



CONCHO VALLEY
COUNCIL OF GOVERNMENTS



Head Start/Early Head Start Policy Council Meeting Announcement

📅 You're Invited! 📅



Date: Wednesday, July 8th, 2026



Time: 11:00 AM



Meeting ID: 256 510 889 411 2



Passcode: qN6DL99M



Join us and be part of the conversation!



Scan the QR to login to the meeting
or download the TEAMS app

Agenda Packet Arrival: Date 7-1-2026

NOTICE OF A Public Meeting: July 8th, 2026, 5430 Link Rd San Angelo, TX 76904.

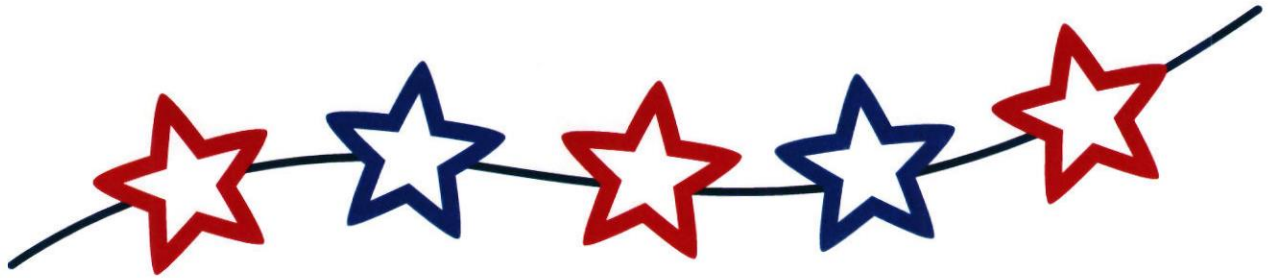
Posted in accordance with CVCOG Head Start By-Laws on February 11th, 2025

Agenda Items	
Determination of Quorum	
Call Meeting to Order	
Public Comment	
1. Review, Consideration, and Approval of Policy Council June Minutes	
2. Review, Consideration, and Approval of Personnel Report	
3. Review, Consideration, and Approval of CVCOG Summary Budget Comparison Grant H09, Head Start 25-26 From 06/01/2025 Through 05/31/2026	
4. Review, Consideration, and Approval of CVCOG Summary Budget Comparison Grant H10, Head Start Nutrition 25-26 From 10/01/2025 Through 05/31/2026	
5. Review, Consideration, and Approval of Head Start Open Account Summary May	
6. Review, Consideration, and Approval of Head Start Policies and Procedures	• ERSEA 1302.12, 1302.13, 1302.14, 1302.16, 1302.70, 1302.71 • Education HS&EHS 1302.30, 1302.31, 1302.33, 1302.34, • Disabilities 1302.60, 1302.61, 1302.62, 1302.63 • Health 1302.43, 1302.45, 1302.46 • Family and Community Engagement Program Services 1302.50, 1302.51, 1302.52
7. Review, Consideration, and Approval of Head Start 2026-2027 Parent Handbook	
8. Information item:	• Director's Report



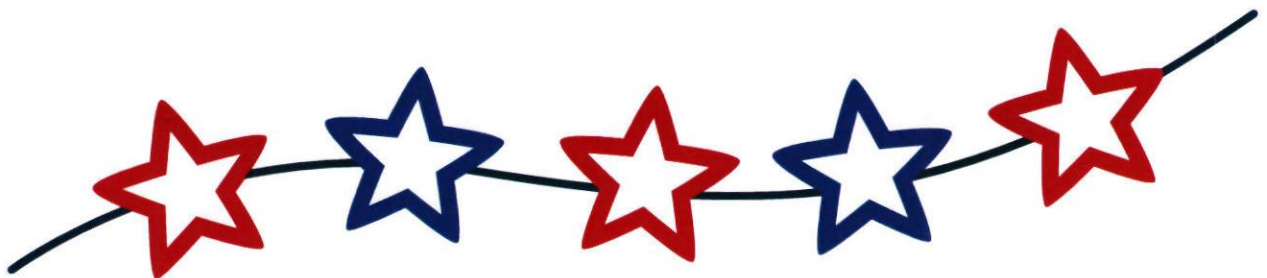
Carol Raymond, Head Start Director

The meeting place is accessible to people with disabilities. If assistance is needed to observe or comment, please call Stacy Walker at (325) 944-9666 at least 24 hours prior to the meeting.



JULY

Agenda Item #1



Date & Location: June 10th, 2026 CVCOG & Teams	Meeting called to order at and by: Cadence Hathorn at 11:01 AM	Meeting concluded at and by: Cadence Hathorn 11:14 AM
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In Attendance:

Cadence Hathorn	Cathy Love	Judge David Dillard	Patricia Hill	Abrianna Enloe
Brandi Sablan				

Absents:

Deliliah Schnitzer	Maria Contreras	Haylii Garza	Giselle Velez	Jose Osornio
Nadia Garcia	Cathrine Briseno			

Determination of Quorum

- **Quorum met with 6 members in attendance.**

Public Comment

- **No public comment**

1. Consider and take appropriate action concerning Policy Council May Minutes.

- **No Comments**

1st Motion	Abrianna Enloe	All in Favor	✓
2nd Motion	Brandi Sablan	Any Opposed	None

2. Consider and take appropriate action concerning the Personnel Report

- **We are advancing the hiring process for one Family Service Worker (FSW) position at Day Head Start. Current vacancies include three Early Head Start (EHS) Teacher positions at Day, one Head Start (HS) Teacher Assistant position, and one EHS Teacher position at San Jacinto.**

1st Motion	Abrianna Enloe	All in Favor	✓
2nd Motion	Patricia Hill	Any Opposed	None

3. Consider and take appropriate action concerning the CVCOG Summary Budget Comparison Grant H09, Head Start 25-26 From 4/1/2026 Through 4/30/2026.

- Madelyn Herrera presented the main operating grant, noting we are in our 11th month of operation and should be at 91.3%. Head Start is currently at 88.54%, and Early Head Start is at 82.08%.

1 st Motion	Abrianna Enloe	All in Favor	✓
2 nd Motion	Cathy Love	Any Opposed	None

4. Consider and take appropriate action concerning the CVCOG Summary Budget Comparison Grant H10, Head Start Nutrition 24-25 From 10/1/2024 Through 4/30/2026

- Madelyn Herrera presented our nutrition grant which began on Oct. 2025. H10 is in the 8th month of operation. We are currently showing a surplus of \$35,099.97.

1 st Motion	Cathy Love	All in Favor	✓
2 nd Motion	Patricia Hill	Any Opposed	None

5. Consider and take appropriate action concerning the Head Start Open Account Summary for April .

- Madelyn Herrera presented that our Credit Card transactions are \$129,886.75 for the month of April.
- Cathy Love inquired whether the reported spending amount included purchases from Lakeshore. Carol confirmed that Lakeshore purchases were included and noted that they will be reflected in the May open account summary presented at the July meeting.

1 st Motion	Abrianna Enloe	All in Favor	✓
2 nd Motion	Cathy Love	Any Opposed	None

6. Consider and take appropriate action concerning the request to purchase classroom and teaching supplies, equipment, furniture, and materials from Kaplan Early Learning Company.

- Carolina Raymond presented for approval of purchase to Kaplan Early Learning Company, the cooperative purchasing contract has been reviewed and vetted. Approval is requested for purchase to not exceed \$150,000 for the FY 26-27.

1 st Motion	Abrianna Enloe	All in Favor	✓
2 nd Motion	Patricia Hill	Any Opposed	None

7. Consider and take appropriate action concerning to purchase classroom and teaching supplies, equipment, furniture, and materials from Lakeshore Learning Materials.
- Carolina Raymond presented for approval of purchase to Lakeshore Learning Materials, the cooperative purchasing contract has been reviewed and vetted. Approval is requested for purchase to not exceed \$150,000 for the FY 26-27.

1 st Motion	Abrianna Enloe	All in Favor	✓
2 nd Motion	Patricia Hill	Any Opposed	None

8. Consider and take appropriate action concerning Policies and Procedures
- 1302.32 Subpart C - Education and Child Development Program Services
 - 1302.34 Subpart C - Education and Child Development Program Service
 - 1302.91 Subpart I - Human Resource Management
 - Carol Raymond presented three revised policies and procedures for review. Policies 1302.32 and 1302.34 were submitted for approval to incorporate a new curriculum aligned with SAISD, supporting a smoother transition for Head Start children. Additional policies and procedures were reviewed and updated to reflect staff alignment and organizational changes.

1 st Motion	Cathy Love	All in Favor	✓
2 nd Motion	Abrianna Enloe	Any Opposed	None

9. Information Item:

Director's Report.

Madelyn Herrera reviewed the following aspects of the Director's report -

April Enrollment – HS 98% and EHS 99%

Disability – HS 6% and EHS 10% Program total is 7.3%

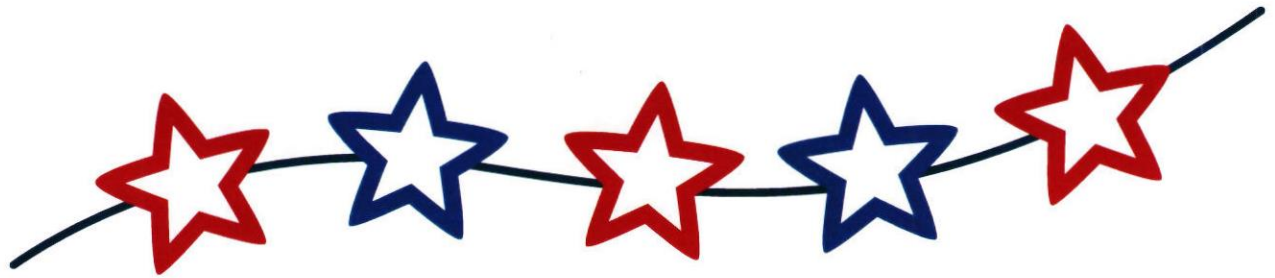
Nutrition – HS we served 14,549 meals and EHS we served 4,926 meals

Health – 94% completion on 30-day events, 96% on 45-day events, and 86% on 90-day events

Carol Raymond reported that all Head Start staff received a Cost-of-Living Adjustment (COLA) of 0.635%. The increase will be reflected in the June 30 payroll for all eligible staff. Carol Raymond then provided an overview of program updates and recent Head Start program news.

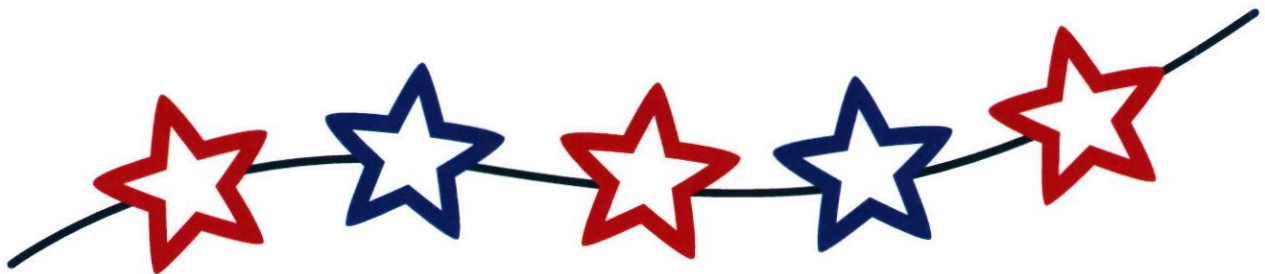
 Policy Council Chairman

Date



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Agenda Item #2



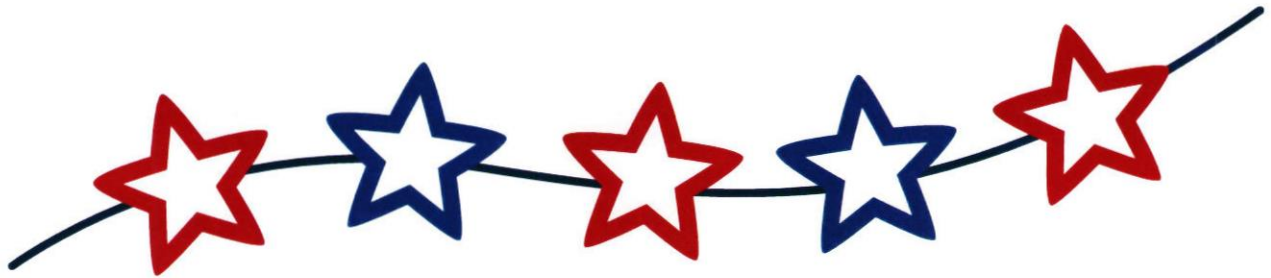
Personnel Variations

New Hires/Employee Change of Status June

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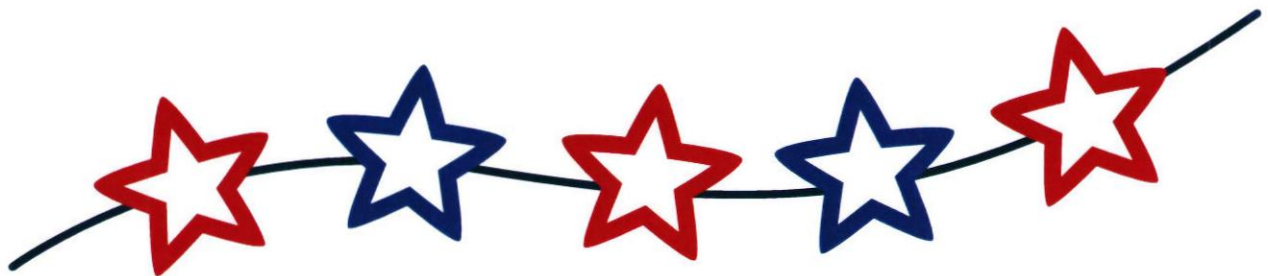
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Agenda Item #3



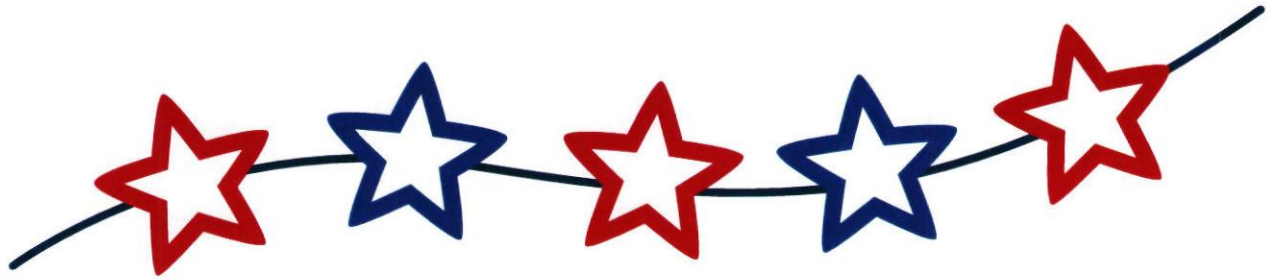
Concho Valley Council of Governments
Summary Budget Comparison - DIR-Grant H09, Head Start FY 25-26
5/1/2026 through 5/31/2026

Account Code	Account Title	YTD Budget	YTD Actual	Current Period	YTD Budget Variance	Percent Total Budget Used
H09	HHS Grant H09 06CH013199-01, Head Start FY 25-26					
004	Revenue					
4173000	HHS-ACF Head Start CFDA 93.600	7,413,457.00	7,035,420.97	628,372.91	(378,036.03)	94.90%
4411000	IK Contributions	1,853,365.00	1,435,940.69	157,127.13	(417,424.31)	77.47%
4523000	Local Revenue	16,311.00	16,131.13	-	(179.87)	98.89%
Total 004	Revenue	9,283,133.00	8,487,492.79	785,500.04	(795,640.21)	91.43%
400	Head Start CAN NO 9-G064122					
5110000	General Wages	2,440,888.62	2,440,888.62	202,389.33	-	100.00%
5119000	Holiday Work Time	266.40	266.40	-	-	100.00%
5150000	Vacation Time Allocation	30,957.32	30,957.32	2,819.78	-	100.00%
5151000	Medicare Tax	34,090.77	34,090.77	2,817.83	-	100.00%
5172000	Workers Comp Insurance	33,843.80	33,843.80	2,863.64	-	100.00%
5173000	SUTA	7,339.94	7,339.94	317.50	-	100.00%
5174000	Health Insurance Benefit	639,262.10	639,262.10	53,123.28	-	100.00%
5175000	Dental Insurance Benefit	24,115.76	24,115.76	2,109.11	-	100.00%
5176000	Life Insurance Benefit	17,498.11	17,498.11	1,532.63	-	100.00%
5177000	HSA Insurance Benefit	4,038.91	4,038.91	378.28	-	100.00%
5181000	Retirement	268,527.43	268,527.43	22,262.86	-	100.00%
5199000	Indirect Allocation	251,350.54	251,350.54	20,807.31	-	100.00%
5200000	Employee Health and Welfare	609.25	609.25	220.83	-	100.00%
5206000	HR Service Center	149,670.27	149,670.27	12,008.09	-	100.00%
5207000	Procurement Service Center	61,022.49	61,022.49	4,512.06	-	100.00%
5208000	Information Technology Service Center	83,654.68	83,654.68	6,977.78	-	100.00%
5291000	Contract Services	60,678.24	46,803.32	2,790.58	13,874.92	77.13%
5293000	HS Health & Disab Svc	480.32	480.32	215.79	-	100.00%
5294000	HS Policy Council	-	-	-	-	-
5295000	HS Nutrition Service	-	-	-	-	-
5296000	HS Parent Service	6,645.81	6,710.64	1,021.71	(64.83)	100.97%
5309000	Travel-In Region	4,537.80	4,537.80	-	-	100.00%
5310000	Travel-Out of Region	801.53	801.53	-	-	100.00%
5351000	Fuel	1,153.73	1,153.73	45.62	-	100.00%
5361000	Vehicle Maintenance	1,011.50	510.85	21.00	500.65	50.50%
5413000	HS Site Rent	58,161.81	58,161.81	1,729.98	-	100.00%
5433000	HS Site Center Utilities	79,096.65	68,253.84	5,231.13	10,842.81	86.29%
5451000	Facility Allocation	51,496.35	51,496.35	5,971.60	-	100.00%
5453000	HS Site Center Bldg Maint	208,256.74	140,057.28	5,832.09	68,199.46	67.25%
5510000	Supplies	67,871.20	54,624.38	1,710.03	13,246.82	80.48%
5512000	HS Class Room Supplies	163,137.19	94,170.94	8,499.53	68,966.25	57.72%
5514000	HS Medical Supplies	3,806.44	3,806.44	201.57	-	100.00%
5515000	HS Disability Supplies	713.55	713.55	273.03	-	100.00%
5518000	HS Diapers and Wipes	7,104.18	6,776.74	-	327.44	95.39%

Account Code	Account Title	YTD Budget	YTD Actual	Current Period	YTD Budget Variance	Percent Total Budget Used
5622000	Internal Computer/Software	56,474.30	55,747.98	12,379.56	726.32	98.71%
5632000	Copier	32,898.19	32,898.19	3,069.40	-	100.00%
5711000	Insurance	5,512.35	5,512.35	-	-	100.00%
5721000	Printing	952.30	952.30	-	-	100.00%
5722000	Ads & Promotions	445.00	130.00	130.00	315.00	29.21%
5753000	Dues and fees	6,233.31	6,233.31	1,519.83	-	100.00%
5760000	HS Site Center Communications	18,071.71	17,357.71	760.90	714.00	96.04%
5762000	Postage/freight	680.17	680.17	35.95	-	100.00%
5796000	Safety	1,045.37	1,045.37	128.34	-	100.00%
Total 400	Head Start CAN NO 9-G064122	(4,884,402.13)	(4,706,753.29)	(386,707.95)	177,648.84	96.36%
401	Early Head Start CAN NO 9-G064122					
5110000	General Wages	1,300,133.89	1,300,133.89	105,552.42	-	100.00%
5150000	Vacation Time Allocation	4,813.89	4,813.89	405.37	-	100.00%
5151000	Medicare Tax	18,141.81	18,141.81	1,470.89	-	100.00%
5172000	Workers Comp Insurance	15,215.63	15,215.63	1,333.48	-	100.00%
5173000	SUTA	4,023.07	4,023.07	236.58	-	100.00%
5174000	Health Insurance Benefit	329,312.09	329,312.09	25,914.92	-	100.00%
5175000	Dental Insurance Benefit	12,669.52	12,669.52	1,031.08	-	100.00%
5176000	Life Insurance Benefit	9,342.42	9,342.42	781.13	-	100.00%
5177000	HSA Insurance Benefit	2,374.25	2,374.25	219.72	-	100.00%
5181000	Retirement	143,015.25	143,015.25	11,610.88	-	100.00%
5199000	Indirect Allocation	132,377.85	132,377.85	10,690.58	-	100.00%
5200000	Employee Health and Welfare	1,006.84	1,006.84	30.29	-	100.00%
5206000	HR Service Center	20,202.06	20,202.06	1,741.99	-	100.00%
5207000	Procurement Service Center	7,499.54	7,499.54	618.78	-	100.00%
5208000	Information Technology Service Center	11,270.22	11,270.22	1,012.25	-	100.00%
5291000	Contract Services	45,881.89	6,837.89	457.59	39,044.00	14.90%
5293000	HS Health & Disab Svc	65.86	65.86	29.58	-	100.00%
5295000	HS Nutrition Service	-	-	-	-	-
5296000	HS Parent Service	1,018.07	810.93	50.47	207.14	79.65%
5309000	Travel-In Region	233.93	233.93	83.35	-	100.00%
5310000	Travel-Out of Region	6.24	6.24	-	-	100.00%
5351000	Fuel	256.39	130.59	6.26	125.80	50.93%
5361000	Vehicle Maintenance	13.79	-	-	13.79	0.00%
5413000	HS Site Rent	7,827.79	7,827.79	70.02	-	100.00%
5433000	HS Site Center Utilities	14,173.97	12,027.31	865.13	2,146.66	84.85%
5451000	Facility Allocation	7,014.96	7,014.96	866.29	-	100.00%
5453000	HS Site Center Bldg Maint	113,204.19	33,682.95	511.20	79,521.24	29.75%
5510000	Supplies	29,543.62	15,846.45	6,611.92	13,697.17	53.63%
5512000	HS Class Room Supplies	155,487.81	98,497.14	59,078.09	56,990.67	63.34%
5514000	HS Medical Supplies	484.97	484.97	27.63	-	100.00%
5515000	HS Disability Supplies	-	-	-	-	-
5518000	HS Diapers and Wipes	10,778.00	7,645.52	583.26	3,132.48	70.93%
5622000	Internal Computer/Software	18,722.22	15,052.86	2,572.52	3,669.36	80.40%
5632000	Copier	3,849.80	3,849.80	317.83	-	100.00%
5711000	Insurance	397.00	397.00	-	-	100.00%
5721000	Printing	2,665.54	2,665.54	-	-	100.00%
5753000	Dues and fees	554.13	554.13	184.52	-	100.00%

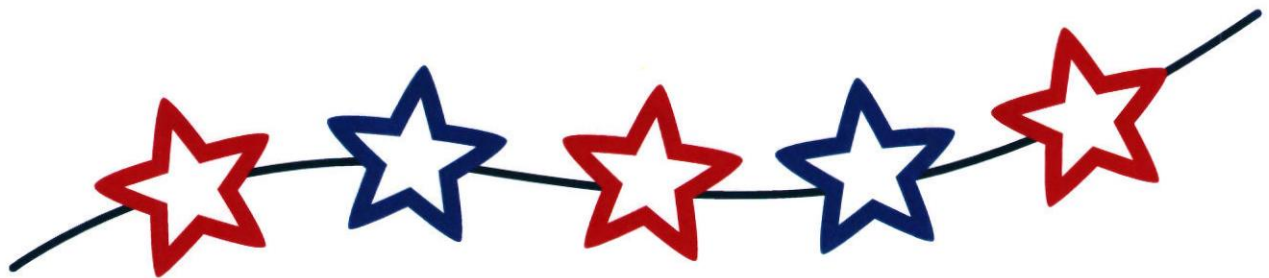
Account Code	Account Title	YTD Budget	YTD Actual	Current Period	YTD Budget Variance	Percent Total Budget Used
5760000	HS Site Center Communications	2,452.53	2,350.25	91.62	102.28	95.82%
5762000	Postage/freight	14.68	14.68	-	-	100.00%
5796000	Safety	230.23	230.23	17.45	-	100.00%
Total 401	Early Head Start CAN NO 9-G064122	(2,426,275.94)	(2,227,625.35)	(235,075.09)	198,650.59	91.81%
402	Head Start T&TA CAN NO 9-G064120					
5308000	Head Start T & T A	56,824.00	55,087.40	55.07	1,736.60	96.94%
Total 402	Head Start T&TA CAN NO 9-G064120	(56,824.00)	(55,087.40)	(55.07)	1,736.60	96.94%
403	Early Head Start T&TA CAN NO 9-G064121					
5308000	Head Start T & T A	28,858.00	28,858.00	6,220.90	-	100.00%
Total 403	Early Head Start T&TA CAN NO 9-G064121	(28,858.00)	(28,858.00)	(6,220.90)	-	100.00%
407	Head Start Nutrition					
5295000	HS Nutrition Service	4,631.56	4,631.56	-	-	100.00%
5513000	HS Food Serv Sup	12,465.37	12,465.37	-	-	100.00%
Total 407	Head Start Nutrition	(17,096.93)	(17,096.93)	-	-	100.00%
409	Head Start InKind					
6791000	InKind Other	1,853,365.00	1,435,940.69	157,127.13	417,424.31	77.47%
Total 409	Head Start InKind	(1,853,365.00)	(1,435,940.69)	(157,127.13)	417,424.31	77.48%
997	Non Project					
5291000	Contract Services	15,210.00	15,205.34	-	4.66	99.96%
5510000	Supplies	1,100.00	924.80	-	175.20	84.07%
5753000	Dues and fees	1.00	0.99	-	0.01	99.00%
Total 997	Non Project	(16,311.00)	(16,131.13)	-	179.87	98.90%
Report Difference		(0.00)	0.00	313.90	(0.00)	100.00%

	BUDGETED	ACTUAL EXP	
Head Start (Project 400, 402)	(4,941,226.13)	(4,761,840.69)	96.37%
Early Head Start (Project 401, 403)	(2,455,133.94)	(2,256,483.35)	91.91%
CACFP (Project 407)	(17,096.93)	(17,096.93)	100.00%
Total Federal	(7,413,457.00)	(7,035,420.97)	94.90%
Total Non-Federal, includes any Local Funds	(1,869,676.00)	(1,452,071.82)	77.66%
Grand Total Head Start Expenditures	(9,283,133.00)	(8,487,492.79)	91.43%
Non-Federal Percentage of Total Expenditures	17.11%	match of 20%	
Head Start Admin Expenditures	612,745.27		
Administrative Indirect Expenditures	383,728.39		
Total Administrative Costs	996,473.66		
Administrative Percentage of Approved Budget	11.74%	max of 15%	



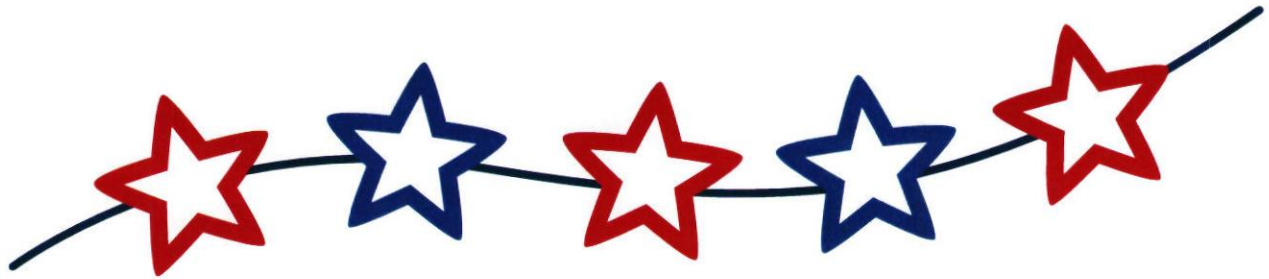
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Agenda Item #4



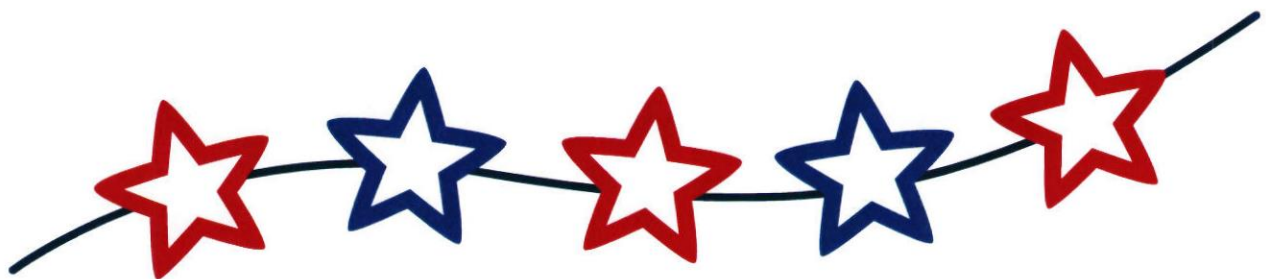
Concho Valley Council of Governments
Grant H10, CACFP Nutrition FY 25-26
May, 2026

Account Code	Account Title	YTD Budget	YTD Actual	Current Period	YTD Budget Variance	Percent Total Budget Used
H10	Grant H10, CACFP Head Start Nutrition FY 25-26					
004	Revenue					
4221000	CACFP Nutrition CFDA 10.558	778,140.62	406,742.33	45,273.32	(371,398.29)	52.27%
Total 004	Revenue	778,140.62	406,742.33	45,273.32	(371,398.29)	52.27%
407	Head Start Nutrition					
5110000	General Wages	40,198.88	30,360.45	3,912.54	9,838.43	75.52%
5151000	Medicare Tax	578.64	435.94	56.10	142.70	75.33%
5172000	Workers Comp Insurance	2,025.75	1,458.19	200.58	567.56	71.98%
5173000	SUTA	135.28	175.55	0.00	(40.27)	129.76%
5174000	Health Insurance Benefit	10,579.77	0.00	0.00	10,579.77	0.00%
5175000	Dental Insurance Benefit	415.01	0.00	0.00	415.01	0.00%
5176000	Life Insurance Benefit	214.93	0.00	0.00	214.93	0.00%
5177000	HSA Insurance Benefit	161.25	0.00	0.00	161.25	0.00%
5181000	Retirement	4,422.14	3,339.67	430.37	1,082.47	75.52%
5199000	Indirect Allocation	4,604.62	3,317.15	453.51	1,287.47	72.03%
5291000	Contract Services	22,000.00	5,795.24	981.12	16,204.76	26.34%
5295000	HS Nutrition Service	617,304.35	278,330.81	29,834.54	338,973.54	45.08%
5513000	HS Food Serv Sup	75,000.00	42,421.94	3,397.14	32,578.06	56.56%
5761000	Communications	500.00	0.00	0.00	500.00	0.00%
Total 407	Head Start Nutrition	(778,140.62)	(365,634.94)	(39,265.90)	412,505.68	46.99%
Report Difference		0.00	41,107.39	6,007.42	41,107.39	100.00%



JULY

Agenda Item #5



**Head Start Credit Card/Open Account Transactions Summary
(Detail Attached)**

Head Start Transactions	May, 2026
Citibank P-Card	33,523.53
Dean's Dairy	4,603.84
First Financial Credit Card	-
Kaplan Learning	-
LakeShore Learning	55,361.18
Lowes Pay and Save	681.89
Sysco Food Services	26,681.50
West Texas Fire Extinguisher	2,386.44
	<u>\$ 123,238.38</u>

CVCOG
Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5200000	Employee Health and Welfare	5/6/2026	09352Z	Head Start purchase of staff wellness bag items USB HS3	251.12
5293000	HS Health & Disab Svc	5/14/2026	107	Head Start purchase of food for Health Advisory Committee meeting USB HS3	245.37
5296000	HS Parent Service	4/17/2026	2091454-8368217	Head Start purchase of feather flag kit for registration PROC2	94.99
5296000	HS Parent Service	4/17/2026	7639075-5444227	Head Start purchase of personalized yard sign for registration PROC2	25.99
5296000	HS Parent Service	5/4/2026	01767Z	Head Start purchase of snacks for registration USB HS3	211.45
5296000	HS Parent Service	5/4/2026	0781004-9431439	Head Start purchase of sign/flyer stand for registration PROC2	178.68
5296000	HS Parent Service	5/4/2026	7574901-8564207	Head Start purchase of mini clipboards for registration PROC2	40.99
5296000	HS Parent Service	5/4/2026	9650235-5593052	Head Start purchase of personalized yard signs for registration PROC2	77.97
5296000	HS Parent Service	5/6/2026	02219Z	Day HS/EHS purchase of wasp spray, insecticide, and registration supplies USB HS2	80.14
5296000	HS Parent Service	5/6/2026	FC 05-06-2026	Day HS purchase of food for staff during HS registration USB HS2	161.65
5296000	HS Parent Service	5/7/2026	02602Z	San Jacinto HS purchase of food for staff during HS registration USB HS2	200.32
5308000	Head Start T & T A	5/4/2026	16N10570118	Day HS/EHS purchase of ServSafe Texas Food Handler online course USB HS2	15.00
5308000	Head Start T & T A	5/4/2026	1943012	San Jacinto EHS Infant Toddler - English CDA initial application fee for C.A. USB HS3	525.00
5308000	Head Start T & T A	5/12/2026	2146859	Head Start purchase of training curriculum for Early Head Start (1 year) PROC1	5,665.69
5351000	Fuel	5/4/2026	940143	Head Start purchase of fuel for program vehicle USB HS2	51.88

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5361000	Vehicle Maintenance	5/2/2026	07697Z	Head Start purchase of car wash for program vehicle USB HS3	21.00
5433000	HS Site Center Utilities	4/13/2026	221727-180104 03-26	Day HS/EHS water utility service from 03/09/26 to 04/13/26 (acct# 221727-180104) PROC1	329.16
5433000	HS Site Center Utilities	4/13/2026	221727-180106 03-26	Day HS/EHS water utility service from 03/09/26 to 04/13/26 (acct# 221727-180106) PROC1	175.63
5433000	HS Site Center Utilities	4/30/2026	0691-001433970	Day HS/EHS trash service for acct# 3-0691-2405694 from 05/01/26 to 05/31/26 PROC1	981.12
5453000	HS Site Center Bldg Maint	4/9/2026	30090209926343...	Ozona HS purchase of weed and grass killer and insect killer PROC2	63.36
5453000	HS Site Center Bldg Maint	4/9/2026	30090209926343...	Ozona HS purchase of 4-wheel convertible hand truck PROC2	69.97
5453000	HS Site Center Bldg Maint	4/9/2026	30090209926343...	Ozona HS purchase of mobile storage cabinet PROC2	449.99
5453000	HS Site Center Bldg Maint	5/1/2026	VGS2K6TAHXLK	Commercial Security Monitoring & Service Agreement and Fire Alarm Monitoring for Day site (Invoice I242919) and Commercial Security Monitoring & Service Agreement and Hosted Access Control for San Jacinto site (Invoice I242931) from 05/01/26 to 05/31/26 P	195.00
5453000	HS Site Center Bldg Maint	5/6/2026	02219Z	Day HS/EHS purchase of wasp spray, insecticide, and registration supplies USB HS2	22.04
5510000	Supplies	4/30/2026	6216434-9721868	San Jacinto HS/EHS purchase of long-handled scraper PROC2	14.38
5510000	Supplies	4/30/2026	800000033902632	San Jacinto HS/EHS purchase of Scott rags all purpose cleaning sheets - 10 boxes PROC2	87.40

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5510000	Supplies	4/30/2026	9044911-4531452	Head Start purchase of supply bags, laptop stands, and desktop calculators for ERSEA and FSWs PROC2	363.92
5510000	Supplies	5/7/2026	2581570-7673848	Early Head Start purchase of supplies for training (notebooks, binders, laminating sheets, mouse pad, phone stand, etc.) PROC2	102.55
5510000	Supplies	5/7/2026	4923141-0777850	Head Start purchase of USB to USB C adapters (2 10-packs) and charger PROC2	48.97
5510000	Supplies	5/12/2026	07300Z	San Jacinto HS/EHS purchase of materials to set up TV for training USB HS3	44.61
5510000	Supplies	5/12/2026	2146859	Head Start purchase of training curriculum for Early Head Start (1 year) PROC1	748.29
5510000	Supplies	5/13/2026	1536422-8432201	Early Head Start purchase of storage totes (48) PROC2	578.50
5510000	Supplies	5/13/2026	9958200-0249003	Early Head Start purchase of fluorescent sticker labels PROC2	79.90
5510000	Supplies	5/15/2026	0480087-0665815	Day HS/EHS purchase of dispenser tape refills and tape singles PROC2	123.43
5510000	Supplies	5/15/2026	1069126-1945823	Early Head Start purchase of stress cubes (12-pack) PROC2	25.64
5510000	Supplies	5/15/2026	2269501-4457821	Early Head Start purchase of assorted stickers PROC2	71.10
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of assorted stickers PROC2	255.73
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of assorted stickers PROC2	28.84
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of assorted stickers and stress cubes PROC2	382.55
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of stickers PROC2	5.99

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of assorted stickers PROC2	95.84
5510000	Supplies	5/15/2026	2269501-445782...	Early Head Start purchase of assorted stickers PROC2	25.54
5510000	Supplies	5/15/2026	4805109-8977822	Early Head Start purchase of assorted stickers, labels, and stress and sensory items PROC2	1,952.83
5510000	Supplies	5/15/2026	6036916-3237802	Menard EHS purchase of card stock (6 packages of 300 sheets) PROC2	73.50
5510000	Supplies	5/15/2026	9627947-4803441	Early Head Start purchase of butterfly stickers PROC2	5.99
5510000	Supplies	5/15/2026	9627947-480344...	Early Head Start purchase of stress cubes (2 12-packs) PROC2	53.98
5510000	Supplies	5/18/2026	0402524-5002621	San Jacinto EHS purchase of card stock (12 packages of 300 sheets) PROC2	141.24
5510000	Supplies	5/18/2026	7677300-5658619	Early Head Start purchase of card stock (24 packages of 300 sheets) PROC2	282.48
5510000	Supplies	5/19/2026	1847271-5941845	San Jacinto HS purchase of rolling supply bag for family service worker PROC2	66.99
5510000	Supplies	5/19/2026	4312345-8796208	Early Head Start purchase of printable labels (3000) PROC2	37.99
5510000	Supplies	5/19/2026	5720323-6056201	Early Head Start purchase of printable labels (6000) PROC2	74.46
5510000	Supplies	5/19/2026	5780847-9451425	Day EHS purchase of trash cans with lids and foot pedals (2) for changing rooms PROC2	72.18
5510000	Supplies	5/19/2026	6256882-6404200	San Jacinto HS purchase of pens for family service worker PROC2	16.82
5510000	Supplies	5/20/2026	0890582-4252253	Head Start purchase of filing boxes (160) PROC2	359.92
5510000	Supplies	5/20/2026	6598701-8545840	Menard EHS purchase of changing table paper PROC2	83.78

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5510000	Supplies	5/22/2026	6118519-0700216	Day EHS and San Jacinto EHS purchase of portable speaker bundles with mics PROC2	759.80
5510000	Supplies	5/25/2026	02477Z	Head Start purchase of supplies for training update/refresher for Family Service Worker Credential Certification USB HS2	34.90
5512000	HS Class Room Supplies	4/6/2026	2995854-0973048	Day HS/EHS purchase of replacement mop pads PROC2	28.49
5512000	HS Class Room Supplies	4/23/2026	01614Z	Head Start purchase of toys and supplies for EHS classrooms USB HS1	586.53
5512000	HS Class Room Supplies	4/30/2026	2243724-3653002	Day HS purchase of floor chairs (2) PROC2	104.99
5512000	HS Class Room Supplies	4/30/2026	800000033902632	San Jacinto HS/EHS purchase of Scott rags all purpose cleaning sheets - 10 boxes PROC2	87.40
5512000	HS Class Room Supplies	4/30/2026	9781875-6825056	San Jacinto HS/EHS purchase of 3 oz. paper cups (6000) PROC2	145.38
5512000	HS Class Room Supplies	5/1/2026	1848821-9349026	Ozona HS purchase of cot sheets, kickball set, and sports ball set PROC2	125.96
5512000	HS Class Room Supplies	5/7/2026	1175774-5757811	Early Head Start purchase of composition mini notebooks - 20 6-packs PROC2	126.20
5512000	HS Class Room Supplies	5/7/2026	2581570-7673848	Early Head Start purchase of supplies for training (notebooks, binders, laminating sheets, mouse pad, phone stand, etc.) PROC2	580.57
5512000	HS Class Room Supplies	5/8/2026	04839Z	Head Start purchase of toys and supplies for EHS classrooms USB HS1	788.61
5512000	HS Class Room Supplies	5/12/2026	0043482-0476216	San Jacinto EHS purchase of castle amusement playhouse PROC2	172.89
5512000	HS Class Room Supplies	5/12/2026	0903431-1328268	San Jacinto EHS purchase of Simplay3 modular play system PROC2	739.99
5512000	HS Class Room Supplies	5/12/2026	1421543-8326664	Day EHS purchase of castle amusement playhouse PROC2	172.89

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5512000	HS Class Room Supplies	5/12/2026	3523057-9628269	Day EHS purchase of activity garden playhouse PROC2	142.99
5512000	HS Class Room Supplies	5/12/2026	5944580-0662664	Day EHS purchase of Simplay3 modular play system PROC2	739.99
5512000	HS Class Room Supplies	5/12/2026	6737807-7242654	Day EHS purchase of waterfall discovery walls (2), blocks, balls, stepping stone toys, and busy boards PROC2	983.43
5512000	HS Class Room Supplies	5/12/2026	6737807-724265...	Day EHS purchase of stepping stone toys PROC2	239.33
5512000	HS Class Room Supplies	5/12/2026	7792345-9970625	San Jacinto EHS purchase of waterfall discovery walls (2), blocks, balls, stepping stone toys, and busy boards PROC2	737.08
5512000	HS Class Room Supplies	5/12/2026	9257631-5081869	San Jacinto EHS purchase of activity garden playhouse PROC2	142.99
5512000	HS Class Room Supplies	5/12/2026	9329513-2039421	Menard EHS purchase of waterfall discovery wall, blocks, balls, stepping stone toys, and busy boards PROC2	187.60
5512000	HS Class Room Supplies	5/12/2026	9605896-2343419	Menard EHS purchase of activity garden playhouse PROC2	142.99
5512000	HS Class Room Supplies	5/13/2026	5143770-1063411	Eldorado HS purchase of felt photo frames with stickers PROC2	9.99
5512000	HS Class Room Supplies	5/13/2026	87860127	Early Head Start purchase of sensory and learning toys, puzzles, math games, and art brushes PROC2	2,504.01
5512000	HS Class Room Supplies	5/14/2026	10421968667	Eldorado HS purchase of 4-shelf storage rack PROC2	221.09
5512000	HS Class Room Supplies	5/14/2026	800000040131016	Eldorado HS purchase of storage totes (6) PROC2	47.88
5512000	HS Class Room Supplies	5/15/2026	3394407-0402654	Ozona HS purchase of indoor/outdoor clubhouse playset PROC2	389.99
5512000	HS Class Room Supplies	5/15/2026	5123852-9085867	Ozona HS purchase of laminating pouches, double-sided tape, and zip ties PROC2	49.30

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5512000	HS Class Room Supplies	5/18/2026	9913063-4832266	Ozona HS purchase of trash can with foot pedal PROC2	37.99
5512000	HS Class Room Supplies	5/26/2026	7822675-2424262	Menard HS/EHS purchase of sidewalk chalk PROC2	32.98
5512000	HS Class Room Supplies	5/26/2026	8461346-3774625	Early Head Start purchase of pens, planner stickers, and binder dividers PROC2	834.18
5514000	HS Medical Supplies	4/30/2026	8385995-3972212	Head Start purchase of alcohol prep pads (39 boxes) PROC2	223.47
5514000	HS Medical Supplies	4/30/2026	8385995-397221...	Head Start purchase of alcohol prep pads (1 box) PROC2	5.73
5515000	HS Disability Supplies	4/30/2026	8245451-7817046	Head Start purchase of sensory items (toys, necklaces, and toddler pillows) for all centers PROC2	154.09
5515000	HS Disability Supplies	5/6/2026	1172083-5579466	Day HS purchase of shake ball and Head Start purchase of busy boards (5) PROC2	118.94
5518000	HS Diapers and Wipes	5/4/2026	800000038302687	San Jacinto EHS purchase of Pampers diapers (size 6, 6 boxes) PROC2	284.88
5518000	HS Diapers and Wipes	5/20/2026	6720977-5214637	Menard EHS purchase of assorted sized diapers and baby wipes PROC2	298.38
5622000	Internal Computer/Software	5/1/2026	T 05-01-2026	Head Start purchase of GoEngage program software communication USB HS3	126.68
5622000	Internal Computer/Software	5/18/2026	T 05-18-2026	Head Start purchase of GoEngage program software communication USB HS3	125.64
5753000	Dues and fees	3/16/2026	1025	Texas Head Start Association annual membership dues (2026) PROC2	1,525.00
5753000	Dues and fees	4/1/2026	529CL0069CD5FC1	Menard HS/EHS - TX HHSC Child Care Licensing Fee USB HS3	4.35
5760000	HS Site Center Communications	4/8/2026	0708195 04-26	Head Start rural phone/internet service from 04/08/26 to 05/07/26 PROC1	315.13

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Vendor Activity - Head Start Citibank P-Card
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5760000	HS Site Center Communications	5/2/2026	07710822494017 05-26	San Jacinto HS/EHS phone/internet service for acct# 07710-822494-01-7 from 04/18/26 to 05/17/26 PROC1	272.73
5760000	HS Site Center Communications	5/11/2026	07710150890010 05-26	Day HS/EHS phone service for acct# 07710-150890-01-0 from 04/25/26 to 05/24/26 PROC1	264.66
5796000	Safety	5/12/2026	UZTX6S97YX	Daycare licensing (fingerprinting) for prospective Head Start employee A.C. (Day and San Jacinto HS/EHS) USB HR	39.31
5796000	Safety	5/13/2026	405SP0000792034	Criminal history search for prospective new employees on F.C. (Day HS/EHS) and A.C., M.L., R.S., and K.Z. (San Angelo HS/EHS) USB HR	27.86
5796000	Safety	5/15/2026	UZTX6SFZKY	Daycare licensing (fingerprinting) for prospective Head Start employee K.Z. (Day and San Jacinto HS/EHS) USB HR	39.31
					32,163.42
Total H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26					32,163.42

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Vendor Activity - Head Start Citibank P-Card
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5291000	Contract Services	4/30/2026	0691-001432670	San Jacinto HS/EHS trash service for acct# 3-0691-0025459 from 05/01/26 to 05/31/26 PROC1	981.12
5295000	HS Nutrition Service	5/14/2026	800000033705133	Day EHS purchase of infant formula - 4 canisters PROC2	118.96
5295000	HS Nutrition Service	5/27/2026	01338Z	Day EHS and San Jacinto EHS purchase of plant based milk, pediatric drinks, and formula USB HS3	210.44
5513000	HS Food Serv Sup	5/1/2026	04348Z	Day HS purchase of sippy cups USB HS2	10.60
5513000	HS Food Serv Sup	5/14/2026	8012581-1129015	Day HS/EHS and San Jacinto HS/EHS purchase of dry-erase whiteboards for kitchen carts PROC2	38.99
				Total H10 - Grant H10, CACFP Head Start Nutrition FY 25-26	1,360.11
Report Opening/Current Balance					
Report Transaction Totals					33,523.53
Report Current Balances					

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Vendor Activity - Head Start Deans Dairy Corporate
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5295000	HS Nutrition Service	5/4/2026	652299264	Day HS/EHS purchase of milk for children - 18 whole 9/CS, 162 1% 9/CS, and 18 1% lactose free 6BX	671.67
5295000	HS Nutrition Service	5/5/2026	652000567	San Jacinto HS/EHS purchase of milk for children - 36 whole 9/CS, 162 1% 9/CS, and 18 1% lactose free 6BX	728.19
5295000	HS Nutrition Service	5/6/2026	650604614	Eldorado HS purchase of milk for children - 9 1% 9/CS	29.32
5295000	HS Nutrition Service	5/6/2026	650604628	Menard HS/EHS purchase of milk for children - 2 whole 9/CS and 18 1% 9/CS	64.93
5295000	HS Nutrition Service	5/6/2026	652299301	Ozona HS purchase of milk for children - 18 1% 9/CS	58.65
5295000	HS Nutrition Service	5/11/2026	652299553	Day HS/EHS purchase of milk for children - 18 whole 9/CS, 135 1% 9/CS, and 18 1% lactose free 6BX	583.70
5295000	HS Nutrition Service	5/12/2026	652000846	San Jacinto HS/EHS purchase of milk for children - 27 whole 9/CS, 72 1% 9/CS, and 6 1% lactose free 6BX	348.48
5295000	HS Nutrition Service	5/13/2026	650604989	Eldorado HS purchase of milk for children - 9 1% 9/CS	29.32
5295000	HS Nutrition Service	5/13/2026	650605001	Menard HS/EHS purchase of milk for children - 2 whole 9/CS and 18 1% 9/CS	64.93
5295000	HS Nutrition Service	5/13/2026	652299593	Ozona HS purchase of milk for children - 18 1% 9/CS	58.65
5295000	HS Nutrition Service	5/18/2026	652299847	Day HS/EHS purchase of milk for children - 18 whole 9/CS, 135 1% 9/CS, and 18 1% lactose free 6BX	583.70
5295000	HS Nutrition Service	5/19/2026	652001124	San Jacinto HS/EHS purchase of milk for children - 27 whole 9/CS, 108 1% 9/CS, and 18 1% lactose free 6BX	523.99
5295000	HS Nutrition Service	5/20/2026	650605376	Menard HS/EHS purchase of milk for children - 1 1% 9/CS and 6 1% lactose free 6BX	32.37

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Vendor Activity - Head Start Deans Dairy Corporate
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	5/26/2026	652001396	San Jacinto EHS purchase of milk for children - 18 whole 9/CS and 45 1% 9/CS	203.14
5295000	HS Nutrition Service	5/26/2026	652200403	Day EHS purchase of milk for children - 18 whole 9/CS, 138 1% 9/CS, and 18 1% lactose free 6BX	593.48
5295000	HS Nutrition Service	5/27/2026	650605737	Menard EHS purchase of milk for children - 9 1% 9/CS	29.32
					4,603.84
				Total H10 - Grant H10, CACFP Head Start Nutrition FY 25-26	4,603.84
	Report Opening/Current Balance				
	Report Transaction Totals				4,603.84
	Report Current Balances				

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Vendor Activity - Head Start Lakeshore Learning
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5510000	Supplies	5/31/2026	93899371	Eldorado HS purchase of fold and go first scooter and fidget poppers	75.98
5512000	HS Class Room Supplies	4/19/2026	93701480	Menard HS/EHS purchase of Crawl and Climb Caterpillar, tricycles & activity equipment, arts & crafts supplies, sensory items, learning toys, books, and classroom supplies	4,092.80
5512000	HS Class Room Supplies	4/26/2026	93735057	San Jacinto HS purchase of arts & crafts supplies, sensory items, learning toys, classroom supplies, and storage items	1,998.00
5512000	HS Class Room Supplies	4/26/2026	93735068	Day EHS purchase of books, learning toys, musical instruments, puzzles, and sensory items	12,450.25
5512000	HS Class Room Supplies	4/26/2026	93735079	San Jacinto EHS purchase of books, learning toys, puzzles, musical instruments, and sensory items	7,257.77
5512000	HS Class Room Supplies	4/26/2026	93735084	Day EHS purchase of toddler kitchens, sensory hideaways, outdoor bungalow, outdoor storage units, cot sheets, and learning and activity items	22,433.89
5512000	HS Class Room Supplies	4/30/2026	93770902	San Jacinto EHS purchase of smelly markers - 2 sets of 12	28.48
5512000	HS Class Room Supplies	4/30/2026	93770903	San Jacinto EHS purchase of smelly markers - 2 sets of 12	28.48
5512000	HS Class Room Supplies	5/3/2026	93780206	San Jacinto EHS purchase of smelly markers	28.48
5512000	HS Class Room Supplies	5/17/2026	93844794	San Jacinto HS purchase of light table manipulative center	122.55
5512000	HS Class Room Supplies	5/24/2026	93876761	Day HS purchase of float and find bubbles set	66.49
5512000	HS Class Room Supplies	5/24/2026	93876762	Day EHS purchase of outdoor bench, sensory items, and learning toys and materials	2,527.86
5512000	HS Class Room Supplies	5/31/2026	93899365	San Jacinto EHS purchase of feelings journals - 3 sets of 10	113.97

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Vendor Activity - Head Start Lakeshore Learning
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5512000	HS Class Room Supplies	5/31/2026	93899366	Eldorado HS purchase of feelings journals - 2 sets of 10	75.98
5512000	HS Class Room Supplies	5/31/2026	93899368	Day HS purchase of floor seat, sensory sand set, glue sticks, and easel paper	202.25
5512000	HS Class Room Supplies	5/31/2026	93899369	Day EHS purchase of easy-climb step stools (4)	1,250.20
5512000	HS Class Room Supplies	5/31/2026	93899372	San Jacinto EHS purchase of mobile standing desks (5)	2,607.75
					55,361.18
				Total H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26	55,361.18
Report Opening/Current Balance					
Report Transaction Totals					55,361.18
Report Current Balances					

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Vendor Activity - Head Start Lowes Pay and Save
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5295000	HS Nutrition Service	4/16/2026	260416-120-1-1-21	Eldorado HS purchase of nutrition items	10.26
5295000	HS Nutrition Service	4/20/2026	260420-239-3-3-23	Ozona HS purchase of nutrition items	113.66
5295000	HS Nutrition Service	4/22/2026	260422-120-1-1-20	Eldorado HS purchase of nutrition items	16.59
5295000	HS Nutrition Service	4/24/2026	260424-120-1-1-8	Eldorado HS purchase of nutrition items	15.97
5295000	HS Nutrition Service	4/27/2026	260427-329-2-2-17	Ozona HS purchase of nutrition items	66.79
5295000	HS Nutrition Service	4/30/2026	260430-120-1-1-21	Eldorado HS purchase of nutrition items	20.97
5295000	HS Nutrition Service	5/4/2026	260504-329-2-2-27	Ozona HS purchase of nutrition items	95.31
5295000	HS Nutrition Service	5/4/2026	260504-417-1-1-54	Menard HS/EHS purchase of nutrition items	11.83
5295000	HS Nutrition Service	5/6/2026	260506-420-1-1-36	Menard HS/EHS purchase of nutrition items	16.98
5295000	HS Nutrition Service	5/8/2026	260508-420-1-1-22	Menard HS/EHS purchase of nutrition items	20.33
5295000	HS Nutrition Service	5/11/2026	260511-239-3-3-52	Ozona HS purchase of nutrition items	120.48
5295000	HS Nutrition Service	5/12/2026	260512-448-2-2-4	Menard HS/EHS purchase of nutrition items	7.97
5295000	HS Nutrition Service	5/13/2026	260513-420-1-1-45	Menard HS/EHS purchase of nutrition items	9.74
5295000	HS Nutrition Service	5/18/2026	260518-329-2-2-17	Ozona HS purchase of nutrition items	119.49
5295000	HS Nutrition Service	5/18/2026	260518-374-2-2-16	Menard HS/EHS purchase of nutrition items	3.78
5295000	HS Nutrition Service	5/21/2026	260521-329-2-2-30	Ozona HS purchase of nutrition items	8.77
5513000	HS Food Serv Sup	4/21/2026	260421-329-2-2-14	Ozona HS purchase of paper towels for kitchen	19.99
5513000	HS Food Serv Sup	4/24/2026	260424-120-1-1-8	Eldorado HS purchase of nutrition items	2.98
					681.89
					Total H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
					681.89
Report Opening/Current Balance					

CVCOG

Vendor Activity - Head Start Lowes Pay and Save
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
Report Transaction Totals					681.89
Report Current Balances					

CVCOG
Vendor Activity - Head Start Sysco
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5295000	HS Nutrition Service	5/1/2026	378365157	San Jacinto HS/EHS purchase of nutrition items for children	164.88
5295000	HS Nutrition Service	5/6/2026	378368388	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	2,508.53
5295000	HS Nutrition Service	5/6/2026	378368854	Day HS/EHS purchase of nutrition items for children	93.18
5295000	HS Nutrition Service	5/7/2026	378369134	Day HS/EHS purchase of nutrition items for children and kitchen supplies	3,328.41
5295000	HS Nutrition Service	5/7/2026	378369181	Menard HS/EHS purchase of nutrition items for children	477.50
5295000	HS Nutrition Service	5/11/2026	378371695	San Jacinto HS/EHS purchase of nutrition items for children	86.58
5295000	HS Nutrition Service	5/12/2026	378372227	San Jacinto HS/EHS purchase of nutrition items for children	11.86
5295000	HS Nutrition Service	5/13/2026	378373254	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	3,955.17
5295000	HS Nutrition Service	5/14/2026	378373960	Day HS/EHS purchase of nutrition items for children and kitchen supplies	4,555.06
5295000	HS Nutrition Service	5/14/2026	378373986	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	432.20
5295000	HS Nutrition Service	5/15/2026	378374573	San Jacinto HS/EHS credit for yogurt short on truck	(11.51)
5295000	HS Nutrition Service	5/20/2026	378377828	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	2,170.84
5295000	HS Nutrition Service	5/20/2026	378378185	Day HS/EHS purchase of nutrition items for children	48.74
5295000	HS Nutrition Service	5/21/2026	378378407	Day HS/EHS purchase of nutrition items for children and kitchen supplies	2,743.30
5295000	HS Nutrition Service	5/26/2026	378381090	San Jacinto HS/EHS purchase of nutrition items for children	16.61

CVCOG

Vendor Activity - Head Start Sysco
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

Line Item Code	Line Item Title	Document Date	Document Number	Document Description	Expenses
5295000	HS Nutrition Service	5/27/2026	378381597	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	1,375.11
5295000	HS Nutrition Service	5/28/2026	378382115	Day EHS purchase of nutrition items for children and kitchen supplies	1,925.78
5295000	HS Nutrition Service	5/28/2026	378382151	Menard EHS purchase of nutrition items for children	281.20
5513000	HS Food Serv Sup	5/6/2026	378368388	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	501.78
5513000	HS Food Serv Sup	5/7/2026	378369134	Day HS/EHS purchase of nutrition items for children and kitchen supplies	581.81
5513000	HS Food Serv Sup	5/9/2026	378371522	Day HS/EHS purchase of kitchen supplies	75.06
5513000	HS Food Serv Sup	5/13/2026	378373254	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	365.28
5513000	HS Food Serv Sup	5/14/2026	378373960	Day HS/EHS purchase of nutrition items for children and kitchen supplies	261.96
5513000	HS Food Serv Sup	5/14/2026	378373986	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	46.10
5513000	HS Food Serv Sup	5/20/2026	378377828	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	224.44
5513000	HS Food Serv Sup	5/21/2026	378378407	Day HS/EHS purchase of nutrition items for children and kitchen supplies	356.68
5513000	HS Food Serv Sup	5/27/2026	378381597	San Jacinto HS/EHS purchase of nutrition items for children and kitchen supplies	29.47
5513000	HS Food Serv Sup	5/28/2026	378382115	Day EHS purchase of nutrition items for children and kitchen supplies	75.48
					26,681.50

CVCOG
Vendor Activity - Head Start Sysco
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
				Total H10 - Grant H10, CACFP Head Start Nutrition FY 25-26	26,681.50
Report Opening/Current Balance					
Report Transaction Totals					26,681.50
Report Current Balances					

CVCOG

Vendor Activity - Head Start West Texas Fire Extinguisher
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5510000	Supplies	5/4/2026	333008-02	San Jacinto HS/EHS purchase of plastic cups - 5 cases	117.02
5510000	Supplies	5/5/2026	333105	Menard HS/EHS purchase of disinfectant, paper towels, toilet tissue, nitrile gloves, and trash can liners	163.57
5510000	Supplies	5/5/2026	333224	Ozona HS purchase of paper towels, cleaners and disinfectants, and mops	148.65
5510000	Supplies	5/19/2026	333008-01	San Jacinto HS/EHS purchase of mop handle and bucket with downpress wringer	71.76
5510000	Supplies	5/19/2026	333105-01	Menard HS/EHS purchase of napkins and dish detergent	63.47
5510000	Supplies	5/20/2026	333847A	San Jacinto HS/EHS purchase of mop heads, disinfecting cleaners and wipes, dish detergent, paper towels, and toilet tissue	424.03
5512000	HS Class Room Supplies	5/4/2026	333008-02	San Jacinto HS/EHS purchase of plastic cups - 5 cases	117.03
5512000	HS Class Room Supplies	5/5/2026	333105	Menard HS/EHS purchase of disinfectant, paper towels, toilet tissue, nitrile gloves, and trash can liners	163.57
5512000	HS Class Room Supplies	5/7/2026	333411	Day HS/EHS purchase of facial tissue and nitrile gloves	116.43
5512000	HS Class Room Supplies	5/8/2026	333439	Day HS/EHS purchase of nitrile gloves and mop heads	132.36
5512000	HS Class Room Supplies	5/19/2026	333008-01	San Jacinto HS/EHS purchase of mop handle and bucket with downpress wringer	71.76
5512000	HS Class Room Supplies	5/20/2026	333847A	San Jacinto HS/EHS purchase of mop heads, disinfecting cleaners and wipes, dish detergent, paper towels, and toilet tissue	424.03
5512000	HS Class Room Supplies	5/28/2026	333439-01	Day EHS purchase of nitrile gloves - 1 box size small	8.82

CVCOG

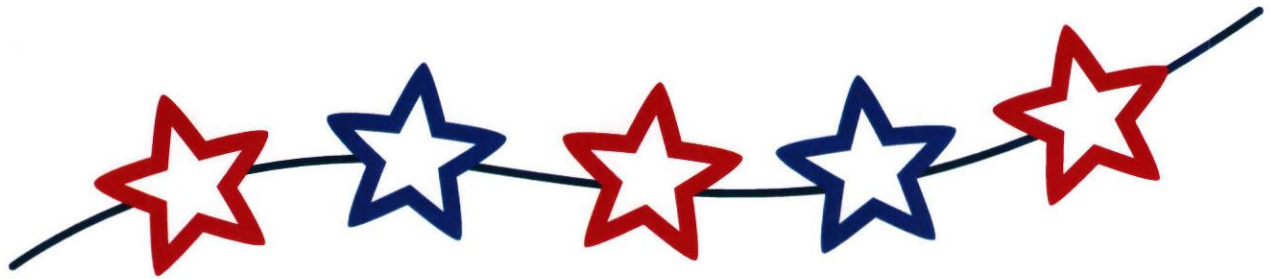
Vendor Activity - Head Start West Texas Fire Extinguisher
H09 - HHS Grant H09 06CH013199-01, Head Start FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
					<u>2,022.50</u>
				Total H09 - HHS Grant H09	<u>2,022.50</u>
				06CH013199-01, Head Start FY 25-26	

CVCOG

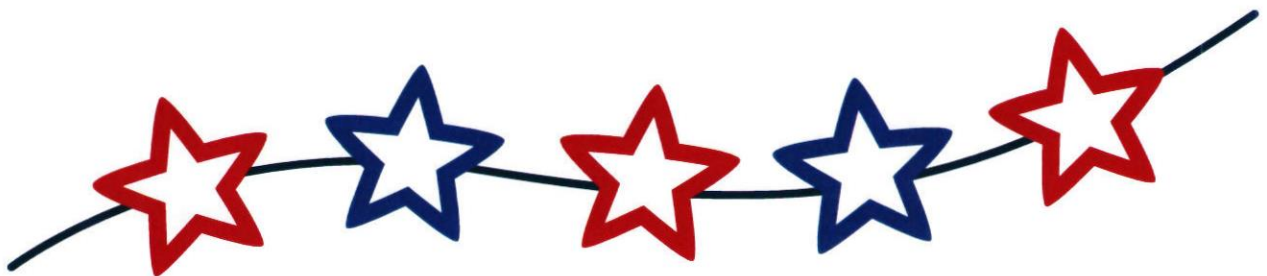
Vendor Activity - Head Start West Texas Fire Extinguisher
H10 - Grant H10, CACFP Head Start Nutrition FY 25-26
From 5/1/2026 Through 5/31/2026

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5513000	HS Food Serv Sup	5/5/2026	333105	Menard HS/EHS purchase of disinfectant, paper towels, toilet tissue, nitrile gloves, and trash can liners	58.98
5513000	HS Food Serv Sup	5/6/2026	333322	San Jacinto HS/EHS purchase of dish detergent - 4 gallons	48.24
5513000	HS Food Serv Sup	5/8/2026	333439	Day HS/EHS purchase of nitrile gloves and mop heads	91.98
5513000	HS Food Serv Sup	5/13/2026	333593	Day HS purchase of mop heads (4)	20.16
5513000	HS Food Serv Sup	5/19/2026	332427-01	San Jacinto HS/EHS purchase of mop head	15.30
5513000	HS Food Serv Sup	5/19/2026	333105-01	Menard HS/EHS purchase of napkins and dish detergent	63.47
5513000	HS Food Serv Sup	5/20/2026	333847A	San Jacinto HS/EHS purchase of mop heads, disinfecting cleaners and wipes, dish detergent, paper towels, and toilet tissue	65.81
				Total H10 - Grant H10, CACFP Head Start Nutrition FY 25-26	363.94
Report Opening/Current Balance					
Report Transaction Totals					2,386.44
Report Current Balances					



JULY

Agenda Item #6





CONCHO VALLEY
COUNCIL OF GOVERNMENTS
5430 Link Road • San Angelo, TX 76904
325-944-9666

To: Executive Board and Policy Council

From: Carolina Raymond - Director of Head Start

Date: July 8th, 2026

Re: CVCOG Head Start Policies and Procedures

Consider and take appropriate action concerning the request of the CVCOG Head Start Policies and Procedures.

- ERSEA 1302.12, 1302.13, 1302.14, 1302.16, 1302.70, 1302.71,
- Education HS&EHS 1302.30, 1302.31, 1302.33, 1302.34
- Disabilities 1302.60, 1302.61, 1302.62, 1302.63
- Health 1302.43, 1302.45, 1302.46
- Family and Community Engagement Program Services 1302.50, 1302.51, 1302.52

EC Chairman

Date

Policy Council Chair

Date



CONCHO VALLEY COUNCIL OF GOVERNMENTS
HEAD START/EARLY HEAD START
Policies & Procedures



(REFERENCE)	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 July 10, 2024, November 13, 2024 November 13, 2024, July 9, 2025 July 9, 2025		Pages: 1-5
SUBJECT	Determining, verifying, and documenting eligibility.	STANDARD	1302.12

Policy:

Process overview: Family Service Worker's (FSW) will complete a face-to-face application with legal guardian of the child enrolling. An over the phone application may be completed when every effort has been made, and documentation of those efforts is on the **Intake Status** to complete a face-to-face application.

The application process must be completed prior to determining a child's eligibility in the Head Start Program and include requirements described below:

○ **Age:**

Head Start Preschool: Children must be three years old prior to September 1st and be no older than the age of five by September 1st.

Early Head Start: Children must be four weeks old and not older than 3 years old

Age will be determined by verifying one of the following documents; legal birth certificate, Baptismal certificate (with seal), Medicaid card, Passport or shot record. If the family cannot provide one of the above documents and doing so creates a barrier for the family to enroll the child, no documentation is required.

○ **Income:**

- Family's income is equal to or below the 100% poverty guidelines; or
- Family is eligible for or in the absence of childcare would be potentially eligible for public assistance, including TANF child only payments; or
- Children who are in foster/kinship care or children who are homeless as defined in the McKinney-Vento Act are eligible for the Head Start program regardless of income.
- If a child transitions from Early Head Start Program to Head Start Program, the family's income must be re-verified.
- Parents/guardians with an income above 130% of the Federal Poverty Guidelines may be eligible for enrollment in the Head Start program when the applicant is the highest-scoring applicant on the Waiting List. The total number of applicants with an income above 130% of the Federal Poverty Guidelines must not exceed 10% of total funded enrollment. Children accepted above the 130% of the Federal Poverty Guidelines must be approved by the ERSEA Manager.

Income will be determined by verifying one of the following documents;

- Current money wages or salary before deductions; except from net income from non-farm self-employment & net income from farm self-employment



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- Check stubs (Gross Income)
- Current W-2, Income Tax Forms from previous year (Total Income)
- Unemployment compensation, worker' compensation, social security, supplemental security income,
- Public assistance or welfare payments including TANF and/or SNAP
- Veterans' payments
- Survivor benefits
- Disability benefits
- Pension or retirement income, Interest income, Dividends; Rents, royalties and estates and trusts,
- Educational assistance
- Child support and/or Alimony
- Financial assistance from outside of the household
- Military income (including pay and allowances)
- Foreign government pensions
- Other sources when approved by the ERSEA Manager.

A family's gross income can be adjusted for excessive housing costs, when the family spends more than 30 percent of their total gross income on housing costs. The following documents must be verified and kept:

- Bills (Water, Gas, Electric, Mortgage statement, Renter's statement, House Insurance, Renter's Insurance)
- Bank statements can be used, when the above statements cannot be provided. The information must clearly specify what the cost is for.

The Housing Cost(s) tab in GoEngage will be used to calculate the information and to verify if the family falls in the category for the family's income to be adjusted. A copy of the calculation will be printed and kept with supporting documents in the ERSEA federal file and attached in GoEngage.

The following forms can be used when income documentation is not available:

- **Employment Verification**-Employer must complete when parent/guardian is unable to provide W-2, check stubs, or pay envelopes. Employers must be contacted to verify information and document it on the form.
- **No Income Verification**-FSW must be completed when parents/guardians report no income for the relevant time period. 3rd party must be contacted when family grants permission.
- **Family Residency Verification**-FSW must complete when a statement is provided from the shelter, school provider or service agency that the parents/guardians meet the McKinney-Vento Act or they are self-declaring homelessness, meeting the Mc-Kinney Vento Act. A third party must be contacted when granted permission to verify.
- **Declaration of Income**- parents/guardians must complete when they are unable to provide paystubs, receipts, or other documentation of income. FSW must verify information when contact is available.

Income Calculation Worksheet must be completed when parents/guardians have multiple check stubs, W-2, and/or child support.



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Income will be calculated using the following formula, when applicable:

- **Weekly X 52**
- **Every two weeks X 26**
- **Twice a month X 24**
- **Monthly X 12**

Additional Allowance:

- Parents/guardians with an income at or below 130% of the Federal Poverty Guidelines may be eligible for enrollment in the Head Start program when the applicant is the highest-scoring applicant on the Waiting List. The total number of families with an income between 101%-130% of the Federal Poverty Guidelines must not exceed 35% of the total funded enrollment. Children accepted 101%-130% of the Federal Poverty Guidelines must be approved by the ERSEA Manager.

Eligibility Duration

- **Head Start Preschool**-The child remains eligible through the end of the succeeding year. 3rd year students must reapply and will be placed on the appropriate **Waiting List** according to their income.
- **Early Head Start**-If a Pregnant Woman enrolls, the infant once enrolled remains eligible until they turn three years old or the date on the **Transition Plan**.
- **Early Head Start**- The child remains eligible until they turn three years old or the date on the **Transition Plan**.

Records

- A copy of all documents used to determine age, income and if applicable, documents to justify points awarded must be kept and placed in the ERSEA Federal File and scanned into GoEngage.
- A **Head Start Eligibility Verification, Intake Status and Head Start/Early Head Start Prioritization Criteria** and/or **Pregnant Woman Selection Criteria** must be completed on each applicant applying for an enrollment opportunity and placed in ERSEA Federal File. **All records shall be stored securely and maintained in a manner that protects confidentiality.**
- All records must be kept for a minimum of 7 years after the child withdraw date.

Violating eligibility determination regulations



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Policies & Procedures



The Head Start Program will develop a system to provide training on eligibility, Performance Standards and ERSEA policies and procedures that include at minimum the following:

- Annual training for Head Start staff who determine Head Start eligibility to include:
 - Methods to collect and complete eligibility information from families and third-party sources;
 - Strategies for treating families with dignity and respect and dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Program policies, procedures, and actions taken against staff, families, or participants who provide false information.
- Training for any staff member who determines Head Start eligibility will be within 90 days of hire;
- Training for the Executive Committee and Policy Council members will be within 180 days of the beginning of a term; and,
- All training records, including sign-in sheets, agendas, and training materials, will be maintained.

Prohibited Conduct

Any intentional violation of eligibility determination regulations shall be considered a serious breach of program policy.

The following actions are prohibited:

- Enrolling a child or family who is known to be ineligible for services
- Falsifying eligibility information or records
- Accepting fraudulent, altered, or unverified documentation
- Failing to obtain required eligibility documentation
- Altering eligibility records after a determination has been made without proper authorization and documentation
- Intentionally disregarding federal eligibility requirements to fill enrollment vacancies
- Misrepresenting information during the eligibility determination process

Any intentional violation of eligibility determination regulations shall be considered a serious breach of program policy.

Reporting and Investigation of Violations

Employees who become aware of a potential violation of eligibility determination requirements are encouraged to report the matter to their supervisor, program director, or other designated authority.

Reports of alleged violations shall be reviewed promptly and may include:

An internal review or investigation;

Examination of eligibility records and supporting documentation;

Interviews with relevant staff members;



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Determination of whether policy or regulatory violations occurred; and

Implementation of corrective or disciplinary action, as appropriate.

Corrective and Disciplinary Action

Employees found to have violated eligibility determination requirements may be subject to corrective or disciplinary action, up to and including termination of employment, consistent with applicable personnel policies and the severity of the violation.

Corrective measures may include:

- Additional training
- Written counseling or reprimand
- Performance improvement plans
- Suspension
- Termination of employment

The program may also refer matters involving suspected fraud, falsification of records, or other unlawful conduct to appropriate authorities when warranted.

Policy Compliance

All employees are expected to comply with this policy and all applicable federal, state, and program requirements governing eligibility determination. Failure to comply may result in disciplinary action and other corrective measures necessary to maintain program integrity and regulatory compliance.



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REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 July 10, 2024, November 13, 2024 November 13, 2024		Pages: 1
SUBJECT	Recruitment of children.	STANDARD	1302.13

Policy:

The Concho Valley Council of Governments (CVCOG) Head Start will actively locate and recruit families most in need of Head Start services including children with disabilities, those who are experiencing homelessness, in foster care, English language learners, and other vulnerable children.

A recruitment plan will be developed each year with Family Service Workers and ERSEA Manager.

Recruitment material will be available in diverse languages, when possible, staff will be available to communicate with families in their native language. CVCOG utilizes modern technology, including QR codes, to streamline the pre-application process.

Head Start Flyer Distribution Tracking will be used to document recruitment areas and show all recruitment efforts.



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REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, November 13, 2024 / November 13, 2024		Pages: 1-2
SUBJECT	Selection Process	STANDARD	1302.14

Policy:

The Concho Valley Council of Governments (CVCOG) Head Start/Early Head Start Program will select children and families with most need for the Head Start services without regard for race, gender, disability, or creed in accordance with Head Start Program Performance Standards, Head Start Act, and CVCOG Head Start Program ERSEA policies.

If a child is declared eligible, their selection will be based on points received from the prioritization criteria point system which is developed from the Community Assessment and approved by the Policy Council and the Executive Committee.

At the beginning of each enrollment year, eligible children will be placed on a waiting list and prioritized according to the prioritization criteria point system. Each applicant is assigned a score, and the waiting list is ordered from the highest to lowest score.

Procedure:

1. Eligibility Determination

- Family Service Worker (FSWs)/Enrollment staff determine eligibility through income verification and documentation.
- Eligible children are entered into the GoEngage & TEAMS.

2. Placement on Waiting List

- All children are placed on the waiting list.
- ERSEA Manager reviews and approves all applications.
- The list is updated in real-time and reflects the most current applicant data and scores.

3. Notification of Waitlist Status

- Families are notified in writing or verbally that their child has been placed on the waiting list.
- The notification includes the assurance of being contacted when a space becomes available.

4. Vacancy Management

- When a vacancy occurs, staff pull the highest-scoring child from the waiting list.
- FSWs must obtain approval from the **ERSEA Manager** before contacting a family regarding the selection of a child who is considered **over-income**. The ERSEA Manager is responsible for ensuring that the program has not exceeded the **10% over-income enrollment threshold** as allowed by federal regulations.
- FSWs must obtain approval from the **ERSEA Manager** before contacting a family regarding the selection of a child who is considered **130%**. The ERSEA Manager is responsible for ensuring that



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the program has not exceeded the **35% 130%-income enrollment threshold** as allowed by federal regulations.

- d. If applicants have the same number of points, priority will be given to the child who is income-eligible unless the child has a diagnosed disability (All IEPs & IFSPs must be reviewed and verified by the Disability Manager. All supporting documentation must be uploaded into GoEngage). If both are income-eligible, the applicant who submitted their application first will be prioritized. If the applications were submitted on the same day, the child from the household with the lower annual income will have priority. If the annual incomes are identical, priority will be given to the youngest child.

5. Contacting Families

- a. Staff contact the family to confirm continued interest and availability.
- b. If the family cannot be reached after 3 documented contact attempts over a **3-day** period, the next child is selected.

6. Recordkeeping

- a. All waiting list records, including scoring documentation and Enrollment Status, are maintained in compliance with data privacy and retention policies.
- b. FSWs will maintain ERSEA federal files securely in their office, stored under lock and key.

The waiting list is reviewed and updated monthly.

Children with Disabilities

To comply with Head Start's requirements of having 10 percent of funded enrollment be children with diagnosed disabilities, CVCOG may give priority to children with diagnosed disabilities during the selection process based on prioritization criteria point system.

All IEPs & IFSPs must be reviewed and verified by the Disability Manager. All supporting documentation must be uploaded into GoEngage.



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REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, July 9, 2025/July 9, 2025	Pages: 1-3	
SUBJECT	Attendance	STANDARD	1302.16

Policy:

The Concho Valley Council of Governments will implement a process to monitor and document daily Head Start attendance. Head Start programs will ensure that attendance is recorded each day in GoEngage, and that reasons for absences are documented through Case Notes in GoEngage.

PROCEDURE

If absences are due to illness or are otherwise well documented, no additional action is required. However, when absences result from other factors, including temporary family circumstances that affect a child's regular attendance, the program must initiate appropriate family support procedures for children with excessive absences.

Parents or guardians are required to notify the center whenever their child will be absent. Families **must** provide appropriate documentation, such as a **physician's note or a written absence note**, when applicable or as requested by the Head Start staff.

Promoting Regular Attendance

Attendance Follow-Up Procedures

1. **First Day of Absence:** If the parent/guardian has not notified the program of the child's absence by 9:00 a.m., the Receptionist or Site Supervisor will attempt to contact the parent/guardian. All contact attempts and communications must be documented in GoEngage through a Case Notes.
2. **Second Consecutive Day of Absence:** The Family Service Worker (FSW) will conduct a home visit or make other direct contact with the family. If the FSW is unable to reach the family, a letter or door knocker requesting immediate contact will be left at the residence. All contact attempts and communications must be documented in GoEngage through a Case Notes. Follow-up efforts will continue until direct contact with the family has been established.

Unexcused Absenteeism:

1. **After the Fifth Unexcused Absence:** The Family Service Worker (FSW) will develop an Unexcused Attendance Plan with the family that identifies the causes of the child's absenteeism and outlines strategies to improve attendance. The plan and related discussions must be documented in GoEngage through a Case Note.



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2. **Follow-Up Review:** When a child accumulates an additional four unexcused absences (for a total of nine unexcused absences), the FSW will review and update the Unexcused Attendance Plan as needed. This follow-up and any actions taken must be documented in GoEngage through a Case Note.
3. **Program Withdrawal Consideration:** Upon the accumulation of ten unexcused absences, the child may be considered for withdrawal from the program. Any decision regarding withdrawal will be reviewed on a case-by-case basis in accordance with program policies and procedures.
4. In cases of chronic absenteeism, when a child accumulates ten unexcused absences, the child's enrollment slot may be considered vacant upon review and approval by the ERSEA Manager.

Excused vs. Unexcused Absences

- **Excused absences** include illness, medical appointments, family emergencies, or other valid personal reasons.
- **Unexcused absences** include lack of transportation, oversleeping, or other non-essential reasons.

Monitoring Individual Attendance Data

The program will use individual child attendance records to identify children who demonstrate patterns of absenteeism that place them at risk of missing ten percent (10%) or more of program days and/or falling below 85% monthly average daily attendance.

When such patterns are identified, the Family Service Worker (FSW) will review attendance data by the first week of October and implement an Attendance Plan in GoEngage designed to improve the child's attendance. The Attendance Plan must include strategies tailored to the family's needs, including, but not limited to:

- Direct and timely contact with parents or guardians
- Intensive case management services
- Additional family support services, as needed

All contacts, interventions, and follow-up activities must be documented in GoEngage through Case Notes.

If a child's attendance falls below 85% for two consecutive months and the family is unable to provide appropriate documentation, such as physician's notes, to support the absences, the child may be considered for withdrawal from the program. Attendance patterns and circumstances will be reviewed on a case-by-case basis by the Family Service Worker (FSW) and the ERSEA Manager before any final decision is made.

Attendance Accommodation Plan for Serious Illness, Custody Arrangements, Behavior Plans, Travel, and Transportation

Attendance accommodations may be approved when a child is unable to attend due to a serious or life-threatening illness, related medical treatment, custody arrangements, behavior support plans, travel, or transportation challenges.

For absences related to a serious or life-threatening illness or medical treatment that makes regular attendance infeasible, the parent or guardian must provide documentation from a physician licensed to



practice in Texas. The documentation must verify the child's medical condition and specify the anticipated duration of the absence or treatment period.

Attendance accommodations for custody arrangements, behavior support plans, travel, or transportation needs may also be considered.

A Attendance Accommodation Plan must be completed and include an agreed-upon return date and be approved collaboratively by the ERSEA Manager, Family Services Worker (FSW), and the parent or guardian.

Extended Absences and Enrollment Status

A program slot must be reported vacant when either of following occurs:

1. The parent or guardian notifies the program that the child will **not be returning**. The slot must be reported vacant the following day upon receiving this communication in GoEngage followed by a Change of Status.
2. A child may be considered for withdrawal when they have not attended the program for 30 consecutive calendar days and the program has made a minimum of three documented attempts to re-engage the family. Any decision to implement this process will be evaluated on a case-by-case basis and communicated collaboratively between the family's Family Service Worker (FSW) and the ERSEA Manager.
 - Attempts may include phone calls, emails, letters, text messages, or home visits.
 - All attempts must be dated and recorded into GoEngage under Case Notes.

All attendance concerns, interventions, and enrollment decisions are reviewed individually and are made in partnership with families whenever possible.

Managing Systematic Program Attendance Issues

When the monthly average daily attendance rate falls below 85%, the Site Supervisors and Family Service Workers must analyze the causes of absenteeism and determine the systemic issues contributing to the Site's absentee rate. Site Supervisors and FSWs must implement a process using absenteeism data. This information will be documented in the Below **85% Attendance Analysis**.

If a child is determined homeless, the child is to be enrolled temporarily for 30 days without immunization records. The FSW will work with the families to become Texas state compliant with current immunization requirement of the State of Texas.

- The FSW will assist children experiencing homelessness and unable to attend classes regularly with community transportation where available.



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REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	12-10-25 / 7-10-25 / 6-10-26		Pages: 1
SUBJECT	Purpose	STANDARD	1302.30

CVCOG Head Start program provides high-quality early education and child development services by implementing a research-based curriculum aligned with the Head Start Early Learning Outcomes Framework (ELOF). Teachers create nurturing, responsive relationships and engage children in developmentally appropriate learning experiences that support language, literacy, mathematics, science, social-emotional development, approaches to learning, physical development, and the creative arts. The program conducts developmental screenings, ongoing assessments, and individualized instruction to meet each child's individual needs, including those of children with disabilities. Families are actively engaged through parent teacher conferences, home visits, family partnership services, and opportunities to support learning at home. Learning experiences are culturally and linguistically responsive and designed to promote school readiness and positive child outcomes.



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REFERENCE	1302 Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, November 13, 2024 / November 13, 2024, July 8, 2026/July 8, 2026		Pages: 1-3
SUBJECT	Head Start Teaching and the learning environment	STANDARD	1302.31

CVCOG Head Start/Early Head Start ensures teachers and staff provide responsive care, effective teaching, and organized learning environments aligned with the Head Start Early Learning Outcomes Framework. The program supports high-quality practices through research-based curriculum implementation, individualized instruction, ongoing assessment, regular supervision, coaching, classroom observations, and professional development to promote positive outcomes for all children, including children with disabilities.

(b) Effective Teaching Practices

- (1) CVCOG Head Start/Early Head Start aligns teaching practices with the Head Start Early Learning Outcomes Framework (HSELOF) and School Readiness Goals to promote children's growth and development across all learning domains. Teaching staff receive professional development and coaching on CLASS domains and dimensions, including Emotional Support, Classroom Organization, and Instructional Support, to strengthen responsive teaching practices and positive teacher-child interactions as well as being observed twice yearly. Teachers develop and submit lesson plans that incorporate HSELOF goals, individualized learning objectives, and intentional activities designed to support language development, higher-order thinking, problem-solving, social-emotional growth, and positive behavior skills. Staff provide consistent daily schedules, routines, and purposeful transitions that foster trust, emotional security, and engagement while maximizing learning opportunities throughout the day. Learning experiences are developmentally appropriate, hands-on, language-rich, and intentionally planned to support progress in literacy, social-emotional development, mathematics, science, social studies, creative arts, and physical development, ensuring all children are supported in achieving positive school readiness outcomes.
- (2) CVCOG Head Start/Early Head Start supports dual language learners and linguistically and culturally diverse families by recognizing, valuing, and incorporating each child's home language and culture into the learning environment whenever possible in the family's primary or preferred language. The program promotes the development of children's home language while providing intentional English-rich learning experiences through classroom labels, books, songs, and culturally relevant materials that reflect children's backgrounds and are integrated into daily routines and activities. Teachers collaborate with families to support language development by sharing resources and strategies that can be used at home and by providing natural exposure to English through conversations, greetings, mealtimes, play, and other daily interactions. Staff model simple and meaningful English language skills while respecting and supporting the child's home language, fostering a bilingual learning environment where both



languages are valued. Professional development opportunities are provided, when available, to strengthen staff knowledge and skills in supporting dual language learners. When staff do not speak a child's home language, we utilize culturally and linguistically appropriate materials, seek volunteers or who speak the child's home language to support classroom learning, and connect families with available English as a Second Language (ESL) resources to further support communication, language development, and school readiness.

(c) Learning Environment

- A well-organized learning environment with appropriate schedules and lesson plans will reflect the research based Scholastic Curriculum. This approach aligns with HSELOF, which focuses on promoting learning across central domains prioritized by Head Start: cognitive development, social and emotional development, language and literacy, approaches to learning, perceptual motor, and physical development.
- Outdoor learning environment will be spacious, well-equipped, and supported by appropriate materials and equipment. Teaching staff will provide children with rich opportunities for language development, choices, exploration, and experimentation, fostering their curiosity, creativity, and sense of wonder. Indoor learning centers are labeled, organized, and clutter-free, providing adequate space, unobstructed supervision, culturally and linguistically responsive materials, respect for diverse family structures, quiet and active learning areas, and a variety of opportunities for children to explore, experiment, and learn.
- A diverse range of intentional and purposeful activities that will encompass both teacher-directed and child-initiated learning and play will be provided through large groups, small groups, and one-on-one learning for all children. Classroom lesson plans will reflect these groups.

(d) Materials and Space for Learning

- Please see the Learning Environment and Materials Specification

(e) Promotion learning through approaches to rest, meals, routines, and physical activity.

- Head Start (HS) Education Managers and Site Supervisors ensure that classrooms maintain sufficient age-appropriate materials and equipment to support high-quality curriculum implementation and engaging learning experiences. The program also provides necessary accommodation and support to ensure children with disabilities have equitable access to educational activities and can participate fully in all aspects of the learning environment.
- **Screen time** for children ages 2 and older may only be used with prior approval from the HS Education Manager and must be limited to no more than 20 minutes per day. Screen time should be interactive, with children and teachers actively participating through activities such as dancing, exercising, movement, or discussion. When used as a learning tool, screen time must be included in lesson plans and designed to increase engagement and support learning. Screen time may not be



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used during meals, snacks, or nap time, and all content must be age-appropriate and free of advertising and violence.

- **Rest/ Nap time** will be a part of the classroom schedule. Rest and nap time will implement an intentional, age-appropriate approach that supports each child's individual developmental and sleep needs. No child is required to nap or rest; children who do not need or choose to rest are provided with quiet, supervised learning activities. Staff will follow zoning maps for placement of children for nap time. During rest time, at least one teaching staff member must always remain fully available to provide direct care and supervision.
- **Meal and Snack times** will be structured as learning opportunities that promote staff-child interaction, communication, and socialization to support children's learning and development. Breakfast, lunch, and a daily snack will be provided for all children present. Teaching staff and volunteers will sit with children during meals and snacks to model appropriate behaviors and encourage meaningful conversations that support language development. Family-style dining will be used to support independence and self-help skills, with preschool children learning to serve themselves hand over hand can be used for assistance. Food will never be used as a punishment or reward. Meal counts will be taken at the time of service.
- Teachers will use daily routines such as **hand washing, diapering, and transitions** as learning opportunities by using activities such as counting, singing, naming objects and other intentional education activities during these times. These times promote children's independence, language development, social-emotional skills, and self-help abilities.
- **Transitions** should be learning opportunities by using activities such as counting, singing, naming objects and other intentional education activities during these times. These transitions promote children's independence, language, development, social-emotional skills, and self-help abilities. Teaching staff will use the Transition Roll Call form during any transitions from the classroom to ensure the safety and accountability of all children. Name-to-face recognition will be done, visually identifying each child's present. Staff will ensure they are following the Transition Roll Call Specification.
- **Physical activity** is intentionally incorporated into the daily schedule and curriculum through planned movement experiences and routine activities that support children's health, learning, and development. Gross motor activities are documented in lesson plans and are not used as rewards or punishment at any time. Continuous scanning of the indoor and outdoor environment and frequent counting of the children will occur by teaching staff to always ensure safety and accountability for all children. Teaching staff will move around and actively supervise the children during outdoor time to ensure a safe and supportive learning environment. Sitting down will not occur unless the teacher is engaged in an activity with a child for a short period of time. Teaching staff will follow their zoning maps for their classroom and playground to ensure they are actively supervising children, and they are positioned in a way that they can always actively supervise all children throughout the day and are zoned correctly. Zoning maps will be placed in the sub binder in each classroom.



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	December 10, 2025, March 16 th 2026		Pages: 1-3
SUBJECT	Child screenings and assessments for Head Start	STANDARD	1302.33

Screening (a)

1. Family Service Workers (FSWs) inform parents or guardians about the child development screenings that will be conducted during the school year during enrollment. During they also obtain consent and explain the purpose of all screenings that will be administered within the first 45 days of school for newly enrolled students. Second- or third-year children by be rescreened if developmental concerns are suspected. (See 1302.45 screening to identify concerns related to behavioral, social and emotional concerns)
2. The Lap-D (Learning Accomplishment Profile-Diagnostic) for ages 3-5 years identifying concerns regarding a child's motor, cognitive, and language development will be used for research-based development standardized screening as well as the ASQ:SE-2 (Ages & Stages Questionnaires: Social Emotional) which focuses on social-emotional development, behavior, and self-regulation.
3. **(i-ii)** Children that do not pass screening will be internally referred to the HS Education/Disability Manager with parental consent an external referral will be issued to Local Agencies responsible for implementing a formal evaluation to assess the child's eligibility for services.
4. If a child is determined to be eligible for services under the IDEA (Individuals with Disabilities Education Act), the HS Education/Disability will obtain and upload a copy of the child's IEP (Individualized Education Plan) into GoEngage. HS Education /Disability Manager will notify parents of the results as well as teachers and FSW and will partner with local agencies for student success. The LEA will be responsible for implementing the Individuals with Disabilities Education Act (IDEA) and the delivery of services.
5. **(i.ii A-B)** If a child is determined not to be eligible for services, the Disability Manager will consult with the Local Education Agency (LEA) representative to determine whether the child has a significant delay in one or more developmental areas that could interfere with the child's development and school readiness. If a significant delay is identified, the Disability Manager will consult with the parents or guardians to discuss available service options and initiate an external referral to the appropriate agency. Services may be available through the child's health insurance, or the program may provide necessary services and support under Section 504 of the Rehabilitation Act if the child meets the Act's definition of a disability. A child who meets the definition of a disability under the Rehabilitation Act will not be excluded from participating in the program.



Assessment for Individualization (b)

1. CVCOG Head Start uses **CLI Engage** to conduct standardized and structured ongoing developmental assessments three times during the program year.
2. CLI Engage is correlated to the Head Start Early Learning Outcomes Framework (ELOF) and provides formal alignment documents showing how the assessment tools correlate with HSELOF domains and indicators. The Texas PreK Guidelines require measurement at the beginning, middle, and end of year in core domains using a commissioner-approved instrument. CLI Engage is on Texas's approved list for this purpose and is frequently used by districts.
3. Depending on the child's entry date, some children may receive fewer assessments. The Education Manager will provide teaching staff with an annual schedule indicating assessments required based on the month of the child's entry. (Measure 1 – Fall, Measure 2 – Winter, Measure 3 – Spring)
4. Teaching staff observe children in different settings throughout the day and document observations in GoEngage. This data is used to complete developmental assessments for each child.
5. Teaching staff are required to complete observations notes for each child during the following months: October, November, February, and March. The observation notes aligned with ELOF – 3.0 along with assessment results will be used to develop child individualizations.
6. Teaching staff use assessment data, observation notes, and information gathered from parents and guardians – through home visits and parent-teacher conferences - to develop individualized goals that support each child's progress toward school readiness. These goals guide planned activities that are tailored to:
 - individualize instruction for each child
 - small group learning
 - large group experiences
7. Teaching staff analyze assessment data to determine children's areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.
8. Children are assessed in their home language whenever possible. When necessary, program staff will make every effort to identify an individual who speaks and understands the child's language and culture to conduct the assessment. If all reasonable efforts to find such an individual has been exhausted, the screening and assessment may be conducted in English. In these cases, teaching staff will supplement the assessment with additional information, including structured observations over time and input gathered from the family in the child's home language, to accurately evaluate the child's development and progress.
9. If warranted by the assessment data, and with consent from parents/guardians, an internal referral will be sent to the Disability Manager; the Disability Manager will initiate an external referral to the (LEA).
10. Assessment results are shared with parents/guardians during home visits and parent/teacher conferences.
11. Screening data is never used to exclude a child or family from participating in the program.
12. The Education Manager analyzes children's assessment data at least three times a year including subgroups, such as dual language learners and children with disabilities, and shares data with the Executive Committee, Policy Council, and teaching staff. This data is used to establish program goals and for continuous program improvement.



REFERENCE	1302 Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages 1-3
SUBJECT	EHS Child screenings and assessment steps	STANDARD	1302.33

Policy: Teaching staff will utilize the selected ongoing assessment tool in assessing, promoting, and supporting a child's educational progress within 30 calendar days for Early Head Start children and 45 calendar days for Head Start children.

Brigance Screens III-Brigance III is a screening instrument utilized to identify developmental needs quickly and accurately in Head Start/Early Head Start, which allow teachers to easily identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills—all in 10–15 minutes per child.

1. Family Service Workers (FSW) will inform parent/guardian of the types and purpose of all screenings administered prior to the developmental screening.
2. FSW's will receive parental consent for developmental screening during the enrollment process.
3. If parent/guardian decline consent for developmental screening, the FSW will follow the Decline of Service Policy.
4. Early Head Start (EHS) teachers will complete an initial developmental screening using the **Brigance Screens III** on each child within 30 calendar days of enrollment and every 6 months thereafter. One month prior to the child turning three years old, teaching staff will complete Brigance **Screens III** to understand where the child is developmentally prior to their transition out of Early Head Start.
 - Teachers will plan and become familiar with the directions and scoring procedures before screening a child.
 - Only one teacher at a time (per classroom) can screen a child.
 - Teachers will organize materials before screening a child, making sure all tools needed are available. Doing so will allow the teaching staff to focus their attention on the child and administer the screening effectively.
 - Teachers will determine the child's chronological age by following the instructions given in the **Brigance Screens III Technical Manual** or by using the chronological age calculator at www.BRIGRANCE.com.
 - Teachers will use the appropriate Brigance III scoring sheet for the child's age.
 - Once the basal (the point in the assessment at which the teacher is confident that the child would receive credit for all earlier items), is established, the child will receive credit for all items below the basal.
 - Teachers will give enough time for the child to perform the skill but not too much time that he/she becomes bored waiting for the next direction.
 - If the child offers a correct response or demonstrates ability to do the item, the teaching staff will circle the correct answer or item demonstrated.



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- If the child offers an incorrect response or is unable to demonstrate the skill required, the teaching staff will slash through the number.
- If the child's skill mastery is marginal, emerging, or inconsistent, credit for that skill will not be given.
- To obtain a child's Total Score, teachers will record the number of correct responses for each assessment in the "Number Correct" column. Teachers will not count any correct responses above the discontinued point.
- Teachers will multiply the "Number Correct" by the assigned "Point Value." This number will then be recorded in the "Child's Score" column.
- Teachers will calculate the "Total Score" by adding the numbers in the "Child's Score" column.
- If there are any next steps or recommendations regarding referrals, the teacher will note this on the "Next Steps" section of the form.
- If a child scores low in the first screening, a second screening will be conducted within four to six weeks.
- Recommendations for referrals will be made based on the cutoff scores and on analysis of the child's areas of weakness.
- For children who are bilingual, teachers will follow the recommendations in the Brigance Screens III guide.
- If a referral is needed, teachers will follow the "Referral Policy and Procedures."
- Data obtained from the screening will be used to individualize each child and for lesson planning.
- Scores from the screening will be uploaded into the Brigance Online Management System by the teacher or the Early Head Start Education Manager.
- Teachers will submit a copy of the screening to the Early Head Start Manager within two weeks of completion. EHS Education Manager will input the score in GoEngage. If a referral is required, a "collaboration" note will be sent to the Disability Manager.
- ~~The date of completion will be documented on the Education and Health Tracking by the 15th of each month.~~
- The original screening will be reviewed with the child's parents during the next Home Visit by the teacher.
- A copy of the child's screening will be filed in each child's Education Federal File by the teacher.
- Another copy of the child's screening will be filed in an Individualization Notebook/Folder kept in the classroom.
- Teaching staff will analyze assessment data to determine children's areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.

Assessments for Individualization

Concho Valley Council of Governments Early Head Start uses Teaching Strategies Gold (TSG) online to conduct Checkpoints for each child four times during the program year. Teachers will also use TSG online to complete Anecdotal Notes for each child. TSG online offers a revolutionary approach to early childhood assessment. It is



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an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while spending more time with children.

- Teachers will collect observations ongoing to complete each child's Checkpoint.
- Checkpoints will be completed in TSG four times a year (fall, winter, spring, and summer) by the teacher.
- Checkpoints will be printed from TSG once completed and filed in the child's Education File.
- ~~Checkpoint completion date will be documented on the Education and Health Tracking by the 15th of each month.~~
- Teachers will obtain at least one anecdotal observation per week for each child.
- Anecdotal observations will be uploaded into TSG online.
- Anecdotal notes will be printed off by the teacher each month and placed in the Education section of the child's Federal File no later than the 10th of each month.
- Data obtained from the anecdotal notes and from the Checkpoints will be used to individualize for each child and for lesson planning.
- Teachers will analyze assessment data to determine children's areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	7-10-24/ 6-10-26		Pages: 1
SUBJECT	Parent and family engagement in education and child development services	STANDARD	1302.34

(a) CVCOG Head Start will structure education and child development services to recognize and support parents as their child's primary and lifelong educators and will actively encourage and promote parent engagement in all aspects of their child's learning and development.

(b) Opportunities for parents and family members to be involved in the program's education services

1. We have an Open Door Policy where programs ensure classrooms are welcoming and accessible by allowing parents to visit during programming hours and creating a family-friendly environment where parents feel comfortable and involved.
2. Ongoing Teacher-Parent Communication from teachers keep families informed by sharing daily updates (apps, notes, conversations at drop-off/pick-up and communication about routines, activities and behavior.
3. **Head Start** -Parent Teacher Conferences will be held twice a year to review child progress, development, and classroom experiences. Teachers will also collaborate with families on student's goals and strategies.
4. **Early Head Start**-Parent Teacher Conferences will be held within the first 45 days of enrollment and then every six months thereafter. Teachers will conduct these conferences on site and collaborate with the family on any goals that they have for the child.
5. **Head Start** - At least two Teacher Home Visits THV will be conducted per program year. Visits will take place at a private location of the parent's choice. THV will consist of learning about the child and well family routines, cultures, and goals. Visits will take place at a private location of the parent's choice. THV will consist of learning about the child and well family routines, cultures, and goals.
6. **Early Head Start**-Home Visits will be conducted within the first 45 days of enrollment and then every six months thereafter. Teachers will conduct these Home Visits within the site unless the parent requests to be done at another location. Progress and "next steps" will be discussed with the families.
7. Curriculum Input and feedback will occur yearly at parent meetings and by sharing information about curriculum through material distribution.
8. Volunteer opportunities are encouraged by offering flexible opportunities for parents to volunteer in the classroom and or events removing participation barriers when possible.
9. Not Applicable
10. Communication will be given in multiple formats (written, digital, and verbal). Communication adaptation will occur to meet cultural language and accessibility needs.



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REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024, December 11, 2024		Pages: 1
SUBJECT	Oral Health Practice	STANDARD	1302.43

Policy:

The CVCOG Head Start Program will promote effective oral health hygiene by ensuring all children with teeth are assisted by teaching staff in brushing their teeth with toothpaste containing fluoride once daily.

1. Each child and teacher/ teacher assistant will have his/her own toothbrush and toothpaste labeled with their first and last name.
2. Each storage slot will be labeled with the child's first and last initial.
3. Teachers/Teachers Assistant will provide new toothbrushes and toothpaste to each child every 3 months. If a child needs a new toothbrush sooner than the 3-month period due to wear, a new toothbrush will be provided.
4. Site Supervisors will create a colored toothbrush schedule and send it to the Health Manager.
5. Toothbrushes and toothpaste will be stored out of reach of children when not in use.
6. If toothbrush storage does not have an attached cover or lid to cover the toothbrushes, then a mesh cover will be placed over the storage box.
7. Toothbrushing will be done daily either after breakfast or lunch, all together sitting at the table. Teachers/ teacher assistants will brush their teeth with the children to model toothbrushing. Teachers will have to provide the site supervisor with a toothbrush schedule, and the schedule cannot be changed (only exemption is the beginning of the year to see what works better for the classroom).
8. The toothbrush schedule must be included on the classroom board with the schedule.

Infant and Toddler Oral Care

For infants under the age of one:

1. Teaching staff must wash their hands and cover one finger with wet gauze or wet soft cloth.
2. Teaching staff will gently wipe the infant's gums after each feed.
3. Teaching staff will wash their hands after each individual infant's gums have been cleaned.
 - Infants can transition to an infant toothbrush once the infant has received their first tooth.
 - Infants with their first tooth to 12 months will use a toothbrush and water.
 - Infants/toddlers from the age of 13 months to 23 months will use toothpaste without fluoride.
 - Infants/toddlers will change from infant toothbrush to toddler toothbrush at 18-months of age.
 - Starting at the age of 2, toddlers can use toothpaste with fluoride.
 - Infants using the infant toothbrush will brush their teeth daily after lunch or breakfast.



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REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024, August 14, 2024, November 13, 2024, July 9, 2025, November 12, 2025		Pages: 1-3
SUBJECT	Child Mental Health and Social and Emotional Well-being	STANDARD	1302.45

Policy:

Concho Valley Council of Governments Head Start will promote children's mental health, social and emotional well-being, and overall health. We will provide support for effective classroom management and positive learning environments, supportive teaching practices, strategies for supporting children with challenging behaviors, and other social, emotional, and mental health concerns.

Programs must use a multidisciplinary approach to mental health and mental wellness. Mental health consultations services must be available at a frequency of at least once a month; if a mental health consultant is not available to provide services at least once a month, programs must use other licensed mental health professionals or behavior health support specialists who coordinate with a mental health consultant.

1. Mental Health Manager will secure a contract with a Mental Health Consultant to provide services or consultations to staff, children, and families.
2. Family Service Worker (FSW) will secure Memorandum of Understanding (MOU) with community agencies to help provide mental health services directly or indirectly.
3. **ASQ SE 2** form will be done two times a year. First time within the 45-days of enrollment. The second will be done in January.
4. FSWs will make copies and give them to the teaching staff to hand them out to the parents/guardians.
5. FSWs will score the ASQ SE 2 forms, then data clerk/FSW will enter and upload them in GoEngage under the social emotional assessment tab.
6. If the **ASQ SE 2** has a high score, the FSW/data clerk will initiate an internal referral to the Health/Mental Health Manager.
7. The Health/Mental Health Manager will provide an external referral if needed.
8. The Mental Health Consultant does observations throughout the year and talks with teaching staff regarding skills that can help them in the classroom.

The implementation of policies to limit suspension and prohibit expulsion as described in 1301.17.

1. For children with consistent challenging behaviors, Teachers/Teacher Assistants will complete **Behavior Observation Notes** before a **Behavior Plan** is concerned.
2. **Behavior Observation Notes** will be sent to the **Mental Health Manager as they occur through email.**
3. Information that needs to be included in the Behavior Observation Notes:



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- a. What was the child doing before the behavior occurred? (Jojo was playing with some blocks in the corner).
- b. Describe the behavior. (Jojo grabbed the toys from Sally and slapped her in the face). Do not add your thoughts (because he was mad, angry, and frustrated).
- c. What happened after the behavior? (I took Jojo to a safe space and let him calm down).
4. The Mental Health Manager will review the notes and upload them under the **Team Case Conferencing by Classroom/Caseload** in Goengage.
5. The Health/Mental Health will collaborate with the Education Manager and the Classroom Specialist through Goengage.
6. The Health/Mental Manager will share notes with the Mental Health Consultant.
7. The Mental Health Manager, Education Manager, and Classroom Support Specialist will make several observations regarding the child in question and give strategies and/or resources to the teaching staff.
8. Once teaching staff have implemented strategies provided by Mental Health Consultant, Education Manager, Health/Mental Health Manager, and Classroom Support Specialist and the child continues to have consistent challenging behaviors, a meeting with the parents/guardians, Mental Health Manager, Education Manager, and Classroom Specialist will occur to place the child on a **Behavior Plan**.
9. If outside services are not obtained, another meeting will be set up with parents/guardians to discuss the child being put on a **Addendum Behavior Plan**.
10. Children on a **Behavior Plan** will be reevaluated monthly and/or as needed.
11. **Behavior Plans** will be put in place as needed. Suspension will only be used as a last resort when children and staff are at risk. If suspension is necessary, it will have to be approved by the Head Start Program director.
12. If a child is hurting other children/staff depending on the severity of injury and the **Behavior Plan** meeting has not been held, staff may send the child home for the day with the approval from the site supervisor, Mental Health Manager, or anyone in Admin.
13. If a child needs to be placed on a **Behavior Plan** and staff are unable to contact parents/guardians. Actions for the **Behavior Plan** will proceed.
14. For children on **Behavior Plans**, parents/teachers will be asked to participate in a form of parent education specific to child behaviors if needed.

Early Head Start:

9. **ASQ SE 2** form will be done every 6 months.
10. FSWs will make copies and give them to the teaching staff to hand them out to the parents/guardians.
11. FSWs will score the ASQ SE 2 forms, then data clerk/FSW will enter and upload them in GoEngage under the social emotional assessment tab.
12. If the **ASQ SE 2** has a high score, the FSW/data clerk will initiate an internal referral to the Health/Mental Health Manager.



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13. The Health/Mental Health Manager will provide an external referral if needed.

Mental Health Consultants:

1. Mental health consultants must be able to provide services to the parents/guardians who have children enrolled in the Head Start Program.
2. Mental health consultants must include social and emotional development in children when providing services to parents/guardians.



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REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024 , July 9, 2025/July 9, 2025		Pages: 1
SUBJECT	Family Support Services for Health, Nutrition, and Mental Health	STANDARD	1302.46

Policy:

Head Start/Early Head Start must collaborate with parents to promote children's health and well-being by providing medical, oral, nutrition, and mental health educational support services.

1. Family Service Worker (FSW) will meet with parents/guardians that express concerns about health, nutrition, and mental health services.
2. Parents/guardians will complete a **Social Emotional Screening Assessment before entering the program.**
3. Upon entry, parents/guardians will have access to the **Welcome Packet.**
4. Parents/Guardians will complete the **Parent Education Survey.**
5. FSW will share and evaluate a family's health and well-being during the Family Partnership process and provide services as needed.
6. FSW will share information and education with parents/guardians during Family Partnerships Agreements and Parent Education meetings.
7. Upon entry, the FSW will explain to parents/guardians all services and screenings the child will receive while in the program.
8. FSW will help parents/guardians understand any diagnostic and treatment procedures needed for ongoing care.
9. FSW will collaborate with parents/guardians that express concerns about health, nutrition, and mental health services.



REFERENCE		1302 Subpart E Family and Community Engagement Program Services	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10 th , 2024/ July 9 th 2025 /July 9 th 2025/	Pages: 1-2
SUBJECT	Family Engagement	STANDARD	1302.50

Family Engagement Approach

Parents as Children's Primary Teachers

- Teaching staff will provide home learning activities that support parents in extending classroom learning experiences and promoting their child's development at home.
- The **Family Engagement Approach** is a comprehensive plan developed by the FAMCO Manager to foster meaningful connections between families and the Head Start program. This plan outlines strategies and activities that promote family well-being, strengthen parent-child relationships, and support ongoing learning and development at home and in the classroom throughout the program year. Teaching staff will implement the **Family Engagement Approach** and receive training during onboarding and annual In-Service training.
- The program will implement intentional father engagement strategies that encourage fathers, father figures, and male caregivers to participate in their children's education, family activities, goal setting, classroom events, and program leadership opportunities.
- Teaching staff will share child portfolios, assessment information, and developmental progress reports with parents to strengthen their understanding of their child's growth and development and support their role as their child's primary teacher.
- Parents will be invited to participate in classroom and program activities through volunteer opportunities identified on the **Parent Education/Volunteer Survey**. Families will be encouraged to share cultural enrichment traditions, languages, and stories to promote cultural responsiveness and support meaningful family engagement in their child's education.

Relationships with Parents

- Staff will establish and maintain respectful, caring, and professional relationships with families that honor each family's unique cultural, ethnic, linguistic, and individual backgrounds.
- The program maintains an open-door policy that promotes transparency, accessibility, inclusivity, and family participation in program activities and decision-making.
- Staff will maintain ongoing, respectful, two-way communication with families through parent-teacher conferences, home visits, electronic communication, Family Partnership meetings, and informal interactions.
- During enrollment, families will be invited to complete the **Parent Education/Volunteer Survey** to identify interests, strengths, skills, and opportunities for participation. Information gathered through the survey will be used to foster collaboration, build trusting relationships, and encourage meaningful family engagement in the program.

Initial Family Partnership Agreement



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- Family Service Workers (FSW) will invite all families entering the program from June 1st to April 15th to participate in the Individual Family Partnership Agreement. Families entering after April 1st will have a **Family Needs Assessment** completed.
- The Family Partnership process will identify family strengths, interests, needs, and goals and connect families to community resources that support family well-being, including family safety, health, mental health, housing stability, employment, education, and economic self-sufficiency.

Parent Opportunities to Participate

- Family Service Workers (FSW) will encourage parents to fill out the **Parent Education/Volunteer Survey** at enrollment which identify interests, skills, and opportunities for participation in program activities and volunteer opportunities. Parents who volunteer more than eight hours per week will complete the required Volunteer Packet available through the Head Start office or Family Service Worker.
- Family Service Workers (FSW) and teaching staff will promote parent participation throughout the program year through newsletters, calendars, flyers, electronic communications, and other family engagement activities.
- Current job openings will be posted on site boards, included in site newsletters, and shared in the monthly Director's Report. Current Head Start parents will receive preference for employment opportunities for which they meet the required qualifications.

Preferred Language and Safe Environments

- Interpreters will be provided, if possible, or other communication tools will be used for all non-English speaking families. Materials will be translated into the family's native language, when applicable.
- The program will provide families with opportunities to communicate and share personal information in a safe, respectful, and confidential environment. Families may choose an alternate meeting location based on their preferences and needs.

Procedures for sharing information:

- Follow Standards and Implementations – 1303 Subpart C – Protections for the Privacy of Child Record



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REFERENCE		1302 Subpart E Family and Community Engagement Program Services		
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024		Pages: 1
SUBJECT	Parent Activities to Promote Child Learning & Development	STANDARD	1302.51	

Supporting parent-child Relationships and Child Development (Language, Dual Language, Literacy, & Bi-Literacy)

- Teaching staff will support parent-child relationships by following the **Family Engagement Approach** and the **Parent Education Curriculum Approach**. The forms will be updated annually, and requirements given at In-Service or upon new employment.
- The program will promote shared responsibility between parents and staff for children's learning and development by providing opportunities for families to participate in educational activities, goal setting, assessment discussions, and home learning experiences that support school readiness goals.
- Teaching staff will provide biliteracy reading areas in classrooms and or school libraries and give parents the **Monthly Reading Log** to complete at home monthly.
- Administration will provide all parents with a dual language research-based parent education program.
- Staff will provide families with information regarding the importance of regular attendance and will partner with parents to identify and address barriers to attendance when concerns arise. For the importance of attendance see Subpart A – ERSEA 1302.16 Attendance.
- All staff will provide information and resources on the benefits of dual language learning and bilingualism/biliteracy in the **Welcome Packet**, parent meetings quarterly, and or as requested from Family Service Workers (FSW).

Research-Based Parent Curriculum

- **Family Service Workers (FSW)** and teaching staff will follow the **Parenting Curriculum Approach** offering various opportunities for parents to participate in a research-based parenting curriculum. Forms will be updated annually, and training requirements will be given at In-Service or upon staff new employment.
- **Family Service Workers (FSW)** **Parent Education Book** will be updated yearly with a variety of parent education options.



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REFERENCE		1302 Subpart E Family and Community Engagement Program Services	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024/ July 9 th 2025/July 9 th 2025	Pages: 1
SUBJECT	Family Partnership Services/Process	STANDARD	1302.52

Family Partnership Process

The **Family Partnership Process** supports family well-being, includes family safety, physical and mental health, economic stability, child learning and development, services for child with disabilities when applicable and parental confidence and skills that promote children's early learning and development.

- Family Partnership Agreement will begin in September/October. Family Service Worker (FSW) will schedule a meeting with families at their selected locations. Family Partnership Agreements will be conducted within 60 days of the students first day of attendance.
- Family Service Workers (FSW) will invite families entering the program during the school calendar year prior to April 30th to participate in the Family Partnership Agreement. Families entering after April 30th will have a **Family Needs Assessment** completed so services can be provided if needed and family will begin the full Family Partnership Process the next calendar school year. Early Head Start dates will vary due to full time status. Please consult FAMCO Manager for time schedules.
- The Family Partnership Agreement will include the following tasks: **Family Needs Assessment, IFPA-Goal Setting and Follow-ups, and Internal/External Referrals**. Staff will join in the process together with families to help them achieve individualized family established goals.

Individualize Family Partnership Completion

- All forms/processes below are part of the Family Partnership Process. Families without access to technology will be provided with the necessary tools to complete forms, or they may choose to complete them on paper.
 - **Needs Assessment - Identification** of family strengths and needs based from Head Start Family and Community Engagement Framework. Complete on paper, enter into GoEngage, and scan into GoEngage.
 - **IFPA Goal Setting and Follow up-** Establish goals to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary. Completed in and document with signatures in GoEngage.
 - ~~**Family Skills Inventory** – Identifies interests, goals, strengths, and aspirations of the family. Complete on paper and scan into GoEngage.~~
 - **Internal/External Referrals** – An outreach of services from within our organization and with community partners, based on urgency and intensity of identified family needs and goals. Complete in GoEngage and document with signatures.
- FAMCO Manger will access GoEngage to confirm completion of all Family Partnership Agreements and analyze aggravated data throughout the year.



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REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, July 8, 2026/ July 8, 2026		Pages: 1
SUBJECT	Full participation in program services and activities	STANDARD	1302.60

In a Head Start center, this standard means that children with disabilities are included in all program activities with their peers to the greatest extent appropriate, while receiving the services and support they need to be successful. The services and support can be and not limited to the following:

- **Inclusive Classrooms:** Children with disabilities participate in the regular classroom setting alongside typically developing peers rather than being separated whenever possible.
- **Individualized Supports:** Teachers implement accommodations and modifications identified in the child's IFSP or IEP, such as visual schedules, adaptive equipment, communication devices, or specialized instructional strategies.
- **Collaboration with Specialists:** Teachers work closely with parents, therapists, special education staff, and service providers to support the child's goals within daily routines and activities.
- **Full Participation:** Children with disabilities are included in center activities, meals, outdoor play, family events, and transitions with appropriate support.
- **Family Engagement:** Families are involved in planning services, setting goals, attending meetings, and making decisions regarding their child's education and development.
- **Staff Training:** Staff receive ongoing training on inclusion practices, disability awareness, and strategies to support diverse learning needs as needed.
- **Least Restrictive Environment (LRE):** Services are provided in the child's regular learning environment whenever possible rather than removing the child from the classroom.



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REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, July 8, 2026/July 8, 2026,		Pages: 1
SUBJECT	Additional services for children	STANDARD	1302.61

(a) CVCOG Head Start ensures that children with disabilities receive individualized support and services in inclusive classroom settings, allowing them to fully participate in all learning activities, routines, and family engagement opportunities alongside their peers. Information needed to provide individualized support through multiple sources, including:

- Developmental screenings and ongoing assessments to identify strengths, needs, and areas for growth.
- Parent and family input gathered during enrollment, home visits, parent teacher conferences, and ongoing communication.
- IFSPs and IEPs for children receiving Early Intervention or Special Education services.
- Observations conducted by teachers during daily routines, play, and learning activities.
- Consultation with specialists such as speech therapists, occupational therapists, physical therapists, mental health consultants, and disability service providers.
- Health and developmental records shared by families and healthcare providers, as appropriate.
- Multidisciplinary team meetings where teachers, families, and specialists collaborate to review progress and plan supports.

(b) CVCOG Head Start program provides individualized support and accommodation immediately when concerns are identified, rather than waiting for IDEA eligibility to be determined. The program uses information from family input, developmental screenings, observations, assessments, health providers, and specialists to address the child's needs while the evaluation process is underway. Support and accommodation can include the following but are not limited to:

- Adjusting classroom activities and teaching strategies.
- Providing visual support, behavior support, or communication aids.
- Collaborating with families and community service providers.
- Implementing accommodations recommended by health professionals.
- Providing services under Section 504 when applicable.
- Using Head Start resources and funds to support the child's participation until eligibility decisions are made.

(c) We ensure the individual needs of children eligible for services under IDEA are met. Ensuring children with IFSPs and IEPs receive appropriate services by maintaining ongoing collaboration with families, local education agencies, MOU partners, Early Intervention programs, and related service providers. Teachers and staff implement accommodations, modifications, and strategies identified in the child's IFSP or IEP, monitor progress toward goals, and participate in team meetings to review and update plans. Services are provided within the regular classroom environment whenever possible to support inclusion and participation alongside peers. The program also coordinates transition planning for children moving from Early Head Start to preschool services and from Head Start to kindergarten, ensuring families are informed and involved throughout the process through individualized meetings.



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REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, July 8, 2026/July 8, 2026	Pages: 1	
SUBJECT	Additional services for parents	STANDARD	1302.62

(a) The Disability Manager, in conjunction with the Family Service Worker (FSW) will meet with parents/guardians of children with disabilities, including but not limited to children eligible for services under the Individuals with Disabilities Education Act (IDEA), to ensure:

- Children's needs are being met.
- Provide parents/guardians with information, resources, and guidance to advocate for services that best meet their child's needs.
- Provide guidance and referrals to help parents/guardians access family resources, adaptive equipment, family support programs, and specialized supports. Including viewing supports through a child's health insurance and helping the family establish eligibility for programs.

(b) The Disability Manager, in conjunction with the FSW will meet with parents/guardians of children that are eligible for services under IDEA to ensure:

- They understand the referral, evaluation, and service timelines required under IDEA;
- They actively participate in the eligibility process and Individualized Education Program or Individualized Family Service Plan (IEP or IFSP) development process with the local education agency (LEA) or early intervention agency (ECI) responsible for implementing IDEA, including by informing parents/guardians of their rights to invite a Head Start representative to participate in all meetings;
- Understand the purposes and results of evaluations and services provided under the IEP or IFSP; and,
- Ensure their children's needs are accurately identified in and addressed through the IEP or IFSP.



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REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024, July 8 th 2026/July 8 th 2026		Pages: 1
SUBJECT	Coordination and collaboration with the local agency responsible for implementing IDEA	STANDARD	1302.63

(a) CVCOG Head Start/Early Head Start coordinates with the local agency responsible for implementing Individuals with Disabilities Education Act (IDEA) by establishing partnerships and referral procedures (Referral Specification) to identify children who may have developmental delays or disabilities. Staff conduct required developmental screenings (Lap-D), reviews ongoing assessment (CLI-Engage), anecdotal/observation data, family input, and make timely referrals when concerns are identified. Staff also participate in Child Find activities, collaborate with local education agencies and Early Childhood Intervention (ECI) programs, and share information with families to ensure children who may be eligible for IDEA services are identified, referred, and evaluated as early as possible. See 1302.33 for screening and assessment.

(b) CVCOG Head Start/Early Head Start collaborates with local education agencies (LEAs), ECI, and other IDEA service providers to develop and maintain interagency partnerships that support timely referrals, evaluations, service coordination, and transition planning for children with suspected or identified disabilities. Through ongoing communication and established referral procedures, the program coordinates Child Find activities, participates in IFSP and IEP meetings, and works with community partners to ensure children receive services in the least restrictive environment whenever possible. CVCOG Head Start also collaborates with IDEA agencies to reduce unnecessary dual enrollment, maximize children's participation in their regular Head Start classroom, and support smooth transitions from Early Head Start to preschool special education services and from Head Start to kindergarten. See 1302 Subpart G Transition Services.

(c) CVCOG Head Start/Early Head Start participates in the development and implementation of IFSPs and IEPs, upon parent request, by sharing screening, assessment, and observation data. Staff will collaborate with IDEA agencies and families, in transition meetings, and implement individualized supports and services identified in each child's plan.

(d) A copy of the students IEP or IFSP will be uploaded into GoEngage in the students digital file and are consistent with the IDEA requirements in 34 CFR parts 300 and 303.



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REFERENCE	1302 Subpart G-Transition Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Transitions from Early Head Start	STANDARD	1302.70

Policy:

Early Head Start (EHS) will implement transition strategies to support successful transitions for children and their families transitioning out of EHS.

1. The transition meeting will take place no later than 6 months prior to the child's third birthday.
2. A **Transition Meeting Letter** will be sent home at least one week prior to the scheduled meeting date.
3. The Transition meeting will include completing the **"EHS Transition Plan"**.
4. During the Transition meeting EHS Family Service Worker (FSW) will complete the following steps:
 - 1) Plan for the child's next educational placement after Early Head Start.
 - 2) Discuss placement options encouraging Head Start placement. Complete Head Start application for the appropriate school year. At this time eligibility will be determined; children will be placed on the income eligible, 130%, or over income waiting list.
 - 3) EHS FSW will set goals and action strategies with families when they do not qualify for the program or Head Start does not have opening. The EHS FSW will distribute pertinent information and resources for next educational placement.
 - 4) Parents will give permission to share information about their child such as, **if applicable:**
 - a. IFSP
 - b. Health Information/Medical Information/plans
 - c. Food Allergies
 - d. Developmental Screening done at 30 months(D-Check)
 - 5) EHS FSW will complete the **Early Head Start Transition Tracking** as the plans begin in the classroom. A copy will be **kept in Teams and updated at the end of each month** and a hard copy will be sent with transition applications.

The following transition schedule will be followed unless the ERSEA Manager and Early Head Start Education Manager determine that program capacity or operational needs do not support transitions during the designated months:

Students Birthday Months	Transition Months
January-May	May
June-September 1 st	August
September-December	December

Children whose third birthday falls after September 1 are eligible to transition out on their birthday when space is available in Head Start and the Early Head Start program can support the transition



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REFERENCE	1302 Subpart G- Transition Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Transitions from Head Start to kindergarten	STANDARD	1302.71

Policy:

Head Start staff will implement transition strategies to support transitions into Head Start and out of Head Start and into kindergarten. Children and families will be given the opportunity to participate in planned program activities designed to support a successful transition into Head Start or from Head Start into kindergarten.

Transition into Head Start

1. Family Service Workers (FSW) and Teachers will offer a parent orientation/open house/meet the teacher before school begins so that parents/guardian and children can see their classroom, and learn about some of the policies/expectations of the program.
2. Teachers may provide activities that will become part of their daily schedule at parent orientation/open house/meet the teacher.
3. FSW will meet with parents/guardians in April to complete a **Head Start Transition Plan-Returning**. The original plan will be placed in the ERSEA Federal File and a copy in the Transition file.

Transition from Head Start to Kindergarten

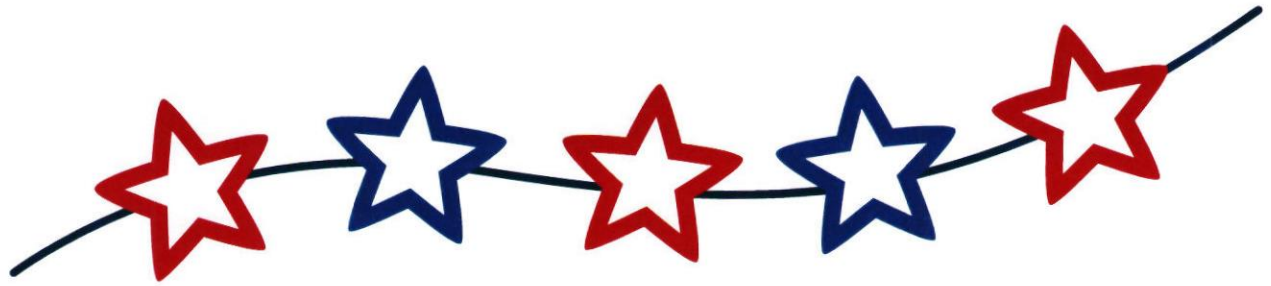
1. FSW and Teaching staff will offer parents/guardians an orientation/open house/meet the teacher before school begins so that parents/guardian and children can see their classroom, and learn about some of the policies/expectations of the program.
2. Teaching staff will provide activities that will become part of their daily schedule parent orientation/open house/meet the teacher.
3. Teaching staff will provide parents information about their child's progress throughout the year.
4. Parents/guardians are invited to participate in Policy Council, Parent Committee/PTA, Education Committee, Health Advisory, IEP meetings etc. so that parents can exercise their rights and responsibilities concerning the education of their child.
5. FSWs will educate the importance on regular attendance by sharing information at Home Visits, Family Partnerships and/or Parent Meetings and posting flyers on parent boards.
6. Kindergarten teachers and Independent School District principal will be invited to a parent meeting about Kindergarten Round up.
7. Teaching staff will implement activities, books, and experiences in their classroom in April/May that relate to transitions into kindergarten.
8. Site Supervisors and/or FSWs in collaboration with the school districts will facilitate a "Transition Day" at Head Start or the ISD so that children and parents/guardians get to experience the various activities of a kindergarten student, **when permitted**.



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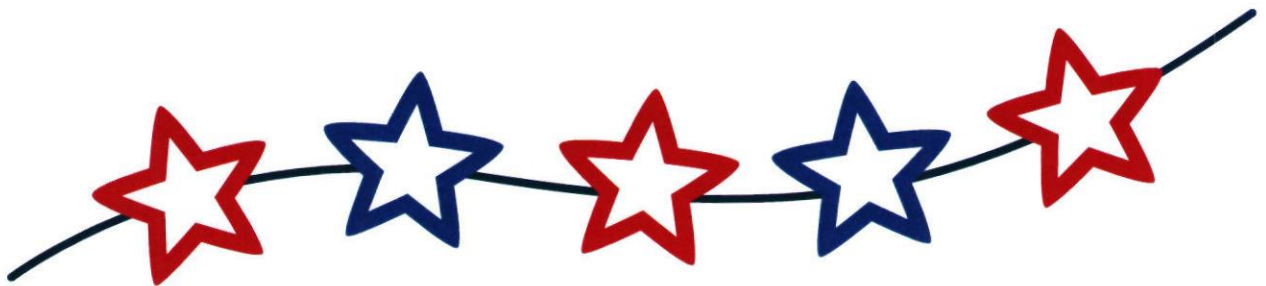


9. FSW will meet with parents/guardians in **Spring** to complete a **Head Start Transition Plan-Kindergarten**. The original plan will be placed in the ERSEA Federal File.
10. FSW will share records with ISD upon request with parents/guardians' consent, all Personal Identifiable Information procedures will be followed.



JULY

Agenda Item #7





CONCHO VALLEY

COUNCIL OF GOVERNMENTS

5430 Link Road • San Angelo, TX 76904

325-944-9666

To: Executive Board and Policy Council

From: Carolina Raymond - Director of Head Start

Date: July 8th, 2026

Re: CVCOG Head Start Policies and Procedures

Consider and take appropriate action concerning the request of the CVCOG Head Start 2026-2027 Parent Handbook

EC Chairman

Date

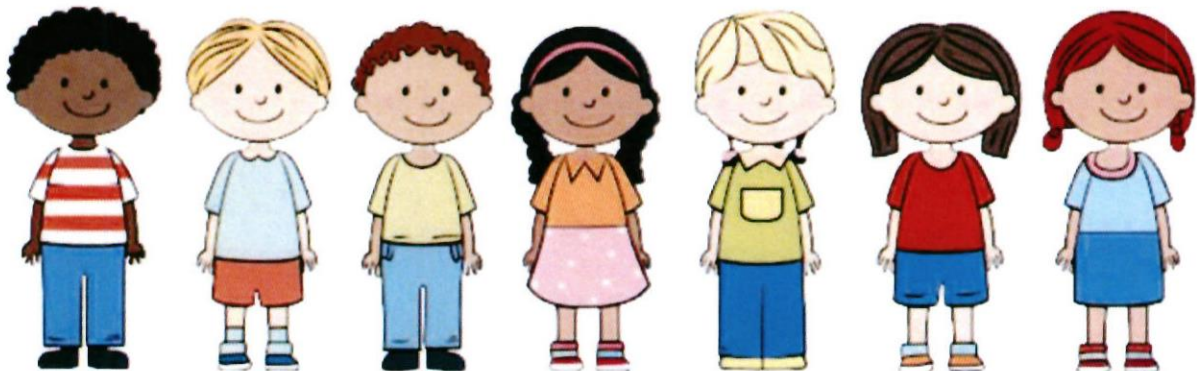
Policy Council Chair

Date

PARENT HANDBOOK

2026–2027 SCHOOL YEAR

HEAD START EARLY HEAD START



CONCHO VALLEY
COUNCIL OF GOVERNMENTS



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CVCOG HEAD START CAMPUS DIRECTORY

Day Head/Early Head Start

3026 N. Oakes
San Angelo, TX 76901
325-481-3395

Eldorado Head Start

826 N. Divide
Eldorado, TX 76936
325-853-3366

Menard Head/Early Head Start

110 E. San Saba Ave.
Menard, TX 76859
325-396-2885

Ozona Head Start

1310 Ave G.
Ozona, TX 76943
325-392-3429

San Jacinto Head/Early Head Start

304 N. Pope
San Angelo, TX 76903
325-659-3670

Administration Team

5430 Link Rd,
San Angelo, TX 76904
325-944-9666

HOURS OF OPERATION

Head Start/Early Head Sites

Monday - Friday
7:30 A.M. - 3:30 P.M.

Day, Eldorado, Menard, Ozona & San Jacinto

Administration Team

Monday - Friday
8:00 am – 5:00 pm

Head Start Classrooms

Monday-Friday
7:45am – 1:45 pm
August - May

Day, Eldorado, Menard, Ozona & San Jacinto

Early Head Start Classrooms

Monday-Friday
7:45 am - 2:45 pm
August-June
(Closed July)

Day, Menard, & San Jacinto

HEAD START ADMINISTRATION STAFF

Carolina Raymond	Director	325-944-9666 Ext. 224
Stephanie Hernandez	Assistant Director/Early Head Start Education Manager	325-944-9666 Ext. 273
Stacy Walker	Head Start Education / Disability Manager/Data Specialist	325-944-9666 Ext. 244
Ofelia Barron	ERSEA / Facilities Manager	325-944-9666 Ext. 250
Madelyn Herrera	Family & Community Manager	325-944-9666 Ext. 245
Mary Husted	Nutrition Manger	325-944-9666 Ext. 248
Maida Rojas	Classroom Specialist	325-944-9666 Ext. 246
Melissa Miranda	Health / Mental Health Manager	325-944-9666 Ext. 266

OUR MISSION

The Concho Valley Council of Governments Head Start and Early Head Start program is committed to empowering children and families for life-long success.

OUR VISION

To be leaders in early childhood development by providing safe and high-quality programing and delivering growth in community engagement, family wellbeing, and school readiness.

OUR VALUES

We promote and stand for:

Family empowerment, school readiness, independence and self-sufficiency, community collaboration, healthy children and families, mental wellness health, and safe and nurturing environments.

School Operations

Arrival or Departure

Each child must be signed in and out by a parent, legal guardian, or an authorized adult who is at least 18 years of age. To support your child's success and participation in program activities, it is important that children arrive and depart on time each day.

Upon arrival, parents or guardians will be asked to complete a Daily Child Well Check. As part of this process, program staff will conduct a visual assessment of the child to identify any potential health concerns, including signs or symptoms of illness, injury, or changes in behavior since the child's last day of attendance. This screening helps ensure the health, safety, and well-being of all children in the program.

Drop off /Pick-up-Appropriate Release of Children

During enrollment, families are required to complete the Admission Information Form and update their GoEngage profile with the names of all individuals authorized to pick up their child.

Parents/guardians must acknowledge and approve this information as part of the enrollment process.

Once enrolled in the program, if you would like to add another person to your child's authorized pick-up list, you must notify your Family Service Worker at least one day in advance. The parent/guardian must come in to sign the required documentation and update the GoEngage profile to add the new individual. The person must be officially approved and listed before they are permitted to pick up the child.

1. When the gates are closed during pick-up and drop-off times, individuals must check in at the office to obtain campus authorization. Where applicable, the Raptor system will be used to verify approval, and a visitor pass will be issued for all sites.
2. Staff will request a valid photo identification from any individual picking up a child and verify that the person is listed on the authorized pick-up list in GoEngage. A copy of the photo identification will be uploaded to the individual's GoEngage profile. This procedure will continue until staff are familiar with all approved individuals on the pick-up list.
3. In cases where a parent wishes to deny access to a non-custodial parent, the parent must provide the program with appropriate legal documentation, such as a custody decree, restraining order, or termination of parental rights. The program will also require a recent photo of the individual to ensure proper identification and enforcement of the restriction.
4. In cases where there is concern for potential kidnapping or violence, photographs of the individual must be provided to assist staff in accurately identifying and preventing unauthorized access.
5. If an adult arrives at a site and is not permitted access to a child, staff will escort the individual to the office. Staff will inform the individual that documentation is on file restricting access to the child and will request that they leave the premises. If the individual refuses to leave, staff will notify them that law enforcement will be contacted.
6. Staff will also contact the custodial parent and the Family and Community Partnership Manager to report the incident.

- 
7. Individuals listed on the Registered Sex Offender Registry are not permitted on campus unless they are the student's legal guardian. If a legal guardian on the registry is present on campus, they must be accompanied by CVCOG staff at all times while on site.

Please remember that your child will be released only to individuals listed on the child's authorized pick-up list. Under no circumstances will letters or phone calls be accepted to make changes to this list. Any person authorized to pick up a child must be at least 18 years of age.

It is extremely important that your home, work, and cell phone numbers, as well as the contact information for all authorized pick-up individuals, are kept current. If the program has not been notified of any changes prior to the designated pick-up time, staff will contact individuals listed on the authorized pick-up list.

If the staff member in charge observes that a parent/guardian or designated pick-up person appears unable to safely transport a child, staff will express their safety concerns and request that an alternative individual be contacted to provide transportation. However, if the individual insists on transporting the child, staff will notify local law enforcement to help ensure the safety and well-being of the child.

Late Pick-up

Children must be picked up by the program's designated closing time. Parents or guardians are responsible for ensuring that authorized pick-up arrangements are made if they are unable to arrive on time.

If a child has not been picked up by closing time, program staff will make every effort to contact the parent/guardian and any emergency contacts listed on the child's enrollment forms. Children will remain under staff supervision until an authorized adult arrives.

Repeated late pick-ups may result in a conference with the parent/guardian to discuss concerns and develop a plan to ensure timely pick-up.

In the event that no authorized adult can be reached and the child has not been picked up within a reasonable period of time after closing, the program may contact local authorities or child protective services, as required by state regulations and program policies.

Parents and guardians are encouraged to notify the center as soon as possible if an emergency or unexpected circumstance will cause them to be late.

Attendance and Absences

Regular attendance is essential to your child's success in the Head Start program. Consistent attendance helps children develop positive learning habits, build relationships with teachers and peers, and benefit fully from program services.

The Concho Valley Council of Governments Head Start Program monitors attendance daily and works closely with families to support regular attendance. Attendance is recorded each day in GoEngage, and reasons for absences are documented through Case Notes in GoEngage.

Daily Attendance Expectations

- Children are expected to attend the program every scheduled day.
- Classrooms hours are as follows, Monday-Friday (consistent with Independent School District calendars):
 - **Head Start Preschool 7:45am-1:45pm**
 - **Early Head Start 7:45am-2:45pm**
- Please arrive and pick up your child on time to support a consistent routine.

Reporting an Absence

Parents or guardians are required to notify the center whenever their child will be absent. Families **must** provide appropriate documentation, such as a **physician's note or a written absence note**, when applicable or as requested by the Head Start staff.

If absences are due to illness or are otherwise well documented, no additional action may be required. However, when absences result from other factors, including temporary family circumstances that affect a child's regular attendance, the program may initiate family support procedures to help improve attendance.

Attendance Follow-Up Procedures

1. First Day of Absence:

If the parent or guardian has not notified the program of the child's absence by 9:00 a.m., the Receptionist or Site Supervisor will attempt to contact the parent or guardian. All communication and contact attempts will be documented in GoEngage.

2. Second Consecutive Day of Absence:

The Family Service Worker (FSW) will conduct a home visit or make other direct contact with the family. If the FSW is unable to reach the family, a letter or door knocker requesting immediate contact will be left at the residence. All contact attempts and communications must be documented in GoEngage through a Case Notes. Follow-up efforts will continue until direct contact with the family has been established.

Documentation after Absence

A parent must provide an explanation for any absence upon the child's arrival or return to the site. A written note must be submitted with a date and signature of the parent.

Attendance Accommodation Plan for Serious Illness, Custody Arrangements, Behavior Plans, Travel, and Transportation

Attendance accommodation may be approved when a child is unable to attend due to a serious or life-threatening illness, related medical treatment, custody arrangements, behavior support plans, travel, or transportation challenges.

For absences related to a serious or life-threatening illness or medical treatment that makes regular attendance infeasible, the parent or guardian must provide documentation from a physician licensed to practice in Texas. The documentation must verify the child's medical condition and specify the anticipated duration of the absence or treatment period.

Attendance accommodations for custody arrangements, behavior support plans, travel, or transportation needs may also be considered. These accommodations must include an agreed-upon return date and be approved collaboratively by the ERSEA Manager, Family Services Worker (FSW), and the parent or guardian.

Excused vs. Unexcused Absences

Absences are classified based on the reason provided by the family and program review.

Excused absences include illness, medical or dental appointments, family emergencies, court appearances, religious observances, or other valid personal or family reasons approved by the program.

Unexcused absences include lack of transportation without prior communication, oversleeping, failure to notify the program of an absence, non-essential personal reasons, or other absences that do not meet the criteria for an excused absence.

Families are encouraged to communicate with program staff as soon as possible regarding any absence so that appropriate support and documentation can be provided.

After a child accumulates five unexcused absences, the Family Service Worker (FSW) will develop an Attendance Plan with the family. The plan will identify the causes of absenteeism and outline strategies to improve attendance.

The Attendance Plan may include:

- Direct and timely contact with parents or guardians
- Intensive case management services
- Referrals to community resources
- Additional family support services, as needed

The Attendance Plan and all follow-up activities will be documented in GoEngage.

When a child accumulates four additional unexcused absences (for a total of nine unexcused absences), the Attendance Plan will be reviewed and updated as needed.

Chronic Absenteeism

The program reviews attendance records regularly to identify children who are at risk of chronic absenteeism. A child may be identified as at risk if they:

- Miss ten percent (10%) or more of program days; or
- Fall below 85% monthly average daily attendance

When attendance concerns are identified, the Family Service Worker will work with the family to implement strategies and supports designed to improve attendance.

If a child's attendance falls below 85% for two consecutive months and the family is unable to provide documentation supporting the absences, the child may be considered for withdrawal from the program. Any decision regarding withdrawal will be reviewed on a case-by-case basis by the Family Service Worker and the ERSEA Manager.

Extended Absences and Enrollment Status

A child who has not attended the program for 30 consecutive calendar days may be considered for withdrawal if the program has made at least three documented attempts to re-engage the family. In cases of chronic absenteeism, a child who accumulates ten unexcused absences may be subject to withdrawal from the program. Upon review and approval by the ERSEA Manager, the child's enrollment slot may be declared vacant and filled in accordance with program enrollment procedures.

All attendance concerns, interventions, and enrollment decisions are reviewed individually and are made in partnership with families whenever possible.

Tardiness

- Arriving late disrupts classroom routines and affects your child's adjustment and participation.
- **To maintain a consistent learning environment and minimize disruptions, children who arrive after 9:00 a.m. will not be permitted to attend class unless the tardy is excused.** Please contact the site as early as possible if your child will be late due to an approved reason.

Examples of Excused Tardies in Head Start:

- **Medical or dental appointments** (especially with a note from the provider)
- **Illness or health-related issues** in the morning
- **Family emergency** (such as car trouble, unexpected situation at home)
- **Transportation delays** beyond the family's control (e.g., bus breakdown, traffic accident)
- **Weather-related delays** (e.g., snow, flooding, unsafe roads)
- **Court appointments or government-related obligations** (e.g., immigration, child welfare)
- **Therapy sessions** (speech, OT, etc.) scheduled during part of the day.

Support for Families

We understand that families may face challenges that can affect attendance, and our team is here to support you. If you are experiencing transportation difficulties, family illness, or other barriers, please contact your Family Service Worker so we can work together to find helpful solutions.

School Closings

The program will follow the local public school district calendar. However, additional closures may occur for Head Start/Early Head Start staff training and In-Service days. When possible, the Site Supervisor will notify families of planned site closures at least two (2) days in advance by posting notices at the center.

In certain situations, the Head Start/Early Head Start Director may determine that a site must close due to circumstances affecting the health, safety, or operation of the program. If an early closure is necessary, or if the local school district remains open but the Head Start/Early Head Start site must close, the Site Supervisor will notify families by phone call, text message, or other approved communication methods.

Occasionally, classes may be canceled due to inclement weather or other emergency conditions. In these situations, Head Start/Early Head Start will follow the closure and delay decisions of the local school district.

Suspension and Expulsion of Children (ask Site Supervisor for detailed policy)

- No child may be suspended without Head Start Directors Approval.
- Head Start and Early Head Start will prohibit or severely limit the use of suspension due to a child's behavior. If, as a last resort, suspension is necessary,
- Suspension will only be used as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

Education

School Readiness

School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready to support their children. Head Start views school readiness as children possessing the skills, knowledge and attitudes necessary for success in school and for later learning in life. Head Start values the unique role families play in this process. Our program will provide several opportunities for you to help prepare your child for kindergarten.

Our school readiness goals focus on the knowledge, skills, and abilities children should attain because of Head Start services. Our program identifies key school readiness goals within the Head Start Early Learning Outcomes Framework which consists of five domains of: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development.

Curriculum

CVCOG Head Start Program uses Scholastic curriculum Pre-K on my way. It is an evidence-based curriculum designed to build reading skills, confidence, and knowledge. The program integrates literacy, math, language, social-emotional learning, executive function, and creativity through songs, games, and books.

CVCOG Early Head Start Program uses Frog Street Infant and Toddler which is designed around the latest early brain research and designed to equip caregivers to foster essential growth and build a strong learning foundation in four essential learning domains: physical development, cognitive development, language development and social-emotional development. Toddlers will be immersed in a language-rich environment essential for developing receptive and expressive language skills. Frog Street Infant and Toddler is also aligned to the Head Start School Readiness Goals and State Standards.

Parent /Teacher Conferences & Home Visits

Home Visits and Parent/Teacher Conferences play an important role in building strong relationships between families and teachers. These meetings provide opportunities for parents and teachers to share information, discuss your child's developmental progress, and work together to support your child's learning and growth. Teachers are required to complete at least two Home Visits and two Parent/Teacher Conferences each year.

Screening and Assessments

Head Start requires all first-year children to complete a developmental screening within 45 days of their entry into the program. The Lap-D developmental screening is a snapshot of your child's current level of development. CLI-Engage Assessments will occur in three waves through year to monitor your child's progress in Head Start. This assessment helps us to track child development, teacher effectiveness and program quality.

Early Head Start will complete the Brigance Screens III on each child every six months after their initial screening. Brigance III is a screening instrument utilized to identify developmental needs quickly and accurately in Head Start/Early Head Start, which then allows teachers to easily identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills—all in 10–15 minutes per child. Early Head Start will also complete assessments using Teaching Strategies Gold (TSG) online and conduct Checkpoints for each child four times during the program year. TSG is an assessment tool that enables teachers to increase the effectiveness of their assessments while spending more time with children.

Every school day provides valuable learning opportunities, and when students are absent or arrive late, they miss important classroom instruction, activities, and assessments. Because we conduct assessments throughout the school year to monitor your child's academic growth and progress, it is important that your child attends school consistently and on time.

We also encourage parents and guardians to keep all scheduled appointments with their child's teacher, including parent-teacher conferences and home visits. These meetings provide an opportunity to discuss your child's progress, address any concerns, and work together to support their success throughout the school year.

Indoor and Outdoor Physical Activity

The classroom's Daily Activity Schedules include teacher-directed and child-initiated activities. Daily Activity Schedules and Lesson Plans are posted in the classroom for your review. Schedules may be adjusted or moved due to acclimate weather or school engagement events.

Water Activities

Wading pools may only be used for children aged 2 and older. Splash pads with up to 4 inches of water may be used for children under 2. Sprinklers may be used with close supervision and safe setup away from hard, slippery surfaces. They will be drained and sanitized daily and stored out of children's reach.

Screen Time

Screen time activities may not be used for a child under the age of two years. Screen time activities may be used to supplement, but not replace, an activity for children two years old or older. If screen time activities are used staff must ensure that the activity is: related to the planned activities that meet educational goals, is age-appropriate, does not exceed 20 minutes per day, does not include advertising or violence, and pre-approved by the Education Manager and listed on the lesson plan.

Clothing

In the Head Start/Early Head Start classrooms, children use paint, glue, and other messy materials that may get on their clothing. Although children wear smocks while using these materials, we encourage you to send your child in washable play clothes. Clothing and shoes should be easy for your child to manage alone, should be labeled with your student's name, and shoes should cover the entire foot. Open-toed sandals and slip-on-shoes are discouraged due to running and climbing on the playground.

Please send an extra set of clothes for your child on the first day of school. Infants should have more than one set due to possible accidents. Clothing should be placed in a labeled Ziploc bag (one can be provided if needed). Please update clothing as the seasons change. If your child comes home in their extra clothes, please send a clean replacement set the next day.

Toilet Training

A child will not be denied enrollment into Head Start if they are not potty trained. Head Start classroom staff will work together with parents/guardians to teach toileting skills to children. Toileting skills will be based on individual needs and family customs and beliefs. Our centers have limited laundry facilities, so soiled clothing will be sent home. Please talk with your child's teacher and Family Service Worker to share any questions or concerns related to potty training.

Safe Sleep for Infants

According to Texas Child Care Minimum Standards, the crib must be bare for an infant younger than 12 months of age, except for a tight-fitting sheet. Please do not send any blankets for the staff to use while your child is in our care. Approved sleep sacks will be provided in the classroom to ensure our infants maintain a comfortable temperature.

If an infant needs accommodations to their sleeping arrangements, such as a restrictive device, a completed Sleep Exception/Health Care Professional Recommendation form must be filled out. This form must include a signed statement from a healthcare professional stating that the restrictive device is medically necessary. A copy of this form will be kept in the infant's classroom for easy review by the caregiver and licensing staff.

- All parents of infants under 12 months will complete and sign the Operational Policy on Infant Safe Sleep prior to the first day of enrollment.
- All infants under 12 months will be placed on their back when placed in a crib, even if the child can roll over on their own.

Disabilities

Early Head Start and Head Start programs welcome children of all abilities. All children learn together, including any child with a disability. If you have concerns about your child's developmental progress, contact your child's teacher and/or center principal/director.

Intervention Services

Within the first 45 days of enrollment, your child will participate in a developmental screening. If a Head Start student does not pass the initial screening, a second screening will be conducted within 30 days.

If the screening results indicate that a child may be missing developmental skills, a conference will be scheduled to discuss any concerns and determine whether a referral for early intervention services is appropriate. Parent consent and authorization are required before any referrals are made to services outside of the program.

Inclusive Services for Children with Special Care Needs

Activities/equipment will be adapted to meet the needs of children with disabilities as recommended in their IEP/IFSP, health-care professional or qualified professional affiliated with the LEA or ECI program, when feasibly possible. Children with special needs are included in all activities with their non-disabled peers.

Operational Discipline and Guidance Policy

Purpose: This form provides the required information per minimum standards §744.501(7), §746.501(a)(7), and §747.501(5).

Head Start only uses positive methods of discipline and guidance that encourage self-esteem, self-control and self-direction, which include the following:

- **Using praise and encouragement of good behavior instead of focusing only on unacceptable behavior**
- **Reminding a child of behavior expectations daily by using clear, positive statements**
- **Redirecting behavior using positive statements**
- **Using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.**

CVCOG Head Start does not use harsh, cruel or unusual treatment with any children. The following are examples of discipline methods that are **not allowed**.

- **Corporal punishment or threats of corporal punishment.**
- **Punishment associated with food, naps, or toilet training.**
- **Grabbing or pulling a child.**
- **Putting anything in or on a child's mouth.**
- **Humiliating, ridiculing, reaction or yelling at a child.**
- **Subjecting a child to harsh, abusive or profane language.**
- **Placing a child in a locked or dark room, bathroom, or closet.**
- **Placing a child in a restrictive device for time out.**
- **Withholding active play or keeping a child inside as a consequence for behavior, unless the child is exhibiting behavior that requires a brief supervised separation or time out that is consistent with 746.2803(4)(D)**
- **Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.**

Parent/Family Engagement

Family Partnership

Head Start and Early Head Start are committed to partnering with families to build on their strengths, meet their individual needs, and work toward self-sufficiency and family well-being.

Through the Family Partnership Process, your Family Service Worker will work with you to:

- Identify your family's strengths, interests, needs, and goals.
- Develop an Individual Family Partnership Agreement (IFPA) tailored to your family's priorities.
- Connect you with services and community resources that support family well-being, including safety, health, and economic stability.
- Create a plan to build skills and achieve goals that support your family's future success.
- Provide ongoing support, encouragement, and follow-up throughout the program year.
- Document progress and celebrate achievements along the way.

Your Family Service Worker will contact you to arrange a convenient time and place to begin the Family Partnership Process. We look forward to partnering with you and supporting your family in achieving its goals.

Parent/Caregiver Participation on Campus

Parents, caregivers, and families are always welcome at the school during operational hours to observe their child, participate in program activities, and communicate with teachers, family service workers, and site supervisors. For campus safety, all visitors must check in at the office upon arrival.

In-Kind

Head Start is a federally funded program. As a requirement of the grant, Head Start must obtain a 20% local match, known as **in-kind contributions**. In-kind contributions help support program services and ensure that funding remains available to meet the needs of children and families.

How Can Your Family Help?

Families can contribute In-kind through:

- Participation in take-home events
- Classroom and center family engagement activities
- Completed reading logs and homework packets
- Volunteering in the classroom or at the center
- Donations of goods or services

Who Can Help Earn In-Kind?

Everyone can help! In-kind contributions may come from:

- Parents and guardians
- Grandparents and other relatives
- Caregivers
- Community members
- Local businesses and organizations

Every contribution counts and helps strengthen our program for all children and families.

ParentPowered

ParentPowered is a family engagement program that provides parents and caregivers with simple text-message tips and activities to support their child's learning and development at home. These easy, research-based activities help strengthen parent-child relationships and promote school readiness through everyday routines.

Policy Council

Policy Council is a leadership group made up of parents and community members, with the majority of members being current Head Start parents. The Policy Council works in partnership with Head Start staff to help oversee the quality and delivery of services provided to children and families. Policy Council members are elected and are responsible for:

- Attending monthly Policy Council and Parent Committee meetings
- Representing and advocating for their Head Start center
- Sharing parent perspectives, interests, and concerns
- Participating in decisions related to program services, community engagement, education, enrollment, and financial expenditure.

Serving on the Policy Council is a valuable opportunity for parents to have a voice in the Head Start program and help shape services for children and families.

Health

Illnesses

A child may not attend if any of the following conditions are present:

- The illness prevents the child from comfortably participating in activities, including outdoor activities.
- The illness requires more care than staff can provide without compromising the health, safety, and supervision of other children in care.
- The child exhibits any of the following symptoms (unless a medical evaluation by a healthcare professional clears them for school activities):
 1. Oral temperature above 100 degrees Fahrenheit
 2. Ear temperature above 100 degrees Fahrenheit
 3. Armpit temperature above 100 degrees Fahrenheit
 4. Symptoms indicating possible severe illness such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs suggesting severe illness.
- A healthcare professional has diagnosed the child with a communicable disease, and there is no medical documentation indicating the child is no longer contagious.

Communicable Disease

Please follow the following for communicable disease exclusions: TITLE 25 PART1 CHAPTER 97 SUBCHAPTER A RULE §97.7

Conditions of Short-Term Exclusion and Admittance

The above chart contains the following guidelines for exclusion from Head Start/Early Head classrooms: **Texas Department of State Health Services in 25 TAC §97.7** and following procedure will be followed for short-term exclusion and admittance:

- Staff will complete a **Head Start Incident Report Form** on GoEngage when a child is temporarily excluded due to a short-term injury or acute or short-term contagious illness. A **Case Note** will be initiated to follow up with parent/guardian on the child's health status. A copy of the **Head Start Incident Report Form** and **Case Note** will automatically be sent to the Health Manager, and a copy filed in the Child's State File.
- A child may be readmitted to the program when he or she meets appropriate criteria.
- Some conditions may require approval by a local health official, before re-admittance is possible.
- Staff may consult with local health officials and/or TDFPS regarding these conditions if applicable.
- Staff, volunteers, and substitutes will be trained at orientations.
- After being absent for 4 consecutive days, a **Daily/4-Consecutive Days Absence Report** along with a copy of the **Head Start Incident Report Form** will be submitted to the ERSEA.

Dispensing of Medication

We encourage you to schedule your child's medication doses before or after school hours whenever possible.

If your child needs to take prescription or non-prescription medication, including sunscreen and insect repellent, during the school day, the following procedures will be followed:

1. Head Start/Early Head Staff will receive training during orientation, in-service sessions, and as needed on Medication Procedures, the use of medical equipment when applicable, and possible side effects.
2. All medications must be kept in their original container.
3. The pharmacy label and/or doctor's instructions must include the following information:
 - Child's First and Last Name
 - Name of the Medication
 - Date the prescription was filled
 - Name of the Health Care Provider who wrote the prescription
 - Medication expiration date
 - Dosage and frequency
 - Storage instructions, if available
4. Staff will write the date the medication was brought to the site on the original container.
5. The parent/guardian must complete and sign the **Authorization for Dispensing Medication**.
6. All over-the-counter medications must have a doctor's note with usage instructions.
7. Medication will only be administered by the Health Manager, Site Supervisor, or designated personnel unless an emergency occurs.
8. Designated staff must be knowledgeable about the administration, handling, and storage of children's medications according to instructions.
9. All medications, except emergency medication, must be stored in a locked cabinet or locked box and kept out of reach of children.
10. Head Start/Early Head Start designated staff will document each instance of medication administration on the **Authorization for Dispensing Medication**.

11. The **Authorization for Dispensing Medication** for each child will be kept confidential and stored in a notebook at each Head Start/Early Head Start site.
12. Review the **Authorization for Dispensing Medication** with the parent/guardian at the end of the designated period for medication administration.
13. For medications administered over an extended period or emergency medication, the **Authorization for Dispensing Medication** will be reviewed with the parent/guardian monthly.
14. Encourage parents/guardians to administer the first dose of medication at home to observe any reactions the child may have.
15. Staff will monitor the child for changes in normal behavior, such as lethargy, mood swings, aggression, difficulty breathing, or physical reactions like rashes.
16. If changes in the child's behavior are noted after medication administration, staff will document these changes on the **Head Start Incident Report Form** and the **Authorization for Dispensing Medication** and promptly inform the parent/guardian. In case of a medication administration error, the administering person must complete a **Medication Error Report**.
17. A copy of the **Head Start Incident Report Form** will be provided to the parent/guardian, encouraging them to share this information with the physician.
18. If Head Start/Early Head Start classroom staff need to take medication during program hours, they must inform the Site Supervisor/Site Director.
19. Arrangements will be made for staff medication to be stored in a locked cabinet or locked box.
20. Any trained staff member can administer a prescribed epinephrine auto-injector to a child if necessary. All epinephrine auto-injectors must be prescribed by a doctor with instructions on their use.

Medical Emergency

If your child requires medical attention while in our care, the following procedure will be followed:

1. First aid and/or CPR will be immediately administered as necessary by a staff member certified in first aid and CPR.
2. If a child requires immediate medical attention beyond basic first aid, 911 will be called.
3. The child's parent/guardian or other designated emergency contact will be notified as soon as possible.
4. If the child needs to be transported by an emergency medical vehicle, they will be accompanied by a staff member in the absence of the parent/guardian or designated emergency contact. A qualified Head Start/Early Head Start staff member will assist in the classroom to maintain the proper child/staff ratio.
5. The staff member accompanying the child will take the child's State Admission Information form to the medical facility and notify the Health Manager as soon as possible.
6. An Incident/Illness Report must be completed. If medical attention beyond basic first aid was necessary, Day Care Licensing must be notified within 48 hours of the incident. A copy of the **Head Start Incident Report Form** will be forwarded to the Health Manager and shared with the parent/guardian.
7. If the incident/illness required medical attention beyond basic first aid, a Health & Developmental Initial Plan will be initiated the day after the incident/illness to follow up with the parent on the status of the child's health. If applicable, the attending physician's report will be stapled to the Incident/Illness Report.

Dental Emergency Plan

The following procedure will be followed when a dental emergency occurs:

1. Assess the type of injury to determine the necessary first aid.
2. Contact the parent immediately if treatment is needed beyond basic first aid. If unable to contact the parent/guardian, call the emergency contact(s) listed on the Admission Information form.
3. A staff member (who is first aid certified) will administer first aid while another staff member supervises the remaining children in the classroom or group.
4. An Incident/Illness Report must be completed. Day Care Licensing must be notified within 48 hours if further dental attention is needed beyond basic first aid. A Health & Developmental Initial Plan will be initiated the day after the incident/illness to follow up with the parent on the child's health status. A copy of the Incident/Illness Report will be given to the Health Manager/Coordinator/Specialist and shared with the parent/guardian.
5. The original Incident/Illness Report is maintained at the site.
 - **Toothache:** Rinse the mouth vigorously with warm water to clean out debris. Take a gauze pad, place it on either side of the tooth, grasp (use dampened gauze pad if necessary) firmly, and wipe the tooth carefully to remove food trapped between the teeth.
 - **Knocked-Out Teeth:** Rinse the tooth gently in cool running water (DO NOT SCRUB IT). Wrap the tooth in a moist gauze and place it in a container of cool milk or water. When notifying the parent or authorized person of the emergency, staff will recommend that they take the child to a dentist within the next 30 minutes.
 - **Broken Teeth:** Gently clean dirt or debris from the injured area with warm water. Place a cold compress on the face around the broken tooth to minimize swelling.
 - **Bitten Tongue or Lip:** Apply direct pressure to the bleeding area with a clean cloth. If swelling is present, apply a cold compress. If bleeding does not stop within 5 to 10 minutes, call the parent or authorized person to take the child to a dentist or emergency room. The child may sip on ice water and/or rinse their mouth with ice water.
 - **Object Wedged Between Teeth:** Using a gauze pad, firmly grasp both sides of the tooth and wipe from the gum area to the top of the tooth with one long, firm, and consistent stroke.
 - **Possible Fractured Jaw:** Immobilize the jaw by any means (towel, handkerchief, etc.). Apply a cold compress and advise the parent or authorized emergency contact person to take the child to a dental office or emergency room as soon as possible.

Hearing and Vision Screening Requirements

The following procedure will be followed when performing a hearing screening:

1. Head Start/Early Head Start staff will inform parent/guardian of the types and purposes of all screenings/questionnaires to be administered before they are completed.
2. Parental consent for screenings will be obtained prior to the screening. Head Start children will receive a hearing screening using a standardized screening tool within 45 days of entry into the program.
3. Early Head Start staff will complete a Hearing questionnaire for each child within 30 days of entry into the program.
4. Early Head Start staff will complete a Hearing questionnaire every six months after the initial Hearing questionnaire on each child.

5. Children 3,4, and 5 years of age initial screenings will be performed by trained Head Start staff, or other trained professionals using the **Pure Tone Audiometer or other state approved equipment.**
6. Results will be documented on the **Vision and Hearing Screener Report**, and a copy will be attached to the **State Admission Form.**
7. All children failing to respond or failing the test will be re-screened within 3 – 4 weeks of the initial test using the **Pure Tone Audiometer or other state approved equipment.**
8. If a 3-to-5-year-old child fails the re-screen or fails to respond to the **Pure Tone Audiometer or other state approved equipment**, an Internal Referral will be initiated by the FSW and/or data clerk with the parent/guardian.
9. Continue to update the Internal Referral using case notes until follow-up treatment is complete, or ongoing care is established.

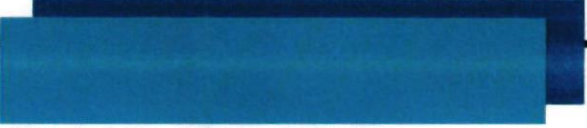
The following procedure will be followed when performing the vision screening:

1. Head Start/Early Head Start staff will inform parent/guardian of the types and purposes of all screenings and questionnaires to be administered before them.
2. Parental consent for screenings will be obtained prior to the screening.
3. Head Start children will receive a vision screening within 45 days of entry into the program.
4. Early Head Start children will receive a vision screening within 30 days of entry into the program.
5. The vision screening for children 3, 4, and 5 years of age will be performed by trained Head Start staff, or other trained professionals using the **10-foot HOTV Vision Chart or other state approved equipment or chart.**
6. Early Head Start staff will perform a Vision questionnaire every six months after the initial vision questionnaire for each child.
7. Head Start results will be documented on the **Vision & Hearing Screener Report** form, and a copy will be attached to the **State Admission Form.**
8. All children who fail to respond or fail the **10-foot HOTV Vision Chart** test will be re-screened within 2-3 weeks of the initial test. If the Photo Screener device is used to test, the child will not need to be rescreened.
9. If a 3- to 5-year-old fails the vision screen using the Photo Screener, or the rescreen on the HOTV Vision Chart, the FSW and/or data clerk will initiate an Internal Referral with the parent/guardian.
10. Staff will continue to follow up with the Internal Referral using the case notes until follow-up treatment is complete, or ongoing care is established.
11. If a parent/guardian refuses to authorize treatments, staff will provide parents/guardians with information regarding the services being requested for their child.
12. If noncompliance is exhibited after barriers are addressed and education is provided, the child's parent/guardian will be asked to sign the **Decline of Services** form.
13. Staff will upload the Decline of Service under medical records.

Immunization Requirements

The following procedure will be followed for immunizations:

1. Program applicants must submit an official immunization record stating a child's full name and date of birth generated from a state or local health authority, including a registry, with their enrollment application.
2. A new enrollee must have at least one of each age-appropriate mandatory immunization and is on schedule to receive subsequent doses as rapidly as medically feasible according to the **Center for Disease Control and Prevention** and **Texas Department of State Health Services** or an exemption statement authorized by the **Department of State Health Services Immunization Branch** to attend the program.
3. Children may be enrolled provisionally. Child must not be overdue for next dose to be considered provisional. If a child is enrolled provisionally, the parent/guardian must provide a statement from the doctor as to when the remaining immunizations will be completed.
4. Any child may be placed on the **Waiting List** regardless of immunization status. At this time parents/guardians will be informed of the immunization requirements and told if the child does not have at least one mandatory immunization or an authorized and notarized affidavit, it could affect their child's placement into the program.
5. Staff will place a copy of the child's most current immunization record in the child's Head Start/Early Head Start Health File and place a copy in the DHS File.
6. All children attending Head Start/Early Head Start must remain current on all immunizations. Staff will review the immunization status of a provisionally enrolled child every 30 days to ensure continued compliance and completing the required doses of vaccine(s). If appropriate doses have not been received at the end of a 30-day period, the child is no longer in compliance and will be excluded until the appropriate doses are received.
7. Head Start/Early Head Start staff will communicate with families of a child enrolled provisionally about needed immunizations by completing the **Immunization Notice Form** and giving a copy to the parent/guardian.
8. Head Start/Early Head Start staff will help ensure parents are informed and have the resources needed to complete or remain current with their child's immunizations.
9. If immunizations are not brought current by the exclusion date staff will complete the **Immunization Notice Form** excluding the child from attending classes until the child is current with immunizations or has a doctor's note stating, why the child is not current and when the child will be current.
10. Staff will upload and copy the updated immunization record or doctor's note to the **Immunization Notice Form** and upload them in the immunization tab and the DHS file.
11. Staff will continue to work with the family until the child is completely up to date on all required age-appropriate immunizations.



Mental Health and Wellness

The Concho Valley Council of Governments Head Start/Early Head Start program contracts with a Mental Health Professional to act as a consultant to the program. This consultant will visit each classroom to observe children's interactions with teachers and peers. They will work with the Head Start/Early Head Start staff and families to implement procedures for children identified as needing intervention to support their mental well-being and promote mental wellness.

The consultant will also attend at least one monthly parent meeting to share mental wellness information and will be available to Head Start/Early Head Start parents individually. For more information, please contact your Site Supervisor.

Breast Feeding

Mothers can breastfeed or provide breast milk on campus. Contact your site supervisor or Family Service Worker for our private breastfeeding areas.

Nutrition

Meals/Food Service Practices

Children are served breakfast, lunch, and a snack. Please check with your Site Supervisor or teacher to find out the specific times your child will receive meals. Monthly menus are provided and posted in each classroom for your reference.

Mealtime is an important part of our school day, and we encourage all children to participate. Meals are served family-style to create learning opportunities that support teacher-child interactions and promote communication and conversation, contributing to children's learning, development, and socialization.

Children are encouraged to try small portions of new foods, but they are never forced to eat anything they do not like or required to clean their plates before receiving a second serving.

Please notify your child's teacher or FSW if your child has or develops a food allergy. Children who require special diets due to food allergies must have a physician statement on file confirming the allergy and listing recommended food substitutions.

Substitutions for non-medical reasons (such as religious, vegetarian, etc.) will be reviewed and approved by the Health Manager.

Meals served must meet the United States Department of Agriculture Child Care Food Program requirements and must be prepared in kitchens that comply with federal, state, and local food safety and sanitation laws. Food must be purchased from licensed vendors; therefore, food prepared at home may not be brought into the site to be served at mealtime.

Children will be served meals that provide approximately two-thirds of their daily nutritional needs and are high in nutrients while being low in fat, sugar, and salt.

Outside Foods

Head Start occasionally hosts activities that include food consumption during school hours. All food brought into Head Start must be purchased from a licensed vendor or store-bought. Homemade foods are not permitted at any time.

Policies and Procedures

Parent Code of Conduct

- 1. Respectful Behavior:** Parents are expected to treat all school staff, students, and other parents with respect and courtesy always.
- 2. Appropriate Attire:** Parents, guardians, and visitors are expected to wear clothing that is appropriate for a school setting while on campus. Clothing that is excessively revealing or displays offensive language, images, or promotes drugs, alcohol, or violence is not permitted.
- 3. Positive Communication:** Parents should communicate with school staff in a constructive and respectful manner, whether in person, via phone, or through written correspondence.
- 4. Support for School Policies:** Parents are expected to familiarize themselves with school policies and procedures and to support and adhere to them.
- 5. Confidentiality:** Parents should respect the confidentiality of sensitive information regarding other students, staff, or school matters that they may become privy to.
- 6. Attendance and Punctuality:** Parents are encouraged to ensure their children attend school regularly and arrive on time for classes and school events.
- 7. Involvement in Education:** Parents are encouraged to actively participate in their child's education by attending parent-teacher conferences, school events, and volunteering when possible.
- 8. Resolving Issues Constructively:** If a parent has a concern or disagreement with a school policy or decision, they are expected to address it through appropriate channels, such as meeting with the teacher or principal, rather than engaging in confrontational behavior.
- 9. Safety and Security:** Parents should adhere to any security protocols or procedures implemented by the school to ensure the safety of students and staff.
- 10. Supporting Positive Behavior:** Parents are encouraged to reinforce positive behavior and values taught at school within their homes.
- 11. Responsible Use of Technology:** If parents are involved in online communication platforms or social media groups related to the school, they are expected to use them responsibly and respectfully.
- 12. Financial Responsibilities:** Parents should fulfill any financial obligations related to school fees, fundraising activities, or other contributions as required.
- 13. Parental Responsibilities Outside of School:** Parents are encouraged to support their child's education by providing a conducive home environment for learning, ensuring completion of homework, and promoting good study habits.
- 14. Compliance with Health and Safety Guidelines:** Parents should adhere to health and safety guidelines set forth by the school, such as vaccination requirements and protocols during health emergencies.

Video Surveillance Monitoring Policy

The Concho Valley Council of Governments (CVCOG) Head Start Program is committed to meeting the health and safety needs of our children, staff, and families. To further ensure safety and security of our children, staff, and families, Head Start sites will be equipped with video surveillance cameras.

- The location for cameras will include classrooms, playgrounds and some interior and exterior areas to ensure the safety and security of all children, staff and families.
- Cameras are not placed to monitor areas where families and staff have a "reasonable expectation of privacy", i.e. private offices and restrooms.
- The cameras will be constantly on and recording 24/7. The video data is available for 12 days.
- Cameras are video only; there is no audio.

- All Head Start Administrators will have access to the cameras from their office..
- If there is a reported incident, Head Start Administrators, Site Supervisors, Human Resources, and IT can access the footage with permission of the Head Start Director. Footage will be reviewed, and if needed, reported to the Office of Head Start, Child Care Regulation, and if applicable, a report to Child Protective Services.
- Law enforcement may ask for video footage through our Open Records procedure.
- If needed the video will be saved to the agency drive which will be secured.
- Any requests to obtain copies of video footage or still images will only be released in response to a subpoena, unless it is to one of the agencies listed above. This is for the confidentiality and protection of all children, families and staff.

Currently cameras are only located at Menard Head Start, Day Head Start and San Jacinto Head Start.

Parent Notification of Policy Changes

Parents will be notified by the Site Supervisor, teaching staff, and/or person in charge whenever a policy changes and will receive a copy of the updated policy. Policy changes will also be posted on the Parent Information Boards at each Head Start site.

Procedure for Parents to Review and Discuss Policies and Procedures

Should a parent have questions regarding policies and procedures, they should address the concerns with the child's teacher and/or Site Supervisor. If the teacher and/or Site Supervisor cannot satisfy the parent's concerns, they should contact the Head Start Program Director (325-944-9666).

Open Door Policy

Our program values parent/guardian engagement and encourages all parent/guardians to visit and discuss any issue at any time. Parent/guardian should check in at the front office and schedule a meeting with the Site Supervisor.

Gang /Smoke-Free Zone

Head Start/Early Head Start is smoke-free environment and prohibit e-cigarette, vaporizer, or tobacco product or use any tobacco product on the premises, on the premises, on the playground, or during field trips. Head Start is a Gang-free zone which prohibits gang related criminal activity or engaging in organized criminal activities within 1,000 feet from the Head Start/Early Head Start Program. Any of these activities is a violation of this law and is therefore subject to increased penalty under state law.

Community Complaint Procedure

1. Persons filing a community complaint will be given a copy of the Community Complaint Procedures which are posted on the parent board of all Head Start sites and a copy of the **Community Complaint Form** and asked to contact the Head Start Director to attempt to informally resolve the complaint.
2. If the person would like to initiate a formal complaint, he or she will be asked to complete the **Community Complaint Form**, and the completed form will be forwarded to the Head Start Director.
3. The Grantee Head Start Director will meet with all parties involved.
4. After the meeting, a written response outlining the action taken will be completed by the Head Start Director and a copy sent to the complainant.
5. If the complainant is not satisfied with the written response by the Head Start Director, they may request a meeting with the Executive Director whose decision on all matters will be final.

Licensing Inspection and Minimum Standards

The most recent Licensing Inspection Report is posted on the Center Board.

A copy of the Minimum Standards may be requested at any time from your Site Supervisor.

The Minimum Standards are also available online 24 hours a day at:

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>.

Local Licensing Office, Texas Abuse and Neglect and DFPS Contact Information

To contact the local Licensing office:
622 S. Oakes Suite E, San Angelo TX 76903
432-684-3299

Texas Abuse and Neglect Reporting

To report suspected abuse or neglect in Texas, call the Texas Abuse Hotline at **1-800-252-5400** if the situation is urgent and requires investigation within 24 hours.

To report a situation that does not require an immediate investigation, you may submit a report online.

www.txabusehotline.org.

To access the Department of Family and Protective Services you can login at [Texas Department of Family and Protective Services \(DFPS\)](http://Texas Department of Family and Protective Services (DFPS))



Texas Department of State
Health Services



The data for national notifiable infectious diseases and conditions are aggregated weekly for all conditions. See cdc.gov/nndss/data-statistics/infectious-tables/index.htm

Preventing and Responding to Abuse and Neglect of Children

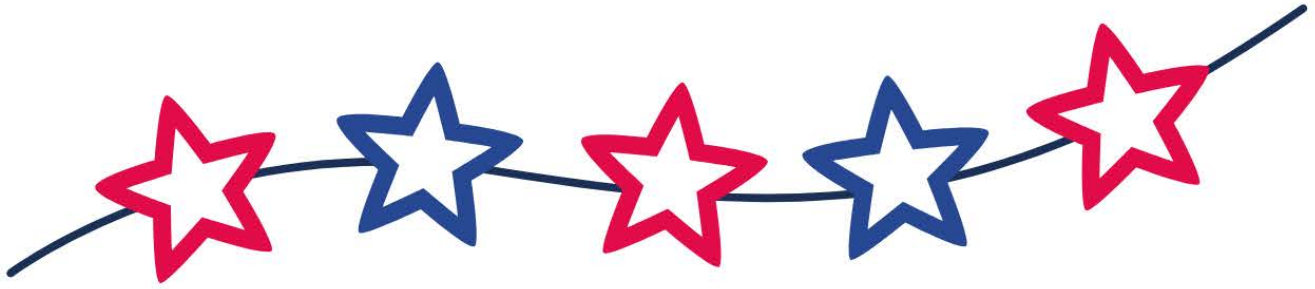
All Head Start staff, volunteers, and contracted workers are mandated reporters in the state of Texas and are required to report any suspected cases of child abuse or neglect.

- Abuse may include mental, emotional, physical, or sexual injury to a child, or failure to prevent such injury.
- Neglect includes failing to provide a child with adequate food, clothing, shelter, or medical care, as well as placing a child in situations where they may be at risk of harm.

To prevent and respond to abuse and neglect of children, Head Start will:

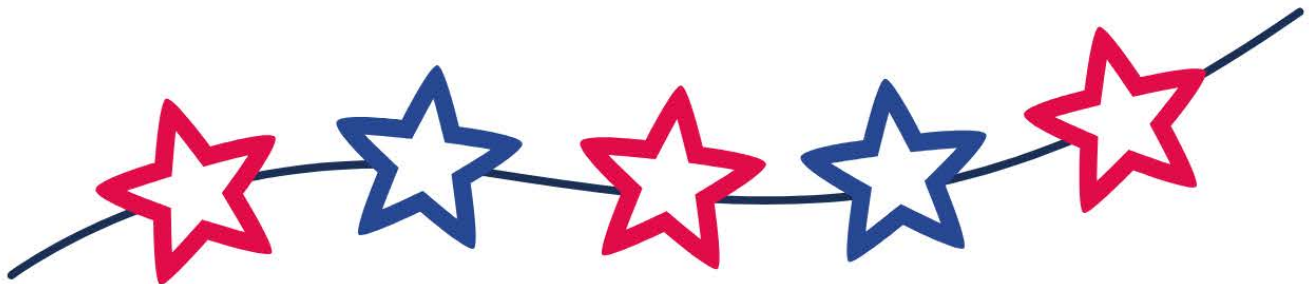
1. Provide annual training upon entrance into the program and updated training yearly, with additional training as needed.
2. Offer education on abuse and neglect at parent meetings, as well as distribute handouts and post warnings about signs and prevention factors.
3. Partner with community organizations to educate, support, and provide training on child abuse and neglect.

As mandated reporters, Head Start staff are required to report any suspected or identified cases of child abuse or neglect to TDPRS. All reports are made privately and confidentially. Parents who need assistance or intervention for a child who may be a victim of abuse or neglect are encouraged to contact their Family Service Worker or Site Supervisor for support and resources.



JULY

Agenda Item #8





July 2026

Director's Report



May Enrollment Data	Funded Enrollment	Reported Enrollment	Percent of Enrollment	Attendance Greater than 85%	Attendance Less than 85%
Head Start	323	323	100%		
Early Head Start/Pregnant Mom	128	128	100%	66 (56.41%)	51(43.59%)

Live Disability Data	Current	Reported Enrollment	Percent of Enrollment
HS # of Children with IEP	24	373	6%
EHS Children with IFSP	15	120	13%
Program Wide Total # of children with IEP/IFSP	39	493	8%

May Nutrition Data	Breakfast	Lunch	Snack	Total
Head Start	2545	2592	1976	7,113
Early Head Start	1793	1822	901	4,516



Live Head Start Health Events

30 Day

Medical Insurance 



Medical Home 



Dental Home 



45 Days

Hearing (Test or Screening) 



Vision (Test or Screening) 



90 Days

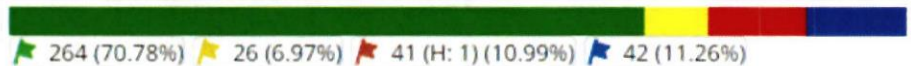
Physical Examination 



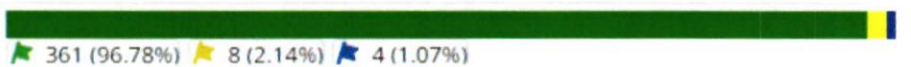
Dental Examination or Screening 



Lead (Test or Screening) 



Height & Weight 



Head Start (HS) promotes school readiness of children under 5 from low-income families through education, health, social and other services.

Early Head Start (EHS) provides intensive comprehensive child development and family support services to low-income infants and toddlers under the age of 3 and their families, and to pregnant women and their families.





To complete an application please contact the following sites below:



School	Director	Family Service Workers	Hours Operation	Phone
Day Head Start Early Head Start	Comoshontai Hollis	Nelda Garza Lori Palacios Ana Rios Laura Cortinas	7:45 am - 3:30 pm	325-481-3395
Eldorado Head Start	Abigail Ussery	Abigail Ussery	7:45 am - 3:30 pm	325-853-3366
Menard Head Start Early Head Start	Marsha Wallace	Marsha Wallace	7:45 am - 3:30 pm	325-396-2885
Ozona Head Start	Tracy Ybarra	Tracy Ybarra	7:45 am - 3:30 pm	325-392-3429
San Jacinto Head Start Early Head Start	Michelle Aguirre	Rebecca Salinas Maria Vasquez Emily Ceballos Mary Torres Christina Barrera	7:45 am - 3:30 pm	325-659-3670

HEAD START Admin Staff

Administrative Office - 5430 Link Road –

(325)944-9666

Carolina Raymond - Director

Stephanie Hernandez - Assistant Director / Early Head Start Education Manager

Stacy Walker - Education & Disability Manager/
Data Specialist

Ofelia Barron - ERSEA & Facility Manager

Mary Husted - Compliance & Nutrition Specialist

Madelyn Herrera - Family & Community,
Parent Engagement Manager

Melissa Miranda - Health & Mental Health Manager

Maida Rojas - Classroom Specialist

Program News:

- We have received closure letter for under enrollment plan.
- We will be having a closure call for four deficiencies identified between January and March on July 2nd. This includes the Quality Improvement Plan we have been working on with the Policy Council and Executive Committee.
- Early Head Start Last Day in Session before 2026 summer break was June 26, 2026 they will begin next session August 4th 2026.
- Education Training for staff will be on July 14th – July 17th.
- All Staff In- Service training will take place July 20th- July 24th this year's theme is "Magic Happens in Head Start"
- Head Start Open Registration will be held at Concho Valley Transit on August 4th, 2026, starting at 10:00am to 6:00pm.



July 2026

CVCOG Head Start

SCAN ME



Job Positions Available

1. San Jacinto Head Start Teacher, RM #28
2. Day Head Start Teacher Floater

To Apply: Scan the QR Code or Contact us at!
CVCOG Head Start/Early Head Start
325-944-9666 / <https://www.cvcog.org/cvcog/>
5430 Link Rd. San Angelo, TX 76903