher has completed the rescreen, the teacher notifies by email the assigned Instructional Coach that the rescreen has been completed.
 - If the child passes the second ASQ screener, the Instructional Coach will close the concern with reason: “Individualized strategies have been implemented for “x” amount of weeks; the child was rescreened using same age screener. 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 ASQ 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
Section 2 Questions	Teachers	1st Home Visit
Section 2 Responses	Instructional Coach	Enter in ChildPlus within two weeks of 1st Home Visit
Section 2 Parent Concern Action	Instructional Coach	Enter in ChildPlus within two weeks of the 1st Home Visit
Section 2 Follow Up	Family Advocate	Two weeks of Child Plus entry

ASQ3	Teachers	3 weeks after enrollment but before 45 days
ASQ3 results	Instructional Coach	1 week of screening
Parent Concern referral process	Family Advocate	2 weeks
If a child has an IEP/ISFP, close concern.	Instructional Coach	Within 1 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]

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: Teachers will assess students three times a year. 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

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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.

CLI Engage Access: All Head Start teachers have a unique username and password to access their classroom student data for the CIRCLE progress monitoring.

To create an account, please follow the this link and instructions

<https://public.cliengage.org/about/registration/>

Note: All Teachers involved in the Texas School Ready program will have this account set up for them.

CIRCLE Classroom Environment Checklist: All Head Start teachers will use the CIRCLE Classroom Environment Checklist to set up the classroom for the new school year and to maintain throughout the year. All Site Supervisors will have access to the checklists on the Share File.

Conducting the CIRCLE Progress Monitoring System: To Access the CIRCLE Progress Monitoring System:

1. Login to <https://cliengage>.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the "CIRCLE Progress Monitoring PreK" button underneath.
4. On the "Class View" page, click on the name of the class that includes the students you wish to assess.
5. You will see the "Student View" page. This page allows you to:
 - Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
 - Choose to administer an assessment in English/Spanish.
 - See the benchmark scores for students in a class.
 - Launch an assessment, or multiple assessments or subtests.

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]

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 access: To access the DRDP, you must use the mobile site at <https://app.childplus.com/CACentralTX>

Your login information is the same as your regular Child Plus access.

DRDP Training: All Teachers, Site Supervisors, and Education Team will be responsible for completing the DRDP Infant/Toddler Rate Certification (<https://www.caearlychildhoodonline.org>) yearly. This will be completed within the first 45 days of school or Date of Hire if after the first day of school.

DRDP Observations- Both Teachers will:

- Collect at least **two observations per measure** with evidence

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- (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.
- 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:

- Teachers will select the green Rate button.
- 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 an Instructional Coach or Education Service Director will be able to “Elect Not to Rate.”
 - The Instruction Coach will use the 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 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 (5024 DRDP Parent Report)	Teachers	After the rating period has been finalized.
Observation monitoring	Site Supervisor	Weekly
Observation monitoring	Instructional Coach	Monthly
Elect Not to Rate selections	Instructional Coach	At the end of the rating period
Parent Reports	Teachers	After each Rating week

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]

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
Standards of Conduct and Professional Ethics Personnel File in Flash Drive & Child Plus
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
CIRCLE Progress Monitoring & Child Reports on the CLI Engage Website (HS Only)
DECA 2 Summary Sheet on the e-DECA website
Behavior Incident Report Child Plus under Education tab
IEP/IFSP Individual Learning Plan under the Education in Child Plus
CPU Permission form uploaded under Education Tab 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.

Teachers will collect samples for each child monthly. Monthly sample entries to include at least **2** of the following per month:

- Writing sample (example: first name)
- Work sample with connection to 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.

Site Supervisors & Instructional Coaches will monitor the portfolios twice a semester.

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.
- **CPU Curriculum (Head Start Only):** Review lesson plans to ensure documentation of the CPU curriculum and upload CPU Permission forms to the Education tab in Child Plus.

- Use Child Plus **report 5004** to verify each week that Classroom staff 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 as needed.

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 Classroom staff 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.
 - DRDP percentages
 - CLI percentages
 - CLASS scores
 - Environment Checklist Concerns
 - Missing Home Visits/Parent Conferences
 - 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.

Site Supervisors 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 and Instructional Coaches will use this tool to monitor classrooms twice a semester for each classroom.

Task	Person Responsible	Timeline
Review, analyze, and action plan the results of the ASQ-3 Developmental Screener (CP2515)	Education Service Director	Early Fall and ongoing
Collect classroom-level environmental and teacher-child interaction (CLASS) data & CIRCLE Classroom Environmental Checklist; debrief results with classroom staff; action plan with staff for improvements to classroom environments (CP5630-5620)	Education Team, Site Supervisors, Instructional Coaches	Fall, Winter, and mid-spring
Monitor all classrooms using Ongoing Classroom Monitoring Tool	Site Supervisors	Twice a month
Monitor all classrooms using Ongoing Classroom Monitoring Tool	Instructional Coaches	Twice per semester
Curriculum Fidelity	Education Service Director Instructional Coaches	Twice per semester
Monitor Behavior Incident Report (BIR2)	Site Supervisors and MH Coordinator	As needed
Review and monitor parent conference and home visit completion to ensure that all student have received two of each type of parent meeting (CP2565)	Site Supervisors and Education Service Director	Quarterly and after each conference period
HS Portfolio Check	Site Supervisor HS Instructional Coach	Twice a semester
Learning Genie monitoring - Ongoing Parent Communication	Site Supervisor	Monthly
DRDP Observations Report 5004	Site Supervisors EHS Instructional Coach	Monthly
CPU Curriculum (Head Start Only)	Teachers	Once a year
CPU Documentation in CP	Site Supervisors	Upon completion

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]

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 and Learning Genie & 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 by Wednesday before the lesson is given.**
 - 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.
- **Lesson plans will be turned in two weeks in advance.**
- 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 Classroom staff weekly planning time. Times will vary by site.

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- 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.
 - o 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 on the Flash Drive.

- The Supplemental page will be included on the infant, toddler, and 3's lesson plan. The supplemental page must include:
 - o Supplemental Activities
 - o Individualization for children with IEP/IFSP
 - o Child Protection Unit (HS only) - this is a 6-week unit.
 - o TSR- For teachers participating in TSR (EHS & HS), and activities used as a result of CLI Testing (HS only) for individualization
 - o Transitions
 - o Baby Doll Circle Time- 3x per week
 - o Home Connections
 - o Small Groups
 - o Kindermusik - 3x per week

Task	Person Responsible	Timeline
Lesson Plans	EHS – EHS Teachers HS – Teacher 1	Weekly, turned into Instructional Coach by Friday two weeks in advance
Lesson Plan Monitoring	Instructional Coach	Returned to Classroom staff if needed
Lesson Plan implementation	Teachers	Daily
Lesson Plan implementation	Site Supervisor Instructional Coach	At least twice a month, On-going Classroom Monitoring tool 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 writing comprehensive and developmentally appropriate lesson plans within Head Start programs. 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]

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]

Procedure: Active Supervision

Purpose: Classroom staff 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.

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>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/active-supervision-toolkit.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)

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.

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]

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]

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 of Children

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]

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 the children to line up.
 - Staff will position themselves one at the front of the line and one at the back. The staff at the front of the line is responsible for the transition and tracking form. The staff at the front will complete name-to-face recognition and then count the children and mark the transition and tracking form.
 - Once complete the staff in the back of the line will repeat the name to face recognition and then count back to the other staff. The staff in the back of the line will complete a sweep of the classroom to ensure no child is left behind.
 - Staff will verify the number of children matches the number of children on the dry-erase board. Staff will complete a name-to-face check & count at every threshold they pass through along the transition route.
- When returning to the classroom:
 - Staff will call the children to line up.
 - Staff will position themselves one at the front of the line and one at the back. The staff at the front of the line is responsible for the transition and tracking form. The staff at the front will complete name-to-face recognition and then count the children and mark the transition and tracking form.
 - Once complete the staff in the back of the line will repeat the name to face recognition and then count the children back to the other staff. The staff in the back of the line will sweep the playground to ensure no child is left behind.
 - Staff will complete a name-to-face check & count at every threshold they pass through along the transition that the route. When they arrive back in the classroom staff will verify the number of children matches the number of children on the dry-erase board.
- Use of walking safety rings are mandatory and are used to train children to walk back and forth from their playground areas or other times spent away from the classroom.

- 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.
- The Instructional Coach will monitor the Daily Transition Tracking Form at least twice a Semester and document with their initial and date that it was reviewed on the space labeled Instructional Coach Check and Date.

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 Sign-In/Sign-Out Form (paper form or on Tablet), Child Plus entry	School Readiness & Professional Development Coordinator	Twice a semester at Biannual Visit
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
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Health/Sanitization

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]

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 Int.												

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]

Procedure: Diapering and Toileting in Education

Purpose: All children, parents, and Teachers have a unique view on diapering and toilet training young children. 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 the Site Supervisor 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 an infant 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 conversation².

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. The plan 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 Family Advocates 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.

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]

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.

Behavior Management

Classroom Management

Behavior Guidance-Behavior Incident Reports

Parent Communication/Engagement

Parent and 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]

Procedure: Parent and 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: The Head Start Program staff work daily to include families in the learning process. The weekly lesson plan that the Teacher prepares and uses to ensure high quality instruction, includes a parent component called Home Connections. In creating this very intentional link between the classroom and the home, the Teacher will extend an invitation to families to engage and assist in the teaching 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.

- **Center Newsletter:** Site Supervisors will 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 Supervisors, 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

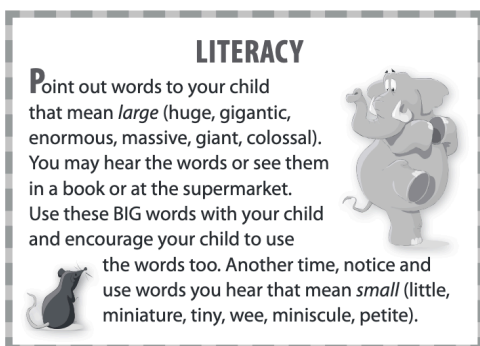
HS & EHS-Weekly Evidence of Progress Towards Child Goals

- **EHS-Teachers** will send a picture/video of each child once per week that shows evidence of progress towards the child's goal and communicates follow up activities that could be done at

home.

- **HS**-Teachers will send a picture or video once every other week that shows evidence of progress towards the child's goal and communicates follow up activities that could be done at home.
- For both EHS & HS, 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.



HS & EHS-Glance Into the Classroom: Teachers will send a picture or video of a group activity that targets a specific learning objective and/or the monthly theme and provide follow up activities that could be done at home. This should be completed weekly no later than Thursday at 3 pm. * **Be sure you have identified the children for whom you do not have permission to photograph or videotape.**

	Evidence towards goal	Glance into the Classroom	Monthly Monitoring
EHS	Weekly - Individually	Weekly - Whole Class	Site Supervisor
HS	Every other week - 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)

- **Items Discussed During All Visits:**
 - CIRCLE Progress Monitoring (Head Start only): Head Start families will be given a copy of the Child Report for each of the three monitoring waves of testing. These reports will be given to families at the conference/home visit following the latest wave.
 - Desired Results Developmental Profile (DRDP) (Early Head Start Only): Early Head Start families will be given a copy of the DRDP Parent Report for each of the four monitoring waves. These reports will be given to families at the conference/home visit following the latest wave.

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 way's 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:

1 st Home Visit	1st Parent Conference	2nd Home Visit	2 nd Parent Conference
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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.
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.

Parent Conference and Home Visit Expectations Based on Child Enrollment Date				
Date of Child Enrollment	8/18/25-11/4/25	11/5/25-2/17/26	2/18/26-5/5/26	After 5/6/26
EHS/HS Conference Sequence	1 st Home Visit 1 st Parent Conference 2 nd Home Visit 2 nd Parent Conference	1st Home Visit 1st Parent Conference 2nd Home Visit	1 st Home Visit 1st Parent Conference	1st Home Visit

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:

Task	Person Responsible	Timeline
Complete all conferences and home visits and document it	Teacher	In the months of August and January they have two weeks

into Child Plus.		following each conference and home visit day to enter into Child Plus. All other months of the school year they have a week to enter conferences and home visits into Child Plus.
Instructional Coaches will review all information gathered from conferences and home visits. Child Plus <u>Report 2565</u> will be used to ensure 1) All visits took place and 2) Data that needs follow up will be prioritized. Teacher follow up will take place as needed.	Instructional Coaches	Reports will be run on a Monthly Basis to ensure all home visits and conference data is entered and up to date.

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. Set goals for coaching. Create an action plan to guide coaching. Review and update goals and action plan throughout coaching partnership.	Gather information through observation. Record information about the observation. 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. Share and consider feedback. Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.).

Each 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

Necessary materials: First Cycle: Previous year's teacher-child interaction data, classroom environment data, child outcomes data, and curriculum fidelity data.

Necessary materials All Future Cycles: Current year's teacher-child interaction data, classroom environment data, child outcomes data, and curriculum fidelity data.

Forms Needed: Action Plan/Follow-up template, coaching resources, Child Plus access.

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.
- Focused Observation: The purpose of the Focused Observation part of practice-based coaching is to closely examine specific teaching practices and interactions within the classroom environment. By doing so, 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: 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

Shared Goals and Action Planning: Teaching staff that have significant challenges that appear as a result of the data collection and Professional Development Plan process will begin intensive coaching. The coach and the coachee will meet to develop a professional development goal and a second goal that follows the SMART format. Using the data outlined in the previous section, the coach and teacher will review all the information together, celebrate areas of identified strength, and prioritize areas of growth. The team will utilize the Action Plan form to organize their thoughts on the classroom goals, steps to achieve the goals and the person responsible, resources needed, and the timeline for action to occur. Lastly, the team will review their calendars and select a date and time when the coach will observe the classroom. The observation should be set at a time when the coach can ensure she will be able to observe the teacher practice whatever is the focus of coaching.

Following the meeting, both the coach and the teacher will maintain a copy of the Action Plan form to serve as a roadmap for their next steps.

Component 2: Focused Observation

Necessary forms: Action Plan/Follow-up template, coaching resources, laptop, and calendar

Focused Observation allows for the teacher and the coach to bring their action plan to life. The strength of the previous collaborative planning meeting will be demonstrated during the observation, where 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 coach will conduct their observations, focusing on the goal identified in the Action Plan/Follow-up template. Through the focused observation, carefully recorded information will be collected to assess staff progress toward the set goal. During the observation, the coach may record things the teacher and children say, do, related child actions, classroom environmental changes, or any other observations that contribute to the teacher fulfilling her Action Plan steps, indicating progress toward the goal. The coach will record all observation notes on the Focused Observation Log form in the Child Plus database, which will be prefilled with the observation focus prior to entering the classroom.

Component 3: Reflection and Feedback

Following the focused observation, the coach and teacher will schedule a follow-up meeting to discuss the observation where the 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 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 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 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 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 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 coach will strategically ask clarifying and probing open-ended questions to push the teacher's prior reflections, mindset, and perspective.

	Task	Person(s) Responsible	Timeline
1	Collect Beginning of Year (BOY) and On-Going Data: <u>Early Head Start:</u> CIRCLE Classroom Environmental Checklist; Infant/Toddler CLASS; Child assessments <u>Head Start:</u> CIRCLE Classroom Environment Checklist; Preschool CLASS; Child assessments	Education Service Director & Instructional Coaches	First 45 days
2	Analyze data. Collected data will be used to identify teacher goals, determine teachers who need intensive coaching, and drive individual improvement plans.	Education Team	September 2024, January, 2025, March, 2025, May 2025
3	Select teachers based in need of coaching. Decide the type of coaching needed (Intensive, TSR, etc..)	Education Team	October, 2023, January, 2024, March, 2024, May 2024
4	Meet with the teacher, to establish relationships and partnership, and clearly define roles. •Present and review data, review self-assessment •Contract, coaching forms •Discuss strengths and goal •Set goal; discuss next steps; set appointment for first observation	Coach and Teacher	1 st visit (each cycle)
5	Conduct focused observations: •Watch and listen •Record information about the observation •Use coaching strategies	Coach	2 nd visit and weekly as needed
6	Give resources/strategies	Coach	As needed
7	Debrief/ discuss observations, progress with goal: •Reflect on observation and progress •Give and receive feedback •Problem-solve •Use coaching strategies	Coach and Teacher	Each visit
8	Debrief/discuss observations and progress with goal	Coach	Each visit
9	Child Plus documentation of collaboration reflection, and progress with goal	Coach and Teacher	Each visit

10	Collect Data from coaching cycle: <u>Early Head Start:</u> CIRCLE Classroom Environment Checklist; Infant/Toddler CLASS; and teacher identified goals <u>Head Start:</u> CIRCLE Classroom Environment Checklist; CLASS; CIRCLE Progress Monitoring; and teacher identified goals Collect On-going Data: 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.	Coach and School Readiness and Professional Development Coordinator	At next scheduled data collection
11	Evaluate coaching cycle	School Readiness & Professional Development Coordinator & Program Director	After each coaching cycle
12	Share data with Education Team, Policy Council, and Board	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:

One or more is checked	New to Head Start or Early Head Start or our program	Transitioned from another position within the program	Recommended by Supervisor or Program Director
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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.

During the Initial Performance Evaluation Conference, the staff member and the Site Supervisor will review child assessment data at both the classroom and center levels. Together, they will identify an area for growth. The staff member will then develop a SMART goal and create an Action Plan outlining the steps they will take to improve in the selected area. Progress towards the goal will be reviewed during the Mid-Year Conference and again at the Final Conference. 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 & During Annual Performance Evaluation

SMART Goal & Action Plan	Staff member & Site Supervisor	Initial Performance Evaluation Conference
Progress towards goal	Staff member & Site Supervisor	Mid-Year Conference & Final Conference

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.

Diversity Statement

Statement of Inclusion and Respect for All Families

Policy: This policy applies to all Head Start classrooms, including staff, children, families, and volunteers involved in the program. Failure to adhere to this 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 [746.1309]
- Caring for Our Children Standards [1.4.1.1., 2.1.1.7, 2.1.2.2, 2.1.3.2, 2.3.1.1]

Procedure: Statement of Inclusion and Respect

Purpose: In accordance with the Head Start Act and Community Action policies, our program is committed to providing high-quality education and care that honors the strengths, backgrounds, languages, and abilities of each child and their family. We ensure that no discrimination occurs on the basis of race, color, national origin, sex, political affiliation, religion, or personal beliefs in any experience within our program.

Professional Development: All staff will receive annual training that promotes respectful, inclusive practices aligned with Head Start's expectations for positive child and family outcomes. Training will support staff in creating classrooms that are welcoming and responsive to the unique characteristics of each child and family, including cultural relevance, meaningful engagement, and thoughtful classroom practices.

Teaching Practices: Teachers will reflect the backgrounds and experiences of their students in classroom instruction and interactions to support a strong sense of identity and belonging. Instruction will remain aligned with the Early Learning Outcomes Framework (ELOF). Teachers are expected to build trusting relationships with families and incorporate relevant cultural or family traditions into their classroom where appropriate. All children will be supported in accessing the full range of learning activities through regular observation, individualized planning, and responsive teaching strategies.

For children whose home language is not English, teachers will provide intentional support to continue development in the home language, while also promoting English language acquisition. Please refer to the Dual Language Modeling procedure for further detail.

Classroom Environment: Each classroom must provide materials and experiences that reflect the variety of children and families served, helping children see themselves positively represented in the space.

Examples of materials include:

- Dolls representing different racial or ethnic groups
- Toys and visuals that reflect varying abilities
- Books or music in different languages
- Posters that reflect family and community life
- Labels in English and other languages spoken by enrolled families

Classroom arrangements should also consider individual developmental needs and goals identified in partnership with families. Teachers will assess and adjust the environment regularly to ensure it supports every child's learning and well-being.

Family Engagement: Families are their child's first and most important teachers. Staff will build relationships with families by recognizing and respecting each family's values, traditions, and preferences. This approach helps staff create classroom experiences that are meaningful to each child.

Families are invited and encouraged to participate in many aspects of the program, including classroom volunteering, contributing to lesson planning, and joining the Policy Council. Families are never required to contribute financially or provide items to participate in any activities.

Holidays, Celebrations, and Traditions: Upon enrollment, families will complete a Family Traditions survey to share how they celebrate holidays and special occasions. Teachers will refer to this information throughout the year to ensure that family practices are acknowledged and, when possible, reflected in classroom activities.

Any holiday or celebration-related activities will be planned using developmentally appropriate learning objectives and documented in weekly lesson plans. These plans are reviewed by an Education Coordinator to ensure alignment with program goals. Activities will not disrupt the daily schedule or replace core curriculum. Families will not be asked to provide food, materials, or supplies for these activities. Outside food is not allowed during celebrations.



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, 2024. 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

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 [1302.12a, 1302.14]

Child Care Licensing Minimum Standards [746.603a, 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.

The Head Start Program of Community Action, Inc. of Central Texas (CAI) will conduct an eligibility interview with each family to verify submitted documentation, complete the Application Supplement, and review the application submitted online through the program's database management system, Child Plus. The Eligibility Interview is completed by program staff including the Family Advocate, Family Advocate Assistant, and if needed, the Family Services and ERSEA Administrative assistant. All communication and notes are documented in Child Plus. Eligibility interviews are conducted in-person however if it becomes a barrier to the family completing the application, interviews are completed over the phone.

The Eligibility Interview reviews the following:

Application Module	<ul style="list-style-type: none"> • Information entered by the family. • Program staff make adjustments and notes as necessary. • Family size
Enrollment Module	<ul style="list-style-type: none"> • Verification of income • Verification of age • Immunization record • Medical records • Therapy records • Program staff make adjustments and notes as necessary
Application Supplement	<ul style="list-style-type: none"> • TEA Locator to verify that the family is within the service area • Additional questions to complete the application • Program staff make adjustments and notes as necessary

After the Eligibility Interview is conducted, program staff finalize the following information:

Application Module	<ul style="list-style-type: none"> ● Family Income ● Eligibility Verification Form
Enrollment Module	<ul style="list-style-type: none"> ● Eligibility ● Eligibility Criteria ● Eligibility Notes ● Change the status of the application to <i>ERSEA Administrative Review</i> <ul style="list-style-type: none"> ○ If needed, application status may be changed to <i>Needs Disability Review, Needs Mental Health Review, Needs Disability and Mental Health Review</i>

The Family Service & ERSEA Administrative Assistant will review:

Application Module	<ul style="list-style-type: none"> ● Family Income ● Eligibility Verification Form
Enrollment Module	<ul style="list-style-type: none"> ● Eligibility ● Eligibility Criteria ● Eligibility Notes ● Application Supplement ● Change application status to Ready for Review ● If incomplete, the Family Service & ERSEA Administrative Assistant makes notes in Enrollment Notes and the Family Advocate makes corrections. <ul style="list-style-type: none"> ○ Report 2025 will be used to review the status and application needs and the To-Do List - ERSEA Administrative Reviewed - Pending or ERSEA Reviewed - Needs EVF.

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"> ● Medical records ● Therapy notes ● Diagnosis ● Individual Education Plan (IEP) ● Individual Family Service Plan (IFSP) ● If complete, The Disability & Mental Health Coordinator will change application status to <i>Ready for Review</i> ● If incomplete, The Disability & Mental Health Coordinator will change the application status to <i>Disability & Mental Health Review - Pending</i> and make notes in the Enrollment notes box. <ul style="list-style-type: none"> ○ Report 2025 will be used to review the status and application needs and the To-Do List - ERSEA Reviewed - Pending or ERSEA Reviewed -
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	Needs EVF.
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The ERSEA & Transition Coordinator will review:

Application Module	<ul style="list-style-type: none"> ● Family Income ● Eligibility Verification Form
Enrollment Module	<ul style="list-style-type: none"> ● Eligibility ● Eligibility Criteria ● Eligibility Notes ● Application Supplement ● Change application status to Complete & Verified. ● If complete, the application goes to Waitlist status. ● If incomplete, the ERSEA & Transition Coordinator makes notes in Enrollment Notes and the Family Advocate makes corrections. <ul style="list-style-type: none"> ○ Report 2025 will be used to review status and application needs as well as the To-Do List - ERSEA Reviewed - Pending or ERSEA Reviewed - Needs EVF.

[2024/2025 Eligibility Criteria](#)

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 direction for 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"> • 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, and if necessary, text message. • All contact is documented in Child Plus in the Application Tracking Module. <p>Application Tracking Module Guide</p> <p>Application Status Guide</p>

2	The parent/guardian submits all documentation.	Within 5 business days	<ul style="list-style-type: none"> ● Family Advocate schedules Eligibility Interview <ul style="list-style-type: none"> ➢ If the application is complete, change the Application Status to <i>ERSEA Admin Review</i>. ➢ If the application is incomplete, FA requests further documentation and changes the Application Status to <i>Incomplete</i>. ➢ Notifications of incomplete documentation are made by phone, email, and if necessary, text message. ➢ All contact is documented in Child Plus in the Application Tracking Module. ● Incomplete applications are reviewed weekly and contact is made in an attempt to complete the application. ● Application Status is changed to <i>Family Not Interested</i> after 3 attempts to contact for supporting documentation. <p>Eligibility Interview Procedure Eligibility Review Guide</p>
3	Family Advocate finalizes application; changes Application Status to <i>ERSEA Administrative Review</i> if no further action is needed.	Within 5 business days	<ul style="list-style-type: none"> ● The Family Services Assistant will review <ul style="list-style-type: none"> ➢ If complete, the application goes to Ready to Review. ➢ If incomplete, the Family Services Assistant makes notes in Enrollment Notes and the Family Advocate makes corrections. <ul style="list-style-type: none"> ○ Family Service & ERSEA Admin notifies Family Advocate by changing Application Status to <i>ERSEA Administrative Reviewed - Pending</i> or <i>ERSEA Reviewed - Needs EVF</i>. ○ Report 2025 will be used to review status and application needs and the To-Do List - <i>ERSEA Administrative Reviewed - Pending</i> or <i>ERSEA Reviewed - Needs EVF</i>.

4	<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"> ➤ <i>Needs Disability Review</i> ➤ <i>Needs Mental Health Review</i> ➤ <i>Needs Mental Health & Disability Review</i> 	<p>Within 5 business days</p>	<ul style="list-style-type: none"> ● Mental Health/Disability Coordinator will review <ul style="list-style-type: none"> ○ If complete, the application goes to <i>Ready for Review</i> for the ERSEA & Transition Coordinator to review ○ If incomplete, notes are made in the Enrollment Notes and the application goes to <i>Disability & Mental Health Review - Pending</i>. ○ Report 2025 will be used to review status and application needs and the To-Do List - <i>Disability & Mental Health Review - Pending</i>.
5	<p>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.</p>	<p>Within 5 business days</p>	<ul style="list-style-type: none"> ● ERSEA & Transition Coordinator will review <ul style="list-style-type: none"> ○ If complete, the application goes to Waitlist status. ○ If incomplete, make notes in Enrollment Notes and change status to ERSEA Reviewed - Pending, and the Family Advocate will make corrections. ○ Report 2025 will be used to review status and application needs and the To-Do List - ERSEA Reviewed - Pending or ERSEA Reviewed - Needs EVF.
6	<p>Selection is conducted.</p>	<p>Within 5 business days if slots need to be filled.</p>	<ul style="list-style-type: none"> ● ERSEA & Transition Coordinator will be selecting to fill the vacancy. The Site Supervisor, Family Advocate, and Content Coordinators are invited to attend as needed. ● Child Plus Report 2025 is used to determine the Waitlist in which the children are selected.

After a Selection:

	Steps	Timeline	Actions
1	The family is notified.	Within 5 business days	<p>The Enrollment Procedure will be followed. Steps include:</p> <ul style="list-style-type: none"> ➤ Family Advocate completes enrollment ➤ Family Advocate creates Child File ➤ Teacher completes First Home Visit ➤ Student Family Review is conducted.
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]

Child Care Licensing Minimum Standards

Caring for Our Children Standards

Procedure: Recruitment Procedure

Purpose: This procedure identifies expectations for efforts to recruit eligible children into the program with an emphasis on recruitment during the Spring and Summer. This procedure lays out community partners who may assist with recruitment and includes a recruitment plan that is initiated by the ERSEA & Transition Coordinator.

Recruitment efforts target income-eligible children in the service areas throughout the year. The Spring and Summer see the largest effort to recruit for the upcoming school year. Applications are taken all year to maintain full enrollment and a Waitlist of 10% for each site.

The program collaborates with local school districts and early intervention service providers to recruit children who fall under the Individuals with Disabilities Act (IDEA). Efforts are made to serve children experiencing homelessness and foster care.

Collaborating community partners include:

- 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. Eligibility criteria prioritize children in foster care, children experiencing homelessness, and families receiving public assistance such as the Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), and Temporary Assistance for Needy Families (TANF). Children receiving special education services under the Individuals with Disabilities Education Act (IDEA) or early intervention services are also prioritized.

Selections

Selections are held to fill vacancies as needed. The ERSEA & Transition Coordinator schedules selections and the Site Supervisor and Family Advocate will attend the meeting. The program database management system, Child Plus, tracks applications for selections using Report 2025. Information monitored includes income status, eligibility criteria, and ranks according to such.

Selections for Head Start require children to be age 3 at Enrollment. Early Head Start must be ages 0 to 3 at enrollment. Children are selected within the parameters of age so that all ratios for Texas Child Care Licensing are met. Vacant slots are filled within thirty calendar days.

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. 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 prekindergarten 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	312	Funded Enrollment	197
Allotted 10%	31	Allotted 10%	19

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	312	Funded Enrollment	197
Allotted 35%	109	Allotted 35%	68

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 [1302.1]
Child Care Licensing Minimum Standards [746.501.13, 746.601]
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. The Family Advocate will then email the Site Supervisor, teacher, and ERSEA & Transition Coordinator to notify when enrollment has been completed.
2. The teacher meets with the parent/guardian to complete the First Home Visit.
 - a. Home Visits are to be completed prior to the child starting in the center and within 5 days from the completion of enrollment.
 - b. For collaboration sites, home visits are to be completed within one week of starting in the center.
3. All needed support plans must be completed with Content Coordinators prior to the Student Family Review.
4. A Student Family Review will be completed with the Site Supervisor, Family Advocate, teacher, and as needed, Content Coordinators.
 - Add as *SFR - New Enrollee* in Child Plus.
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"> ▪ Enter in Child Plus ▪ Print and file in Child File.
Emergency Card English Spanish	Family Advocate fills in with parent/guardian; parent/guardian signs. <ul style="list-style-type: none"> ▪ Obtain parent/guardian ID if one still needs to be uploaded. 	<ul style="list-style-type: none"> ▪ Save original in Emergency Card folder on CAI computer network ▪ Upload Emergency Card & Parent/Guardian ID to Child Plus under Education tab ▪ Give copies to Site Supervisor and Teacher ▪ Original filed in Child File.
Parent Handbook	<ul style="list-style-type: none"> ▪ Family Advocate reviews with parent/guardian with a master copy in Enrollment Master Copy. ▪ Family Advocate will show the family it is online. 	Families can locate online or request a paper copy.
Parent Handbook Receipt & Acknowledgement	Parent/guardian signs.	Upload to Child Plus Under the Enrollment Tab. Original Filed in Child File.
Receipt of Parent Rights Form	Family Advocate reviews with parent/guardian. Parent/Guardian signs	Parent Rights document located online - link is on the receipt form Upload to Child Plus under the Enrollment tab 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
William Crook CDC- Camera Acknowledgement William Crook CDC only	Family Advocate Completes with parent; Parent/Guardian signs	<ul style="list-style-type: none"> ▪ Enter in Child Plus
Health		
TB Screening Questionnaire (1 year and older only)	Parent/Guardian signs	<ul style="list-style-type: none"> ▪ Enter in Child Plus ▪ Print & file in Child File
Infant Safe Sleep Policy (Infants 0-18m and children who use a crib regularly)	Parent/Guardian signs	Upload to Child Plus 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 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	<ul style="list-style-type: none"> ▪ Uploads to Child Plus under Health tab ▪ File in Child File

Immunization Record	Parent provides a copy.	<ul style="list-style-type: none"> ▪ Uploads to Child Plus under Immunizations (<i>copy may have been given with the application</i>) ▪ File in Child File
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"> ▪ Upload supporting documentation to Child Plus in Health - Attachments tab ▪ Health Coordinator enters Health Plan, if needed
Permission to Exchange Confidential Information (William Crook CDC will complete every 45 Days)	Family Advocate reviews and completes based upon information learned from family during Enrollment.	<ul style="list-style-type: none"> ▪ Upload into Health tab ▪ File in Family Service Binder
Flu Information	Family Advocate reviews with family.	Give to Parent
Education		
CLI Milestone Developmental Checklist	Family Advocate reviews with family. Parent reviews for first teacher visit.	Give to parent
Facilities & Maintenance		
Pedestrian Safety Training for Parents	Family Advocate review with parents	<ul style="list-style-type: none"> ▪ Document in Child Plus under Transportation for parent ▪ Located online or parent can request paper copy
Emergency Evacuation Information	Family Advocate reviews with parents	Give to parent
Nutrition		
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	1. Family Advocate completes in Child Plus with input from parent; parent signs	<ul style="list-style-type: none"> ▪ Entered in Child Plus ▪ If needed, the Food Substitution Agreement is

	a. If a Yes is generated for Food Substitution Form regarding special diet, a Food Substitution Agreement is signed b. Obtain doctor's note to confirm substitution.	uploaded to attachments on the Health tab. ▪ Upload doctor's note to the Health tab and notify Nutrition Coordinator.
Nutrition Screening (Bonham Only)	Family advocate completes based on family need.	Entered in Child Plus under Nutrition.
Mental Wellness		
Wellness Follow-up (if applicable)	Family Advocate will completes with input from parent; parent signs.	▪ Entered in Child Plus
Permission to Exchange Confidential Information (William Crook CDC will complete every 45 days)	Family Advocate reviews and completes based upon information learned from parent during the conversation. A separate form must be completed for each agency working with the child; the parent signs.	▪ Upload to Child Plus Mental Health tab ▪ Send original to MH&D CoDordinator.
Child Protection Unit Letter (Bonham Only)	Family Advocate will review and complete with parent.	Entered in Child Plus under Education.
Permission	Permission to Observe	* In Child Plus answer the Parent Permission question.
Disabilities		
<i>Only completed when points were received for concerns or when child is currently receiving services</i>		
Disability Follow-Up Form	Family Advocate will complete with parent/guardian.	▪ Entered in Child Plus
Permission to Exchange Confidential Information (William Crook CDC will complete every 45 days)	Family Advocate reviews and completes for each agency child receives services.	▪ Upload to Child Plus Disability tab ▪ File in Family Services Binder
IEP/IFSP	IEP/IFSP current documentation	* Upload IEP/IFSP under Disability tab * Make sure we have GOALS
Family Services		
Permission to Exchange Confidential Information (William Crook CDC will complete every 45 days)	Family Advocate reviews and completes based upon information learned from parent during above conversation	▪ Upload to Child Plus Family Services tab ▪ Send original to Family Service Coordinator

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 [1302.1]

Child Care Licensing Minimum Standards [746.601]

Caring for Our Children Standards [9.2.1.3]

Procedure: Emergency Card Procedure

Purpose: This procedure aims to ensure the safety of children in the program by determining who is allowed to pick up the child from the center. This procedure determines how emergency cards are composed and updated through the collaboration of parents and agency staff at enrollment and throughout the year.

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 > under the family information tab- add emergency contact - click the boxes *Emergency Contact & Release to*.
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 > under the family information tab- add emergency contact - click the boxes *Emergency Contact & Release to*.
6. An updated card is filed in the Child File.

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. That person must present a photo ID to pick up the child. 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 and have a photo ID.

Pregnant Women Enrollment Procedure

Policy: This policy is to provide expectations for staff to complete enrollment for pregnant women 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 Pregnant Women Enrollment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards [1302.1]

Child Care Licensing Minimum Standards [746.601]

Caring for Our Children Standards [9.2.1.3]

Procedure: Pregnant Women Enrollment Procedure

Purpose:

1. The following is completed at Enrollment with the Family Advocate:
 - The date completed begins the 90 days for the participant.

ERSEA & Transitions		
Form	Completion Instructions	Filing Instructions
Welcome to Head Start	Family Advocate reviews with parent/guardian	Given to parent/guardian
Pregnant Women Enrollment	Family Advocate completes with parent; Parent/guardian signs	<ul style="list-style-type: none"> • Entered in Child Plus • Print and file in Child File
Pregnant Women's Transition	Family Advocate completes the Before Birth section with the participant.	<ul style="list-style-type: none"> • Entered in Child Plus Pregnancy Tab <ul style="list-style-type: none"> ○ Pregnancy Women's Transition (see below)
Mental Wellness		
Mental Wellness Follow-up, (if applicable)	Family Advocate will complete with the parent to follow up on concerns noted on the application - <i>Only completed for those who received mental wellness points.</i>	Entered in Child Plus in the Mental Health tab <ul style="list-style-type: none"> ○ named Mental Wellness Follow-up
Permission to Exchange Confidential Information, (if applicable)	Family Advocate reviews and completes based upon information learned from a parent during the above conversation A separate form must be completed for each agency working with the child; parent signs	<ul style="list-style-type: none"> • Upload to the Child Plus Mental Health tab • Original filed in Family Service Binder
Family Services		
Permission to Exchange Confidential Information	Family Advocate reviews and completes based upon information	<ul style="list-style-type: none"> • Upload to Child Plus Family Services tab

	learned from a parent during the above conversation	• Original filed in Family Services Binder
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2. After enrollment is complete, email the ERSEA & Transition Coordinator to enroll the participant.
3. Use information provided during enrollment to update the Pregnancy Module in Child Plus.
4. Enter Pregnancy PIR information.

How to Enter Pregnancy Enrollment

Application	Enrollment	Family Services	Health	Immunizations	Disability	Mental Health	Pregnancy	Transportation	Education	Attendance	PIR
Application Tracking	Crook CDC Camera Acknowledgement	Enrollment	Enrollment Checklist	Pregnant Women Enrollment	Re-Enrollment						

How to Enter Pregnancy Transition Event

Application	Enrollment	Family Services	Health	Immunizations	Disability	Mental Health	Pregnancy	Transportation	Education	Attendance	PIR
Pregnancy	Attachments (0)	Pregnant Women's Transition									

Pregnant Women Transition Print All Records Add Pregnant Women's Transition

Drag a column header here to group by that column

Pregnancy to Child Enrollment Procedure

Policy: This policy is to identify enrollment procedures for the children of enrolled pregnant women. This policy outlines processes that should occur before the child is considered enrolled. Failure to adhere to the Pregnancy to Child Enrollment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance: Head Start Performance Standards [1302.1]

Child Care Licensing Minimum Standards [746.601]

Caring for Our Children Standards [9.2.1.3]

Procedure: Pregnancy to Child Enrollment Procedure

Purpose: The following is completed with the Family Advocate after the enrolled pregnant woman has had the child. Enrollments are completed in person to acquire parent/guardian signatures. A child is considered enrolled once they attend the center and this starts the timeline for 45 and 90-day deadlines.

1. The Family Advocate will upload a birth certificate and shot record from the parent before the child starts in the center. Information should be obtained at the 2-week home visit.
2. The Family Advocate will then add the child in Child Plus in the Family Information section and create a participation record.
3. All information from the parent's application needs to be transferred to the child.
4. Contact the ERSEA & Transition Coordinator for Review.
5. The ERSEA & Transitions Coordinator will change the status of the child.
6. The Family Advocate will complete EHS enrollment with the parent.
7. Family Advocate will notify the ERSEA & Transition Coordinator of enrollment completion.
8. The ERSEA & Transition Coordinator will give the official start date. Factors include but are not limited to health clearance from the Health Services Coordinator.

All communication about enrollment and start date will be via email.

Re-Enrollment Procedure

Policy: This policy is to guide 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 [1302.1]

Child Care Licensing Minimum Standards [746.601c, 746.501.13]

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 the Enrollment tab with parent/guardian.	Print a signed copy from Child Plus and place it in the Child File.	ERSEA
Pedestrian Safety Training for Parents	Family Advocate review with parent/guardian.	Document in Child Plus under the Transportation tab for parents. Located online or parents can request paper copies.	Operations & Safety
Infant Safe Sleep Policy (<i>Infants only, 0-12m or if the child is not walking</i>)	Family Advocate reviews and parent/guardian signs.	Child's File.	Education

TB Screening Questionnaire (1 year and older only)	Family Advocate completes with parent/guardian.	Print a signed copy from Child Plus and place it in the Child File.	Health
Lead Risk Questionnaire (only completed for those without a blood result on file)	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 (25-26 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 original in Family Service Binder.	Health, Mental Health/Disabilities, and Family Services
Henry Bush to Bonham Only			
HS Nutrition Screening	Family Advocate completes with input from the parent; parent signs.	Upload to Child Plus: Mental Health tab.	Mental Health
Second Step Child Protection Unit Permission Form	The Family Advocate reviews the contents with the parent; the parent signs.	Upload to Child Plus under Mental Health.	Mental Health

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 [746.1203, 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.

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.

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 Application. 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 after two days of no contact with the family.

No contact

If the child misses 3 school days in a row and there is no contact with the center, staff will complete a Student Family Review to identify ways to re-engage 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 Student Family Review with the Site Supervisor, Family Advocate, and the ERSEA & Transition Coordinator will be completed. 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. A Student Family Review with the Site Supervisor, Family Advocate, and the ERSEA & Transition Coordinator will be completed. The program will consider this a vacancy and fill it accordingly.

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:

- 2301- Average Daily Attendance
- 2305 - Monthly Attendance
- 2330 - Consecutive Absences

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

Attendance Contracts

After meeting with families to support regular attendance, an Attendance Contract may be used to re-engage a family. Contracts are primarily used at the Hays PEP and Pregnancy Center with school district staff. Community sites may use them at the discretion of the ERSEA & Transition Coordinator.

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.

Classroom	Person Responsible	Duties
Prekindergarten 4's including Inclusion	Family Advocate	<ul style="list-style-type: none"> • The teacher takes attendance and reports to the ISD registrar • Check-in with the ISD teacher regarding absences • Report any information to the ISD Registrar by 9:30 • Enter notes and attendance in Child Plus by the end of the day

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.

Hays PEP/Pregnancy Center Attendance

Hays CISD and Head Start staff work in collaboration to support regular attendance. District personnel monitor the parent's attendance and can withdraw child care when necessary after all efforts have been exhausted.

[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 (b)(5)(iii-iv)]
 Child Care Licensing Minimum Standards [746.1205, 746.631, 746.501]
 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 2:30 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 Program Director and the ERSEA & Transition Coordinator. If the Site Supervisor is not available, the staff who are present will proceed with the necessary steps.

The following will take place after a late pick-up has occurred: Additional steps may be taken to individualize family support. Steps may be accelerated to support the family and program staff.

#	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"> ● Teacher documents in Child Plus <ul style="list-style-type: none"> ○ Attendance > Attendance Follow-Up > Follow-up type - Late Pickup ● Information documented in Notes for that day: <ol style="list-style-type: none"> 1. Reason for being late 2. Time of pick up 	At pick up

2	Teacher notifies Site Supervisor and Family Advocate via email	<ul style="list-style-type: none"> Family Advocate checks in with the family and gives support as needed and documents in Child Plus - Attendance Follow-up 	Next day
Third Time			
1	The parent signs the child out giving the reason for being late	<ul style="list-style-type: none"> Teacher documents in Child Plus <ul style="list-style-type: none"> Attendance > Attendance Follow-Up > Follow-up type - Late Pickup Information documented in Notes for that day: <ol style="list-style-type: none"> Reason for being late Time of pick up 	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"> The site supervisor documents the visit in Child Plus as an Attendance Follow-up Family Advocate provides support as needed and documents in Child Plus - Attendance Follow-up Pick-up plans are discussed, created, and documented in Child Plus Attendance - Follow-up 	Within two days of late pickup
Fourth Time			
1	The parent signs child out giving the reason for being late	<ul style="list-style-type: none"> Teacher documents in Child Plus <ul style="list-style-type: none"> Attendance > Attendance Follow-Up > Follow-up type - Late Pickup Information documented in Notes for that day: <ol style="list-style-type: none"> reason for being late time of pick up 	At pick up
2	ERSEA & Transition Coordinator is notified via email	Site Supervisor	Next day
3	ERSEA & Transition Coordinator, Family Advocate, and Site Supervisor meet with family to discuss late pick up and review pick up plans	<ul style="list-style-type: none"> ERSEA & Transition Coordinator will document meetings and outcomes in Child Plus - Attendance Follow-up 	Day of meeting
Fifth Time			
1	The parent signs child out giving the reason for being late	<ul style="list-style-type: none"> Teacher Teacher- Document in Child Plus <ul style="list-style-type: none"> Attendance > Attendance Follow-Up > Follow-up type - Late Pickup Information documented in Notes for that day: 	At pick up

		1. Reason for being late 2. Time of pick 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"> • Late Pick-Up Contract • Termination of Services 	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

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▼ Attendance Follow-Up

Staff Responsible for Attendance Alerts

Due Date	Days Left	Follow-Up	Responsible Staff	Completed	Notes
8/31/22	Complete	Late Pickup	Engelke, Danielle	8/31/22	Child was picked up at 2:37 due to traffic.

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.

1. Click on Add Follow-Up
2. Fill in each box.
 - a. Due Date - date of occurrence
 - b. Follow up - Late Pickup
 - c. Responsible Staff - staff entering occurrence
 - d. Completed date - date of occurrence
 - e. Notes - Give time picked up or number of minutes late with reason from family.

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.

Within the first 60 days of program operation or from a child's enrollment date when starting mid-year and on an ongoing basis thereafter, the Head Start Program will review individual child attendance data. After the winter break, 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, the Head Start Program will develop and implement appropriate strategies with families to improve individual attendance.

During a site visit, the ERSEA & Transition Coordinator and Family Advocate will collaborate to identify children who fall below ninety percent that will require an **Attendance Success Plan** using Child Plus Report 2305. All absences will count towards the missing ten percent to wholly identify potential chronic absenteeism. The ERSEA & Transition Coordinator will monitor monthly for any children who start after the school year begins and may need individual attendance plans.

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. The ERSEA & Transition Coordinator, Site Supervisor, and Family Advocate will meet with families, as needed, to support and problem-solve when absenteeism does not improve.

Schedule for Attendance Success Plans

	<u>Attendance Plan Meeting</u>	<u>Attendance Plan Follow-Up</u>
<u>Semester 1</u>	After 60 Days- End of October	January- After the Semester Ends
<u>Semester 2</u>	After 60 Days- Spring Break	End of May- HS Program Ends

Attendance Success Plan Template

[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 [746.603a]

Caring for Our Children Standards [9.2.2.1, 9.2.2.2]

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 3rd 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"> ▪ Family Advocate completes with parent/guardian. ▪ Entered in Child Plus.
Status	<ul style="list-style-type: none"> ▪ 30M Transition in Progress – you’ve started the event but not completed it with family ▪ Completed – met with family to discuss
Closed Date	<ul style="list-style-type: none"> ▪ Date you met with family
Transition Takes Place Date	<ul style="list-style-type: none"> ▪ Date the semester ends
Description of family resources	<ul style="list-style-type: none"> ▪ Strengths family has to support the transition of the program
Child Care Subsidy	<ul style="list-style-type: none"> ▪ CCS – provided by Texas Workforce Commission ▪ Is income-based for parents working or in school ▪ Typically operating on a waitlist
Texas Home Visiting	<ul style="list-style-type: none"> ▪ CAI program providing in-home/virtual parent education ▪ Parent Educator provides comprehensive case management for entire family ▪ Email referral to Megan Campbell
Disability & Mental Health	<ul style="list-style-type: none"> ▪ Reach out to the Disability & Mental Health Coordinator for individualized guidance. ▪ If receiving services through ECI (Bluebonnet Trails or Any Baby Can, a 30M transition will also be conducted with their case manager. ▪ Services for the child will stop at age 3. <p>ECI to LEA Flowchart</p>

Family Services	<ul style="list-style-type: none"> ▪ Families in crisis would be families experiencing homelessness, have an open CPS case, immediate need for food/shelter, etc. ▪ Do other agencies know of the upcoming transition? ▪ The situation should be noted but prioritized to support the family.
Final Day of Transition	<ul style="list-style-type: none"> ▪ Last day of school before winter break in December or last day of HS school year in May

[Transition ECI to LEA](#)

Archiving

Child File Archiving Procedure

Policy: The objective of this procedure is to give staff the guidance to properly archive child files and prepare them for storage.

Procedure: Child File Archiving Procedure

Purpose: This procedure breaks down the process of archiving a child file exiting the Head Start of Early Head Start Program.

Staff Responsible: Site Supervisor & Family Advocates

Early Head Start:

- If the child is currently enrolled in EHS and returning, the child file stays on site.
- If the child is selected for HS and was at EHS for any period during the school year, the entire EHS child file will need to transfer to Head Start once the file has been disassembled to a large brown envelope.
- The EHS file will be housed at the HS site. Files should not combine. You can store separately to archive all together at a later time.
- Children who exit the program throughout the year will have files disassembled and will remain on site until center archives files.

Head Start:

- All files of children who exit the program will be disassembled and archived.
- Children who exit the program throughout the year will have files disassembled and will remain on site until center archives files.

File Collection & Storage – Operations Coordinator

1. Site Supervisor must request boxes and envelopes from the HS Office Manager via Child Plus.
2. Child records from the Child's File should be placed in a large brown envelope and labeled with the following on the top left corner:
 - Center Name
 - School Year
 - Child's name CPID #
 - Date of birth
 - Date of the initial enrollment and exit date.
3. Records should be in the following order:
 - Child File contents
 - Family Service Binder contents (if applicable).
4. All envelopes must be placed into a box labeled with the outside of the File Archiving Box label. The outside of the box is not to be marked on.
5. A roster of each classroom must be printed out and taped to the inside lid of the box.
 - Use Child Plus report 2125 for a class roster

- Tape only the 4 corners of the roster to the inside of the lid.
- 6. Site Supervisor must submit an Operations Request form to arrange a pick up by Operations Specialist.
- 7. Operations Specialist must verify number of boxes and files on the Operations Requests form at pickup.
- 8. Operations Specialist will transport boxed files to the central location: Village Warehouse

At the Village Warehouse:

1. Operations Coordinator will complete a Child File Archiving Checklist to ensure that the envelopes are properly archived.
 2. Operations Coordinator will place envelopes with files in locked filing cabinets, and ensure that **RED DOT** files are stored accordingly.
 3. Operations Coordinator must remove classroom rosters from the box and file them with the files in the locked cabinets.
 4. Operations Coordinator must label the filing cabinet drawer with center name and year(s)
 5. 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.

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.

RED DOT FILES – Program Director

If a child is flagged in Child Plus with a red flag the envelope must be marked with a red dot. It will be labeled with the following:

- Center Name
- School Year
- Child's name/CP ID #
- Date of birth
- Date of the initial enrollment.

Special Circumstances/Red Dot records that contain information that may pose a future liability to the Agency:

- A. Legal disputes involving the agency.
- B. Client Injury or accident occurred while seeking or receiving services at a Community Action, Inc. site or while was being transported in an agency vehicle and if EMS was called and/or client was hospitalized.
- C. Records documenting the actual or suspected abuse/neglect of a child (if agency staff were involved).
 - These files should be archived with all other files, but a listing of red files should be forwarded to the Head Start Program Director.
 - Child's name must be highlighted in pink on classroom roster on box.
 - 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). These files will be retained in a separate locked cabinet marked with a red dot until child's 21st birthday.

Mental Health & Disabilities

1. Center staff will ensure all Mental Health & Disability documentation is uploaded in the corresponding tab in Child Plus. Paperwork includes:
 - IEP/IFSP, Service Page Documents, IEP/IFSP Progress notes/reviews, Medical paperwork, Monthly Individual Service log, Permission to Exchange Confidential Information.
2. Original paperwork may be shredded after its uploaded according to the File Destruction Procedure.

File Destruction - Operations Team

1. Twice a year Head Start Program Director schedules Office Shredding Company for file destruction, and notifies Operations Coordinator of the scheduled date.
2. Operations Coordinator will notify the Operations Specialist of the date to ensure that the team is present.
3. Operations Coordinator will remove files for shredding according to shredding and destruction procedure.

4. Files are removed with the envelopes.
5. Operations Coordinator completes the Document Destruction form and attaches the roster to it.
6. Completed Document Destruction form (with attached roster) is filed in a binder located the office of the Operations Coordinator.

Transitions Within the Program

Early Head Start to Head Start

1. If the child is selected for HS and was enrolled in EHS for any period during the school year, the entire child file will need to transfer to Head Start.
 - The EHS file is archived in an envelope with all contents.
 - EHS files will be marked EHS 1 of 2, 2 of 2, etc., if needed.
 - The EHS file will be sent to the HS site. Files should not combine. § The EHS file will be housed with the new HS file.
2. The Head Start Family Advocate will create a new file with for the child with new program information.

Site to Site – same program

1. Head Start files (3's to PreK) will be transferred no later than July 1. Family Advocates will set up a transfer day.
2. Children who transfer sites within the same program will have their files transferred by Family Advocates.

Resources & Guides

Eligibility Review 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.

1. Once documentation is received, set up a phone call or Zoom to review eligibility information with the family.

Completed with the family in-person or on call:

2. Start on the Application Tab.
 - Review & verify all information for each person listed in the household.
 - Correct information as needed and document each update in the corresponding notes box.
3. In the Application tab, add an Income Verification
 - Do this before the new participation record
 - Blank out and put in notes
4. In the Enrollment tab, add a Participation Record.
 - Do not carry over info from previous records.
- 5.. In the Enrollment tab, add an Application Supplement.
 - Inform the family before starting the Application Supplement 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

Completed after the call:

6. In the Enrollment tab, enter the Eligibility Criteria.
 - Add notes – Household number, type of interview conducted
 - Add all eligibility points based on interview responses and documentation provided
7. 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 General Information on the Application tab
- 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
 - ◆ If using a SONI, check Other
 - Add SONI to the Explain box

8. 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 2024-2025**

2024 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
Persons in family/household	Poverty guideline
1	\$15,060
2	\$20,440
3	\$25,820
4	\$31,200
5	\$36,580
6	\$41,960
7	\$47,340
8	\$52,720
For families/households with more than 8 persons, add \$5,380 for each additional person.	

Head Start Eligibility Criteria School Year 2024/2025

Income		
Criteria	Points Awarded	Documentation Needed
Homeless	100	→ McKinney-Vento → CAI Housing Questionnaire → Letter from shelter
Foster Placement	100	→ CPS Paperwork ◆ Safety Plan depending on limitations
Public Assistance <ul style="list-style-type: none">TANF - Temporary Assistance to Needy FamiliesSSI - Supplemental Security IncomeSNAP - Supplemental Nutrition Assistance Program	100	→ Award Letter → TANF - Medicaid award letter → SNAP- award letter
0-100% of Poverty Guideline	40	→ Tax Return → W2 (for all jobs worked) → 1099 (contract work) → 1098 (financial aid) → Financial Aid Award letter → Child support (TX AG printout) → CAI Declaration of Income
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 Plan (IEP) Early Head Start - current Individual Family Support Plan (IFSP)	15	→ IEP/IFSP → Full ARD
Diagnosed (no current IEP/IFSP)/Concerns noted by Medical Doctor/Private Agency	5	→ Physical/Well child exam → Doctor's note → Previous Progress Notes
Mental Wellness		
In current services	15	→ Note from provider → Prescription
Previous services or diagnosis (within last 12 months)	5	→ Note from provider → Prescription
Supplemental Criteria		
Domestic Violence (within last 12 months)	10	→ Police report → Letter/note from HCWC → Letter/note from physician
Current Open case with CPS	10	→ CPS placement paperwork → 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 → 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 → Picture of inmate ID

		→ 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 → Immigration letter
Ongoing Medical Condition (household)	5	→ Doctor's note → Physical notes
Recent loss of parent/guardian/sibling (within last 12 months)	10	→ Death certificate → Obituary
Currently Deployed parent/guardian (within last 12 months)	10	→ Letter from commanding officer/orders
Henry Bush Supplemental Criteria		
Currently living in Chapultepec Apartments	20	→ Proof of Residency → Letter from Housing
Currently living in HCWC Marla's Place	25	→ Proof of Residency → Letter from Housing
William Crook CDC - Housing Supplemental Criteria		
Resident - Currently living at Marla's Place	75	→ Proof of Residency → Letter from Housing
Non-resident receiving on-site services - Family receiving services as a client of HCWC - Services include counseling/case management - Participant can either be child or adult	50	→ Statement from HCWC
Non-resident/former client - Former client who received services from HCWC in the past year - 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
PEP Supplemental Criteria		

Cohort Status	2023/2024 – 5 2025 – 4 2026/2027 - 3	→ TEAMS printout
Projected Graduation Date	December 2023 – 5 May 2024 - 4 May 2025 -3 May 2026/2027 - 3	→ TEAMS printout
5 th year Senior recovery plan	5	→ TEAMS printout
Status – Child	10	→ Birth certificate → Passport → Verification of Birth Facts
Status – Pregnancy	5	→ Doctor's note → Ultrasound

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

ERS – 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 Mental Health & Disability Coordinator
 - 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 & Disability Coordinator
 - In current services
 - Not in services/diagnosis in the past 12 months
 - Documentation must be uploaded

Needs Mental Health & Disability Review

- The application is ready for review but will need a review by the Mental Health & Disability Coordinator
 - Both contents need to be reviewed
 - Documentation must be uploaded

Mental Health & Disability Review - Pending

- The application has been reviewed but more information is needed by the **Mental Health & 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****INV – Incomplete, Needs Third-party 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
 - Create a participation record for the appropriate program term.
 - If it needs to be a different center - Email the ERSEA Coordinator & ERSEA and Family Service Assistant for adjustments

Helpful Hints:

- Run CP Report 2025 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 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
The parent sick; the child cannot attend	PEP only; a parent cannot attend due to illness; the child is otherwise healthy
Personal - See Family Case Notes	Sensitive information Ongoing crisis to be noted in Family Case Notes
Prenatal appointment	PEP only
Before Entry Date	Child Plus needs to be updated Send the ERSEA Coordinator an email to edit
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
Unexpected Absence	The child is absent with no reason from family

Canva links

[Emails - Enrollment & Withdrawals](#)

[Transition Schedule](#)

[Transition Duties](#)

[Selection & Enrollment Guide](#)



Head Start Program

Disability Policies & Procedures

Effective Date (s) of Disability Policies & Procedures The effective date of all Disability policies & procedures described in this manual is August 1, 2025. 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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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.

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.

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.

At Application: If a child applies for the program with an 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 Need Disability Review. This will prompt the Disability Coordinator to review the application and necessary documentation. The Disability Coordinator will assign the appropriate flag to the participant. The ERSEA Coordinator will complete the final review of the application and place the participant.

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 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 add the event FA Received IEP/IFSP under the education tab of Child Plus. This will notify the Disability Coordinator via the to-do list in Child Plus. The Family Advocate will enter the Disability Follow-up Module in Child Plus only if the family would like additional support from the Disability Coordinator. The Family Advocate will complete the Permission to Exchange Confidential Information Form with the parent/guardian.

Upon receiving the IEP or IFSP documents, the Family Advocate, in collaboration with the Site Supervisor, will schedule a **Student Family Review meeting** with teachers and any relevant content coordinator to gather additional information about the disability before the

child starts the program.

FIRST 45 DAYS OF ENROLLMENT:

During the first 45 days of the child's enrollment, the Disabilities Coordinator will set up meetings with center staff who serve the student to discuss and develop **the Child 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 Disability Coordinator to ensure monthly progress and to make any necessary adjustments to the plan.

THROUGHOUT THE SCHOOL YEAR:

The Disabilities 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 may attend ARD meetings when the Disabilities Coordinator is unavailable to attend.

Identifying Children with a Disability Concern:

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, 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 Need Disability Review. This will prompt the Disability Coordinator to review the application and necessary documentation. The Disability Coordinator will assign the appropriate flag to the participant. The ERSEA Coordinator will complete the final review of the application and place the participant.

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 add a Disability Concern under the disability tab in Child Plus.

Upon receiving documents, the Family Advocate, in collaboration with the Site Supervisor, will schedule a **Student Family Review meeting** with teachers and any relevant content coordinator to gather additional information about the disability concern before the child starts the program.

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 and any relevant coordinator to gather more information. Next steps will be determined based on the information provided. If needed, a disability concern will be added in Child Plus by the Disability Coordinator. The Disability Coordinator will monitor the follow-up needed for the concern.

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 and DECA results will be reviewed if available. The Site Supervisor will complete a classroom observation 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.

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 change the status under the General Observation form for the Instructional Coach or Disabilities Coordinator to follow up.

The Instructional Coach and or Disabilities 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, 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 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.
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 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 create the event FA Received IEP/IFSP under the Education tab in Child Plus.
2. The Disabilities Coordinator has **10 school days** to meet with the Site Supervisor and Teachers to review IEP/IFSP goals and create the Child IEP/IFSP Learning Plan in Child Plus, located under the Education Module.
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 the Child Plus as an attachment under the Disability tab.
 - Understanding the information contained in the Child Plus 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 Disabilities 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 Disabilities Coordinator for additional support and planning.
 - Understand that after getting any additional information from the parent/therapist, it is communicated to the administrative staff and documented.
 - Classroom Staff understand that they will provide a **MONTHLY** progress update in the Child Plus on the current Child IEP/IFSP Individual Learning Plan under progress notes.

4. The Disabilities Coordinator will review plans with staff once in the Fall and in the Spring.

Note: If the IEP/IFSP is received later in the school year, there may be only one review.



Parental Consent for Therapy Services

As required by Texas Health and Human Services 746.605 Child Care Licensing – Background Check Rules, parents must consent to providers having access to their child to receive services under the Individuals with Disabilities Education Act (IDEA). Consent is defined as written authorization.

Child Name _____

Center Name/CP ID _____

I _____, parent/guardian of _____
give
(parent/guardian) (child)

My consent _____ to come into my child's Head Start
(therapist/provider)
classroom to deliver the therapies my child has qualified to receive _____
(agency/school)

This authorization is valid for one school year in which my child is enrolled.

Parent/Guardian Signature

Date

Head Start Staff Name

Date

Head Start Staff Signature

Date

Monthly Individual Service Log
Confidential

Child Initials: _____ CPID#: _____ Center/Site: _____ Classroom: _____

Date mm/dd/yy	Time In	Name	Signature	Type of Service Provided	Agency Provider	Group/Individual Therapy(circle one)	Time Out
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	
						Grp. Therapy Indv. Therapy	

***Print all information legibly**

Verified services by: _____ Copy provided to Parent/Guardian: _____

Site Supervisor Signature/Date CD initials _____ Date received: _____

Upload Form in Child Plus under Disability Tab by the 5th of each month



Head Start Program

Family Services Policies & Procedures

Manual

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Reporting Child Abuse and Neglect

Family Services 2025-2026

Child Abuse Procedure

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)

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. 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 emergency. 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. Staff complete the Report of Suspected Child Abuse, and then the Site Supervisor will file it in the confidential binder.

Reporting a suspected child abuse from 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 diligence 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.

Action	Person Responsible	Timeline
Call local law enforcement agency or 911 immediately if you suspect an emergency or life-threatening situation*	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 www.txabusehotline.com .	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 suspect.	Site Supervisor or Family Advocate.	Immediately (after contacting law enforcement, if needed).

Notify Child Care Licensing about the incident.	Site Supervisor	By the end of the business day. ^{6.7.4}
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

CAI Program will cooperate fully with Law Enforcement and 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 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 the Progressive Discipline, including Suspension and/or Termination.

Reporting Checklist

Action	Person Responsible	Date and Time Completed	Additional Information
Make the 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		
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		
Notify OHS	Program Director		

Student Family Reviews

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), 1302.102(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, pregnant woman, 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.
- Monthly Basis, 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.
- 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 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. 6.7.4

Children with an upcoming transition will include identifying 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 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 SFR's in the weekly meetings.
- Content Coordinators will run CP report monthly to review action items in their content area.
- The Management Team will discuss any SFR's 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 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 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 deadline; before next month's meeting.

Learning Genie Ongoing Parent Communication

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: 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]

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 On-going communication Procedure in the Education Manual).

- Diaper changes - All Age Groups
- Meals
- Bottles (Infants only)
- Sleep

- Potty accidents
- Children 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 Dentals 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

	Individual Child Goal Communication with In-Kind Documentation	Glance Into the Classroom with In-Kind Documentation	Frog Street At Home Connection In-Kind Documentation
EHS	Weekly	Every Other Week	Infants-Monthly Toddler-Weekly
HS	Every Other Week	Every Other Week	Weekly

IN-KIND Procedures for Parent Participation

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 Meetings sign-in forms are due by the 5th 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.



Head Start Program

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, 2025. 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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Classroom Management

Classroom Management Procedure

Policy: Provide support for effective classroom management, fostering positive learning environments, implementing supportive teacher practices, and utilizing strategies to assist children facing challenging behaviors and social, emotional, or mental health concerns. Failure to adhere to the Classroom Management Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards [1302.31; 1302.32; 1302.33; 1302.45]

Child Care Licensing Minimum Standards [746.2401; 746.2501; 746.2601; 746.2803]

Caring for Our Children Standards [2.2.0.1; 2.2.0.6; 2.2.0.7; 2.2.0.8; 2.2.0.9]

Procedure: Classroom Management

Purpose: To effectively implement the Pyramid Model; This multi-tiered model uses evidence-based practices that promote healthy social and emotional development in young children through positive behavior support.

Conscious Discipline will be used program-wide as our social emotional intervention aligned with the Frog Street Curriculum.

Conscious Discipline emphasizes nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language-rich; promote critical thinking and problem-solving; social-emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued efforts; and support all children's engagement in learning experiences and activities. All staff will be trained and will be expected to consistently implement the following procedures from Conscious Discipline:

- Provide a calm area for the teacher and child to reflect on behaviors and what emotions or events may have triggered them.
 - The area (Cozy Corner) should be equipped with feeling buddies, comfortable seating such as bean bags or pillows, and books or other literature that is conducive to reflection and learning about self-regulation and appropriate behaviors.
 - Teachers need to model how to use the calm area, and the provided resources should be utilized.
- Teach and utilize the breathing techniques for calming down and self-regulation. Post or have available pictures that the children will connect with the four breathing techniques: pretzel, drain, balloon, and star.
- Teach children to identify their behaviors and the emotions that triggered them by noticing and naming.

Addressing Challenging Behaviors

All center staff are expected to use developmentally appropriate strategies that are provided by the program when addressing challenging behaviors in students. Teachers are expected to document challenging behavior(s), reflect on their approaches to supporting the child, and consider/reflect the possible underlying reasons for the child's challenging behaviors.

Behavior Incident Report Procedure

Behaviors can be, but are not limited to, hitting, biting, spitting, eloping (running away), tantrums, withdrawing, pinching, kicking, throwing, hair pulling, hiding, and avoiding.

Policy: To implement strategies to identify and support children with mental health and social-emotional concerns. Failure to adhere to the Behavior Incident Report procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards [1302.31; 1302.32; 1302.33; 1302.45;1302.17]

Child Care Licensing Minimum Standards [746.2401; 746.2501; 746.2601; 746.2803]

Caring for Our Children Standards [2.2.0.1;2.2.0.6;2.2.0.7;2.2.0.8;2.2.0.9]

Procedure: Behavior Incident Reports

Purpose: To enhance classroom management and teaching practices through the implementation of targeted strategies. These strategies include conducting classroom observations, providing teacher consultations to address both teacher and individual child needs, and creating physical and cultural environments that support positive mental health and social-emotional development. By consistently offering a supportive classroom setting, individualized interventions, and engaged, nurturing interactions, the frequency of challenging behaviors can be significantly reduced.

At the start of the school year, most challenging behaviors are expected as children adjust to the classroom environment, learn new routines, and become familiar with rules and expectations. For this reason, children are given an adjustment period—typically around 4 weeks—before teachers begin implementing the formal steps outlined in the behavior incident report procedure.

By the end of the day of the incident, the teacher must complete a Behavior Incident Report in ChildPlus.

- This documentation serves several purposes:
 - Track the frequency and severity of the behavior(s)
 - Reflect on what the child may be communicating through their behaviors
 - Identify effective strategies currently in use
 - Recognize behavioral patterns.
- This process helps ensure individualized support for the child's specific needs.

After completing a Behavior Incident Report in Child Plus:

- Teachers must discuss the behavior with their Site Supervisor the same day.
 - These conversations allow the Site Supervisor to offer additional strategies and ideas to support the child.
 - Provides an opportunity for Site Supervisors to learn what additional support the teachers may need.
 - The Site Supervisor will document the recommended strategies in the Behavior Incident Report.
 - Teachers must discuss the behavior with the family at pickup time on the day of the incident.
 - Inform parents of the Behavior Incident Report.
 - This conversation also provides an opportunity to obtain input about what is happening at home that might be contributing to new or ongoing challenging behaviors, as well as to learn about any effective strategies used at home.
 - Any pertinent information shared by the parent/guardian should be documented in the behavior incident report in ChildPlus.
- Once the recommended strategies are documented in ChildPlus by the Site Supervisor, teachers will begin implementing them immediately.
 - The Site Supervisor will follow up in **2 weeks** to determine whether the strategies are being used consistently and are effective in reducing the behavior(s).
 - If the strategies are successful, teachers will continue with the plan, and the Site Supervisor will document this in the Site Supervisor box of the Behavior Incident Report.
 - If the strategies are not being implemented or are not effective in decreasing the behavior(s), the next step in the procedure will be followed.
- If the behavior(s) substantially disrupt the flow of the classroom and **3 Behavior Incident Reports** have been completed for the related behavior:
 - The teacher will notify the Site Supervisor.
 - The Site Supervisor will observe the child in the classroom within 48 hours to see which strategies are being used.
 - The Site Supervisor will complete the General Observation Form in ChildPlus under the Education Tab.
 - If the behavior continues with recommended strategies in place, the Site Supervisor will contact the Instructional Coach via email by the end of the day.
- The Instructional Coach (IC) will conduct a classroom observation (using the General Observation Form located under the Education tab in ChildPlus) within 1 week of being contacted by the Site Supervisor.
 - The IC will complete the *Classroom Profile of Challenging Behavior* form.
 - If two or more questions on that form are answered “yes,” the *Classroomwide Practices Assessment* should also be completed and both forms uploaded to Child Plus under the General Coaching Tab.

- These tools, along with observation notes, will help the IC determine whether additional classroom management training is needed for the teachers.
- If the IC determines that the child's behavior is continuing to disrupt the flow of the classroom—and is not related to ineffective classroom management—the IC will consult with the Mental Health Coordinator (MHC).
- The Mental Health Coordinator will then schedule a Student Family Review (SFR) within **1 week** of consulting with IC.
 - At the Student Family Review, the team will discuss
 - The support the teacher has already provided to the child,
 - The child's progress or lack of progress,
 - Any home factors that may be impacting the child's behavior
 - Additional strategies or supports the teacher can implement.
 - The team will also identify support needed from the Site Supervisor, Instructional Coach, and ways the Family Advocate can support the family.
 - Need for a mental health referral
 - The child's FA will complete a Mental Health Referral event under Family Services in Child Plus and contact the parent/guardian to discuss the referral.

At this point, please refer to the Mental Health Referral Procedure on page 10.

Behavior Support Plan (BSP) Procedure

Policy: To implement the Pyramid Model Tier 3 intervention, individualized intensive interventions for children who have been identified as having challenging behaviors in the classroom. Failure to adhere to the Behavior Support Plan procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards [1302.31; 1302.32; 1302.33; 1302.45;1302.17]

Child Care Licensing Minimum Standards [746.2401; 746.2501; 746.2601; 746.2803]

Caring for Our Children Standards [2.2.0.1;2.2.0.6;2.2.0.7;2.2.0.8;2.2.0.9]

Procedure: Behavior Support Plan

Purpose: To support teachers in teaching children with challenging behaviors new skills to use when triggered and to engage in more positive, desirable behaviors by improving social-emotional skills and positive relationships in the classroom environment.

The Mental Health Coordinator (MHC) will complete a classroom observation within **1–2 weeks** after receiving the referral.

- During the observation, the MHC will take notes and complete the *Events and Functions Associated with Problem Behavior* form and upload it under the Mental Health attachment tab in Child Plus.
- The MHC will have teachers complete the *My Teacher Has Observed* form and the *PTR Functional Behavioral Assessment Checklist* and upload forms under the Mental Health attachment tab in Child Plus.

The Mental Health Coordinator (MHC) will schedule an SFR meeting with the Site Supervisor, teachers, Instructional Coach (IC), and the Disabilities Coordinator (DC), if applicable, and the Behavior Support Specialist to review the data.

- The MHC will prepare and bring the behavior support plan goal sheet, Functional Behavioral Assessment (FBA) Summary Page, Intervention Checklist, and Intervention Menu for discussion during the meeting.
- During the meeting, the team will draft a behavior support plan.

After the meeting, the Mental Health Coordinator (MHC) will finalize the Behavior Support Plan (BSP) and schedule a meeting with the child's teachers, Behavior Support Specialist (BSS), and Site Supervisor to review the plan and obtain their signatures.

- The BSP will be implemented the day after all signatures have been obtained.
- A copy of the finalized BSP will be uploaded to ChildPlus under the Mental Health and Education tabs.
- The Behavior Support Specialist will assist with the implementation of BSP in the classroom for 5 school days.
 - Days 1 & 2 will be modeling strategies and guidance for using resources.

- Days 3, 4, & 5 will be observing teachers implementing strategies and resources and providing teachers with feedback, and answering questions.
 - The Behavior Support Specialist will complete daily observation notes in ChildPlus under the Mental Health Tab, Observations, and the daily BSP Implementation Review Form and upload them into ChildPlus under the Mental Health Tab attachments.

Behavior Support Plan Monitoring

- The MHC and Behavior Support Specialist will complete a follow-up visit to the classroom **2 weeks** after the implementation of the BSP.
 - During the follow-up visit, MHC and BSS will complete observation notes, the BSP Implementation Review Form, and teachers will complete the input form.
- MHC will schedule a follow-up SFR meeting with teachers, Site Supervisor, and Behavior Support Specialist **4-6 weeks** after implementation of BSP.
- If new challenges arise or strategies are not successful, updates can be made to the BSP.

****All staff are responsible for implementing the BSP consistently and effectively.****

Mental Health

Mental Health Consultation Referral Procedure

Policy: A program must ensure mental health consultants assist in implementing strategies to identify and support all staff, children, and families with mental health and social and emotional concerns. Failure to adhere to the Mental Health Consultation Referral procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standard: 1302.45

Child Care Licensing 746.2803 & 746.2805

Caring for Our Children: 2.1.1.3;2.1.1.4;9.4.1.17

Procedure: Mental Health Consultation Referral

Purpose: To refer staff, families, and/or children of the Head Start program to receive mental health consultation or behavioral support to provide effective and consistent services to enhance the well-being of the staff members, children, and families.

For a Child Mental Health Referral:

- Family Advocate will complete the Mental Health Referral event in ChildPlus for the child.
- Once MHC has received notification of the referral, they will schedule an observation in the classroom and contact the parent/guardian to schedule an initial home visit if home support is requested. Appointments should be scheduled within one week of the date the referral is received.
- MHC's caseload is determined based on need and priority. Referrals may be referred outside of the program if deemed necessary.
- The Mental Health Coordinator will meet monthly with the Family Advocate and Site Supervisor to review mental health referrals and ensure that all family needs are being addressed.

For Adult Mental Health Referrals:

- Family Advocate will complete the Mental Health Referral event in CP for the adult.
- Once the MHC has received notification of the referral, they will schedule an initial meeting with the adult. Appointments should be scheduled within one week of the date the referral is received.

- The MHC's caseload is determined based on need and priority. Referrals may be referred outside of the program if deemed necessary.

For a Staff Mental Health Referral:

- Staff will schedule an appointment with the MHC via the Outlook booking link.
- The MHC will confirm appointments within 24 hours.
- After the initial meeting, the MHC will enter data under the Staff MH Tracking Log.

Mental Health Crisis Procedure

Policy: Programs establish, follow, and practice, as appropriate, procedures to ensure safety during a Mental Health crisis. Failure to adhere to the Mental Health Crisis procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards 1302.102(d)(1)(ii), 1302.45; and 1302.47(b)(7)(i)

Child Care Licensing Minimum Standards: 746.3703; 746.307

Caring for Our Children CFOC; 9.2.4.1, 9.2.4.2

Procedure: Mental Health Crisis

Purpose: The program maintains the safety of all staff, children, and families as a top priority. All program staff, volunteers, and community partners are expected to be responsible for the health and welfare of all children participating in the program.

The following actions will be taken to support staff, children, and families if and when a mental health crisis** is presented.

Children enrolled in collaboration sites with local school districts and community partners will also receive services under the guidance and policies of those partners. The Head Start Program will individualize efforts for these children to ensure compliance with the policies of collaborating partners while supporting the family.

***A mental health crisis refers to a staff member, child, or family member exhibiting behaviors where they are causing or expressing intent of self-harm, verbally or through gesture, or intent to cause harm to others. ***

#	Task	Person Responsible	Timeline
1	Notify Site Supervisor or Principal	The person to whom the person disclosed	Immediately
2	Ensure the person is supervised, one-on-one, at all times and does not have access to items that could cause harm (ex., scissors)	Site Supervisor or Principal (ensure coverage)	Immediately
3	Contact the Mental Health Coordinator so a risk assessment can be completed	Site Supervisor	Immediately
4	Contact the Program Director	Site Supervisor	As soon as possible
5	Contact the parent/guardian and request a face-to-face conference based on the Risk Assessment*^	Mental Health Coordinator	As soon as possible – same day
6	During the conference*: <ul style="list-style-type: none"> Provide Mental health resources and create a Safety Plan 	Mental Health Coordinator	As soon as possible – same day
7	Complete the incident report in Child Plus and have the parent/guardian sign during the conference in for a child MH Crisis*	The person to whom the child disclosed	As soon as possible
8	Notify the Office of Head Start Region VI via HSES if necessary.	Program Director	Within 24 hours

***If the situation warrants it, make a CPS report.**

^Consult with school district staff as needed to avoid overwhelming families.

Follow-up:

Task	Person Responsible	Timeline
Refer the family and child to CAI MH Consultation	Family Advocate with input and guidance from Mental Health Coordinator	As soon as possible/Ongoing
Collaborate with the parents; conduct home visit(s) and share community resources.	Family Advocate with input and guidance from Mental Health Coordinator	Ongoing
Follow up on Mental Health Safety Plan.	Mental Health in consultation with the parent and staff, as appropriate.	As soon as possible
Continue to inform the Head Start Program Director at 512-396-3395 ext. 228	Mental Health Coordinator	Ongoing

Devereux Early Childhood Assessment (DECA) Procedure

Policy: To conduct developmental screenings for all children within the required timeframe using an approved screening tool, such as the Devereux Early Childhood Assessment (DECA). This process is essential for the early identification of social-emotional concerns and for ensuring timely access to appropriate intervention services. Failure to adhere to the Devereux Early Childhood Assessment Procedure will result in disciplinary action as outlined in the Progressive Discipline Procedure.

Guidance:

Head Start Performance Standards [1302.33]

Caring For Our Children [2.1.1.4]

Purpose: To establish clear guidelines for the consistent administration and documentation of the Devereux Early Childhood Assessment (DECA), supporting the effective, consistent identification, screening, and planning of social-emotional supports for children.

Procedure: Devereux Early Childhood Assessment (DECA)

- Parents complete a paper DECA with a teacher at the first home visit before the child starts the program.
 - Teachers may be instructed by a member of the Education Team to complete a paper DECA for a child to address behavior concerns after the first 4 weeks of school.
 - Paper DECA forms that are behavior concerns will be sent directly to the Mental Health Coordinator.
- Completed paper copies of the DECAs from the First Home Visit will be given to Site Supervisors for data entry.
 - The Site Supervisors will input scores into the e-Deca program and Child Plus under education events within two weeks of the first home visit.
 - The Site Supervisor will review scores and identify children who have scored in the Area of Need range for any area.
- The Site Supervisor will select 2 strategies for classroom and home from each Area of Need in the Strategies Selector for Areas of Need in the e-DECA program.
 - The Site Supervisor will enter strategies into Child Plus under the DECA event.
 - The Site Supervisor will give a copy of the strategies to the teachers and parents for implementation.
 - The Site Supervisor will create an action under the DECA event to schedule a re-screen within **4 weeks**.
 - Within the 4 weeks of implementation, the Behavior Support Specialist will ensure recommended strategies are being implemented by observing classrooms.

- For children who have passed the DECA, the teacher will provide a copy of the Score and Single Rate report to the family. No further action is needed.
- The child is rescreened using a paper DECA by the teacher no later than 4 weeks of strategy implementation. The teacher provides the completed DECA to the Site Supervisor. The Site Supervisor will input scores into e-DECA and Child Plus. If a child passes the rescreen, the Site Supervisor will print a copy of the Score and Single Rating Report and provide it to the parent/guardian, and no further action is required.
- If the child continues to score in the Area of Need range for one or more areas, the Site Supervisor reaches out to MHC for guidance. MHC will schedule SFR, within 1 week of rescreen scores, with the Site Supervisor and teachers for next steps based on the child's data.
- If significant progress was made and no other concerns are noted, teachers may be instructed to continue using the same strategies and rescreen again after a set time frame. If little to no progress is made and/or data review shows other significant concerns, a mental health referral will be made by MHC.

Staff Wellness Procedure

Policy: All 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 Performance Standards [1302.93]

Caring for Our Children CFOC[1.7.0.5]

Procedure: Staff Wellness

Purpose: To support the positive well-being of staff, the Program provides personal and professional development opportunities that focus on building strong relationships with young children and families, enhancing staff capacity to implement and sustain evidence-based strategies, and promoting staff understanding and practice of their own wellness. The Program offers opportunities, resources, and activities that encourage both physical and mental wellness and aim to prevent mental illness. Additionally, the Program supports the identification of mental health needs and encourages staff to seek treatment when necessary.

The Program promotes staff overall health and well-being by offering general mental health and wellness activities, including, but not limited to:

- General mental health and wellness-related reference materials are made available to staff during annual training, at staff meetings, and throughout the year.
- Information and training are provided to staff who supervise regarding ways to promote healthy attitudes and behaviors in the workplace and increase staff morale.
- Staff will participate in enhancing their knowledge to promote health and wellness through agency newsletters, articles, tips, bulletins, handouts, and program activities.
- Opportunities to participate in the agency-wide wellness initiative offered through the agency insurance (Employee Assistance Program).
- Surveys around personal wellness are collected annually to monitor the impacts and effectiveness of the Program's Wellness Initiative.

In addition to the opportunities and information that are generally made available to staff, the Program has opted to develop more specific staff wellness plans for each work site.

- All staff complete a wellness activity during Annual Training, such as the DARS-Adult Resilience Survey, Wellness Wheel, etc., to reflect on their wellness and identify personal goals around wellness and self-care.
- Staff group up by site to discuss and identify the areas of wellness they would like to focus on as a group. Each site should collaboratively select at least two wellness goals for staff to work towards together throughout the school year.
- Each site develops a Staff Wellness Action Plan (SWAP) at the beginning of the school year. This may include specific activities they want to do together, wellness topics they want to learn more about, and how they will learn more, such as a book study or bringing

in a speaker, and any feedback from staff about what would help to improve the morale and wellness of the overall site.

- Staff Wellness Action Plan drafts are submitted to the Mental Health Coordinator for review and feedback.
- After feedback is provided to sites, they are able to implement their plans throughout the year. Sign-in sheets and agendas are completed for any wellness activities.
- The Mental Health Coordinator is available to support sites at any point in the process.

As a prevention and to support staff in engaging in mental health needs:

- Staff may request to discuss general mental wellness topics related to child and family development, work-related stressors, and seek information and referrals to different types of mental health providers in the community.
- Staff may request consultation with the Human Resources Director for information pertaining to wellness benefits, plans, and coverage, as well as provide options.
- Mental Health Consultant is available to staff for one one-on-one session and supports staff by providing strategies, psychoeducation, support, and referrals if necessary.

Mental Health Services for Family or Staff

Hill Country Mental Health – Hays & Blanco Counties

Phone: 830-792-3300

Crisis Phone: 877-466-0660

<https://hillcountry.org/>

Bluebonnet Trails – Caldwell, Bastrop, & Guadalupe Counties

Phone: 512-255-1720

Crisis Phone: 800-841-1255

www.bbtrails.org

Scheib Mental Health Center

Phone: 512-392-7151

Address: 1200 N. Bishop, San Marcos, TX 78666

In-house Pharmacy

INTAKE DAYS: Monday – Thursday 8:00 AM to 12:00 PM

Items needed: Form of ID (birth certificate for child), Social Security Number, Proof of Residence, 2 Months' Income or Tax Return

Kyle Mental Health Center

Phone: 512-392-8953

Address: 1300 Dacy Ln, Ste. 120-130, Kyle, TX 78640

INTAKE DAYS: Tuesday, Thursday, and Friday 8:00 AM to 12:00 PM

Items needed: Form of ID (birth certificate for child), Social Security Number, Proof of Residence, 2 Months' Income or Tax Return

**ANYONE EXPERIENCING A MENTAL HEALTH CRISIS WITHIN OUR SERVICE
AREA MAY CONTACT HILL COUNTRY MENTAL HEALTH
AT THE FOLLOWING NUMBER:**

Crisis Phone: 877-466-0660



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, 2024. 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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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)

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
-

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

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.

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, audiotape, 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

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 Program Nutritionist 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 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

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.)

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

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

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.
-

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

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

	Breakfast	Lunch	Snack
Milk	4 - 6 ounces breastmilk or formula	4 - 6 ounces breastmilk or formula	4 - 6 ounces breastmilk or formula
Meat and Meat Alternates	0 - 4 tablespoons	0 - 4 tablespoons	NA
Vegetables	0 - 2 tablespoons	0 - 2 tablespoons	0 - 2 tablespoons
Fruits	0 - 2 tablespoons	0 - 2 tablespoons	0 - 2 tablespoons
Grains	0 - 4 tablespoons infant cereal	0 - 4 tablespoons infant cereal	0 - 4 tablespoons; ½ slice bread; 0 - 2 crackers

Toddler (1 - 2 years) Meal Pattern

	Breakfast	Lunch	Snack
Milk	4 ounces	4 ounces	4 ounces
Meat & Meat Alternates	½ ounce	1 ounce	½ ounce
Vegetables	¼ cup	⅛ cup	½ cup
Fruits	¼ cup	⅛ cup	½ cup
Grains	½ ounce	½ ounce	½ ounce

Toddler (3 - 5 years) Meal Pattern

	Breakfast	Lunch	Snack
Milk	6 ounces	6 ounces	6 ounces
Meat & Meat Alternates	½ ounce	1 ½ ounce	½ ounce
Vegetables	½ cup	¼ cup	½ cup
Fruits	½ cup	¼ cup	½ cup
Grains	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 “Meus, Recipes, and Nutrient Analysis” binder, kept by the Program Nutritionist.

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 77°F (room temp) or colder	Refrigerator 40°F	Freezer 0°F or colder
Freshly Expressed or Pumped	Up to 4 hours	Up to 4 days	Within 6 months is best Up to 12 months is acceptable
Thawed, Previously Frozen	1-2 hours	Up to 1 day (24 hours)	NEVER refreeze human milk after it has been thawed
Leftover (Post-Feeding)	Use within 2 hours 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.

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

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

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 Daily Meal Count & Attendance Record Procedure

	have been served to every child.		
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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 with the children during mealtimes and supervise children, BUT will not eat with the children.
 - 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

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 or 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 or 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.

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

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.

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

Yearly Nutrition Screenings Procedure

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 set guidelines for yearly nutrition screenings for all children who are enrolled in the Head Start program. Failure to adhere to the Yearly Nutrition Screening Procedure will result in disciplinary actions as outlined in the Progressive Discipline Procedure.

Purpose: Nutrition Screenings will be conducted yearly on all enrolled Community Action Inc. of Central Texas Early Head Start and Head Start children who are thirteen months and older. Nutrition Screenings will be completed at the first parent-teacher conference by the child's teacher. Nutrition Screenings will be completed online via ChildPlus. If a child turns 13 months during the program year, a Nutrition Screening will be conducted. **Any Follow-Up needed as a result of findings from a child's Nutrition Screening, will occur within 90 days of the parent completing the screening.**

Guidance:

Head Start Standard 1302.40, 1302.42

Procedure: Yearly Nutrition Screenings

1. Log into ChildPlus. Select a child's name and click the following: Health > Events > Add Event.
 2. Once you have clicked on 'Add Event', scroll down to find 'Nutrition Screening'. Click to open the Nutrition Screening document.
 3. Event date = the date you are completing the Nutrition Screening.
 4. Status = will be determined after you have gone through all Nutrition Screening questions.
 5. Select your name under 'Agency Worker'.
 6. In the 'Events Notes' box, please write the name and relation of the person who filled out the Nutrition Screening (example: Jane Doe, mother) and what concerns this person may have about their child in relation to Nutrition.
 7. Begin asking the prompted questions. Please be sure to read all response options to the guardian by clicking the drop down box. If all responses apply, you may choose the 'Check all that apply' response.
 8. Once the form is fully completed (no question should be left unanswered), obtain the guardian's signature.
 9. Provide your (the agency worker) signature.
 10. Go back to the top of the page and change the status to either 'Complete' or 'Monitor'. If parents / guardians answer 'No' to **all** questions, this indicates there are no concerns. Please change the status to 'Complete'. If the parent / guardian answers 'Yes' to **any** of the questions, please change status to 'Monitor'.
 11. Click save. ChildPlus will calculate the score automatically and will send the Program Nutritionist an email if a child's status was marked 'Monitor'.
 12. Nutrition Screening for that child is complete.
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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

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	All 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' * If the child requires a food substitution, set the status to 'monitor'. 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'

4	Children 13 months and older will have a Nutrition Screening completed.	Teachers & Parents	See <i>'Nutrition Screening Instructions'</i> .
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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 may be required to provide documentation from a medical professional within 7 days of notifying the center.	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	
5	All heights and weights obtained will be entered into ChildPlus.	Nutrition Coordinator, Food Service Lead	
6	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 have their measurements taken again within 30 days of the original measurement.	Nutrition Coordinator, Food Service Lead	Mental Health/Disability Coordinator and Health Coordinator will be 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. 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

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 or view the PDF file [here](#).

II. KITCHEN QUALITY ASSURANCE

Kitchen Quality Assurance reviews were created by the CAI Nutrition Team to evaluate the overall safety and functionality within CAI kitchens. The review consists of six sections: Employee Health, Sanitation, Cross Contamination, Food Safety, Time/Temperature Control, and Required Documentation.

Kitchen Quality Assurance reviews are conducted four times per program year for each kitchen. All discrepancies found are addressed on site with the kitchen staff present. All Kitchen Quality Assurance review visits are unannounced.

To view the Kitchen Quality Assurance review, click [here](#).

III. CLASSROOM OBSERVATIONS

Classroom Observations are conducted by the Nutrition Team twice per year for each site. A classroom 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 in the observed classroom as well as the Site Supervisor.

To view the Classroom Observation review, 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

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

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.

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 Quality Assurance](#) (for Nutrition Coordinator / Food Service Lead use only)

[Kitchen Staff Coverage Flowchart](#)

[Meal / Snack Substitution Log](#)

[Meal Production Record, Blank](#)

[Monthly Infant Feeding Form_English](#)

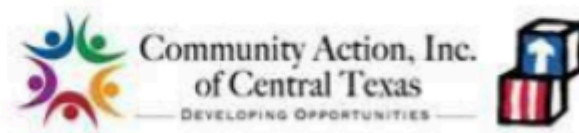
[Monthly Infant Feeding Form_Spanish](#)

[Nutrition Classroom Observations](#) (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

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, 2024. 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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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	
Pedestrian Safety Handout- English	
Pedestrian Safety Handout- Spanish	

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. Disaster Kits will be maintained and be readily accessible to staff, but kept out of reach of children. Disaster Kits Checklist is in each bag and checked monthly using a checklist. Family Advocate/Site Supervisor will complete an Operations Request when items inside the Disaster Kit need to be replaced (expired).
 - a. For safety drills and real emergencies that result in evacuating the center, teachers will take Disaster Kits with them that provide lifesaving items
 - b. 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. The Family Advocate/Site Supervisor will notify Facilities Coordinator and the Head Start Program Director.
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. All trash cans have lids.
9. 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.
10. 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.
11. Outdoor equipment and supplies used both at and away from the center are to be safe and well maintained.
12. 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.

Locked Cabinet	Keep Out of Reach of Children
Bleach Water Mixture (in labeled containers) Dry Eraser Spray Dust Buster Spray Paint Goo Gone Cleanser-Comet All Purpose Cleaner-409 Glass Cleaner-Windex Bleach-Clorox Detergent-Cheer-Tide Neutral Cleaner Packets Furniture Polish Bedding Spray-Lice Treatment Liquid Paper Carpet Cleaner Oops	Medications First Aid Kits Disinfectant Spray-Lysol Spray-Air Wick Hand Lotion Body Lotion Body Spray Time Mist Spray Baby Lotion Baby Oil Baby Powder Destin Baby Orajel Alcohol Alcohol Wipes 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.
 5. Semi-annual playground inspection is completed by the Operations Specialist.

Emergency Practice

Family Advocate/Site Supervisor will complete and post Emergency Practice form.

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 on the Emergency Practices form 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 center. 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. Community Action, In. of Central Texas/Head Start Program classrooms will follow the Emergency Preparedness Plan. 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 on the Emergency Practice form and 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 to complete the Site Safety Plan.

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 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 Request if needed to repair / replace smoke
Detector.

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.
- 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 Plans

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.

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

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.

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.

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:

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 a Supply Request and/or an Operations Request will be submitted.

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.

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.
 - 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.
 - 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. Safety measures will ensure that children are not exposed to poisonous plants.
 - 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
Bleach Water Mixture (in labeled containers) Dry Eraser Spray Dust Buster Spray Paint Goo Gone Cleanser-Comet All Purpose Cleaner-409 Glass Cleaner-Windex Bleach-Clorox Detergent-Cheer-Tide Neutral Cleaner Packets Furniture Polish Bedding Spray-Lice Treatment Liquid Paper Carpet Cleaner Oops	Medications First Aid Kits Disinfectant Spray-Lysol Spray-Air Wick Hand Lotion Body Lotion Body Spray Time Mist Spray Baby Lotion Baby Oil Baby Powder Destin Baby Orajel Alcohol Alcohol Wipes Antiseptic Solution or Wipes

Monitoring

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,

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. Emergency Personnel	Emergency Personnel	Transportation, if needed
5.	Teaching Staff	Children with limited mobility (see Child Safety Plan)
6.	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/Disability 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

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 ½ tank of gas or over. Never should a vehicle get to the ¼ 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

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)

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

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

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* Qoffice.

Documents sent to the warehouse for shredding:

onsite form to the Facilities Coordinator's

1. Site Supervisor must complete the *Document Destruction Record* Offsite form and tape it to the inside of the lid of the box.
2. 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.
3. Center staff will submit an Operations Request for boxes to be picked up.
4. Facilities Specialists must review and confirm the number of boxes and files on the Operations Request at pickup.
5. Facilities Specialist will transport boxed files to the Village Warehouse
6. Facilities Coordinator will review to ensure that all boxes delivered have required documentation.
7. Once all of the above has been completed the box will be stored with shredding boxes until destruction date.
8. 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.

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](#)



Home Visiting Board Report

5/2025 - 6/2025



Prepared by:
Nina Linda Ramos

Program Events & Updates

MAY

Start Smart Hays & Caldwell (SSHC) sponsored seven early childhood educators to attend a Infant & Toddler Foundations training, and hosted the virtual professional development series. **Hays Co Team** hosted a family Kite Flying event in Kyle. **Caldwell Co Team** hosted a RecycledBox Creation event in Lockhart. **Home Visiting Team** received presentation from CPS rep Sarah Wardow **State funder's office - Family Support Services** concluded monitoring of Texas Home Visiting grant operations with no findings.



JUNE

Start Smart Hays & Caldwell (SSHC) hosted June meeting with Baby Day debrief and group discussion facilitated by Start Early Consulting team. Discussion focused on planning for the future of the coalition. Additionally, SSHC hosted a Booster Seat distribution event at the San Marcos Library, and a Books, Blocks, & Balls screening event at the Dr. Eugene Clark Library in Lockhart that provided developmental screenings to 11 children. **Hays County and Caldwell County Teams** both hosted the annual graduation event for children entering pre-k or kinder. Multiple families from each county reached program completion. **Home Visiting Outreach & Recruitment Specialist** presented to the Texas State Strengthening Families Conference on positive parenting strategies.

Home Visiting Data

As of 5/1/25

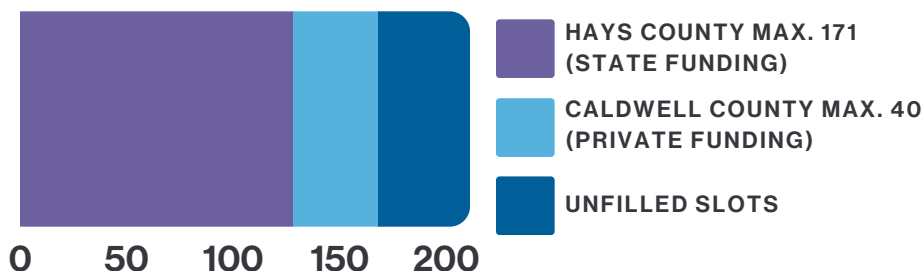


Personal Visits

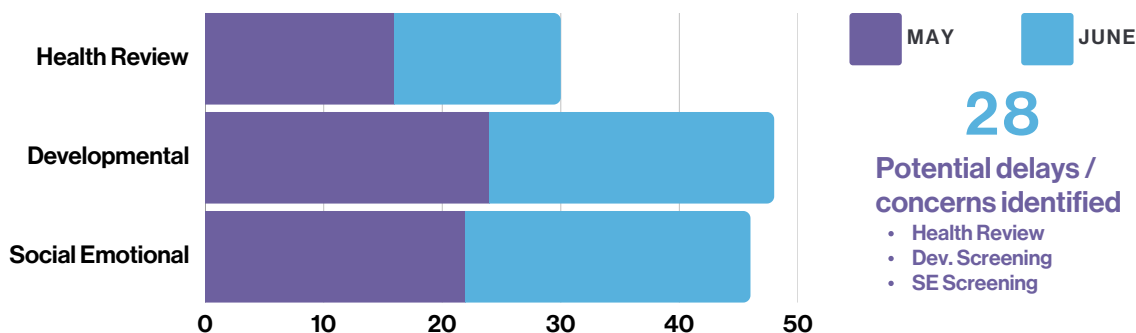
MAY 223

JUNE 204

Family Enrollment



Screenings



Text Sign Up

Web Sign Up

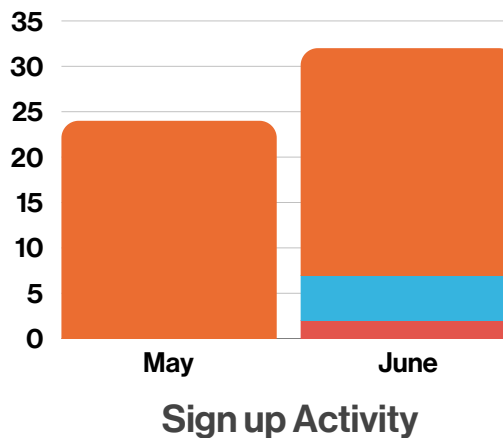
Integration

Hays & Caldwell Co Subscribers



798 ACTIVE ACCOUNTS

957 CHILDREN





Youth Services Highlights

1. The Core Four Partnership held annual meeting in April. Will be hosting quarterly meetings with the partnership moving forward. Pause on Childcare Expansion Initiative until partnership can discuss.
2. SMTX Mental Health Coalition held annual Vibrant Visions event for Mental Health Awareness Month in May, members completed Empower Training, and supporting the Hays County Suicide Prevention Walk in September 2025.
3. TYAN has selected Core Four Partnership to host a Research Learning Institute focusing on Positive Youth Development. This will be a free workshop for community partners and available to regional community partners on July 17. Presenters include our YTF President and YTF VP along with one of our Community Partners trained in PYD.
4. Youth Services will host a pilot Teen UniverCity with the City of San Marcos kicking off July 21 for 10-15 youth.
5. YTF Updates:
 - a. Held annual Youth Leadership Conference in June
 - b. YTF Senior Recognition Night in May
 - c. In the process of planning 2025-26 year.

Scan QR code or use link.



<https://linktr.ee/corefourpartnership>



Youth Services Outcomes 6.9

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 mental health training to first responders, human services employees, teachers, and other public-facing workers that includes learning communication techniques, mentorship training, mental-health awareness strategies, etc.	Trained 600+ SMCISD Staff in YMHFA. ASIST is being offered.
Youth Services program will increase youth diversity and inclusivity in the Youth Taskforce membership.	Provide recruitment and outreach to homeless/foster/at-risk youth to be included in the membership of the current Youth Taskforce	Increased the participation of home schooled youth in YTF. Looking for partnership opportunities to specifically target this group. Expanding YTF to include 18-24yrs.
Youth Services Program will strengthen Youth Taskforce pipeline by increasing participation from 8th graders.	Program will outreach to local school district or other agencies that work with youth to find 8th graders interested in joining the Youth Taskforce	8th grade students were included in recruitment for Fall 2024.
Youth Services program will create a steering committee for SMTX Mental Health Coalition to assist in setting the goals and developing the strategies of the coalition based upon the latest mental health assessment.	Youth Services program will outreach to local stakeholders and community partners who have vested interest in mental health and well-being to find appropriate steering committee members for the Mental Health Coalition.	Texas State, Cenikor-Project AIM & Project AWARE are the primary steering committee members. Collectively we work on coalition activities. Partnered with Healthy Hays-YMHWG to help streamline San Marcos Community Partners and efforts.
Youth Services program will increase the number of at-risk & non-at-risk youth served by Big Brothers, Big Sisters mentorship program.	Youth Services program will outreach to local stakeholders and community partners to find at-risk youth to participate in BBBS.	Currently at a stand-still with BBBS. Will revisit this Goal with Core Four Partnership. This goal is being revisited by the Core Four Task Force.
There will be an increased number of BBBS volunteers to help mentor youth.	Youth Services will increase volunteer pool in the service area by initiating a community-wide volunteer recruitment campaign by attending and hosting volunteer fairs and other similar events.	Currently at a stand-still with BBBS. Will revisit this Goal with Core Four Partnership. This goal is being revisited by the Core Four Task Force.
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.	Steering Committee established, General meetings kick-off had 14 youth attend, and free community PYD trainings will be held in March 2025.
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.	Working on Part II in partnership with SMCISD-Project AWARE

Budget Categories		Total Family Planning Budget Categorical Budget Award
A.	Personnel	\$ 22,815.00
B.	Fringe Benefits	\$ 5,494.00
C.	Travel	\$ -
D.	Equipment	\$ -
E.	Supplies	\$ 4,528.00
F.	Contractual	\$ 300.00
G.	Other	\$ 6,047.00
H.	Total Direct Costs	\$ 39,184.00
I.	Indirect Costs	\$ 3,919.00
J.	Total (Sum of H and I)	\$ 43,103.00
F.	Fee-For-Service (FFS) Budget	\$ 172,412.00
G.	Grand Total (FFS & CR)	\$ 215,515.00

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
A. PERSONNEL	\$35,820.00	\$0.00	\$35,820.00
Case Manager - Bustos	\$5,886.00	\$0.00	\$5,886.00
\$4905.36 month X 10% time charged to funding source X 12 month			
Provides HOPWA case management services to individuals receiving HOPWA assistance and manages the other two case managers providing case management services			
Case Manager - Medina	\$29,934.00	\$0.00	\$29,934.00
\$3295.08 month X 75.70% time charged to funding source X 12 mo			
Provides HOPWA case management services to individuals receiving HOPWA assistance			
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
B. FRINGE BENEFITS	\$13,001.00	\$0.00	\$13,001.00
FICA: 0.765 x salaries =	\$2,893.00	\$0.00	\$2,893.00
Insurance: \$7380 x 1.1FTEs =	\$7,680.00	\$0.00	\$7,680.00
Worker's Comp: .0086 x salaries =	\$325.00	\$0.00	\$325.00
Unemployment: .0196 x salaries =	\$741.00	\$0.00	\$741.00
Retirement 3.6% x salaries	\$1,362.00		\$1,362.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
C. STAFF TRAVEL	\$6,085.00	\$0.00	\$6,085.00

Mileage: 957 miles x .70 cents/mile	\$670.00	\$0.00	\$670.00
Per Diem Travel for Conference	\$5,415.00	\$0.00	\$5,415.00
	\$0.00	\$0.00	\$0.00
D. EQUIPMENT	\$0.00	\$0.00	\$0.00
			\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
E. SUPPLIES	\$400.00	\$0.00	\$400.00
General office supplies @ \$200 x 2 staff	\$400.00	\$0.00	\$400.00
			\$0.00
			\$0.00
F. CONTRACTUAL	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
G. OTHER	\$300,884.00	\$0.00	\$300,884.00
Tenant Based Rental Assistance (TBRA) 362 Units @ \$690.61	\$250,000.00	\$0.00	\$250,000.00
Short-Term Rent, Mortgage, and Utilities (STRMU) 25 Units @ \$720	\$18,000.00	\$0.00	\$18,000.00
Permanent Housing Placement (PHP) 16 units @ \$500.00	\$8,000.00	\$0.00	\$8,000.00
Short Term Supportive Housing (STSH) 45 Units @ \$400.00	\$18,000.00	\$0.00	\$18,000.00
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
H. TOTAL DIRECT COSTS	\$356,190.00	\$0.00	\$356,190.00
[Enter the total of A - G above]			
I. INDIRECT COSTS	\$0.00	\$26,810.00	\$26,810.00
A copy of the current negotiated indirect cost rate must be			
J. TOTAL BUDGET	\$356,190.00	\$26,810.00	\$383,000.00

***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:	\$26,810.00
STRMU:	\$18,000.00
TBRA:	\$250,000.00
Housing Case Management:	\$62,190.00
Permanent Housing Placement:	\$8,000.00
Facility Based Housing Assistance:	#####
TOTAL:	#####

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: 2025-2026

	Direct Costs	Admin Costs	Total Costs
A. PERSONNEL	\$269,013.00	\$0.00	\$269,013.00
Eligibility Specialist (Villareal)			
\$3510.17/month X 100% time charged to funding source X 12 months =	\$42,122.00	\$0.00	\$42,122.00
Provides Referrals to clients and collects program data, data entry into ARIES			
 Case Manager (Bustos)			
4905.36 X 90% x 12 Mo	\$52,978.00	\$0.00	\$52,978.00
Provides Non-Medical Case Management to clients, collects program data,			
 Coordinator of Case Management/Case Manager (Martinez)			
5959.39 X 100% x 12 Mo	\$74,513.00	\$0.00	\$74,513.00
Provides Non-Medical Case Management to clients, collects program data,			
 Case Manager (Newcomb)			
4050.28 X 100% x 12 Mo	\$48,603.00	\$0.00	\$48,603.00
Provides Non-Medical Case Management to clients, collects program data,			
 Transportation Aide - Velasquez			
\$1828 per mo. X 10% X 12	\$2,194.00	\$0.00	\$2,194.00
Provide Transportation to Medical appointments			
 Case Manager (Vacant)			
4050.28 X 100% x 12 Mo	\$48,603.00	\$0.00	\$48,603.00
Provides Non-Medical Case Management to clients, collects program data,			

<Description>

Job Title (Name of Staff)

Direct: \$/month X % time charged to funding source X 12 months =	\$0.00	\$0.00	\$0.00
Admin: \$/month X % time charged to funding source X 12 months =			
<Description>			

Job Title (Name of Staff)

Direct: \$/month X % time charged to funding source X 12 months =	\$0.00	\$0.00	\$0.00
Admin: \$/month X % time charged to funding source X 12 months =			
<Description>			

Job Title (Name of Staff)

Direct: \$/month X % time charged to funding source X 12 months =	\$0.00	\$0.00	\$0.00
Admin: \$/month X % time charged to funding source X 12 months =			
<Description>			

B. FRINGE BENEFITS	\$72,436.00	\$0.00	\$72,436.00
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
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
C. STAFF TRAVEL	\$7,453.00	\$0.00	\$7,453.00
Local Travel to meet Clients 1000 Annual Miles X 4 Staff X @ .67	\$2,680.00	\$0.00	\$2,680.00
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
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
D. EQUIPMENT	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00

	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
E. SUPPLIES	\$4,600.00	\$0.00	\$4,600.00
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
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
F. CONTRACTUAL	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
G. OTHER	\$36,821.00	\$0.00	\$36,821.00
Emergency Utilities 7 @ \$155.71	\$1,090.00	\$0.00	\$1,090.00
Food Vouchers 68 @ \$40.	\$2,720.00	\$0.00	\$2,720.00
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	\$4,359.00	\$0.00	\$4,359.00
Specialty Physicians Vist 10 visits @ \$100 Each	\$1,000.00	\$0.00	\$1,000.00
Fuel Cost \$ 96.00 Per Mo X 12 Mo	\$1,152.00	\$0.00	\$1,152.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00

	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00
H. SUBTOTAL	\$390,323.00	\$0.00	\$390,323.00
[Enter the total of A - G above]			
I. INDIRECT COSTS	\$0.00	\$39,048.00	\$39,048.00
A copy of the current negotiated indirect cost rate must be attached.			
J. TOTAL BUDGET	\$390,323.00	\$39,048.00	\$429,371.00

***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 2025 - 2026

Item 7.1.4

	EARLY HS	HEAD START	TOTAL
Salaries and Benefits	2,938,961	2,827,869	5,766,830
Out of Area Travel	4,628	6,480	11,108
Supplies			
Office	4,700	11,962	16,662
Program	18,745	10,400	29,145
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	1,000	1,000	2,000
Maintenance	4,500	3,400	7,900
Postage	500	800	1,300
Technology	1,000	4,000	5,000
Mental Health	0	400	400
Diapers	22,000	200	22,200
Total Supplies	104,648	78,389	183,037
Contractual			
Copiers	25,371	15,616	40,987
Janitorial	70,000	36,752	106,752
Mowing	6,000	7,750	13,750
Literacy Services	0	7,000	7,000
Bonham	60,000	175,169	235,169
T&TA Presenters	11,620	8,630	20,250
Parent Training	0	10,906	10,906
Disability Services	0	2,500	2,500
Total Contractual	172,991	264,323	437,314

Community Action Inc. of Central Texas
Federal Budget 2025 - 2026

Item 7.1.4

EARLY HS HEAD START TOTAL

Other			
Rent/Lease	7,125	23,578	30,703
Telephone	20,700	9,400	30,100
Utilities	44,500	24,989	69,489
Pest Control	3,600	2,900	6,500
Alarm Fee	1,000	1,900	2,900
Repairs, Bldg	25,000	26,000	51,000
Internet	6,350	8,600	14,950
Gen'l Liab	25,000	8,868	33,868
Ins. Vehicle	11,200	7,200	18,400
Gas Inspection.	1,900	1,400	3,300
Fuel & Oil	3,000	2,900	5,900
Veh Lic/Regist	300	500	800
Veh Maintenance	2,000	4,982	6,982
Staff Local Travel	5,600	13,900	19,500
Food/Child	76,476	21,269	97,745
Food/Staff	3,400	2,500	5,900
PC Food	500	1,000	1,500
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	8,000	12,000	20,000
Postage/Freight	0	200	200
Staff Licenses	800	1,500	2,300
Membership	2,200	3,400	5,600
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	200	200	400
Tuition	4,000	0	4,000
Fire Extenguisher	2,400	1,379	3,779
Child Plus	12,453	0	12,453
Medical Serv	0	200	200
Dental Serv.	0	500	500

Community Action Inc. of Central Texas
Federal Budget 2025 - 2026

Item 7.1.4

	EARLY HS	HEAD START	TOTAL
Emp/Med/Ex	900	1,000	1,900
Stipends	3,000	2,336	5,336
Miscellaneous Admin	373,093	313,522	686,615
Other Total	702,031	528,747	1,230,778
Federal Grand Total	3,923,259	3,705,808	7,629,067

Signature & Date PC Chair

Signature & Date Board President

Texas Home Visiting
Budget
2025-2026

Item 7.1.5

PERSONNEL - SALARIES Total	587566.00
FRINGE by TYPE of BENEFIT	
Social Security (FICA)	44987.00
State Unemployment Tax Act (SUTA)	11525.00
Retirement	6468.00
Insurance-Medical	88260.00
Insurance-Worker's Compensation	5057.00
FRINGE by TYPE of BENEFIT Total	<u>156297.00</u>
TRAVEL	
Mileage	20000.00
TRAVEL Total	20000.00
SUPPLIES & CONTROLLED ASSETS	
Office Supplies	4259.00
Program Curriculum	3000.00
Program Food	1092.00
Outreach Materials/Program Literature	2500.00
SUPPLIES & CONTROLLED ASSETS Total	<u>10851.00</u>
OTHER	
Vehicle Operating Cost	16343.00
Community Events	2000.00
Basic Needs/Diaper Bank	6500.00
General Liability Insurance	200.00
Internet/Phone	9283.00
Visit Tracker Software	800.00
PAT Affiliation and Renewal Fees and Implementation Support Fee	17620.00
Family Incentives	3750.00
Rent	26000.00
Copier/Printer Lease	4800.00
OTHER Total	<u>87296.00</u>
	862010.00
INDIRECT COSTS	<u>86201.00</u>
Grant Total	948211.00

Section 1: Project Information and Funding Request

Agency Name:

Project Name:

Amount of City of Cedar Park Funds Requested:

\$

Service Units: (See Definition)

Unit Cost

\$

Total Cost

\$

Location where services will be provided:

Days and hours services will be provided:

Project Budget

List the amount of City of Cedar Park funds that will be used for each of the following categories. Add additional rows if needed.

Category

Amount

Personnel:

\$

Supplies:

\$

Other (Describe):

\$

Total (must equal City of Cedar Park funds requested above)

\$

Project Funding Sources

List the other funding source(s) for your project and the amount provided by the source(s) including City of Cedar Park funds. Add additional rows if needed.

Source

Last Year

Current Year

\$

\$

\$

\$

\$

\$

\$

\$

\$

\$

\$

\$

Total

\$

\$

Will City of Cedar Park Funds be used to leverage other funds? If yes, please explain.

Community Action, Inc of Central Texas

Finance Contact:

Position (Coordinator or Coach)	Salary (Required)	Fringe/Benefits (Required)	Personnel Totals	Miles Traveled (Required)	Mileage Rate	Mileage Totals	Office/Training Support (Required)	M&A (Required)	Annual Total
Coordinator/Coach	\$ 67,500.00	\$ 16,875.00	\$ 84,375.00	\$ 4,000.00	0.700	\$ 2,800.00	\$ 500.00	\$ 7,014.00	\$ 94,689.00
Coach		\$ -	\$ -	\$ -	0.700	\$ -		\$ -	\$ -
Coach			\$ -	\$ -	0.700	\$ -			\$ -
Coach			\$ -	\$ -	0.700	\$ -			\$ -
Coach			\$ -	\$ -	0.700	\$ -			\$ -
CLI Personnel	\$ -	\$ -	\$ -	\$ -	0.700	\$ -	\$ -	\$ -	\$ -
CLI Personnel	\$ -	\$ -	\$ -	\$ -	0.000	\$ -	\$ -	\$ -	\$ -
CLI Personnel	\$ -	\$ -	\$ -	\$ -	0.000	\$ -	\$ -	\$ -	\$ -
	\$ 67,500.00	\$ 16,875.00	\$ 84,375.00			\$ 2,800.00	\$ 500.00	\$ 7,014.00	\$ 94,689.00

FY 2026 Healthy Texas Women Cost Reimbursement Program

FORM B: BUDGET SUMMARY

Initial Date

7/8/2025

Contract Number

Legal Name of Respondent

Community Action, Inc. of Central Texas

Revised

Budget Categories		Total Healthy Texas Women Cost Reimbursement Categorical Budget Award
A.	Personnel	\$47,004.00
B.	Fringe Benefits	\$9,608.00
C.	Travel	\$0.00
D.	Equipment	\$0.00
E.	Supplies	\$23,898.00
F.	Contractual	\$3,225.00
G.	Other	\$10,811.00
H.	Total Direct Costs	\$94,546.00
I.	Indirect Costs	\$9,454.00
J.	Total	\$104,000.00

NOTE: The "Total Healthy Texas Women Cost Reimbursement" categories amount will populate automatically from the corresponding budget category tabs.

	Budget Category	Distribution Total	Budget Total	Budget Category	Distribution Total	Budget Total
Check Totals For:	Personnel	\$47,004	\$47,004	Fringe Benefits	\$9,608	\$9,608
	Travel	\$0	\$0	Equipment	\$0	\$0
	Supplies	\$23,898	\$23,898	Contractual	\$3,225	\$3,225
	Other	\$10,811	\$10,811	Indirect Costs	\$9,454	\$9,454

TOTAL FOR:	Distribution Totals	\$104,000	Budget Grand Total	\$104,000
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COMMUNITY ACTION, INC. OF CENTRAL TEXAS
FINANCIAL REPORT
FOR THE YEAR ENDED
OCTOBER 31, 2024





COMMUNITY ACTION, INC. OF CENTRAL TEXAS
OCTOBER 31, 2024

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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, 2024, 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, 2024, 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.

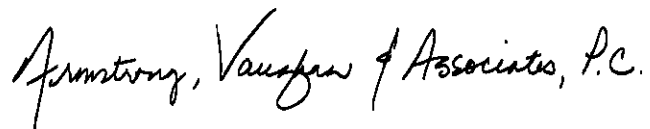
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

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 27, 2025 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.

A handwritten signature in black ink that reads "Armstrong, Vaughan & Associates, P.C." The signature is written in a cursive, flowing style.

Armstrong, Vaughan & Associates, P.C.

June 27, 2025

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
STATEMENT OF FINANCIAL POSITION
OCTOBER 31, 2024

ASSETS

Current Assets:

Cash and Cash Equivalents	\$ 1,925,911
Grants Receivable	1,240,805
Other Receivable	94,367
Prepaid Expenses	23,672
Inventory	7,107
<i>Total Current Assets</i>	<u>3,291,862</u>

<i>Property and Equipment, Net</i>	<u>532,208</u>
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TOTAL ASSETS	<u><u>\$ 3,824,070</u></u>
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LIABILITIES AND NET ASSETS

Current Liabilities:

Accounts Payable	\$ 517,218
Accrued Expenses	1,136,998
Refundable Advances	3,366
Deferred Revenue	1,291,542
<i>Total Current Liabilities</i>	<u>2,949,124</u>

Net Assets:

Without Donor Restrictions	
Operations	64,572
Investment in Property and Equipment, Net	532,208
With Donor Restrictions	278,166
<i>Total Net Assets</i>	<u>874,946</u>

TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 3,824,070</u></u>
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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, 2024

	Without Donor Restriction	With Donor Restriction	Total
REVENUES, SUPPORT, AND OTHER			
<i>Revenues and Support:</i>			
Federal, State, and Other Grant Revenues	\$ -	\$ 17,375,024	\$ 17,375,024
Program Income	100,140	-	100,140
Non-Federal (Local) Revenues	1,639,077	-	1,639,077
In-Kind Revenues	1,278,482	-	1,278,482
<i>Total Revenues and Support</i>	<u>3,017,699</u>	<u>17,375,024</u>	<u>20,392,723</u>
<i>Net Assets Released from Restrictions</i>	<u>17,376,830</u>	<u>(17,376,830)</u>	<u>-</u>
TOTAL REVENUES, SUPPORT, AND OTHER	<u>20,394,529</u>	<u>(1,806)</u>	<u>20,392,723</u>
EXPENSES			
<i>Program Expenses:</i>			
Community Services Programs	2,287,831	-	2,287,831
Child and Family Services	11,364,148	-	11,364,148
Community Health Services	2,098,092	-	2,098,092
Adult Education Programs	3,452,245	-	3,452,245
<i>Management and General</i>	<u>1,155,124</u>	<u>-</u>	<u>1,155,124</u>
TOTAL EXPENSES	<u>20,357,440</u>	<u>-</u>	<u>20,357,440</u>
CHANGES IN NET ASSETS	37,089	(1,806)	35,283
NET ASSETS - BEGINNING OF YEAR (DEFICIT)	<u>559,691</u>	<u>279,972</u>	<u>839,663</u>
NET ASSETS - END OF YEAR	<u>\$ 596,780</u>	<u>\$ 278,166</u>	<u>\$ 874,946</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
STATEMENT OF FUNCTIONAL EXPENSES
OCTOBER 31, 2024

	Program Services	Management & General	Total
FUNCTIONAL EXPENSES			
Salaries and Wages	\$ 9,692,005	\$ 609,909	\$ 10,301,914
Fringe Benefits	1,994,842	153,425	2,148,267
Travel	194,842	7,055	201,897
Equipment	13,218	2,851	16,069
Supplies	479,388	9,323	488,711
Contractual Services	1,559,599	70,361	1,629,960
Other	5,088,173	302,200	5,390,373
Depreciation	180,249	-	180,249
TOTAL FUNCTIONAL EXPENSES	\$ 19,202,316	\$ 1,155,124	\$ 20,357,440

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, 2024

CASH FLOWS FROM OPERATING ACTIVITIES

Increase (Decrease) in Net Assets	\$ 35,283
Adjustments	
Depreciation	180,249
(Increase) Decrease in Assets:	
(Increase) Decrease in Grant Receivables	382,249
(Increase) Decrease in Other Receivables	(33,211)
(Increase) Decrease in Prepaid Expenses	35,511
(Increase) Decrease in Inventory	31,319
Increase (Decrease) in Liabilities:	
Increase (Decrease) in Accounts Payable	(436,534)
Increase (Decrease) in Accrued Expenses	98,998
Increase (Decrease) in Refundable Advances	(5,644)
Increase (Decrease) in Deferred Revenue	213,275
NET CASH PROVIDED (REQUIRED) BY OPERATING ACTIVITIES	<u>501,495</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of Property and Equipment	<u>(144,025)</u>
NET CASH PROVIDED (REQUIRED) BY INVESTING ACTIVITIES	<u>(144,025)</u>

NET INCREASE (DECREASE) IN CASH 357,470

CASH AND CASH EQUIVALENTS AT BEGINNING YEAR 1,568,441

CASH AND CASH EQUIVALENTS AT END OF YEAR \$ 1,925,911

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, 2024

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, 2024

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, 2024, CAI currently had no investments that fall under this guidance.

6. ACCOUNTS RECEIVABLE/ REFUNDABLE ADVANCES

Accounts receivable as of October 31, 2024, 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, 2024 and 2023, 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, 2024, the balance of refundable advances was \$3,366 compared to \$9,010 as of October 31, 2023.

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
NOTES TO FINANCIAL STATEMENTS (CONT.)
OCTOBER 31, 2024

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, 2024 CAI had \$55,203 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, 2024.

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, 2024

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, 2024.

Tax years 2020-2022 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, 2024

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT.)

16. ADVERTISING COSTS

CAI expenses advertising costs at the time the advertising occurs. CAI spent \$248 in advertising costs for the year ended October 31, 2024.

17. SUBSEQUENT EVENTS

Subsequent events have been evaluated by management through June 27, 2025, 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, 2024 by \$815,588 at two different banking institutions.

NOTE C -- PROPERTY AND EQUIPMENT

Property and equipment consist of the following at October 31, 2024:

Furniture and Equipment	\$ 2,584,068
Buildings and Improvements	<u>1,806,675</u>
Total Property and Equipment	4,390,743
Less: Accumulated Depreciation	<u>(3,858,535)</u>
Property and Equipment - Net	<u><u>\$ 532,208</u></u>

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
NOTES TO FINANCIAL STATEMENTS (CONT.)
OCTOBER 31, 2024

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	\$ 598,329
Supplies	8,750
Contractual Services	189,420
Rent and Building Lease	473,233
Utilities	8,750
Total	<u>\$ 1,278,482</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, 2024. As of October 31, 2024, 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 \$137,540 for the year ended October 31, 2024.

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, 2024 are as follows:

	2024
Headstart	36.88%
Adult Education	15.31%

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
NOTES TO FINANCIAL STATEMENTS (CONT.)
OCTOBER 31, 2024

NOTE G – ACCOUNTS RECEIVABLE AND REVENUE CONCENTRATIONS (CONT.)

Revenue concentrations for the year ended October 31, 2024 are as follows:

	<u>2024</u>
Headstart	37.26%
Adult Education - Federal	16.39%

NOTE H – NET ASSETS WITH DONOR RESTRICTIONS

During 2024, CAI's net assets with donor restrictions were released from restrictions for the following purposes:

Community Services	\$ 2,163,194
Child and Family Services	10,036,629
Community Health	1,837,865
Adult Education	<u>3,339,142</u>
	<u>\$ 17,376,830</u>

Net assets with donor restrictions are available as of October 31, 2024 for the following purposes:

Community Services	\$ 52,663
Child and Family Services	140,866
Community Health	67,192
Adult Education	<u>17,445</u>
	<u>\$ 278,166</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, 2024

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 \$1,325,335 as of October 31, 2024 as shown in the table below.

Cash and Cash Equivalents	\$ 1,925,911
Grants Receivable	1,240,805
Other Receivable	94,367
Accounts Payable	(517,218)
Accrued Expenses	(1,136,998)
Refundable Advances	(3,366)
Total Financial Assets	<u>\$ 1,603,501</u>
Lesss Net Assets With Donor Restrictions	<u>(278,166)</u>
Total Available Resource for General Expenditure Needs	<u><u>\$ 1,325,335</u></u>

CAI can increase this balance by reducing expenditures in the upcoming year. 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

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
COMBINING STATEMENT OF FINANCIAL POSITION
OCTOBER 31, 2024

	<u>Community Services</u>	<u>Child and Family Services</u>	<u>Community Health Services</u>
ASSETS			
<i>Current Assets:</i>			
Cash and Cash Equivalents	\$ 324,880	\$ 410,224	\$ 574,523
Grants Receivable	106,391	679,508	264,999
Other Receivable	667	-	93,700
Due From Other Funds	70,012	-	1,338
Prepaid Expenses	1,025	1,185	1,970
Inventory	-	-	-
<i>Total Current Assets</i>	<u>502,975</u>	<u>1,090,917</u>	<u>936,530</u>
<i>Property and Equipment, Net</i>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL ASSETS	<u><u>\$ 502,975</u></u>	<u><u>\$ 1,090,917</u></u>	<u><u>\$ 936,530</u></u>
LIABILITIES AND NET ASSETS			
<i>Current Liabilities:</i>			
Accounts Payable	\$ 17,884	\$ 208,658	\$ 139,650
Accrued Expenses	-	-	-
Refundable Advances	-	80	3,286
Due to Other Funds	35,614	333,448	66,609
Deferred Revenue	254,402	428,650	600,842
<i>Total Current Liabilities</i>	<u>307,900</u>	<u>970,836</u>	<u>810,387</u>
<i>Net Assets:</i>			
Without Donor Restrictions	142,412	(20,785)	58,951
With Donor Restrictions	52,663	140,866	67,192
<i>Total Net Assets</i>	<u>195,075</u>	<u>120,081</u>	<u>126,143</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 502,975</u></u>	<u><u>\$ 1,090,917</u></u>	<u><u>\$ 936,530</u></u>

<u>Adult Education</u>	<u>Payroll Clearing</u>	<u>Grant to GAAP Adjustments</u>	<u>Agency Total</u>
\$ 9,036	\$ 607,248	\$ -	\$ 1,925,911
189,907	-	-	1,240,805
-	-	-	94,367
-	500,531	-	571,881
-	19,492	-	23,672
-	-	7,107	7,107
<u>198,943</u>	<u>1,127,271</u>	<u>7,107</u>	<u>3,863,743</u>
-	-	532,208	532,208
<u>\$ 198,943</u>	<u>\$ 1,127,271</u>	<u>\$ 539,315</u>	<u>\$ 4,395,951</u>
\$ 53,944	\$ 97,082	\$ -	\$ 517,218
-	903,366	233,632	1,136,998
-	-	-	3,366
136,210	-	-	571,881
7,648	-	-	1,291,542
<u>197,802</u>	<u>1,000,448</u>	<u>233,632</u>	<u>3,521,005</u>
(16,304)	126,823	305,683	596,780
<u>17,445</u>	<u>-</u>	<u>-</u>	<u>278,166</u>
<u>1,141</u>	<u>126,823</u>	<u>305,683</u>	<u>874,946</u>
<u>\$ 198,943</u>	<u>\$ 1,127,271</u>	<u>\$ 539,315</u>	<u>\$ 4,395,951</u>

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
COMBINING STATEMENT OF ACTIVITIES
OCTOBER 31, 2024

	Community Services	Child and Family Services	Community Health Services
REVENUES, SUPPORT, AND OTHER			
Federal, State, and Other Grant Revenues	\$ 2,157,438	\$ 10,032,703	\$ 1,845,338
Program Income	761	-	99,379
Non-Federal (Local) Revenues	178,036	1,553	176,073
In-Kind Revenues	-	1,278,482	-
TOTAL REVENUES, SUPPORT, AND OTHER	<u>2,336,235</u>	<u>11,312,738</u>	<u>2,120,790</u>
EXPENSES			
Salaries and Wages	477,842	6,258,570	834,340
Fringe Benefits	114,469	1,300,179	190,448
Travel	16,853	114,240	31,672
Equipment	8,031	5,187	-
Supplies	18,872	470,479	37,447
Contractual Services	34,181	706,587	370,857
Other	1,614,681	2,494,488	630,666
Depreciation	-	-	-
TOTAL EXPENSES	<u>2,284,929</u>	<u>11,349,730</u>	<u>2,095,430</u>
CHANGES IN NET ASSETS	51,306	(36,992)	25,360
Transfers	151	-	(151)
NET ASSETS - BEGINNING OF YEAR	<u>143,618</u>	<u>157,073</u>	<u>100,934</u>
NET ASSETS - END OF YEAR	<u>\$ 195,075</u>	<u>\$ 120,081</u>	<u>\$ 126,143</u>

Adult Education	Payroll Clearing	Grant to GAAP Adjustments	Agency Total
\$ 3,339,545	\$ -	\$ -	\$ 17,375,024
-	-	-	100,140
3,388	1,280,027	-	1,639,077
-	-	-	1,278,482
<u>3,342,933</u>	<u>1,280,027</u>	<u>-</u>	<u>20,392,723</u>
2,165,109	609,909	(43,856)	10,301,914
389,746	153,425	-	2,148,267
32,077	7,055	-	201,897
-	2,851	-	16,069
64,621	9,323	(112,031)	488,711
447,974	70,361	-	1,629,960
348,338	302,200	-	5,390,373
-	-	180,249	180,249
<u>3,447,865</u>	<u>1,155,124</u>	<u>24,362</u>	<u>20,357,440</u>
(104,932)	124,903	(24,362)	35,283
-	-	-	-
<u>106,073</u>	<u>1,920</u>	<u>330,045</u>	<u>839,663</u>
<u>\$ 1,141</u>	<u>\$ 126,823</u>	<u>\$ 305,683</u>	<u>\$ 874,946</u>

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES
OCTOBER 31, 2024

	66 Season/Caring Parten	68 Season/Caring Piper	77 CEAP Supplemental 2023
REVENUES, SUPPORT AND OTHER			
Federal, State, and Other Grant Revenues	\$ -	\$ -	\$ 92,750
Program Income	-	-	-
Non-Federal (Local) Revenues	-	122,376	-
In-Kind Revenues	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>-</u>	<u>122,376</u>	<u>92,750</u>
EXPENSES			
Salaries and Wages	-	-	21,382
Fringe Benefits	-	-	2,992
Travel	-	-	308
Equipment	-	-	-
Supplies	-	-	438
Contractual Services	-	-	148
Other	13,787	58,806	67,482
TOTAL EXPENSES	<u>13,787</u>	<u>58,806</u>	<u>92,750</u>
CHANGES IN NET ASSETS	(13,787)	63,570	-
Transfers	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>13,787</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ 63,570</u></u>	<u><u>\$ -</u></u>

78 CEAP 2024	88 CEAP 2023 Allocation	89 CEAP 2024	96 Senior Citizens Program	97 Senior Citizens Program	98 Senior Citizens
\$ 55,129	\$ 9,491	\$ 1,193,503	\$ 39,400	\$ 20,000	\$ 10,075
-	-	-	-	-	-
-	-	-	17,191	-	-
-	-	-	-	-	-
55,129	9,491	1,193,503	56,591	20,000	10,075
5,982	108	113,433	32,565	11,594	6,337
872	23	19,642	9,066	3,204	1,519
-	-	5,052	143	33	-
-	-	-	-	-	-
-	-	2,360	1,787	329	402
-	16	-	-	-	-
48,275	9,344	1,053,016	13,030	4,840	1,817
55,129	9,491	1,193,503	56,591	20,000	10,075
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES (CONTINUED)
 OCTOBER 31, 2024

	110 Senior Citizens Donor	115 Community Service Non- Federal	128 Community Service Block Grant 2023	129 Community Service Block Grant 2024
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ -	\$ -	\$ 116,043	\$ 252,607
Program Income	761	-	-	-
Non-Federal (Local) Revenues	-	660	-	-
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>761</u>	<u>660</u>	<u>116,043</u>	<u>252,607</u>
EXPENSES				
Salaries and Wages	-	-	62,456	130,279
Fringe Benefits	-	-	22,510	34,829
Travel	-	1,457	422	4,719
Equipment	-	-	335	-
Supplies	475	-	63	132
Contractual Services	-	-	690	-
Other	1,063	-	29,567	82,648
TOTAL EXPENSES	<u>1,538</u>	<u>1,457</u>	<u>116,043</u>	<u>252,607</u>
CHANGES IN NET ASSETS	(777)	(797)	-	-
Transfers	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>9,431</u>	<u>820</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ 8,654</u>	<u>\$ 23</u>	<u>\$ -</u>	<u>\$ -</u>

135 CSBG Equipment	136/138 Community Serv. Block Grant 083124 and Telephone System	139 Community Serv. Block Grant Equipment	145 Low Income Water	153/154/160/162 Donations Non- Federal
\$ 6,451	\$ 18,965	\$ 1,245	\$ 154,492	\$ -
-	-	-	-	-
-	-	-	-	7,940
-	-	-	-	-
6,451	18,965	1,245	154,492	7,940
-	-	-	6,329	-
-	-	-	854	-
-	-	-	4	1,119
6,451	-	1,245	-	-
-	-	-	5	-
-	-	-	79	-
-	19,041	-	147,221	5,467
6,451	19,041	1,245	154,492	6,586
-	(76)	-	-	1,354
-	-	-	-	-
-	76	-	-	32,921
\$ -	\$ -	\$ -	\$ -	\$ 34,275

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY SERVICES (CONTINUED)
 OCTOBER 31, 2024

	163 TBRA First Presb 25-26	165 Bluebonnet	168 2015 Flood Relief	169 BCFS Flood Relief	170 United Way Rental Assistance
REVENUES, SUPPORT AND OTHER					
Federal, State, and Other Grant Revenues	\$ -	\$ -	\$ -	\$ -	\$ -
Program Income	-	-	-	-	-
Non-Federal (Local) Revenues	-	12,000	-	-	-
In-Kind Revenues	-	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	-	12,000	-	-	-
EXPENSES					
Salaries and Wages	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Travel	-	-	-	-	-
Equipment	-	-	-	-	-
Supplies	-	-	-	-	-
Contractual Services	-	-	-	-	-
Other	-	15,655	-	-	-
TOTAL EXPENSES	-	15,655	-	-	-
CHANGES IN NET ASSETS	-	(3,655)	-	-	-
Transfers	-	-	-	-	(6)
NET ASSETS - BEGINNING OF YEAR	-	23,496	1,229	582	6
NET ASSETS - END OF YEAR	\$ -	\$ 19,841	\$ 1,229	\$ 582	\$ -

176 TX Youth Action Network	180 City of Lockhart Utility Assistance	181 San Marco's Youth Service	189 SM Youth Services 2023-2024	191 Non-Federal Youth Donor	194 Non-Federal	Total Community Services
\$ 25,000	\$ 2,178	\$ 88,058	\$ 32,051	\$ -	\$ -	\$ 2,157,438
-	-	-	-	-	-	761
-	-	-	-	-	17,869	178,036
-	-	-	-	-	-	-
25,000	2,178	88,058	32,051	-	17,869	2,336,235
-	-	56,506	18,663	-	-	477,842
-	-	13,149	4,215	-	-	114,469
-	-	1,589	-	304	-	16,853
-	-	-	-	-	-	8,031
-	-	3,657	6,669	686	1,793	18,872
-	-	-	-	-	4,500	34,181
-	1,576	13,157	2,504	1,680	422	1,614,681
-	1,576	88,058	32,051	2,670	6,715	2,284,929
25,000	602	-	-	(2,670)	11,154	51,306
-	-	-	-	-	157	151
-	(411)	-	-	2,713	14,515	143,618
\$ 25,000	\$ 191	\$ -	\$ -	\$ 43	\$ 25,826	\$ 195,075

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES
 OCTOBER 31, 2024

	204 HS Garden Grant 7/16/1905	216 Child Care Relief Fund	226 TX Home Visting ARPA	230 TX Home Visiting ECSB
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ 382	\$ 505,564	\$ 70,170	\$ 299,380
Program Income	-	-	-	-
Non-Federal (Local) Revenues	-	-	-	-
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>382</u>	<u>505,564</u>	<u>70,170</u>	<u>299,380</u>
EXPENSES				
Salaries and Wages	-	386,509	18,795	81,958
Fringe Benefits	-	43,781	1,916	10,902
Travel	-	563	-	2,766
Equipment	-	-	-	-
Supplies	382	34,840	-	13,747
Contractual Services	-	8,100	-	41,790
Other	-	31,771	49,459	148,217
TOTAL EXPENSES	<u>382</u>	<u>505,564</u>	<u>70,170</u>	<u>299,380</u>
CHANGES IN NET ASSETS	-	-	-	-
Transfers	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR (DEFICIT)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

240 ST. DAVIDS Home Visiting	241 ST. DAVIDS Home Visiting	242 ST. DAVIDS Home Visiting	243 ST. DAVIDS Home Visiting	244 ST. DAVIDS Home Visiting	261 Head Start TSR 20-21	262 Head Start TSR
\$ -	\$ -	\$ -	\$ 31,144	\$ 234,562	\$ -	\$ -
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	31,144	234,562	-	-
18,858	-	-	25,813	153,427	-	-
1,120	-	-	5,251	38,400	-	-
-	-	-	431	8,651	-	-
-	-	-	-	-	-	-
418	-	-	591	5,038	-	-
-	-	-	407	1,203	-	-
8,701	-	-	(1,349)	31,690	2,201	247
29,097	-	-	31,144	238,409	2,201	247
(29,097)	-	-	-	(3,847)	(2,201)	(247)
-	-	-	-	-	-	-
140,849	-	-	-	-	-	247
\$ 111,752	\$ -	\$ -	\$ -	\$ (3,847)	\$ (2,201)	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES (CONTINUED)
 OCTOBER 31, 2024

	263/ 264 Head Start TSR	265 Head Start 24-25	278 Head Start Prog 23-24
REVENUES, SUPPORT AND OTHER			
Federal, State, and Other Grant Revenues	\$ 69,969	\$ 16,052	\$ 7,513,177
Program Income	-	-	-
Non-Federal (Local) Revenues	-	-	-
In-Kind Revenues	-	-	1,278,482
TOTAL REVENUES, SUPPORT AND OTHER	<u>69,969</u>	<u>16,052</u>	<u>8,791,659</u>
EXPENSES			
Salaries and Wages	52,093	12,100	4,784,956
Fringe Benefits	11,519	2,516	1,010,639
Travel	2,257	227	47,283
Equipment	-	-	848
Supplies	35	20	387,191
Contractual Services	52	-	647,624
Other	4,699	1,189	1,913,118
TOTAL EXPENSES	<u>70,655</u>	<u>16,052</u>	<u>8,791,659</u>
CHANGES IN NET ASSETS	(686)	-	-
Transfers	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>686</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

282 Head Start Prog 19-20	284/285/286 TX Home Visiting Program	287 TX Home Visiting Program 24-25
\$ -	\$ 705,938	\$ 178,914
-	-	-
-	-	-
-	-	-
-	705,938	178,914
-	403,638	96,891
-	98,075	21,540
-	29,979	22,083
-	4,339	-
-	25,140	2,180
-	6,548	863
44	138,303	35,357
44	706,022	178,914
(44)	(84)	-
-	-	-
-	4	-
\$ (44)	\$ (80)	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – CHILD AND FAMILY SERVICES (CONTINUED)
 OCTOBER 31, 2024

	294 Child & Adult Food 23-24	295 Child & Adult Food 24-25	331 HS Donations
REVENUES, SUPPORT AND OTHER			
Federal, State, and Other Grant Revenues	\$ 353,699	\$ 53,752	\$ -
Program Income	-	-	-
Non-Federal (Local) Revenues	-	-	1,270
In-Kind Revenues	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>353,699</u>	<u>53,752</u>	<u>1,270</u>
EXPENSES			
Salaries and Wages	192,346	31,186	-
Fringe Benefits	48,512	6,008	-
Travel	-	-	-
Equipment	-	-	-
Supplies	-	-	-
Contractual Services	-	-	-
Other	112,842	16,558	1,378
TOTAL EXPENSES	<u>353,700</u>	<u>53,752</u>	<u>1,378</u>
CHANGES IN NET ASSETS	(1)	-	(108)
Transfers	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>(79)</u>	<u>-</u>	<u>2,353</u>
NET ASSETS - END OF YEAR	<u>\$ (80)</u>	<u>\$ -</u>	<u>\$ 2,245</u>

332 HS Donations	333 Policy Council	337 ECCOHC	Total Child and Family Services
<u> </u>	<u> </u>	<u> </u>	<u> </u>
\$ -	\$ -	\$ -	\$10,032,703
-	-	-	-
283	-	-	1,553
<u>-</u>	<u>-</u>	<u>-</u>	<u>1,278,482</u>
283	-	-	11,312,738
-	-	-	6,258,570
-	-	-	1,300,179
-	-	-	114,240
-	-	-	5,187
250	647	-	470,479
-	-	-	706,587
<u>63</u>	<u>-</u>	<u>-</u>	<u>2,494,488</u>
<u>313</u>	<u>647</u>	<u>-</u>	<u>11,349,730</u>
(30)	(647)	-	(36,992)
-	-	-	-
<u>4,109</u>	<u>6,015</u>	<u>2,889</u>	<u>157,073</u>
<u>\$ 4,079</u>	<u>\$ 5,368</u>	<u>\$ 2,889</u>	<u>\$ 120,081</u>

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES
 OCTOBER 31, 2024

	501 Family Planning Title X	505 Family Planning Title X	506 Family Planning TITLE X 24-25
REVENUES, SUPPORT AND OTHER			
Federal, State, and Other Grant Revenues \$	25,662	\$ 42,531	\$ 103,655
Program Income	-	-	14,955
Non-Federal (Local) Revenues	-	-	-
In-Kind Revenues	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>25,662</u>	<u>42,531</u>	<u>118,610</u>
EXPENSES			
Salaries and Wages	-	22,697	54,655
Fringe Benefits	-	4,299	9,586
Travel	-	14	253
Equipment	-	-	-
Supplies	-	1,885	15,843
Contractual Services	-	5,960	10,011
Other	25,662	7,676	20,983
TOTAL EXPENSES	<u>25,662</u>	<u>42,531</u>	<u>111,331</u>
CHANGES IN NET ASSETS	-	-	7,279
Transfers	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>2,523</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ 2,523</u>	<u>\$ -</u>	<u>\$ 7,279</u>

511 Healthy TX Women's Program	512 Healthy TX Women's Program	521 CHS Donor	531 Family Planning Expanded	541 HHSC Family Planning	542 FPP Fee 24-25
\$ 35,393	\$ 15,554	\$ -	\$ -	\$ 154,860	\$ 39,977
-	-	-	8,654	-	-
-	-	6,734	-	-	-
-	-	-	-	-	-
35,393	15,554	6,734	8,654	154,860	39,977
19,378	8,538	2,175	2,222	80,242	20,811
4,803	1,702	178	315	12,969	4,144
-	78	-	-	5	-
-	-	-	-	-	-
748	538	-	1,316	2,115	980
1,267	362	-	4	18,238	4,632
9,197	4,336	380	3,465	41,291	9,410
35,393	15,554	2,733	7,322	154,860	39,977
-	-	4,001	1,332	-	-
-	-	-	-	-	-
-	-	(321)	234	-	-
\$ -	\$ -	\$ 3,680	\$ 1,566	\$ -	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)
 OCTOBER 31, 2024

	550 Clinic Unit Allocation	552 St. David's	554 St. David's We All Benefit	564 OLA Fund Part A 2024
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ -	\$ -	\$ 51,810	\$ 13,087
Program Income	-	-	-	-
Non-Federal (Local) Revenues	-	-	-	-
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>-</u>	<u>-</u>	<u>51,810</u>	<u>13,087</u>
EXPENSES				
Salaries and Wages	-	6,878	-	-
Fringe Benefits	-	1,046	-	-
Travel	-	-	-	-
Equipment	-	-	-	-
Supplies	-	-	-	-
Contractual Services	-	-	47,100	-
Other	-	1,155	4,710	13,087
TOTAL EXPENSES	<u>-</u>	<u>9,079</u>	<u>51,810</u>	<u>13,087</u>
CHANGES IN NET ASSETS	-	(9,079)	-	-
Transfers	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>9,079</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

573 Healthy TX Women's Program	574 HTWP CAT EXP 24-25	582 HHSC Family Planning	583 FPP CAT EXP 24-25	590 HTWP Patient NAV 23-24
\$ 11,448	\$ 2,434	\$ 22,283	\$ 8,511	\$ 50,305
4,611	-	8,814	1,290	-
-	-	-	-	-
-	-	-	-	-
16,059	2,434	31,097	9,801	50,305
9,387	1,496	18,266	5,977	32,000
2,030	401	3,141	1,190	8,305
-	-	2	-	-
-	-	-	-	-
358	77	1,791	238	-
379	64	1,615	136	10,000
3,905	396	6,282	2,260	-
16,059	2,434	31,097	9,801	50,305
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)
 OCTOBER 31, 2024

	591 HTWP Patient NAV 24-25	607 State Services Supplemental	613 Ryan White Part A	614 Ryan White A 24-25
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ 9,299	\$ 877	\$ 16,194	\$ 19,636
Program Income	-	-	-	-
Non-Federal (Local) Revenues	-	-	-	-
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>9,299</u>	<u>877</u>	<u>16,194</u>	<u>19,636</u>
EXPENSES				
Salaries and Wages	7,184	-	10,855	14,029
Fringe Benefits	2,115	-	3,446	3,880
Travel	-	-	2	-
Equipment	-	-	-	-
Supplies	-	-	3	-
Contractual Services	-	877	41	-
Other	-	-	1,847	1,727
TOTAL EXPENSES	<u>9,299</u>	<u>877</u>	<u>16,194</u>	<u>19,636</u>
CHANGES IN NET ASSETS	-	-	-	-
Transfer In	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

625 State Services	626 State Service 24-25	634 Ryan White Part B	635 Ryan White Part B 24-25	644 Ryan White Part C	645 Ryan White C 2024	651 RASP Donor
\$ 315,580	\$ 60,173	\$ 25,667	\$ 3,725	\$ 24,485	\$ 80,918	\$ -
-	-	28,106	32,949	-	-	-
-	-	-	-	-	-	70,322
-	-	-	-	-	-	-
315,580	60,173	53,773	36,674	24,485	80,918	70,322
174,883	39,875	29,313	5,760	8,403	47,831	-
38,546	8,877	8,993	1,181	825	10,467	-
6,732	1,062	2,186	6,958	1,814	826	-
-	-	-	-	-	-	-
3,119	1,289	967	-	12	-	1,819
46,449	-	2,085	13,094	-	-	5,187
45,851	9,070	10,229	9,681	13,431	21,794	10,266
315,580	60,173	53,773	36,674	24,485	80,918	17,272
-	-	-	-	-	-	53,050
-	-	-	-	-	-	-
-	-	-	-	-	-	51,368
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,418

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)
 OCTOBER 31, 2024

	661 HOPWA	662 HOPWA	711 McKenna Legacy	712 McKenna Legacy
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ 300,896	\$ 77,797	\$ -	\$ -
Program Income	-	-	-	-
Non-Federal (Local) Revenues	-	-	13,946	497
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>300,896</u>	<u>77,797</u>	<u>13,946</u>	<u>497</u>
EXPENSES				
Salaries and Wages	34,933	7,788	7,834	-
Fringe Benefits	11,164	900	2,338	-
Travel	2,055	9,110	-	-
Equipment	-	-	-	-
Supplies	31	-	-	-
Contractual Services	15,134	-	2,933	213
Other	237,579	59,999	841	284
TOTAL EXPENSES	<u>300,896</u>	<u>77,797</u>	<u>13,946</u>	<u>497</u>
CHANGES IN NET ASSETS	-	-	-	-
Transfers	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

720 Bastrop CARES	722 United Way Cancer	723 United Way	733 Breast Cancer	740 Breast Cancer
\$ -	\$ 17,444	\$ 75,824	\$ -	\$ -
-	-	-	-	-
-	-	-	23,512	61,062
-	-	-	-	-
-	17,444	75,824	23,512	61,062
-	12,577	55,768	287	23,876
-	3,359	14,439	63	6,002
-	3	-	28	206
-	-	-	-	-
-	4	-	4,115	42
3,299	30	-	22,556	28,061
-	1,471	5,617	14,586	2,875
3,299	17,444	75,824	41,635	61,062
(3,299)	-	-	(18,123)	-
-	-	-	(151)	-
5,843	-	-	20,199	-
\$ 2,544	\$ -	\$ -	\$ 1,925	\$ -

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – COMMUNITY HEALTH SERVICES (CONTINUED)
 OCTOBER 31, 2024

	751 BCCS Cancer Screening	752 BCCS Cancer Screening	753 BCCS Cancer Screening	754 BCCS Cancer Screening
REVENUES, SUPPORT AND OTHER				
Federal, State, and Other Grant Revenues	\$ -	\$ -	\$ 1,084	\$ 151,909
Program Income	-	-	-	-
Non-Federal (Local) Revenues	-	-	-	-
In-Kind Revenues	-	-	-	-
TOTAL REVENUES, SUPPORT AND OTHER	<u>-</u>	<u>-</u>	<u>1,084</u>	<u>151,909</u>
EXPENSES				
Salaries and Wages	-	-	-	25,090
Fringe Benefits	-	-	-	8,084
Travel	-	-	-	146
Equipment	-	-	-	-
Supplies	-	-	-	157
Contractual Services	3,904	1,428	890	100,031
Other	-	-	-	18,401
TOTAL EXPENSES	<u>3,904</u>	<u>1,428</u>	<u>890</u>	<u>151,909</u>
CHANGES IN NET ASSETS	(3,904)	(1,428)	194	-
Transfers	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	<u>3,904</u>	<u>1,428</u>	<u>621</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 815</u></u>	<u><u>\$ -</u></u>

755 BCCS Cancer Screening	758 BCCS Cancer Screening	759 BCCS Cancer Screening	760 BCCS Cancer Screening	836 Prescription Assistance	100 Cummings Health	Total Community Health Services
\$ 28,603	\$ 2,743	\$ -	\$ 54,974	\$ -	\$ -	\$ 1,845,338
-	-	-	-	-	-	99,379
-	-	-	-	-	-	176,073
-	-	-	-	-	-	-
28,603	2,743	-	54,974	-	-	2,120,790
8,582	-	-	34,750	-	-	834,340
2,099	-	-	9,561	-	-	190,448
128	-	-	64	-	-	31,672
-	-	-	-	-	-	-
-	-	-	-	-	-	37,447
16,534	2,743	-	5,600	-	-	370,857
1,260	-	-	4,999	4,663	-	630,666
28,603	2,743	-	54,974	4,663	-	2,095,430
-	-	-	-	(4,663)	-	25,360
-	-	-	-	-	-	(151)
-	-	-	-	4,663	1,338	100,934
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,338	\$ 126,143

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
 COMBINING STATEMENT OF ACTIVITIES – ADULT EDUCATION
 OCTOBER 31, 2024

	907 Adult Education Bastrop	908 Adult ED Bastrop BLDG	917 Adult Ed & Literacy	918 Adult Ed & Literacy	919 Adult Ed & Literacy
REVENUES, SUPPORT, AND OTHER					
Federal, State, and Other Grant Revenues	\$ -	\$ 10,220	\$ 40,717	\$ 2,001,851	\$ 1,012,741
Program Income	-	-	-	-	-
Non-Federal (Local) Revenues	-	-	-	-	-
In-Kind Revenues	-	-	-	-	-
TOTAL REVENUES, SUPPORT, AND OTHER	-	10,220	40,717	2,001,851	1,012,741
EXPENSES					
Salaries and Wages	-	-	-	1,273,701	668,485
Fringe Benefits	-	-	-	238,509	124,511
Travel	-	-	-	25,561	5,955
Equipment	-	-	-	-	-
Supplies	-	-	-	8,924	38,495
Contractual Services	140	2,360	39,110	251,575	89,305
Other	1,570	7,860	1,607	203,581	85,990
TOTAL EXPENSES	1,710	10,220	40,717	2,001,851	1,012,741
CHANGES IN NET ASSETS	(1,710)	-	-	-	-
Transfers	-	-	-	-	-
NET ASSETS - BEGINNING OF YEAR	1,710	-	-	-	-
NET ASSETS - END OF YEAR (DEFICIT)	\$ -	\$ -	\$ -	\$ -	\$ -

920 Adult Ed & Literacy	930 AE - Bastrop County CARES	940 AE - Dollar General 24-25	950 English Literacy & Civics	981 Adult Education Non - Federal	Total Adult Education
\$ 74,953	\$ 6,223	\$ 1,632	\$ 191,208	\$ -	\$ 3,339,545
-	-	-	-	-	-
-	-	-	-	3,388	3,388
-	-	-	-	-	-
74,953	6,223	1,632	191,208	3,388	3,342,933
65,355	5,041	-	125,173	27,354	2,165,109
7,125	513	-	16,321	2,767	389,746
56	-	-	-	505	32,077
-	-	-	-	-	-
2,417	266	252	12,817	1,450	64,621
-	-	681	23,420	41,383	447,974
-	-	699	13,477	33,554	348,338
74,953	5,820	1,632	191,208	107,013	3,447,865
-	403	-	-	(103,625)	(104,932)
-	-	-	-	-	-
-	-	-	-	104,363	106,073
\$ -	\$ 403	\$ -	\$ -	\$ 738	\$ 1,141



FEDERAL AND STATE AWARD SECTION



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, 2024, 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 27, 2025.

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.

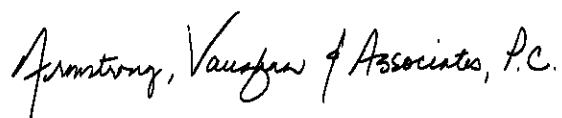
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not 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 27, 2025



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, 2024. 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

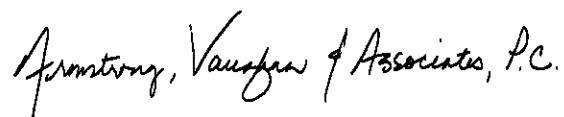
A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement 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,

A handwritten signature in cursive script that reads "Armstrong, Vaughan & Associates, P.C.".

Armstrong, Vaughan & Associates, P.C.

June 27, 2025

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
YEAR ENDED OCTOBER 31, 2024

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal ALN Number	Pass-Through Grantor's Number	Federal Expenditures
U.S. Department of Agriculture			
Passed through Texas Department of Agriculture:			
Child & Adult Care Food Prog (293)	10.558	2113	\$ 53,752
Child & Adult Care Food Prog (294)	10.558	2113	353,699
U.S. Department of Education			
Passed through Texas Workforce Commission:			
Adult Education (919)	84.002	2924ALA009	1,012,741
Adult Education (918)	84.002	1518ALAF00	2,001,851
Adult Education (917)	84.002	1518ALAE00	40,717
Adult Education (950)	84.002	2924ALA039	191,208
Child Care Relief Fund (216)	93.575	N/A	505,564
U.S. Department of Health and Human Services			
Head Start (278)	93.600	06CH010664-05-00	7,513,177
Passed through University of Texas Health Science Center at Houston:			
Texas School Ready (264)	93.575	None	70,419
Texas School Ready (265)	93.575	None	16,052
Passed through Capital Area Council of Governments:			
Spec. Prog. For the Aging, Title III, Part B (096)	93.044	None	39,400
Spec. Prog. For the Aging, Title III, Part B (098)	93.044	None	10,075
Passed through Women's Health and Family Planning Association of Texas:			
Family Planning Services, Title X (501)	93.217	None	25,662
Family Planning Services, Title X (505)	93.217	None	42,531
Family Planning Services, Title X (506)	93.217	None	111,330
Family Planning Services, Title X (564)	93.217	None	13,087
Passed through Texas Department of Housing & Community Affairs:			
Low-Income Home Energy Assistance (088)	93.568	58230003827	9,491
Low-Income Home Energy Assistance (089)	93.568	58240004017	1,193,503
Low-Income Home Energy Assistance- ARP (077)	93.568	25210003537	92,750
Low Income Household Water Assistance (145)	93.658	34210003675	154,492
Low-Income Home Energy Assistance- (078)	93.568	5894004165	55,129
Community Service Block Grant (129)	93.569	61240004126	252,607
Community Service Block Grant (128)	93.569	61230003789	116,043
Community Service Block Grant (135)	93.569	61230004226	6,451
Community Service Block Grant (138)	93.569	61230004198	18,965
Community Service Block Grant (139)	93.569	61240004302	1,245
Passed through the Texas Department of Family and Protective Services			
Texas Home Visiting Program (286)	93.870	HHS001105400002	705,938
Texas Home Visiting Program (225)	93.870	HHS001105400002	178,914
Texas Home Visiting Program (226)	93.870	HHS001105400002	70,170
Texas Home Visiting Program (230)	93.870	HHS001105400002	299,380
Passed through the Texas Health and Human Services Commission:			
Breast & Cervical Cancer (754)	93.898	HHS000734600038	151,909
Breast & Cervical Cancer (753)	93.898	HHS000734600038	1,084
Breast & Cervical Cancer (755)	93.898	HHS000734600038	28,603
Passed through Brazos Valley COG:			
Ryan White Part B (634)	93.917	5610/2-552-01	53,773
Ryan White Part B (635)	93.917		36,674
HIV Health and Social Services - Supplemental (607)	93.917	5610/SR2-551-01	877

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS (CONT.)
YEAR ENDED OCTOBER 31, 2024

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal ALN Number	Pass-Through Grantor's Number	Federal Expenditures
Passed through City of Austin:			
Ryan White Part A (613)	93.914	NG220000048	16,194
Ryan White Part A (614)	93.914	NG220000048	19,636
Ryan White Part C (645)	93.918	NG170000028	80,918
Ryan White Part C (644)	93.918	NG170000028	24,485
U.S. Department of Housing and Urban Development			
Passed through Brazos Valley COG:			
Housing Opportunities for Persons with AIDS (661)	14.241	5613/1-552-01	300,896
Housing Opportunities for Persons with AIDS (660)	14.241	5607/6-552-01	77,798
Total Federal Awards			<u>\$ 15,949,190</u>

PROGRAM TOTALS

Child & Adult Care Food Program	10.558		\$ 407,451
Adult Education	84.002		3,246,517
Child Care Relief Fund	93.575		505,564
Head Start	93.600		7,513,177
Texas School Ready (264)	93.575		86,471
Spec. Prog. For the Aging, Title III, Part B	93.044		49,475
Family Planning Services, Title X	93.217		192,610
Low-Income Home Energy Assistance	93.568		1,505,365
Community Service Block Grant	93.569		395,311
Texas Home Visiting Program	93.870		1,254,402
Breast & Cervical Cancer	93.898		181,596
Ryan White Part B	93.917		91,324
Ryan White Part A	93.914		35,830
Ryan White Part C	93.918		105,403
Housing Opportunities for Persons with AIDS	14.241		378,694
			<u>\$ 15,949,190</u>

Grantor Program	Grant Number	Pass-Through Number	State Expenditures
State of Texas:			
Texas Health and Human Services Commission:			
Healthy Texas Women (512)	N/A	HHS000734600038	\$ 15,554
Healthy Texas Women (511)	N/A	HHS000734600038	35,393
Healthy Texas Women (573)	N/A	HHS000734600038	16,059
Healthy Texas Women (574)	N/A	HHS000734600038	2,434
Healthy Texas Women (590)		HHS000734600038	50,305
Healthy Texas Women (591)		HHS000734600038	9,299
Family Planning (542)		HHS000734600038	39,977
Family Planning (541)		HHS000734600038	154,860
Family Planning (582)		HHS000734600038	31,086
Family Planning (583)	N/A	HHS000734600038	9,801
Passed through Brazos Valley COG:	N/A		
HIV Health and Social Services (625)	N/A	5612/1-552-01	315,580
HIV Health and Social Services (626)	N/A	5609/6-552-01	60,173

Total State Awards \$ 740,521

Total Federal and State Awards \$ 16,689,711

PROGRAM TOTALS

Healthy Texas Women	N/A		\$ 129,044
Family Planning	N/A		235,724
HIV Health and Social Services	N/A		375,753
			<u>\$ 740,521</u>

COMMUNITY ACTION, INC. OF CENTRAL TEXAS
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
OCTOBER 31, 2024

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 not 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, 2024

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	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
One or more significant deficiencies identified that are not considered to be material weaknesses?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None Reported
Noncompliance material to the financial statements noted?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

2. Federal Awards

Internal Control over Major Programs:		
One or more material weaknesses identified	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
One or more significant deficiencies identified that are not considered to be material weaknesses?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None Reported
Type of auditor's report issued on compliance for Major programs:	<u>Unmodified</u>	
Any audit findings disclosed that are required to be reported in accordance with CFR Part 200 of the Uniform Guidance?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Identification of major programs:

ALN Number(s)

84.002

93.568

Name of Federal Program or Cluster

Adult Education

Low- Income Home Energy Assistance

Dollar threshold used to distinguish between type A and type B federal program:

\$750,000

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, 2024

FINDINGS - 2023 - NONE





Armstrong, Vaughan & Associates, P. C.

Certified Public Accountants

June 27, 2025

To the Board of Directors
Community Action, Inc. of Central Texas

We have audited the financial statements of Community Action, Inc. of Central Texas as of and for the year ended October 31, 2024, and have issued our report thereon dated June 27, 2025. Professional standards require that we advise you of the following matters related to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated March 13, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Community Action, Inc. of Central Texas solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm has complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Community Action, Inc. of Central Texas is included in Note A to the financial statements. There has been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2024. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

- Allocation of Functional Expenses
- Useful Lives of Depreciable Assets

The functional expenses are based upon reasonable allocation of expenses between the program, general and administrative and fundraising functions. The useful lives of depreciable assets are based on past history and industry standards. We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting Community Action, Inc. of Central Texas's financial statements relates to revenue recognition.

Significant Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Community Action, Inc. of Central Texas's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. No such misstatements were noted.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of, and corrected by, management. None of the misstatements identified by us as a result of our audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Representations Requested from Management

We have requested certain representations from management that are included in the management representation letter dated June 27, 2025.

Management's Consultations with Other Accountants

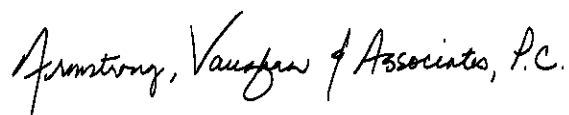
In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Community Action, Inc. of Central Texas, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement.

This report is intended solely for the use of the Board of Directors, Audit Committee, Finance Committee and management of Community Action, Inc. of Central Texas and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully,

A handwritten signature in cursive script that reads "Armstrong, Vaughan & Associates, P.C.".

Armstrong, Vaughan & Associates, P.C.

WE ASKED

WHAT HAVE YOU
LEARNED?
WHAT IMPACT YTF HAD
ON YOU?
WHAT'S NEXT?

THROUGH MEMBERSHIP
AND LEADERSHIP
EXPERIENCE IN THE
YOUTH TASK FORCE,
I'VE DEVELOPED
SKILLS IN PUBLIC
SPEAKING,
ORGANIZING AND
FACILITATING
EVENTS, AND
COORDINATING
GROUPS OF PEOPLE TO
ACHIEVE COMMON
GOALS, ALL OF WHICH
I'LL CONTINUE TO USE
IN ADULTHOOD.



MY INVOLVEMENT IN YTF HAS GIVEN ME
INVALUABLE OPPORTUNITIES TO CONNECT AND
ENGAGE WITH PARTS OF MY SAN MARCOS
COMMUNITY AND PEER GROUP THAT I WOULDN'T
HAVE OTHERWISE, BROADENING MY
UNDERSTANDING OF WHAT MAKES UP OUR CITY'S
DIVERSE CULTURE.

SOPHIA ROBERTSON

CLASS OF 2025
YOUTH SERVICES SUCCESS STORY

HAVING RECENTLY GRADUATED FROM
SAN MARCOS HIGH SCHOOL, MY NEXT
JOURNEY WILL BE NAVIGATING
UNDERGRADUATE LIFE AT HAMILTON
COLLEGE IN CLINTON, NY, WHERE I
WILL BE PURSUING A DEGREE IN
CREATIVE WRITING WITH A MINOR IN
ANTHROPOLOGY. I PLAN TO BECOME
A COPY EDITOR AND ONE DAY,
HOPEFULLY, A PUBLISHED AUTHOR IN
MY OWN RIGHT.

WE ASKED

WHAT HAVE YOU
LEARNED?
WHAT IMPACT YTF HAD
ON YOU?
WHAT'S NEXT?

BEING A PART OF THE
YOUTH TASK FORCE HAS
TAUGHT ME HOW TO
MANAGE MY NERVES
WHEN SPEAKING IN
PUBLIC AND HOW TO
COMMUNICATE WITH
OTHERS IN A
PROFESSIONAL SETTING.
I CAN NOW GIVE A
SPEECH WITHOUT
RUSHING THROUGH IT OR
STUMBLING OVER MY
WORDS. I CAN CONVERSE
WITH A NEW PERSON
WITHOUT BECOMING
AWKWARD



THE YOUTH TASK FORCE HAS HELPED ME
PREPARE FOR LIFE OUTSIDE OF HIGH
SCHOOL.

HALEY
AGUILAR

CLASS OF 2025
YOUTH SERVICES SUCCESS STORY

IN THE FALL I WILL
BE ATTENDING THE
UNIVERSITY OF TEXAS
AT AUSTIN,
MAJORING IN
ENVIRONMENTAL
SCIENCE.